香港中學文憑考試
Hong Kong Diploma of Secondary Education Examination
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2015

歷史
History

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 History 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.

Notes on Changes to the Handbook

The following paragraph has been revised and the changes are highlighted in this Handbook for teachers’ easy reference.

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Chapter 1  Introduction

1.1 Assessment Framework

The public assessment of this subject is based on the History 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>Part</th>
<th>Weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Examination</strong></td>
<td>Paper 1: Paper 1 will consist of data-based questions, which will fall within the Compulsory Part. Candidates should attempt all questions. Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual materials such as maps, cartoons and photographs.</td>
<td>50%</td>
<td>1¼ hours</td>
</tr>
<tr>
<td></td>
<td>Paper 2: Paper 2 will consist of seven essay-type questions, of which candidates may attempt any TWO. The questions will fall within the Compulsory Part.</td>
<td>30%</td>
<td>1½ hours</td>
</tr>
</tbody>
</table>
| **School-based Assessment (SBA)** | A two-task course assignment related to the candidate’s selected electives. The weighting of the tasks are as follows:  
  ✷ Study outline  7%  
  ✷ Study report  13% | 20%       |              |

* Theme A (3)(ii) and Theme B (4)(iii)b will only be examined in Paper 2.

1.2 Aims and Objectives

The aim of including SBA in History is to promote a positive “backwash effect” on students, teachers and school staff. Within History, SBA should 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.

The SBA components will be a two-task assignment in the form of a mini-research study related to candidates’ selected electives. Each of the three electives will focus on a specific approach to the study of history. While the Compulsory Part of the curriculum aims at equipping students with basic
historical knowledge and skills, the Elective provides flexibility and encourages them to focus on an aspect of 20\textsuperscript{th} century history relevant to their needs, interests, and ability levels. Students are to complete their mini-research studies in a step-by-step manner: designing a topic, collecting relevant data, analyzing them, drawing conclusions, and presenting their findings both verbally and in study reports. These studies not only reinforce students’ abilities to interpret and organise historical source sources (skills that can be tested by prevailing examination methods) but also stimulate their interest in historical enquiry, as well as their imagination and empathetic thinking – aspects that cannot be assessed in written examinations. Therefore, the SBA serves as an indispensable component in facilitating students’ acquisition of knowledge, skills and positive values in historical study.
Chapter 2 Assessment Requirements

2.1 SBA Requirements

The SBA of History is a two-task course assignment related to students’ selected electives. The two tasks are (1) ‘Study outline’ and (2) ‘Study report’. Students should follow this sequence of tasks, and no marks should be awarded to those who only complete the second task without the first one, with the exception of transfer students (see below).

Teachers should remind their students to complete Task One using Form (A) (see Appendix E) provided by the HKEAA, and to use Form (B) (see Appendix F) as the cover sheet for Task Two. At the initial stage when students begin to formulate their topic, teachers may encourage them to use Form (C) (see Appendix G) to enable systematic administration. As part of the authentication process, students are requested to make a declaration in Form (B) that the projects are their own work. To facilitate administration, teachers are advised to write their comments and marks on these forms. For storage purposes, teachers may keep either the originals or copies of these forms and the completed study reports.

Task One – Study outline
- This constitutes 7% of the subject mark.
- The output of this task will be a study outline with a bibliography.
- In this task, students should discuss how they will tackle the research topic that has been accepted by the teacher beforehand, what materials they have collected, and how such materials will be used in the research.

Task Two – Study report
- This constitutes 13% of the subject mark.
- In this task, students have to summarise their findings in a report of about 1500-3000 words, not including punctuation marks, notes and bibliography.
- Students should elaborate their findings in the light of the approach adopted in their selected electives. Study reports that reflect good research but are in no way relevant to the approach of the selected electives will be given zero marks.
- The report should include a bibliography. Students are encouraged to consult diverse source materials, including primary and secondary ones.
- After finishing Task One, students may receive comments from their subject teachers. While they should study them in detail, they should refrain from copying them into their study reports. It is a form of plagiarism which, if committed, may lead to zero marks for this task.
Marks for both Tasks One and Two are to be submitted to the HKEAA in S6.

Once students have submitted their tasks using the HKEAA forms, the submissions should be regarded as final. Further submissions will not be accepted.

Requirements for Repeaters and Transfer Students
School repeaters are candidates who have sat the HKDSE Examination in a previous year and are currently enrolled as S6 students in a school to retake the examination as school candidates.

Generally speaking, SBA is compulsory for school repeaters. If a repeater studies in a school that offers History, the student has to be re-assessed in S6 and meet the stipulated SBA requirements. Their SBA results obtained in previous examinations will not be conducted. If a repeater studies in a school that does not offer History, special permission may be granted for the student to be exempted from the SBA for this subject and his/her subject result will be based on the public examination result only. The school has to submit an application for exemption to the HKEAA when the repeater applies to enter for the examination and certify that the subject concerned is not offered by the school.

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% and incorporated into their subject mark. Their SBA results obtained in S5 in the former school will not be counted.

Both repeaters and transfer candidates will need to complete Task Two only in order to fulfill the SBA requirement of HKDSE History. They may carry forward to the new school the topic and the materials they have used in their former schools, but they are advised to consult their new subject teachers for suggestions for improvement. If they prefer to work on a new topic, they are encouraged to consult their subject teachers before submitting their study reports.

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

Students who repeat S5 or who have transferred to an S5 class in another school are not considered to be repeaters or 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

Students should complete their SBA tasks individually; no group work is allowed.

The design of History SBA requires students to complete critical parts (for example, data collection, and writing of the study outline and study report) outside class.

To standardise the assessment process, subject teachers should advise their students to use the forms provided by the HKEAA when completing the two tasks.

History SBA is not designed as an add-on. History teachers should integrate SBA activities into the teaching and learning process by including the SBA tasks as part of their internal assessment. They may also organise their SBA activities into internal competitions or join external ones such as the Inter-school Competition of Study Projects on Hong Kong’s History and Culture organised by the Hong Kong Institute for Promotion of Chinese Culture.

