

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2014

## LIBERAL STUDIES PAPER 2

11:15 am – 12:30 pm (1½ hours)  
This paper must be answered in English

- (1) This paper consists of three questions. Answer **ONE** question only.
- (2) Write your answers in the Answer Book provided.
- (3) Candidates are reminded that this subject emphasises the ability to present and support points of view in a clear, concise and logical manner, rather than the ability to recall facts.

Not to be taken away before the  
end of the examination session

## Extended response questions

Answer *one* question only.

1. Consider the following sources:

**Source A:** An extract from an article in a journal dated 27 October 2012

As a ruler of the world's economic powerhouse, President Xi Jinping is trying to promote economic growth while maintaining political stability. Yet this task is proving increasingly difficult. Corruption and social problems are causing growing frustration among China's people and worry among its officials. Ordinary people today protest in public and local complaints are now debated nationwide. In 2011, former Chinese Premier Wen Jiabao described China's development as 'unbalanced, unco-ordinated and unsustainable'.

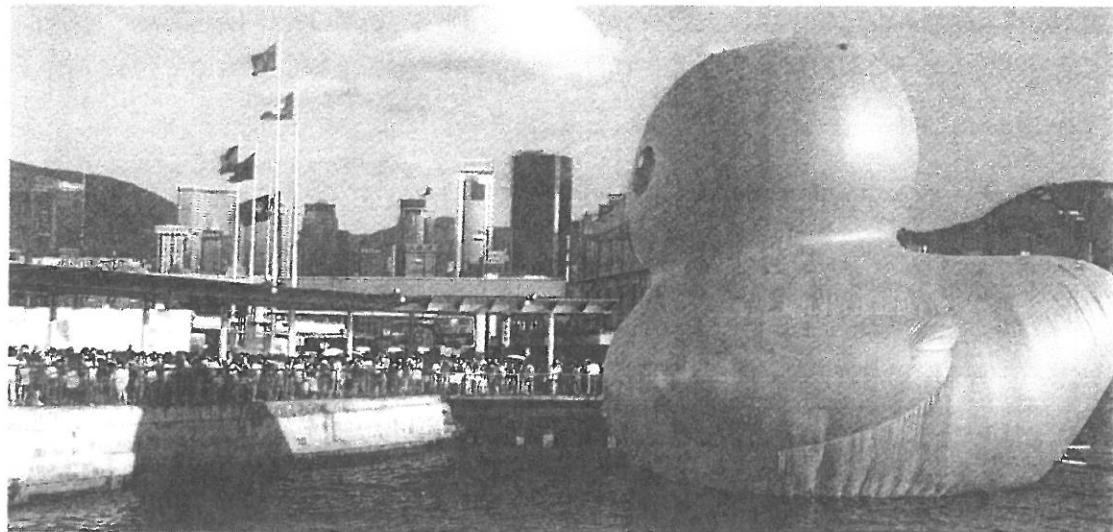
**Source B:** Adapted from news articles dated 15 May 2013 and 29 May 2013

- The Chinese government now controls oil and gas pipelines in Central Asia and the Middle East. China has also invested heavily in building infrastructure in Africa and Central America. China has become the world's leading exporter. It also surpassed the United States as the world's biggest trading nation in 2012.
- China has become more active, more confident and more outspoken in the international scene. In 2009, China began to push for a major reform of the international monetary system. It won approval for an increase in its voting rights in the International Monetary Fund. China has signed up as a member of most inter-governmental organisations and large non-governmental organisations. It is a signatory to more than 300 multilateral treaties. China has affixed its signature to all the international treaties concerned with nuclear non-proliferation and arms control. China has proclaimed a nuclear weapons 'no first use' pledge. China has also contributed 20 000 troops to United Nations peacekeeping.
- Territorial disputes between China and its neighbours have escalated in recent years. Sino-Japanese relations are being damaged by the claims of the two countries to the Diaoyus. Disputes between China and several Southeast Asian countries in the South China Sea have also soared. The director of a defence policy research institute said, "China's growing influence in this region amid the country's economic and military advances has annoyed the United States. The United States has resorted to containing China by forging ties with China's neighbours, making the disputes more complicated."

- (a) Do you think that in order for China to increase its national strength, political stability is more important than economic development? Explain your answer. (10 marks)
- (b) 'China's increasing participation in international affairs will facilitate world stability.' To what extent do you agree with this view? Explain your answer. (10 marks)

2. Consider the following sources:

**Source A:** Florentijn Hofman's Rubber Duck attracted many viewers in Hong Kong



**Source B:** Adapted from news articles dated 3 May 2013 and 6 May 2013

"I think, after today, Victoria Harbour has changed," said the Dutch artist, Florentijn Hofman, Rubber Duck's 'papa', after his 'baby' made it to Ocean Terminal, overcoming the rough wind and waves. Hofman hopes the artwork evokes joy, love and peace by reminding people of childhood memories. The duck, which has now visited 10 countries, "is a catalyst of joy," he said.

But he also has a wider aim. "I kidnap public space for a while ... [The artwork] changes the volume of a public space. I really want people to look, to see public space from a different perspective," he said. Besides passing on the know-how to a local team so they can repair the work if something goes wrong, the production process of Rubber Duck often unites people in a different way.

On the public's overwhelming response globally, Hofman said, "It shows that public art means a lot [to people]. The water in the world is a global bath tub. You and I are taking the same bath."

- (a) To what extent do you think that Hong Kong people went to see Rubber Duck because it aroused their collective childhood memory? Explain your answer. (10 marks)
- (b) 'Collective memory is important in enhancing social cohesion in Hong Kong.' To what extent do you agree with this view? Explain your answer. (10 marks)

3. Consider the following sources:

**Source A:** An extract from a news article dated 16 February 2011

Developers of the 29-storey The One shopping mall in Tsim Sha Tsui say they have toned down an LED advertising sign on top of their building, but owners of flats in a nearby 67-storey residential building say they will not be satisfied until it is ‘lights off’ altogether. Since the mall opened, flat owners say that the sign’s glare has scared off potential tenants and led to a 40% drop in rentals.

**Source B:** An extract from a news article dated 20 March 2013

Resistance by vested interests in the tourism, advertising and property trades has hampered the work of a government-appointed task force on light pollution, a member of the task force says. He believes that an approach relying on voluntary actions of stakeholders is doomed to fail. “Without a law, nothing can be done,” he said.

**Source C:** Adapted from news articles dated 24 March 2011 and 20 March 2013

Hong Kong is believed to be the world’s worst city for light pollution. From Tsim Sha Tsui to the remote Sai Kung countryside, a research team found excessive brightness to degrees that could damage human health and wildlife, waste energy and interfere with astronomical observations. However, in an earlier survey covering 2 700 residents, shop owners, customers, building owners and tourists, 78% thought that neon and LED lights make the environment look more beautiful and boost Hong Kong’s image as a dynamic city and tourist destination.

- (a) Evaluate the impact of night lighting on the quality of life of Hong Kong people. Justify your answer. (10 marks)
- (b) Explain the difficulties that the government would encounter in tackling the light pollution problem in Hong Kong. (10 marks)

**END OF PAPER**

Sources of materials used in this paper will be acknowledged in the *Examination Report and Question Papers* published by the Hong Kong Examinations and Assessment Authority at a later stage.

## Marking Guidelines

The marking guidelines will only list a set of suggested marking criteria for each question for markers' reference. They should not be regarded as sets of model answers. Alternative answers are also accepted as long as they are reasonable.

