Teachers’ Conference on HKDSE Geography SBA

11 November 2011
Programme

- SBA Requirements
- SBA Moderation Method
- Submission of SBA Marks and Student Work Samples
- SBA Calendar of Events 2011-12
- SBA Pilot Study
- SBA Supports to Teachers
- Roles and Responsibilities of SBA Supervisors and Coordinators
- Q & A
Geography SBA Requirements

- Fieldwork enquiry outside classroom
- Geographical investigation
  - spatial analyses, changing patterns over time, man-environment relationship……..
- Topic within syllabus coverage
- Group work allowed in planning & data-collection stages
- Common topic allowed
- Individual report with individual or group title
Field study
A process of enquiry
Demonstrates students’ understanding and skills within a geographical context
Consists of 5 main stages:
- *Planning & preparation* (10%)
- *Data collection* (20%)
- *Data processing, presentation & analysis* (30%)*
- *Interpretation & conclusion* (30%)*
- *Evaluation* (10%)

* To be combined in assessment
### Possible Arrangements at the Planning & Preparation Stage

<table>
<thead>
<tr>
<th>Students setting topic and title individually</th>
<th>Students setting topic and title in groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students setting title individually according to common topic</td>
<td>Students setting title in groups according to common topic</td>
</tr>
</tbody>
</table>
Students are required to submit a written plan of the field study with the following items for assessment in S5:

- **Topic of study**
- **Title of study**
- **Explanation of the study**
- **Related geographical concepts & perspectives**
- **Data collection plan**
Uniform Assessment at the Planning & Preparation Stage

- Teachers may adopt the standardised form in the SBA Teachers’ Handbook.
- Teachers may also design school-based forms to assess students’ performance.
- Teachers should keep students’ work for:
  - within-school standardisation.
  - sample review of students’ work by HKEAA.
Standardised Form in SBA Teachers’ Handbook

Appendix E (1)

Hong Kong Diploma of Secondary Education
Geography SBA
Stage (a): Planning and Preparation

(d) Related geographical concepts and perspectives (with references): 

(e) Data collection plan:
  (Method: technique: tools: resources: preparatory procedures: schedule)
HKDSE Geography
SBA Teachers’ Handbook (Trial Version)

Recommended Length of Geography SBA Fieldwork Reports

- Around 1,200 – 2,000 words excluding appendices
- Assessment focuses on:
  - the 5 stages of enquiry study listed in the SBA Teachers’ Handbook
  - quality rather than quantity
- Schools can make reference to the recommended range in formulating school-based requirements for their students
- HKEAA will not impose any mark penalty for not adhering to the recommended range
Geography SBA Moderation Method

- Standardisation across schools to ensure fairness
- *Statistical moderation* with an element of expert judgment
- Moderation to be conducted on school basis (not class-based/ teacher-based)
- Within-school standardisation of teachers’ marking standard is necessary
- Queries about assessment results to be dealt with by schools before mark submission
Moderation of SBA Scores

For details of the moderation mechanism, please refer to the booklet *Moderation of School-based Assessment Scores in the HKDSE*: http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/HKDSE-SBA-ModerationBooklet_r.pdf
Collection of Student Work Samples

- To be collected towards end of S6, after schools submit the S6 SBA marks
- Six pieces of work representing students’ performance across the whole ability range to be randomly selected based on schools’ SBA marks, using stratified random sampling techniques
Purpose of Sample Review in the Moderation Process

- Outlier detection
  - Identifying those schools where the standard of SBA work is significantly better/worse than their exam results suggested

- Stratified random sampling
  - Random sampling:
    - Each student work in a school has a chance to be selected, which is a necessary condition for obtaining a representative sample (i.e. unbiased estimations)
  - Stratification:
    - Student works are divided into 6 strata, in each of which the performances of works are similar with each other (i.e. homogenous)
    - 1 sample is selected from each stratum
    - Such an arrangement reduces sampling errors
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Nov 2011</td>
<td>SBA Teachers’ Conference</td>
</tr>
<tr>
<td>Early 2012</td>
<td><em>SBA Teachers’ Handbook for 2014 HKDSE Exam</em></td>
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<tr>
<td>Early 2012</td>
<td>Teachers’ Seminar on SBA Pilot Study</td>
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<tr>
<td>Mar – Jun 2012</td>
<td>SBA Workshops</td>
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<tr>
<td>May – Jun 2012</td>
<td>SBA School District Meetings</td>
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<tr>
<td>Jul – Aug 2012</td>
<td>SBA Workshops (On need basis)</td>
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<tr>
<td>Aug 2012</td>
<td>SBA School District Meetings (On need basis)</td>
</tr>
</tbody>
</table>
SBA Pilot Study

