Briefing Session for HKDSE
History Assessment

27-28 October, 2008
EDB Kowloon Tong Education Service Centre
Aims

- to update teachers about the progress of assessment development of HKDSE History;
- to familiarize teachers with the assessment requirement and standards of HKDSE History.
Written exam and sample papers
Introduction

The structure and mark allocation of HKDSE History written exam look like the current HKCE History:
- DBQ: 50%; proposed to be four questions
- Essay-type questions: 30%: answer two rather than one question
Paper 1 (DBQs)

- It basically follows the current CE model:
  - 50% of subject marks
  - Maximum: 50 marks
  - Part A and Part B roughly half the marks of this section.
Paper 1 (DBQs) – con’t

- It will cover the compulsory part, except “Southeast Asia” and “other major conflicts”
In the current CE practice, all the DBQs are roughly about the same marks, around 12-13 marks.

In this sample paper, we propose more flexible mark allocation, so that we have 8 marks for Q.1 and 17 marks for Q.2; as a result questions that ask for higher-order skills may be set.

In this aspect, DBQs will be set with reference to the current AL standard (that’s why we have adopted a 1999 AL DBQ as a sample), though simpler sources will be used.
Paper 1 (DBQs) – con’t

- DBQs will be set as structured questions: sub-questions of higher marks (asking for higher-order skills) will follow those of lower marks.
Paper 2 (essays)

- It contrasts the current HKCE History in the following ways:
  - No. of question attempted: from one to two
  - Approximate time for each question: from 45 minutes to 37 minutes
  - Max marks for a question: 15 marks.
Paper 2 (essays) – con’t

- Implications:
  - The length of answer will be shorter than both AL and CE History
  - The requirement of less extended discussion allows questions of more variety
Follow History’s assessment traditions

For example…

- Examine the validity of quotes;
- Use of different question words (refer to A Manual of Question Words Used in History published by HKEAA, 2007)
- Adopt level marking: questions accommodate performance of a full spectrum of candidates
School-based assessment
SBA: HKCE vs. HKDSE

HKDSE History SBA:
- tests skills not to be assessed in the exam;
- is more focused
What is required?

- A mini-research, 1,500-2,500 words.
- On the students’ selected electives.
- Focus on an aspect of 20th century history relevant to their needs, interests, and ability levels.
- Two tasks:
  - Presentation of study outline (presentation + outline)
  - Study report
Three electives

- Three different approaches to history.
- They should not be considered as mutually exclusive:
  - Issue-based with some comparisons.
  - Comparative studies: the examples are to illustrate a given theme/issue.
  - Local heritage study adopts an issue-based or comparative approach.
- Therefore, all of them should be offered to the students.
Principle 1: not to be an add-on

- SBA tests skills that already forms part of the syllabus.
- Teachers will teach students how to prepare the SBA tasks, but the skills involved in the SBA tasks are not new and may be incorporated into normal classroom teaching.
Comparative Studies: Make use of the wide range of question words used in History:

- Compare (and contrast)
- More / most
- Relative importance
- Rather than
- To what extent
- Turning point
- How successful
Issue-based Studies: Make use of History’s nature – debate of controversies or themes/issues that have more than one interpretation:

- Cultural Revolution – a revolution or turmoil?
- Britain in Hong Kong – menace or blessing?
- HK’s culture – multi-cultural or increasingly mono-cultural?
- Arafat – a national hero?
- UN: for more or less justice?
Local heritage studies: Make use of ‘heritage’ to supplement the topic of Hong Kong in Compulsory Part:

- A theme to highlight: Internationalization (as covered in Compulsory Part) vs. localization (as covered in SBA’s Local Heritage Study);
- Hong Kong culture, Chinese culture and foreign culture, helps to ‘develop an awareness of the characteristics of their own culture’.
- It helps to explore Hong Kong’s link with mainland China and its role in the Asia-Pacific Rim in different periods.
Therefore, it is advisable that the whole class will attend each of the student presentation, so that they can learn from both the strength and weaknesses of each presentation.
Principle 2: student-initiated

Teachers may:

