

LIBERAL STUDIES PAPER 2
Question-Answer Book

11:15 am – 12:30 pm (1¼ hours)
This paper must be answered in English

INSTRUCTIONS

- (1) This paper consists of three questions. **Answer ONE question only.**
- (2) After the announcement of the start of the examination, you should first write your Candidate Number in the space provided on Page 1 and stick barcode labels in the spaces provided on Pages 1, 3 and 5.
- (3) Write your answers in the spaces provided in this Question-Answer Book. Do not write in the margins. Answers written in the margins will not be marked.
- (4) Put 'X' in the corresponding question number box on Page 5 to indicate the appropriate question number.
- (5) Supplementary answer sheets will be supplied on request. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet, and fasten them with string **INSIDE** this book.
- (6) No extra time will be given to candidates for sticking on the barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (7) 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.

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Candidate
Number

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Extended response questions

Answer *one* question only.

1. Consider the following source:

In June 2011, the Hong Kong Airport Authority initiated a consultation on the Master Plan of Hong Kong's International Airport. Construction of a third runway parallel to the present two runways was proposed to handle the growth of air traffic till the year 2030 and beyond. The Authority stated that Hong Kong International Airport is much more than just a component of the Hong Kong transport infrastructure. It is an international aviation hub of enormous economic value for Hong Kong. The International Air Transport Association said, "Despite its relatively small population size, Hong Kong stands out in terms of performance on the world stage because of its connectivity. This drives the economy and creates jobs. To protect the airport's competitiveness, sufficient capacity is needed to support growth."

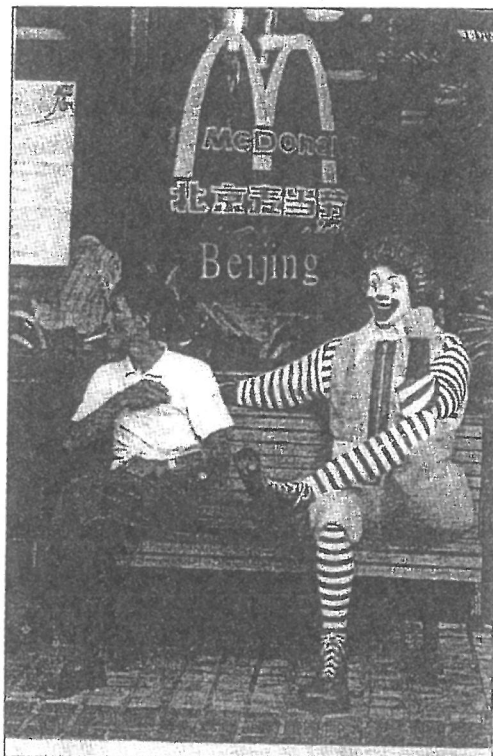
However, some residents near to the airport worry about the negative impact that might be brought about by the third runway. Several environmental concern groups said the Airport Authority has not released a comprehensive report on the environmental impacts of the project on local residents, and urged the Authority to suspend the public consultation of the project until the release of the report. A group of concerned members of the public set up a social networking website to give a platform for people to express their objections to the construction of the runway.

- (a) 'When considering developments of the transport infrastructure in Hong Kong, the interests of the whole of society should take priority over personal interests.' To what extent do you agree with this statement? Explain your answer. (10 marks)
- (b) In the planning process of transport infrastructure projects, to what extent should the Hong Kong Government allow other stakeholders to be involved? Explain your answer. (10 marks)

Answers written on this page will not be marked.

2. Consider the following sources:

Source A



Source B An extract from a book

A global culture is beginning to develop. In the global village, distances and borders matter less and less. Across dozens of countries, people are tuned in to the same news, the same music, and the same sports events. Some see the process as 'the integration of cultures', others as 'the imposition of Western cultures on other cultures'. The free flow of information, opening up a wave of globalization in international business, is bringing together cultures in sometimes unpredictable ways. For years, Chinese leaders have seemed unsure about whether McDonald's has brought Western-style prosperity or spiritual pollution to the country.

- (a) Through what ways do you think globalization might influence Chinese culture on the mainland? Explain your answer. (8 marks)
- (b) 'Globalization causes Western culture to replace other cultures.' To what extent do you agree with this statement? Explain your answer. (12 marks)

Answers written on this page will not be marked.

3. Consider the following sources:

Source A An extract from a newspaper on 3 July 2011

Private hospitals fear mainland mothers-to-be may be seeking a procedure in Hong Kong to check the DNA of foetuses* in order to carry out sex-selective abortions.