Teachers should remind their students of the standard required, and advise them not to do excessive research. In the process of accomplishing their SBA tasks, students may become over-enthusiastic in searching for relevant data and end up with having read dozens of books and consulted series of original documents such as newspaper stories over a time span of several years. Such efforts are too much for an HKDSE student, being more appropriate for undergraduates or postgraduates. SBA at the HKDSE level represents an extended learning opportunity for students to apply the skills and knowledge they have learnt in class. A few useful books and/or articles will suffice. Teachers may encourage their students to consult some primary sources such as newspaper accounts, but random searches should be discouraged, as they are time consuming. Hong Kong public libraries have a useful online multimedia information system that users can use to make keyword searches for a wide range of materials, including old Chinese and English newspapers. The Public Records Office (PRO), Government Record Service has attractive online exhibitions (including current and previous exhibitions) (http://www.grs.gov.hk/ws/english/ps_online_exh.htm), resource gallery (http://www.grs.gov.hk/ws/english/resource/index.html) and educational resources portal (http://www.grs.gov.hk/ws/erp/en/home/index.html). As its website says, the PRO ‘offers a rich heritage resource consisting of documents, photographs, movies, posters and other records tracing the governance and evolution of Hong Kong.’ Users may bring their own cameras to take pictures of the government archival records with Hong Kong Records Series numbers (HKRS) for research purposes, which charge no fee.
2.3 Setting Assessment Tasks

**General principles**

- SBA in HKDSE History takes the form of a two-task assignment related to students’ selected electives. A student needs to select one elective out of the three to conduct research on, then set a topic and seek the approval of his or her subject teacher. Once agreed, the topic should not be changed without prior approval from the subject teacher.

- The three electives should not be considered mutually exclusive. For example, students who opt for ‘Issue-based studies’ may develop a certain argument by using comparison skills; those who opt for ‘Local heritage studies’ may also conduct comparisons (e.g. compare two heritage sites).

- It is not mandatory that the topic falls in either of the two themes in the Compulsory Part, that is, ‘Modernisation and Transformation in Twentieth-century Asia’ and ‘Conflict and Cooperation in the Twentieth-century World’. A student may choose a topic not covered in the curriculum, as long as the topic primarily deals with the twentieth century and the student demonstrates basic knowledge of it.

- After identifying a desired topic, a student should, with the help of the subject teacher, narrow down the topic into a manageable title. For example, a student who is interested in exploring the nature of ‘terrorism’ may present the following title: ‘Was 20th-century terrorism “terrorism”?’, which implies that the focus will be on the extent that 20th-century terrorism was characterised by the use of terror.

- As History SBA aims at developing skills, teachers should encourage their students to develop their own viewpoints and judgments. As long as such viewpoints are logical and substantiated, they should not be discouraged even if they deviate from the mainstream or established paradigm. Grading should be based on appropriateness and validity of deduction instead of ‘correctness’ of viewpoints.
## Requirements of the three electives

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Comparative studies</th>
<th>Issue-based studies*</th>
<th>Local heritage studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ‘Comparison’ involves the treatment of at least two comparable items, or one item that is manifest over different time periods and/or in different territories.</td>
<td>- ‘Issue’ is a matter that generates controversy. Such controversy may still linger, or have existed once but is settled now.</td>
<td>- ‘Heritage’ is about traditions being maintained, or the living memories of members of a local community. Though there are diverse and varied interpretations, heritage is still meaningful to people in the contemporary world.</td>
<td></td>
</tr>
<tr>
<td>- Students should draw valid conclusions about similarities and differences, and/or change and continuity.</td>
<td>- Such issues should stretch over a considerable period of time. Students should not focus merely on an event that only lasts for, say, a few days, because it is at best an example of an issue, but not the issue itself.</td>
<td>- ‘Local’ should be understood as referring to Hong Kong, which consists of both urban and rural areas on Hong Kong Island, in Kowloon, the New Territories and on the outlying islands.</td>
<td></td>
</tr>
<tr>
<td>- There are several modes of comparison:</td>
<td>- ‘Issues’ may be considered on a local, national, regional, and/or global scale; they may be political, diplomatic, economic, social, etc.</td>
<td>- Heritage may be divided into two categories: tangible heritage and intangible heritage.</td>
<td></td>
</tr>
<tr>
<td>a. one topic / theme, different geographical references;</td>
<td>- The analysis should come with an appropriate conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. one topic / theme, different time spans;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. one topic / theme, different sub-topics / sub-themes/cases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment focus:</td>
<td>Presenting significant relevant facts.</td>
<td>Presenting significant relevant facts on the issue and its origins and development.</td>
<td>Presenting significant relevant facts.</td>
</tr>
<tr>
<td>- Making valid comparisons.</td>
<td>- Identifying contrasting views and assessing their relative validity.</td>
<td>- Providing a description of the heritage, and discussing its changes and development, and its meaning to the community.</td>
<td></td>
</tr>
<tr>
<td>- Drawing well-argued conclusions.</td>
<td>- Making logical judgments about the controversy.</td>
<td></td>
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</tr>
</tbody>
</table>

* For Issue-based studies, a general survey of a given historical issue is required. If a student intends to handle specifically only two or three cases of this particular issue, with substantial comparisons, he or she may consider ‘Comparative studies’ instead.
UNESCO defines tangible cultural heritage as follows: (refer to ‘World Heritage Centre – UNESCO World Heritage Convention’ [http://whc.unesco.org/?cid=175] for details)

