
Experience sharing of strategic teaching of Parts C & D of IES report

Miss Tsang Nga Yin, Emily , from St. Stephen's Girls' College

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Difficulties faced by students in doing Independent Enquiry Study (IES),

- Independent Enquiry Study (IES) is a learning experience encouraging students to take up the major responsibility of **learning under their teacher's supervision** so that students will be **independent and self-directed learners** through the enquiry process.
- Students have to compile an IES Report on a contemporary issue by adopting the structured enquiry approach, which comprises four parts, namely A. Problem Definition, B. Relevant Concepts and Knowledge/ Facts/ Data, **C. In-depth Explanation of the Issue** and **D. Judgement and Justification**.
- In conducting the IES, **students have to delineate** the factors/ differences/ **conflicts/ controversies/ relationships/** impacts involved, **explain and justify their views/ stance/ decision/ choice/ value judgement on the issue** by employing and analysing relevant information, with concepts and knowledge.

Difficulty

Difficulty

Difficulty

Reminders on the setting of IES topic

- First, we should let students know that the IES topics are more like the last sub-question in Paper 1 / 2 → in order to justify controversies and make judgement.
- Sample topics:
 - Should “policy”/”measure” be implemented?
 - Do you agree that “ X is beneficial to HK people’s quality of life / development of HK” or do you agree that X brings more pros > cons to HK people?
 - Is that essential / possible to promote X in Hong Kong?
 - Is X effective in achieving goal(s)? Is X the best measure to deal with the problem Y?

Reminders on the setting of IES topics.

- IES topics should be able to do “evaluation 評估” or to make “judgement 評斷”

- Try not to set the topic like the part a/b question in Paper I.

- Identify and explain possible factors
- What are the possible influences of
- What are the possible concerns of
- How's the current situation of

These should not be the topics, but the possible focus questions.

- How about the following questions? Could they be the IES topics?

- Identify and explain the controversies of
- Identify and explain the possible difficulties offaced by somebody.....
- What are the possible suggestions to deal with the problem of


Or these should be the explanation foci.

Reminders on the setting of IES topics.

- IES topics should be able to do “evaluation 評估” or to make “judgement 評斷”
 - Identify and explain possible factors → Evaluate the major factor of.....
 - What are the possible influences of → Evaluate the impacts (pros vs cons)
 - What are the possible concerns of → Is that possible/feasible forto do sth. in HK?
 - How's the current situation of → Should X be introduced/ implemented in HK?



One of the major difficulties,

- Unable to choose separation / integration of Parts C & D /
Don't know how to distinguish Parts C & D
- 

Version I – Separate Parts C & D.

Part C: In-depth Explanation of the Issue (Only applicable to Version I of the Table of Contents)

Guiding questions:

- How do you explain, analyse or interpret the following related items in the process of enquiry by applying relevant concepts and knowledge/ facts/ data? For example,
 - ◆ factors bringing about the issue
 - ◆ impacts brought about by the issue/ suggestions for the issue
 - ◆ majority views/ disagreements/ diversity/ conflicts or views from different perspectives on the issue

Part D: Judgement and Justification (Only applicable to the Version I of the Table of Contents)

Guiding questions:

- How do you respond to your enquiry questions from multiple perspectives so as to provide evidential support for your arguments?
- What are your major arguments and evidential support in response to the enquiry question, by applying relevant concepts and knowledge/ facts/ data?
- What is/ are your views/ stance/ decision/ choice/ value judgement/ evaluation in the issue enquiry?

Version II – Integrate Parts C & D.

Part C+D: In-depth Explanation of the Issue, Judgement and Justification (Only applicable to Version II of the Table of Contents)

Guiding questions:

- While integrating the in-depth explanation of the issue in the judgement-making process, how do you provide evidential support for your arguments by considering the focus/ controversy/ discussion points of the issue concerned?
- How to respond to your enquiry questions from multiple perspectives by considering the factors/ impacts/ relationships/ major viewpoints of key stakeholders/ disagreement/ embedded values in the issue?
- Based on your understanding of the issue and the application of relevant concepts and knowledge/ facts/ data, what are your major arguments and evidential support in response to the enquiry question?
- What is/ are your views/ stance/ decision/ choice/ value judgement/ evaluation in the issue enquiry?