- provide basic information: what to do, how to do, when to submit, etc.
- provide necessary supervision: checking progress and encouraging students to be on the right track;
- answer questions about methodology and facts.
• Teachers should refrain from:
  • designing topics for the students; students should find a topic that interests them; teachers may help sharpen the focus of a title after a student made the initiative to submit a title proposal.
  • taking initiative to search for relevant materials for the students, especially for topics with which they are not familiar.
Principle 3: understand the nature of the electives

Similar to the importance of understanding question words in answering essay questions, understanding the nature of the elective or not will determine success or failure in doing HKDSE History SBA.
• Comparative studies:
  • Balanced comparisons ➔ conclusion
• Issue-based studies
  • Identification of a controversy ➔ analysing the relevant aspects ➔ conclusion
• Local heritage studies
  • Heritage ➔ development ➔ meaning
Title drafting

- Does the title reflect what is required of the selected elective?
- Does the title cover primarily the 20th century?
- What about a topic not covered by the curriculum?
- Is the topic too difficult for an S5-6 student?
• Is the title still too vague?
• Does the title look a bit too much about current affairs?
• Does the topic require hard research?
• Has the subject teacher been consulted?
Marking and grading

- Marking schemes: 2.4
- Level marking
- Mark penalty for exceeding word limit:
  - 1 mark for 200-399 words exceeding
  - 2 marks for 400 words or more exceeding
Authenticity and malpractice

As most of the SBA parts will be done outside classroom, authenticity is an issue to which teachers should pay attention.
Plagiarism

- copying extensively from books, papers and other publications (even with acknowledgment);
- ‘cut and paste’ from the internet;
- copying papers from family members, friends, classmates, seniors, graduates, etc., with or without their consent, even with changes in contents and wordings;
• copying from the students’ own work submitted before for non-SBA purposes;
• not citing sources of quotes and other materials used; and
• purchasing papers from paper mills.
Anti-plagiarism measures:

- All students should make a declaration by signing Form B;
- The use of notes
  - To cite sources
  - To add supplements or comments
- Format: refer to the future SBA guideline
Google

Google is a very good device, which students use to locate potential sources to plagiarize and which teachers can equally use to find the source from which the students have plagiarized.
Principle of anti-plagiarism: *reasonable doubts* based on simple observation:

- Based on writing style and content inconsistency
  - Both good and bad grammars can be found in a single piece of writing.
- odd content
  - a paragraph that cannot be put into context.
- Editing inconsistency
  - If a student submits his/her work by typing, the subject may check whether the manuscript is inconsistent in the use of punctuation marks, line spacing, font, font size, word and character spacing, etc, to detect possible plagiarism.
The issue of viewpoint

- History is never a subject of unchanged viewpoints. Major political, social, economic transformations will seek corresponding changes in historical interpretations to maximize legitimacy.
As SBA is a student-centered learning activity, students may come across unorthodox viewpoints. As long as such viewpoints are logical and substantiated, they should not be discouraged if they have deviated from the mainstream or established paradigm. Grading should be based on appropriateness and validity of deduction instead of ‘correctness’ of viewpoints.
Logistics

- Time of submitting the two tasks
  - Task One: before the end of S5
  - Task Two: Second Term of S6

- Use of HKEAA forms
  - Forms A & B (compulsory): for Tasks One and Two respectively
  - Form C (optional)

- Record keeping
  - Originals or copies, until 31 August of the exam year.
### Proposed SBA Mark Submission Coordination across subjects in 2012 HKDSE and HKALE (Draft as of Oct 08)

1. **2011 (S5 for HKDSE and S6 for HKALE)**

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2. **2012 (S6 for HKDSE and S7 for HKALE)**

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How can schools plan for SBA Implementation

- Conduct SBA as an integral part of teaching and learning and not treat it as an “add-on”
- Set up school’s own assessment plan, specify the no of assessment activities to be conducted for individual subjects
- Coordinate the conduct of the SBA across subjects so that students’ work will not be concentrated into one or two critical months
- Incorporate SBA as a part of schools’ internal assessment program and replace some of the current assessment activities, e.g. assignments, tests etc