香港中學文憑考試 -
Hong Kong Diploma of Secondary Education Examination

2012

資訊及通訊科技
Information and Communication Technology

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 Information and Communication Technology (ICT) 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.
1.1 Assessment Framework

The public assessment of this subject is based on the Information and Communication Technology 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1 Compulsory Part</td>
<td>55%</td>
<td>2 hours</td>
</tr>
<tr>
<td>Paper 2 Elective Part (choose one only)</td>
<td>25%</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>2A Databases elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B Data Communications and Networking elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C Multimedia Production and Web Site Development elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D Software Development elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based Assessment (SBA)</td>
<td>20%</td>
<td>----</td>
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</table>

1.2 Aims and Objectives

The primary rationale for SBA in ICT is to enhance the validity of the assessment by including the whole range of dimensions of learning in the curriculum: knowledge and understanding, generic skills and practical skills. There are, however, some additional reasons for SBA. For example, it reduces dependence on the results of public examinations, which may not always provide the most reliable indication of the actual abilities of candidates. Obtaining assessments based on student performance over an extended period of time and developed by those who know the students best – their subject teachers – provides for a more reliable assessment of each student.

Another reason for including SBA is to promote a positive “backwash effect” on students, teachers and school staff. Within ICT, SBA can serve to motivate students by requiring them to engage in meaningful activities, and for teachers, it can reinforce curriculum aims and good teaching practice, and provide structure and significance to an activity in which they are already involved on a daily basis, namely assessing their own students.
For the SBA of ICT, students are required to complete a project assignment, with teacher guidance. The context of the project assignment is related to both the Compulsory Part and the Elective Part chosen by individual students. Teachers are encouraged to inform students of the assessment criteria/guidelines before they start the project assignment, and to provide regular feedback to them on ways to improve their learning.
Chapter 2 Assessment Requirements

2.1 SBA Requirements

The SBA component consists of one project assignment, which comprises 20% of the subject mark. A list of project titles and the arrangement of SBA will be announced to schools by the HKEAA in October 2010. The project assignment should be evaluated in accordance with the following seven categories:

1. Objective & Analysis
2. Design & Implementation
3. Practical ICT Skills
4. Testing & Evaluation
5. Conclusion & Discussion
6. Documentation
7. Creativity & Project Management

Students are required to complete at least the first part, (1) Objective & Analysis in S5 and teachers should submit the marks in May to June 2011. For the other six parts, (2) to (7), teachers should submit the marks in January to February 2012. Teachers are urged to plan the learning and teaching schedule for SBA thoroughly and to complete the assessments in time.

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 SBA marks for S6 only, which will be proportionally adjusted to 20% (full weighting of SBA of ICT) and incorporated into their subject mark. Their SBA results obtained in S5 in the former school will not be counted. In other words, the project assignment of transfer students will be evaluated in the following six categories:

2. Design & Implementation
3. Practical ICT Skills
4. Testing & Evaluation
5. Conclusion & Discussion
6. Documentation
7. Creativity & Project Management

Transfer students should provide information to their new school about the school in which they attended the S5 ICT 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 SBA requirements as normal S5 students.

**Private Candidates**

Private candidates are not required to complete the SBA component. Their subject mark will be based entirely on their public examination results. Private candidates who have SBA marks obtained from previous examinations will not be allowed to carry forward these marks to subsequent examinations.

### 2.2 Guidance in Assessment Process

Some principles guiding SBA are outlined below for teachers’ reference.

**2.2.1 Alignment with the curriculum**

The outcomes that are assessed and examined through SBA should be aligned with the aims, objectives and intended learning outcomes of the ICT curriculum. In order to ensure students’ time spent on SBA is maintained at a reasonable level, the assessment should be focused on the quality of the project assignment rather than its size.

**2.2.2 Authentication**

Thirty hours of curriculum time is allocated for SBA. Critical parts of the project assignment such as ‘Design’ and ‘Documentation’ should preferably be conducted in class to ensure their authenticity. If some parts of the project assignment are conducted outside class, certain measures, for example, presentations and interviews can be carried out, when necessary for authentication purposes. While teachers should give students advice and guidance on their work, it is essential that each piece of work is clearly that of individual students.