Doctors believe that some mainland women are abusing a genetic test offered by some laboratories in Hong Kong which can identify the sex of a foetus as well as its chances of developing a severe sex-linked genetic disorder. Parents who have a family history of a severe genetic disorder use this test to determine the chances of the foetus developing the same disorder.

Concerned about gender selection, the medical profession held a special seminar for doctors last month to discuss the ethical issues related to the genetic test. However, they failed to reach a decision on what the profession should do.

*A foetus refers to the unborn offspring in its later stage of development with the major organs partly formed.

Source B



- (a) With reference to the above sources, suggest some possible reasons that explain why some mainland mothers-to-be may abuse the genetic test. (10 marks)
- (b) Discuss the social and ethical problems that may arise through the use of genetic testing results in the future. (10 marks)

Answers written on this page will not be marked.

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Put 'X' in the corresponding question number box to indicate the appropriate question number.

Question No.													
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13	14	15	16	17	18	19	20	21	22	23	24	≥ 25	

(a)

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(b)

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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.

2012-DSE-LS 2-10

If necessary, you may write your answers on this page. Please write the part of the question you are attempting, (a) or (b), in the box below.

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

If necessary, you may write your answers on this page. Please write the part of the question you are attempting, (a) or (b), in the box below.

Answers written in the margins will not be marked.

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Marking Guidelines

These documents were prepared for markers' reference. They should not be regarded as sets of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret their contents with care.

Paper 1

1. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> describes accurately and clearly the trends of the population statistics of Hong Kong, e.g., the percentage of young population (aged 0-14) is declining, while that of the elderly is rising; people are expected to live longer; an overall trend of ageing population can be found, etc. 	3-4
<ul style="list-style-type: none"> describes the trends, but the description lacks detail; or with misinterpretations of the trend(s) 	1-2
<ul style="list-style-type: none"> fails to describe the trends/ makes no attempt to answer the question gives an answer which is not relevant to the question 	0

1. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> correctly identifies and elaborates clearly on the social problems which may arise as a result of ageing population in Hong Kong, e.g., problem with deteriorating public health, increasing the government's burden on medical expenses and 'fruit money' for the elderly in the long run, etc. provides a well structured and in-depth explanation 	5-6
<ul style="list-style-type: none"> identifies and elaborates on the social problems, but which lacks detail 	3-4
<ul style="list-style-type: none"> lists the social problems; or attempts to elaborate on the social problems, but the elaboration may not be all correct/ relevant 	1-2
<ul style="list-style-type: none"> fails to list the social problems/ makes no attempt to answer the question gives an answer which is not relevant to the question 	0

1. (c)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically to what extent he/she agrees with the suggestion to legislate for young people to provide financial support to their own parents with reference to the information provided and his/her own knowledge and concepts (e.g., legislation, Chinese culture) in view of Hong Kong's current situation; formulates his/her arguments on the basis of a detailed and critical evaluation of the pros and cons; e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with 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"> ■ This forces young people to take care of their parents, helps maintain the tradition of filial piety and enhances social cohesion by encouraging young people to interact with their parents; ■ The government should regulate the morality of people in order to alleviate social problems; ■ As it is made compulsory by legislation, it ensures elderly people will have enough money for their living; ■ It reduces the burden on the tax payers/ society to take care of the elderly, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with 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"> ■ Some young people may not have enough income to support their parents. It creates tension between the older and younger generations; ■ Legislation may be unnecessary as most young people will follow the Chinese tradition of filial piety and take care of their parents. Rather, when young people are forced to provide financial support to their parents, the virtue of the Chinese tradition may be played down in society; ■ It is inappropriate to use legislation to regulate morality. The relationship between parents and children may deteriorate if children are not willing to support their parents financially; ■ It is difficult to implement as the payment by children to parents cannot be checked, and the administrative cost for the law enforcement would be huge, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 		9-10
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement: explains his/her arguments with some 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: explains his/her arguments with some relevant and valid examples; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</i></p> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 		7-8

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by referring to the sources and 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: <p><i>Points of agreement: 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: 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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge (with or without referring to the source), but the explanation is too partial, e.g., explaining with a wrong concept of legislation, Chinese culture, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (a)

Suggested Marking Guidelines		Marks
The candidate:		
● correctly identifies and clearly explains the public health risk of passive smoking (e.g. causing respiratory diseases, increasing the risk of developing cancer, raising the public medical and welfare expenses, etc.)		3-4
● correctly identifies but does not clearly explain the public health risk of passive smoking		1-2
● fails to identify the public health risk of passive smoking/ makes no attempt to answer the question		0
● gives an answer which is not relevant to the question		

2. (b)