Citation from Mr. Lo Ka Yiu, published on HKEJ dated 20 Dec, 2017

首先，C 部的「深入解釋議題」是要求同學呈現探究題目所屬議題的討論或爭議，是議題探究不可或缺的一環，例如了解議題或事件的來龍去脈、不同持份者的看法、從不同角度探討和以概念化方式剖析議題（如爭議的本質）等。而 D 部的「判斷和論證」則要求同學運用概念和證據（如所蒐集的資料），應用合適的分析方法（如比較、準則或優次），論證其判斷。



Common approaches in separating Part C & D

Referencing from briefing sessions on LS IES cum group meeting in previous years



Approach 1: taking Part C as data description/ reporting

C.深入解釋議題

英語教育的目的是為了新一代學生能夠迎合現代社會主要需要的語言。由於全世界使用英語的人為最多，約有 10 億人左右，因此社會上有很多東西都涉及到，例如電視節目、郵件、電腦鍵盤、國際會議、數學、遊戲等，這只是一部分而已，所以英語教育在社會上是必定出現的。另外，英語教育成為了一個淘汰賽，因為社會上的工作大部分都需要使用到英語，倘若你英語的成績不及格，便會被淘汰，幾乎失去了日後在職場上的位置，只因英語出現問題而已，連快餐店的服務員都需要懂得英語，這是社會多元化所衍生的現象。再者，英語在人們心中占一個很大的地位，甚至因社會化問題而錯誤地讓人認為懂得英語是非常厲害的一件事，這是源於外國科技、軍事等各方面在全世界上聞名，所以人們認為懂得英語等同於知識淵博，導致英語教育出現。

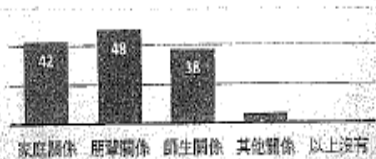
以下為問卷調查結果

2. 你有沒有參與過關於加強英語能力等活動嗎？



52 名受訪者有 50 名有參與關於加強英語能力等活動，只有 2 名受訪者沒有參與。

8. 參加這些活動對你哪方面關係有所影響？（可以多選於一項）



受訪者大部分認為家庭、朋輩和師生關係有所影響，選擇其他關係只有少量

9. 參加這些活動後有沒有提升你的英語成績？



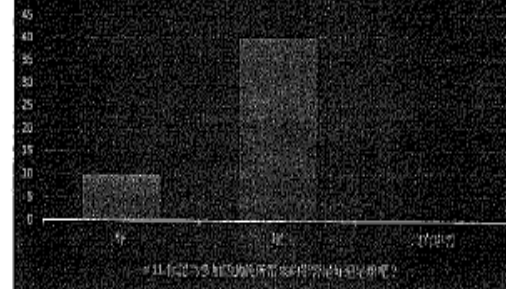
受訪者大部分覺得參加活動後提升了英語成績，有 49 人次，只有 1 人覺得沒有提升英語成績

10. 你認為參加活動後會增加使用英語與同學溝通嗎？



受訪者有 28 人會增加使用英語來跟別人溝通，22 人不會增加使用英語跟別人溝通

11. 你認為參加活動後所帶來的問題是好還是壞呢？



受訪者有 40 人認為帶來的問題是壞的，只有 10 人認為是好的

分析資料

1. 根據以上資料，對於學生的語言文化，加強英語教育後，有部分學生開始使用英語跟同學間溝通，可見英語教育改變了學生的語言文化，使用更多英語作為溝通的橋樑，政府英語教育學前計劃報告中提及可以提升學生對英語的興趣，說明了加強英語教育可以改變學生的語言文化。

Approach I: taking Part C as data description/ reporting

- Advantage(s) of taking this approach:
 - Weak students are able to lengthen their discussion.
 - Let students to have a clearer picture of their own topics.
- Limitation of taking this approach.
 - Repetitive and wordy discussion in part D, particularly when students are not able to search for more secondary sources of information to justify their POVs.
 - Students may not align Part D with Part C – “Weak linkage between analysis and justification” / “Ideas are disjointed”.

Approach 2: Describing general situation, referencing from various secondary sources of information in Part C; and present primary/secondary sources in Part D

D. 判斷及論證

評估大量內地遊客來港對本港生活素質的影響

C. 深入解釋議題

社會上 支持 內地旅客來港的原因如下：

周邊生活的居民：就業機會

首先，大量內地旅客來港，推動旅遊相關行業發展，製造更多就業機會，有助市民透過工作提升經濟層面的生活素質。根據附件文章一²²，自由行相關受益行業，每年可吸引三十多萬香港勞動人口就業，特別是零售、餐飲等勞動力密集的消费服務業。可見，旅遊業因大量旅客來港消費而發展迅速，帶動飲食、零售、酒店等服務行業發展，這些行業都對人手的需求增加，提供了大量就業機會，本港失業率下降，市民可以跟容易得到一份穩定的收入賺取金錢，改善生活素質。