**2.2.3 Continuous assessment**

SBA is not meant solely for the assessment of a project report at the end of the course. Teachers are advised to set milestones for their students in such a way that they can evaluate students’ project work at different stages of completion and give students feedback accordingly.

### 2.3 Setting Assessment Tasks

A list of project titles will be announced to schools in October 2010. Students can select a project title from the list and complete a written report together with the product (if any) for SBA.
2.4 Assessment Criteria

Teachers should mark the project assignments (0 - 100 marks) using the following assessment criteria (tentative):

(1) Objectives and Analysis
Describing the project assignment, with details of the problem to be solved, the equipment and techniques used, and explaining why one particular method was chosen over another.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Description</th>
</tr>
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</table>
| High (15 – 20 marks) | • Produces a clear, accurate and reasonable description of the problem and the situation  
• Identifies and explains the requirements of the intended users  
• Constructs an appropriate structure of the sub-problems  
• Demonstrates thorough understanding of the key concepts involved in the problem  
• Clearly defines the scope of the project with appropriate study such as stakeholder/product analysis  
• Demonstrates a good understanding of the strengths and the weaknesses of different ways of solving the problem(s)  
• Produces clear comparisons of different IT tools  
• Justifies the choice of IT tools using appropriate terminology and provides sound reasons for the choice |
| Middle (9 – 14 marks) | • Produces a complete description of the problem and the situation  
• Clearly identifies the requirements of the intended users  
• Clearly identifies the sub-problems  
• Clearly defines the scope of the project  
• Identifies and describes an alternative way of solving the problem  
• Clearly describes and explains the choice of IT tools / way of solving the problem |
| Low (1 – 8 marks) | • Gives brief details of the problem and the situation  
• Identifies the requirements of the intended users  
• States the sub-problems  
• States the scope of the project  
• States an alternative way of solving the problem  
• States the choice of IT tools supported by reasons |
(2) Design and Implementation
Describing the design of the solution for the selected problems. Demonstrating results and providing evidence of the implementation process.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Description</th>
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</thead>
</table>
| High (19 – 25 marks) | - Produces a comprehensive, concise, precise and logical description of the design of the solution  
- Justifies the design based on supporting theories or concepts learnt in the subject  
- Highlights the special features of the design  
- Demonstrates effective and comprehensive data/information collection, capture and input  
- Demonstrates effective and comprehensive data/information verification and validation  
- Demonstrates effective, efficient and comprehensive data/information processing  
- Creates an appropriate output format of the deliverables that can easily be tested as a solution to the problem |
| Middle (11 – 18 marks) | - Produces a clear and reasonable description of the design of the solution  
- Identifies the relationship between the essential parts of the solution  
- Demonstrates reasonable data/information collection, capture and input  
- Demonstrates reasonable data/information verification and validation  
- Demonstrates reasonably good quality of data/information processing  
- Creates an output format of the deliverables that can be tested as a solution to the problem |
| Low (1 – 10 marks) | - Outlines the design of the solution  
- Attempts to establish a link between the different parts of the solution  
- Demonstrates an awareness of the necessary data/information collection, capture and input  
- Demonstrates an awareness of the necessary data/information verification and validation process  
- Carries out data/information processing relevant to the problem  
- Creates an output format of the deliverables that can be partially tested as a solution to the problem |
### (3) Practical ICT Skills
Demonstrating practical ICT skills in different phases.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>High (8 – 10 marks)</td>
<td>• Demonstrates effective ICT skills in the appropriate use of resources</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates a good understanding of resources</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates appropriate ICT skills coherently</td>
</tr>
<tr>
<td>Middle (5 – 7 marks)</td>
<td>• Demonstrates ICT skills in the use of resources with understanding</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates appropriate ICT skills adequately</td>
</tr>
<tr>
<td>Low (1 – 4 marks)</td>
<td>• Uses resources with relevant ICT skills</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates appropriate ICT skills occasionally</td>
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</tbody>
</table>

