

# Briefing Session on the Practice Papers of HKDSE Geography

# Programme

- Requirements of the Practice Papers
- Interpretation of the Marking Schemes
- Performance of Students in the Research Test
- Reminders for Candidates
- Q & A



# Requirements of the Practice Papers

- Geography Curriculum and Assessment Guide (Secondary 4 – 6)
  - Geographical enquiry skills
  - Locate, select and extract information and data
  - Present and organise information and data
  - Compare, analyse, synthesise and evaluate information and data



# Requirements of the Practice Papers

- Principles in setting questions: Varieties of question types
  - Describe / State (Factual understanding)
  - Explain
  - Compare / Contrast
  - Discuss
  - Comment
  - Evaluate
  - Map skills
  - Interpret photos, graphs, sketches, data
  - Calculate
  - Draw: annotated diagrams, climatic graphs, etc.



# Research Test

- Administered on 12 Jan 2012
- 446 students from 18 schools participated in the research test
- Students' scripts marked by 24 experienced markers after standardisation meeting and trial marking on 21 Jan 2012



# General Comments on Practice Paper 1

Feedback from markers of the Research Test			
<b>Length</b>	<b>slightly long</b>	<b>about right</b>	<b>slightly short</b>
	10.5%	84.2%	5.3%
<b>Difficulty</b>	<b>slightly difficult</b>	<b>about right</b>	<b>slightly easy</b>
	15.8%	84.2%	0%
<b>Syllabus coverage</b>	<b>well balanced</b>	<b>generally balanced</b>	<b>slightly unbalanced</b>
	15.8%	78.9%	5.3%



# General Comments on Practice Paper 2

Feedback from markers of the Research Test				
<b>Length</b>	<b>too long</b>	<b>slightly long</b>	<b>about right</b>	<b>slightly short</b>
	5.6%	33.3%	38.9%	22.2%
<b>Difficulty</b>	<b>too difficult</b>	<b>slightly difficult</b>	<b>about right</b>	<b>slightly easy</b>
	5.6%	22.2%	72.2%	0%
<b>Syllabus coverage</b>	<b>well balanced</b>	<b>generally balanced</b>	<b>slightly unbalanced</b>	<b>very unbalanced</b>
	5.6%	66.7%	27.8%	0%



# Interpretation of the Marking Schemes

- The marking schemes should **NOT** be regarded as standardised model answers
- The marking schemes allow flexibility in marking
- Answers suggested in the marking schemes are NOT exhaustive
- Markers' **discretion** and **professional judgement** are necessary in marking the scripts





# General Comments on the Marking Schemes of Practice Paper 1

(Feedback from markers of the Research Test)

	Yes	No	Other comments
<i>Marks properly apportioned</i>	90%	5%	5%
<i>Points fit the questions</i>	80%	10%	10%
<i>Easy to follow</i>	80%	0%	20%
<i>Allows a reasonable degree of discretion</i>	80%	0%	20%



# General Comments on the Marking Schemes of Practice Paper 2

(Feedback from markers of the Research Test)

	Yes	No	No comments
<i>Marks properly apportioned</i>	86.4%	4.5%	9.1%
<i>Points fit the questions</i>	86.4%	9.1%	4.5%
<i>Easy to follow</i>	86.4%	4.5%	9.1%
<i>Allows a reasonable degree of discretion</i>	77.3%	9.1%	13.6%



# Performance of Students in the Research Test

## *Summary of Statistics*

# Performance on Individual Questions

	Paper 1						
	Q1 (18)	Q2 (18)	Q3 (18)	Q4 (18)	Q5 (12)	Q6 (12)	Q7 (12)
<b>Mean Score</b> (% marks)	8.7 (48.3%)	7.5 (41.7%)	9.2 (51.1%)	8.2 (45.6%)	4.6 (38.3%)	4.1 (34.2%)	3.7 (30.8%)
<b>Standard Deviation</b> (% marks)	3.6 (20.0%)	3.6 (20.0%)	2.8 (15.6%)	3.2 (17.8%)	2.3 (19.2%)	2.5 (20.8%)	2.2 (18.3%)
<b>Highest Score</b>	18	18	16	17	10	11	10
<b>Lowest Score</b>	0	0	1	0	0	0	0



