

講題：利用校本策略照顧學生於獨立專題探究的學習者多樣性

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大綱

1. 利用不同校本策略以照顧學習多樣性。

- 1.1 課程規劃/教材分享

- 1.2 應用電子學習方面

- 1.3 互動環節(

EXPLAIN
EVERYTHING+SCHOODOLOGY+MEETING
WORDS)

2. 分享將考評局歷年所提供的探究樣本及相關資源，以不同方式轉移應用至校本教材

課程規劃/獨立專題探究的評估計劃

另外，學校須為獨立專題探究撥出 **82 小時的課時**，讓教師和學生進行交流，以便教師有時間就下列各項工作與學生溝通：

- 提出意念
- 選定探究範圍及/或主題
- 草擬探究計劃
- 訂立探究工作計劃
- 訂立數據/資料的搜集方法
- 組織已搜集的數據/資料
- 分析已搜集的數據/資料
- 審視不同的觀點
- 匯報探究結果及製成報告

- 校本評核教師手冊2021

- 何時開始IES? → 中五全年(主要); 中四4-5/6-7月(全級性活動/講座作引入)
- 有否82小時? → 24節(一周一節40分鐘)→ 16小時 (個人輔導跟進工作/批改工作); 有學校就2週一次80分鐘連堂
- 原意: 化整為零, 每週工作變成最後的ABCD PARTS; 善用長假期→完整的探究路線及學習歷程
- 人力資源分配視乎校情(一班一導師/混合模式)/外聘導師作支援
- 全年電腦室的安排及預訂

各課業的呈交時間

- 完成及呈交A 題目界定: 26/11/16
- 完成及呈交B 概念/知識辨識: 30/12/16
- 完成及呈交C: 深入解釋議題及D: 判斷與論證: 17年5月9日
- 遞交IES ABCD初稿: 17年5月23日
- 遞交「自發性」課業工作紙: 17年5月23日
- 2個月時間批改及給學生回饋
- 中五暑假前完成整個IES (包括最後報告課業ABCD 定稿 的遞交)

賽馬會官立中學

通識教育科(2016-2017 年度)

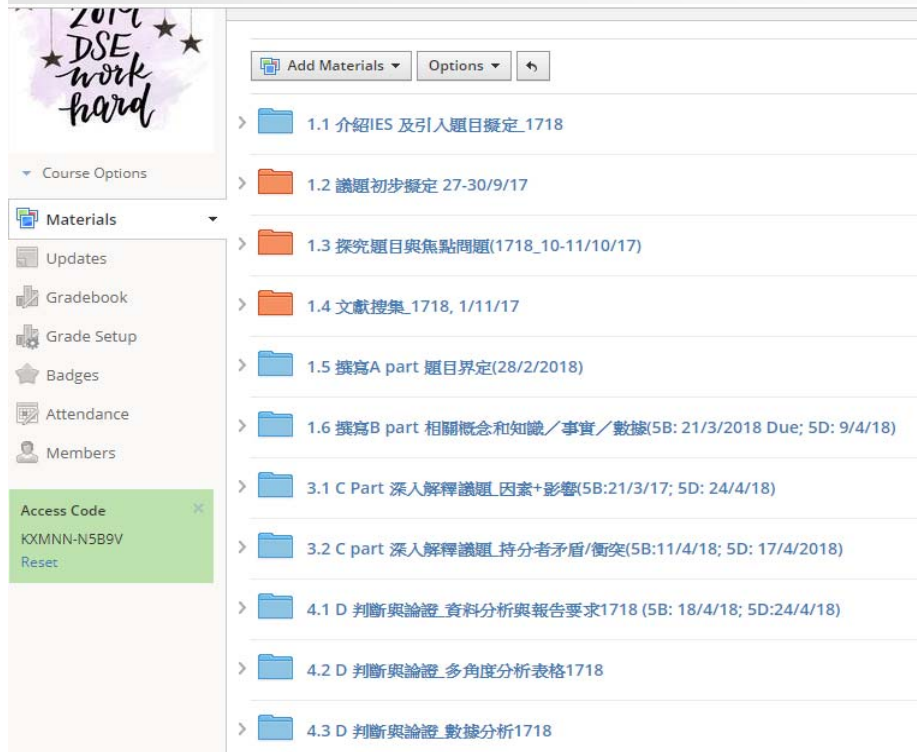
中五級獨立專題探究(IES)工作安排

1. 中五 IES 日期及假期

9 月	10 月	11 月	12 月	1 月
	(1)4/10 (2)11/10 (3)18/10 (4)25/10	1/11 (統測) 8/11 (戶外學習日) (5)15/11 (6)22/11 (7)29/11	(8)6/12 (9)13/12 20/12(為週三課程) 27/12(聖誕假期)	(10)3/1 10/1(考試) 17/1(考試) 24/1(發展日) 31/1(農曆新年)
2 月	3 月	4 月	5 月	6 月
(11)7/2 (12)14/2 (13)21/2 (14)28/2	(15)7/3 (16)14/3 (17)21/3 28/3(統測)	4/4(清明) 11/4(復活節) (18)18/4 (19)25/4	(20)2/5 (21)9/5 (22)16/5 (23)23/5 30/5(端午節)	(24)6/6 13/6(考試) 20/6(考試) *27/6(試後)

教材分享

- 1. [2017-2018中五級獨立專題探究_探究手冊](#)
- 2. 將所有教材E-LEARNING 化 (因最後要呈交WORD報告)
- 3. 設計教材原則：框架化、化繁為簡、多示例、低起點、小步子、快回饋
- 4. 課堂教學：一半教授知識技巧、一半課堂時間是學生用電腦完成



