

Candidates' Performance

Principles of Question Design

The assessment of Liberal Studies is based on the Curriculum and Assessment Guide (Secondary 4-6) for this subject. According to the 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 of the Curriculum and Assessment Guide) Questions in the public examination of Liberal Studies are 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 judgements and conclusions and provide suggestions, using multiple perspectives, creativity and appropriate thinking skills", and to apply "relevant knowledge and concepts to contemporary issues" (Section 5.3 of the Curriculum and Assessment Guide).

Questions in Paper 1 offer data about contemporary issues in various forms, such as tables of figures, graphs, cartoons and texts, to provide candidates with contexts for analysis in answering questions. Paper 2, with the help of stimulus materials, requires candidates to draw on a more extensive range of knowledge and concepts to discuss issues in depth.

The public examination aims at assessing candidates' thinking skills and their ability to apply the concepts they have learnt in the curriculum. The assessment objectives related to the public examination are broadly reflected in its various assessment items and question papers. Candidates need to apply relevant knowledge and concepts when making judgements about issues. The examination does not aim at assessing factual knowledge. A key assessment requirement of the public examination is candidates' ability to transfer their skills and concepts acquired from learning to the task of analysing a variety of contemporary issues.

Paper 1

Question Number	Performance in General
1	Fair
2	Satisfactory
3	Weak

Question 1 This question is about the changes in the condition of *sannong* (agriculture, rural areas and farmers) in China, the social problems brought about by these changes, and the measures that might deal with the problems. Candidates were expected to draw upon various concepts and areas of knowledge in their answers, such as urbanisation, income distribution, industrialisation, and quality of life.

- (a) Candidates were assessed on their data analysis ability. They had to identify and describe the changes in the condition of *sannong* with reference to Sources A, B and C.

Stronger candidates were able to use concepts such as urbanisation, industrialisation, and income disparity to conceptualise the changes. Most candidates described the trends using the data in the sources. However, they did not go a step further to interpret the trends and provide an in-depth interpretation of the different dimensions of the phenomena. Some candidates were unable to grasp the crux of the message conveyed by the cartoon and placed the focus wrongly on the differences in technological development between urban and rural areas.

- (b) This sub-question required candidates to explain two social problems that might arise from the changes described in (a). Candidates were assessed on their logical ability to deduce the social problems created by the changes.

Stronger candidates were able to deduce some relevant social problems, such as social discontent created by the wealth gap, health problems caused by land/food pollution, and shortage of food stemming from the constraints on food production. Some candidates just repeated the changes in the condition of *sannong* described in (a) and did not conceptualise the social problems, while others failed to explain how the social problems relate to the changes.

- (c) This sub-question tested the ability of candidates to suggest measures to solve the social problems identified in (b) in the context of the current socio-economic development of China.

Most candidates just suggested some measures without justifying the effectiveness of these measures for solving the social problems identified in (b). Stronger candidates were able to suggest concrete measures, such as giving subsidies, promotion, and education by the government, with a clear explanation of how these measures might solve the problems. They also demonstrated their knowledge of the current practices and situation in China. Weak candidates demonstrated a poor knowledge of the current developments and practices in China. Some of them provided stereotypical answers, mentioning counter-arguments or limitations of the suggested measures, which were irrelevant to the question.

Question 2

The issue in this question is centred round the increasing popularity of plastic surgery and the controversy over whether legislation should be passed to ban 'medically unnecessary' plastic surgery. Candidates were assessed on their ability to identify and explain the reasons in the sources. Candidates were also expected to apply their knowledge of the values of personal freedom/liberty, medical ethics, self-esteem, health, beauty and inter-personal relationships etc.

- (a) In this question, candidates were expected to demonstrate their data interpretation skills to identify the reasons in the source to explain why an increasing number of young people in Hong Kong are undergoing plastic surgery.

Most candidates were able to delineate two reasons from Source A and make use of concepts such as self-esteem, peer pressure and role models to explain the reasons. However, some weaker candidates just copied the description of the cases from the source without conceptualising and further elaborating on the reasons, while others tended to provide some general reasons for undergoing plastic surgery, without making reference to the source or the characteristics of young people in Hong Kong, as required by the question.