Suggested Marking Guidelines		Marks
The candidate:		
● describes accurately and clearly the features of the coverage of the world population by the tobacco control policies and the changes occurred during the period 2008 – 2010, e.g. the coverage by each policy was small (mostly below 15%); in 2008, the lowest percentages of coverage were found with smoke-free areas, bans on cigarette advertisements and taxation on the purchase; in 2010, anti-smoking campaigns were the most popular and the percentage coverage doubled the other policies; warning labels on cigarette packets and establishing smoke-free areas were policies showing the greatest increase; there was a small change in percentage for programmes for giving up smoking and bans on cigarette advertisements, etc.		4-5
● describes accurately some features of the coverage of the world population by the tobacco control policies and the changes occurred, but the description lacks detail		2-3
● attempts to describe a few features of the coverage of the world population by the tobacco control policies and the changes occurred but not always accurately		1
● is unable to describe any feature/ makes no attempt to answer the question		0
● gives an answer which is not relevant to the question		

2. (c)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● compares and provides a detailed and convincing argument as to why the two chosen control policies would be more effective in dealing with the public health risk of passive smoking in Hong Kong, e.g., <ul style="list-style-type: none"> ■ The data show that anti-smoking campaigns is the most popular policy, suggesting its effectiveness. With the well-developed mass media and the popularity of the Internet in Hong Kong, campaigns promoted through the media can reach a large audience and can be more influential. The risk of passive smoking will be reduced if fewer people smoke. On the other hand, bans on cigarette advertisements and taxation are not so widely adopted in the world. The effectiveness of the latter may also be hindered by smuggling of cigarettes from the mainland; ■ High tax on the purchase of cigarettes will pose a greater incentive for smokers to quit smoking, especially those with lower economic status. Campaigns on anti-smoking do not pose any actual effects on smokers. The establishment of smoke free areas cannot protect people from passive smoking at home. Hong Kong, being a crowded city, may have the smoke-free areas close to those for smoking; ■ The establishment of smoke-free areas, e.g., in restaurants and offices, makes it inconvenient for smokers and encourages them to quit smoking, safeguarding people from passive smoking. Some smokers may not be concerned about the expenditure on smoking even with the imposition of heavy tax on cigarettes, etc. ● in making an argument, shows an awareness of the limitation of the other policies ● makes extensive and appropriate use of the sources and own knowledge/ relevant concepts (e.g. mandatory controls, behavioural changes) ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● drawing upon the sources and own knowledge, provides a viable argument as to why the two chosen control policies would be more effective in dealing with the public health risk of passive smoking in Hong Kong ● in making an argument, shows some awareness of the limitation of the other policies ● makes appropriate but not extensive use of the sources and own knowledge ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● explains his/ her argument as to why the chosen control policies would be effective in dealing with the public health risk of passive smoking in Hong Kong but with insufficient detail and/or clarity; or provides a detailed and convincing argument as to why one of the control policies would be effective ● shows little awareness of the limitation of the other policies ● uses sources/ own knowledge in a limited manner or sometimes inappropriately ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● attempts to explain why the chosen control policies would be effective in dealing with the public health risk of passive smoking in Hong Kong, but the explanation is partial and/or inconsistent and/or based upon inaccurate knowledge or unwarranted assumptions ● in making an argument, shows no awareness of the limitation of the other policies ● makes very limited use of sources and own knowledge/ relevant concepts (e.g. mandatory controls, behavioural changes) ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● generalises within and across the data set and points out clearly and correctly the distinct features of the data given in the source, e.g., about half (52%) of the respondents either feel that 'no political organisation represents or protects their interests best' (40%) or 'don't know' (12%); with respect to performance of the organisations, less than half of the respondents are satisfied (very satisfied and somewhat satisfied) with the performance of each of these political organisations; the data indicate that satisfaction level among Hong Kong people towards the functions of these political organisations is not high, and 12-34% of respondents do not know much about these organisations, etc. 		3-4
<ul style="list-style-type: none"> ● points out some features of the data given in the source, but the description lacks clarity or does not make full use of the data available 		1-2
<ul style="list-style-type: none"> ● fails to point out the features of the data/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 		0

3. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● correctly identifies and explains clearly the factors that help to account for the views of the Hong Kong people as identified in (a) with regard to the hindrance to the development of political organisations in Hong Kong, e.g., <i>political system</i>: difficult for political organisations to run the government; <i>political culture</i>: people in Hong Kong in general prefer devoting their time to work and are not enthusiastic in political affairs, especially in joining political organisations; <i>scale of organisations</i>: the membership size of political organisations is still small at large, hence difficult for them to mobilise support; <i>lack of resources</i>: difficult for them to organise activities to promote their work to Hong Kong people; <i>weak policy research capacity</i>: difficult for them to provide valuable policy alternatives; <i>shortage of young talent</i>: difficult for them to sustain growth; <i>negative public image</i>: difficult for them to convince the general public, etc. 		4-5
<ul style="list-style-type: none"> ● identifies the factors and explains the views of the Hong Kong people as identified in (a) and the hindrance to the development of political organisations, but does not explain fully or with sufficient clarity 		2-3
<ul style="list-style-type: none"> ● attempts to point out some factors/ attempts to explain the views of the Hong Kong people as identified in (a), but the reasons provided may not be all correct/ relevant 		1
<ul style="list-style-type: none"> ● fails to point out the factors and explain the views of the Hong Kong people as identified in (a)/ makes no attempt to answer the question ● gives an answer which is not relevant to the question 		0

3. (c)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent to which he/she supports the statement with reference to the information provided and his/her own knowledge and concepts (e.g., effective governance, political organisations) in view of Hong Kong's current situation; formulates his/her arguments on the basis of a detailed and critical evaluation regarding perspectives for and against the statement; e.g.: <p><i>Points of agreement: explains clearly and in detail his/her arguments with 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"> ■ Political organisations help collect and reflect different opinions from people, facilitating the government to formulate policies that cater for the needs/ address the concerns of different groups of people in society (e.g. environmental quality, health care, social harmony, Hong Kong-mainland relations); ■ Political organisations recruit and train political talents, e.g., in District Councils; ■ Political organisations help inform and raise the consciousness of the general public towards social, political or environmental issues and voice their opinions to the government. The participative political culture helps the government to establish more effective policies; ■ Political organisations help monitor the government/ make the government accountable to the people, e.g., through the Legislative Council and the pressure from the mass media, etc. <p><i>Points of disagreement: explains clearly and in detail his/her arguments with 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"> ■ Political organisations intensify political struggles within society, hence reducing the concerns of the government towards the social well-being of citizens/ economic development; ■ Political organisations undermine the efficiency of legislation due to their different interests. Political conflicts among the organisations would undermine the authority and governance of the government; ■ Some political organisations might use non-institutional means to disrupt social order, which might disharmonise the community and pose a huge obstacle for governance; ■ Political organisations have diverse objectives and interests, which may undermine the efficiency of the government administration and intensify political conflicts, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 		9-10
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies the extent of his/her position by referring to the sources and basing answer on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement: explains his/her arguments with some 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: explains his/her arguments with some 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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though might lack detail in parts 		7-8

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● attempts to justify his/her position by referring to the sources and 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: <p><i>Points of agreement: 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: 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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge (with or without referring to the source), but the explanation is too partial, e.g., explaining with a wrong concept of effective governance/ political organisations, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

Paper 2

1. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent 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., interest of the whole society) in view of Hong Kong's current situation, e.g.: <p><i>Points of agreement: 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"> ■ Transport infrastructure affects the economic and social well-being of the whole society. Personal interests should not hinder the development of the community; ■ Developing infrastructure requires high public expenditure/ tax payers' money, hence the needs of the whole society should take priority; ■ The government should be responsible for safeguarding the interest of the whole society. The interests of the whole society and personal interests are not mutually exclusive. Development in the community will benefit the individuals in the long run; ■ It is difficult for public policies to satisfy all individuals in a heterogeneous society. Decisions should be made once an agreement is reached among the majority of people, etc. <p><i>Points of disagreement: 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"> ■ Legitimate personal interests (e.g., the right of private ownership of property) should be given prior consideration in a civilised society; ■ Hong Kong being a pluralistic society, when formulating public policies, which pose huge impact on individuals, the government should give prior consideration to the requests and views of these individuals; ■ The loss suffered by a certain group of people in society in relation to the developments should not be neglected. A responsible government should consider alternatives to minimise or compensate for their loss; ■ Serving the social interest may be manipulated by the government for the interest of the rulers, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 		9-10

<ul style="list-style-type: none"> ● presents his/her stance consistently ● 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: <p><i>Points of agreement: 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: 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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● 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: <p><i>Points of agreement: 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: 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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of interest of the whole society, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

1. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent of the general public involvement that the Hong Kong government should allow; 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., public involvement) in view of Hong Kong's current situation, e.g.: <p><i>Supporting points:</i> <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"> ■ Since transport infrastructure projects require a large amount of public money, in the process of policy-making, a democratic and responsible government should listen to the opinions of the general public; ■ The project would be more feasible and legitimate as the planning would be more comprehensive after taking different opinions into account; ■ The interests of different stakeholders should be taken into account by incorporating them in a multi-channel consultation process or consultation committees, so as to protect the rights of the minority, etc. <p><i>Opposing points:</i> <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"> ■ It is difficult for the whole society to reach a consensus, and may result in more arguments and conflicts among different stakeholders; ■ Various stakeholders may focus on their own interests and needs, neglecting the long term development of society; ■ Public consultations take a long time and may result in delay of the projects, hindering the economic development and weakening the competitiveness of Hong Kong, etc. <ul style="list-style-type: none"> ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 		9-10
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies 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: <p><i>Supporting points:</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>Opposing points:</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"> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 		7-8

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● 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: <p><i>Supporting points: 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>Opposing points: 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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of public involvement, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (a)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● identifies and explains in detail the ways through which globalization might influence Chinese culture on the mainland with the appropriate application of relevant knowledge and concepts (e.g., cultural values, cultural exchanges), e.g., <ul style="list-style-type: none"> ■ Through the Internet--political influence: Western ideas of democracy might challenge Communist political culture; cultural influence: Western culture can be brought by films, music; ■ Through economic activities by transnationals--social influence: Western lifestyle might transform traditional Chinese social and cultural values; economic changes: capitalist practices might weaken central planning over the economy or the mode of state ownership of production; Western-style consumerism; ■ Through social and cultural exchanges (e.g., visits and exchange studies)—cultural influence: Western practices and ideas are imported into the mainland through mutual contacts, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	6-8
<ul style="list-style-type: none"> ● identifies and explains the ways through which globalization might influence Chinese culture on the mainland with the application of relevant knowledge and concepts, but the explanation lacks sufficient clarity ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	3-5
<ul style="list-style-type: none"> ● attempts to identify and explain the influences according to his/her knowledge, but the explanation is too partial; some of the influences are irrelevant ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-2
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

2. (b)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> ● presents his/her stance clearly and consistently ● justifies clearly and logically the extent 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., globalization, replacement of culture), e.g.: <p><i>Points of agreement:</i> explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</p> <ul style="list-style-type: none"> ■ Global culture is dominated by Western culture in many aspects, e.g., fast food, clothing, because Western culture is regarded as more superior and trendy; ■ Western culture is weakening indigenous cultures in many countries, e.g., in China, because of the opening up policy adopted by these countries; ■ Western culture dominates indigenous culture because western countries and businesses have more resources to promote their culture, etc. <p><i>Points of disagreement:</i> explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.,</p> <ul style="list-style-type: none"> ■ Global culture is not and cannot be dominated by Western culture, but rather it is a mixture of cultures in the world; ■ Indigenous culture is preserved and defended in schools and families in the non-Western world; ■ Both Western and indigenous cultures are respected and promoted by many people in the modern world, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 		10-12
<ul style="list-style-type: none"> ● presents his/her stance consistently ● justifies his/her position basing on his/her knowledge; shows an understanding of the relevant knowledge and concepts and an ability to apply them where appropriate: <p><i>Points of agreement:</i> explains his/her arguments with some relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</p> <p><i>Points of disagreement:</i> explains his/her arguments with some relevant and valid examples/ observations of the world; may construct arguments by drawing upon some of the points above or any other appropriate alternatives</p> ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 		7-9

<ul style="list-style-type: none"> ● presents his/her stance, but possibly with insufficient clarity ● 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: <p><i>Points of agreement: 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: 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"> ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● exhibits no clear stance and may put forward contradictory arguments ● attempts to explain his/her position according to his/her knowledge, but the explanation is too partial e.g., explaining with a wrong concept of globalization, replacement of culture, using irrelevant examples/ information for illustration, etc. ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

3. (a)

Suggested Marking Guidelines		Marks
The candidate:		
<ul style="list-style-type: none"> explains clearly and logically why some mainland mothers-to-be may abuse the genetic test with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., abuse, traditional Chinese culture) in view of the current situation on the mainland; shows an indepth understanding of the disparity between the purposes of the provision of the test and the motives of some mainland mothers-to-be using the test, e.g.: <ul style="list-style-type: none"> Traditional Chinese culture values a son more highly than a daughter because the son will carry the family name and continue the family line/ men remain as the family members after marriage; Mainland's one-child policy restricts the number of babies to be born for each married couple, and given the restriction, many couples may opt for a son if they have a choice; The genetic test lends itself to abuse by these couples who see this as a chance to abort the foetus once the sex is discovered to be the less favourable one, etc. provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 		9-10
<ul style="list-style-type: none"> explains why some mainland mothers-to-be may abuse the genetic test with some relevant knowledge and concepts provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 		7-8
<ul style="list-style-type: none"> gives a simple explanation of why some mainland mothers-to-be may abuse the genetic test, but which lacks clarity, shows a partial understanding or is only able to apply relevant knowledge and concepts in a basic way provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 		4-6
<ul style="list-style-type: none"> attempts to give a brief and inadequate explanation or partially correct explanation of why some mainland mothers-to-be may abuse the genetic test, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the factors/ the current situation on the mainland gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 		1-3
<ul style="list-style-type: none"> makes no attempt to answer the question gives an answer which is not relevant to the question 		0

