Examples of Good Answers

Example 1: “Relational Understanding - Contrast”

Example 2: “Relational Understanding - Compare”

Example 3: “Relational Understanding - Analyze”

Example 4: “Relational Understanding - Explain”

Example 5: “Relational Understanding - Relate”

Example 6: “Relational Understanding - Apply”

Example 7: “Extended Ideas - Reflect”

Example 8: “Extended Ideas - Generalize”

Example 9: “Extended Ideas - Recommend”

Example 10: “Extended Ideas - Hypothesize”
EXAMPLE 1

“RELATIONAL UNDERSTANDING”

The following is an example in ‘Exploring the Psyche’. The student has achieved “relational understanding” by contrasting two different things.

Contrast | Show the important differences between things

The Question

Show the difference between the East and West and make an argument for why modern science came out of the Western tradition instead of the Eastern.

What students commonly do

- They only describe separately the attitudes of the East and West without highlighting the differences.

An example of good work

The answer examines the characteristics of the Western and Eastern attitudes side by side and topic by topic such that their differences can be contrasted.

“The West places more emphasis on individual development and discovery of the world. They try to find out the principle that our Earth & its function base on [...] This arouses their urge for knowing the truth & willingness to investigate and explore; whereas the East emphasizes collectiveness rather than individualism [...] They believe in the “wholeness” which is the harmony with the world. They don’t want to separate the world into true or false and not aim at controlling the environment by exploring the nature.

Development of the different attitudes highly attributes to the beliefs and philosophy of the two Worlds. Western religion like Christianity [...] emphasizes not the environment but people. They try to discover the resources of the nature & understand the concept & rules over it. As for the East, religions such as Buddhism [...] value “Suchness” [...] the concept of the present moment is very important. This explains why Easterners do not favour wars or argument but have the idea that harmony is the basis of happiness. They will utilize the environmental resources but not to destroy them as they rely on the environment to nurture them.
EXAMPLE 2

“RELATIONAL UNDERSTANDING”

The following is an example in Manufacturing Engineering. The student has achieved “relational understanding” by comparing different things.

**Compare**  **Show how things are alike or not alike**

The Question

Compare the different kinds of tools used for the design of a mouse cage.

**What students commonly do**

- They list separately the special characteristics of the tools without comparing them.

**An example of good work**

This answer shows whether the tools are the same or how they are different from each other.

“For hygiene reason, it is more suitable to use ‘nylon bag’ and ‘stick’ than ‘trap’. ‘Nylon bag’ and ‘stick’ catch mice alive and restrict their movement whereas ‘trap’ wounds a mouse whose blood would contaminate the trap & the environment around.

As for reliability, ‘nylon bag’ and ‘trap’ are considered more reliable than ‘stick’ which may not be strong enough to hold a mouse [...]

Among the 3 tools being compared, ‘nylon bag’ appears to be the most appealing. The only drawback for ‘nylon bag’ is that there is a need to handle the caged living mouse. However, the same handling procedures are required for the mice kept in the other 2 tools as well [...]”
EXAMPLE 3

“RELATIONAL UNDERSTANDING”

The following is an example in Mechanical Engineering. The student has achieved “relational understanding” by analyzing an opportunity.

The Question

Analyze the opportunity of your product before proposing a marketing plan.

What students commonly do

- They only propose a marketing plan based on details of their product without examining its opportunity in the market.

An example of good work

This answer considers both the product and the current market when examining the opportunity.

“Currently, banknote counter interacting with a PC is not found in the market. Our banknote counter is PC- connectable. It provides a user-friendly graphic interface for users’ easy operation under the PC environment. Many software, e.g. Database system, support the new features of our product. Subsequently, they can make our product more popular.

Besides, the average price for existing rivals’ products is over $6000. As compared with our reasonable low-cost product with the new feature and function, we are more competitive, especially for some developing countries with poor economic conditions.”

- Examining the current market situation
- Examining the special features of the product
- Showing how the current market would become an opportunity for the product
- Examining the market price of existing products
- Examining the new product price
- Explaining why the new product has an opportunity in the developing countries
The following is an example in Astronomy. The student has achieved “relational understanding” by explaining a topic.