- (b) This question aims at assessing candidates' critical thinking skills and the formulation of personal judgements on the controversy over legislation to ban 'medically unnecessary' plastic surgery.

Most candidates were able to put forward a clear stance and justify their viewpoint with regard to the sources and their own knowledge. Stronger candidates were able to formulate arguments from various perspectives, such as the role of government, personal liberty/ freedom, health/ safety concerns, public interest, self-perception,

and the effectiveness of legislation, and discuss whether the ban ‘should be’ introduced or whether it is ‘feasible’ to implement the plan. Average candidates were able to state their stance, but they failed to make use of various concepts to explain their answers. Some weaker candidates presented one-sided answers or focused wrongly on a discussion of whether young people should undergo plastic surgery, instead of considering the pros and cons of legislation.

Question 3 The question is about the benefits and problems brought about by international tourism. Candidates were required to interpret the sources and analyse the potential benefits and concerns of international tourism. In the discussion, candidates should have made use of concepts such as economic development, cultural exchange, sustainable development and global warming.

- (a) In this part of the question, candidates had to first describe the trends in international tourism and then deduce the potential benefit from the trends.

The majority of candidates were able to describe the trends, but their ability to deduce the potential benefit was weaker. Many candidates did not elaborate clearly on how increasing international tourism receipts were related to economic development, infrastructure-building or quality of life.

- (b) This question assessed the analytical ability of candidates to identify two global concerns arising from trends in international tourism. Candidates had to logically deduce the global concerns from the sources and to conceptualise these concerns.

Not many candidates were able to identify and explain two global concerns fully. Some candidates were weak in discussing the concerns in relation to tourism from a global perspective. Some only repeated the information in the sources, such as damage to the cultural heritage sites and the unruly conduct of some tourists in Hong Kong, failing to generalise these as the global concerns of cultural conservation and culture clash. Some candidates suggested air pollution, instead of global warming, as a global concern caused by carbon dioxide emissions, indicating inadequate knowledge of the issue.

Paper 2

Question Number	Popularity %	Performance in General
1	30	Fair
2	46	Satisfactory
3	24	Weak

Question 1 The question is about the relationship between press freedom and governance. This issue connects with various parts of the curriculum, including quality of life in ‘Hong Kong Today’ (for example, press freedom as a measurement of quality of life from the political perspective, factors influencing the rule of law and the degree and form of socio-political participation); the government’s responses to different groups; the relationship between the Central Authorities and the HKSAR; and the availability and accessibility of information and communication technology in ‘Globalization’, etc.

- (a) Candidates were expected to explain what factors might influence press freedom in Hong Kong. Candidates’ answers reflected that in general they understood the requirements of the question. They showed a certain level of understanding of press freedom, information circulation and competition among media in Hong Kong, and seemed to have paid attention to recent news related to press freedom in Hong Kong. Also, they were able to cite examples to illustrate their views.

Candidates’ performance in generalising factors and conceptualising was relatively weak. In many cases, they merely presented a reason or a single event and then jumped to a conclusion that such an event (e.g. incidents of news reporters being assaulted) might influence press freedom. They failed to elaborate at a higher level on what such a factor was – whether it might be violence or commercial considerations that brought about self-censorship of the media – and did not elaborate on how this factor might influence press freedom in Hong Kong.

Some candidates engaged in too much speculation. For instance, they said that the Central Authorities intervened in the operations of the news media and subsequently influenced press freedom in Hong Kong without offering a full and concrete explanation. Therefore, their performance was unsatisfactory. It seems that some candidates were confused about some concepts, which limited the marks they were awarded. For example, many candidates mistook circulation of information as being equivalent to press freedom.

Though some candidates were able to understand and address the requirements of the question by giving relevant factors, they failed to cite actual examples in Hong Kong to justify their views. Examples from Britain and the United States are from a different context, and if used, the candidate needs to explain how they apply to Hong Kong.