### (4) Testing and Evaluation
Testing and evaluating the deliverables.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Description</th>
</tr>
</thead>
</table>
| High (8 – 10 marks) | • Records all test results according to the testing plan with quality metrics  
|                  | • Evaluates the effectiveness of the deliverables relative to the scope of the project and suggests corrective actions when necessary  
|                  | • Demonstrates a comprehensive methodology in testing and evaluation                                                                                                                                       |
| Middle (5 – 7 marks) | • Records most of test results according to the testing plan  
|                  | • Evaluates the effectiveness of the deliverables relative to the original scope                                                                                                                           |
| Low (1 – 4 marks) | • Records test results  
|                  | • Produces descriptions of the evaluation                                                                                                           |
(5) **Conclusion and Discussion**

Drawing a conclusion related to the objectives and considering the limitations. Making suggestions for the deliverables.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Description</th>
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</table>
| **High** (8 – 10 marks) | • Draws a concise and accurate conclusion from the implementation process  
• Suggests and explains improvements made as a consequence of testing and evaluation  
• Demonstrates a clear and comprehensive understanding of the solution in further development  
• Reflects on learning process effectively |
| **Middle** (5 – 7 marks) | • Draws a conclusion by referring to evidence collected  
• Suggests some practical improvements to the solution  
• Discusses the further development of the solution  
• Reflects on learning process |
| **Low** (1 – 4 marks) | • Draws a conclusion with reasons  
• Suggests improvements to the solution  
• Demonstrates an awareness of further development |

(6) **Documentation**

Producing a summary report of the project assignment. Including sources of assistance, materials and persons consulted.

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<thead>
<tr>
<th>Performance</th>
<th>Description</th>
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</table>
| **High** (8 – 10 marks) | • Produces a document using a good writing style and appropriate terminology  
• Demonstrates effective skills in the appropriate use of text and illustrations in giving detailed instructions in the document  
• Organises and presents objectives and original thought effectively  
• Acknowledges all sources of assistance |
| **Middle** (5 – 7 marks) | • Produces a document with a comprehensible and sensible style  
• Generally demonstrates accuracy in spelling, punctuation and grammar  
• Uses text and illustrations effectively  
• Expresses ideas and vision successfully  
• Acknowledges most sources of assistance |
| **Low** (1 – 4 marks) | • Produces a fair document with text and illustration  
• Produces text which is generally comprehensible  
• Acknowledges some sources of assistance |
(7) Creativity and Project Management

Demonstrating the ability to manage the phases of the project assignment and produce original ideas, or making something new or imaginative.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Description</th>
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</thead>
</table>
| High (11 – 15 marks) | • Demonstrates an imaginative use of ICT tools in the solution  
• Creates an innovative design for the solution  
• Produces templates and macros for users (if any) to improve work effectiveness and efficiency  
• Plans and follows a logical activity schedule in working out the project assignment  
• Identifies and accommodates any major internal and external environmental factors which are changed during the process |
| Middle (6 – 10 marks) | • Provides some new ideas in analysing the problem and/or designing the solution  
• Demonstrates awareness of whether the solution is user-friendly  
• Plans and follows a schedule to work out the project assignment  
• Identifies and accommodates some internal and external environmental factors which are changed during the process |
| Low (1 – 5 marks) | • Designs and implements a solution very similar to (or even the same as) an existing solution  
• Produces a plain design of the solution  
• Works out the project assignment with a schedule  
• Identifies a few internal and external environmental factors which are changed during the process and tries to accommodate them |

The assessment criteria are tentative and subject to change after teachers’ comments during September 2009 – August 2010.

At the end of the marking, teachers are required to complete an Assessment Record for SBA (Appendix F) for each student.

Note:
1. Students should be assessed in accordance with the above criteria. The SBA marks awarded by schools should reflect the rank order of its students as well as the relative difference between students’ achievements.
2. Zero marks will be given if the work submitted by a student fails to meet the minimum requirement of the assessment standard.
Chapter 3  Guidance in the Conduct of SBA

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 SBA 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 or review of those milestones planned for the project assignment, 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.