<table>
<thead>
<tr>
<th>Types</th>
<th>Examples in Hong Kong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monuments: such as architectural works, works of monumental sculpture and painting, inscriptions</td>
<td>Central Police Station, ancestral temples, church paintings, temple inscriptions</td>
</tr>
<tr>
<td>Groups of building: groups of separate or connected buildings</td>
<td>Chi Lin Nunnery, walled villages</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Types</th>
<th>Examples in Hong Kong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral traditions and expressions including language as a vehicle of the intangible cultural heritage</td>
<td>dialects such as Cantonese and Hakka dialect</td>
</tr>
<tr>
<td>Performing arts (such as traditional music, dance and theatre)</td>
<td>Cantonese opera and lion dance</td>
</tr>
<tr>
<td>Social practices, rituals and festive events</td>
<td>‘grand birthday’ banquets, marriage arrangements, da xiaoren (villain hitting); Chinese taboos, Guanyin worship, piaoase (a traditional Chinese procession), Tuen Ng Festival, Lunar New Year</td>
</tr>
<tr>
<td>Knowledge and practices concerning nature and the universe</td>
<td>funerals, wenmi (a form of spiritualism), fortune-telling</td>
</tr>
<tr>
<td>Traditional craftsmanship</td>
<td>industries such as the making of mooncake and tofu, bamboo scaffolding, Chinese medicine; business at Nam Pak Hong; artifacts or buildings associated with modern industries such as shanzhai chang (hut factories), tram and Star Ferry.</td>
</tr>
</tbody>
</table>

Besides being tangible and intangible, heritage may be otherwise classified into the following three categories, according to their status of existence:

a. The object is already officially approved as part of the heritage
   The best examples are buildings which are declared monuments under the Antiquities and Monuments Ordinance (http://www.amo.gov.hk/en/monuments.php) and from the list of Hong Kong’s intangible cultural heritage, on which the Home Affairs Bureau is now working.
b. The object is not officially sanctioned, and may be in the process of fighting for such status.
   Possible examples include Hong Kong-style milk tea, Tiger Balm Garden, Fa Yuen Street South (Sports Shoes Street), and Bruce Lee’s old residence.

c. The object is dying or already dead
   Possible examples include demolished urban spaces such as Bird Street (Hong Lok Street), Queen’s Pier and Star Ferry Pier.

Heritage has important meanings for a given group of people. In other words, an object to which a given group of people attach important meanings can be regarded as part of their heritage. While a good assignment on local heritage studies should explore its meanings, the best should identify which people find that particular example of heritage meaningful, and what that meaning is.

**Drafting of an effective title**

- When designing the two-task assignment, a student should first think about a topic that interests him or her. He/she should narrow down the broad topic into a manageable title with a sharp focus. The following are some examples:

<table>
<thead>
<tr>
<th>Topic that interests me</th>
<th>Comparative studies</th>
<th>Issue-based studies</th>
<th>Local heritage studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it unsuitable?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic is too broad as ‘communism in China and the Soviet Union’ covers almost all aspects of daily life and government activities of the two countries. It is beyond a student’s capability to handle. A narrower and sharper focus will be necessary.</td>
<td>What Chris Patten did in Hong Kong might be controversial, but ‘Governor Chris Patten’ as a title does not imply any controversy.</td>
<td>Although <em>cha chaan teng</em> is popular as a kind of eatery, as a research topic it needs more cautious delineation, or the output will be nothing more than a pile of loose threads. It is necessary to highlight the heritage aspect of <em>cha chaan teng</em> in order to fit the requirement of the elective.</td>
<td></td>
</tr>
</tbody>
</table>

| Suggested title: | | |
|------------------| | **Cha chaan teng**: Its evolution and how it has become a symbol of Hong Kong culture. |

* *Cha chaan teng*: a small- to medium-sized Hong Kong-style restaurant that offers a wide variety of food at affordable prices. In the 1990s, the Hong Kong people increasingly saw this local style of restaurant and the food it serves as part of their identity.
The following questions may be asked to determine the suitability of the proposed titles:

- **Does the title reflect what is required of the selected elective?** – Make sure that the title fulfils what is required of the selected elective, and that it will allow an appropriate conclusion to be drawn.
- **Does the title cover primarily the 20th century?** – Students may mention the 19th and/or 21st centuries as background, but the research should cover primarily the 20th century.
- **What about a topic not covered by the curriculum?** – Students may select a topic not covered by the curriculum if it really interests them. However, make sure it is primarily a 20th-century phenomenon.
- **Is the topic too difficult for an S5-6 student?** – Does it involve facts and concepts too complicated for an S5-6 student? Is the topic too broad or does it involve too long a time-span? Is it possible to complete the project in two years?
- **Is the title still too vague?** – If the title allows too many possible directions of inquiry, it still requires a sharper focus.
- **Does the title look a bit too much about current affairs?** – Sometimes a title may deal with a rather contemporary phenomenon (such as terrorism and popular culture), especially for Issue-based studies. Make sure that the finalised title will allow a discussion of historical developments.
- **Does the topic require major research?** – Students are encouraged to include some primary source materials in their research, but a research mainly based on primary source materials is the job of a professional historian rather than an S5-6 student. Students should make sure that there are enough secondary source materials available for their proposed topics.
- **Has the subject teacher been consulted?** – As the assignment requires more than an ordinary essay or data-based question assignment, students should not hesitate to consult their subject teachers if they have queries.
- **If the student has opted for ‘Local heritage studies’, does the subject the student proposes fit the definition of heritage?** – Students should refer to pages 8 of this handbook when considering which heritage item(s) to study. Furthermore, they should pay attention to the following:
  - Do not select topics that are definitely not to with heritage
    ‘Local heritage’ should not be understood as ‘local history’ in general, such as Hong Kong’s political, economic, and / or social developments. It should deal with heritage as defined in Section 2.3 of this handbook.
  - The chosen subject should be specific enough to be an example of local heritage
    If a student is interested in Hong Kong’s architecture, he or she should not just stop at ‘Architecture in Hong Kong’. If the student goes to the website of the Antiquities and Monuments Office (http://www.amo.gov.hk/en/monuments.php), he or she will find that there are many specific items in the list of declared monuments. This student should then look for a specific example of architecture rather than discuss Hong Kong’s architecture in general. Similarly, if a student is interested in intangible cultural heritage and wants to work on Hong Kong’s medical development, he or she should not adopt an all-embracing topic such as ‘Medical development in Hong Kong’, as it includes too many aspects that are simply impossible to be understood as a single distinguishable
heritage item. The student may narrow it down to, say, Chinese medicine,\(^1\) or other even more specific Chinese medical techniques such as acupuncture if research materials allow.