**The Question**

Explain the meaning of ‘Inverse Square Relationship’

**What students commonly do**

- They give a definition of ‘Inverse Square Relationship’ without giving an explanation.

**An example of good work**

The answer tells clearly what is meant by ‘Inverse Square Relationship’.

“Inverse Square Relationship means that a certain physical quantity is inversely proportional to the square of another quantity. The equation can be expressed as \( Y \propto \frac{1}{r^2} \) where \( Y \) is intensity and \( r \) = distance from the radiating source.

The radiation of a radiation source is constant and even in all direction. Its intensity is proportional to the radiation energy over the receiving area. This can be expressed simply as the radiation intensity has an inverse relationship with the area. The diagram shows that the intensity would decrease towards the outer zone B, since the surface area of the outer sphere being zone A+B is larger than the surface area of the inner sphere (zone A only). Mathematical calculation also shows that the area of a sphere is proportional to the square of its radius (\( r^2 \) for inner sphere & \( 4r^2 \) for outer sphere). So the intensity is inversely proportional to the square of radius (\( 1/r^2 \) for inner sphere & \( 1/4r^2 \) for outer sphere) [...]

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**Explanation**

**The topic that needs explanation**

**Definition of the topic**

**Explain the relation between intensity & area**

**Further explaining the topic by means of the concept of surface area**

**Explain the topic by means of the radiation concept**

**Radiation source**

**Sphere of different size**
EXAMPLE 5

“RELATIONAL UNDERSTANDING”

The following is an example in Optometry. The student has achieved “relational understanding” by relating the ideas.

Relate  Show that the ideas are connected to each other

The Question

Discuss what you would prescribe to a patient who is seriously shortsighted, has 360° (~1.5mm) neovascularization (growth of blood vessels into the cornea) & has deposit problems from previous soft lens wear.

What students commonly do

• They give details of the prescription but the ideas are not meaningfully linked up to answer the question.

An example of good work

The choice of the lens is discussed logically in relation to the patient’s symptoms. (Note that italic information in brackets are not in original answer)

“[…]For this patient, a high DK lens (a high gas-permeable lens) will be prescribed to solve the problem of corneal hypoxia (inadequate oxygen to the eyes) which probably lead to 360° (~1.5mm) neovascularisation (growth of blood vessels into the cornea). However, a high DK lens may lead to an increase in deposit on the lens surface. So, it is important to consider the DK and lens material simultaneously. That is to prescribe FA (a kind of lens materials). FA can be made higher in DK lens to solve the hypoxia problem and it is more deposit resistant [...]”
EXAMPLE 6

“RELATIONAL UNDERSTANDING”

The following is an example in Textiles & Clothing. The student has achieved “relational understanding” by applying his knowledge.

| Apply  | Make use of specific knowledge or concepts to solve a problem |

The Question

Differentiate, using Fehling’s solution and the Methylene Blue, which of the 4 pieces of cloth given are reducing type oxycellulose.

What students commonly do

- They only show knowledge of the properties of oxycellulose, but they do not show how the knowledge is used in solving the problem given.

An example of good work

The student clearly shows that he makes use of his knowledge to solve the problem given.

- The properties of reducing type oxycellulose are: its strong reducing power and low absorption power for basic dye.

  When the reducing type is immersed in Fehling’s solution, it will convert copper ion in the solution from Cupric (Cu++) which is colourless to Cuprous state (Cu+) which is in brown colour. Therefore, the comparatively high content of brown colour which appears on cloth A and B proves that they have a higher reducing power.

  Moreover, when another set of cloth A and B is immersed in Methylene Blue solution, a relatively low absorption power is shown in cloth A and B by the level of blue colour presented.

  Since the results obtained show comparatively high reducing power and low absorption power in cloth A and B, we can conclude that cloth A and B are reducing type oxycellulose.
The following is an example in the study of English language. The student has achieved “extended ideas” by reflecting on the situation.

**Reflect**  **Show new understanding of something by studying past experience**

The Question

Reflect on your experience of carrying out corpus linguistics research (NB.: Corpus is a large collection of natural texts)

**What students commonly do**

- They provide simple and general ideas *without referring to their experience.*

**An example of good work**

The student shows an in-depth understanding of the problems and the value of the research carried out.