The screenshot displays the 'DSE work hard' platform interface. On the left, a sidebar contains navigation links: 'Course Options', 'Materials', 'Updates', 'Gradebook', 'Grade Setup', 'Badges', 'Attendance', and 'Members'. The 'Materials' section is expanded, showing a list of course materials. At the top of the materials list, there are buttons for 'Add Materials', 'Options', and a refresh icon. The materials list includes folders for '1.1 介紹IES 及引入題目擬定 1718', '1.2 議題初步擬定 27-30/9/17', '1.3 探究題目與焦點問題(1718_10-11/10/17)', '1.4 文獻搜集 1718, 1/11/17', '1.5 撰寫A part 題目界定(28/2/2018)', '1.6 撰寫B part 相關概念和知識/事實/數據(5B: 21/3/2018 Due; 5D: 9/4/18)', '3.1 C Part 深入解釋議題_因素+影響(5B:21/3/17; 5D: 24/4/18)', '3.2 C part 深入解釋議題_持分者矛盾/衝突(5B:11/4/18; 5D: 17/4/2018)', '4.1 D 判斷與論證_資料分析與報告要求1718 (5B: 18/4/18; 5D:24/4/18)', '4.2 D 判斷與論證_多角度分析表格1718', and '4.3 D 判斷與論證_數據分析1718'. At the bottom left, there is an 'Access Code' box with the code 'KXMNN-N5B9V' and a 'Reset' link.

賽馬會官立中學

2017-2018 年度

中五級 通識教育科

獨立專題探究 探究手冊

自發性課業分享

自發性這評量項目可根據學生在評核活動和獨立專題探究報告的表現與時間管理評分。教師可設計評核活動，例如與探究意念有關的腦圖／概念圖、口頭匯報、協助整理所搜集的資料／數據及論點的工作紙，以助學生學習獨立專題探究的相關能力、知識／概念。教師可參考在附錄 E 的評量表樣本設計評核活動。此處提供的各種評量表樣本，教師可隨意按所需作出修訂，亦可自行設計合用的評量表。

- 自發性評量項目：以前的「過程分」/過去每週的教學課業的綜合評分
- 自發性評量工作紙(校本)；自發性評量工作紙(常用)：口頭匯報/腦圖/辯論

評量表樣本

(A) 評量表樣本 - 口頭匯報

題目：_____
學生姓名：_____
指導教師：_____

日期：_____
班別：_____

表現	表現優異 3	2	有待改善 1	不適用	備註
• 能提供相關的資料、概念和知識	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 能辨別和審視不同的角度	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 提出正確合理的論據，並有證據及/或以個人經驗支持。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 展示具探究性和與議題有關的見解	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 說話的聲量合宜，遣詞用字能引起聽眾的興趣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 匯報時充滿信心	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 說話流暢、清晰和精簡扼要	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 有系統地匯報	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 細心聆聽別人的意見	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 遇有提問，能提供相關且直接的回應	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 匯報前有充分準備	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 對匯報的題目顯示有濃厚的興趣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

注意：以上評量表樣本僅供教師參考，教師可隨意按所需作出修訂，亦可自行設計合用的評量表。

1	2	3	4	5	6	7	8	9
1.1 評估 活動： IES樣本 習作三 份 (22/9 前完成) 2分:全部 完成; 1 分:部分 完成; 0 分:無 交	1.4 探究 計劃書 ABCDE 1415 Mahara 功課 (12/10/14) ; 2分: 準時 交; 1分: 遲交; 0 分:無 做	1.5 探究 計劃書 DEFG功 課遞 交; 2 分:準 時交; 1 分:遲 交; 0分: 無 做	1.6 探究 計劃書 初稿呈 交(11月9 號晚上12 時之前): 2分:準 時交; 1 分:遲 交; 0分: 無 做	探究計劃 書定稿呈 交: 2 分:準時 交; 1分: 遲交; 0 分:無 做	3.1 課堂評 估: 評估三 份IES報告 樣本的優缺 _15/03/15: 2 分:全部完 成; 1分:部 分完成; 0 分:無 交	報告初稿 上傳區 (4 月13日 前): 1分: 有交; 0 分:無 做	IES 最終報 告定稿上傳 區: 會上呈 考評局作為 文憑試校本 評核分數: 2分:準時 交; 1分:遲 交; 0分:無 做	youtube滙 報短片上 載區(請交 連 _deadlin e: 12, July, 2015: 2 分:準時 交; 1分: 遲交; 0 分:無 做
2	2	2	2	2	2	1	2	2
2	2	0	2	1	2	1	1	0
2	2	0	2	1	0	1	1	1
1	2	2	2	2	2	1	2	1
2	2	0	1	1	2	1	1	0
2	2	0	1	1	2	1	2	1
2	0	0	1	2	2	1	1	0

6E

1

6E

2

6E

3

6E

4

6E

5

6E

6

大綱

1. 利用不同校本策略以照顧學習多樣性。

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WORDS)

2. 分享將考評局歷年所提供的探究樣本及相關資源，以不同方式轉移應用至校本教材



	Formative	Kahoot	Socrative	Nearpod
師生同步	★★★★★	★★★★	★★★★	★★★★★
軟件速度	★★★★★	★★★★	★★★★	★★★★★
輸入資料可變 速度	★★★★★	★★★★	★★★★	★★★★★
即時回饋	★★★★★	★★★★	★★★★	★★
課後監察	★★★★★	★★	★	★★★★
多元題目運用	★★★★★	★	N/A	★★
學生數據分析	★★★★★	★★	★★	★★★★★
價錢	免費	免費	N/A	免費