- It is not necessary that each student must work on a unique topic and/or title. In the event of some students submitting similar topics, teachers may suggest that they inquire about different aspects of the topic, but this is not mandatory if the students wish to adhere to their original ideas, and can work independently on them.

Teachers may refer to the sample assessment tasks prepared by the HKEAA for reference.

\(^1\) Some people may consider Chinese medicine as having a strong presence in Hong Kong, as quite a number of tertiary institutions offer programmes on Chinese medicine, so that it is not qualified as a heritage. However, for the large part of the twentieth century, in the name of exterminating superstition in favour of science, Chinese medicine had been on the verge of being uprooted in mainland China; in 21\(^{st}\) century China, Chinese medicine still exists, only as an appendage of the Western medical system. Considering this highly controversial position of Chinese medicine in China, Hong Kong’s efforts of preserving this national heritage should not be considered as universal.
### 2.4 Assessment Criteria

1. Study outline

<table>
<thead>
<tr>
<th>Maximum Mark to be awarded</th>
<th>Description</th>
</tr>
</thead>
</table>
| 9-10                       | - Presents the topic logically with an approach appropriate to the selected elective  
- Displays excellent ability in collecting and making use of source materials |
| 7-8                        | - Presents the topic reasonably clearly with an approach relevant to the selected elective  
- Displays good ability in collecting and making use of source materials |
| 5-6                        | - Shows an attempt to present the topic with an approach relevant to the selected elective  
- Displays acceptable ability in collecting and making use of source materials |
| 3-4                        | - Shows an attempt to present the topic with an approach relevant to the selected elective, but presentation is marred by obvious mistakes, omissions and/or irrelevancy  
- Displays inadequate ability in collecting and making use of source materials |
| 1-2                        | - Shows little attempt to present the topic with an approach relevant to the selected elective  
- Displays little ability in collecting and making use of source materials |
2. Study report

There are two sets of marking criteria for this part. 2a provides the general criteria while 2b is specific to each of the electives. They are supplementary to each other.

a. General criteria

<table>
<thead>
<tr>
<th>Maximum Mark to be awarded</th>
<th>Understanding of the elective</th>
<th>Content</th>
<th>Presentation</th>
<th>Factual accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>• Shows a clear grasp of the requirements of the elective</td>
<td>• Balanced and analytical content, has an analytical approach and makes effective use of relevant material</td>
<td>• Well organised, clearly presented and fluent</td>
<td>• Free from major mistakes, inaccuracies, inconsistencies and important omissions</td>
</tr>
<tr>
<td>13-16</td>
<td>• Shows an awareness of the requirements of the elective</td>
<td>• Fairly balanced content, with reasonably accurate use of relevant material</td>
<td>• Reasonably well organised, understandable and fairly fluent</td>
<td>• Occasional inaccuracies and minor omissions</td>
</tr>
<tr>
<td>9-12</td>
<td>• Shows a general understanding of the requirements of the elective</td>
<td>• Able to present major historical facts, but contains some irrelevant or wrong material</td>
<td>• Fairly understandable but not well organised</td>
<td>• Marred by inaccuracies, irrelevancies, omissions and inconsistencies</td>
</tr>
<tr>
<td>5-8</td>
<td>• Shows inadequate understanding of the task, with little efforts to respond to the requirements of the elective</td>
<td>• Containing inadequate relevant and important facts</td>
<td>• Poorly organised and barely understandable, with conspicuous mistakes in writing/spelling personal and place names</td>
<td>• Contains fundamental errors/major inconsistencies/gross irrelevancies</td>
</tr>
<tr>
<td>1-4</td>
<td>• Shows little understanding of the task, with no distinctive efforts to respond to the requirement of the elective</td>
<td>• Containing very few relevant facts</td>
<td>• Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names</td>
<td>• Contains little that is accurate, relevant or worthwhile</td>
</tr>
</tbody>
</table>
### b. Elective-specific criteria

<table>
<thead>
<tr>
<th>Maximum Mark to be awarded</th>
<th>Comparative studies</th>
<th>Issue-based studies</th>
<th>Local heritage studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>• Makes logical judgments based on substantiated and balanced comparisons.</td>
<td>• Makes logical judgments based on different aspects of the issue, with an analysis of how such aspects have led to controversy.</td>
<td>• Produces a detailed description of the heritage item and an excellent account of its changes and development; *gives a substantiated discussion of its meanings to the community.</td>
</tr>
<tr>
<td>13-16</td>
<td>• Makes conscious attempts to make logical judgments based on balanced comparisons, but they are marred by a slight lack of balance with regard to what is being compared.</td>
<td>• Makes conscious attempts to make logical judgments based on different aspects of the issue, with an analysis of how such aspects have led to controversy, though there is probably lack of balance in treatment of different aspects.</td>
<td>• Produces a detailed description of the heritage item and a good account of its changes and development; *makes an obvious attempt to explore its meanings to the community.</td>
</tr>
<tr>
<td>9-12</td>
<td>• Presents unbalanced comparisons, with substantiated discussions; or • Presents roughly balanced comparisons, marred by narrow focus and lack of balance with regard to one of the subjects.</td>
<td>• Attempts to argue, but the arguments and evidence are primarily one-sided; or • Attempts to present a two-sided or multi-perspective picture, but this is marred by underdeveloped viewpoints/discussion.</td>
<td>• Produces a detailed description of the heritage item and a fair account of its changes and development; *shows an attempt to explore its meanings to the community.</td>
</tr>
<tr>
<td>5-8</td>
<td>• Presents unbalanced comparisons with poor content; or • Makes comparisons in only one aspect; or • Makes weak comparisons, primarily characterized by narration.</td>
<td>• Attempts to argue, but the arguments and evidence are one-sided.</td>
<td>• Produces a detailed description of the heritage item, probably with a brief account of its changes and development; *without any attempt to explore its meanings to the community.</td>
</tr>
<tr>
<td>1-4</td>
<td>• Presents a narrative account of the subject matter without any comparisons.</td>
<td>• Presents a chronological account of facts; unable to highlight any controversy.</td>
<td>• Produces a brief description of the heritage item without any attempt to explore its meanings to the community; provides little on its changes and development; *and/or • The chosen subject does not conform to the definition of heritage item.</td>
</tr>
</tbody>
</table>
While some heritage items have detailed and traceable information concerning their historical developments, some others may not. For heritage items that do not have ample information concerning their past developments, or have not experienced much change since their creation, no periodisation will be required when discussing their ‘changes and development’.