### Paper 1

1. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● identifies and explains clearly and in detail two difficulties for the Hong Kong government to govern Hong Kong as reflected by the demands shown in Source A. Difficulties could include, e.g.:           <ul style="list-style-type: none"> <li>■ Hong Kong society is divided over many issues with significant disagreements among people of different groups/sectors/political stances. This makes it difficult for the government to get majority support and consent for its proposed policies and even governance;</li> <li>■ The Hong Kong government faces a legitimacy challenge which makes it difficult to gain trust and respect from the majority of Hong Kong people. As such, the government cannot obtain recognition and loyalty from the general public of Hong Kong in its governance, etc.</li> </ul> </li> </ul> <p>Evidence from the photos, e.g.:</p> <ul style="list-style-type: none"> <li>■ Calling for young people to promote social unity and to support the government shows that the government lacks sufficient support/ recognition from young people and the problem of a divided society is critical in Hong Kong. As a result, social harmony and stability is adversely affected, which poses difficulties for the government to rule;</li> <li>■ The demand from Hong Kong people for an honest and trustful Chief Executive (CE) and a genuine universal suffrage in the CE election indicates that the CE is not representative enough and the credibility of the government is questioned. It reflects that the government has difficulties in gaining Hong Kong people's trust and respect in the process of governance, etc.</li> </ul> <ul style="list-style-type: none"> <li>● makes appropriate use of the points of relevance in the source</li> </ul>	4
<ul style="list-style-type: none"> <li>● identifies two difficulties for the Hong Kong government to govern Hong Kong as reflected by the demands shown in Source A, but does not explain fully; or identifies and explains fully one difficulty</li> <li>● makes use of some points of relevance in the source</li> </ul>	2-3
<ul style="list-style-type: none"> <li>● identifies or attempts to explain one difficulty for the Hong Kong government to govern Hong Kong (may or may not be from the source), but may not be all correct/ relevant; or identifies one or two difficulties but makes no attempt to explain</li> <li>● does not make use of evidence from the source</li> </ul>	1
<ul style="list-style-type: none"> <li>● fails to identify any difficulties/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

## 1. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● identifies clearly the two core values of Hong Kong society which are in conflict as reflected in Source B, e.g. freedom of speech/procession as hinted by the number of public order events and public safety/order as hinted by the number of prosecutions</li> <li>● explains clearly and logically the consequences of the potential conflicts over the two core values, e.g. Too much freedom of demonstration may lead to violence and chaos, while too much control for public safety/order may restrict the rights and freedom of expression of different interests/demands and political participation</li> <li>● explains and justifies clearly and logically whether the consequences (e.g. the relationship between the police (law enforcement) and citizens (freedom of speech/ procession), the tension between social stability and interest/demand articulation) of the conflicts over the two core values are becoming more serious with appropriate and full use of the points of relevance in Source B, e.g. <ul style="list-style-type: none"> <li>■ <i>Candidates can argue that the consequences of the conflicts over the two core values are becoming more serious based on the sources</i>, e.g. In general, the number of public order events in which people were prosecuted shows a rising trend. As the conflicts are getting more numerous, the consequences (e.g. social instability, social division) are more serious, etc.</li> <li>■ <i>Candidates can argue that the consequences of the conflicts over the two core values are not becoming more serious based on the sources</i> e.g. the increase in the proportion of public order events in which people were prosecuted is small; the average percentage of public order events with prosecution is small, etc.</li> </ul> </li> <li>● provides a well-structured and in-depth explanation</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● identifies and explains one or two core values of Hong Kong society which are in conflict as reflected in Source B</li> <li>● explains and justifies whether the consequences of the conflicts are becoming more serious by referring to Source B, but does not explain fully or with sufficient clarity</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● identifies one or does not identify any core values which are in conflict from the source</li> <li>● attempts to explain whether the consequences of the conflicts over the two core values are becoming more serious according to his/her knowledge (with or without referring to the points of relevance in the sources), but the explanation is too partial; describes briefly some of figures in Source B, but fails to relate the figures to the consequences of the conflicts</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

1. (c)

Suggested Marking Guidelines	Marks
<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● explains and justifies clearly and logically the extent to which he/she agrees with this view, with respect to the points of relevance in the sources and his/her own knowledge and concepts (e.g. political participation, quality of life) in view of the current situation in Hong Kong; formulates his/her arguments on the basis of a detailed and critical evaluation with regard to different perspectives for and against the statement, e.g.</li> </ul> <p><i>Points of agreement: (expressing their demands through processions and demonstrations helps enhance the quality of life of Hong Kong people) explains clearly and in detail his/her arguments with the points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ The government will be better informed by collective actions of processions and demonstrations which gather a large number of people in the streets to express their demands loudly. The government will get a better sense of the urgency/seriousness of the problem when a certain number of people unite together to demonstrate their dissatisfaction</li> <li>■ The government will be forced/under great pressure to adopt quick and remedial actions to fix the policy problems in order to address people's demands and prevent political crisis;</li> <li>■ The government may formulate and enhance policies and measures (e.g. employee welfare, waste treatment) with reference to the demands of the public. As a result, quality of life will be improved, etc.</li> </ul> <p><i>Points of disagreement: (expressing their demands through processions and demonstrations does not help improve the quality of life of Hong Kong people) explains clearly and in detail his/her arguments with the points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Processions and demonstrations may cause social split and instability which may lead to the deterioration of quality of life in the long run (e.g. deterring overseas and local investments, adversely affecting the reputation of Hong Kong as a tourists' haven);</li> <li>■ The government may think some processions and demonstrations as blackmails and irrational activities and therefore refuse to back down or compromise in the policy making process. As a result, some non-political, livelihood-related issues may not be efficiently addressed;</li> <li>■ Processions and demonstrations may not be constructive activities to facilitate better understanding, communication, trust and cooperation between the government and people and to hammer out practical policy options. The government may formulate policies with reference to the demands expressed by processions and demonstrations at the expense of the majority's well-being, etc.</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	7-8

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge, but may not fully utilise them for supporting the arguments and may provide a slightly limited discussion on the impact on quality of life; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>Points of agreement:</i> <i>explains his/her arguments with some points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement:</i> <i>explains his/her arguments with some points of relevance in the sources and relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by referring to part of the sources and basing answer on his/her knowledge, but lacks clarity/ consistency/ appropriateness; tends to explain the pros and cons of processions and demonstrations generally; makes little reference to the impact on quality of life; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>Points of disagreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to indicate his/her position according to his/her knowledge (referring to a limited part of the sources or without referring to the points of relevance in the sources), but the explanation is too partial, e.g. explaining with a wrong concept of political participation/ quality of life, using irrelevant/ inappropriate examples/ information for illustration, showing a very limited/ misunderstanding of processions and demonstrations and their impact on quality of life, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

2 (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● makes correct, appropriate and full use of the sources available to determine whether they support the statement</li> <li>● explains and justifies clearly, logically and in detail whether the sources support the view with respect to the points of relevance in the three sources and his/her own knowledge and concepts (e.g. renewable energy resources, greenhouse gas emissions, social and environmental impact); shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; formulates his/her arguments on the basis of a detailed and critical evaluation of the evidence shown in the sources with regard to the costs and benefits of wind power, e.g.</li> </ul>	7-8
<p><i>The sources support the view:</i></p> <p><i>explains clearly and in detail his/her arguments with the points of relevance in the sources; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ The effectiveness/efficiency of power generation by wind farms is low, though it does not emit as much greenhouse gases as other fuel-burning power plants. Source A indicates that wind power has a low capacity factor and incurs a high cost (especially, for generating electricity offshore). Therefore, it is not cost-effective to reduce greenhouse gas emissions by using wind power;</li> <li>■ The use of wind power will bring about environmental and social problems, e.g. visual pollution, turbine noise, shadow flicker, ecological destruction, bird and bat kills. In Source B, the cartoonist presented the problems with the use of wind power by placing them on both sides of the balance, implying that there is no real choice between costs and benefits;</li> <li>■ It can only contribute a small amount to the total electricity consumption in Hong Kong (Source C). Hence the use of wind power cannot offset a large amount of greenhouse gas emissions from power generation by fossil fuels in Hong Kong, etc.</li> </ul>	
<p><i>The sources do not support the view:</i></p> <p><i>explains clearly and in detail his/her arguments with the points of relevance in the sources; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Wind power is a clean and renewable energy resource (reducing greenhouse gas emissions and atmospheric pollutants as shown in Sources A and C) in comparison with other sources of electricity generation. In view of sustainable development, it is worthwhile to use wind power;</li> <li>■ Not all the costs in Source B would apply equally to offshore and onshore wind power generation. e.g. shadow flicker and turbine noise would not apply to offshore wind power plants and so offshore wind power generation brings about less negative impact than onshore wind power;</li> <li>■ The relative importance/significance of the costs/ benefits shown in the sources is not equal. e.g. the benefits of wind power in reducing greenhouse gas emissions (Sources A and C), which is global in scale, might outweigh the local costs such as turbine noise and shadow flicker (Source B), etc.</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● makes correct and appropriate use of some of the data available</li> <li>● justifies whether the sources support the view by referring to the sources and basing answer on his/her knowledge, but the argument may not be comprehensive/ in-depth in parts; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate:</li> </ul> <p><i>The sources support the view: explains his/her arguments with some points of relevance in the sources; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>The sources do not support the view: explains his/her arguments with some points of relevance in the sources; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● makes partial use of the data available and not always correctly</li> <li>● attempts to justify by referring to the sources and basing answer on his/her knowledge, but lacks clarity/ consistency/ does not weigh the costs and benefits shown in the sources; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way; constructs an argument as to whether the sources support the statement entirely on the number of costs/ benefits identified:</li> </ul> <p><i>The sources support the view: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <p><i>The sources do not support the view: attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation to his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● fails to use the sources to determine whether the view is supported; may draw some wrong conclusions from the data</li> <li>● identifies/ lists a few costs and benefits; attempts to explain his/her arguments according to his/her knowledge (referring to a limited part of the sources or without referring to the points of relevance in the sources), but the explanation is too partial, e.g. explaining with a wrong concept of renewable energy resources/ greenhouse gas emissions/ social and environmental impact, using irrelevant/ inappropriate examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