- (b) This question requires candidates to explain to what extent they agree with the view that “a high degree of press freedom would enhance the effectiveness of governance by the Hong Kong government”. In general, candidates understood the requirements of the question. They had a basic understanding of press freedom. However, their understanding and knowledge of the effectiveness of the governance of the Hong Kong government was relatively limited and general. When explaining their stance, candidates tended to focus on explaining the features and importance of press freedom in Hong Kong, but they were weak in linking press freedom with the effectiveness of governance of the Hong Kong government. Very few candidates were able to understand the meaning of a ‘high degree’ of press freedom in the question or offer a detailed explanation of the possible effects of a high degree of

press freedom on governance.

The majority of candidates were able to clearly state and explain their stance. Often, they were able to identify the functions of press freedom, such as reflecting the public's views, monitoring the government and revealing unjust matters in society. However, they failed to offer an in-depth analysis of whether such functions are able to enhance the effectiveness of governance. Their discussion perspective was relatively narrow. Also, some candidates failed to cite Hong Kong examples, making their performance mediocre.

Some candidates merely recited the respective features of press freedom and governance. Others did not analyse the actual situation of Hong Kong. As a result, they merely told their own stories, instead of correctly addressing the requirement of the question.

Strong candidates understood the functions of press freedom, and they used the real context of governance in Hong Kong in recent years for illustration, such as how press freedom might affect the smoothness of policy implementation and provide a platform for different stakeholders to discuss social policies, and then further explain whether press freedom can enhance the effectiveness of governance.

Question 2

The question requires a discussion of the controversy about legislating for standard working hours in Hong Kong and the relationship between standard working hours and the quality of life of Hong Kong people. When answering the question, candidates used concepts and knowledge from different parts of the curriculum, such as the contribution to improving the quality of life by individuals or organisations and the obstacles to their efforts, which is under 'quality of life' in 'Hong Kong Today'; the government's responses to different interest groups, in 'rule of law and socio-political participation'; the reasons for changes in the relationship between adolescents and their families, in the section on 'interpersonal relationships' in 'Personal Development and Interpersonal Relationships'; and the economic and social factors influencing personal health and a healthy lifestyle, in 'Public Health'.

- (a) Candidates were asked to consider the barriers to achieving consensus among major stakeholders on the issue of standard working hours in Hong Kong. Some candidates failed to understand the key term 'major stakeholders' in the question. They did not address the requirements of the question, but merely focused on discussing the impact of standard working hours. Some other candidates merely presented generally the views of various stakeholders on standard working hours, without offering an in-depth analysis on why it was so difficult for various major stakeholders to achieve consensus on standard working hours. In addition, candidates failed to elaborate on why certain barriers occur, such as the difficulty in achieving consensus on the details of implementing standard working hours, or more concrete barriers like the proposed number of standard working hours. A small number of candidates confused 'standard working hours' with 'minimum wage', and thus gave off-the-mark answers.

Stronger candidates were able to explain from different perspectives what major stakeholders had to take into consideration when trying to achieve consensus, such as how they would be affected, whether exemptions should be applied to certain industries, how to decide on which industries could be exempted, how to formulate specific details of the standard working hours policy (like the number of hours), etc. They then explained with appropriate examples of how such considerations created barriers to achieving consensus among major stakeholders. Such answers were awarded high marks.

- (b) This question requires candidates to explain the extent to which they agree with the claim in Source A that "standard working hours is essential to the improvement of the quality of life of Hong Kong People". Some candidates failed to discuss 'standard working hours', discussing Hong Kong people's quality of life instead. Some candidates failed to use examples to support their arguments appropriately with reference to the context of Hong Kong.

Many candidates were able to explain whether standard working hours improved Hong Kong people's quality of life in non-material ways, such as whether it could bring about more time to be with family, do recreational sports, study value-adding courses to equip themselves and enhance cultural qualities etc. However, some candidates did not seem to understand the key terms in the question, for example, 'improvement'. Some misinterpreted the question as concerning whether Hong Kong should legislate for standard working hours, missing the gist of the question and thus scoring lower marks. Quality of life involves various aspects, and candidates who performed well were able to explain from different perspectives whether Hong Kong people's quality of life could be improved, and cite appropriate examples to explain their views.