- Completed in 2010-11 school year
- Involved both CMI & EMI schools in different bandings
- Different modes of teachers’ guidance tried out
- Exemplars of students’ fieldwork reports collected for illustration of different levels of performance
SBA Pilot Study

- Seminars to share with teachers findings of the pilot study to be held in early 2012
- Workshops on trial marking of fieldwork report exemplars to be held in second half of 2011/12 school year
- Teachers are encouraged to attend the captioned events
Agenda to be Included at 2011/12 School District Meetings

- Updating SBA arrangement
- Sharing of good practices at the planning and preparation stage
- Reviewing exemplars of students’ fieldwork reports
- Identifying and handling irregularities
- Setting SBA work schedules for individual schools
# SBA Marks Submission

<table>
<thead>
<tr>
<th>Original arrangement</th>
<th>Feedback form SBA Pilot Study</th>
<th>Amended arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark submission of stages (a) and (b) at the end of S5.</td>
<td>Students may revise and/ or make supplement to their data collected after S5.</td>
<td>Mark submission of <em>stage (a) only</em> at the end of S5.</td>
</tr>
<tr>
<td>Mark submission of stages (c) to (e) at the end of S6.</td>
<td>It would be more appropriate to submit the marks of stage (b) at the end of S6, i.e. the end of the field study.</td>
<td>Mark submission of <em>stages (b) to (e)</em> at the end of S6.</td>
</tr>
</tbody>
</table>
## SBA Mark Weightings

<table>
<thead>
<tr>
<th>Original weightings</th>
<th>Feedback from SBA Pilot Study</th>
<th>Amended weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>▸ Weightings for stages (c) and (d) accounted as 30% each in the field study, to be assessed <em>separately.</em></td>
<td>▸ Students may combine data processing, presentation, analysis, interpretation and conclusion in their reports. ▸ It would be more appropriate to assess stages (c) and (d) in combination.</td>
<td>▸ Stages (c) and (d) to be <em>combined</em> in the assessment, accounting as 60% in the field study.</td>
</tr>
</tbody>
</table>
### Amended Mark Weightings & Submission Time

<table>
<thead>
<tr>
<th>Stage</th>
<th>Max Marks</th>
<th>Submission Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Planning &amp; preparation</td>
<td>10</td>
<td>April – July in S5</td>
</tr>
<tr>
<td>(b) Data collection</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>(c) Data processing, presentation and analysis</td>
<td>60</td>
<td>December – March in S6</td>
</tr>
<tr>
<td>(d) Interpretation and conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Evaluation</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
SBA Supports to Teachers

- Training sessions/ workshops/ seminars on SBA
- SBA Supervisors/ District Coordinators
- School visits/ sharing sessions
- *SBA Teachers’ Handbook*
- Exemplars illustrating different levels of students’ performance
- CDI, Field Studies Centres
  - students’ manual on field studies, video programmes on fieldwork techniques, web-based reference materials on field studies
Supportive Roles of SBA Supervisors

- To make any necessary arrangements with DCs to familiarise them and subject teachers with the SBA, and to align assessment standards
- To bring any irregularities to the notice of the HKEAA together with recommendations for action(s) to be taken, including SBA mark adjustment
- To keep the HKEAA informed of the progress of SBA and recommend amendments when deemed desirable
- To oversee the appointed DCs
Supportive Roles of SBA District Coordinators (DCs)

- To liaise with SCs and oversee the implementation of SBA
- To pass on information about SBA to teachers and discuss difficulties and receive comments/feedback from teachers
- To provide guidance and support to teachers in the implementation of SBA
- To help teachers to establish a uniform standard in assessment
- To provide feedback on the standards of marking and students’ work
Roles and Responsibilities of SBA School Coordinators (SCs)

- To be in place starting from 2012-13
- To liaise with the HKEAA and the DC regarding SBA matters
- To plan the assessment schedule in consultation with all subject teachers teaching the same cohort of students
- To coordinate the reporting of marks to the HKEAA
- To report to the DC any difficulties or irregularities in the implementation of SBA in school
Thank You for Your Participation

For enquiries and suggestions, please contact:

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