

**2016 Hong Kong Diploma of Secondary Education Examination
Finalised Assessment Frameworks for Category A Subjects**

The finalised Assessment Frameworks of the 24 Category A subjects for the 2016 HKDSE Examination are attached for schools' reference.

The Assessment Frameworks of all Category A subjects in the 2016 HKDSE Examination will be uploaded to the HKEAA website (http://www.hkeaa.edu.hk/en/hkdse/Assessment_Framework/) by the end of May 2013.

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中國語文

引言

本科的公開評核以課程發展議會與香港考試及評核局聯合編訂的中國語文科課程及評估指引（中四至中六）為根據。考生須參閱上述指引，以了解對考生的能力要求。

評核目標

本科主要評核考生：

- (1) 讀寫聽說能力、思維能力、審美能力和自學能力；
- (2) 語文學習的興趣、態度和習慣；
- (3) 文學、文化素養和品德情意；
- (4) 對家庭、國家和世界的責任意識。

評核模式

本科的公開評核包括公開考試及校本評核兩部分，概述如下：

| 部分 | 內容 | 比重 | 評核形式 | 考試時間 |
|------|---------------------------------|-----|---------------------------|----------|
| 公開考試 | 卷一 閱讀能力 | 24% | 筆試 | 1小時15分鐘 |
| | 卷二 寫作能力 | 24% | 筆試 | 1小時30分鐘 |
| | 卷三 聆聽及綜合能力考核 | 18% | 筆試 | 約1小時30分鐘 |
| | 卷四 說話能力 | 14% | 口語溝通 | 25分鐘 |
| 校本評核 | 必修部分： 閱讀活動 | 6% | 閱讀活動1個分數 | |
| | 選修部分（兩個單元）： 日常學習表現 單元終結表現 | 14% | 每個單元1個分數， 選修部分合共呈交2個分數 | |

公開考試

試卷形式

公開考試包括四卷，全屬必考，合共佔全科總分百分之八十。

試卷一 閱讀能力

佔全科總分百分之二十四，考試時間為一小時十五分鐘。

本卷主要考核考生的閱讀能力，包括理解、分析、感受、鑑賞、運用不同策略等能力。

試卷擷取若干篇章，以之設問，全部試題均須作答。

設題方式包括問答、選擇、填表、填充等。

- 試卷二 寫作能力**
佔全科總分百分之二十四，考試時間為一小時三十分鐘。
本卷主要考核考生構思、表達、創作等能力。
設題方式或命題，或指定情境，並提供選擇。試卷要求考生寫作長文一篇，或短文二至三篇，字數視題目要求而定。
- 試卷三 聆聽及綜合能力考核**
佔全科總分百分之十八，考試時間約一小時三十分鐘。
本卷主要考核考生的聆聽及綜合能力，包括理解、審辨、組織、文字表達等能力。
試卷設一段錄音及若干閱讀材料，供考生回答問題，並完成寫作任務，全部試題均須作答。
- 試卷四 說話能力**
佔全科總分百分之十四，考試時間為二十五分鐘。
口語溝通主要考核考生在討論中的表達、應對、溝通等能力。
考生以5人為一組，準備時間10分鐘，以理解所提供不同形式的討論材料。
全組的討論時間為15分鐘，每位考生設有1分鐘首輪發言時間。

