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**通識教育  
Liberal Studies**

**校本評核教師手冊  
School-based Assessment Teachers' Handbook**

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## **Preface**

This Handbook serves as a guide to subject teachers for administering school-based assessment (SBA) for Liberal Studies (LS) at their schools for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Teachers are expected to comply with the requirements and procedures stipulated in this Handbook when conducting the related assessment activities.

## Chapter 1 Introduction

### 1.1 Assessment Framework

The public assessment of this subject is based on the Liberal Studies Curriculum and Assessment Guide (Secondary 4 – 6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (HKEAA). It will consist of a public examination component and an SBA component as outlined in the following table:

Component		Weighting	Duration
Public Examination	Paper 1: Data-response questions	50%	2 hours
	Paper 2: Extended-response questions	30%	1 hour 15 minutes
School-based assessment (SBA)		20%	

Independent enquiry Study (IES) is adopted as the mode of SBA in Liberal Studies. In itself, it 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.

The assessment of IES is scheduled into three stages, namely the project proposal stage, the data collection stage, and the product completion stage. The assessment framework and the weightings of the three stages are as follows:

Stage	Assessment Items ('Task' & 'Process')	Total Weighting
I	<ul style="list-style-type: none"><li>• Project Proposal</li><li>• Process (including independent thinking, communication, effort)</li></ul>	25%
II	<ul style="list-style-type: none"><li>• Data Collection</li><li>• Process (including independent thinking, communication, effort)</li></ul>	25%
III	<ul style="list-style-type: none"><li>• Product</li><li>• Process (including independent thinking, communication, effort)</li></ul>	50%

**Note:** At each stage, students will be assessed on 'Task' and 'Process', which shall be given equal weighting.

### **The ‘Task’:**

- Stage I ‘Task’ includes the selection of a study area/theme, collection of background information, formulation of the focus questions for enquiry and design of work plan and schedule.
- Stage II ‘Task’ includes the collection and organisation of data/information.
- Stage III ‘Task’ includes the analysis of data/information, evaluation of different view points, presentation of results and amendments according to feedback, analysing the findings, and adoption of suitable ways to present the findings of the study.

Students’ performances will be evaluated throughout the process of IES and marks will be given at the three stages. Students may use different formats or modes to present their findings. Whichever mode of presentation is used, the final product should be supplemented with records of the learning process and students’ reflections on it.

### **The ‘Process’:**

At each stage, the assessment items of the ‘Process’ are evidence of students’ independent thinking, communication and effort. In the ‘Process’, teachers are free to devise their IES activities so that students are exposed to a variety of experiences covering different aspects within the Curriculum. When designing an activity, teachers should bear in mind the workload of students and avoid asking students to do a lot of work outside class time. The principles in setting assessment activities are that the activities should help:

- guide the students in synthesising their views and making suggestions from concepts and knowledge of the three Areas of Study of LS and applying them critically and creatively to their issues of enquiry from multiple perspectives, as stated in the aims of the *Liberal Studies Curriculum and Assessment Guide (Secondary 4-6)*;
- achieve a balanced integration between relevant concepts, knowledge and the skills expected for completion of the ‘Task’;
- strengthen students’ ability in understanding the modules taught; and
- differentiate among students with reference to the ability to be assessed.

Teachers can design activities to suit the interests and maturity level of their students.

It must be emphasised that IES activities should not be regarded as a series of mini examinations. This explains why private candidates are exempted from the IES. As they are not under the supervision of teachers, the intended way of assessment is not applicable.

## 1.2 Aims and Objectives

IES is an enquiry learning experience providing students with the opportunity to make knowledge links across various experiences of learning, to develop their higher-order thinking and communication skills, broaden their horizons, cater for their interests and inclinations and, ultimately, prepare them for lifelong learning and challenges ahead.

The following are the objectives of IES:

- setting goals and plans, implementing the plans and solving problems
- developing a sense of exploration, discovery and independent thinking
- demonstrating knowledge and understanding of an issue affecting our society, the nation and/or the world
- understanding how social, national and global changes occur in response to competing demands
- using analytical skills to investigate a contemporary issue from multiple perspectives
- acting in an informed way to suggest possible solutions and outcomes
- understanding how hypotheses and focus questions are used to guide the investigation of an issue
- reflecting on and evaluating learning progress
- presenting views and ideas
- showing self-initiative

In view of the multiple objectives of IES, the incorporation of an IES component into the public assessment of LS is imperative so as to encourage development of skills that cannot be easily assessed by conventional written examinations. The assessment should be more comprehensive and the reliability and validity of the LS public assessment should be enhanced with the incorporation of teachers' assessments of their students' IES performances into the public assessment, as teachers are the ones most familiar with their students' learning progress and achievements in the subject.

## **Chapter 2 Assessment Requirements**

### **2.1 IES Requirements**

The IES of LS is compulsory for all school candidates who take part in the New Senior Secondary Hong Kong Diploma of Secondary Education course.

Schools may only present candidates for LS if they offer IES. The IES is an investigative study in which students are required to demonstrate various skills such as problem-solving, data gathering and analysis, and communication. Each IES project should include a certain amount of subject matter based on students' reading, enquiry study and personal experiences.

#### **Implementation for IES**

The conduct of IES is divided into three stages:

Stage I: Project proposal

Stage II: Data collection

Stage III: Product

At each stage, schools are required to submit to the HKEAA two IES scores for each student, namely 'Task' and 'Process'. The 'Task' and 'Process' share equal weighting. It is stipulated that 90 hours of lesson time are allocated for teachers and students for handling of IES and supporting students in the supervision and assessment of their IES.

#### **Written and Non-written Forms**

As IES is an enquiry study encouraging exploration of multiple perspectives and use of multi-faceted skills, students can choose to present the product in written or non-written form.

In order to facilitate assessment and provide students with a guide on the scope of their study, written project presentations should be between 1,500 and 4,000 words for projects presented either in Chinese or English.

For non-written products, the presentation is expected to meet the following requirements:

- The main body itself is self-explanatory;
- The reading sequence of the main body should be clear and well-stated;
- The reading/viewing time of the main body should not exceed 20 minutes;
- The main body of the content should be frozen at time of submission;
- Students should ensure that the products are able to be viewed by the assessors; and
- Each product should be accompanied by a short written text (300-1,000 words) explaining the main idea of the product, and showing the student's reflections on it.

## **Requirements for Transfer Students**

Transfer students are S6 students sitting the examination for the first time, but who have transferred from one school to another after S5. Transfer students will need to submit IES marks of Stage III for S6 only, which will be proportionally adjusted to 20% of the total weighting of LS and incorporated into their subject mark. Their IES results obtained in S5 in the former school will not be counted.

They should complete the Stage III requirements i.e. the 'Process' and 'Product' in S6. As IES is a project comprising three stages throughout the three years of senior secondary, consideration should be given to allow transfer students to revisit/carry forward their work completed in S4 and S5 (i.e. project proposal and data collection) so that they can finish Stage III of their enquiry work. During the S6 year, teachers are required to supervise transfer students and assess both Stage III's 'Process' and the 'Product' of the students' IES and submit these two marks to the HKEAA as scheduled.

Transfer students should provide information to their new school about the school in which they attended the S5 LS course and the assessments completed there for their teachers' reference.

Students who have transferred to an S5 class in another school are not considered to be transfer students. They must meet the full IES requirements as normal S5 students.

## **Private Candidates**

Private candidates are not required to complete the IES component. Their subject mark will be based entirely on their public examination results.

Private candidates who have IES marks obtained from previous examinations will not be allowed to carry forward these marks to subsequent examinations.

## **2.2 Guidance in Assessment Process**

In IES, students themselves formulate the title, choose the scope, the method of their enquiry study, and the mode of presentation of the findings. Teachers help their students to understand the concepts, skills and how to conduct the enquiry study. As teaching proceeds, teachers can continually assess students' achievements and award marks on selected assignments to fulfill the requirements of the IES of LS.

The assessment should be designed to ensure that:

- all requirements of the IES are met; and
- the students' performances are assessed in accordance with the marking guidelines.

Regarding the ‘Process’ assessment, the teacher can decide on how many students are to be assessed when performing one activity. This depends on factors such as the nature of the work, class/group size, etc. Though it is desirable that all students in a school be assessed on the same activity, this may not be practicable. If students in a school are assessed on different activities, care should be taken that the activity chosen for assessment should be of a similar nature and complexity so that fairness of assessment of the IES is achieved.