## 2. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● compares and constructs a clear, logical and consistent argument as to whether each of the two suggestions by the concern group in Source C would be better for Hong Kong than building an offshore wind farm, e.g.</li> </ul> <p><i>Purchasing nuclear power from the mainland VS building an offshore wind farm, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Power generation by nuclear energy is more cost effective and reliable (as shown in Source A). Nuclear energy can take up a greater proportion in the fuel mix in Hong Kong, further reducing the greenhouse gas emissions from coal/ natural gas-fired power plants. With reference to the transmission of electricity from the Daya Bay Nuclear Power Plant to Hong Kong at present, it is feasible to increase the supply of electricity from power plants on the mainland, which is less expensive, and Hong Kong people may pay less for their electricity consumption;</li> <li>■ Although the greenhouse gas emissions from wind farms are as low as that from nuclear power plants, the construction and the operation of a wind farm will bring about other environmental and social impacts (e.g. the destruction of the marine ecosystem/ landscape, bird and bat kills and shadow flicker). On the other hand, the possibility of radioactive fallout is low;</li> <li>■ Although the use of nuclear power can reduce the greenhouse gas emissions from coal/ natural gas-fired power plants, it is not a renewable source of energy and the environmental risk is higher than that of wind farms, e.g. radioactive fallouts during the treatment of radioactive nuclear waste and nuclear accidents in the plants are fatal and more destructive than the environmental impact brought by wind farms. If more nuclear power plants are constructed in Guangdong, people in Guangdong and Hong Kong will face a higher risk;</li> <li>■ The construction and operation of wind farms within the territory are subject to tighter regulations and close monitoring. Hence, there could be more control on the environmental impact and safety, etc.</li> </ul> <p><i>Educating the public about energy saving VS building an offshore wind farm, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Energy-saving habits can fundamentally reduce the demand for electricity, and thus reducing the greenhouse gas emissions from power plants and other human activities, such as the use of motor vehicles. On the other hand, a wind farm can only generate a small amount of electricity, not replacing much of the traditional power sources. If the electricity consumption is not reduced, Hong Kong has to further increase the fuel consumption, generating more greenhouse gases;</li> <li>■ Education of energy saving habits is a more environmentally friendly way of tackling the root of the problem. Wind farms impart negative impact on the environment by emitting a certain amount of greenhouse gases, even though at a much lower level than other power generation methods;</li> <li>■ Even with the adoption of energy-saving habits, electricity consumption for maintaining the basic daily life will increase with the population growth and economic development in Hong Kong. Therefore, a wind farm, a relatively environmentally friendly and renewable energy resource is necessary;</li> <li>■ It takes a long time to educate people to change their values/ habits/ lifestyles. On the other hand, using wind power will reduce the natural gas/ coal consumption in power plants and it can take effect within a shorter time span, etc</li> </ul> <ul style="list-style-type: none"> <li>● in making an argument, shows an awareness of the limitations of the measures which are not preferred</li> <li>● makes extensive and appropriate use of the sources and own knowledge/ relevant concepts (e.g. greenhouse effect, effectiveness, behavioural changes)</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	7-8

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● drawing upon the sources and own knowledge, compares and provides a viable argument as to whether each of the two suggestions by the concern group would be a better way for Hong Kong, but the comparison may not be comprehensive/in depth/ fully supported in parts</li> <li>● in making an argument, shows some awareness of the limitations of the measures which are not preferred</li> <li>● makes appropriate but not extensive use of the sources and own knowledge</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● explains his/ her argument as to whether each of the suggestions by the concern group would be better, but with insufficient detail and/or clarity/ without comparison/ without referring to the current situation in Hong Kong; or provides a detailed and convincing argument as to whether one of the suggestions would be better for Hong Kong</li> <li>● shows little awareness of the limitations of the measures which are not preferred</li> <li>● uses sources/ own knowledge in a limited manner or sometimes inappropriately</li> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain/lists the pros/ cons of the suggestions/ wind power, but the explanation is partial and/or inconsistent and/or based upon inaccurate knowledge or unwarranted assumptions</li> <li>● in making an argument, shows no awareness of the limitations of the measures which are not preferred</li> <li>● makes very limited use of sources and own knowledge/ relevant concepts (e.g. greenhouse effect, effectiveness, behavioural changes)</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

3. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● describes clearly and in detail the pattern of binge drinking among Hong Kong adults as shown in Source A, e.g.           <ul style="list-style-type: none"> <li>■ the proportion of female binge drinkers decreased with age. For male, it decreases from the age group of 25-34;</li> <li>■ the highest proportion of binge drinkers was found in the age group of 25-34 for male (15.6%) and the age group of 18-24 for female (4.6%). The lowest proportions were found in the age groups of 18-24 for male and 55-64 for female ;</li> <li>■ the difference between male and female was significantly greater in the age group of 35-44 ;</li> <li>■ for all age groups, the percentages of binge drinkers were higher for male</li> </ul> </li> <li>● makes appropriate and full use of the source</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● describes briefly some of the figures, but the descriptions lack clarity or some of the descriptions are not correct</li> <li>● may not make use of evidence from the source</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● fails to describe any figures/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

## 3. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● clearly identifies and explains in detail , using source B, some possible factors leading to the pattern of binge drinking as mentioned in (a); shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; may draw upon some of the points below or any other appropriate alternatives, e.g.</li> </ul> <ul style="list-style-type: none"> <li>■ peer influence: young people are more likely to be influenced by peers as mentioned by Sze. Hence, younger people are more likely to binge drink (as indicated by the decreasing trend with age for female and for male from the age group of 25-34) as they do not have family commitments and have more chances for social gatherings;</li> <li>■ Mass media's influence: young people like to imitate the characters in TV series and movies (as seen in Sze's case). This may explain the higher proportion at a younger age;</li> <li>■ gender stereotyping: (as seen in Sam's case) Being able to drink a large amount symbolises masculinity. Some male may try hard to conform to this stereotype (higher proportion of male binge drinkers). Female need to take care of their families after marriage (as said by May). This may explain the biggest drop in percentage from the age group of 25-34 for female;</li> <li>■ occupational needs: (as reflected by the case of Ming) People with business connections and working on the mainland are likely to have to follow the binge drinking culture. This may explain the peak for male in the age group of 25-34;</li> <li>■ health and safety concerns: The proportion of binge drinking decreases with age (as told by Hei). Female are more concerned of their personal safety (as said by Sze). This may explain a lower proportion of female binge drinkers, etc.</li> </ul> <ul style="list-style-type: none"> <li>● draws extensively and appropriately on the sources to provide a clear explanation of the pattern of binge drinking</li> <li>● provides a well-structured, clear and in-depth elaboration</li> </ul>	6-8
<ul style="list-style-type: none"> <li>● identifies and explains the reasons mentioned in Source B with the application of relevant knowledge and concepts, but the analysis might lack detail in parts/ tends to focus on certain perspectives; may not conceptualise some of the factors from the reasons</li> <li>● draws on the sources, but not comprehensively</li> <li>● provides a well-structured elaboration, though it might lack clarity/ detail in parts</li> </ul>	3-5
<ul style="list-style-type: none"> <li>● identifies or attempts to elaborate on some reasons (may or may not be from the source), but the explanation is too partial; some of the reasons are irrelevant</li> <li>● uses the sources in a limited manner or sometimes inappropriately, e.g. showing discrepancies between the reasons and the sources</li> <li>● gives a brief answer with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-2
<ul style="list-style-type: none"> <li>● fails to identify any reasons/ makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