Question 3

The issue in the question is about the possible effects of the entertainment industry, as a global culture, on its audiences, and the relationship between soft power and governments' influence in the world. In the discussion, candidates applied knowledge and concepts from different parts of the curriculum, including the impact of globalization in 'Globalization' (such as homogeneity and diversity in culture and values; the responses of people from different parts of the world to globalization); the measurement of the overall national strength in 'Modern China'; and identity in 'Hong Kong Today'.

- (a) To answer this question, candidates had to explain the effects that the entertainment industry as a global culture might have on its audiences under globalization. On the whole, candidates were able to understand the focus of the question. Some stronger candidates were able to analyse from both the positive and negative perspectives how the entertainment industry has affected its audiences, and explain their answers with appropriate examples.

Some candidates did not support their views with concepts such as 'globalization' and 'homogeneity of culture'. A small number of candidates gave examples but failed to use these to explain in detail 'how' the audiences might be affected. Some candidates failed to analyse the impact on the audiences from different perspectives; nor did they explain in depth the relationship between the audiences and globalization, thus narrowing the scope of their answer. There were also unsatisfactory answers which merely suggested some effects of the entertainment industry (such as Korean Pop music) on individuals (such as a waste of money and time spent chasing stars), while ignoring the key words in the question – 'global culture' – and failing to explain the possible influences on cultural aspects (such as cultural homogeneity or heterogeneity, the effects on the values or behaviours shared by people in society).

- (b) In this question, candidates had to explain whether they agreed with the view that “Soft power (such as the entertainment, cultural, communications or fashion industry) is the most effective way for governments to increase their influence in the world”. In most cases candidates attempted to explain with examples, and they demonstrated a basic understanding of integrated national strength in terms of hard and soft power.

However, the majority of candidates failed to discuss the issue in-depth, omitting any comparison of ways of increasing governments’ world influence and justification of whether soft power is ‘the most effective way’. They failed to compare soft power and hard power in terms of how they affect governments’ influence in the world, and were unable to explain their stance.

Some of those who agreed with the view merely focused on presenting the merits of soft power, without explaining in detail how such merits help to increase governments’ influence in the world. Some of those who disagreed with the view failed to offer relevant analysis and comments on soft power, while focusing on how hard power increases governments’ influence in the world, thus seeming to avoid the question. Some candidates misinterpreted soft power as meaning “governing the country in moderate ways”, thus failing to provide relevant arguments. On the whole, candidates’ performance was unsatisfactory.

Strong candidates gave criteria for comparing how soft power and hard power increase a government’s influence in the world, and cited appropriate examples for illustration.

General Comments

Candidates in general demonstrated their awareness of different aspects of society, such as culture, economic development, the environment, divergent interests and technological innovation. Their efforts in adopting analytical and critical approaches to examining contemporary issues were appreciated.

Candidates are advised to strengthen their conceptualisation ability. Very often, only superficial explanations or descriptions were given in answers, and there was no attempt to conceptualise or generalise the problem. For example, in Paper 1 Question 1, concepts such as urbanisation, income inequality, social instability and food supply should have been employed. In Paper 1 Question 2, concepts like personal freedom, self-esteem, health, and beauty could be used. In Paper 1 Question 3, concepts such as cultural conservation, exchange and clash could be applied. In answering Paper 2 Question 3(a), many candidates failed to make use of key concepts such as ‘cultural homogeneity’ and ‘globalization’ in their explanations, nor were they able to cite appropriate examples related to the entertainment industry. Candidates are advised to deduce the problems and conceptualise the issues.

Candidates should also attempt to take a macro or global perspective to analysing issues. Although some questions might be concerned with local issues, a global perspective might be incorporated in the analysis by citing some universal values or giving comparisons with other places. For example, in Paper 1 Question 3, the examples of unruly behaviour can be perceived as cultural clashes between different cultures from a global perspective, and global warming is also a world phenomenon. In Paper 1 Question 2, the use and restrictions on plastic surgery is also a global issue, with various practices in different places. Hong Kong as an international city is inevitably subject to foreign influences and ideas. Candidates are encouraged to draw on experiences or examples from other parts of the world to strengthen their arguments.