For SBA, it is understandable that teachers should be allowed to interact with students in order to
- motivate students to learn;
- guide students in building their confidence to carry out the given tasks; and
- guide students so that they learn to construct knowledge on their own.
Teachers may refer to their school-based learning and teaching strategies and give appropriate guidance to their students for SBA, such as:

- helping students in developing effective project management for completing the work and advising students on the importance of keeping a complete record of their work;
- teaching students how to acknowledge information in their work when quoting from other sources;
- providing sources of information on the project titles to students;
- asking questions or providing general advice to students after being presented with initial drafts of their work.

It is appropriate for students to ask questions and for teachers to offer general advice at the initial stage, e.g. about alternative strategies that may be tried. However, teachers should not give specific guidance or detailed advice in such a way as to put into question the student’s authorship of his/her work.

3.3 Authentication of Students’ Work

Teachers should contrive to conduct the major part of their SBA in the classroom. Although students may do some work, for example, research and practical ICT tasks outside class, teachers can adopt suitable measures such as presentations and interviews to ensure the authentication of their students’ work. Moreover, teachers are advised to set up milestones for the project. These checkpoints will serve as indicators of the quality of students’ work and their progress. Students who fail to submit their interim work but submit a complete, coherent project without explanation of how it was carried out, should be examined and questioned vigorously. Teachers can award marks to students’ interim work to help monitor students’ progress and authenticate students’ work.

Students should understand that the acknowledgement of information, help from teachers and others and so on should be clearly given in the project report for a fair assessment. At the same time, students have to sign a declaration form to confirm that the work they produce is their own (see Appendix E). When submitting the SBA 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 SBA 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 SBA 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 meetings among teachers to align the marking criteria;
- to set common SBA tasks across classes;
- to conduct trial marking of samples of students’ work;
- 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 those provided by the HKEAA) and archive materials (such as samples of students’ work from previous years) to help standardise marking within the school.

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; and
- 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

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:

- SBA assessment tasks and activities administered;
- students’ SBA 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.

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 SBA

SBA 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 SBA in a particular subject will be automatically renewed unless the SBA 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 SBA, 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; and
- 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 SBA 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.

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 SBA tasks, 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.

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 assessment.

4.4 Submission of SBA 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 SBA schedule for the year. Teachers should also inform students of these deadlines and set specific dates for students to complete their SBA 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.

All schools have to submit the SBA marks using the online School-based Assessment System. 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 SBA 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 SBA 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 SBA 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 SBA Marks

5.1 Rationale for Moderation of SBA 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 SBA, 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 SBA scores across schools.

5.2 Moderation Mechanism

In ICT, a statistical moderation method will be adopted to moderate the SBA scores submitted by schools. This is done by adjusting the average and the spread of SBA 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’ SBA 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, SBA 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; and
- 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 or complete a test 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.
Appendix A

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 subjects;
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 tasks are 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 SBA is implemented in a certain subject, the HKEAA will appoint an SBA Supervisor and District Coordinators to oversee and support the implementation of SBA. 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:

SBA Supervisor

The duties of the SBA Supervisor are to:
1. be responsible to the HKEAA for the proper monitoring of SBA;
2. make any necessary arrangements with District Coordinators to familiarise them and subject teachers with the SBA, 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 SBA mark adjustment;
4. keep the HKEAA informed of the progress of SBA and recommend amendments when deemed desirable;
5. oversee the appointed District Coordinators; and
6. write a report on the conduct of SBA and submit it to the HKEAA at the end of the school year.

SBA District Coordinators

SBA 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 SBA in an assigned group of schools;
2. conduct meetings with School Coordinators/teachers involved in his/her group as necessary, pass on information about SBA to teachers and discuss difficulties and receive comments/feedback from teachers;
3. report to the Supervisor any difficulties or irregularities in the implementation of SBA in the schools in his/her group and recommend any necessary action;
4. provide guidance and support to teachers in the implementation of SBA 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 SBA;
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.