Paper 2

1. (a)

The candidate:	Suggested Marking Guidelines	Marks
<ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically whether he/she agrees that political stability is more important than economic development in order to increase China's national strength; supports his/her viewpoint by comparing comprehensively and weighing critically the relative importance of political stability and economic development; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. political stability, economic development, governance, national strength) in view of the current situation on the mainland, e.g.</li> </ul>		9-10
<p><i>Points of agreement:</i></p> <ul style="list-style-type: none"> <li>(political stability is more important than economic development to increase its national strength)</li> <li>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</li> </ul> <ul style="list-style-type: none"> <li>■ A politically stable China can strategically implement its long-term development plans and effectively allocate its resources for further development in various areas such as education, economy, national defense and scientific research. Without a politically stable environment, the economic development may be affected by ineffective resource allocation, disruption of economic policies and loss of developmental direction as a result of power struggle and political conflicts;</li> <li>■ A politically stable China can arouse a stronger sense of nationalism/ patriotism and strengthen people's national identity; as such, China can effectively mobilise the citizens to achieve national goals, uphold territorial integrity and facilitate social unity. If economic development is not accompanied by a politically stable environment, a loss of public confidence in the government internally and internationally will possibly lead to political disunity and even separatism, undermining the business and investment environment, etc.</li> </ul>		
<p><i>Points of disagreement:</i></p> <ul style="list-style-type: none"> <li>(economic development is more important than political stability to increase its national strength)</li> <li>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</li> </ul> <ul style="list-style-type: none"> <li>■ Economic development is a prerequisite for economic growth which can generate more resources for the Chinese government to achieve its national goals such as a higher social development level, technology advancement and military modernisation, while political stability not supported by economic development will possibly lead to a slow economic growth, and in turn a shortage of government funding to achieve national goals, internal instability and even scramble for resources;</li> <li>■ In the process of globalization, an economically strong China can maintain the momentum of sustained growth internally, allowing China to be influential in the world economic and political affairs as many countries need China's capital and investment. On the other hand, political stability without economic development support will possibly lead to a shortage of capital for investment and aid to other countries, thus lowering China's world influence and weakening its contribution to the global economic stability, especially in times of global recession, etc.</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>		

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position, basing answer on his/her knowledge, but may not be comprehensive/ in-depth/ specific for the situation on the mainland in parts; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate, but the level of understanding of one of the concepts (political stability or economic development) might be slightly lower:</li> </ul> <p><i>Points of agreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; may only focus the discussion on the more important item; may discuss the importance of economic development and political stability separately, without comparing their relative importance; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain some impact brought about by economic development or political stability, without making reference to national strength; or explains how national strength could be increased by either economic development or political stability, but the explanation is too brief; or indicates his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of political stability/ economic development/ governance/ national strength, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul> <p><i>● makes no attempt to answer the question</i></p> <p><i>● gives an answer which is not relevant to the question</i></p>	1-3
	0

1. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically the extent to which he/she agrees with the statement; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. foreign relations, inter-dependence, international competition) in view of the current situation on the mainland, e.g.</li> </ul> <p><i>Points of agreement:</i>      <i>(China's increasing participation in international affairs can facilitate world stability)</i>  <i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ China can act as a balancer to counter check the influence of the US in a bi-polar world which may enjoy a higher degree of world stability;</li> <li>■ China can provide more economic assistance to developing countries and capital investment in developed countries to sustain a stable growth of the world economy;</li> <li>■ China can help solve international issues as a peace maker in the Middle East and a facilitator for North Korea's abandonment of the nuclear programme, etc.</li> </ul> <p><i>Points of disagreement:</i>      <i>(China's increasing participation in international affairs cannot facilitate world stability)</i>  <i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ China's increasing participation in international affairs may be perceived as an aggressive move to show its leadership in the Asian region, thus causing more tension with neighbouring countries such as Japan, the Philippines, and Vietnam;</li> <li>■ China's rise and increasing participation will challenge the major powers of the world in international affairs (such as the US and Russia), thus leading to more mistrust, conflicts and world instability;</li> <li>■ China's economic achievements and its subsequent economic dominance in global economic affairs will lead to an over reliance on the Chinese economy, while a slow growth or collapse of the Chinese economy will bring about huge impact on the world economy, etc.</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	9-10

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position, basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate; but the discussion of the relationship between China's participation in international affairs and facilitation of world stability might not be comprehensive/in-depth in parts; may not clearly and specifically explain how China participates in more international affairs:</li> </ul> <p><i>Points of agreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of the mainland; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p>	7-8
<ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul> <ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way; may not explain clearly the relationship between China's participation in international affairs and facilitation of world stability; may deny that China's participation in more international affairs will facilitate world stability by just putting forward other reasons for the enhancement of world stability, rather than providing an explanation for the denial:</li> </ul> <p><i>Points of agreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p>	4-6
<ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul> <ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain briefly participation in international affairs/ world stability; attempts to indicate his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of foreign relations/ inter-dependence/ international competition, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

2. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically the extent to which he/she agrees that Hong Kong people went to see Rubber Duck because it aroused their collective childhood memory; formulates his/her arguments on the basis of a detailed and critical evaluation with regard to different perspectives; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. collective memory, sense of belonging, peer influence) in view of the current situation in Hong Kong, e.g.</li> </ul>	9-10	
<i>Points of agreement:</i>	<p><i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ The appearance of Rubber Duck reminds people of different age groups of the small plastic toy they possessed and played with during bath time when they were young;</li> <li>■ Rubber Duck has been a popular image used in clothing, stationery, and even in the media for a long time. Therefore, the gigantic Rubber Duck evoked visitors of different backgrounds the memories of their own childhood, no matter how much the image of Rubber Duck was a part of their past;</li> <li>■ This toy-like artwork may remind visitors of their memories of the toy-making industry in Hong Kong, toy-playing and fun time in their childhood. Joining the joyful crowd in viewing Rubber Duck may evoke childhood memories of festival celebrations and Brands and Products Expo Fairs in the past, etc.</li> </ul>	
<i>Points of disagreement:</i>	<p><i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Some people may never have the experience of owning or playing with a rubber duck toy in their childhood. Also, the memory of Rubber Duck may not lead to the collective behaviour of seeing Rubber Duck as memory is individualised;</li> <li>■ Some people may visit Rubber Duck simply because of peer influence, the interests in photo-taking, the publicity created by the media or their curiosity to see the artwork from a foreign artist;</li> <li>■ The inconvenience for the visit/ the crowded scene may not constitute a positive/ joyful experience to some people, thus overshadowing the evocation of childhood memories, etc.</li> </ul> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position, basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate; but the argument may not be comprehensive/ in-depth/ specific for the situation in Hong Kong in parts:</li> </ul> <p><i>Points of agreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; explains the relationship between seeing Rubber Duck and childhood memory, but the explanation lacks clarity/ detail and makes little reference to childhood memory; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way:</li> </ul> <p><i>Points of agreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain briefly Rubber Duck/ childhood memory; attempts to indicate his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of collective memory/ sense of belonging/ peer influence, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

2. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● presents his/her stance clearly and consistently</li> <li>● justifies clearly and logically the extent to which he/she agrees with the statement; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. sense of belonging, social cohesion, identity) in view of the current situation in Hong Kong, e.g.</li> </ul>	9-10
<p><i>Points of agreement:</i></p> <p>(collective memory is important in enhancing social cohesion in Hong Kong)  <i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Having a collective memory creates a sense of identification among residents of Hong Kong. People love Hong Kong which is their home and will therefore seek to work together for a better future. Collective memory is also a common language linking the residents and the city;</li> <li>■ Collective memory can also create a strong sense of belonging and ownership. This will strengthen people's sense of responsibility for the city and for fellow residents. People will be further united together by the loving feelings towards Hong Kong;</li> <li>■ Collective memory comes from a sense of shared history and culture. Collective memory unites people historically and culturally, resulting in a stronger sense of mission to the future of Hong Kong, etc.</li> </ul>	
<p><i>Points of disagreement:</i></p> <p>(collective memory is not important in enhancing social cohesion in Hong Kong)  <i>explains clearly and in detail his/her arguments with relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.</i></p> <ul style="list-style-type: none"> <li>■ Memory can be personal and subjective. Also collective memory will not necessarily induce any particular collective action or behaviour, such as participating in and contributing to local affairs;</li> <li>■ Hong Kong is developing fast, a forward-looking attitude, instead of memories of the past helps enhance the social cohesion for tackling the existing and upcoming problems by collective wisdom;</li> <li>■ People may be more interested in the practical issues of life. Social well-being, economic and social stability may be considered as more important factors to enhance social cohesion than collective memory. Social cohesion may be created by a strong and well-organised government through appropriate policies, etc.</li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	

<ul style="list-style-type: none"> <li>● presents his/her stance consistently</li> <li>● justifies the extent of his/her position, basing answer on his/her knowledge; but may not fully utilise concepts/ concrete examples in the discussion; the argument may not be comprehensive/ in-depth in parts:</li> </ul> <p><i>Points of agreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <p><i>Points of disagreement:</i> <i>explains his/her arguments with some relevant and valid examples/ observations of Hong Kong; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> <ul style="list-style-type: none"> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● presents his/her stance, but possibly with insufficient clarity</li> <li>● attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency; shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way; does not focus the discussion on the relationship between collective memory and the social cohesion in Hong Kong; may deny that collective memory enhances the social cohesion in Hong Kong by just putting forward other reasons for the enhancement of social cohesion, rather than providing an explanation for the denial; may make little reference to the Hong Kong context in the discussion:</li> </ul> <p><i>Points of agreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <p><i>Points of disagreement:</i> <i>attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial</i></p> <ul style="list-style-type: none"> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● exhibits no clear stance and may put forward contradictory arguments</li> <li>● attempts to explain briefly collective memory/ social cohesion; attempts to indicate his/her position according to his/her knowledge, but the explanation is too partial e.g. explaining with a wrong concept of sense of belonging/ social cohesion/ identity, using irrelevant examples/ information for illustration, etc.</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul> <p><i>● makes no attempt to answer the question</i></p> <p><i>● gives an answer which is not relevant to the question</i></p>	1-3
	0

3. (a)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● evaluates comprehensively and logically the positive and negative impacts of night lighting on the quality of life in Hong Kong, with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. quality of life, concept of health, needs, respect for different ways of life) in view of the current situation in Hong Kong; justifies on the basis of a detailed and critical evaluation with regard to different perspectives; recognises that the positive and negative impacts may not carry equal weighting, e.g.:           <ul style="list-style-type: none"> <li>■ It helps boost the economic development for the whole of Hong Kong and bring about more job opportunities, thus enhancing people's material life, e.g. stimulating the economy through tourism, late night shopping and advertising; boosting Hong Kong's image. The economic benefits brought about by night lighting are more immense and benefit more people when compared to the impact of losses, such as a drop in rentals of buildings affected by the lighting and the loss of chances for astronomical observation. The negative impact of excessive lighting on residents is localised;</li> <li>■ It undermines the quality of the natural environment for the enjoyment of the people in Hong Kong, e.g. causing disruption to wildlife; blotting out the stars. Due to the rising environmental awareness of people around the world, excessive night lighting may be considered light pollution and undermine the international image of Hong Kong, thus deterring tourists. Night lighting after business hours just adds to the costs instead of gaining profits;</li> <li>■ Night lighting is essential in the provision of a safer living environment for Hong Kong citizens. Only excessive night lighting may pose health impact on residents;</li> <li>■ It may affect the health of citizens, e.g. posing a nuisance to residents, affecting the quality of sleep; etc.</li> </ul> </li> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	9-10
<ul style="list-style-type: none"> <li>● evaluates the positive and negative impacts of night lighting on the quality of life in Hong Kong with some relevant knowledge and concepts, but part of the evaluation is not in-depth/ specific for the situation in Hong Kong; the perspective taken into consideration is not wide enough</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● gives a simple explanation of the positive and/or negative impacts of night lighting on the quality of life in Hong Kong, but which lacks clarity/ lacks a discussion of the relative degrees of positive and negative impact/ tends to focus on certain perspectives; tends to provide a general explanation of the positive and negative impacts of night lighting, instead of evaluating with reference to the context of Hong Kong; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way;</li> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● attempts to answer the question by pointing out the positive/ negative impacts of night lighting/ briefly explaining quality of life, but the explanation is inadequate or partially incorrect; applies a superficial level of knowledge or concepts, indicating a lack of understanding of the impact/ the current situation in Hong Kong</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

3. (b)

Suggested Marking Guidelines	Marks
<p>The candidate:</p> <ul style="list-style-type: none"> <li>● explains clearly and logically the main difficulties the government would encounter in tackling the light pollution problem in Hong Kong, with an in-depth and comprehensive analysis in view of the current situation in Hong Kong; shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. legislation, incentives, consensus-making), e.g.</li> </ul> <p>Difficulties in:</p> <ul style="list-style-type: none"> <li>■ achieving consensus among the various stakeholders, resolving the conflicts among stakeholders. Different interest groups will voice out their opinions and fight for their rights in a pluralistic society. It is difficult and takes a long time to reach a consensus;</li> <li>■ determining what effective/appropriate strategy/policy to adopt to deal with the problem (e.g. legislation, providing incentives for business to reduce night lighting or switch off lights, voluntary action encouraged via advertisements and liaison meetings with the business sector);</li> <li>■ implementing/ monitoring the strategy/policy the government decides to take (e.g. how to check against the intensity of lighting and determine the acceptable level of lighting, how to monitor whether companies abide by the regulation on the time of night lighting). A lot of manpower and administrative costs will be involved in law implementation and the monitoring of night lighting, etc</li> </ul> <ul style="list-style-type: none"> <li>● provides a well-structured, in-depth discussion, demonstrating a high level of critical analysis</li> </ul>	9-10
<ul style="list-style-type: none"> <li>● explains the main difficulties the government would encounter in tackling the light pollution problem in Hong Kong with some relevant knowledge and concepts, but part of the explanation is not in-depth/ specific for the situation in Hong Kong; may not conceptualise and clearly categorise some of the difficulties</li> <li>● provides a well-structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● identifies and gives a simple explanation of some of the main difficulties the government would encounter in tackling the light pollution problem in Hong Kong, but the analysis might lack detail/ tends to be general/ tends to focus on certain perspectives (e.g. a certain kind of difficulties, difficulties arising from the views/ concerns of some stakeholders, the technical issues related to the implementation, difficulties for the government to implement measures to tackle pollution in general); may not explain clearly how difficulties may stem from various strategies the Hong Kong government may adopt to tackle light pollution; shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way</li> <li>● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly</li> </ul>	4-6
<ul style="list-style-type: none"> <li>● attempts to answer the question by giving a brief and inadequate explanation or partially correct explanation of some difficulties, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the difficulties / the current situation in Hong Kong; tends to point out the problems of light pollution and / or some measures for tackling light pollution, but fails to discuss the difficulties with reference to the situation of Hong Kong</li> <li>● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely</li> </ul>	1-3
<ul style="list-style-type: none"> <li>● makes no attempt to answer the question</li> <li>● gives an answer which is not relevant to the question</li> </ul>	0

## Candidates' Performance

### Principles of Question Design

The Liberal Studies Curriculum forms the basis of the public examination. As a result, the characteristics of the public examination mirror those of the curriculum. As stated in the Curriculum and Assessment Guide, “the curriculum aims at integrating, applying, consolidating and broadening the foundational knowledge of every student through studying a range of contemporary issues in different contexts.” (Section 2.1) The public examination of Liberal Studies is designed in accordance with the principles of being issue-driven and assessing candidates’ thinking skills, such as, their ability to “analyse issues, solve problems, make sound judgments and conclusions and provide suggestions, using multiple perspectives”, as well as to apply “relevant knowledge and concepts related to contemporary issues” (Section 5.3 of the Curriculum and Assessment Guide).