# Performance on Individual Questions

Paper 2								
	Q1 (18)	Q2 (18)	Q3 (18)	Q4 (18)	Q5 (12)	Q6 (12)	Q7 (12)	Q8 (12)
Mean Score (% marks)	8.8 (48.9%)	7.5 (41.7%)	5.9 (32.8%)	8.1 (45.0%)	4.0 (33.3%)	4.0 (33.3%)	4.2 (35.0%)	4.0 (33.3%)
Standard Deviation (% marks)	3.5 (19.4%)	2.9 (16.1%)	2.8 (15.6%)	2.9 (16.1%)	2.0 (16.7%)	1.9 (15.5%)	2.1 (17.5%)	2.4 (20.2%)
Highest Score	17	16	18	15	9	8	10	12
Lowest Score	1	2	0	1	1	0	0	0

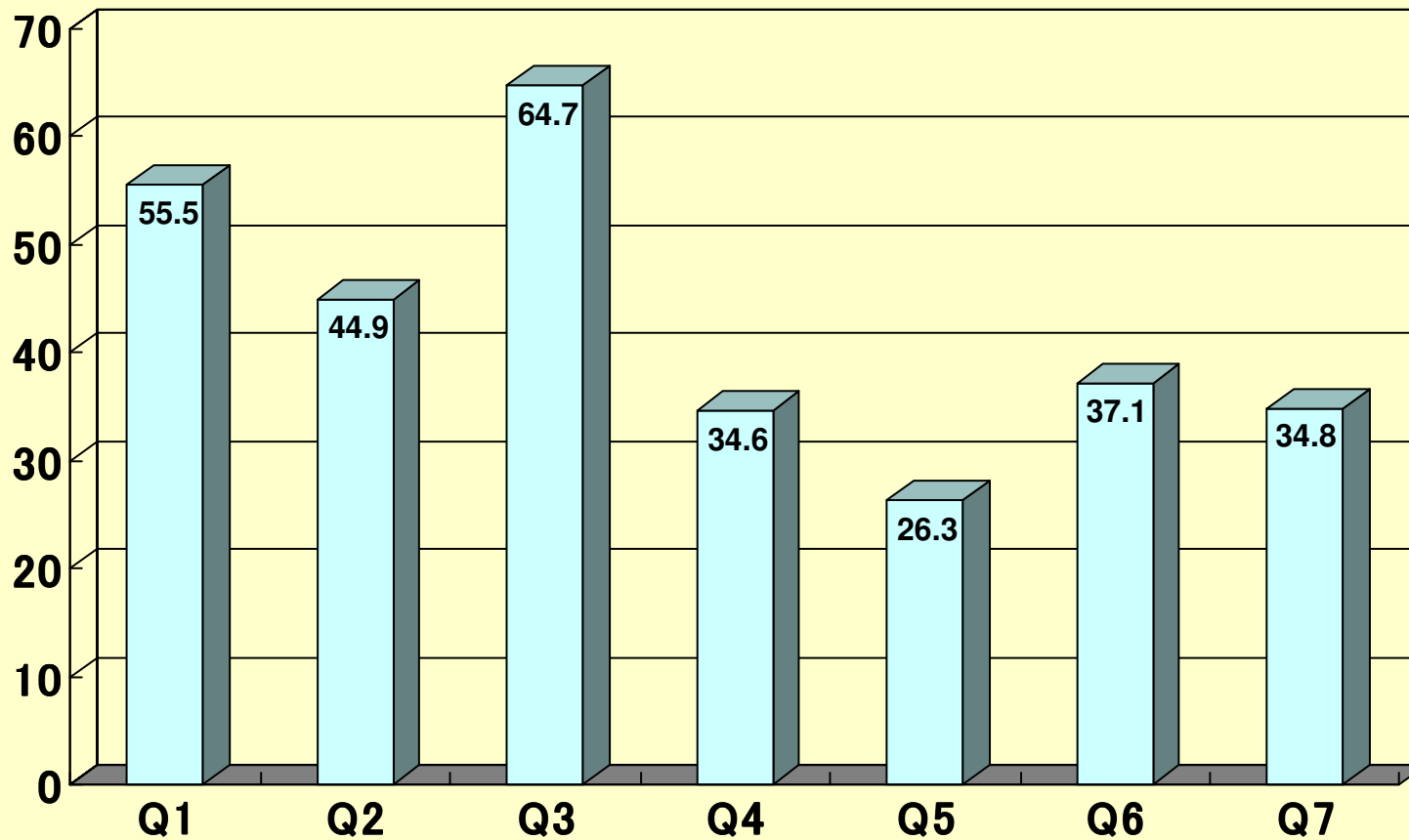