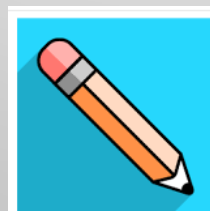
formative



Explain Everything

Webct

eClass



- 其實坊間有好多電子學習工具(E-LEARNING TOOLS)
- 之前可能同事都有介紹
- 平台/綜合類工具(IES/日常通識教學/資料、新聞上傳): GOOGLE CLASSROOM; MOODLE, **SCHOLOGY**, BLACKBOARD/WEBCT (CUHK)/ ECLASS/EDMODO
- 簡報類/課堂教授類別工具(課堂簡報工具+小組討論): GO FORMATIVE > SOCRATIVE > NEARPOD (香港翻轉教學協會, 2017), PREZI, **MEETING WORDS/** POWTOON **PADLET** /COLLABEDIT/SKETCHBOARD(MIND MAP)
- 影片問答類工具(時事短片課前預習回答相關題目): EDPUZZLE,
- 問答類工具(時事問答比賽作為引入): KAHOOT
- 教學影片錄製 (林SIR教室/試題講解/如何製作網上問卷→整個IES 教學→六大單元教學): **EXPLAIN EVERYTHING**

SCHOOLOGY 的好處(對通識科IES而言)

- 容易收集功課：尤其是IES（因為要用電腦MS 進行）
- 互動性高
- 資料整理比較方便
- 無紙化，環保
- 照顧學生學習差異/多樣性：(能力稍遜的可以自己多觀看幾次；學習動機較佳的可以自主學習)
- 配合現代媒體資訊的發展：網媒、短片、記錄片
- 學生可以有不同方式的回饋：概念圖、圖表，短答(附以其他軟件)
- 交功課：一目了然
- 教師可以配合觸控式屏幕以書寫方式批閱

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EVERYTHING+SCHOODOLOGY+MEETIN
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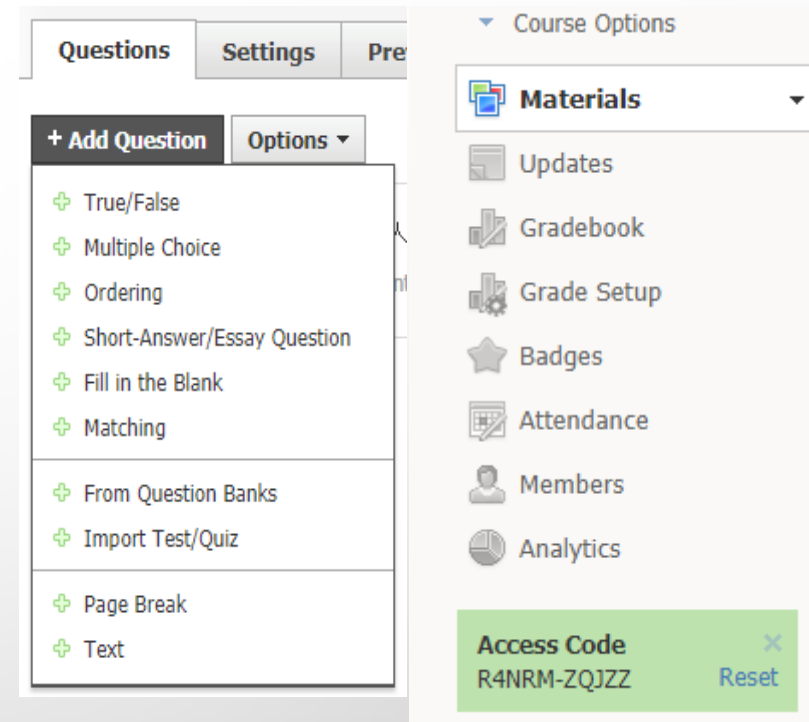
互動環節

- 1. 觀看如何SIGN UP 片段(之前用EXPLAIN EVERYTHING製作)
- 2. 同工利用手機及ACCESS CODE : R4NRM-ZQJZZ 登入互動環節
- 3. 簡介 FOLDER.[2016-2017 中五獨立專題探究\(IES\)](#) 課程設計及原意
 - 例子: (焦點問題)討論區+回應; 3份示例的比較評論及討論區
- 4. 可以利用AIR PLAY(如有), 將電話熒幕(批改學生IES過程)投射入大會熒幕中講解
- 5. 利用PADLET 與老師互動討論: 「探討利用電子教學軟件於獨立專題探究的學與教上有何利弊?」, 然後利用PADLET 作整合; 再用MEETING WORDS 作為段落化;
- [HTTPS://PADLET.COM/LAMKOONYUNG/HWNS8Y5C2VC2](https://padlet.com/lamkoonyung/hwns8y5c2vc2)
- 6. [HTTP://MEETINGWORDS.COM/614](http://meetingwords.com/614)



總結剛才互動環節：SCHOOLOGY

- 有手機APP 版本/隨時隨地
- 做IES/看新聞，溫通識
- 小組討論(其實用FORMATIVE更好)
- 好難用盡所有功能
- 不要為了E-LEARNING 而E-LEARNING
(以學習效能/成本效益為依歸)
- 可以觀看同學使用E-LEARNING的統計數據
- 但無可否認E-LEARNING 是全球大趨勢
大程度/小程度 去做E-LEARNING
- 一定要落手落腳去試/TRY AND ERROR