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.
3. Teachers should consider the extent of plagiarism (if any) when assessing the tasks. Whereas teachers may refer to Para 6.1 for details concerning the handling of plagiarism cases, the following marking guidelines are for their easy reference:
   - Ignore parts that are plagiarized; only assess those are of the candidate’s own words.
   - Award a maximum of Level 3 marks (5-6 marks for Task 1 and 9-12 marks for Task 2) for a task that contains extensive copying (with citations) and little of the candidate’s own words.
   - Consider as a ‘serious plagiarism case’ a task that contains no citation and bibliography but mostly cites others’ works with little of the candidate’s own words. Submit the case to the HKEAA for follow-up.
   - Consider as a ‘serious plagiarism case’ a task that is all from papers from online or other paper mills. Submit the case to the HKEAA for follow-up.
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;
- the importance of academic honesty and proper conduct in SBA;
- guidance on how to quote and acknowledge sources properly in their SBA work; and
- record keeping requirements.

Students should be asked to sign a declaration form regarding proper conduct in SBA at the beginning of each school year in which SBA is undertaken. *(Please refer to Paragraph 3.3 for details.)*

After the completion of the marking, teachers are expected to provide feedback to students, including 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. Students should also be informed that the SBA marks awarded by the school are subject to moderation by the HKEAA and hence their marks may change after the moderation process. Details of the moderation mechanism are provided in Paragraph 5.2.

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.

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;
- guide students so that they learn 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, 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.

A major form of help from teachers is to give their students feedback on Task One so as to help them address outstanding problems and improve their arguments and presentation before drafting their study reports. When giving feedback to students, teachers may focus on the following:
- accomplishments that the students have made so far;
- areas in which improvements may be expected from the students. For example,
  - sources and the use of them;
  - approach to the topic;
  - understanding of facts and concepts, and
  - presentation

Besides, teachers may provide general assistance by
- guiding students to develop effective time management for completing their 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 advice to students on the choice of appropriate topics for the assessment;
- asking questions or providing general advice to students after being presented with initial drafts of their work.

However, teachers should refrain from
- providing a detailed outline to help students to complete their work;
- providing specific advice or suggestions to students to ensure that the work will be so improved as to meet the assessment criteria;
- designing a topic for a student;
- rewriting the content of the work for the student.

3.3 Authentication of Students’ Work

As a History student needs to complete an extended project, teachers should closely monitor students’ progress and build in check points at critical moments.

In order to strengthen the message to students about academic honesty and proper conduct in SBA, schools should ask their students to complete and sign a declaration form (see Appendix I) at the beginning of each school year in which SBA is undertaken to declare that all SBA tasks/assignments completed are their own and to agree to adhere to a code of honour in completing the SBA for all subjects. The declaration form is available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/).
When submitting Task Two, students have to use Form (B) which includes a declaration to confirm that the work they produce is their own (see Appendix F). 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. Once the assessment is completed and marks submitted to the HKEAA, no further changes should be made to the students’ work and assessment records.

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:

- conducting meetings among teachers to align the marking criteria;
- conducting trial marking of samples of students’ work;
- adjusting marks of some teachers, if necessary, to ensure consistency of assessment standards for the whole school; and
- using 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;
- 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. The HKEAA will 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;
- 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 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 in writing by the principal of the school for HKEAA's special consideration at the beginning of the school year. Such cases, once approved, may include exemption from part or whole of the SBA tasks.

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 and training sessions will be 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.

In order to streamline the administrative procedures, schools are only required to **submit all S5 and S6 SBA marks to the HKEAA in one go in S6**. Regarding the adoption of this ‘One-off Submission’, the following points should be noted:

(a) There is no change to the SBA requirements and how SBA is conducted in school. SBA should continue to be conducted in S5 and S6 according to the stipulated SBA requirements and schools’ internal schedule.

(b) The S5 SBA marks should be properly kept by the school for submission in S6. To facilitate schools to store the S5 SBA marks, the HKEAA will provide SBA mark sheet templates (in the format of MS Excel files) for teachers to input the SBA marks for internal record-keeping. For the 2015 Examination, the mark sheet templates will be provided to schools in March 2014.

(c) A list of frequently-asked questions concerning this measure can be found at www.hkdse.hkeaa.edu.hk > SBA-FAQs for one-off submission of S5 and S6 SBA Marks for 2015.
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.

Apart from the provision of the declaration records to the HKEAA, school leaders are also expected to establish an internal system for directing teachers to make formal declaration of conflict of interest at the beginning of the school year in regard to their personal relationship with the students they teach, and to take appropriate actions to mitigate the declared interest, e.g. redeployment of teachers to avoid their conducting the assessments for the student(s) concerned, where applicable.