For some activities/tasks such as group discussions, students are allowed to work in groups. However, the assessment marks are to be awarded to the students individually.

The ‘Process’ assessment can be carried out during teaching such as through presentations of findings. In such cases, sufficient time should be allowed so that the assessment can cover a variety of skills such as application of relevant concepts and knowledge, interpretation of data, presentation and communication skills, etc.

For activities which involve working outside class time such as information searches, some critical parts of the tasks should be conducted in class to ensure authentication.

Suggested forms in the Appendices are designed for teachers’ adaptation to facilitate the conduct of the IES in an efficient and effective manner.

### **2.3 Setting Assessment Activities**

The IES assessment is divided into three stages. Each of the stage includes ‘Task’ and ‘Process’. The ‘Tasks’ of the three stages are Project Proposal, Data Collection and the Final Product supplemented with records of the learning process and students’ reflections on it. Students should feel free to choose their title of enquiry, the way to conduct the IES and the mode of presentation of the IES.

For ‘Process’, teachers are advised to devise assessment activities that serve the dual purposes of assessing students performance in ‘Process’ and providing students with ample opportunities to experience the multi-faceted context of the issues of their enquiry.

Teachers may refer to the exemplars prepared by the HKEAA for reference.

## 2.4 Assessment Criteria

### (a) Assessment Items and Marking Guidelines for ‘Process’

#### (I) ‘Process’ Descriptions

In IES, students’ performances are assessed at all stages, with half of the weighting on the ‘Process’ which includes evidence of students’ independent thinking, communication and effort. Based on the descriptions of the assessment items, teachers are advised to design assessment activities such as mind mapping and individual presentations, to determine the ‘Process’ mark at each stage. The requirements regarding students’ abilities are as follows:

Assessment Item	Description
Independent Thinking	<ul style="list-style-type: none"><li>• Ability to include information which is relevant to the issue concerned and to consider its accuracy</li><li>• Ability to relate concepts and knowledge to the issue concerned</li><li>• Ability to make reasoned argument</li><li>• Ability to provide ideas and viewpoints</li><li>• Ability to identify and/or compare multiple perspectives of the issue concerned</li><li>• Ability to reflect on own learning progress</li></ul>
Communication	<ul style="list-style-type: none"><li>• Ability to exchange ideas and information with others</li><li>• Clarity, coherence, fluency and organisation</li><li>• Effectiveness of means and form adopted for conveying ideas and information</li></ul>
Effort	<ul style="list-style-type: none"><li>• Time and resource management</li><li>• Eagerness in asking questions, seeking support, references and resources</li><li>• Eagerness in exploring different alternatives and possibilities</li><li>• Proactiveness in solving problems and making continuous improvements</li></ul>

Regarding the assessment activities used for ‘Process’, several sample assessment rubrics are suggested for teachers’ use. The various rubrics provided here serve simply as samples that teachers can freely adapt for their own purposes; or they can design their own rubrics in accordance with the marking guidelines for ‘Process’.

## (II) Marking Guidelines for ‘Process’

In the assessment of ‘Process’, a set of marking guidelines reflecting the requirements are listed below. Teachers are required to give the final mark for ‘Process’ according to these marking guidelines.

Performance	Description
High (7 – 9 Mark)	<ul style="list-style-type: none"><li>• Structures arguments convincingly employing appropriate knowledge and information as supportive evidence.</li><li>• Synthesises insightful, explorative ideas and viewpoints on the issue concerned with strongly supportive evidence and careful evaluation of various possible perspectives.</li><li>• Shows a high level of competence in reflecting and evaluating own learning progress and draws out insightful implications.</li><li>• Demonstrates a high degree of responsiveness and proactiveness in exchanging ideas and information with others in a clear and well-structured manner.</li><li>• Demonstrates a high level of interest and eagerness in doing well, solving problems and making continuous improvements.</li></ul>
Middle (4 – 6 Mark)	<ul style="list-style-type: none"><li>• Puts forward arguments employing fairly appropriate knowledge and information as supportive evidence.</li><li>• Provide ideas and viewpoints on the issue concerned based on previously proposed ones with minor adaptations and supportive evidence, and compares some possible perspectives.</li><li>• Shows a moderate level of competence in reflecting on learning progress and draws out some related implications.</li><li>• Demonstrates some degree of responsiveness in exchanging ideas and information with others in a fairly clear and structured manner.</li><li>• Demonstrates a moderate level of interest and eagerness in doing well, solving problems and making continuous improvements.</li></ul>
Low (1 – 3 Mark)	<ul style="list-style-type: none"><li>• Puts forward arguments employing inappropriate knowledge and information as supportive evidence.</li><li>• Provides ideas and viewpoints on the issue concerned by adopting previously proposed ones with no adaptations and limited supportive evidence, and compares limited number of possible perspectives.</li><li>• Shows a low level of competence in reflecting on learning progress and draws out limited implications.</li><li>• Demonstrates a limited degree of responsiveness in exchanging ideas and information with others, which is done in a confused and fragmented manner.</li><li>• Demonstrates little interest and eagerness in doing well, solving problems or making continuous improvements.</li></ul>

**Note:** No marks should be given to those who do not meet the minimum requirements stipulated in the marking guidelines.

**(b) Assessment Items and Marking Guidelines for ‘Tasks’**

**(I) ‘Task’ Descriptions**

In order to have a clear understanding of the requirements of task items to be completed for ‘Task’ at each stage, a set of requirements are listed below. Teachers are advised to help students include the following items in the product.

<b>Stage</b>	<b>Description</b>
I	<ul style="list-style-type: none"><li>● Focus questions, aspects and/or hypotheses raised pertaining to the issue of enquiry</li><li>● Multiple perspectives identified when exploring the issue concerned</li><li>● Relevant materials and background information identified</li><li>● Concepts and knowledge studied</li><li>● Plan and method(s) proposed for the enquiry, with foreseeable limitations/problems</li></ul>
II	<ul style="list-style-type: none"><li>● Tools designed/deployed for collecting data</li><li>● Implementation of the plan for data collection</li><li>● Data quality in terms of usefulness for the enquiry</li><li>● Record of the data collection process</li><li>● Editing and organisation of data</li></ul>
III	<ul style="list-style-type: none"><li>● Method(s) used and analysis of data</li><li>● Communication and analysis of the findings from multiple perspectives</li><li>● Ideas, views and/or suggestions with supportive arguments</li><li>● Framework of the product for illustrating the enquiry process and results</li><li>● Personal reflection on the enquiry</li></ul>

For assessment on ‘Tasks’, several suggested ‘Task’ forms are provided in the Appendices for teachers’ use. Teachers are expected to assess the submitted tasks in accordance with the marking guidelines and give feedback to students at each stage. These marked tasks should be kept by students for authentication and as evidence for handling queries against assessment decisions. Schools will be asked to submit several sets of sample tasks to the HKEAA after mark submission for review purposes. The IES district coordinators may refer to the assessed tasks when conducting validation on IES in schools.

## (II) Marking Guidelines for ‘Tasks’

With regard to the assessment items for ‘Task’, a set of marking guidelines reflecting the requirements of the ‘Task’ is listed below. Teachers are required to give the final mark for ‘Tasks’ according to the marking guidelines below.

### Project Proposal (Stage I)

Performance	Description
High (7 – 9 Marks)	<ul style="list-style-type: none"><li>• Defines the scope of project with appropriate focus questions and/or hypotheses, addressing relevant aspects of the issue of enquiry concerned.</li><li>• Identifies multiple perspectives for exploring the issue concerned.</li><li>• Identifies relevant materials and background information.</li><li>• Identifies relevant concepts and knowledge related to the issue concerned.</li><li>• Develops a comprehensive and well-organised plan and method for the project, taking into consideration of foreseeable limitations/problems.</li></ul>
Middle (4 – 6 Marks)	<ul style="list-style-type: none"><li>• Defines the scope of project with fairly appropriate focus questions and/or hypotheses, addressing aspects of the issue of enquiry concerned.</li><li>• Identifies some perspectives for exploring the issue concerned.</li><li>• Identifies fairly relevant materials and background information.</li><li>• Identifies fairly relevant concepts and knowledge related to the issue concerned.</li><li>• Develops a fairly comprehensive and organised plan and method for the project, taking into consideration of foreseeable limitations/problems.</li></ul>
Low (1 – 3 Marks)	<ul style="list-style-type: none"><li>• Defines the scope of project with less than appropriate focus questions and/or hypotheses, addressing limited or irrelevant aspects of the issue of enquiry concerned.</li><li>• Identifies limited perspectives for exploring the issue concerned.</li><li>• Identifies limited relevant materials and background information.</li><li>• Identifies few relevant concepts and little knowledge related to the issue concerned.</li><li>• Develops a less than comprehensive and poorly organised plan and method for the project without considering foreseeable limitations/problems.</li></ul>

**Note:** No marks should be given to those who do not meet the minimum requirements stipulated in the marking guidelines.