Paper 2 comprises extended response questions and requires candidates to flexibly apply higher order thinking skills and related concepts and knowledge in response to the questions. However, some candidates merely regurgitated facts, concepts and definitions in this part, and failed to carefully analyse the issues and interpret the questions. For example, in Paper 2 Question 1 (a), some candidates mistook circulation of information for press freedom. A further example is Paper 2 Question 1 (b), where some candidates just regurgitated information on press freedom and overlooked the requirement to explain and explore the relationship between press freedom and the effectiveness of governance. Some candidates cited inappropriate examples. This subject emphasises multiple perspective thinking. In addressing the factors that influence press freedom, candidates should have done a comprehensive and in-depth analysis from different perspectives, justifying their standpoints with a clear explanation of examples.

In accordance with the assessment objectives specified in the Curriculum and Assessment Guide, in the Liberal Studies examination no specific approach to answering questions is automatically given higher marks. The keys to performing well are knowing what ‘enquiry’ means, understanding the question requirements, applying relevant concepts and knowledge in response to the questions, and supporting answers with appropriate examples. To adopt an appropriate answering approach, candidates should consider various perspectives/contexts/positions and draw upon these for their analysis. They should also provide elaborations with justifications for arguments. There is no need to memorise answering frameworks and teaching notes, which may not be relevant, before the examination and then regurgitate these.

The spirit of Liberal Studies is to stimulate and inspire students to broaden their knowledge and develop a mature and analytical mind. Though candidates showed a certain degree of understanding of the issues and concerns in different areas, they are encouraged to sharpen their intellectual faculties, broaden their knowledge base and enhance their high-order thinking skills, so as to further improve their performance in this subject.

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, which account for 20% and 80% of the total IES mark respectively

A total of 493 schools participated in IES this year. The Process mark of IES was not moderated. The moderation data of the Task mark shows that 62.7% of schools fell into the 'within the expected range' category, with 18% of schools giving marks higher than expected, and 19.3% 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 the previous years, there has been a rising trend in the number of schools in the 'within the expected range' category and teachers generally had better understanding of the marking standard of IES.

This year we continued to organise seminars to brief teachers on the general performance of IES in the 2014 examination, provide more guidance on the handling of plagiarism cases and enhance the teachers' understanding of the requirements of IES. At the seminars, the marking standards were explained and suggestions for improvement were made, using authentic samples of Product from the 2014 examination. For a better understanding of the Structured Enquiry Approach and the corresponding marking guidelines, which are applicable to the 2017 Examination and beyond, samples of various performance levels were explained in the seminar. Besides, District Coordinators held group meetings with School Coordinators to share their experience of using various teaching tools to facilitate the conduct of IES. In addition, annotated exemplars of Product and samples illustrating various levels of performance were uploaded to the HKEAA websites (<http://www.hkeaa.edu.hk/en/sba>). Teachers and students may refer to these samples for a better understanding of the requirements and the marking standard of IES.

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

Performance of Process

District Coordinators have continued to liaise with schools so as to understand how they facilitate students to 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, similar to last year, a small number of schools were found to have awarded narrow mark ranges. For these cases, District Coordinators reviewed the assessment documents and discussed with the School Coordinators on ways of improvement. We suggest that schools use the full mark range of Process marks to more accurately report students' different performance levels. Besides, schools should keep a record of relevant Process documents and make them available for a review upon request. The Process documents include: the Process assessment plan, documents illustrating the design of any one of the Process assessment activities (e.g. the graphic organiser/worksheet), the rubrics for that activity and two samples of students' performance in that activity, one from each of high and low levels of performance, with the marks (or levels of performance) indicated.