3. (b)

Suggested Marking Guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> ● explains clearly and logically both the potential social and ethical problems created by the use of genetic testing, with an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g., values of life), possibly referring to the current situation on the mainland and in Hong Kong as examples, e.g.: <ul style="list-style-type: none"> ■ If the general value of people in a society prefers a certain sex, the genetic test might be used as a selection method for the parents to have more control over the sex of the baby born. This action poses as a big ethical problem as human life is almost downgraded to a commodity, its value determined by the personal preference of the couple involved or even the prevailing values of a society. This may lead to further discrimination towards the unfavoured sex; ■ This possibility of choice may result in a great imbalance of the population of the two sexes. With this imbalance, related planning on schools, jobs, services of different kinds, and public facilities etc. will also be affected. The imbalance in number of the two sexes may cause social problems such as the difficulties in finding marriage partners and forming families; ■ Unnecessary abortion itself is unethical because people will gradually despise life and further refuse to accept/ discriminate those with physical/ mental disabilities, etc. ● provides a well structured, in-depth discussion, demonstrating a high level of critical analysis 	9-10
<ul style="list-style-type: none"> ● explains both the potential social and ethical problems created by the use of genetic testing with some relevant knowledge and concepts ● provides a well structured discussion, demonstrating some evidence of critical analysis, though it might lack detail in parts 	7-8
<ul style="list-style-type: none"> ● gives a simple explanation of the potential social and ethical problems created by the use of genetic testing/ provides a detailed explanation of either the social or ethical problems created, but which lacks clarity, shows a partial understanding or is able to apply relevant knowledge and concepts in a basic way ● provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly 	4-6
<ul style="list-style-type: none"> ● attempts to give a brief and inadequate/ partially correct explanation of the potential social and ethical problems created by the use of genetic testing, by applying a superficial level of knowledge or concepts, indicating a lack of understanding of the problems ● gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely 	1-3
<ul style="list-style-type: none"> ● makes no attempt to answer the question ● gives an answer which is not relevant to the question 	0

Candidates' Performance

Paper 1

Question Number	Performance in General
1	Satisfactory
2	Fair
3	Poor

- Question 1 (a) Candidates were generally able to describe the trends of each of the four data sets. Stronger candidates were able to generalise from the whole data set to identify the overall phenomenon of an ageing population in Hong Kong.
- (b) The majority of candidates were able to identify some social problems with reference to the trends of the population statistics. Nevertheless, some candidates did not provide an adequate elaboration of the problems or did not focus on problems brought about by an ageing population.
- (c) Most candidates were able to put forth clear standpoints. However, some candidates were not able to engage in the debate on the suggestion about legislation for young people to provide financial support to their own parents, rendering one-sided answers, which lacked consideration of both the merits or demerits of the suggestion. Stronger candidates were able to discuss the question from different perspectives.
- Question 2 (a) Some candidates were not able to interpret the cartoon properly, thus failing to identify the public health risk which was related to smoking and passive smoking. For example, many candidates put down air pollution which was, however, too general and went too far from the main idea expressed in the cartoon.
- (b) Stronger candidates were able to provide a full picture of the relative importance of different tobacco control policies and the relative changes in coverage as shown in the diagram. Weaker candidates were only able to list either the changes or coverage of each of the tobacco control policies.
- (c) The majority of candidates simply explained why the two chosen policies were effective. Not many candidates were able to compare the effectiveness of the two chosen tobacco control policies with other policies in the context of Hong Kong.
- Question 3 (a) Many candidates were not able to make a holistic interpretation of the data about the views of Hong Kong people towards the political organisations in Hong Kong. They missed the main focus of the question, which was to identify the "views" on political organisations rather than describe the figures for individual organisations shown in the sources.
- (b) Some candidates did not make full use of the information in Source B to account for the views of Hong Kong people towards the political organisations in Hong Kong. As such, they tried to comment on and explain people's views on each of the political organisations and failed to explain the factors for their views.
- (c) Many candidates showed inadequate knowledge of the roles and functions of political organisations as well as the structure and composition of the Hong Kong government. As a result, the answers became vague and superficial. The majority were not able to justify their arguments on the relationship between "the effectiveness of governance" and "the presence of various political organisations" with reference to the Hong Kong context.