Contemporary issues are authentic and complex by nature and so inevitably touch on different modules in the curriculum. The questions in the public examination are therefore designed using a cross-modular approach, and the concepts connecting different modules of the curriculum can be employed in formulating responses. It should be emphasised that in the Liberal Studies public examination, module content, concepts, knowledge and thinking skills have never been bound by any structural framework. Instead, they are genuinely and dynamically interwoven in a matrix, reflecting the nature of contemporary issues.

In Paper 1, data about contemporary issues in various forms (such as tables of figures, graphs, cartoons, texts and so on) provide contexts for analysis in response to the questions. In Paper 2, candidates are required to draw on a more extensive range of knowledge and concepts, with the help of stimulus materials, to discuss issues in depth.

The public examination is designed to assess candidates’ thinking skills and their ability to apply the concepts that they have learnt in the curriculum. The assessment objectives related to the written examination are broadly reflected in its various papers and question items. Candidates need to apply relevant knowledge and concepts in order to make judgements about issues. The examination does not aim at assessing factual knowledge. Candidates’ ability to transfer the skills and concepts from their learning experiences to the task of analysing a variety of contemporary issues is a major assessment requirement in the public examination.

### Paper 1

Question Number	Performance in General
1	Fair
2	Fair
3	Satisfactory

Question 1 This question is about the conflict between citizens' freedom to express their demands in processions and demonstrations and the maintenance of social order. Candidates may make use of various concepts and knowledge acquired in the curriculum, such as rights and responsibilities, social participation, law and order, core values and quality of life.

- (a) Candidates were assessed on their data analysis ability. They had to identify and elaborate on the difficulties faced by the government in governing Hong Kong from the demands shown in the two photographs.

Many candidates did not identify correctly the difficulties faced by the Hong Kong government in governing Hong Kong. A lot of candidates just copied the words on the banners in the two photographs and then elaborated superficially. Stronger candidates were able to conceptualise the information given in the sources by applying relevant concepts such as legitimacy, representation, integrity, consensus, and unity in their answer.

- (b) This sub-question required candidates to identify the two core values which are in conflict as reflected in the figures on prosecutions during public order events and discuss whether the consequences arising from the conflicts are becoming more serious.

Not many candidates correctly identified the two core values in conflict as reflected in the source, indicating a lack of understanding of the key words in the question, such as core values and conflict. Some candidates identified two similar rather than two conflicting core values. Candidates demonstrated a weak knowledge of concepts such as freedom of speech, freedom of demonstration, freedom of assembly, rule of law, public order, and public safety. Quite a lot of candidates pointed out "freedom" and "law and order"/ "rule of law" as the two core values in conflict but erroneously took the latter as equivalent to law implementation. Some candidates interpreted the meaning of the rule of law as obeying the law. Their understanding of the significance and the functions of the rule of law (such as legal protection of individual rights and legal restrictions on governmental power and the promotion of social justice) should have been broadened and strengthened. Few candidates made use of the data given in the table to explain clearly whether or not the consequences of the conflicts were becoming more serious.

- (c) In this part of the question, candidates were asked to explain and justify whether they thought that expressing demands through processions and demonstrations helps to improve the quality of life of Hong Kong people. Candidates needed to apply their understanding of the relationships between the impact of processions and demonstrations on the stability of Hong Kong and the need to express various demands, civil responsibility and rights in the discussion of positive and negative impacts on quality of life.

The performance of candidates in this question was better when compared to sub-questions (a) and (b). Candidates in general were able to discuss some positive and negative consequences of processions and demonstrations. However, only strong candidates were able to make a reasonable connection between expressing demands through processions and demonstrations and quality of life. In quite a lot answers, the role and attitude of the Hong Kong government in dealing with demands expressed through processions and demonstrations and improving the quality of life were neglected, thus resulting in superficial discussions. Some weaker candidates provided some examples of processions and demonstrations, without assessing the effects of these examples on various aspects of quality of life in Hong Kong.

**Question 2** The contention of the question is about the impact brought about by the use of wind power. Candidates were expected to interpret and deploy different forms of data to make judgements on the use of wind power from various perspectives, such as efficiency, costs, environmental impact, and other emissions-reduction alternatives. In the discussion, candidates may apply concepts and knowledge about the impact of energy technology, the principles of sustainable development, factors determining quality of life (for example, environmental and economic conditions), the role of the governments of the Mainland and Hong Kong on the long-term development of Hong Kong and so on.

- (a) In this question, candidates were expected to demonstrate analytical skills by comparing the figures on electricity generation using different energy sources, interpreting textual information and the dilemma illustrated by the cartoon. Based on the analysis, they had to explain and justify whether the sources supported the view that the costs of wind power outweigh the benefits.

Candidates showed a general understanding of the question and made reasonable attempts to compare the costs and benefits of wind power as shown in the sources. However, quite a large proportion of candidates did not make full use of the data in the sources, especially Source C, to illustrate whether or not the costs outweighed the benefits. Moreover, candidates tended to describe the information in the sources, instead of making a critical interpretation and comparison of the information shown in the sources to substantiate their arguments. Only stronger candidates made a sound argument about whether the sources supported the statement by assessing the relative importance/significance of the costs/benefits.

- (b) Candidates were required to compare building an offshore wind farm to the purchase of nuclear power from the mainland, and to education on energy-saving habits, and justify whether building an offshore wind farm in Hong Kong would be a better choice

Most candidates presented a clear stance on whether the two suggestions were better or worse than building an offshore wind farm in Hong Kong. They were also able to discuss the strengths and weaknesses of the two suggestions. Stronger candidates took a further step to make a comparison concisely with clearly defined parameters for consideration (for instance, costs, efficiency, environmental impact/risks, and long-term effects on energy conservation), with regard to the context of Hong Kong. However, quite a large proportion of candidates compared the use of wind power with the use of nuclear power generally, missing the gist of the question, which is specifically about the purchase of nuclear power from the mainland.

**Question 3** This question focuses on the issue of binge drinking among Hong Kong adults, which may be discussed using concepts such as quality of life, modern lifestyle, gender stereotyping, health concerns and cultural diffusion.

- (a) This question aims at assessing the ability of candidates to analyse and describe the pattern of binge drinking shown in a chart.

The majority of candidates were able to identify some aspects of the pattern of binge drinking among Hong Kong adults as shown in Source A. Stronger candidates were able to make full use of the data to describe the pattern of binge drinking comprehensively. However, some weaker candidates just described some figures in Source A (for example, pointing out the overall percentage of binge drinkers in each age range), failing to make generalisations about the pattern from the data.

- (b) Candidates were required to analyse the textual information in Source B and explain the factors that may lead to the binge drinking pattern.

Most candidates were able to suggest and explain some reasons related to binge drinking, indicating a basic analytical ability to draw out meaningful relationships from the information presented in different formats. Weaker candidates had difficulty in digesting the sources of information and simply copied some information from the source without conceptualising factors such as health concerns, personal safety, peer influence, gender stereotyping and occupational needs. Some candidates did not attempt to make a connection between the pattern and the factors related to binge drinking.

Paper 2

Question Number	Popularity %	Performance in General
1	22	Fair
2	11	Weak
3	67	Fair

Question 1 This question is about issues on factors for increasing China's national strength and its role in facilitating world stability. In their discussion, candidates had to apply concepts they had learnt from different parts of the curriculum, including China's reform and opening up, different aspects of the governance of the Chinese government, the measurement of comprehensive national power, the impact of participation in international affairs on the nation's overall development, economic and political characteristics of globalization, such as the interdependence among economies, the interplay among different governments and international organisations, as well as whether the growth of new centres of authority facilitates understanding or intensifies conflicts under globalization.

- (a) This question required candidates to justify whether political stability is more important than economic development for China in increasing its national strength.