政府：社會整體利益

其次，大量內地旅客來港消費，帶動各行業復甦，有利政府推出改善市民生活素質的政策，有助提升市民各個層面的生活素質。附件文章一²³中，2003 年香港面對非典型肺炎瘟疫的肆虐，嚴重打擊了香港各行業發展，自由行政策無疑雪中送炭。2013 年入境旅遊相關的總消費金額高達 3,320 億港元。可見，自由行的推出，大力推動了各行業的發展，特別是旅遊業、服務業等，資金流入增加，也提升政府稅收如利得稅、薪俸稅。加上政府積極推出優惠的關稅政策，吸引更多人士消費，並為本港建立了優秀的銷售市場，維持香港購物天堂的美譽，有利長遠經濟發展。政府利用經濟收益投放在推出改善市民生活素質的政策上，如公屋、醫療福利、提高生活津貼等，顧及社會整體利益，使市民生活素質提升。

社會上 反對 內地旅客來港原因如下：

較多旅客到訪的地區居民：社會穩定性

首先，大量內地遊客來港造成資源爭奪、通脹的問題，對部分地區市民造成滋擾，加深中港矛盾，造成社會不和諧，降低市民社會層面的生活素質。附件文章一²⁴、二²⁵，內地旅客使公共交通工具、食肆、城市空間亦開始出現飽和；奢侈品、日用品亦被搶高價格，加上 D&G 事件等，加深中港矛盾。可見，大量的遊客來港使公共空間擠迫，秩序混亂。加上其搶購貨物使通貨膨脹加劇，並引發資源爭奪，使港人生活負擔加重。另外，兩地存在文化、價值觀差異，例如在車廂內不准飲食，但內地人則不遵從，令港人反感，本地市民為表達不滿，發起驅逐行動、光復行動，引至社會不和諧氣氛，阻礙社會穩定運作，使市民生活素質下降。

本人認為大量內地旅客來港對市民生活素質的影響弊多於利，現就經濟、文化、社會三方面分析：

首先，經濟獲益的涵蓋面上，大量內地旅客來港消費為本港帶來經濟效益，但未涵蓋大部分市民，反令大部分市民面對通脹壓力、租金上漲等問題，對其經濟層面的生活素質弊多於利。旅遊事務助理專員²⁶表示過去十年，旅遊業佔本地生產總值升至百分之四點七，升幅一倍。可見，大量富裕的內地旅客來港刺激本港經濟，國際品牌和奢侈品需求高漲，如珠寶、鐘錶，進一步促進香港高端消費發展，使從事相關行業的市民收入增加。然而，經濟得益只惠及大型連鎖商店，大部分市民未受益。根據資料 2004 年至 2013 年間，零售舖位租金平均上升 69.4%（見圖一），政府預計 2016 整體通脹率為 3.5%²⁷。可見，大量旅客來港進行高端消費，帶動大型商業區及周邊地區經濟，使大型企業不惜高價搶租商舖，令本地商舖租金飆升，本來服務本地市民的小商戶，因無法負擔高昂租金被迫遷離或結業。另，商舖也將部分經營成本轉嫁消費者，抬高物價，令市民生活負擔加重。加上內地旅客來港搶購藥物、奶粉等日用品，常出現貨品供不應求，無法滿足市民物需需求。可見，經濟層面的收益未涵蓋大部分市民，反而對其經濟層面生活素質弊端大於利。

其次，社會長遠發展上，大量內地旅客來港消費，短期內帶動各行業發展，有利政府推出惠民政策，缺導致中港矛盾加劇，造成社會不和諧，為社會發展帶來長遠損害，弊大於利。報告²⁸顯示零售業盈餘急升，政府利得稅收入自然亦大幅上升，可用作經濟發展和扶貧。可見，內地旅客來港消費推動各行業發展，令政府稅收如利得稅增加，助其累積財政盈餘，投放在推出惠民政策上，如公屋、醫療福利等。然而，中港矛盾帶來的長期損失遠大於短期得益，香港大學調查²⁹指出，市民對內地人反感程度在 2013 年半年內急跌至負 15 個百分比。可見，兩地人民交流增加，卻因文化差異，產生衝突，例如內地旅客插隊、亂丟垃圾，令港人反感。加上租金飆升、水貨客等社會問題隨之出現，影響港人日常生活。本地市民為表達不滿發起激進的示威行動如驅逐行動³⁰，引至社會不和諧氣氛，不利社會穩定運作，如商舖被迫停業、交通堵塞，損害社會整體利益。另外，政府未能有效解決這些社會問題，公信力和管制效能下降，因市民對政府政策抱有更多質疑，阻礙政策推行，政策也未能即時回應社會的訴求，長遠地窒礙社會有效運作。可見，內地旅客來港為本港長遠社會發展帶來損害，遠大於政府提供惠民政策的正面影響，對市民社會方面的生活素質弊大於利。