Paper 2

Question Number	Popularity %	Performance in General
1	15	Poor
2	44	Fair
3	41	Satisfactory

- Question 1 (a) Many candidates did not attempt to compare the relative importance of the interests of the whole of society and personal interests. Another weakness found in the answers was that candidates only discussed the construction of the new airport runway, neglecting to give an account of overall developments in the transport infrastructure.
- (b) Candidates were able to identify a number of different stakeholders to be involved in the planning process of transport infrastructure projects. Stronger candidates were able to focus their discussions on the extent of stakeholders' involvement that should be allowed and justify with sound reasons.
- Question 2 (a) Some candidates failed to understand the question correctly and focused wrongly on the influences of globalization on different aspects of Chinese culture.
- (b) Some of the answers were one-sided, candidates failing to demonstrate their awareness of counter-arguments. Another observation was that some candidates only used Chinese culture as an example to illustrate their standpoints, while overlooking other cultures and responses in different parts of the world.
- Question 3 (a) Most candidates were able to suggest some possible reasons from the cultural and policy perspectives to explain why some mainland mothers-to-be might use the genetic test. Stronger candidates were able to explain the proper use of the genetic test as a contrast to the abuse of the genetic test by mainland mothers-to-be.
- (b) Some candidates were not able to differentiate between social and ethical problems, thus giving a vague answer that did not demonstrate a knowledge of the social issues and ethical values concerned.

General Comments

In terms of subject knowledge, candidates showed a general awareness of the topics in the curriculum. They proved to be familiar with different issues, yet the values and concepts behind such issues were not competently grasped. Many candidates failed to identify and to adopt relevant values and concepts to discuss the questions, thus rendering many answers superficial. Many answers were one-dimensional. Candidates should be encouraged to explain different perspectives to widen the scope of their analysis.

As far as skills are concerned, candidates should interpret the data and information provided in sources holistically. Many candidates had difficulties in generalising the overall pattern or picture as reflected by the data. Quite a number of candidates just focused on one set of data and did not compare and integrate all the data sets, hence misrepresenting the data and missing even the main focus of the question as a whole. This problem appeared in Paper 1 Questions 1(a), 2 (b), and 3 (a).

Another problem is subjectivity in answering the questions. Candidates are encouraged to consider both arguments and counter-arguments before making a judgment. A more detailed analysis is expected in Paper 2 questions. However, quite a number of candidates either gave one-sided answers or listed the supporting arguments and counter-arguments without any attempt to compare and evaluate them.

Independent Enquiry Studies

The overall students' performance in Independent Enquiry Study (IES) was fairly satisfactory. It is evident that most students put in a great deal of effort to fulfill the requirements of the IES. A total of 523 schools participated in the IES this year. The 'Process' mark was not moderated and the moderation data of the 'Task' mark shows 53.3% of schools fall into the 'within the expected range' category, with 21.5% of schools having marks higher than expected, and 25.1% of schools having marks lower than expected. Among the schools with marks higher or lower than expected, the majority only deviate slightly from the expected range. The moderation data shows most teachers have been adopting the marking standard of IES stipulated in the SBA Handbook for Teachers and illustrated by exemplars even though this is the first year of examination.

To familiarise teachers with the requirements of IES, seminars and workshops have been organised. Annotated exemplars of Tasks of the three different stages have been uploaded to the HKEAA Homepage. For each Stage of IES, authentic samples of Tasks were selected for marking standardisation in seminars and group meetings for School Coordinators.

Performance of Process

In order to help teachers to improve the design and plan of assessment activities, at first, District Coordinators distributed samples of assessment plans and activities to School Coordinators. Then, School Coordinators submitted Process assessment activity documents for each Stage (including assessment plans, documents showing the design of sample Assessment Activities, rubrics and samples of student work with marks/ grades) for the review and feedback of District Coordinators (DCs).

There have been some good practices of IES in schools. Some schools have designed some Process assessment activities which were well integrated with the IES teaching activities such as using mind mapping for formulating the enquiry question and group discussions, etc. These activities not merely demonstrated the nature and assessment objectives of IES, but also fully demonstrated IES as an integral part of the LS curriculum.

Process assessment is used to evaluate the mastery of enquiry skills of students through completing the IES. Schools are advised not to rely on the drafts of Tasks as the Process assessment, instead, they should devise enquiry-based learning and assessment activities to students so as to equip students with enquiry skills in conducting IES. One of the major objectives of the Process assessment is to provide feedback to students for improving their IES Tasks.