5B 28 Lee Pui Lam

2 weeks 5 days ago
Thu Mar 8, 2018 at 7:13 pm

16 hours 55 min ago
Tue Mar 27, 2018 at 10:06 am

00:46:19

-



Ka Hei Leung

4 weeks 1 day ago
Mon Feb 26, 2018 at 10:54 pm

2 weeks 5 days ago
Thu Mar 8, 2018 at 8:25 am

02:46:43

-

大綱

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- 2.1 最近兩年(17, 18)的EA樣本中的特徵

- 2.2 如何應用於日常IES 教與學活動中

Exemplar from HKEA 4/7/2014	Research method	Contents in part C	Page	Marks		
				AB	CD	PO
Exemplar 1: Eco-tourism or Eco-terrorism	1 st handed: Questionnaire+ +Interview+ Site visits	<ul style="list-style-type: none"> Present data finding 	p.9-11	8-9	8-9	8-9
Exemplar 2: The reasons of the difficulties faced by post 80's in Hong Kong when purchasing flat and should the government set up policy for helping them to purchase flat?	2 nd handed: information	<ul style="list-style-type: none"> Viewpoints to support govt. helping post 80's to purchase flat Viewpoints do not support govt. helping post 80's to purchase flat 	p.9-11	8-9	8-9	8-9
示例三：探討動畫電影在香港如何及能否有效推廣環境保育（以日本宮崎駿動畫《風之谷》與《崖上的波兒》為例）（只提供中文版本）	一手資料：問卷 文本分析《風之谷》與《崖上的波兒》	<ul style="list-style-type: none"> 分析《風之谷》與《崖上的波兒》如何表現環境保育的意念。 	p.6-15	5-6	5-6	7-8
示例四：香港人工作時間過長對其身心健康及家庭關係的影響（只提供中文版本）	一手資料：訪談+問卷 二手資料	<ul style="list-style-type: none"> 問卷數據和訪談紀錄 	p.10-16	5-6	4-5	5-6
示例五：香港是否適合發展再生能源？（只提供中文版本）	二手資料	<ul style="list-style-type: none"> 香港與丹麥的風速和用電量的比較 在港推行可再生能源的好處和壞處 	p.20-23	2-3	4-5	4-5
示例六：現今綜援家庭能否以領取綜援以達到常規生活標準（只提供中文版本）	一手資料：訪談 二手資料	<ul style="list-style-type: none"> 香港匱乏情況 	p.7	5-6	5-6	5-6
示例七：生態旅遊對香港生態環境的影響（只提供中文版本）	一手資料：訪談+實地考察 二手資料	<ul style="list-style-type: none"> 個人訪談的結果 	p.7-8	4-5	4-5	4-5
示例八：探討通貨膨脹的成因和影響（只提供中文版本）	二手資料	<ul style="list-style-type: none"> 通貨膨脹對經濟、政治和社會的影響 	p.5	1-2	1-2	1-2
Exemplar 9: An Analysis of the Value and the Preservation of Dai Pai Dong in Hong Kong	2 nd handed information	<ul style="list-style-type: none"> Positive view on Dai Pai Dongs Negative view on Dai Pai Dongs 	p.8	7-8	7-8	7-8

Exemplar from HKEAA 16/10/2014	Research method	Contents in part C	Page	Marks		
				AB	CD	PO
示例一：探討食肆廣告對年輕消費者飲食的影響 (Chinese version only)	一手資料: 問卷	<ul style="list-style-type: none"> 廣告的目的、特點 	p.6-7	2	2	3
Exemplar 2: A study of reasons causing obesity among secondary students in Hong Kong	1 st handed: questionnaire + interview	<ul style="list-style-type: none"> Factors of obesity (cause & impact) 	p.8-9	6	5	5
示例三：瘦身文化如何影響青少年對審美的價值觀？ (Chinese version only)	一手資料: 問卷	<ul style="list-style-type: none"> 問卷數據 	p.8-14	4	4	5
Exemplar 4: Should Functional Constituency elections in the Legislative Council be abolished?	2 nd handed: information	<ul style="list-style-type: none"> Opinions support and against keeping the Functional Constituency 	p.9-12	8	8	9
Exemplar 5: Should Lung Mei Beach be built?	1 st handed: field observation, interviews	<ul style="list-style-type: none"> Positive and negative impacts from different stakeholders. 	p.7-12	7	7	7
Exemplar 6: Should nuclear power be developed in China to alleviate its energy problems?	2 nd handed: information	<ul style="list-style-type: none"> Different views from key stakeholders 	p.6-8	7	7	7
示例七：Facebook 可否促進青少年朋友的社交關係？ (Chinese version only)	觀察三個青年在Facebook使用情況	<ul style="list-style-type: none"> 記錄各人在Facebook 所得的正面及負面回覆 	p.4-9	6	6	7
16 示例八：立法會議員應否拉布？ (Chinese version only)	二手資料	<ul style="list-style-type: none"> 拉布對經濟、民生及政治方面影響 	p.5-7	6	7	7

- 4/7/14 → 2/11/2018 : 共47 份樣本示例

46	探討現時香港市民以單車代步的可行性	2/11/2018	一手實地考察 + 二手資料	7	7	8
47	香港發展城市農耕在多大程度達至可持續發展	2/11/2018	一手訪談 + 實地考察 + 二手資料	6	8	8

- 24 份上品 + 17份中品 + 6份下品
- 19份英文 + 28份中文

IES Exemplar	Date	Research Method	AB	CD/C	PO	排列
Evaluation of the social support to dementia family caregivers in Hong Kong	2/11/2018	1st handed interview + 2nd handed information	9	9	9	1
How effective is the 'Once-a-week visa' in alleviating the problems and conflicts triggered by the Individual Visit Scheme? (28/9/2017	2nd handed information	9	9	8	2
Exo-tourism or Exo-terrorism	4/7/2014	1st handed questionnaire +interview+Sites visits	8.5	8.5	8.5	3
The reasons of the difficulties faced by post 80s' in Hong Kong when purchasing flat and should the Government set up policy for helping them to purchase flat?	4/7/2014	2nd handed information	8.5	8.5	8.5	4
Should the policy of inclusive education continue?	28/9/2017	1st handed questionnaire +interview + 2nd handed information	9	8	9	5
Should euthanasia be implemented in Hong Kong?	2/11/2018	1st handed interview + 2nd handed information	9	8	8	6
Should Functional Constituency elections in the Legislative Council be abolished ?	16/10/2014	2nd handed information	8	8	9	7
Should Hong Kong add collection bins for food waste?	2/11/2018	1st handed questionnaire +interview + Field Study+ 2nd handed information	8	8	9	8
Should Hong Kong put organ donation into legislation?	2/11/2018	1st handed questionnaire + 2nd handed information	8	8	8	9
Should the TSA assessment for Primary 3 students be abolished in Hong Kong?	28/9/2017	1st handed interview + 2nd handed information	8	8	7	10
探討本港中學生對遺體器官捐贈的接受程度	24/6/2015	一手問卷+二手資料	7	8	8	11

