

## 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.