最後，文化的長遠承傳上，大量內地旅客來港增加本港即時經濟收益，令部分小商戶有資金擴大規模傳承本土文化，然而大部分本土特色小店亦因貴租式微，不利本土文化長遠傳承。內地旅客消費額由 2004 年佔本地零售總銷貨額的 14.1%，增至 2013 年的 34.2%³¹。可見，其帶動零售業市場發展，部分有本地特色的商舖得到資金開設分店，將具本土特色的商品傳承下去，

²² 田北俊：自由行“得多於失”（2014）2017 年 3 月 13 日取自：
<http://hk.cri.cn/doc/1031/67/5/103167525.html?coluid=0&kindid=0&docid=103167525>
²³ 財政預算案論壇(2015) - 《2015-16 年度財政預算案》。2017 年 3 月 13 日取自：
<http://www.efs.hk/efsbk/efsbk/2015/annualbudget.html>
²⁴ 旅遊業對香港經濟貢獻全面評估報導（2014）2017 年 3 月 13 日取自：

Approach 2: Describing general situation, referencing from various secondary hand information in Part C

- Advantage(s) of taking this approach:
 - It's easier to guide students to avoid from providing repetitive citations in Part D.
 - Good to remind students on using both primary and secondary sources of information.
- Limitation of taking this approach.
 - May still have repetitive discussion/ideas.
 - May not be able to align Part C with Part D – “Weak linkage between analysis and justification”/ “Ideas are disjointed”.



Common approach(es) in integrating Part C & D

Referencing from briefing sessions on LS IES cum group meeting in previous years



C. 深入解釋議題、判斷及論證

1. 居民的消費模式

以下資料顯示，領展的管理模式很小程度上會改變居民的消費模式，加上但若果領展的商場管理導致物價高漲，減少商鋪的種類，居民的生活會更困苦，生活素質便會下降。

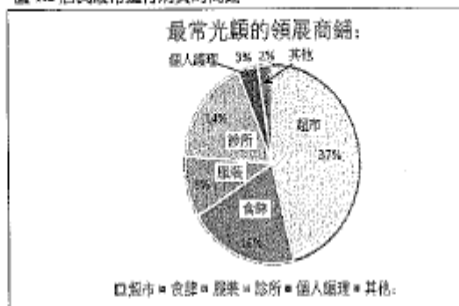
首先，從表 1.1 可見，在商鋪種類方面，兩所商場在商店比例大致相約，以個人護理、時裝及食物餐飲為主¹²，家居用品、診所為次。兩者比例相差最大的是餐飲商鋪，達 16.42%。

表 1.1 商鋪種類

種類	領展旗下商場 (彩園商場)	比例	其他發展商旗 下商場 (粉嶺 中心)	比例
店鋪數量	113	/	107	/
食物及餐飲	27	23.9%	8	7.48%
超級市場及便 利店	3	2.65%	6	5.6%
家居用品	9	7.96%	11	10.3%
個人護理	18	17.7%	15	14%
時裝	31	27.4%	27	25.2%
診所及藥房	15	13.3%	10	9.35%
銀行及地產	3	2.65%	13	12.15%
教育	5	4.42%	13	12.15%
娛樂及禮品	2	1.77%	4	3.74%

此外，由於屋村居民的消費習慣均以日常用品、煮食為主，所以過半數受訪者最常光顧超市及食肆，但是只有一成受訪者最常光顧個人護理及服裝（見下圖1.2）。

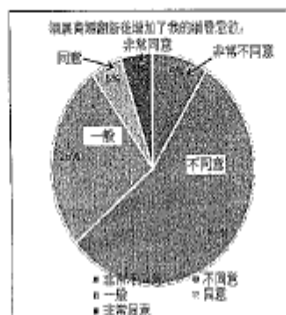
圖 1.2 居民最常進行消費的商鋪



由此推論，領展翻新了商場，未必會改變居民的生活和消費模式。從下圖1.3可見，有近半的受訪者非常不同意翻新後的領展商場能夠提升他們的消費意欲，只有一成的人認為領展商場的翻新能夠提升他們的消費意欲。這可能因為居民的消費地方為區市等地方，並非領展主要的商舖，即個人護理、時裝、

可見商場方面有相關的商店以滿足顧客需求。不過，據另一份報章雜誌調查顯示，有過半數市民未能在領匯商場或街市購買到所需物品，而需要外出購買。

圖 1.3 商場翻新後居民的消費意欲



物價方面，從一個民間組織的調查得知，鎮興街市的平均物價比其他街市高 55.8%（見下表 1.4），而根據另一份政黨的調查，更有大部分人認為鎮興物價不斷上升¹³，增加了他們的經濟負擔。