3. 傳說中的999終於出現

2. 考評局有意識表達：不管1手還是2手資料，只要有分析性皆可高分

1. 中文佳作數量還是不足，至少沒有出現999

A. 題目界定

研究背景及目的

成為遺體器官捐贈者，一般無特別年齡限制，只要沒有傳染病，沒有感染愛滋病，沒有癌症，就可以在香港衛生署「器官捐贈登記名冊」自願登記於死後捐贈器官的意願，所以大合乎捐贈器官的資格。

我的探究對象集中為香港的中學生，他們生於開放社有興趣探究的地方是，究竟傳統觀念在多大程度上仍影響中後進行器官捐贈的決定。比起上年代，政府投放更多資源在解除大眾認為器官捐贈為人生的忌諱的思想，針對香港的中邀請器官捐贈受者和醫護人員到中學進行講座，解答中學生贈器官的疑問和澄清誤解，告訴他們遺體器官捐贈者的條件官捐贈的過程，保證醫生不會在病人垂危時，為了急於移植不會盡力搶救，和捐、受者為無償關係等資訊，目標提升中官捐贈的認知，鼓勵中學生在捐贈登記名冊中登記於死後捐在教育影響下，中學生對器官捐贈的認識真的增加了嗎？而動中學生登記遺體捐贈嗎？政府現在的宣傳是否足夠？又成效？而本報告會在中學生和政府的角度，從傳統觀念、教分析各個焦點問題。

B. 相關概念和知識／事實／數據

器官捐贈：指人把身體的部分或所有器官捐贈給有需要移植器官的病人，或捐贈給學術或醫學機構作研究用途，可分活體器官捐贈和死者器官捐贈兩種，而本報告集中探討後者，即死者器官捐贈。而中學生一般對死亡的感覺較遙遠，他們對死後捐贈器官又有什麼看法，是值得探究的。

中央器官捐贈登記名冊：捐贈器官者身故後，該名冊可以讓其家人及有關的醫護人員得悉其捐贈器官的意願。¹

中國傳統觀念：「死後留全屍」、「身體髮膚，受之父母，不敢毀傷，孝之始也」²這些觀念下，死後捐贈器官可能被視為不孝。究竟中學生在什麼程度下受傳統觀念影響，從而對影響其器官捐贈的接受程？

本探究會就器官捐贈者的資格及有關宣傳，探討香港中學生對器官捐贈的知識。也討論中國傳統觀念是否影響器官捐贈的意欲。中學生會否因對器官捐贈的知識掌握也不多，又未必清楚甚麼機構負責及申請手續，而影響捐贈的意欲？

研究方法³

本研究採用問卷調查，亦即是量化的方式探討中學生對遺體器官捐贈的接受程度。

- 示例：探討本港中學生對遺體器官捐贈的接受程度
- AB PARTS 仍可以更加好→唯有用其他示例/優化版本作9分示例

大綱

1. 利用不同校本策略以照顧學習多樣性。

- 1.1 課程規劃/教材分享

- 1.2 應用電子學習方面

- 1.3 互動環節(

EXPLAIN
EVERYTHING+SCHOODOLOGY+MEETING
WORDS)

2. 分享將考評局歷年所提供的探究樣本及相關資源，以不同方式轉移應用至校本教材

- 2.1 最近兩年(17, 18)的EA樣本中的特徵


- 2.2 如何應用於日常IES 教與學活動中

1. 作樣本評估(上中下三份)

- 方法一: (BOTTOM-UP) 一開始給學生三份樣本，可以是整個IES或者ABCD其中一PART, 然後在無任何評估準則下要求同學判斷哪一份是上品，從而推論出上品IES 具備哪些元素/部件，作為一個概覽。
- 方法二: (TOP-DOWN) 首先利用簡報及樣本示例來教授同學如何寫好A/B/C/D 其中一PART，再提供相關的評分指引。然後利用該評分指引/準則，評估三份樣本示例(上中下品)的分數或表現水平。
- 越多樣本評估/互評/自評→ 更熟悉評分準則/IES 技巧→ 轉移至學生自己的IES上

2. 作示例參考供自學

6月14日教育局獨立專題探究分享會: Section 1 ▶ 2016-2017 中五獨立專題探究(IES)

 歷年考評局的上品IES 示例參考(同學應該多參考其框架, 格式及內容)

◀ Prev

Next ▶

 Add Materials ▼

Options ▼



操千曲而後曉聲 觀千劍而後識器



示例八: 立法會議員應否拉布?(分數_677).pdf 732 KB



示例七: Facebook 可否促進青少年朋友的社交關係?_667.pdf 2 MB



政府推出的政策能否有效改善因內地孕婦來港分娩所衍生的問題?(分數_677).pdf 1 MB



LS-StructuredExemplar-示例三: 探討本港中學生對遺體器官捐贈的接受程度(分數_788).pdf 1 MB



LS-StructuredExemplar-示例一: 聘請家傭照顧子女對子女與父母的親子關係有否造成影響?(分數_588).pdf 1 MB



HKDSE 通識教育科IES (S8)(應否推行新界東北發展計劃)_776.pdf 4 MB



HKDSE 通識教育科IES (S1)(評估香港政府應否加強推行綠色殯儀)_767.pdf 6 MB



示例七: 以馬灣珀麗灣為例, 評估屋苑廚餘循環再造項目的成效_766.pdf 13 MB



3. 作簡報講解用途(參考最近期示例)