**Data Collection (Stage II)**

<b>Performance</b>	<b>Description</b>
High (7 – 9 Marks)	<ul style="list-style-type: none"><li>• Designs/Deploys appropriate tool(s) for collecting data.</li><li>• Implements the plan of enquiry in an organised manner, reviews the plan constantly and handles problems and contingencies appropriately.</li><li>• Collects highly useful data for the enquiry.</li><li>• Provides a complete record of data and collection process.</li><li>• Edits and organises the data in a well-structured manner.</li></ul>
Middle (4 – 6 Marks)	<ul style="list-style-type: none"><li>• Designs/Deploys fairly appropriate tool(s) for collecting data.</li><li>• Implements the plan of enquiry in a fairly organised manner, reviews the plan occasionally and handles problems and contingencies in a fairly appropriate way.</li><li>• Collects fairly useful data for the enquiry.</li><li>• Provides a fairly complete record of data and collection process.</li><li>• Edits and organises the data in a fairly well structured manner.</li></ul>
Low (1 – 3 Marks)	<ul style="list-style-type: none"><li>• Designs/Deploys less than appropriate tool(s) for collecting data.</li><li>• Implements the plan of enquiry in a poorly organised manner, reviews the plan infrequently and handles problems and contingencies in a less than appropriate way.</li><li>• Collects marginally useful data for the enquiry.</li><li>• Provides an incomplete record of data and collection process.</li><li>• Edits and organises the data in a less than structured manner.</li></ul>

**Note:** No marks should be given to those who do not meet the minimum requirements stipulated in the marking guidelines.

**Product (Stage III)**

<b>Performance</b>	<b>Description</b>
High (7 – 9 Marks)	<ul style="list-style-type: none"><li>● Produces significant findings from the analysis of data with appropriate methods.</li><li>● Communicates and analyses the findings from multiple perspectives related to the issue concerned.</li><li>● Provides insightful ideas, views and/or suggestions, which are relevant to the issue concerned, with supportive arguments.</li><li>● Develops and deploys a well-structured framework for illustrating the enquiry process and results.</li><li>● Shows a high level of competence in reflection on the enquiry and in drawing out implications.</li></ul>
Middle (4 – 6 Marks)	<ul style="list-style-type: none"><li>● Produces fairly significant findings from the analysis of data with fairly appropriate methods.</li><li>● Communicates and analyses the findings from some perspectives related to the issue concerned.</li><li>● Provides ideas, views and/or suggestions adapted from previous findings of others, which are fairly relevant to the issue concerned, with fairly good supportive arguments.</li><li>● Uses a fairly well structured framework for illustrating the enquiry process and results.</li><li>● Shows a moderate level of competence in reflection on the enquiry and in drawing out implications.</li></ul>
Low (1 – 3 Marks)	<ul style="list-style-type: none"><li>● Produces less than significant findings from the analysis of data with less than appropriate methods.</li><li>● Communicates and analyses the findings from limited perspectives related to the issue concerned.</li><li>● Provides ideas, views and/or suggestions following previous findings of others, and with very limited adaptations, which are loosely related to the issue concerned, with limited supportive arguments.</li><li>● Uses a poorly structured framework for illustrating the enquiry process and results.</li><li>● Shows a low level of competence in reflection on the enquiry and in drawing out implications.</li></ul>

*Note: No marks should be given to those who do not meet the minimum requirements stipulated in the marking guidelines.*

(c) **Assignment of Marks**

Teachers are required to assess students' performances on both 'Process' and 'Task' at each stage. One individual mark on a scale of 0-9 will be awarded for 'Process' and 'Task' respectively. Therefore, for each student, there will be two marks for each stage and altogether six individual marks will be given for the three stages. The following table illustrates the details of giving marks:

<b>Stage</b>	<b>Assessment Item</b>	<b>Number of Mark Submission (for each student)</b>	<b>Mark Range</b>
I	Process	One	0 – 9
	Task	One	0 – 9
II	Process	One	0 – 9
	Task	One	0 – 9
III	Process	One	0 – 9
	Task	One	0 – 9

## **Chapter 3 Guidance in the Conduct of IES**

### **3.1 Provision of Information to Students**

Students should be informed clearly at the beginning of the course of the various requirements and regulations regarding the IES component, including:

- task requirements and assessment criteria;
- schedule of assessment and critical deadlines;
- the school's regulations and administrative procedures for conducting SBA; and
- record keeping requirements.

After the completion of the marking, teachers are expected to provide feedback to students, e.g. their marks or grades on individual assessment tasks. Other appropriate feedback may include students' strengths and weaknesses as revealed in the assessments, and advice on how improvements can be made.

### **3.2 Guidance from Teachers**

Teachers are expected to provide appropriate guidance to assist students in preparing for the completion of their work. It is understandable that teachers' guidance is most valuable to students in the learning and teaching process. However, it must be emphasised that undue assistance should not be provided to students while undertaking assessments that will count towards their public assessment results. As a general rule of thumb, the guiding principle should be that the ability of an individual student is fairly assessed and that the work submitted for assessment is the student's original work. The teacher should take into consideration any additional assistance given to a student who experiences genuine difficulty in completing the tasks such that the marks awarded represent the student's own achievement. Works once submitted for final assessment cannot be revised and submitted for retrospective assessment.

Teachers may interact with students in order to motivate them to learn, help build up their confidence to carry out the given task, and guide them to construct knowledge on their own.

It is appropriate for students to ask questions and for teachers to offer general advice at the initial stage, and identify or hint at areas that need attention and improvements. However, teachers should not give specific guidance or detailed advice in such a way as to put into question the student's authorship of the work.

### 3.3 Authentication of Students' Work

Authentication is an important element of IES to ensure the work is done by the student him/herself. Schools may consider adopting suitable measures to ensure authentication of students' work. Since IES is an opportunity for students to conduct independent and self-directed learning under teachers' supervision, an authentication mechanism has already been built-in to the operation.

In accordance with the specifications for IES stipulated in the *Liberal Studies Curriculum and Assessment Guide (Secondary 4 – 6)*, the whole process of IES is divided into three stages by which students have to complete their work stage by stage, giving teachers ample opportunities to guide and supervise their students.

Besides the built-in stage-wise mechanism, 90 class hours for IES are provided for teacher-student interaction during which teachers have time to communicate with students about the following work items:

- Idea formulation
- Selection of enquiry areas and/or theme
- Development of project proposal
- Design of the work plan
- Design of data collection method
- Organisation of data collected
- Analysis of data collected
- Evaluation of different viewpoints
- Presentation of results and creation of the final product

For example, activities and presentations on idea formulation in Stage I and design of data collection method in Stage II can be done in class where teachers can play the role of facilitator and supervisor at the same time. Guidance and supervision can be given to students during the development process of the IES. During the development process of IES, relevant activities such as oral reports, group discussions, etc. should be put in place to establish whether the ideas or work are genuinely those of the student him/herself.

The stage-wise design provides an arena for ongoing and systematic supervision and guidance in teaching and learning. Teachers are expected to perform the following duties so that students are able to perform to the best of their abilities:

- Approving the project proposal
- Advising on the work plan
- Advising on the use of relevant background information
- Helping equip students with relevant enquiry skills
- Advising on the conduct of data collection
- Advising on the documentation of the enquiry process
- Organising ‘Process’ assessment activities for developing enquiry work
- Commenting on draft products

Students have to sign a declaration form at each stage to confirm that the tasks submitted for assessment are their own (see *Appendix E*). When submitting the IES marks online, teachers are required to confirm that, to the best of their knowledge, the work presented for assessment is the student’s own work. School Principals are required to confirm that the IES is conducted in accordance with the requirements of the HKEAA.

Students should be asked to keep a proper and complete record of their work.