表 1.4 領展商場內街市與非領展街市的物價比較¹⁴

產品	馬鞍山耀安街市 (領展)	大圍街市 (非領展)	價格差距
橙(個)	5.0 元	2.0 元	150%
菜心(斤)	30.0 元	14.0 元	114.3%
五花腩(斤)	46.0 元	25.0 元	84%
活雞(斤)	88.0 元	67.2 元	31.0%
蛋(隻)	1.4 元	1.2 元	16.7%
整雞	170.4 元	109.4 元	55.8%

至於商舖種類方面，下圖1.5顯示，大多數人認為最為不足的商舖類型為休閒娛樂，數量接近五成，其次為菜市場，接近30%。以上兩類商舖佔了八成¹⁵受訪者人數。

圖 1.5 居民認為最為不足的領導商舖¹⁶：



¹⁰「領展難到盡失民心 趕走小商戶最令人不滿」，《東方日報》，2016年6月19日。「64.9%認為在領展所購買的物品價格較其他地方貴，只有2.3%的人認為較便宜。」

(http://hk.on.sohu/bkcn/ct/news/20160619/bkcn-20160619190518890-0519_00822_001.html)

¹¹「銅版紙市食材費 主銷路境買辦」，《經濟日報》，瀏覽日期：2016年2月2日。

(<https://apick.hkct.com/article/1309771/%E2%80%A0%E6%B5%B9%E8%BB%8A%E9%8D%B8%E4%B3%9F%E6%9C%B8%E8%B2%B4%E4%B8%BB%E5%A9%A6%E8%B7%A8%E5%A7%E8%B2%B7%E9%A5%8B>)

¹¹ 就11的圖，以上兩中商舖是假型商場中比較少數的類別（不足兩成）。

¹⁶ 受訪者中有 57.5%認為食餉制度不足，32.5%認為是癥（詳情見附錄）。

Part C: Focus on answering focus questions

另外，據二手資料，領展的租金在10年中增加了97.4%，令商戶的經營成本增加，成本太高，小商戶便會選擇搬離商場，甚至選擇結業，令一些為集體回憶的小店消失¹⁹。

可見領展不斷調整商舖租金的管理模式會令市民的社區歸屬感大幅下降，而多樣化的社區也會變得單一。居民少了熟悉的街坊小店，只能依賴邨內領匯商場的連鎖店，滿足其與家人日常生活所需，甚至應徵為求謀生或幫補家計。居民難以在消費、釋樂、社區聯繫等方面，享更有人情味的選擇。

結論

雖然居民的居住環境衛生得以改善，但居民的消費模式及社區關係並沒有很大的轉變。領展雖舉辦了不同類型的活動，但其參與率並不高，反映這些活動未能迎合居民的需要。而所提供的商店類型也未能切合居民的需要。總括而言，我認為領展的管理模式很小程度提升居民的生活素質。

Limitations:

- Weak students may have messy presentation.
- Students may only focus on presenting each FQ, but may not be able to answer the objectives of the topic.
- Students may not be able to further bring out high-level of summary as they have already presented their justification in each focus question.

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Distinguishing high & low levels of performances

Performance Level (Marks)#	Problem Definition and Identification of Concepts/ Knowledge (Weighting: 3)	Explanation and Justification (Weighting: 5)	Presentation and Organisation* (Weighting: 1)	Initiative (Weighting: 1)
Outstanding Achievement (7 – 9 marks)	<ul style="list-style-type: none"> Defines and explains clearly the focus and scope of the enquiry, the enquiry plan (e.g. perspectives for enquiry)/ data collection method; <u>articulates clearly the significance of the issue</u> Clearly identifies necessary and highly relevant concepts/ knowledge and explains the relevance and applicability to the enquiry 	<ul style="list-style-type: none"> Deploys highly useful information Provides a <u>highly relevant linkage between the analysis, justification and the information</u> Sharply identifies, clearly and logically articulates factors/ impacts/ relationships/ major viewpoints of key stakeholders / disagreements/ embedded values in the issue, with highly relevant concepts and knowledge/ facts/ up-to-date information Fully and logically justifies the standpoint/ choices/ decision with highly relevant concepts and knowledge/ facts/ up-to-date information, showing strong logical reasoning and high level of multiple-perspective thinking <u>Provides insightful ideas/ views, which are relevant to the issue concerned and the enquiry question, with supportive arguments</u> Addresses well the issue and the enquiry question with a comprehensive analysis from multiple perspectives 	<ul style="list-style-type: none"> Communicates ideas in a concise and well-organised manner, with a coherent structure <u>Uses data effectively (e.g. in the form of tables, photographs, charts and figures)</u> Clearly and accurately acknowledges sources of information 	<ul style="list-style-type: none"> Has been proactive, resourceful, able to work with little supervision in solving problems and reflecting on their work, as evidenced in the process of conducting the enquiry Shows time-management skills and meets deadlines Makes continuous improvements