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 History, 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, supplemented with review of samples of students’ work. The statistical moderation results will be compared to the results from the sample review. If the two are broadly comparable with each other, the statistical moderation results will be adopted. If the difference between the two is significant, HKEAA will follow up with these outlier cases. If necessary, adjustments will be made to the statistical moderation results so that the final moderated scores of these schools can properly reflect the performance of their students in the SBA. During the moderation process, students’ SBA marks may be adjusted but the rank order determined by the school will remain unchanged.

Details of the moderation mechanism are provided in the booklet *Moderation of School-based Assessment Scores in the HKDSE*, which is available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/).

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;
- including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement;
- copying from the students’ own work submitted before for non-SBA purposes; and
- purchasing papers from online or other paper mills.

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 suspected 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.

Plagiarism

Plagiarism in SBA is to be handled as described below, depending on the severity of the offence:

<table>
<thead>
<tr>
<th>Category</th>
<th>Method of handling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serious plagiarism cases (P cases):</strong></td>
<td>To be forwarded to the HKEAA for follow up</td>
</tr>
<tr>
<td>Serious cases in which nearly the whole or the whole SBA task/assignment is plagiarised, with very little or no contribution from the student.</td>
<td></td>
</tr>
<tr>
<td><strong>Other plagiarism cases:</strong></td>
<td>To be handled by schools</td>
</tr>
<tr>
<td>Less serious cases, including</td>
<td></td>
</tr>
</tbody>
</table>
- minor infringement identified in students’ SBA work, or
- part of the student’s SBA work copied from source(s) without proper acknowledgement, but the student has made some contribution to the work.

**Procedures in Handling P cases**
Schools should submit a report on the P cases identified to the HKEAA for follow-up, after the completion of mark submission in S6. The report should record details of the case and be submitted with relevant documents. *Appendix J* shows a template of the report for schools’ use in reporting such cases, which is available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/). When submitting the SBA marks to the HKEAA, schools should input “P” in the relevant mark box for the student concerned.

These P cases will be deliberated by the HKEAA’s Standing Committee and, for proven cases, a recommendation will be made to the Public Examinations Board (PEB) for their consideration. The PEB will review all the information and evidence and decide on the penalty to be imposed in accordance with the Board’s guidelines on handling examination irregularities. The levels of penalty to be imposed for proven P cases are as follows:

(a) **Zero marks** will be given to the task in which serious plagiarism is proven. In addition, a penalty of **downgrade by one level** will be imposed in the subject concerned.

(b) For extreme cases, e.g. repeated offence of plagiarism, candidates may be subject to **disqualification from the subject(s) concerned or the whole examination**.

**Procedures in Handling Other Plagiarism Cases**
Other less serious cases are to be dealt with by the school. These cases need not be reported to the HKEAA for follow-up. However, schools should keep a proper record of such cases.

For proven cases, schools should impose appropriate penalty in accordance with the school regulations and the HKEAA guidelines, taking into consideration the seriousness of the offence. This may include:

- Issuing a warning letter to the students (e.g. for minor offence due to negligence or committed at the initial stage of the assessment);
- Deducting marks for the task concerned; and
- Awarding zero marks for the task concerned.

It is important to note that in marking students’ work, any proven plagiarised material should be disregarded and any marks awarded should be based on the students’ own work only.

After the release of examination results, candidates may only submit applications to the HKEAA for
rechecking of their SBA marks but cannot apply for a re-assessment of their performance in SBA. Hence it is important that students should be informed of the penalty imposed. Schools should handle any queries from students against assessment decisions in accordance with their established internal procedures. Any queries from students should be resolved before submitting the SBA marks to the HKEAA.

**Plagiarism Cases Identified by the HKEAA**

After the completion of mark submission in S6, the HKEAA will conduct moderation of SBA marks and review of samples of student work collected from schools. Any suspected plagiarism cases identified during this process will be handled in a consistent manner as those identified by schools.

Schools will be required to follow up on any suspected cases identified. Both P cases and other less serious cases will be handled following similar procedures as stipulated above.

**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. (For methods of making citations, see Appendix H)

In completing the SBA, students can make reference to any sources (books, newspapers, magazines, the Internet etc) and/or discuss with their peers/parents but they must not plagiarise when completing their work. They should acknowledge sources properly in their work. Some examples on how to acknowledge sources properly are provided in the booklet “HKDSE Information on School-based Assessment”, which is available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/).
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 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, assessment records and samples of students’ work 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.
Appendix B

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;
6. make recommendations to the HKEAA regarding SBA moderation; and
7. 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 History, 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 2015 HKDSE History Examination:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>SBA conference and group meetings:</strong></td>
</tr>
<tr>
<td>S4</td>
<td>September – November</td>
<td>- Introduction of supervisors and district coordinators</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>- Latest information about the SBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Training sessions for school coordinators and teachers</td>
</tr>
<tr>
<td></td>
<td>By July 2013</td>
<td>- Group meeting and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>By July 2013</strong> <strong>Schools to set up appropriate regulations and procedures for the conduct of SBA and finalise the assessment arrangements in S5 and S6</strong></td>
</tr>
<tr>
<td>S5</td>
<td>September 2013</td>
<td><strong>Schools to provide the following information to the HKEAA:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Name(s) and relevant information of S5 teachers</td>
</tr>
<tr>
<td></td>
<td>October 2013</td>
<td><strong>2015 SBA handbook uploaded to the HKEAA website</strong> <em>(<a href="http://www.hkeaa.edu.hk/en/sba/">http://www.hkeaa.edu.hk/en/sba/</a>)</em></td>
</tr>
<tr>
<td></td>
<td>September – November</td>
<td><strong>SBA conference and group meetings:</strong></td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>- Updates on SBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Experience sharing on SBA</td>
</tr>
<tr>
<td></td>
<td>Late 2013 - Mid 2014</td>
<td>- S5 teachers to conduct SBA assessment activities according to schools’ assessment plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sharing sessions among teachers</td>
</tr>
<tr>
<td>S6</td>
<td>September 2014</td>
<td><strong>Schools to provide the following information to the HKEAA:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Name(s) and relevant information of S6 teachers</td>
</tr>
<tr>
<td></td>
<td>September - November</td>
<td><strong>SBA conference and group meetings:</strong></td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>- Feedback to schools on SBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Updates on SBA</td>
</tr>
<tr>
<td></td>
<td>September - December</td>
<td><strong>S6 teachers to conduct SBA assessment activities according to schools’ assessment plans</strong></td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January – February</td>
<td><strong>Schools to submit S5 and S6 SBA marks and samples of students’ work</strong></td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early 2015</td>
<td><strong>Sharing sessions</strong></td>
</tr>
<tr>
<td></td>
<td>March – May 2015</td>
<td><strong>SBA marks to be analysed and moderated by the HKEAA.</strong></td>
</tr>
<tr>
<td></td>
<td>July 2015</td>
<td><strong>Release of 2015 HKDSE Examination Result</strong></td>
</tr>
<tr>
<td></td>
<td>July-August 2015</td>
<td><strong>School visits</strong></td>
</tr>
<tr>
<td></td>
<td>October 2015</td>
<td><strong>Schools to receive feedback on the outcome of moderation</strong></td>
</tr>
</tbody>
</table>

