





# Hong Kong Diploma of Secondary Education Examination

## Information on School-based Assessment



This booklet is for students who are taking the Hong Kong Diploma of Secondary Education (HKDSE) Examination and their parents. It gives information about the School-based Assessment (SBA) component in the HKDSE: what it is, guidelines to help students to complete the SBA, and how parents can support their children in SBA.

### What is SBA?

SBA is an assessment administered in schools as part of the learning and teaching process, with students being assessed by their subject teachers.

Marks awarded will count towards students' results in the HKDSE Examination.

### How will students benefit from the SBA?

#### **SBA**

- integrates learning and teaching with assessment;
- offers a more comprehensive appraisal of students' performance;
- helps students understand their strengths and weaknesses through quality feedback from teachers, leading to continuous improvement;
- boosts students' confidence and motivation to learn;
- enhances autonomous learning; and
- enables students to achieve their best in a more relaxed and familiar setting.

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### Which subjects will have SBA in the 2012 HKDSE Examination?

In 2012 HKDSE Examination, SBA will be implemented in the following 12 subjects:

<b>Core Subjects</b>	Chinese Language, English Language, Liberal Studies
<b>Elective Subjects</b>	Chinese History, History, Biology, Chemistry, Physics, Science, Information & Communication Technology, Design & Applied Technology, Visual Arts

SBA will be gradually extended to other subjects from the 2014 HKDSE Examination.

### What assessment activities are involved in SBA?

The modes of SBA vary across subjects but they all form an integral part of the learning and teaching process.

#### **Core Subjects**

##### **Chinese Language:**

- The SBA will include reading activities, coursework/ other language activities and assessment of the elective modules.
- Students' learning outcomes will be assessed in the form of various assignments, written reports and/or oral presentations.

##### **English Language:**

- Students will read/view a number of texts (including books, films and documentaries) over the course of study and study three elective modules.
- They will take part in group discussions and make individual presentations based on what they have read/viewed, and what they have learned in the elective modules.

##### **Liberal Studies:**

- Students will complete an independent enquiry study, for which they will formulate a project title, collect relevant data and prepare a project report after analysing the data collected.



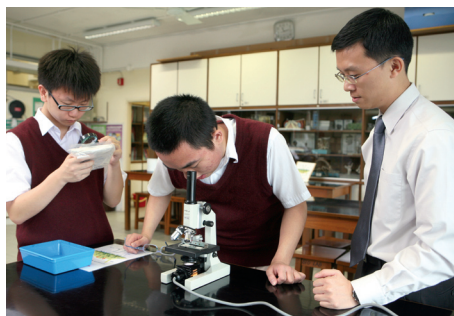
## ***Elective Subjects***

- The assessment activities are integral to the learning of the subject, i.e. the activities are normal in-class/out-of-class activities that students are expected to be involved in during the learning process, e.g. laboratory work in science subjects, project work in Information and Communication Technology, and portfolios in Visual Arts.

## **How will fairness be ensured in SBA?**

### ***The HKEAA will***

- provide detailed guidelines, assessment criteria and exemplars to ensure consistency in teachers' assessments;
- provide professional development training to help teachers become familiar with how to conduct the SBA of their subject(s);
- appoint district coordinators to support schools in the conduct of SBA for individual subjects;
- moderate SBA marks submitted by different schools to iron out possible differences among schools in marking standards.



## **What are the responsibilities of teachers in SBA?**

### ***Teachers will***

- explain to students the SBA requirements;
- administer SBA as an integral part of learning and teaching;
- assess their students' work or performance according to stipulated procedures and criteria;
- authenticate students' SBA work;
- submit SBA marks to the HKEAA.

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### What are the responsibilities of students in SBA?

#### *Students should*

- Understand that
  - SBA tasks are part of learning and teaching of the subject;
  - the process of SBA, including feedback from teachers, helps them develop skills and knowledge that may not be reflected in public examinations;
  - learning through SBA complements learning in other parts of the curriculum;
- become familiar with the task requirements, the assessment criteria, critical dates, school regulations and procedures for SBA;
- complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
- complete the assessment tasks on time;
- keep a proper record of their SBA-related work till the end of the examination cycle and present it for inspection at the request of the school or the HKEAA.