# Performance by Sections and Papers

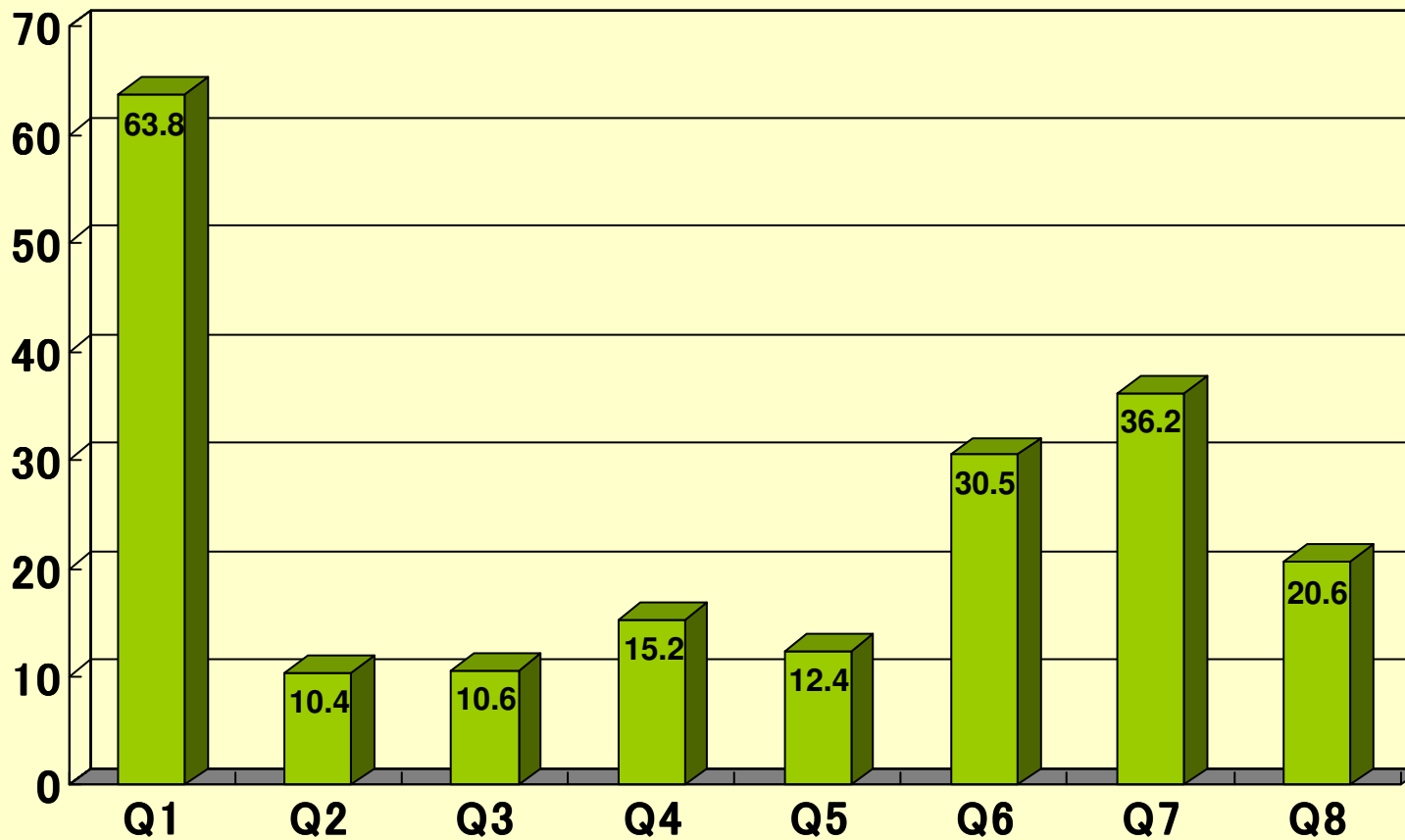
	Paper 1				Paper 2		
	A (22)	B (36)	C (12)	Total (70)	D (18)	E (12)	Total (30)
<b>Mean Score (% marks)</b>	11.4 (51.8%)	17.0 (47.2%)	4.0 (33.3%)	32.4 (46.3%)	8.2 (45.6%)	4.0 (33.3%)	12.2 (40.7%)
<b>Standard Deviation (% marks)</b>	2.8 (12.7%)	5.8 (16.1%)	2.4 (20.0%)	9.0 (12.9%)	3.5 (19.4%)	2.1 (17.5%)	4.8 (16.0%)
<b>Highest Score</b>	19.3	31	11	54.6	18	12	30
<b>Lowest Score</b>	4.4	1	0	6.5	0	0	1