“I consider this mini-project to be the most difficult of the discourse analysis assignments. This is due to the fact that the choice of linguistic features to investigate proved to be a problem because of their similarity in outlook. However, on completion of the research, I am convinced that this is a challenge but also an opportunity for researchers. It is only when there is confusion caused by the use of lexical items that deserves our investigation and corpus-based investigation such as this study of two seemingly synonymous lexical items is of substantial value to the learners.

Through this research, I am able to grasp the different uses of ‘almost’ and ‘nearly’ in certain linguistic contexts much more clearly [...] Corpus-based study provides me with a better perspective of what Biber, Conrad and Reppen proposed regarding one of the most important aims of corpus-based lexicographic research, ‘[…] learners need to understand how words are actually used, in addition to simple meanings or lists of supposedly ‘synonymous’ terms” (1998: 53). My experience with corpus-based study reflects to me that the confusion in the use of words can be clarified with the adoption of a proper research method and instrument.”
The following is an example in Ecological Perspectives. The student has achieved “extended ideas” by generalizing the information.

| Generalize | Draw a general conclusion from a number of facts |

The Question

Figure out the value of the different human groups associated with the Long Valley site.

What students commonly do

- They provide factual data of what people said without drawing a general conclusion of their value.

An example of good work

The answer draws a conclusion of people’s value based on the data collected.

“[… ] Economists talk about the money […] even the Green Groups at times think about how great it is to conserve nature for the next generations.

From the viewpoints of the different groups of people, I would like to draw a conclusion that the majority of the population is focusing a lot on economically developing every piece of land in Hong Kong. They value the profit generated from land development. They undermine the importance that they themselves are part of nature and adopt a human-centred view when looking at it. All they talk about is for the benefit of human beings and consider that they are different from nature […]”
EXAMPLE 9

“EXTENDED IDEAS”

The following is an example in Manufacturing Engineering. The student has achieved “extended ideas” by giving recommendations.

<table>
<thead>
<tr>
<th>Recommend</th>
<th>Suggest what is appropriate to do based on a critical evaluation of available information</th>
</tr>
</thead>
</table>

The Question

Evaluate the efficiency of the COMSOAL software for line balancing (i.e. providing an optimal solution for the production line) in the laboratory exercise of assembling toy trains.

* The COMSOAL (The Computerized Method for Sequencing Operations on Assembly Lines): a software that generates information regarding maximum efficiency required in a production line.

What students commonly do

- some students just point out the advantages and limitations of COMSOAL without giving any suggestions for improvement.
- some students include suggestions which are not really appropriate.

An example of good work

This answer gives sensible recommendations based on a critical evaluation of COMSOAL.

“COMSOAL does not provide very practical information. It cannot recognize the sequence of activity, e.g. ‘Make up box’ activity should be placed at the final station 7, but the data generated by COMSOAL show that it was positioned at station 3. Hence, COMSOAL should have an ‘Activity Recognition’ function that can enhance the efficiency of the product line.

Besides, the result generated by the software is not always accurate because some of the tasks are duplicated [...] In order to calculate the actual line efficiency of the system, a step should be added to monitor the deletion of duplicated task [...]
EXAMPLE 10

“EXTENDED IDEAS”

The following is an example in the study of English language. The student has achieved “extended ideas” by making hypotheses.

| Hypothesize | Propose an idea which can be used as a starting point for further study |

The Question

Conduct a study of one linguistic feature (lexical, syntactic, discourse). Write a report on the study.

What students commonly do

- Being unable to make a hypothesis for a study, they conduct studies similar to previous ones.

An example of good work

This student formulates a hypothesis which is based on the findings of some related studies.

“You know’ has been regarded as a linguistic hedging device and as women’s language (Lakoff, 1975) [...] It is believed by a number of researchers (Lakoff, 1975; Freed 1996) that women use ‘you know’ more often than men [...] Lakoff and Freed only reported the use of ‘you know’ in the speech of American women and men. They point out ‘you know’ occurs predominantly in informal conversation. Since both the American and British have many similarities in their culture and language [...] I hypothesize that in informal conversation, both the British women and men use ‘you know’ as a linguistic hedging device and the British women use ‘you know’ more often than men.”