### What are the essential points students should note in completing the SBA?

Students are encouraged to adopt the following good practices in completing their assessment tasks, which will help them to achieve their best:

- |                            |   |
|----------------------------|---|
| <b>Timeliness</b>          | – be aware of the due dates and complete the tasks in accordance with the schedule stipulated by their teachers.                |
| <b>Start early</b>         | – be aware of the requirements and start working on the tasks early.  |
| <b>Good planning</b>       | – break an extended task into smaller sub-parts and complete them in stages.  |
| <b>Good record keeping</b> | – keep a complete record of their work, including drafts and backup copies of computer files.                                   |
| <b>Originality</b>         | – ensure the work they submit is their own, record the sources of information used and acknowledge them properly in their work. |

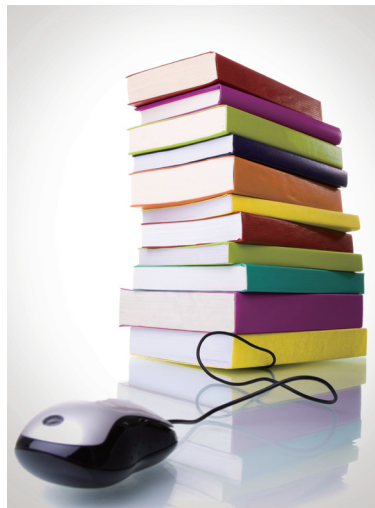
## How to acknowledge sources in students' work?

Students can make reference to any sources (books, newspapers, magazines, the Internet, etc) and/or discuss with their peers/parents but they must not plagiarise when completing their work. They should acknowledge sources properly in their work. Students may refer to the **Appendix** for examples on how to acknowledge sources properly.

## What is malpractice and its consequences?

Malpractice refers to any activities that allow a student to gain an undue advantage over others, examples of which include, but are not limited to:

- presenting work completed by others, in part or in whole, as one's own work;
- including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement.



These behaviours are generally referred to as plagiarism.

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers know their students well and should be able to authenticate students' work and detect plagiarism and other malpractice.

Students will be subject to severe penalties for proven plagiarism. The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from part or the whole of the examination, or suffer a mark penalty for breaching the regulations.

The development of integrity is an important element in moral education. It is of utmost importance that honesty is maintained in tests and examinations as well as in SBA. Parents should ensure their children understand what plagiarism is and its serious consequences.

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### How can parents support their children in SBA?



#### Parents should

- encourage their children to take part in related learning and assessment activities;
- teach their children to complete the assessments honestly and responsibly in accordance with the stipulated requirements;
- communicate with them and take an active interest in their learning;
- create a good environment for them to study at home.



#### Parents should not

- do assignments for their children; or
- allow them to copy others' work.

### Frequently-asked Questions

**Q:** Do private candidates need to take part in the SBA?

**A:** Private candidates will not need to complete the SBA component. Their subject mark will be based entirely on their public examination marks.

**Q:** Isn't it unfair that school candidates will have SBA marks included in the HKDSE subject results but private candidates won't?

**A:** No, candidates without SBA marks will have their public examination marks adjusted. The overall subject results will be comparable whether SBA marks are included or not, because similar underlying abilities are being assessed in the public examination and the SBA.

**Q:** What can students and parents do if students have any queries regarding their SBA results?

**A:** Students should discuss their concerns with their subject teachers. Parents should encourage their children to talk to their teachers and express their views. The school can then look into the case according to its stipulated procedures.

**Q:** Why is it necessary to moderate the SBA marks?

**A:** Teachers know their students well and can reliably judge their performance. However, they are not necessarily aware of the standards of performance across all schools. Teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. The HKEAA makes use of appropriate methods to moderate SBA marks submitted by different schools, with the aim of ensuring comparability of SBA scores across schools. During the moderation process, students' SBA marks may be adjusted but the rank order determined by the school will remain unchanged.

**Q:** Can students appeal against their SBA results?

**A:** Schools are expected to resolve any queries regarding SBA results before submitting their students' SBA marks to the HKEAA. After the release of examination results, candidates may only submit an application to the HKEAA for rechecking of their SBA marks. They cannot apply for a re-assessment of their performance in SBA.

**Q:** Can a school candidate enter for an additional subject in the HKDSE Examination that is not taught in his/her class at school? Does the student need to complete the SBA for that subject?

**A:** According to the examination regulations, candidates may enter for the HKDSE Examination either as school candidates or as private candidates but not both in the same year. If a school candidate intends to enter for an additional subject that is not taught in his/her school, he/she should bring this to the attention of the school and seek consent from the school to enter for that subject. If that subject has an SBA component, the student has to complete that component as well. The student should consult the school in advance whether the school is able to assign a suitable teacher to conduct the SBA for him/her during the course, before deciding to enter for that subject.

**Q:** Will SBA results be reported separately in the Diploma?

**A:** No, there will not be separate reporting of SBA results in the Diploma. As the areas assessed in the public examinations and SBA are both key learning objectives of the curriculum, candidates' performance will be reported on a subject basis in the Diploma. This practice will be adopted for all HKDSE subjects, including the two language subjects, which will have profile reporting of various language skills but no separate reporting of SBA results.