---

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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 Division</td>
<td>Hong Kong Examinations and Assessment Authority</td>
</tr>
<tr>
<td>Hong Kong 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”.

(3) School Coordinators/teachers may contact the District Coordinator assigned for their schools for guidance and advice on matters concerning SBA.
Name of student: ____________________________ Class: ______ Class no.: ______

Selected elective (please put ✓ in the appropriate box):
Comparative studies □ Issue-based studies □ Local heritage studies □

Title
__________________________________________________________

Study outline
__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Bibliography


Student’s signature: ___________________ Date: ________________

Teacher’s comment


Teacher’s signature: ___________________ Date: ________________

* Data collected in this form will be used by school teacher(s) for assessing the student’s performance in the HKDSE History SBA component. Besides the school and the student, this form will be made available to HKEAA officers for inspection when necessary. School and/or student should keep it up to 31 August of the examination year, after which it may be disposed of.
Hong Kong Diploma of Secondary School Education
History

School-based Assessment Task Two
Study report

Name of student: ____________________________ Class: _______ Class no.: _______

Selected elective (please put ✓ in the appropriate box):
Comparative studies □ Issue-based studies □ Local heritage studies □

Title

__________________________________________

No. of pages (exclusive of this page): ___________ Words: ___________

Supervising Teacher: Mr/Ms/Mrs ____________________________

I submit this study report as part of my HKDSE History SBA assignment. I certify that,
(i) this study report is all my work;
(ii) it does not include materials copied directly, in part or in whole, from any sources without proper acknowledgement; and
(iii) I have not submitted this piece of work for assessment in any other course in the HKDSE Examination.

Student’s signature: ____________________________ Date: ___________

Teacher’s comment

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Teacher’s signature: ____________________________ Date: ___________

* Data collected in this form will be used by the school teacher(s) for assessing the student’s performance in the HKDSE History SBA component. Besides the school and the student, this report will be made available to HKEAA officers for inspection when necessary. School and/or student should keep it up to 31 August of the examination year, after which it may be disposed of.
Hong Kong Diploma of Secondary School Education

History

School-based Assessment
Title Proposal

Name of student: __________________________ Class: ________ Class no.: ________

Selected elective (please put ✓ in the appropriate box):
Comparative studies □ Issue-based studies □ Local heritage studies □

Title

_________________________________________________________________________

Elaboration

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Bibliography

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Student’s signature: __________________________  Date: __________________________
* Data collected in this form will be used by the school teacher(s) for assessing the student’s performance in the HKDSE History SBA component. Besides the school and the student, this form will be made available to HKEAA officers for inspection when necessary. School and/or student should keep it up to 31 August of the examination year, after which it may be disposed of.
On citations

Students should cite their sources properly as responsible writers. Two styles of citation are possible, namely ‘author-date system’ and ‘notes-bibliography style’.

Author-date system
After making a quote or reference to something written by another author, pair of brackets is used to enclose the author’s last name followed by a comma, then the year of publication. For example,

… ‘Each step in China’s transformation was a struggle….’ (Hsü, 1970)

It has been argued that China’s transformation has involved a lot of struggle (Hsü, 1970).

Students may make the reference to the author(s) as part of the narrative, as follows,

… Hsü (1970) commented that ‘[e]ach step in China’s transformation was a struggle….’

At the end of the report, a bibliography or reference list should be provided. It should include all the references that have been used in the course of writing the report. The items should be arranged alphabetically. For example,


Notes-bibliography style
After making a quote, use either a footnote or endnote for the citation. The author’s first name should be followed by his/her last name, title, publication place, publisher and publication year. For example,

[in text] … ‘Each step in China’s transformation was a struggle….’¹

… In 1923, Sun Yat-sen decided to adopt the Russian Party system.²


The bibliography or reference list will be the same as the author-date system.
Handling of Chinese sources
For the sake of simplicity, students may just arrange the data in the order required by the citation style they have chosen. For example:

廖迪生、張兆和著，《大澳》(香港：三聯書店(香港)有限公司，2006).

For bibliography, such citations should be arranged according to the number of strokes of the authors’ surnames.

Citation of different kinds of materials
Generally speaking, citations of different kinds of materials will follow the patterns as illustrated above, with minor variations depending on the type of material.

a. Books
   Books will be handled as discussed above.

b. Journal or magazine articles
   For example:


   鄭美姿，「四個港大生一間壽衣店」，《iMoney》，2008年5月17日，第30期，第118-125頁.

c. Newspapers
   In a note or a bibliography, newspapers may be cited in two ways:
   - A time span of newspaper that the student has consulted. For example:

     South China Morning Post, September – December, 1980.

     《華僑日報》, 1987年3月至9月.