Candidates in general failed to correctly interpret some key words in the question such as "increase its national strength". Furthermore, when discussing political stability and economic development, some candidates failed to cite actual examples to support their views and some merely explained how quality of life had improved, thus failing to address the crux of the question. When explaining how national strength could be increased, some candidates tended to examine some current issues in China such as people's livelihood, the economy and corruption, and give suggestions for improvement, without providing an in-depth discussion on the relationship between political stability and economic development on one hand and the increase of national strength on the other. As a result, their answers failed to address the demand of the question. Some candidates also failed to realise that they should formulate benchmarks for making comparisons between political stability and economic development, such as which one is more urgently needed for increasing national strength, as well as the long-term and short-term significance of an increase in national strength. Therefore, their answers were just a one-sided description and did not score higher marks. In addition, candidates did not have an adequate understanding of the term "political stability", and tended to repeat the corruption and social problems presented in the sources. More capable candidates discussed the relationship between China's political stability and the increase in national strength from higher levels and different perspectives, such as the need for the Chinese government to ensure the stability of governance and power transition, to pay attention to institutional construction, to handle people's demands on issues about democracy and legal system, so as to prevent the emergence of political instability, which would affect the economic development and resource distribution, and in turn weaken national strength.

- (b) This question required candidates to explain to what extent they agree with the view "China's increasing participation in international affairs will facilitate world stability".

Candidates had to point out, using appropriate examples for illustration, whether China's increasing participation in international affairs will facilitate world stability or not. Some candidates merely copied examples given in the question, without justifying whether more participation of China in international affairs could facilitate world stability. Better candidates were able to explain how the world has become unstable and whether China's increasing participation in international affairs would facilitate stability by citing examples such as the diplomatic disputes between China and Japan over the Diaoyu Islands and those between China and Southeast Asian countries over the sovereignty of the South China Sea. However, some candidates failed to provide examples, nor did they explain in which international affairs China could increase its participation, and how that would

facilitate/hinder world stability. More capable candidates examined issues of national interest and international interdependence in political, economic and environmental terms and analysed China's role in participating in international affairs and its positive and negative influence on world stability.

Question 2 This question required candidates to discuss why Rubber Duck attracted so many Hong Kong people to see it and its relationship with collective memory and the enhancement of social cohesion. The issue involves different parts of the curriculum, such as interpersonal relationships, identity, quality of life, and the impact of globalization and responses to it and so on.

- (a) Candidates had to explain to what extent they believe that Hong Kong people went to see Rubber Duck because it aroused their collective childhood memory.

Some candidates failed to address the key concept in the question, "collective memory", and so did not mention its relationship with Hong Kong people's visit to Rubber Duck. When answering the question, they merely made a simple summary of a few causes and phenomena without conceptualising them. For example, they said people of Hong Kong used to have rubber ducks as toys in their childhood, but failed to link that to the concept of collective memory so as to explain whether the visit to Rubber Duck was related to the childhood collective memory. As a result, the answers were vague. Furthermore, some answers were like literary essays in which candidates expressed generally their personal feelings about Rubber Duck, without focusing on what the question required. Naturally such answers did not score high marks. Better candidates were able to explain the relationship between Rubber Duck and Hong Kong people's collective memory from various perspectives, such as the growth of Hong Kong people and Hong Kong's social, economic and cultural development. There were also candidates who denied any relationship between Rubber Duck and collective memory from different perspectives such as personal interest, media information and peer influences.

- (b) Candidates were required to make a judgment on the statement "Collective memory is important in enhancing social cohesion in Hong Kong", and explain to what extent they agree with this view.

This question mainly assessed candidates' understanding of the relationship between "collective memory" and "social cohesion". Better candidates applied their understanding of these two concepts to examine whether collective memory was important for enhancing social cohesion and analysed factors affecting social cohesion from different perspectives, such as economic prosperity or downturn, the strength of identity, legitimacy of the government, etc.. They also cited appropriate examples to help illustrate how collective memory can or cannot enhance social cohesion in Hong Kong. However, few candidates showed such performance. The majority of candidates were only able to offer some simple elaborations on the two concepts, instead of analysing their mutual relationship in depth. Hence, their answers did not score high marks.

Question 3 The question is about the issues of the impact of night lighting on the quality of life of Hong Kong people and the difficulties that the government would encounter in tackling light pollution. When answering the question, candidates may use concepts and knowledge in different parts of the curriculum, such as quality of life, public hygiene, the environment and sustainable development, social and political participation, and legislative regulation, etc.

- (a) This question required candidates to evaluate the impact of night lighting on Hong Kong people's quality of life. They also had to justify their answers. The controversy over this issue is about the positive and negative impact of night lighting on different aspects of Hong Kong, such as business, people's life, the environment, health and so on. Hence, considerations should be made from multiple perspectives when answering the question.

The majority of candidates were able to interpret the basic requirements of the question, and showed understanding of the general situation of Hong Kong's night lighting. They were able to explain the impact of night lighting on Hong Kong people's life. However, candidates had a rather restricted understanding of the concept of quality of life. They mainly focused their answers on the possible impact of night lighting on Hong Kong people's health and economic development. Impacts on other aspects, such as social harmony, the options for leisure activities and the natural environment were less touched upon. As a result, they failed to provide an in-depth explanation of the impact on the quality of life of Hong Kong people. Although candidates were able to explain certain positive and negative impact of night lighting on the quality of life of Hong Kong people, the impact assessment tended to be somewhat brief and vague. For example, weaker candidates merely focused on the current way of life of Hong Kong people under night lighting, rather than explaining its impact on quality of life. Most candidates just explained the impact, thus failing to address the crux of the question by evaluating the impact of night lighting on the quality of life of Hong Kong people. Most of them did not propose a few evaluating criteria for judging how night lighting affects the quality of life of Hong Kong people, such as considerations for Hong Kong's sustainable development, the majority and minority of people affected by night lighting, the uniformity and diversification of Hong Kong's development, long-term and short-term problems, etc.

- (b) This question required candidates to explain the difficulties that the government would encounter in tackling the light pollution problem in Hong Kong. Since there are positive as well as negative impact of night lighting, candidates had to examine the difficulties that the government would encounter when trying to reach social consensus and adopt policies and measures to tackle these problems.

Most candidates were able to grasp the assessment focus of the question. In general, they were able to identify and explain the difficulties that the government would encounter in tackling the problem with reference to the current situation of light pollution in Hong Kong. Most candidates were able to correctly identify the stakeholders who stood against the government in tackling light pollution, and point out clearly how their interests would be affected. However, they were unable to analyse the difficulties that might be resulted. The difference between candidates with a mediocre performance and those with an outstanding performance was whether they were able to delineate the difficulties from some situations that the Hong Kong government might involve in when adopting various policies and measures to tackle light pollution. Candidates with a mediocre performance mostly focused on describing the interests of various stakeholders and their opposing stances, without analysing the difficulties that might arise. Candidates with a better performance were able to infer and analyse the possible difficulties on the basis of facts, and explain clearly, with reference to the current situation in Hong Kong, the obstacles the government might face in tackling light pollution, the limitations for the government to formulate policies and implement laws to tackle light pollution, as well as the reactions to the policies.

## General Comments

In general, candidates demonstrated a certain extent of social awareness. They made attempts to express their views on various social issues and concerns.

In response to questions in Paper 1, candidates should digest the materials in the sources and select appropriate materials to substantiate their answers. Many candidates lost marks as they did not make full use of the data and information in the sources. Yet, candidates should not just copy the data and information into their answers. They should try to interpret the messages conveyed by all the sources in the question and integrate them into appropriate responses to the questions, which require considerations from different perspectives.

The extended response questions in Paper 2 require candidates to flexibly apply higher order thinking skills and related concepts and knowledge in response to the questions. However, some candidates attempted to merely regurgitate some facts, concepts and definitions rather than carefully analysing the issues and interpreting the focus of the questions. For example, Part (a) of Paper 2 Question 3 clearly demands candidates to evaluate the impact of night lighting on quality of life. However, most candidates appeared not to have noticed this requirement. Since this subject emphasises multiple perspective thinking, in addressing the impact on quality of life, candidates should make a comprehensive and in-depth analysis from different perspectives, provide clear explanations and justify their standpoints.

Candidates should also try to strengthen their conceptual knowledge of different topics and modules. Higher scores are awarded to candidates who demonstrate their ability to apply relevant concepts to analyse and evaluate the core problems in the questions. For example, in answering Paper 2 Question 1, which is about the increase of China's national strength, many candidates failed to offer clear elaborations according to the key terms in the question, and were unable to cite appropriate examples for illustration, indicating a weak understanding of the related concepts.