Distinguishing high & low levels of performances

Performance Level (Marks)#	Problem Definition and Identification of Concepts/ Knowledge (Weighting: 3)	Explanation and Justification (Weighting: 5)	Presentation and Organisation* (Weighting: 1)	Initiative (Weighting: 1)
	may omit some key concepts	<ul style="list-style-type: none"> Provides ideas/ views which are fairly relevant to the issue concerned and the enquiry question, and with fairly supportive evidence Addresses the issue with an analysis in a limited scope and depth which lacks detail in parts/ tends to be one-sided/ focus on certain perspectives 		
Low Achievement (1 – 3 marks)	<ul style="list-style-type: none"> Shows superficial understanding of the issue/ attempts to highlight the issue concerned/ the enquiry plan (e.g. perspectives for enquiry)/ data collection method; shows little awareness to/ misinterprets the significance of the issue or problem, or is unable to explain the focus of the issue in terms of its significance Lists some concepts/ terms/ facts, which may be irrelevant; is unable to explain the relevance of the concepts to the enquiry 	<ul style="list-style-type: none"> Provides <u>a weak linkage between the analysis and the information or presents irrelevant information/ gathers information in a limited scope</u> Points out vaguely the stakeholders' ideas/ thoughts/ factors/ impacts with regard to the issue, but some of them may not be relevant/ correct Gives a brief and inadequate explanation or partially correct explanation of some of the stakeholders' views, by applying a superficial level of knowledge or concepts Attempts <u>to provide some brief and inadequate explanations in relation to the issue and his/her standpoint/ choices/ decision</u>, but the explanation is too partial; using irrelevant concepts/ knowledge/ out-dated or partially relevant/correct facts/ information, showing illogical arguments without evidential support <u>Does not address the crux of the issue/ does not focus on the problem as defined/</u> provides a biased/ non-substantiated/ ambiguous/ contradictory argument 	<ul style="list-style-type: none"> Compiles a report with little organisation/ irrelevant ideas/ without focus ; expresses his/her ideas vaguely Presented data inappropriately Is unable to acknowledge the sources of information appropriately 	<ul style="list-style-type: none"> Relies on teachers' extra instructions in the process of conducting the enquiry Is weak in time management and always fails to meet deadlines Puts in little effort in making improvements

How to guide students to choose separation or integration of Parts C & D?

Version I: Separation of Parts C & D

Comparison between IES focus questions and DSE paper I

- (a) Describe the pattern of acceptance of different ethnic minority groups by Hong Kong ethnic Chinese as shown in Source A. (4 marks)
 - (b) From Sources A and B, identify and explain *two* factors that might affect the aspirations of ethnic minority youths for their future in Hong Kong. (6 marks)
 - (c) 'Hong Kong is an ethnically integrated society.' To what extent do you agree with this view? Explain your answer with reference to the sources provided and your own knowledge. (8 marks)
-
- (a) From Source A, identify and explain *two* reasons why an increasing number of young people in Hong Kong are undergoing plastic surgery. (6 marks)
 - (b) With reference to the sources provided and your own knowledge, should the Hong Kong government ban 'medically unnecessary' plastic surgery on under-18s through legislation? Justify your stance. (8 marks)

Choose the presentation format by topics & objectives

- The following topics are easier / better to present Parts C and D separately.

- Evaluate the influences of X on HK teenagers/ residents / citizens.
- Evaluate the effectiveness of X in achieving goals.



- Designing FQs like part a/b (4-/6-m-questions) in PI;
- and answering each FQs in **Part C**.

FQ 1: Current situation / pattern

FQ 2 – 3 / 4 : (Levels of) Influences on concerned stakeholder(s)/ concerned areas.



- Sharply identifies, clearly and logically articulates factors/ impacts/ relationships/ major viewpoints of key stakeholders / disagreements/ embedded values in the issue, with highly relevant concepts and knowledge/ facts/ up-to-date information

Choose the presentation format by topics & objectives

- Show evaluation and judgement in **Part D**

= practicing evaluation / comparison in DSE Paper 2

Sub-title: Criterion for evaluation	I. In terms of ____, I think (policy/measure) bring ____ impacts > ____ impact
Benefit/strength identified from your findings. - Primary (Refer to figure ____) / Secondary sources?	<ul style="list-style-type: none"> • Uses data effectively (e.g. in the form of tables, photographs, charts and figures)
Drawback/ limitation identified from your findings. - Primary (Refer to figure ____) / Secondary sources?	<ul style="list-style-type: none"> • Fully and logically justifies the standpoint/ choices/ decision with highly relevant concepts and knowledge/ facts/ up-to-date information, showing strong logical reasoning and high level of multiple-perspective thinking • Clearly and accurately acknowledges sources of information
Evaluation (Why +ve / -ve outweighs another?) - Own judgement from other secondary sources ? - Judgement made from other primary sources (Refer to figure ____)	<ul style="list-style-type: none"> • Provides insightful ideas/ views, which are relevant to the issue concerned and the enquiry question, with supportive arguments

Choose the presentation format by topics / objectives

- The following topics are easier / better to present Parts C and D separately.