### **3.4 Within-school Standardisation**

The moderation of IES marks submitted by schools to the HKEAA is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree on the criteria for awarding marks so that the same standard of assessment is applied to all students. Below are some recommended practices for schools’ consideration:

- to conduct standardisation meetings among teachers;
- to set common assessment tasks for ‘Process’ across groups;
- to conduct marking of common samples of students’ work by teachers;
- to adjust marks of some teachers, if necessary, to ensure consistency of assessment standards for the whole school; and
- to use reference materials (such as the exemplars provided by the HKEAA) and archive materials (such as students’ marked work from previous years) to help standardise marking within the school.

In order to ensure the organised implementation of IES, schools are advised to develop an assessment plan for IES. The purposes of developing an assessment plan are to:

- encourage teachers to align their work and progress during the implementation years with the work schedule set out by the HKEAA;
- provide teachers and students with systematic marking guidelines to evaluate students' performances;
- ensure consistent criteria of scoring for all students;
- heighten students' awareness of the expectations for IES and consequently enhance their independent learning capabilities; and
- establish an overarching framework for (i) coordinating work among teachers; and (ii) as reference for students so that they will be more mindful of the demands of the IES activities and schedule

Schools are advised to include the following items in the assessment plan:

- the date for task completion and submission to teachers
- the number of submissions allowed of 'Tasks' throughout the three stages
- the mode of 'Process' assessment items, such as concept maps of project ideas, oral presentations, group discussions and reflective journals
- rubrics for grading 'Process' and providing students with feedback
- procedures for marking, recording and reporting students' performances on 'Process' assessment activities

The following is a suggested framework for an IES assessment plan:

Stage	'Process'		'Task'	
	Period for conducting assessment	Assessment activities	Number of submission of draft Tasks	Deadline for submitting task work
I				
II				
III				

Regarding the assessment activities for 'Process', teachers are advised to prepare a set of assessment rubrics for the 'Process' assessment items throughout the three stages. Students should be informed of the assessment criteria of the assessment activities and provided feedback at the completion of each 'Process' assessment activity for future improvement. Schools should also notify students of the weighting of each 'Process' assessment activity. Students are required to keep records of marks and feedback.

### **Submission of ‘Tasks’ to IES Teachers**

Deadlines for task submission are prescribed in the Assessment Plan. Each student should be well informed of the deadlines before the commencement of IES.

All assessment tasks are to be completed and submitted to teachers by the prescribed dates. Any student who is going to be absent for an extended period of time must make a written application to the teacher seeking approval in advance for arrangement for late submission of the assessment task.

Students are required to submit their tasks to their teacher at least one month before the start of marking of each stage. Detailed task and mark submission periods are appended in the ‘Calendar of Events’ attached in Appendix C.

### **Schedule for Mark Submission to the HKEAA**

Schools are required to submit students’ marks to the HKEAA at the prescribed period. Three periods for mark submission for both ‘Process’ and ‘Tasks’ are attached in Appendix C.

<b>Stage</b>	<b>Time Schedule for Mark Submission</b>
I	May at Secondary 5
II	October at Secondary 6
III	January at Secondary 6

Schools are required to submit marks through the SBAS to the HKEAA.

When providing the assessed marks to students, teachers should advise students that their total IES marks may change following statistical moderation.

### **3.5 Handling Queries against Assessment Decisions**

In general, schools already have procedures to handle any queries from their students regarding internal assessment results and can continue with their existing practice for handling SBA results. Some schools may consider setting up a panel to handle those queries that cannot be resolved by the subject teacher (to whom students should first address any queries). The panel may consist of the principal or his/her designate, and the panel head. The panel will adopt appropriate procedures to investigate the case, such as

- listening to the points raised by the student;
- listening to the views and justifications provided by the subject teacher;
- assigning the panel head or another teacher to serve as a third-party to re-assess the student's work;
- asking the student to complete a task of a similar nature for verification.

Based on the investigation of the panel, the school will make a judgment as to whether the student's query is valid or not. The student will be informed of the result within a reasonable period of time in accordance with the school's procedures.

Schools are expected to resolve students' queries before submitting SBA marks to the HKEAA. After the release of public assessment results, candidates may submit an application to the HKEAA for rechecking of results, including the SBA component. However, they cannot appeal for a re-assessment of their performance in SBA.

### **3.6 Record Keeping**

#### **School Records**

Schools are required to keep a proper record of the following until the end of the examination cycle, which normally means the completion of the appeal process after the release of public assessment results:

- IES assessment tasks and activities administered;
- students' IES marks and relevant assessment records; and
- documentation of any special or irregularity cases and the actions taken.

The keeping of a proper record of assessment will enable another teacher to take over from a predecessor who leaves the school during the course. To ensure a smooth handover of SBA duties to the succeeding teacher, schools are expected to arrange for the leaving teacher to hand over the relevant mark records and documents to the panel head (or other responsible person in the school).

Generally speaking, it is the students' responsibility to keep a good record of their work. Schools can have their own policy regarding the timeframe for returning assessed work to students. Whenever assessed work is returned to students, they should be informed that they are responsible for keeping safe custody of their work until the end of the assessment process, as it may be required for inspection at the request of the school or the HKEAA. If necessary, the HKEAA may conduct sample inspections of students' work and assessment records. Schools will be informed in advance about the details of the sample inspection.

Schools are encouraged to keep samples of students' work at different levels of performance as archive material, which may be useful for future reference as well as maintaining assessment standards across years.

### **Student Records**

Students are required to keep a record of their own assessed works throughout the three stages until the end of the examination cycle for the following purposes:

- Understanding and scrutinising the progress of IES by the school Principal and the student
- Authentication by the teacher and the HKEAA appointed District Coordinators
- Providing evidence for giving feedback to the student by the teacher

Students are required to keep records of the following information:

#### **(A) 'Process' assessment**

- Marked rubric forms with teachers' feedback
- Materials used by the student in the process assessment activities

#### **(B) 'Task' assessment**

- Background information for the project proposal such as newspaper clippings, book chapters, magazine articles, information downloaded from the Internet, video clippings
- Raw and organised data collected in various formats (such as video, audio, and written forms)
- Draft and marked tasks
- Feedback from the teacher throughout the three stages

### **3.7 Language Requirements**

Students are expected to complete their assessment tasks/activities in the same language as the medium of instruction according to schools' medium of instruction policy.

## **Chapter 4 Administrative Arrangements**

### **4.1 Participating in the IES**

IES is compulsory for all school candidates. Schools which cannot comply with the requirements specified in this Handbook will not be eligible to present candidates to enter for the subject in the examination. Schools may refer to the HKDSE Examination Regulations regarding the procedures for applying to participate in the examination.

Permission for schools to continue with the IES in a particular subject will be automatically renewed unless the IES Supervisor's recommendation is to the contrary. In cases where the HKEAA considers that a particular school does not meet the stipulated requirements for the implementation of IES, the HKEAA may consider taking the following action(s) as appropriate to remedy the situation:

- providing further guidance to the school or teachers concerned;
- issuing a warning letter to the school concerned and granting a grace period for the school to meet the requirements;
- barring the school from entering candidates for the subject in subsequent examinations until the school is able to demonstrate compliance with the stipulated requirements of the IES component.

### **4.2 Late Submission and Absence from Assessment**

Students should submit their completed work on schedule. Those submitting the work late may be subject to a penalty in accordance with their school's regulations.

Students failing to complete the assessment for legitimate reasons should give those reasons and provide relevant supporting documents (e.g. medical certificates) to the HKEAA via their schools for special consideration, which will be given for medical and other legitimate reasons.

The primary objective is that opportunity should be provided for students to complete the assessment as far as possible. Thus, the number of occasions on which the students were absent will not be included in the calculation of the final marks. Insofar as it is within the timeframe for submitting marks to the HKEAA, schools have the discretion to grant an extension of the time for the student to complete the assessment.

Students failing to submit work for assessment without legitimate reasons will get a zero mark in the assessment(s) concerned. Schools may consider issuing a warning letter to the student concerned to remind him/her of the consequences of absence from assessment or failure to complete the work.

### **4.3 Students with Special Educational Needs**

Students with special educational needs will not be deprived of their right to the HKDSE school-based assessment. When conducting IES, schools have the autonomy to provide special arrangements to these students depending on the nature and severity of their disabilities. The provision of such arrangements allows these students to be equitably assessed under suitable conditions without having an unfair advantage. Examples of such arrangements may include:

- extension of preparation time;
- extension of assessment time;
- provision of ancillary aids; and
- provision of special assistance during the conduct of the assessment etc.