# Popularity % of Questions in Paper 1



# Popularity % of Questions in Paper 2





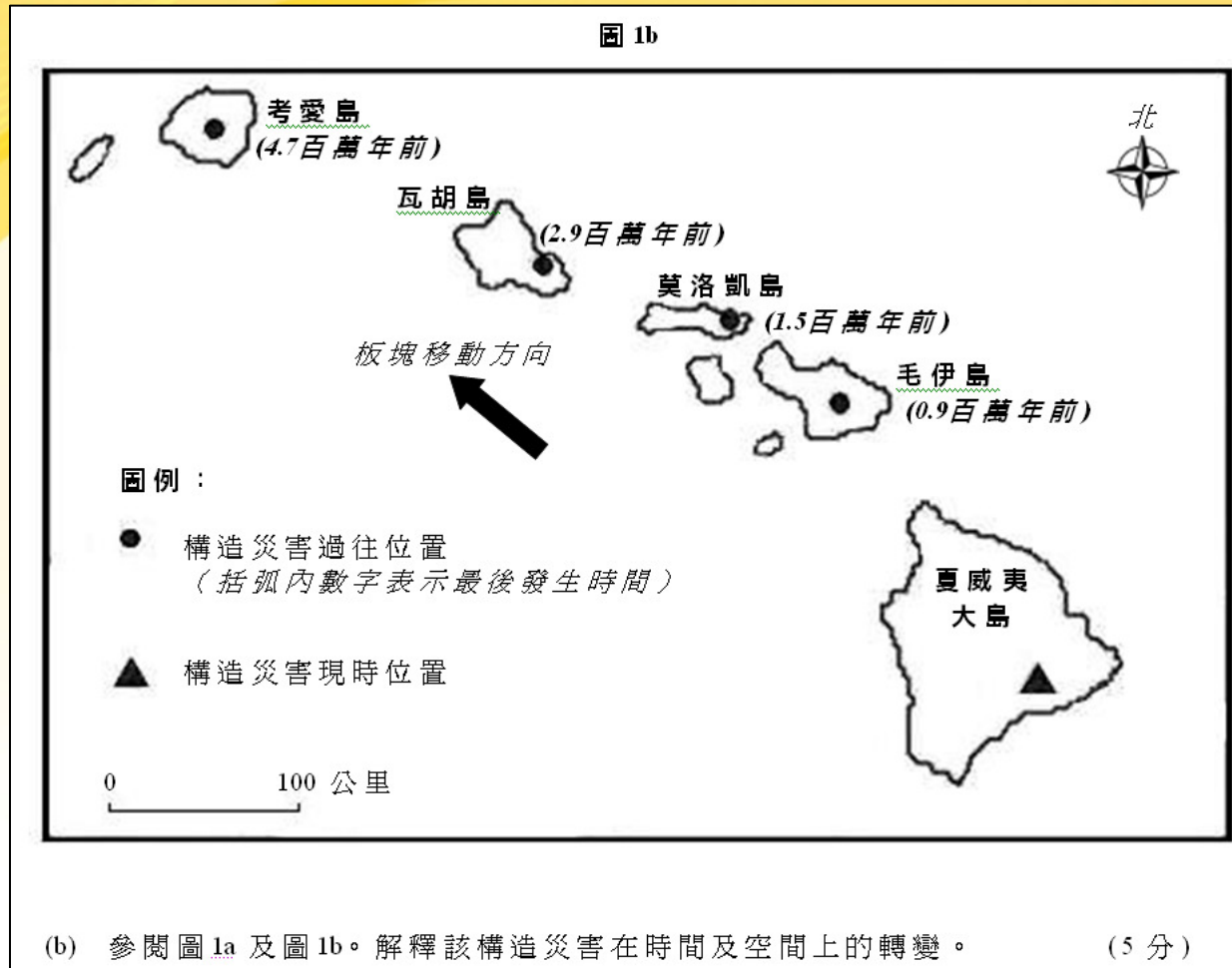
# Performance of Students in the Research Test