- EVALUATION OF THE SOCIAL SUPPORT TO DEMENTIA FAMILY CAREGIVERS IN HONG KONG (1999)

A. Problem Definition

In line with global trends, the average age of the population in Hong Kong has been increasing rapidly. It is projected that in 2036, there will be more than 2.3 million people aged 65 and above.¹ Since the prevalence of dementia increases exponentially with age, the number of persons suffering from dementia rises significantly with the changing demographics and this has been described as a ‘tidal wave on the horizon’². About 1 in every 10 over-70s has dementia and by the age of 85 about 1 in 3 will have

探究
目的/
意義/
重要性

Support for caregivers is the foundation for effective dementia care, because most caregiving of dementia patients is provided by their family members. In Hong Kong, however, the situations of caregivers for the elderly with dementia have not been adequately studied. Therefore, the aim of this enquiry is to explore the burdens faced by them and conduct an evaluation on the existing social supportive measures offered and suggest appropriate interventional strategies for further service enhancement.

¹ Census and Statistics Department; *Projected Mid-year Population by Age Group and Sex, 2017-2064*; Website: <http://www.censtatd.gov.hk/hkstat/sub/sp190.jsp?productCode=D5320182>

小結:文獻回顧的寫法

1. 綜合議題背景資料(類似引言介紹背景,但略寫)
2. 再寫別人對這議題的看法.(至少詳細寫3個文獻)
老練
3. 指出這些看法的不足/錯誤/特點
或 你對這議題有何疑問 老作
或 用”以上文獻均未有詳細探討+你的探究問題”
百搭 老屈(調)
4. 針對3,帶出你研究的新方向和目的
或 你的研究方向和目的

- EVALUATION OF THE SOCIAL SUPPORT TO DEMENTIA FAMILY CAREGIVERS IN HONG KONG

B. Relevant Concepts and Knowledge

Dementia

Dementia is a brain disorder. Being among the elderly in Hong Kong, brain cells of dementia patients die quickly and the brain will shrink, causing severe deterioration of brain function. Patients are forgetful, but also have problems with understanding. Alzheimer's disease is the most common type and severe patients may be unable to take care of themselves and be totally dependent and even bedridden.⁸ Therefore, the severity of dementia implies that substantial amount of family caregiving is needed and thus an evaluation on social support to family caregivers is definitely worthwhile to be conducted.

Life expectancy and Ageing population in Hong Kong

Family caregivers would need to be an integral part of care by accompanying the patients for daily activities and medical treatment round the clock. Thus, quality and sufficient social support should be provided to them to ease care stress. Therefore, given the potential growth in number of dementia family caregivers, existing social support should be evaluated to assess whether Hong Kong is well-prepared for the challenges caused by ageing population.

關鍵概念	說明/描述

這些概念對所探究議題的理解有何重要性?	
這些概念與你的探究有何關係?	
你會如何應用這些概念作議題探究?	

2. Effectiveness

Effectiveness in this project means whether the practice of inclusive education in mainstream school meets the objectives. It can be measured by comparing differences between actual practice and the objectives from different stakeholders' point of view, including teachers, ordinary and ADHD students. Based on the effectiveness, I can then make conclusions on whether inclusive education should continue in the future and make suggestions based on the objectives that are not met.

3. Self-esteem

Self-esteem refers to self-evaluation and overall impression of students with ADHD, which can be observed by whether they can integrate into social groups of ordinary students, and whether they perceive themselves as equally worthy to receive care. Self-esteem is related because it is an obvious indicator of the ADHD students' level acceptance by schoolmates and whether they encounter difficulties in learning. These allow me to judge if objectives three and one are met respectively. Low level of self-esteem may be one of the difficulties faced by ADHD students which I need to give suggestions on.

4. Peer relationship

Peer relationship is the relationship between ordinary and ADHD students. It is the way students interact and socialize with each other during lessons or outside schools as friends. According to the Maslow's hierarchy of needs, adolescence is a period when peer interaction is the key interpersonal relationship. As teenagers begin to develop their identity, they value others' opinions on themselves (such as their appearance, academic achievements). Therefore, the way ordinary students treat ADHD students will greatly affect the development of their self-esteem. By investigating the peer relationship of ADHD student, I will be able to conclude if the third objective is met.

5. Social skills

Social skills are life skills necessary for ADHD and ordinary students to communicate, interact and make friends with each other. They include skills like accepting differences, respect others and effective communication skills. Students that can exhibit these skills imply that they can handle peer relationship well. By interpreting whether students have acquired these skills through questionnaires, I can conclude if mutual respect among students exists. This allows me to conclude if objective three is met.

如何
應用
概念;
概念
與探究
題目/
FQ的
關係

- EVALUATION OF THE SOCIAL SUPPORT TO DEMENTIA FAMILY CAREGIVERS IN HONG KONG (999)

Focus Questions

1. What burdens do the family caregivers face when taking care of the patients?
2. What are the existing measures or assistance offered by the government and NGOs now to support the family caregivers of patients with dementia?
3. How do the family caregivers and other stakeholders like social service professionals think about the above existing supportive measures offered?
4. How can the government or NGOs do for further service enhancement to alleviate the family caregivers' burdens?

Assessment criteria

All of the above measures will be adequacy, accessibility, and usefulness in alleviating dementia family caregiver's burdens.