- Should the measure / policy be introduced / implemented in HK?







- Designing FQs like part a/b (4-/6-m-questions) in PI;
- and answering each FQs in Part C.
- Possible focus questions, e.g.
 - Current situation / pattern
 - Whether aims can be achieved (effectiveness in achieving goals / benefits or drawbacks).
 - What are the concerned parties' opinions of...?/
 - What are the factors affecting stakeholders to..... ?



- Sharply identifies, clearly and logically articulates factors/ impacts/ relationships/ major viewpoints of key stakeholders / disagreements/ embedded values in the issue, with highly relevant concepts and knowledge/ facts/ up-to-date information

■ Show judgement in **Part D**

Should	Should not
Does the finding <u>reflect the urgency/ seriousness</u> of the problem?	Any unfavorable condition / <u>obstacles/ limitations in implementation</u> are observed?
Any favorable condition / <u>opportunities of implementation</u> are observed? (Referring to primary sources/ secondary sources?)	Any finding justifying that the measure/ policy brings <u>more</u> cons <u>than</u> pros influences? 
Any finding justifying that the measure/ policy <u>brings more</u> pros <u>than</u> cons ?	Which <u>priority (ies) of concerns</u> is/ are <u>more important?</u> (Referring to primary sources/ secondary sources?)
Which <u>priority (ies)</u> of concerns is/ are <u>more important?</u> (Referring to primary sources/ secondary sources?) 	<u>Any alternatives</u> <u>(primary sources/ secondary sources?)</u> achieve the similar aims , which are agreed by the respondents <u>(primary sources/ secondary sources?)</u> 
Any <u>further suggestion</u> <u>(refer to primary / secondary source(s) ?)</u> to <u>improve the problem</u> identified in Part C <u>(refer to figure)</u> 	

Short summary

If students would like to present in the format of separating Parts C & D, teachers could,

- Reminding students about the focus of **Part C** is presenting views and findings in multiple perspectives; while that of **Part D** is concluding the major controversy and showing their personal judgement, but not repeating the views;
- Guiding and teaching students to design **focus questions** like the setting of DSE LS Paper I;
- and to present **Part D** like answering Paper 2 question
- Providing students worksheet(s) to remind them on the possible angles of making judgements / to remind them on the importance of aligning the findings in Part C with judgement in Part D.

Additional benefit of this presentation format :

Doing IES = Doing examination paper practices

How to guide students to choose separation or integration of Parts C & D?

Version II: Integration of Parts C & D

Choose the presentation format by topics & objectives

- The following topics are easier / better to integrate Parts C and D separately.

- Is HK people _____?
- Will _____ be popular in future?
- Investigate the (potential development) of _____ in HK (Is that possible/ essential to...)?
- Investigate the causal relationship between _____ & _____.

- Designing FQs like part b /c (6-/8-m-questions) in PI;
- and answering each FQs in **Part C**.

FQ 1: In what way would HK students/residents do more/ less?

FQ 2 – 3 /4 :

- To what extent...?
- What are the potential opportunities/ constraints?
- How feasible is certain measures to be practiced in HK?

- Sharply identifies, clearly and logically articulates factors/ impacts/ relationships/ major viewpoints of key stakeholders / disagreements/ embedded values in the issue, with highly relevant concepts and knowledge/ facts/ up-to-date information

Design of focus questions = the key to make judgement in the integrated Parts C & D.

Sample topic:

To investigate the foreseeable trend of third-party payment in Hong Kong.

FQ1. Are the services of Third-Party Payment (TPPM) align with local customers' purchasing pattern?



FQ2. What are the factors influencing local customers' usage of the TPPM?



FQ3: Could the current promotions by the government and the commercial sectors increase customers' incentives in using third-party payment?



FQ4: What are the opportunities and difficulties in promoting third-party payment in HK?

- Evaluating the push factors of promoting the Third-Party Payment locally and the potential challenge to TPPM's development.

Student was requested to form alignment between secondary sources (Current coverage of the services of TPPM) and primary sources of information (Local customers' purchasing pattern)

Student was requested to form alignment between findings in FQ 1 → FQ2 → FQ3

Student was reminded to do justification and make judgement in some FQs.