With respect to the teaching strategies of Liberal Studies, teachers are advised to employ contemporary issues, which are cross-modular in nature, to help students understand the application of related concepts. Besides, when discussing these contemporary issues in class, teachers may help students to build up their skills in understanding question requirements and applying related concepts. Teachers are also advised to guide their students to think about how to select suitable examples for illustrating their views and substantiating their stances.

To conclude, in accordance with the assessment objectives specified in the Curriculum and Assessment Guide, higher marks are not awarded to any specific answering approaches to the questions in the Liberal Studies examinations. The key to a better performance is a clear understanding of issue enquiry and question requirements, an ability to respond to the questions with respect to the key terms in the questions, by applying relevant concepts and knowledge and elaborating with appropriate examples. When answering questions, candidates should comprehensively consider different perspectives and contexts, analyse from the positions of different stakeholders. Besides, they should provide substantial elaborations to justify their arguments. By doing so, they will be answering the questions in the right direction, and it is not necessary to memorise and regurgitate some answering frameworks and information from notes that may not be relevant.

The spirit of Liberal Studies is to stimulate and inspire students to broaden their scope of knowledge and develop a mature and analytical mind. Though candidates have shown a certain degree of understanding of the issues and concerns in different areas, to further improve their performance in this subject, they are encouraged to sharpen their intellectual faculty, extend their knowledge base, and strengthen their higher order thinking skills through discussions in class.

## **Independent Enquiry Study**

Independent Enquiry Study (IES) has two assessment stages: the Project Proposal Stage and the Product Stage. Each assessment stage comprises two assessment items: Process and Task. The weighting of these two assessment items was adjusted this year. The weighting of the Task was increased from 50% in 2013 to 80%, and that of the Process was reduced from 50% in 2013 to 20%.

A total of 499 schools participated in IES this year. The Process mark of IES was not moderated. The moderation data of the Task mark shows that 59.4% of schools fell into the ‘within the expected range’ category, with 17.8% of schools giving marks higher than expected, and 22.8% of schools giving marks lower than expected. However, among the schools with marks higher or lower than expected, the majority only deviated slightly from the expected range. Compared with last year, more schools were in the ‘within the expected range’ category and teachers generally had a better understanding of the marking standard of IES.

To further familiarise teachers with the requirements of IES, we continued to hold teacher seminars this year. At the seminars, students’ various levels of performance were analysed, the marking standards were explained and suggestions for improvement were made, using authentic samples of Product from the 2013 examination. District Coordinators also held group meetings with School Coordinators to share their experience of implementing IES. In addition, annotated exemplars of Product from the 2012 and 2013 examinations and samples showing students’ performance at different levels were uploaded to the HKEAA website (<http://www.hkeaa.edu.hk/en/sba>) for teachers’ and students’ reference. Samples selected from the 2013 year illustrated various methods of data collection, so as to help students understand how to use appropriate data collection methods in IES.

Below, we comment on students’ Process performance and their Task performance of the Product Stage.

### **Performance of Process**

In order to further reduce teachers’ workload, from this year onwards schools no longer need to submit Process assessment activity records to District Coordinators. As in previous years, however, District Coordinators will maintain close contact with schools so as to understand how they helped students complete their Tasks with school-based Process assessment activities, such as mind-maps and group discussions for formulating the enquiry question. After reviewing the Process marks submitted by schools, we found that a small number of schools had narrow marking ranges. We would like to suggest that schools use the full mark range of Process marks to more accurately report students’ different performance levels.

### **Task Performance of Product Stage**

A pre-requisite for students to produce a good Task is having clear enquiry objectives. Some students failed to think thoroughly when formulating their project proposal, and did not improve it much thereafter. As a result, the focus of their enquiry question was obscure, which reduced the effectiveness of their enquiry by affecting their data collection and findings analysis. We suggested that teachers assist students in formulating practicable enquiry questions, with a clear focus, by offering them more appropriate guidance at the stage of formulating the enquiry question.

With respect to the deployment of tools for data collection, there was less problem with students relying too much on questionnaire surveys as their data collection tool. There has also an increase in the analysis of second-hand data. Students should remember a few points when using second-hand data: first, they must acknowledge the sources of such data; second, they should fully master the key points of such data and make good use of them to address their enquiry question. In addition, students should cross reference the data sources or integrate the analysis of them, when using more than one data collection tool. Students should remember that the most important factor when considering deploying a data collection tool is the relationship between their expected enquiry findings and the enquiry question.

With regard to data analysis, some weaker students used statistical charts to present their findings without analysing them. Stronger students, however, were able to effectively utilise data collected from various sources, analyse the enquiry question from different perspectives, deliberate and discuss it thoroughly, and subsequently arrive at the enquiry findings. In their analysis, students need to address the focus of the enquiry question, instead of merely presenting data without demonstrating their relationship to the question. More importantly, the

enquiry findings must be based on the data collected, and students should pay particular attention to establishing the logical relationship between data analysis and enquiry findings.

With regard to the formulation of opinions, viewpoints and arguments, stronger students were able to establish their stances with convincing arguments. However, quite a number of students were unable to make good use of the data in their analysis, and present findings based on the data collected. Many students failed to quote other sources to support their stances, nor were they able to properly acknowledge the sources of their data with footnotes, endnotes and annexes. As a result, their arguments appeared arbitrary and some students were suspected to have plagiarised. Students must be aware that they will be subject to severe penalties for plagiarism in IES. The HKDSE Examination Regulations stipulate that a candidate may suffer a mark penalty or down-grading, or may be liable to disqualification from part or the whole of the examination, for breaching the regulations. This year, the IES Products of three candidates were confirmed to be plagiarised work and eventually a penalty of downgrade by one level was imposed in their Liberal Studies results. Therefore, teachers should guide students on how to acknowledge references correctly when using other people's data in their work. Students can have a better understanding of acknowledging references in the correct format by referring to some examples in the booklet *HKDSE Information on School-based Assessment* (<http://www.hkeaa.edu.hk/en/sba/>).

In presenting the framework of their enquiry process and results, the weakest students only provided a rough enquiry plan without conducting relevant data collection, analysis and illustrations of their enquiry process and results. A small number of students failed to complete the enquiry process or write their reports. They submitted the data they collected or the presentations for Process activities as the Task for this stage. On the other hand, some students merely collected a few articles related to their enquiry issue, summarised the positive and negative viewpoints in them, and finally made some brief conclusions. These Tasks did not fulfil the requirement of IES, nor demonstrate students' enquiry process and results. Stronger students were able to establish their enquiry framework and fully display their enquiry process. They presented the topic, including the focus questions, within the framework and illustrated their enquiry methods, data collection tools, and so on.

When reflecting on their IES work, the majority of students reflected on more technical levels such as their data collection process and personal preparation. Some stronger students were able to reflect on issues related to their enquiry topics and content, including the enquiry process, findings and assumptions on the topic. They were also able to point out the limitations of the enquiries, analyse their own level of understanding of the topic and methods of enquiry, as well as discussing the possible approaches of future enquiries on the basis of their understanding.

Besides, students should also note that it is the quality of their enquiry rather than the length of their report that is taken into consideration during marking. Also, their school and personal information must not be revealed in their Task, so as to avoid jeopardising the fairness of the assessment.

Lastly, it is also worth noting that some schools guided their students to complete their Tasks in a rather standardised manner. As a result, their students' enquiry questions and formats became very similar. Some even completed their enquiry report by filling-in-blanks or in a Q & A format. While appropriate guidance from teachers would help students complete their work, over-standardised or over-specific guidance may encourage students to copy teachers' ideas without doing much thinking, which would affect the scope of the students' independent enquiry.

### **Performance of Non-written Form Products**

As in last year, there were very few non-written Products, and most of them were text-based PowerPoint presentations. It is hoped that future students will be able to effectively present their enquiry findings through different methods, such as videos clips, and narration.

### **Conclusion**

In general, most students fulfilled the basic requirements of IES, and their performance was better than that in last year. Weaker students in most cases failed to formulate focused and clear enquiry questions. Such students were unable to collect data with appropriate methods, and the enquiry findings of the report were irrelevant to the data they collected. They failed to fully master the requirements of IES. Stronger students were able to conduct an in-depth enquiry of the topic with a sharp and clear enquiry focus. They were also able to display a high degree of enquiry ability by analysing the findings from various perspectives.