廣泛性、可達性、有效性

Rationales behind the social support to dementia family caregivers

Family caregivers of dementia patients are often a “forgotten” group. Their well-being is often overlooked and considered secondary. As a result, they may face

- 1.上品者需呈現「具體準則化」、同時要與CD parts 一致
2. 難怪有學校大力鼓勵學生做「政策評估類/成效類」題目
- 3.兩份英文最高分樣本皆是獨立一part (探究問題的回應)

Enquiry Question: How effective is the 'Once-a-week visa' in alleviating the problems and conflicts triggered by the Individual Visit Scheme? **998**

Year of Examination: 2017

具體準則化/評估準則

In accordance to the above, three focusing questions are set for the enquiry:

1. What are the problems and conflicts discovered under the original Individual Visit Scheme?
2. In what ways does the 'Once-a-week visa' alleviate the problems identified?
3. Is the 'Once-a-week visa' achieving its expected results? What can be done to enhance its effectiveness?

Effectiveness refers to the degree to which something is successful in producing a desired result.¹⁴ The effectiveness of the 'Once-a-week visa' shall be evaluated by the followings:

- level of realisation of the aims and expected results
- effects of the policy on the existing, identified problems¹⁵
- benefits and adverse effects brought by the policy

無須好似Structured IES 前，
一定要將此部分放在焦點問題中

3.兩份英文最高分樣本皆是獨立一part in B(焦點問題3的延伸)

D. Judgement and Justification

Evaluation on the measures' **adequacy, accessibility, and usefulness** showed that the effectiveness of existing social support to dementia family caregivers still **remains**

1. Adequacy of social support

The adequacy of existing support is low which cannot meet the high demand of family caregivers.

1.1 Shortage of dementia-specific support

2. Accessibility of social support

The accessibility of existing social support also remains low which hinders its effectiveness.

2.1 Insufficient information and promotion of support

2.2 High cost of services

3. Usefulness of social support

善用標題及小標題，PO 分亦能提高

C. In-depth Explanation of the Issue

Caregiver burden of highest significance

Psychological stress is the most typical burden encountered by dementia family caregivers in comparison to other burdens such as physiological problems, insufficient information or knowledge about dementia and disturbance to daily routine.

In the interview conducted with *Ms. Esther Tsang*, a social worker providing elderly service (*For interview details, refer to Appendix 1*), she said that the most commonly observed burden is the huge psychological stress due to demanding care. Most of this stress resulted from the constant attention required and the lack of meaningful feedback from the patient to the caregiver. Caregivers may get annoyed when they have to repeatedly answer the same question for even over 100 times a day. After every day long-hour care, they may feel strained easily due to insufficient rest. When overstressed, **psychosomatic disorders**¹⁸ may even occur.

From the perspective of a caregiver of a demented person, *Ms. Li* expressed her worries upon her father's diagnosis of having dementia 7 years ago. (*For interview details, refer to Appendix 2*) At first, her father felt anxious easily when he realized that he started to forget things. Due to low sense of security, he always sought for attachment to his wife who was his closest person. *"At first, my mother can't accept my father's rapid deterioration in cognitive level. Also, she felt overwhelmed and strained due to long-hour care. She couldn't handle and developed depression which affected her psychological and physical health a lot."* This showed that some family caregivers may not be psychologically ready for the drastic change to their own social life due to their caregiver roles. If supportive counselling is not given properly, **deleterious effect**

回應焦點問題1

關鍵概念/
總結用粗體

訪問稿節錄
可以用斜體/
框架化呈現
可節省字數

C. In-depth Explanation of the Issue

Khachiyants (2011) found that the prevalence of it has been increasing recently²². However, in Hong Kong, there is just one specific centre called Haven of Hope Memory Care for Elderly²³, which ameliorate the stress of caregivers of these patients who aged over 70. This echoes with the fact that existing dementia-specific social support is significantly inadequate.

引經據典，多文獻，APA Format

Ms. Li mentioned in the interview that before sending her father to stay in residential care centre, she would like to find day care service for her father for receiving some cognitive training. However, neither she nor other family members were aware that there were actually some specific dementia day care centre in society. Therefore, she chose a general elderly centre which only provide some social activities and physical rehabilitation exercise designed for general elders but not especially for dementia patients. From this, it showed that the specific dementia day centres are not easily accessible enough for family caregivers.

²² Nina Khachiyants (2011); Sundown Syndrome in Persons with Dementia: An Update; *Psychiatry Investigation*; 275-287; <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3246134/>

²³ Haven of Hope Memory Care for Elderly; retrieved from <http://www.totalcare.org.hk/center-cw/>

²⁴ LEGCO Panel on Welfare Services and Panel on Health Services; Joint Subcommittee on Long-term Care Policy; 28 March 2017; *Submission from Charles K. Kao Foundation for Alzheimer's Disease*; Website: http://www.legco.gov.hk/yr16-17/english/panels/ncp/papers/ltpc/0170236s2/066-4_e.pdf

²⁵ T Kwok (2012); Case management to improve quality of life of older people with early dementia and to reduce caregiver burden; *Hong Kong Medical Journal*; Vol 18; No 6; 4-6; <http://www.hkmj.org/system/files/hkm1206sp6p4.pdf>

C 應用於B提及 的評估準則

C part 皆可以出現判斷與論證元素

C. In-depth Explanation of the Issue

expanded both in scope and frequency.³⁰¹⁸ This suggested there is a room for expansion in the amount and frequency of dementia-specific training course in Hong Kong.

上品者須呈現「互相引證」(Triangulation)：文獻+訪問1+訪問2

Ms. Li's response also echoes with the above. Neither her mother, the domestic worker taking care of her father daily nor she has received any dementia-specific caregiver skills training before. She said this is mainly due to the **low accessibility and adequacy of the training courses**. Her family **didn't even know about their existence due to lack of promotion**. *"The caregiving experience would certainly be easier and less demanding if we are equipped with adequate skills. At the early stage, we didn't know the correct communication skills with dementia patient should be teaching or telling them the old things, instead, we just kept asking him questions which would cause anxiety in him as he didn't know the answer."* It reflects the importance and the necessity of dementia-specific training for caregivers.