## *Common Errors in Practice Paper 1*



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# Section B: Question 1



學生雖能辨別這些島為熱點所形成，但未能就題目和時間的轉變提供答案。



# Section B: Question 2

Table 2

## RECORD FORM OF FIELD STUDY

Date: day / month / 2011                      Time: 2 p.m. to 4 p.m.  
 Site: Tsing Yi Island (grid square 0274)

### Issues for Enquiry

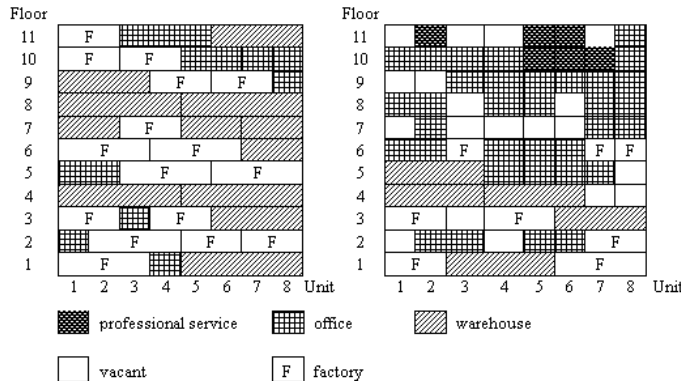
- Land use changes of light industrial district on Tsing Yi Island in the past 30 years
- Study on the feasibility of developing the district into an IT industrial district

### Record of Information

Interview with a security officer of ABC Industrial Building:

- floors in the 1980s mainly occupied by textile, garment and dyeing factories
- large factory with considerable scale
- most factories moved to the Mainland in the 1990s

Utilisation of Floor Space at ABC Industrial Building  
 1981                      2011



(b) Study Table 2.

(i) Describe the changes of economic activities in the area in the past 30 years. (2 marks)

(ii) Explain the changes of economic activities in (b) (i). (2 marks)

學生對閱讀樓層用途圖的認知不足，因而未能指出工廠的規模及空置情況。  
 學生混淆描述及解釋的要求。  
 學生閱讀地圖及引用地圖證據的能力頗差。



# Section B: Question 3

- (a) Refer to Table 3a.
- (i) On a piece of graph paper, draw the climatic graph of area X. (4 marks)
  - (ii) What climatic constraints might the farming activities in area X encounter? (3 marks)
- (b) Refer to Table 3a and Figure 3b.
- (i) Explain how the farming technology shown in Figure 3b alleviates the climatic constraints in area X. (3 marks)
  - (ii) What positive and negative socio-economic impact might the technology shown in Figure 3b bring to area X? (4 marks)
- (c) Evaluate the effectiveness of adopting genetic modification technology to alleviate the climatic constraints of farming in area X. (4 marks)

大部分學生未能評估基因改造紓緩當地農業氣候限制的成效。  
多數學生只列出使用基因改造作物的限制。



## Section B: Question 3 (cont.)

- (a) (i):
  - 部分學生誤以曲線圖顯示雨量、棒型圖顯示溫度。
  - 少部分學生運用不一致的刻度。
- (b) (i):
  - 許多學生忽略題目的重點是氣候限制而提出化肥、農藥等答案。
- (b) (ii):
  - 大部分學生能指出正面影響，但未能恰當地指出社會經濟的負面影響，如錯誤地指出一些環境影響，如地陷和土壤鹽化。



## Section B: Question 4

(b) 參閱圖 4b。

- (i) 描述中國自 1990 年能源消耗的趨勢。 (2 分)
- (ii) 在大氣能量收支方面，中國能源消耗的趨勢如何與瑞士自然環境的轉變有關？ (5 分)
- (iii) 評論中國政府可用於減慢在題(a)(i)中描述的轉變的能源消耗策略。 (4 分)