Task Performance of Product Stage

A pre-requisite for students to produce a good Task is having an enquiry topic with a clear focus and an appropriate level of difficulty. From students' Tasks from this year, there were a greater proportion of them with a clear project proposal and clear focus questions. This reflects that teachers and students have a better understanding of the learning objectives of IES, and as a result were able to formulate feasible topics worth of conducting an enquiry. However, there were still some Products with its enquiry effectiveness being undermined by an excessively wide scope of enquiry or unclear focus questions. This is a situation that still demands the attention of students.

With regard to the tools for data collection, students used a variety of tools and there was an improvement in the situation of over-relying on questionnaire surveys. When conducting questionnaire surveys, students should pay attention to the importance and reference value of their survey targets in their enquiries. In addition, when conducting online surveys, they must consider the characteristics of Internet users and the limitations of the sampling process. The number of students using second-hand data for analysis kept increasing. When doing so, students should remember to acknowledge the sources of their data. They should also understand how to respond to different focus questions with data from different perspectives and views. In most cases, students

who were able to make good use of the hypothesis for enquiry and expected enquiry findings would effectively select appropriate data for analysis.

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, some students were still unable to make good use of the data in their analysis, and present findings based on the data collected. Many students failed to quote different sources to support their stances and 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. 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/>). This year there were no cases of plagiarism in IES.

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 collected data, part of the Process activities or project proposal 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. This may reflect that some students overlooked the importance of IES to the study of the entire subject, or that they did not have enough time to complete the entire Task.

With regard to the reflection on their IES work, there was an increase in the number of students who were able to reflect on issues related to their enquiry topics and content, such as the enquiry process, findings and assumptions, and were able to point out the limitations of the enquiries and analyse their own level of understanding of the topic and method of enquiry, as well as discussing the possible approaches in future enquiries on the basis of their understanding. Nevertheless, there were still a number of students who merely reflected on the more technical levels such as their data collection process and personal preparation.

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 Tasks, so as to avoid jeopardising the fairness of the assessment.

This year there were fewer students who presented their Tasks in a 'standardised' manner. However, there were still some IES reports completed with filling-in-blanks or a Q & A format. While appropriate guidance from teachers would help students complete their Tasks, over-standardised or over-specific guidance would affect students' scope of independent enquiry as this encourages them to copy their teachers' ideas without putting in their own thoughts.

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 were able to fulfil the basic requirements of IES and performed better than those in the previous year. Stronger students displayed a high degree of enquiry ability by being able to conduct an in-depth enquiry of the topic with a clear enquiry focus and to analyse their findings from multiple perspectives. For the sake of fully mastering the requirements of IES and enhancing their performance in IES, students should pay attention to the following points: students should formulate focused and clear enquiry questions; collect data with appropriate methods; and, the enquiry findings of their report should be relevant to the data they collected.

Acknowledgements

Material from the following publications/web-sites has been used in question papers in this volume:

AFP News	“Taiwan bans cosmetic surgery for under-18s”, 27 February 2014
Seoulbeats.com	“The Korean Wave and the question of soft power” < http://seoulbeats.com/2012/09/the-korean-wave-and-the-question-of-soft-power/ >, 21 September, 2012
South China Morning Post	“Employees and bosses still a long way apart on working hours law”, 2 August 2014 “Hong Kong needs standard working hours”, 28 November 2012 “Job-seekers join trend for beauty operations”, 14 February 2011 “New Chinese tourism rules promise politer visitors, but will they work?”, 2 October 2013
The World Tourism Organization,	“ <i>Tourism-Highlights</i> ”, 2014 < http://www.e-unwto.org >
The World Tourism Organization and the United Nations Environmental Programme	“ <i>Climate Change and Tourism: Responding to Global Challenges</i> ”, 2008 < http://sdt.unwto.org/sites/all/files/docpdf/climate2008.pdf >
中華人民共和國國家統計局	< http://www.stats.gov.cn >
中國經濟網	「習近平談『三農』：端牢『飯碗』推進農業強農村美農民富」，2014年8月13日 < http://www.ce.cn/xwzx/gnsz/szyw/201408/13/t20140813_3345312.shtml >
明報	「新聞自由、民主政制與香港未來」，2014年2月7日
大公報	漫畫，2011年9月21日 「傳媒也應受到合理監察」，2014年2月25日

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