Ms. Esther Tsang added that some family caregivers may choose to attend classes held by elderly centres as an alternative to the limited dementia-specific courses. However, there would be a disparity between the both. The former one

Future directions for service enhancement

To further enhance the supportive effect of the existing measures, the following actions can be taken in the hope of building a closer support network between the society and dementia family caregivers.

1. Dementia outreach service

In Hong Kong, it is common to see elderly spouses being family caregiver of dementia patients. However, their health condition may not allow them to bear the heavy workload of round-the-clock care. Even there are day

2. Appointment of a “resource person” for each dementia caregiver

An accessible ‘resource person’ who can be a nurse, social worker, occupational therapist can be useful. By playing a direct service provider role, caregivers could obtain information and advice about specific aspects of

3. Online promotion on social platforms

With the advancement in technology, promotion of social support should not remain only in paperwork, but should utilize the fast transmission characteristic of the Internet. Services can be **promoted on social platforms** in

建議部分須建基於自己IES的Findings(CD 內容)→ 一定要有針對性/質素

總結部分：個人分享

- 從47份EA 樣本示例、BRIEFING SESSION PPT
- A-B: 呈現什麼才可以上品
- C-D: 呈現什麼才可以上品
- PO: 呈現什麼才可以上品

A-B: 呈現什麼才可以上品

- 1. 訂立及清楚闡釋探究焦點及範圍、探究方案（例如探究向度）／資料搜集方法；AB PARTS 部件齊全；
- 2. 清晰表達議題的重要性/意義/目的/文獻回顧
- 3. 清楚指出所需及極具相關性的有用概念／知識，非不是一般性詞語解釋/ 議題理解 (概念層面的深入程度)
- 4. 解釋與該探究的相關性，為何及可如何應用在該探究上/概念性分析的充分性
- 5. B部分包含研究方法: 列明選取研究對象的用意 → 解釋研究設計的理念; 例如：
問卷：說明抽樣方法/研究對象取樣平均及合理；問卷問題設計需要回應焦點問題，從而回應探究題目的評估準則；適當地對抽象概念給予量化；
或訪談：體現多角度思考 (分析不同人士意見)
→ 蒐集資料工具 (恰當性、準確性、角度的充分性)
- 6. 焦點問題設計合宜, 針對和呼應探究題目 / 能將探究題目「具體準則化」/ 取捨準則 (量度的合理性)；兩份英文最高分樣本皆是獨立一PART (焦點問題的延伸); 3-5 題已經足夠
- 7. 原創性
- 8. 研究架構圖表 (無亦可9分)

C-D: 呈現什麼才可以上品

- **1. 應用非常有用的資料：**充足文獻資料，引經據典/理論；多元化資料(數據+圖表+文字+照片+表格等)；議題理解的充分性→不是資料越多便越高分, 關鍵是否能完整地(COMPLETELY)、多角度(MULTIPLE PERSPECTIVES)、針對地(FOCUSED)蒐集和使用，即是否能應用相關資料(RELEVANT DATA)回答探究問題
- **2. 把分析、論證及資料的相關性緊密地連繫起來：**連貫性、關聯性、針對性、準確性
- **3. 就極具相關性的概念及知識／事實／最新資料，清楚指出並明確及合乎邏輯地解釋有關因素／影響／關係／主要持份者的看法／分歧／議題隱含的價值觀**
- **4. 就極具相關性的概念及知識／事實／最新資料，全面及合乎邏輯地論證其立場／選擇／決定，展示高水平的邏輯推理及多角度思維力：**呈現「互相引證」、「互相比對」(一手+二手資料)→文獻數據可取代一手問卷數據；文獻亦可取代訪問內容或當考察資料使用(例如17年一周一行樣本中圖片CAP SCREEN 當作考察的佐證)/新聞節錄CAP SCREEN
- **5. 能提供與議題及探究問題相關且具洞察力的意見／觀點，並輔以有力的論據：**--要清楚列明結論是根據哪一項研究成果而得出來(根據某學者意見/根據某團體所做的問卷結果,本人發現...)→論證的合理性；都要有足夠深度；
- -要有個人立場，更需要有駁論、不斷自圓其說、判斷評估準則的能力呈現
- **6. 從不同角度作全面分析，以回應議題及探究問題 及回應焦點問題**
- 7. 綜合、推理、排序、比較不同持分者觀點，最緊要呈現分析性/明辨性
- 8. 要一針見血地, 務必清楚和明確地回答探究題目或焦點問題/善用階段性小結
- 9. 建議部分須建基於自己IES 的FINDINGS(CD 內容), 一定要有針對性/質素/ (建議與題目的相關性)

PO: 呈現什麼才可以上品

1. 以連貫和一致的結構，簡明及有條理地傳意：可善用表格/小標題，將研究資料比較，令讀者一目了然
2. 有效使用資料(例如以照片、圖、表及數據等形式的資料)
3. 清楚和準確註明資料來源：註釋、註腳(FOOTNOTES)、引用文來源(CITATIONS)等有沒有完整、清楚及準確列出 (SOURCES ACKNOWLEDGMENT)
4. 不要將多餘文字加框→ 6MAX；框中文字應該只屬於輔助性文字/內容，不影響IES 完整性及連貫性 (18年英文器官捐贈示例仍可以8分)
5. 可以用粗體來標示關鍵概念或重要結論；訪問稿節錄可以用斜體/框架化呈現→可節省字數
6. 資料不可以太舊，盡量UP-TO-DATE
7. 資料翻譯盡可能要做好及一致(示例樣本一周一行，中文資料輔以英文簡述)

• ～謝謝各位～