Part C. In-depth explanation of the issue, judgement and justification¹

FQ 1. _____²

Introduction: Brief background and your stance on this FQ.³

1.1 Topic sentence / First significant finding of this FQ⁴

Related finding from questionnaire (Try to summarize the finding, instead of describing data in detail.) ⁵	According to the questionnaire (fig __)...many respondent ... ¹
Any secondary sources of information also justified the similar finding? ⁶	
Any secondary sources of information showed contradictory view? ⁶	
Can the data/ information further explain the previous finding in FQ1/2/3? ⁶ or ⁶	
Would this data be useful in later discussion? ⁶	
Justification/ Elaboration on source implication. ⁶	

Could apply either one into your discussion.⁶

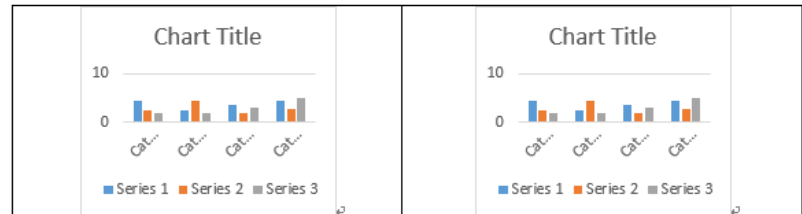


Fig.1

Fig. 2⁷

Pic1 ⁸	Pic2 ⁸
Pic1 The above picture showcased ²	

¹ According to Fig 1, most of the respondents agreed with which record 65%⁹

²

[Type here]⁹

1.2 Topic sentence / Second significant finding of this FQ¹⁰

Related finding from questionnaire (Try to summarize the finding, instead of describing data in detail.) ¹¹	According to the questionnaire (fig __)...many respondent ... ³
Any secondary sources of information also justified the similar finding? ¹²	
Any secondary sources of information showed contradictory view? ¹²	
Can the data/ information further explain the previous finding in FQ1/2/3? ¹² or ¹²	
Would this data be useful in later discussion? ¹²	
Justification/ Elaboration on source implication. ¹²	

Could apply either one into your discussion.¹²

1.3 Topic sentence / Third significant finding of this FQ¹³

Related finding from questionnaire (Try to summarize the finding, instead of describing data in detail.) ¹⁴	According to the questionnaire (fig __)...many respondent ... ⁴
Any secondary sources of information also justified the similar finding? ¹⁵	
Any secondary sources of information showed contradictory view? ¹⁵	
Can the data/ information further explain the previous finding in FQ1/2/3? ¹⁵ or ¹⁵	
Would this data be useful in later discussion? ¹⁵	
Justification/ Elaboration on source implication. ¹⁵	

Could apply either one into your discussion.¹⁵

1.4 Conclusion (This is the part showing "judgement / insightful finding or ideas)¹⁶

- Any gradual alignment could be observed?¹⁷
- Any evaluation? Says, which factor/ influence/ pattern is more significant?¹⁸
- Any areas should be further justified in later chapter?¹⁹

³ According to Fig 1, most of the respondents agreed with which record 65%²⁰

⁴ According to Fig 1, most of the respondents agreed with which record 65%²¹

Sample student's report

– forming alignment between first and secondary sources of information

2. What are the reasons influencing local customers' engagement in Third-Party Payment?



Figure 13: (left) Hong Kong mobile payment users emphasizes privacy more than the overall Asian users; (right) news extract on dishonest use of AlipayHK ↵

²⁷ "Over 60% of the respondents does not have any experience of using mobile payment, in which the majority is concerned about unwarranted disclose of personal information", http://www.hkiaps.cuhk.edu.hk/wd/ni/20180208-163318_1.pdf, reference from Dr. ZHENG Wan-tai Victor (CUHK) ↵

Conclusion:

Citation from Mr. Lo Ka Yiu, published on HKEJ dated 20 Dec, 2017

但由於探究方法和展示探究結果的多樣化，C、D 兩部分分開滙報較配合探究流程，但也可能出現內容錯置或重複的情況；而合併滙報則讓同學有較大的彈性處理資料和論證，但也有可能忽略對議題的解釋和出現滙報內容紊亂的情況。

For integration of Parts C & D,

- Alignment between data finding and justification is essential criterion.
- Students of limited ability in organization and information analysis may not be suitable for taking this presentation approach.
- Teachers should take a more active role in teaching students' skills of aligning data finding and essay writing skills.

Conclusion:

Citation from Mr. Lo Ka Yiu, published on HKEJ dated 20 Dec, 2017

但由於探究方法和展示探究結果的多樣化，C、D 兩部分分開滙報較配合探究流程，但也可能出現內容錯置或重複的情況；而合併滙報則讓同學有較大的彈性處理資料和論證，但也有可能忽略對議題的解釋和出現滙報內容紊亂的情況。

Teacher should take a more active role in,

-- guiding students on setting topics → not restricting their choice of theme , but modifying the direction of investigation and clarifying their objectives.

-- guiding students to decide scaffolding FQs with reference to DSE question types.