In cases where a school cannot provide special arrangements for a particular student, the matter should be brought to the attention of the HKEAA by the principal of the school for further action, which may include exemption from part or whole of the IES.

### **4.4 Submission of IES marks**

The HKEAA will coordinate the deadlines of mark submission for different subjects. At the beginning of the course, the HKEAA will inform schools of these deadlines so that subject teachers can plan their IES schedule for the year. Teachers should also inform students of these deadlines and set specific dates for students to complete their IES work in accordance with their schools' schedule.

It must be emphasised that the submission deadlines do not mean deadlines for students to complete their work, as ample time should be left for finalising the assessment results and records as well as following up on any irregularities so that marks can be submitted to the HKEAA on time. Schools are advised to coordinate the timing for students to complete SBA tasks across subjects, taking into account the workload of students and teachers, so that students' work for assessment is not concentrated into one or two critical months but spread out over two years.

Schools are required to use the online School-based Assessment System to submit students' 'Process' and 'Task' marks to the HKEAA in the three periods prescribed in the 'Calendar of Events' attached in Appendix C. A user manual for the system will be available and training sessions provided to help teachers to become familiar with the system before they need to submit IES marks. Before the school principal endorses the marks for submission to the HKEAA, teachers have to check carefully the marks entered in the system to ensure the marks awarded to each student are correct.

#### **4.5 Declaration Requirements**

To prevent potential/perceived conflicts of interest, teachers conducting IES have to declare whether the students they are assessing are their relatives (relatives include children, brothers and sisters, nephews and nieces, cousins and others living in the same home). The declaration records will be submitted to the HKEAA through the School-based Assessment System.

#### **4.6 Security Requirements**

As IES marks will count towards students' public assessment results, for fairness and security purposes, schools have to adopt appropriate measures, including those adopted in internal examinations, in the conduct of those assessments, where preservation of secrecy is deemed necessary before the assessment.

## Chapter 5 Moderation of IES Marks

### 5.1 Rationale for Moderation of IES Marks

The main reason for having moderation is to ensure the fairness of SBA. Teachers know their students well and thus are best placed to judge their performance. In consultation with their colleagues, they can reliably judge the performance of all students within the school in a given subject. However, they are not necessarily aware of the standards of performance across all schools. Despite training in carrying out IES, and even given that teachers will assess students on the same tasks and using the same assessment criteria, teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. They may also vary in the awarded mark ranges.

To address these potential problems, the HKEAA (like most other examination authorities) makes use of various methods for ‘moderating’ assessments submitted by different schools, with an aim to ensuring the comparability of IES scores across schools.

### 5.2 Moderation Mechanism

In Liberal Studies, a statistical moderation method will be adopted to moderate the IES scores submitted by schools. This is done by adjusting the average and the spread of IES scores of students in a given school with reference to the public examination scores of the same group of students. During the moderation process, students’ IES marks may be adjusted but the rank order determined by the school will remain unchanged. Any outliers identified during the moderation process will be followed up with appropriate action, including sample inspection of students’ work.

The moderation model adopted will be based on the one adopted in the HKCEE Chinese Language and English Language Examinations since 2007, subject to further refinement based on feedback from live examinations. For details of the HKCEE moderation mechanism, teachers may refer to the booklet *Statistical Moderation of School-based Assessment Scores* which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>). Details of the moderation mechanism to be adopted in the HKDSE will be provided in the booklet “*Moderation of School-based Assessment Scores in the HKDSE*”, which is scheduled to be published in 2010.

The moderation is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree in advance on the criteria for awarding marks, so that the same standard of assessment is applied to all students. Teachers may refer to *Paragraph 3.4* for some recommended practices on within-school standardisation.

After the examination each year, IES moderation reports will be sent to schools for their reference. The report will specify the extent of adjustment made to the marks submitted by schools.

## Chapter 6 Malpractice

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.

### 6.1 How to Handle Malpractice

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers are expected to provide sufficient supervision to ensure that the work which is assessed is that of the student concerned (see *Paragraph 3.3 Authentication of Students' Work* for details) Teachers know their students well and hence should be able to detect plagiarism and other malpractices through a close monitoring of students' work.

Schools should establish procedures for handling suspected malpractice cases. These procedures may include investigating suspect cases and determining appropriate action for proven incidents of malpractice. During the investigation, students may be required to:

- provide evidence of the development of their work;
- discuss the content of the work with teachers and answer questions to demonstrate their knowledge and understanding of the work submitted;
- complete, under supervision, a supplementary assessment task related to the original task; and
- attend an interview to demonstrate the work submitted is their own.

If malpractice is proven, schools could impose a penalty in accordance with the schools' regulations, and taking into consideration the seriousness of the malpractice. This may include:

- issuing a warning letter to the student;
- deducting marks from the task concerned;
- awarding zero marks for the task concerned;
- awarding zero marks for the whole SBA component.

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 or grade penalty for breaching the regulations.

Schools need to keep a proper record of malpractice cases, including the disciplinary action imposed, if any.

## **6.2 Prevention of Malpractice**

At the beginning of the course, schools are expected to advise students on what malpractice is and what its consequences are. To avoid plagiarism, guidance needs to be provided to students on how to acknowledge sources properly in their work.

## **Roles and Responsibilities of the HKEAA, EDB, Schools and Students**

The following summarises the roles and responsibilities of different parties involved in the administration of the SBA, including the HKEAA, the Education Bureau (EDB), schools (principals and teachers) and students.

### **HKEAA will:**

1. develop the assessment framework, assessment/administrative guidelines and marking criteria for SBA;
2. conduct research in SBA (e.g. with regard to international policies and practices, moderation methods, psychometric issues involved and implementation issues);
3. lead and organise teacher professional development courses on assessment in collaboration with the EDB;
4. monitor the conduct of SBA in schools to ensure compliance with SBA requirements;
5. appoint SBA Supervisors and District Coordinators to oversee and support the implementation of SBA in individual subjects;
6. process assessment records submitted by schools;
7. moderate SBA marks submitted by schools; and
8. provide feedback to schools.

### **EDB will:**

1. develop the curriculum framework;
2. sponsor and organise teacher professional development courses on assessment in collaboration with the HKEAA;
3. provide learning and teaching resources to facilitate the implementation of SBA in schools;
4. support the WebSAMS system to facilitate retention of SBA teacher/class data and assessment records; and
5. evaluate quality assurance processes of school assessments including SBA (e.g. through inspection of teaching facilities, observation of lessons and the external school review process).

### **Principals (or their designates) will:**

1. establish appropriate regulations and procedures for the proper administration of SBA within the school;
2. send representatives to attend SBA conferences and coordinator-teacher meetings;
3. nominate a School Coordinator for each subject to oversee the conduct of the SBA in that subject;

4. provide information on the administration of SBA as required by the HKEAA;
5. endorse the SBA marks for submission to the HKEAA;
6. facilitate visits by HKEAA subject managers and examination personnel (e.g. supervisors, district coordinators and moderators) who may need to review students' work and assessment records;
7. maintain a quality assurance system for SBA; and
8. provide feedback to the HKEAA.

**Teachers will:**

1. explain to students the aims, requirements and assessment criteria of SBA as well as the relevant school regulations and procedures;
2. administer SBA as an integral part of learning and teaching;
3. administer SBA according to the regulations and procedures set by the HKEAA and the school;
4. provide information on the administration of SBA as required by the HKEAA;
5. assess students' work/performance using the assessment criteria set by the HKEAA;
6. authenticate students' SBA work and performance records;
7. submit SBA marks and assessment records to the HKEAA on schedule;
8. retain students' assessment records and make them available for inspection if required; and
9. provide feedback to the HKEAA.

**Students should:**

1. understand that:
  - SBA is part of learning and teaching of the respective 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;
2. become familiar with the task requirements, the assessment criteria, critical dates, school regulations and procedures for SBA;
3. complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
4. complete the assessment tasks on time; and
5. 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.