SBA School Coordinators

The School Coordinator for Information and Communication Technology, 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 SBA matters;
2. plan the assessment schedule (i.e. number, timing and sequence of assessment tasks) 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 SBA in his/her school.
Appendix C

Calendar of Events

The following table shows a tentative schedule of SBA events for the 2012 HKDSE Information and Communication Technology Examination:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4</td>
<td>September 2009</td>
<td>Distribution of 2012 SBA handbooks to schools</td>
</tr>
</tbody>
</table>
|             | September – November 2009 | SBA conference and group meetings:  
|             |       | • Introduction of supervisors and district coordinators  
|             |       | • Latest information about the SBA  
|             |       | • Group meeting and discussion |
|             | April – August 2010 | SBA training Workshop |
|             | By July 2010 | Schools to set up appropriate regulations and procedures for the conduct of SBA and finalise the assessment arrangements in S5 and S6 |
| S5          | September 2010 | Schools to provide the following information to the HKEAA:  
|             |       | • Number of S5 classes  
|             |       | • Name(s) and relevant information of S5 teachers |
|             | September – November 2010 | SBA conference and group meetings:  
|             |       | • Updates on SBA for 2012 HKDSE  
|             |       | • Arrangement for submission of assessment results/records and other details  
<p>|             |       | • Experience sharing on SBA |
|             | October 2010 | Release of SBA project titles |
|             | Late 2010 – Mid 2011 | S5 teachers to conduct SBA assessment activities according to schools’ assessment plans |
|             | May – June 2011 | Schools to submit S5 SBA marks to the HKEAA |
|             | July – October 2011 | School visits |</p>
<table>
<thead>
<tr>
<th>School Year</th>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>S6</td>
<td>September 2011</td>
<td>Schools to provide the following information to the HKEAA:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Number of S5 and S6 classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Name(s) and relevant information of S5 and S6 teachers</td>
</tr>
<tr>
<td></td>
<td>September – November 2011</td>
<td>SBA conference and group meetings:</td>
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<tr>
<td></td>
<td></td>
<td>● Feedback to schools on S5 assessment results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Updates on SBA for 2012 HKDSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Briefing on SBA for 2013 HKDSE</td>
</tr>
<tr>
<td></td>
<td>September – December 2011</td>
<td>S6 teachers to conduct SBA assessment activities according to schools’ assessment plans</td>
</tr>
<tr>
<td></td>
<td>January – February 2012</td>
<td>Schools to submit S6 SBA marks</td>
</tr>
<tr>
<td></td>
<td>March – May 2012</td>
<td>SBA marks to be analysed and moderated by the HKEAA.</td>
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<tr>
<td></td>
<td></td>
<td>Schools to submit samples of student work for expert moderation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School visits</td>
</tr>
<tr>
<td></td>
<td>July 2012</td>
<td>Release of 2012 HKDSE Examination Results</td>
</tr>
<tr>
<td></td>
<td>October 2012</td>
<td>Schools to receive feedback on the outcome of moderation</td>
</tr>
</tbody>
</table>
Appendix D

Channels of Communication

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

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

(2) Teachers may view the latest SBA 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”.
- URL: http://sfcs.edb.hkedcity.net
  Please visit the teachers’ e-platform for the Public Examination forum.

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

Hong Kong Diploma of Secondary Education
Information and Communication Technology
Student Declaration Form

School Name: ________________________________________________

Student’s Name: ________________________________________________

Class: __________________________ Class No: __________________________

Supervising Teacher: Mr/Ms* __________________________

I certify that:

• the PROJECT ASSIGNMENT submitted/completed 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
HKDSE Information and Communication Technology
Assessment Record for SBA

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Objective &amp; Analysis</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>2. Design &amp; Implementation</td>
<td>/25</td>
<td></td>
</tr>
<tr>
<td>3. Practical ICT Skills</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>4. Testing &amp; Evaluation</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>5. Conclusion &amp; Discussion</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>6. Documentation</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>7. Creativity &amp; Project Management</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall comments: ____________________________________________
_________________________________________________________________
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