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## Contact Information

Further information about the SBA can be obtained from the HKEAA website at [www.hkeaa.edu.hk/en/sba/sba\\_hkdse](http://www.hkeaa.edu.hk/en/sba/sba_hkdse)

Enquiries can also be directed to:

**Hong Kong Examinations and Assessment Authority**

**Address : 13/F Southorn Centre, 130 Hennessy Road, Wanchai, Hong Kong**

**Email : [dse@hkeaa.edu.hk](mailto:dse@hkeaa.edu.hk)**

**Tel: (852) 3628 8860**

**Fax: (852) 3628 8928**

## Appendix

### **Acknowledging Sources**

In completing an assessment task, it may be necessary for students to get access to different sources of information, e.g. when collecting data, formulating an hypothesis or identifying arguments to support their viewpoints. Students should bear in mind that they should write in their own words when completing their assignments. They should not simply copy others' words or ideas and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged. Students are advised not to quote excessively in their work, as this would imply that they themselves could only make a minimal contribution to that piece of work and consequently they would be likely to get low marks from their teacher.

Some examples on how to acknowledge sources properly are given below for students' reference. It should be noted that there is no single standard way of citing sources and students are not required to adopt the following styles. They are encouraged to consult their subject teachers for further guidance in this regard.

#### **Example 1:**

... ,which urged 'teachers, students, parents and the society in general should shake off their traditional concept of assessment and embrace the new assessment culture' (Education Commission 2000, p.70).

#### **Example 2:**

...Prediction of the future cannot be accurate. Alvin Toffler, a futurologist, says,  
In dealing with the future,... it is more important to be imaginative and insightful than to be 100 per cent 'right'. Theories do not have to be 'right' to be enormously useful. Even error has its uses. (Toffler 1971, p.14)

#### **Example 3:**

...中國內地存在着一般廢除中醫的浪潮。「當前，中醫存廢的話題已不僅僅是一個醫學問題，而且也是一個社會問題，從深層次來說更是一個哲學問題、文化問題。」（劉理想 2007，第1頁）

#### **Example 4:**

Keister (2004) points out that the cemetery is a great place to study symbols, some of which are no longer in active use in modern-day society. ...

**Note:** In Examples 1 to 3, the student is directly quoting text from another source, the quote being highlighted by quotation marks or by using a separate paragraph. In Example 4, the student is making reference to someone's idea which he/she has rewritten in his/her own words. In both cases, the original author has to be acknowledged and the information to be provided includes the author's name, the year of publication and page reference (if applicable).

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### Appendix

At the end of their piece of work, students should provide a reference list of all the sources of information that they have referred to. The information to be provided should include the name of the author, year of publication, book title, place of publication, publisher and page number(s) where the quotation or idea is found (if applicable). Examples of some commonly-used sources of materials and how they can be acknowledged are given below:

#### (a) Books

Education Commission. (2000). *Education blueprint for the 21st century: learning for life, learning through life – reform proposals for the education system in Hong Kong*. Hong Kong: Education Commission.

Keister, D. (2004). *Stories in Stone: A Field Guide to Cemetery Symbolism and Iconography*. New York: MJF Books.

Toffler, A. (1971). *Future Shock*. London: Pan Books.

劉理想 (2007)：《中醫存廢之爭》，北京：中國中醫藥出版社。

#### (b) Journal or magazine articles

Underwood, A. (3 August 2009). Stem-Cell breakthrough. *Newsweek*, 44 – 46.

消費者委員會 (2008年1月15日)：二十一世紀的網絡消費，《選擇》，第19頁。

#### (c) Newspapers

Nip, A. & Sun, C. (14 July 2009). Epidemic forces youth clubs to alter summer plans. *South China Morning Post*, p. A3.

港滙優勢互補 合作發展雙贏 (社評) (2009年7月3)：《星島日報》，第A02頁。

#### (d) Websites

Gardner, D. *Plagiarism and how to avoid it*. The University of Hong Kong. Available: <http://ec.hku.hk/plagiarism> [last accessed 28 August 2009]

香港考試及評核局：《2012年香港中學文憑考試規則》，最後一次瀏覽日期：2009年9月2日，[http://www.hkeaa.edu.hk/tc/hkdse/Exam\\_Regulations/](http://www.hkeaa.edu.hk/tc/hkdse/Exam_Regulations/)

**Note:** A website may be updated or may even be deleted after one browses it. Therefore, it is desirable to state when it was last accessed, for record purposes.