Public Assessment of the HKDSE Liberal Studies Examination

The public assessment of the Hong Kong Diploma of Secondary Education (HKDSE) Liberal Studies Examination, which was put into practice starting from 2009, consists of a public examination component and a school-based assessment component.

1. Public Examination component (80% of the total subject marks)

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| Paper 1 | Data-response Questions | 50%       | 2 hours          | • Questions cover each of the Areas of Study in the Curriculum;  
|        |                               |           |                  | • ALL three questions have to be answered;  
|        |                               |           |                  | • Various types of issues are used, which may be designed in the form of extracts from written sources, simulated conversations, statistics, cartoons and posters. |
| Paper 2 | Extended Response Questions | 30%       | 1 hour and 15 minutes | • Questions cover each of the Areas of Study in the Curriculum;  
|        |                               |           |                  | • Any ONE out of three questions has to be answered. |

2. School-based Assessment component (20% of the total subject marks)

Independent Enquiry Study (IES) is the mode of the School-based Assessment in the Liberal Studies Curriculum. Students choose a title for IES, which must be related to his/her learning in the Areas of Study, and extended to new problems, issues or contexts not directly covered in the six modules.

The whole process of IES can be divided into three stages:

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| Stage 1 | Project Proposal    | Secondary 5 Before mid-May | 25%       | • Selection of study area / theme  
|        |                     |                          |           | • Collection of background information  
|        |                     |                          |           | • Confirmation of the question for enquiry  
|        |                     |                          |           | • Design of work plan and schedule |
| Stage 2 | Data collection     | Secondary 6 Before mid-October | 25%       | • Collection of data / other kinds of information  
|        |                     |                          |           | • Organization of data / other kinds of information |
| Stage 3 | Product*            | Secondary 6 Before mid-January | 50%       | • Analysis of data / information  
|        |                     |                          |           | • Evaluation of different points of view  
|        |                     |                          |           | • Presentation of IES results, amendments according to feedback  
|        |                     |                          |           | • Writing up of study report, adoption of suitable ways to show the results of the study |

* Students can hand in their products in written reports or non-written reports. Written reports are about 1,500 to 4,000 words; non-written reports can be in the form of PowerPoint presentations, websites, video clips, audio files and role play, with a short essay of about 300 to 1,000 words to introduce and reflect on the content of the product.
1. This paper consists of three questions. Answer ALL questions.
2. Write your Candidate Number and stick a barcode label in the spaces provided on the cover.
4. Write your answers in the spaces provided in this Question-Answer Book. Do not write in the margins.
5. Supplementary answer sheets will be supplied on request. Write your candidate number and stick a barcode label on each sheet, and fasten it with a string INSIDE this book.
6. Candidates are reminded that this subject emphasises the ability to present and support points of view in a clear, concise and logical manner, rather than the ability to recall facts.
Data-response Questions

Answer all the questions in this paper.

1. Consider the following information:

Source 1

Three adolescents are expressing their opinions on making friends on the Internet.

Henry: It’s no big deal making friends on the Internet. Facebook and MSN can group people with similar interests and hobbies together. I once went to the animation festival with my Internet friends who were also anime fans.

Chris: I’m against making friends online. The Internet is a virtual world. We have no idea with whom we are talking. I think many people lie on the Internet!

Yoyo: I’m not sure whether what netizens say is true, and I’m worried that I would be cheated.

Source 2

• 1 in 10 adolescents would meet strangers they know through social networking websites alone and in person.

• The more often adolescents regard social networking websites as channels to meet new friends, the higher the tendency they have to develop multiple romantic relationships. 1 in 15 adolescents have more than one lover at the same time, including online lovers and lovers in the real world.

• 1 in 20 adolescents agree to upload photos or video clips of themselves or their lovers naked to social networking websites.

Source: A study by Yang Memorial Methodist Social Service
(a) According to Source 1, identify the factors that the three adolescents have considered when expressing their opinions. (3 marks)

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(b) Referring to Sources 2 and 3, describe and explain the messages delivered by the poster. (6 marks)

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2. Consider the following two cartoons:

Cartoon 1

1980

Dad, can I have ice-cream?

No.

Cartoon 2

2011

Baby, do you want this latest model of e-phone?

(a) The above cartoons show some changes in the parent-child relationship in different times. Do you agree with the view expressed in the cartoons? Explain. (10 marks)

(b) ‘Changes in the parent-child relationship in China have been caused by the one-child policy.’ Do you agree with this statement? Explain your answer in the light of the above cartoons and according to your knowledge. (10 marks)