## **Roles and Responsibilities of Supervisors, District Coordinators and School Coordinators**

When IES is implemented, the HKEAA will appoint an IES Supervisor and District Coordinators to oversee and support the implementation of IES. School principals will be requested to nominate a teacher to be the School Coordinator for a particular subject, who will serve as a link between the subject teachers within the school and the HKEAA and the District Coordinators. Their roles and responsibilities are summarised below:

### **IES Supervisor**

The duties of the IES Supervisor are to:

1. be responsible to the HKEAA for the proper monitoring of IES;
2. make any necessary arrangements with District Coordinators to familiarise them and subject teachers with the IES, and to align assessment standards;
3. bring any irregularities to the notice of the HKEAA together with recommendations for action(s) to be taken, including IES mark adjustment;
4. keep the HKEAA informed of the progress of IES and recommend amendments when deemed desirable;
5. oversee the appointed District Coordinators; and
6. write a report on the conduct of IES and submit it to the HKEAA at the end of the school year.

### **IES District Coordinators**

IES District Coordinators provide a link between the Supervisor and School Coordinators/teachers. The duties of a District Coordinator are to:

1. liaise with School Coordinators and oversee the implementation of IES in an assigned group of schools;
2. conduct meetings with School Coordinators/teachers involved in his/her group as necessary, pass on information about IES to teachers and discuss difficulties and receive comments/feedback from teachers;
3. report to the Supervisor any difficulties or irregularities in the implementation of IES in the schools in his/her group and recommend any necessary action;
4. provide guidance and support to teachers in the implementation of IES in schools and ensure adherence to the guidelines;
5. help teachers in the schools in his/her group to establish as far as possible a uniform standard in assessment;
6. assist the Supervisor in matters concerning the operation of IES;

7. inspect samples of students' work and relevant assessment records provided by teachers in his/her group and provide feedback to teachers on the standards of marking and students' work in his/her group; and
8. complete a report concerning each of the schools in his/her group at the end of the school year.

### **IES School Coordinators**

The School Coordinator for LS, who is nominated by the school principal, provides a link between the subject teachers within a school and the District Coordinator and the HKEAA. The duties of a School Coordinator include, but are not limited to, the following:

1. liaise with the HKEAA and the District Coordinator regarding IES matters;
2. plan the assessment schedule (i.e. number, timing and sequence of assessment activities) in consultation with all subject teachers teaching the same cohort of students;
3. coordinate the reporting of marks to the HKEAA; and
4. report to the District Coordinator any difficulties or irregularities in the implementation of IES in his/her school.

### Calendar of Events

The following table shows a tentative schedule of the IES events for the 2012 HKDSE Liberal Studies Examination:

School Year	Month	Event
S4	September 2009	Distribution of 2012 SBA handbooks to schools
	September – November 2009	IES seminar and group meetings: <ul style="list-style-type: none"> <li>• Introduction of Supervisor and District Coordinators</li> <li>• Briefing for School Coordinators</li> <li>• Training sessions for School Coordinators</li> <li>• Group meeting and discussion</li> </ul>
	By July 2010	Schools to set up appropriate procedures for the conduct of the IES and finalise the assessment requirements in S5 and S6
S5	September 2010	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> <li>• No. of S5 classes</li> <li>• Names and relevant information of S5 IES teachers</li> </ul>
	September – November 2010	IES seminar and group meetings: <ul style="list-style-type: none"> <li>• Updates on IES for 2012 HKDSE</li> <li>• Arrangement for submission of assessment results and other details</li> <li>• Standardisation group meeting for School Coordinators</li> </ul>
	April – June 2011	<ul style="list-style-type: none"> <li>• Students to submit the project proposal task to their IES teachers by April 2011*</li> <li>• Teachers to hold standardisation meeting(s) and mark the project proposal tasks from April to May 2011</li> <li>• Schools to submit S5 students' marks on 'Process' and 'Task' for stage I to the HKEAA in May 2011</li> </ul>
	June – August 2011	District Coordinators to visit schools for sample inspections and to give feedback to teachers
S6	September 2011	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> <li>• No. of S5 and S6 classes</li> <li>• Names and relevant information of S5 and S6 IES teachers</li> </ul>
		Students to submit their data-collection tasks to teachers by September 2011*
	September – October 2011	Teachers to hold standardisation meeting(s) and mark the data collection tasks from September to October 2011
	October – November 2011	IES teachers to submit S6 students' marks on 'Process' and 'Task' for stage II to the HKEAA in October 2011
		District Coordinators to visit schools for sample inspections and to give feedback to teachers
	December 2011 – January 2012	<ul style="list-style-type: none"> <li>• Students to submit the product task to their IES teachers by December 2011*</li> <li>• Teachers to hold standardisation meeting(s) and mark the product tasks from December 2011 to January 2012</li> <li>• Schools to submit S6 students' marks on 'Process' and 'Task' for stage III to the HKEAA in January 2012</li> </ul>
	Early 2012	Schools to submit stage III tasks for sample inspection to the HKEAA upon receiving notice from the HKEAA
	April – June 2012	IES marks analysed and moderated by the HKEAA
July 2012	Release of 2012 HKDSE Examination Result	
October 2012	Schools to receive feedback on the outcome of moderation	

\* Schools could set the task submission period earlier than the ones stated above.

### Channels of Communication

(1) Teachers may contact the HKEAA via one of the following means:

	<b>Examination Arrangements and Application for Special Consideration</b>	<b>Subject-specific Information and Operation of SBA in Schools</b>
Tel No.:	3628 8860	3628 8070
Fax No.:	3628 8928	3628 8091
Address:	Manager - DSE (SBA) School Examinations and Assessment Division Hong Kong Examinations and Assessment Authority 12/F, Southorn Centre 130 Hennessy Road, Wan Chai Hong Kong	SBA Team, Assessment Development Division Hong Kong Examinations and Assessment Authority 13/F, Southorn Centre 130 Hennessy Road, Wan Chai Hong Kong

(2) Teachers may view the latest IES information or download useful documents from the HKEAA website:

- URL: <http://www.hkeaa.edu.hk>
- For general information, please click “HKDSE” on the homepage and then choose “SBA”.

(3) School Coordinators/teachers may contact the District Coordinator assigned for their schools for guidance and advice on matters concerning IES.

**Project Proposal Form (For Suggestion)**

**Important Note:**

Each student should hand in a project proposal to his/her IES supervising teacher before the deadline according to the Assessment Plan set out by the school. This Project Proposal Form, which serves as a comprehensive guide to the writing of a project proposal, can be completed as the task of Stage I. Students might, in accordance with their supervising teacher's consent and the Assessment Plan, choose to fill in the Form part by part and receive comments in a gradual manner and/or submit the fully completed Form to their supervising teacher, bearing in mind that they might have to do this more than once. Candidates are reminded that no re-submission will be allowed after the supervising teacher has completed the assessment of the task and marks have been given to the task.

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_ Submission Date: \_\_\_\_\_

**Title and Description**

**Background Information, Related Concepts and Relevant Knowledge**

*Suggested questions to be answered in this box:*

- *Why are you interested in enquiring about the topic you stated above?*
- *What information have you come across that helps you to understand the topic you have stated above?*
- *How is the information you have come across useful/ relevant to the enquiry?*
- *What concepts and knowledge do you consider to be important in the enquiry?*
- *How are the concepts and knowledge you have identified related to the enquiry?*

**Objectives/ Expected Outcomes (if any)**

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**Focus Questions**

*[Any three to five focus questions may be stated for identifying the major concerns and confining the scope and the focus of the enquiry]*

**Tentative Enquiry Plan and Method(s)**

*[The enquiry plan and methods should include/consider possible perspectives for the enquiry, proposed research target groups, outline of tentative methods for data collection and analysis, schedule of work, and foreseeable limitations; the plan should be clearly stated in chronological order]*

## Reflection

*Suggested questions to be answered in this box:*

- *Generally what did you learn from this stage of work (such as knowledge, learning concepts, insights, social and interpersonal skills, problem-solving skills)?*
- *Are there any changes in your value positions/values after this stage of work?*
- *Have you come across/observed any significant things/incidents during the process of the stage of work that were fruitful for your personal growth?*
- *How did the significant things/incidents help improve your attitude, values and/or interpersonal relationships after this stage of work?*

## References

## Teacher's Feedback (Suggested Form I)

### Section A: Initial or Final Vetting Result (Please tick one box only)

The project proposal is:

- Approved**      *(needs amendment/ does not need further amendment) \* circle one of them*  
 **Disapproved**