   - A newspaper article or editorial that the student has quoted in the text. For example:


     ‘Thailand Needs Inclusive Leadership from New PM’ (editorial), South China Morning Post, 16 December, 2008, A12.

     「取消『殖民地』的名稱」(社評)，《明報》，1983年7月28日，第2頁.

     「北角賽西湖水塘 小姊弟雙雙遇溺 弟弟獲救十一歲姊姊失蹤」，《大公報》，1973年3月31日，第4頁.
d. Websites
For example:

‘Victoria Harbour – Hong Kong Tourism Board’
(http://www.discoverhongkong.com/eng/attractions/victoria.html, last access 17 December, 2008).

「太平山頂及凌霄閣－香港旅遊發展局網站」

A website is different from a book that it may be drastically updated or may even have been gone after one browses it. Therefore, it is important to state when it is last accessed, for record purposes.

e. Audio and video materials
For audio recordings such as CDs:


眾星，《黃霑作品集精品》(香港：永恆唱片貿易有限公司，2005).

For video recordings such as VCDs or DVDs:


伍詠薇、伍衛國、米雪等，《光影流情(第二輯)》(DVD) (香港：電視廣播國際有限公司，2008).

f. Interviews
Citations of interviews are relatively simple. Only the name of the interviewee and the date(s) of interview are necessary. For example:

Mr. Patrick Lee, 20 and 28 December, 2008.

余樂兒女士，2008年10月3日、11月26日.

Students may include the interview transcripts as appendices, but it is not mandatory.

g. Archives
Students are not encouraged to base their research entirely on primary source materials such as archive, as they should target at a small and manageable project of the level of an S5-6 student rather than a professional historian. However, they may still consult a few archival items if time and the topic allows. Citations of archival materials should start with the archival number,
followed by the item details including the title and the time (or duration) of its creation. For example:

**Hong Kong Public Record Office**

HKRS156-1-588 South China Athletic Association, Chinese Bathing Club & Chinese Athletic Association – Request for a site for athletic sports for each of the three clubs. 20.03.1947 – 25.03.1947.

**Po Leung Kuk**

C6/511.2/1《華民政務司來往信簿》「政務司本局來往信簿」(1882, 1885-7).
Appendix I

Hong Kong Diploma of Secondary Education Examination
Student Declaration Form for School-based Assessment (SBA)
Completed in the School Year 20__-__

Notes:
1. This form should be signed by senior secondary students at the beginning of each school year in which SBA is undertaken. Only one form needs to be completed by each student.
2. The completed form should be retained by the school until the end of the public examination cycle.

School Name: __________________________________________

Student’s Name: __________________________________________

Class:_________________________ Class No: ________________

Important Reminder to Students:
1. It is of utmost importance that academic honesty is maintained in SBA. Students are forbidden to indulge in any malpractice when completing their assessments.
2. Student can make reference to sources but must not plagiarise when completing their work. They should write in their own words and should not simply copy others’ words or ideas and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged.
3. Students are advised not to quote excessively in their work, as this would mean that they themselves could only make a minimal contribution to that piece of work and consequently they would be likely to get low marks from their teacher.
4. Students can make reference to the booklet “HKDSE Information on School-based Assessment”, (http://www.hkeaa.edu.hk/en/sba/). Some examples on how to quote and acknowledge sources properly are provided in the booklet.
5. Students will be subject to severe penalties for proven plagiarism. The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from the subject concerned or the whole of the Examination, or suffer a mark or grade penalty for breaching the Regulations.

I certify that I have read the above Reminder and declare that:
• All SBA tasks/assignments work to be completed for all subjects in this school year will be my own work.
• My SBA work will not include any materials which have been copied from other sources without acknowledgement.
• I am responsible for ensuring that the work produced is my own and will bear the consequences for committing plagiarism or other malpractice in SBA.

Student’s signature: ___________________________ Date: ___________________________
Notes:
1. Details of serious plagiarism cases (P cases) are to be recorded in this report, which should be submitted to the HKEAA for follow-up after the completion of the mark submission in S6, together with relevant documents.
2. When submitting the SBA marks to the HKEAA, schools should put “P” in the relevant mark box for the student concerned.

<table>
<thead>
<tr>
<th>School Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
<td>Candidate No.:</td>
</tr>
<tr>
<td>Class:</td>
<td>Class No.:</td>
</tr>
<tr>
<td>Subject:</td>
<td></td>
</tr>
</tbody>
</table>

Case Summary

<table>
<thead>
<tr>
<th>Task/assignment involved</th>
<th>Details / Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of completion of the task/assignment</td>
<td></td>
</tr>
<tr>
<td>Irregularities identified</td>
<td>(Please tick as appropriate)</td>
</tr>
<tr>
<td>□ Nearly the whole task/assignment is plagiarized</td>
<td></td>
</tr>
<tr>
<td>□ The whole task/assignment is plagiarized</td>
<td></td>
</tr>
<tr>
<td>□ Others (please specify): ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The following documents are submitted as evidence:</td>
<td></td>
</tr>
<tr>
<td>1. The SBA task/assignment</td>
<td></td>
</tr>
<tr>
<td>2. The student’s work, with the plagiarised part(s) highlighted</td>
<td></td>
</tr>
<tr>
<td>3. The source material(s) from which the unacknowledged work is copied</td>
<td></td>
</tr>
<tr>
<td>4. Others (please specify): ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up actions taken</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was interviewed on ________________(Date) and informed about the submission of this report to the HKEAA.</td>
<td></td>
</tr>
<tr>
<td>Others (please specify): ___________________________</td>
<td></td>
</tr>
</tbody>
</table>
Contact Person
Name: ____________________________ Post: ____________________________
Telephone No.: ____________________________

__________________________________________  ______________________________________
Signature of Subject Teacher                  Signature of Principal

__________________________________________  ______________________________________
Name of Subject Teacher                       Name of Principal

__________________________________________
Date

School seal