**大部分學生指出全球增溫的成因，但未能解釋對大氣能量收支方面的影響。**



## Section C: Question 5

- 學生只能概括地指出一些硬策略，未能解釋這些策略如何保護海岸，以及對波浪侵蝕的影響。



## Section C: Question 6

- 學生只能背誦市區更新的4R內容及面對的困難，但未能回應題目所問有關不同持分者的利益。





## Section C: Question 7

- 大部分學生只能指出生物量佔比重最大，但未能指出為何生物量相對枯枝落葉及土壤較重要的原因。



# Overall Comments on Students' Performance in Practice Paper 1

Q No.	Students' Performance
1	<ul style="list-style-type: none"> <li>▪ Most could identify the plates and the location of hazard</li> <li>▪ Confusion between the concepts of lava and magma</li> <li>▪ Insufficient understanding on hot spot volcanoes</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Most could explain the factors for changes in location, including the policies of the Chinese government</li> <li>▪ Failed to quote accurate and sufficient map evidence</li> </ul>



# Overall Comments on Students' Performance in Practice Paper 1 (cont.)

Q No.	Students' Performance
3	<ul style="list-style-type: none"> <li>▪ Most could describe climatic constraints with reference to information given</li> <li>▪ Wrong drawing of climatic graph</li> <li>▪ Failed to explain how irrigation alleviate climatic constraints</li> <li>▪ Failed to evaluate effectiveness of genetic modification technology in alleviating climatic constraints</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Most could identify melting of glacier and lake formation</li> <li>▪ Trend of energy consumption in China well described</li> <li>▪ Confusion between long-term and short-term impact</li> <li>▪ Failed to comment feasibility of the government strategies</li> </ul>



# Overall Comments on Students' Performance in Practice Paper 1 (cont.)

Q No.	Students' Performance
5	<ul style="list-style-type: none"> <li>▪ Most could describe hard strategies in general</li> <li>▪ Failed to explain how hard strategies protect coasts and affect wave erosion</li> <li>▪ Failed to refer to beach nourishment in the discussion</li> </ul>
6	<ul style="list-style-type: none"> <li>▪ Most could quote examples of urban renewal projects</li> <li>▪ Stated simply the difficulties encountered in urban renewal</li> <li>▪ Failed to comment the difficulties that government faces in adopting the concepts of sustainable development in urban renewal</li> </ul>



# Overall Comments on Students' Performance in Practice Paper 1 (cont.)

Q No.	Students' Performance
7	<ul style="list-style-type: none"><li>▪ Most could identify the largest nutrient storage in biomass</li><li>▪ Failed to explain the relative importance of biomass in the nutrient cycle</li><li>▪ Failed to distinguish the differences between traditional and modern farming practices</li><li>▪ Wrongly quoted shifting cultivation as example of modern farming practices</li></ul>



# Suggestions for Improvement

- Students should:
  - study the questions in details
  - strengthen their map reading skills
  - familiarise themselves with different question types / question words
  - have good time management and allocate their time properly when answering questions



# Performance of Students in the Research Test

## *Common Errors in Practice Paper 2*

# Section D: Question 1

- (a) (i) 辨認該自然事件。 (1 分)
- (ii) 該自然事件的直接成因是什麼？解釋你的答案。 (5 分)
- (b) (i) 基岩的性質如何導致該自然事件的發生？ (4 分)
- (ii) 參考圖 1b 資料，描述及解釋導致該自然事件的另一因素。 (4 分)

- Some students were unable to differentiate weathering, mass movement and erosion.
- Some students did not study the question carefully and had given more than one cause or factor.
- In explaining their choices, many students put forward arguments against the other method only.





## Section D: Question 2

- Most diagrams drawn by the students showed the structure of typhoon instead of its formation.
- Students were quite weak in drawing diagram and giving annotations.
- Some did not have clear concepts about the cloud wall and convection.
- Students were generally quite weak in reading and interpretation of weather map.



## Section D: Question 3

- Some students failed to describe the locational advantages of Bao'an International Airport as shown in the map.
- Many students failed to elaborate on the advantages of specialisation.



## Section D: Question 4

- Few students could draw compound bar graphs in part (c) correctly. Many drew normal bar graphs instead.



## Section E: Question 5

- Many students described the rocks separately without explaining why they are different.
- A few wrongly used granite as an example of volcanic rocks.
- Many students did not have clear concepts of faults.
- Some could not differentiate faults and joints.



## Section E: Question 6

- Many students explained the human factors in causing drought.
- Most students failed to evaluate the helping role of local community.
- Some students gave examples of measures that the government could do
  - e.g. large scale engineering works.



## Section E: Question 7

- Some students could not refer specifically to the traffic congestion in inner city but gave general causes only.
- Many students could only mention the advantages of railway as a mean of transport but not able to see the limitations of it in solving the traffic congestion problem in inner city.