### Section B: Teacher's Feedback (please use ticks to indicate the achievement attainment of the project proposal)

Performance of Assessment Items	High 3	2	Low 1
♦ Focus questions, aspects and/or expected outcomes raised pertaining to the issue of enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Multiple perspectives identified when exploring the issue concerned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Materials and background information identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Concepts and knowledge studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Plan and method(s) proposed for the enquiry, with foreseeable limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Teacher's Comment (if any):</b>                      (In addition to the above table, teachers are advised to give any comments for improvement on the revision of the project proposal and/or for the next stage of enquiry, i.e. data collection)</p>			

**Note:** Teachers may use either Form I or Form II when giving feedback on students' Project Proposals.

## Teacher's Feedback (Suggested Form II)

### Section A: Initial or Final Vetting Result (Please tick one box only)

The project proposal is:

- Approved** (*needs amendment/ does not need further amendment*) \* circle one of them  
 **Not approved**

### Section B: Teacher's Feedback (please use ticks to indicate the achievement attainment of the project proposal)

Aspect / Performance	Please tick "✓"	High	Please tick "✓"	Middle	Please tick "✓"	Low
Exploring and Defining the Enquiry Issue		<ul style="list-style-type: none"> <li>Defines the scope of project with appropriate focus questions and/or hypotheses, addressing relevant aspects of the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Defines the scope of project with fairly appropriate focus questions and/or hypotheses, addressing aspects of the issue concerned in a fairly relevant way.</li> </ul>		<ul style="list-style-type: none"> <li>Defines the scope of project with less than appropriate focus questions and/or hypotheses, addressing limited aspects of the issue concerned.</li> </ul>
		<ul style="list-style-type: none"> <li>Identifies multiple perspectives for exploring the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies some perspectives for exploring the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies limited perspectives for exploring the issue concerned.</li> </ul>
Collection of Materials and Use of Knowledge		<ul style="list-style-type: none"> <li>Identifies relevant materials and background information.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies materials and background information which are fairly relevant.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies limited materials and background information.</li> </ul>
		<ul style="list-style-type: none"> <li>Identifies relevant concepts and knowledge related to the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies fairly relevant concepts and knowledge related to the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies few concepts and little knowledge related to the issue concerned.</li> </ul>
Plan of Implementation		<ul style="list-style-type: none"> <li>Develops a comprehensive and well-organised plan and method for the project taking foreseeable limitations into consideration.</li> </ul>		<ul style="list-style-type: none"> <li>Develops a fairly comprehensive and organised plan and method for the project taking foreseeable limitations into consideration.</li> </ul>		<ul style="list-style-type: none"> <li>Develops a less than comprehensive and poorly organised plan and method for the project without considering foreseeable limitations.</li> </ul>
<p><b>Teacher's Comment (if any):</b>            (In addition to the above table, teachers are advised to give any comments for improvement on the revision of the project proposal and/or for the start of next stage of enquiry, i.e. data collection)</p>						

**Note: Teachers may use either Form I or Form II when giving feedback on students' Project Proposals.**

**Data Collection Process Record Form (For Suggestion)**

**Important Note**

Each student should hand in a data collection record to his/her IES supervising teacher before the deadline according to the Assessment Plan set out by the school. This Data Collection Form, which serves as a comprehensive guide to the record-keeping of data collection, can be completed as the task of Stage II. Students might, in accordance with their supervising teacher's consent and the Assessment Plan, choose to fill in the Form part by part and receive comments in a gradual manner and/or submit the fully completed Form to their supervising teacher, bearing in mind that they might have to do this more than once. Candidates are reminded that no re-submission will be allowed after the supervising teacher has completed the assessment of the task and marks have been given to the task.

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_ Submission Date: \_\_\_\_\_

**Title and Description**

*[Copy from the Project Proposal Form]*

**Descriptions of the Tool(s)/Method(s) Adopted for the Data Collection**

*Suggested questions to be answered in the box:*

- *Is/Are the method(s) qualitative and/or quantitative?*
- *What are the tools you need to implement the data collection methods?*
- *What preparatory work do you have to do before the implementation of the methods?*
- *What are the precautions you should be aware of in implementing the methods?*
- *Are the types of data you plan to collect from primary and/or secondary source(s)?*

### **Rationale Behind for Choosing the Tools/Methods**

- *Suggested questions to be answered in the box:*
- *What do you expect to collect by using the tool(s)/method(s) you have chosen?*
- *Why do you think that you will manage to collect the data by using the chosen tool(s)/method(s)?*
- *What are the advantages of using these tool(s)/method(s) when compared with other tool(s)/method(s) you have considered?*

### **Enquiry Diary Showing the Progress of the Data Collection Process\*(in Chronological Order)**

<b>Date (Month/Year)</b>	<b>Major Work Done</b>	<b>Achievements and Difficulties Encountered</b>

Note\* In addition to research diaries, raw data and an extract listing the essence of raw data (such as a complete listing of the records of data resultant from a survey or from content analysis; together with some basic summary statistics or a summary table summarising opinions and views collected from focused interviews, discussions, observations or article reviews) should be submitted for checking.

### **Justification of Usefulness and Relevancy of the Data Collected in Relation to the Enquiry Issue**

*Suggested questions to be answered in this box:*

- *What types of data have you collected?*
- *What is the gist of the data you have collected?*
- *How can you use the data collected to address the focus questions of the study?*

### **Reflection**

*Suggested questions to be answered in this box:*

- *Generally what did you learn from this stage of work (such as knowledge, learning concepts, insights, social and interpersonal skills, problem-solving skills)?*
- *Are there any changes in your value positions/values after this stage of work?*
- *Have you come across/observed any significant things/incidents during the process of the stage of work that were fruitful for your personal growth?*
- *How did the significant things/incidents help improve your attitude, values and/or interpersonal relationships after this stage of work?*

### Teacher's Feedback (Suggested Form III)

**Teacher's Feedback (please use ticks to indicate the performance level of the data collection process)**

Performance on Assessment Items	High 3	2	Low 1
♦ Tools designed and used for collecting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Implementation of the plan for data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Data quality in terms of usefulness for the enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Record of the data collection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Editing and organisation of data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Teacher's Comment (if any):</b>            (In addition to the above table, teachers are advised to give any comments for improvement on the revision of the data collection and/or for the start of next stage of enquiry, i.e. the development of the final product)</p>			

**Note: Teachers may use either Form III or Form IV when giving feedback on students' Data Collection.**

### Teacher's Feedback (Suggested Form IV)

**Teacher's Feedback (please use ticks to indicate the performance level of the data collection process)**

Aspect/ Performance	Please tick “ ”	High	Please tick “ ”	Middle	Please tick “ ”	Low
Design of collection tools		<ul style="list-style-type: none"> <li>Designs/Deploys appropriate tool(s) for collecting data.</li> </ul>		<ul style="list-style-type: none"> <li>Designs/Deploys fairly appropriate tool(s) for collecting data.</li> </ul>		<ul style="list-style-type: none"> <li>Designs/Deploys less than appropriate tool(s) for collecting data.</li> </ul>
Implementation and Data Obtained		<ul style="list-style-type: none"> <li>Implements the plan of enquiry in an organised manner; reviews the plan constantly and reacts appropriately to contingencies.</li> </ul>		<ul style="list-style-type: none"> <li>Implements the plan of enquiry in a fairly well organised manner; reviews the plan occasionally and reacts fairly appropriately to contingencies.</li> </ul>		<ul style="list-style-type: none"> <li>Implements the plan of enquiry in a poorly organised manner; reviews the plan infrequently and reacts less than appropriately to contingencies.</li> </ul>
		<ul style="list-style-type: none"> <li>Collects highly useful data for the enquiry.</li> </ul>		<ul style="list-style-type: none"> <li>Collects fairly useful data for the enquiry.</li> </ul>		<ul style="list-style-type: none"> <li>Collects marginally useful data for the enquiry.</li> </ul>
Data Handling		<ul style="list-style-type: none"> <li>Provides a complete record of data and collection process.</li> </ul>		<ul style="list-style-type: none"> <li>Provides a fairly complete record of data and collection process.</li> </ul>		<ul style="list-style-type: none"> <li>Provides a less than complete record of data and collection process.</li> </ul>
		<ul style="list-style-type: none"> <li>Processes and organises the data in a well-structured manner.</li> </ul>		<ul style="list-style-type: none"> <li>Processes and organises the data in a fairly well structured manner.</li> </ul>		<ul style="list-style-type: none"> <li>Processes and organises the data in a less than structured manner.</li> </ul>
<p><b>Teacher's Comment (if any):</b>            (In addition to the above table, teachers are advised to give any comments for improvement on the revision of the data collection and/or for the start of next stage of enquiry, i.e. the development of the final product)</p>						

