

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

LIBERAL STUDIES (PRACTICE QUESTION)

Suggested Marking Guidelines

Paper 1

With regard to the nature of the curriculum and assessment design of the subject, the draft marking guidelines will only list a set of suggested marking criteria for each question for reference. Before the commencement of the marking exercise, markers are required to study the draft marking guidelines, trial mark a number of representative sample scripts, and discuss how to achieve the professional consensus in the standardisation meeting.

3. (a)

Suggested marking guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> identifies accurately the factors e.g. parent-children relationship, the consequences and the effectiveness of the scheme 	3-4
<ul style="list-style-type: none"> identifies the factors with some ambiguity 	1-2
<ul style="list-style-type: none"> identifies the wrong factors 	0

(b)

Suggested marking guidelines	Marks
The candidate:	
<ul style="list-style-type: none"> describes and elaborates in detail the message in the cartoon with reference to the elements in the cartoon and Source 2 e.g. the government gave concession to the public and amend the scheme in a way that may seriously hamper its effectiveness 	4-5
<ul style="list-style-type: none"> describes the key message conveyed in the cartoon, explains vaguely how the message is conveyed in the cartoon <i>or</i> describes the message partially 	2-3
<ul style="list-style-type: none"> attempts to describe and elaborate but not clear about the message conveyed in the cartoon 	1
<ul style="list-style-type: none"> fails to describe and elaborate the message conveyed in the cartoon 	0

(c)

Suggested marking guideline	Marks
The candidate:	
<ul style="list-style-type: none"> states his/ her stance clearly and consistently (with clear indication of the extent to which he/she agrees with the viewpoint reflected in the cartoon) explains his/ her stance with clear & justified arguments <i>Agrees:</i> <ul style="list-style-type: none"> e.g. the effectiveness of the scheme is hampered; the deterrent effect is undermined; students can evade the test; showing how weak the government is; there is strong opposition against the scheme among citizens, etc. <i>Disagrees:</i> <ul style="list-style-type: none"> e.g. the government respects students' interests and privacy; the government is responsive to the public's opinions; the launching the scheme is able to convey the message of anti-drug taking, etc. presents multi-perspective thinking by considering arguments from both sides provides a well structured, in-depth and well substantiated discussion 	7-8
<ul style="list-style-type: none"> states his/ her stance on the viewpoint reflected in the cartoon, but not very clearly. explains his/ her stance briefly with reasonable arguments presents multi-perspective thinking by considering views of the two sides, with brief elaborations provides a reasonably well structured, in-depth and fairly justified discussion 	5-6
<ul style="list-style-type: none"> exhibits an ambiguous stance on the viewpoint reflected in the cartoon explains approximately his/ her stance with partial arguments & unclear elaborations tries to present other arguments but the discussion is rather shallow provides a moderately well structured, in-depth and fairly justified discussion 	3-4
<ul style="list-style-type: none"> exhibits no clear stance on the viewpoint reflected in the cartoon attempts to explain his/ her stance by just stating a few simple and not quite coherent arguments presents basically the views of one side only provides a rather shallow discussion which contains loosely structured and superficial arguments 	1-2
<ul style="list-style-type: none"> fails to elaborate his/ her stance gives assertive arguments without justification offers an irrelevant answer/ demonstrates low understanding of the question 	0