Some schools relayed to DCs their concerns about the difficulties encountered in the Data Collection Stage such as designing assessment activities and the work load involved in this stage. As the presentation and analysis of data are inseparable in the enquiry process, both teachers and students had to put in extra effort in accomplishing the Data Collection Stage, which requires students to justify the data collection process and the quality of the data gathered. To address these concerns, the Data Collection and Product Stages will be integrated after the streamlining of the IES implementation for the 2013 examination.

Performance of Third Stage Task

In 2012, external assessors appointed by the Authority reviewed the six Product samples submitted by each school. Based on the assessment criteria, general comments on candidates' performance in these samples of Product were as following:

Method(s) used and analysis of data: Some students were unable to adopt the appropriate research methods in response to their enquiry questions. For example, some of them relied on the questionnaire as a tool of data collection but did not have a thorough understanding of the design and limitations of this tool. As a result, they were not able to collect useful and important data, and the quality of the enquiry was undermined. Some weaker students only presented the findings in statistical charts instead of analysing the data. However, some stronger students were able to consolidate the significant findings from different sources of data with an integrated analysis.

Perspectives for analysis: The scopes of enquiry of some students were too broad, and not very focussed. The enquiry process was superficial and, thus did not fully demonstrate their enquiry skills. Other students took the opinions of the interviewees as factual data, resulting in some misinterpretations of the data. Only a few

stronger students were able to integrate the facts and views collected from different sources and analyse the findings from multiple perspectives effectively.

The expression of ideas, views and arguments: The stronger students were able to establish and justify their stances with strong arguments. However, quite a lot of students failed to use the data collected when doing analysis, conducting discussions and drawing conclusions. Many of them failed to properly acknowledge the sources in formulating their arguments by using footnotes, notes or appendices and to follow the format of giving citations. As a result, the viewpoints or arguments in the report could possibly be regarded as plagiarised. Students should be aware that they will be subject to severe penalties for proven plagiarism in SBA. In the 2012 examination, the IES Product of a candidate was identified by the HKEAA as plagiarised work and eventually a subject disqualification was imposed on the candidate. As such, schools should advise students on what malpractice is and what the consequences are. Teachers should guide students on how to use second-hand sources and on quoting references in a proper manner. Students can also have a better understanding of how to quote and acknowledge sources properly by referring to the examples as provided in the booklet “HKDSE Information on School-based Assessment”, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).

The framework illustrating the enquiry process and results: Some students followed some standard formats of the Product framework but neglected the essence of enquiry. Furthermore, apart from statistical charts, some students seldom used tables, flowcharts or photos as tools to present their findings.

Reflections: Many students only reflected on an operational level, citing the need for preparations before interviews. Others focused their reflections on the implications of enquiry on their personal growth, for example, how it helped them become more concerned with certain social issues. Only a few students were able to further reflect on the enquiry process, such as evaluating how a certain hypothesis could not be verified. Similarly, the recommendations given by the students in the reflection were sometimes not related to the findings, and hence the effectiveness of these suggestions was greatly reduced.

Performance of non-written Product: Although the presentation mode was different, the set of criteria for marking non-written and written Products is the same.

Only a small proportion of students selected the non-written form for the presentation of the Product. Many of the non-written form Products were in the mode of PowerPoint Presentations which were mainly comprised of texts. While some non-written Products simply recorded the students’ presentations in lessons, and were not able to fully take advantage of the varieties of the non-written presentations, their creativity and enquiry ability were not sufficiently demonstrated. Different ways of presentation such as videos, images and narration are encouraged to effectively present the enquiry findings. The appearance of the students or the schools’ names is not allowed in the non-written form of Products.

Conclusion

In general, most students achieved a basic level of performance in IES. Some of the better Products with good performance comprised of an enquiry type question, an appropriate enquiry scope, a sharp and clear enquiry focus, (a) relevant data collecting method(s), an analysis from different perspectives, and appropriate presentation methods. However, the work of weak students included the use of inappropriate data collection method(s), limited enquiry perspectives and conclusions not based on the data analysis. When students design their data collection method(s), the relevance between the expected findings and the enquiry question should be the prime factor for consideration. Questionnaire surveys, in some IES projects, were inappropriately used and that resulted in irrelevant data collected and unfocussed discussions. Moreover, it was observed that some students misunderstood the requirements of IES. They just selected two to three relevant articles and extracted the major viewpoints of the articles for completion of IES. Though in conducting an IES, an analysis of related articles is needed and is one of the methods for collecting data in response to the enquiry question, it should not be regarded as the sole requirement of IES.