**Note: Teachers may use either Form III or Form IV when giving feedback on students' Data Collection.**

## Teacher's Feedback (Suggested Form V)

**Teacher's Feedback (please use ticks to indicate the performance Level of the product)**

Performance of Assessment Items	High 3	2	Low 1
♦ Analysis of the data and the method(s) used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Discussion of the findings from multiple perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Ideas, views and/or suggestions with supportive arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Framework of the product for illustrating the enquiry process and results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Personal reflection on the enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Teacher's Comment (if any):</b>            (In addition to the above table, teachers are advised to give any comments for improvement on the revision of the final product)</p>			

**Note: Teachers may use either Form V or Form VI when giving feedback on students' final Products.**

## Teacher's Feedback (Suggested Form VI)

**Teacher's Feedback (please use ticks to indicate the performance Level of the product)**

Aspect/ Performance	Please tick “ ”	High	Please tick “ ”	Middle	Please tick “ ”	Low
Findings		<ul style="list-style-type: none"> <li>Draws significant findings from the analysis of data with appropriate methods.</li> </ul>		<ul style="list-style-type: none"> <li>Draws fairly significant findings from the analysis of data with fairly appropriate methods.</li> </ul>		<ul style="list-style-type: none"> <li>Draws less than significant findings from the analysis of data with less than appropriate methods.</li> </ul>
		<ul style="list-style-type: none"> <li>Communicates the findings from multiple perspectives related to the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Communicates the findings from some perspectives related to the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Communicates the findings from limited perspectives related to the issue concerned.</li> </ul>
One's Own Views, Presentation and Structure		<ul style="list-style-type: none"> <li>Provides insightful ideas, views and/or suggestions, which are relevant to the issue concerned, with supportive arguments.</li> </ul>		<ul style="list-style-type: none"> <li>Provides ideas, views and/or suggestions adapted from previous findings of others, which are quite relevant to the issue concerned, with fair supportive arguments.</li> </ul>		<ul style="list-style-type: none"> <li>Provides ideas, views and/or suggestions following previous findings of others, with very limited adaptations, which are loosely related to the issue concerned, with limited supportive arguments.</li> </ul>
		<ul style="list-style-type: none"> <li>Develops and deploys a well-structured framework for illustrating the enquiry process and results.</li> </ul>		<ul style="list-style-type: none"> <li>Uses a fairly well structured framework for illustrating the enquiry process and results.</li> </ul>		<ul style="list-style-type: none"> <li>Uses a poorly structured framework for illustrating the enquiry process and results.</li> </ul>
Reflection		<ul style="list-style-type: none"> <li>Shows a high level of competence in the reflection on the enquiry and in drawing out implications.</li> </ul>		<ul style="list-style-type: none"> <li>Shows a moderate level of competence in the reflection on the enquiry and in drawing out implications.</li> </ul>		<ul style="list-style-type: none"> <li>Shows a low level of competence in the reflection on the enquiry and in drawing out implications.</li> </ul>
<p><b>Teacher's Comment (if any):</b> (In addition to the above table, teachers are advised to give any comments for improvement on the revision of the final product)</p>						

**Note: Teachers may use either Form V or Form VI when giving feedback on students' final Products.**

**Hong Kong Diploma of Secondary Education  
Liberal Studies  
Independent Enquiry Study  
Declaration Form (Stage I / II / III)\***

**School Name:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Class No:** \_\_\_\_\_

**Supervising Teacher:** Mr/Ms\* \_\_\_\_\_

**I certify that:**

- **the task submitted/completed for this stage is my own work;**
- **it does not include materials copied directly, in part or in whole, from any sources without proper acknowledgement; and**
- **I have not submitted this piece of work for assessment in any other course in the HKDSE Examination.**

**Student's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\* Delete as appropriate

## Sample Assessment Rubrics for 'Process'

## (A) Sample Assessment Rubrics for 'Process' - Oral Presentation

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

Related Assessment Item	Specific Aspect	Performance	Highly Achieved			Needs Improvement	Not Applicable	Remarks
			3	2	1			
Independent Thinking	Content Presentation	You: <ul style="list-style-type: none"> <li>◆ used relevant materials, concepts and knowledge</li> <li>◆ identified and evaluated various perspectives</li> <li>◆ provided sound arguments with supportive evidence and/or personal experiences</li> <li>◆ presented explorative and relevant ideas on the issue concerned</li> </ul>						
	Presentation Skills	<ul style="list-style-type: none"> <li>◆ used appropriate volume of voice and wording to arouse interest</li> <li>◆ presented your work confidently</li> <li>◆ spoke in a fluent, clear and precise manner</li> <li>◆ presented your work in a structured manner</li> </ul>						
Communication Skills	Question and Answer	<ul style="list-style-type: none"> <li>◆ listened carefully to opinions from others</li> <li>◆ provided relevant and direct responses with respect to queries</li> </ul>						
	Degree of Involvement	<ul style="list-style-type: none"> <li>◆ were well prepared before the presentation</li> <li>◆ showed enthusiasm with the presented topic</li> </ul>						

Note: The rubric provided here serves simply as a sample that teachers can freely adapt for their own purposes, or they can design their own rubrics in accordance with the marking guidelines for 'Process'.

**(B) Sample Assessment Rubrics for ‘Process’ - Debate**

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

Related Assessment Item	Specific Aspect	Performance	E S M N*	Not Applicable	Remarks
<b>Independent Thinking</b>	<b>Standpoint and Content</b>	You: <ul style="list-style-type: none"> <li>♦ presented a coherent stand point/ stance throughout the debate</li> <li>♦ used relevant materials, concepts and knowledge</li> <li>♦ grasped the essence and main concerns of the debate issue(s)</li> </ul>			
	<b>Critical Thinking Skills</b>	<ul style="list-style-type: none"> <li>♦ argued convincingly and logically with supportive evidence</li> <li>♦ organised the points and arguments in a systematic and logical manner</li> <li>♦ responded to opposing arguments with sound reasons and supportive evidence</li> </ul>			
<b>Communication Skills</b>	<b>Argumentation Style</b>	<ul style="list-style-type: none"> <li>♦ used appropriate volume of voice and wording to attract your audience</li> <li>♦ argued in a confident manner</li> <li>♦ spoke in a fluent, clear and precise manner</li> </ul>			
<b>Effort</b>	<b>Degree of Involvement</b>	<ul style="list-style-type: none"> <li>♦ were well prepared for the debate</li> <li>♦ showed enthusiasm for the debate issue(s)</li> </ul>			

Notes: (1) \*‘E’ stands for ‘Excellent’, ‘S’ stands for ‘Satisfactory’, ‘M’ stands for ‘Meets the standard’, ‘N’ stands for ‘Needs improvement’. The rubric provided here serves simply as a sample that teachers can freely adapt for their own purposes, or they can design their own rubrics in accordance with the marking guidelines for ‘Process’.

(2) When assessing in an open debate, sufficient time and opportunities for expressing ideas amongst members should be provided.

**(C) Sample Assessment Rubrics for ‘Process’ - Mind Map**

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

Related Assessment Item	Specific Aspect	Performance	Highly Achieved		Needs Improvements		Not Applicable	Remarks
			4	3	2	1		
Independent Thinking	Mind Map Content	Your: <ul style="list-style-type: none"> <li>◆ mind map is informative, and meanings are evident</li> <li>◆ ideas are pertinent with extensive coverage of information/ other ideas</li> <li>◆ terms and concepts are linked in a web form, showing adequately multiple relationships between concepts and ideas</li> <li>◆ understanding of the relationship between ideas/ concepts is comprehensive, showing multiple links among them</li> </ul>						
		<ul style="list-style-type: none"> <li>◆ links are essential and necessary</li> <li>◆ map is organised in a logical, structured and ordered way so that concepts and links are easy to follow and understand</li> <li>◆ nodes are arranged in a pleasing way</li> </ul>						
Communication Skills	Layout of the Map	Your: <ul style="list-style-type: none"> <li>◆ consistently stay focused on the task and are self-directed</li> <li>◆ have shown enthusiasm and effort in designing the mind map</li> </ul>						

Note: The rubric provided here serves simply as a sample that teachers can freely adapt for their own purposes, or they can design their own rubrics in accordance with the marking guidelines for ‘Process’.