## Section E: Question 8

- Most students were able to give the general causes only
  - e.g. labour shortage, rising wages and government policy, etc.
- Some students evaluated the general long-term impact only without referring to the three aspects of sustainable development.



# Overall Comments on Students' Performance in Practice Paper 2

Q No.	Students' Performance
1	<ul style="list-style-type: none"> <li>· Most could identify the natural event and the role of water</li> <li>· Most could explain the susceptibility of granite to weathering</li> <li>· Confusion among weathering, erosion and mass movement</li> <li>· Weak in explaining their choices of slope management</li> </ul>
2	<ul style="list-style-type: none"> <li>· Most could refer to map information in explaining the local factors</li> <li>· Weak in drawing annotated diagram</li> <li>· Weak in interpretation of the symbols used in weather chart</li> <li>· Insufficient understanding of the changing weather caused by typhoon</li> </ul>





# Overall Comments on Students' Performance in Practice Paper 2 (cont.)

Q No.	Students' Performance
3	<ul style="list-style-type: none"> <li>· Weak in using spatial concept in explanation</li> <li>· Inadequate understanding of the complementary roles of the two airports</li> </ul>
4	<ul style="list-style-type: none"> <li>· Most could identify the favourable factors from the data</li> <li>· Most could explain the changes with reference to urbanisation</li> <li>· Most could discuss the general negative impact of urbanisation and industrialisation</li> </ul> <ul style="list-style-type: none"> <li>· Wrong drawing of compound bar graph</li> <li>· Insufficient understanding of positive impact of urbanisation and industrialisation on farming</li> </ul>



# Overall Comments on Students' Performance in Practice Paper 2 (cont.)

Q No.	Students' Performance
5	<ul style="list-style-type: none"> <li>· Showed basic knowledge on rocks in Hong Kong</li> <li>· Most could describe the general characteristics of the two types of rocks</li> <li>· Failed to explain the differences between the rocks</li> <li>· Poor understanding of faults and their impact on landscapes</li> </ul>
6	<ul style="list-style-type: none"> <li>· Most could explain the general causes of drought</li> <li>· Inadequate understanding of monsoon in causing seasonal drought</li> <li>· Not aware of the importance of cooperation between government and local community in combating drought</li> <li>· Simply described the measures that could be adopted</li> </ul>



# Overall Comments on Students' Performance in Practice Paper 2 (cont.)

Q No.	Students' Performance
7	<ul style="list-style-type: none"> <li>· Most could explain the general causes of traffic congestion</li> <li>· Most could describe the advantages of railway system as a transport means</li> </ul>
8	<ul style="list-style-type: none"> <li>· Failed to explain specifically the congestion in the inner city</li> <li>· Wrongly focused discussion on the advantages of railway system</li> </ul>
8	<ul style="list-style-type: none"> <li>· Most could explain the general factors in causing the change, e.g. labour shortage, rising wages, government policy, etc.</li> <li>· Most could evaluate the impact on sustainable development in general</li> </ul>
	<ul style="list-style-type: none"> <li>· General description and explanation of the change only</li> <li>· General discussion of the long-term impact only</li> </ul>



# Suggestions for Improvement

- Students should:
  - study the questions carefully and pay more attention to the key words
  - improve diagram and graph drawing skills
  - use appropriate geographical terms
  - discuss issues from different perspectives
  - present their arguments logically



# Reminders for Candidates



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

# Reminders for Candidates in the Live Examination

- Do **NOT** use colour pencils, colour marker pens or highlighters.
- Start each question (not part of a question) on a **NEW** page in the Answer Book.
- Mark the Question No. box on each page of the Answer Book / Supplementary Answer Sheet **CLEARLY** and **CAREFULLY**.

試題編號 Question No.												
1	2	3	4	5	6	7	8	9	10	11	12	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	14	15	16	17	18	19	20	21	22	23	24	≥25

每題另起新頁作答。  
Start each question on a new page.



## Reminders for Candidates in the Live Examination (cont.)

- For Paper 2, the structured question in Section D and the short essay question in Section E should be from DIFFERENT electives.
- Leave sufficient time to answer the short essay questions, especially in Paper 2.
- Put the answer on a piece of graph paper if specifically stated in the question.
- Graph papers will ONLY be provided on request.



**For enquiries and suggestions,  
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***Thank You for Your Participation***