校本評核

所有學校考生必須參加校本評核。本科校本評核包括必修部分及選修部分，合共佔全科總分百分之二十。

評核內容

必修部分

閱讀活動呈交一個分數，佔全科總分百分之六。

選修部分（兩個單元）

每個單元呈交一個分數，包括日常學習表現與單元終結表現。兩個單元合共佔全科總分百分之十四。

考生須妥善保存有關課業，以供查核，直至香港中學文憑考試成績公布為止。

自修生無須參加校本評核。他們本科的成績全部以公開考試成績計算。

有關校本評核的詳細要求、規則、評核準則和指引等，將刊於香港考試及評核局編訂的香港中學文憑中國語文科校本評核手冊之內。

中國文學

引言

本科的公開評核以課程發展議會與香港考試及評核局聯合編訂的中國文學科課程及評估指引（中四至中六）為根據。考生須參閱上述指引，以了解對考生的能力要求。

評核目標

本科主要評核考生：

- (1) 對文學作品的感悟、理解和鑒賞能力；
- (2) 創作不同類型文學作品的的能力；
- (3) 對中國文學的認識；
- (4) 學習文學的興趣、態度和習慣；
- (5) 審美情趣和品德情意；
- (6) 對家庭、社會和國家的責任意識。

評核模式

本科2016年香港中學文憑考試的有關資料，概述如下：

| 部分 | 內容 | 比重 | 評核形式 | 考試時間 |
|------|---------|-----|------|------|
| 公開考試 | 卷一 文學創作 | 34% | 筆試 | 2 小時 |
| | 卷二 文學賞析 | 66% | 筆試 | 2 小時 |

公開考試

試卷形式

公開考試包括兩卷，全屬必考。

試卷一 文學創作

佔全科總分百分之三十四，考試時間為兩小時。

文章寫作共擬兩題，考生任擇其一，作文一篇，文白不拘，字數不限。

試卷二 文學賞析

佔全科總分百分之六十六，考試時間為兩小時。

試題結合本科「課程及評估指引」所列舉之指定作品與課外作品設問。

全卷共設四題，各題分額相同，考生選答其二。

校本評核

經修訂後，本科施行校本評核的時間表如下：

| 考試年份 | 校本評核實施進程 |
|----------|---|
| 2018 | 校本自決試行 ：學校可選擇呈交校本評核分數並獲得考評局的回饋。呈交的校本評核分數 不會 計算入本科的成績。公開考試佔全科成績100%。 |
| 從2019年開始 | 全面推行 ：所有學校均推行校本評核及須呈交分數。校本評核分數佔全科成績25%。 |

於2012-13年進行的新高中課程及評估檢討後，有關校本評核最新設計的資料，已上載於香港考試及評核局網頁（http://www.hkeaa.edu.hk/tc/sba/sba_hkdse/index.html）。過渡期內，在收集學校的回饋及經驗後，校本評核設計可能有進一步修訂。校本評核的詳細要求、規則、評核準則和指引將刊於2015年9月出版的香港中學文憑考試中國文學科校本評核手冊（修訂本）內。於過渡期內，本科的課程維持不變，學校應按照課程及評估指引的建議，進行相關的校本評核活動，作為教與學及校內評估的部分。

ENGLISH LANGUAGE

INTRODUCTION

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4 to 6) for English Language jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. The overall aim of the assessment is to evaluate candidates' achievement of the learning targets and objectives of the curriculum. Candidates should refer to the Curriculum Guide for the forms and functions, skills and strategies, and attitudes that they are expected to achieve at the end of S6.

ASSESSMENT OBJECTIVES

To assess candidates' achievement with respect to the following broad learning outcomes as stated in Chapter 2 of the Curriculum and Assessment Guide:

Reading

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a broad range of texts
- identify the main theme and key details of a broad range of texts
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in fairly complex texts
- understand the use of a range of language features in fairly complex texts
- interpret, analyze, select and organize ideas and information from various sources

Writing

To assess the ability of candidates to:

- write texts for different contexts, audiences and purposes with relevant content and adequate supporting details
- convey meaning using varied vocabulary, linguistic devices and language patterns appropriately and accurately
- plan and produce coherent and structured texts with ideas effectively presented and developed
- write texts using appropriate tone, style and register and the salient features of different genres
- draft and revise written texts

Listening

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a range of spoken texts
- identify the key details of a range of spoken texts
- interpret speakers' feelings, views, attitudes and intentions

- understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- understand the use of a range of language features in fairly complex spoken texts

Speaking

To assess the ability of candidates to:

- express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- produce coherent and structured speeches with ideas effectively/clearly presented and developed
- pronounce words clearly and accurately
- use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

MODE OF ASSESSMENT

The assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|--|---------------------------------------|-----------|------------------|
| Public Examination | Paper 1 Reading | 20% | 1½ hours |
| | Paper 2 Writing | 25% | 2 hours |
| | Paper 3 Listening & Integrated Skills | 30% | About 2 hours |
| | Paper 4 Speaking | 10% | About 20 minutes |
| School-based Assessment (for school candidates only) | | 15% | |

PUBLIC EXAMINATION

Paper 1 Reading (1½ hours) (20%)

There are two parts in this paper, each worth 10% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended open-ended responses.

Paper 2 Writing (2 hours)

(25%)

There will be two parts in this paper.

Part A (10%)

The task in this part will be a short, guided one (about 200 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information.

Part B (15%)

The task in this part will be longer and more open-ended (about 400 words). Candidates can choose one out of eight questions, each based on one of the eight modules in the Elective Part of the curriculum.

Paper 3 Listening and Integrated Skills (about 2 hours)

(30%)

There are two parts in this paper, each worth 15% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Part A, the compulsory section, will consist of a variety of listening tasks.

Parts B1 and B2 will comprise integrated listening/reading and writing tasks of different levels of difficulty based on the same theme. Candidates will be required to process information by selecting and combining data from spoken / written sources in order to complete various listening / writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided. At least one of the writing tasks will require candidates to produce an extended piece of writing (100 – 200 words).

Paper 4 Speaking

(10%)

Part A Group Interaction (preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

Four candidates will be grouped together and will take part in a group discussion based on a given short text. These texts may include advertisements, book synopses, film reviews, letters, short news reports and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros and cons of a proposal.

Candidates will be given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.

Part B Individual Response (one minute per candidate)

Each candidate will respond individually to an examiner's question(s), which will be based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.

SCHOOL-BASED ASSESSMENT (SBA)

(15%)

SBA is compulsory for **all** school candidates. This will consist of two parts.

Part A (7.5%)

This part will comprise a reading/viewing programme where students will need to read/view four texts over the course of three years (at least one each from the following four categories: print fiction, print non-fiction, non-print fiction and non-print non-fiction), write up some comments and personal reflections, and then take part in a discussion with classmates on the texts they have read/viewed, or make an individual presentation and respond to their teacher's questions, which will be derived from their written personal comments. The assessment will be based on the student's oral performance. The reading/viewing/writing will only serve as the means to this end and will not be assessed.

This part will consist of a group interaction or an individual presentation. Teachers need to conduct one assessment and report one mark.

Part B (7.5%)

This part will consist of a group interaction or an individual presentation based on the modules in the Elective Part of the curriculum. The focus will be on the ability of students to reflect on, make use of and speak about the knowledge, skills and experience gained in the Elective Module(s). Teachers need to conduct one assessment and report one mark. The assessment will be based on the student's oral performance.

Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation.

Guidelines on suitable assessment tasks and assessment criteria are provided for both parts, as well as samples of performance to illustrate assessment formats and standards.

Candidates are required to safekeep their work for inspection and authentication purposes until the release of the HKDSE results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations and guidelines are provided in the SBA Handbook for HKDSE English Language to be published by the Hong Kong Examinations and Assessment Authority.

LITERATURE IN ENGLISH

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Literature in English jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates should refer to the Guide for the knowledge, understanding, and skills, etc. they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The assessment objectives of Literature in English are to evaluate the following:

- (a) candidates' familiarity with the background and content of literary and film texts as well as the techniques employed by the writers/filmmakers in their works;
- (b) candidates' ability to articulate an informed personal response;
- (c) candidates' ability to write clear, succinct answers which demonstrate critical and analytical skills; and
- (d) candidates' ability to express themselves more freely, informally and imaginatively in portfolio work which relates topics of literary significance to issues of importance in contemporary culture.

MODE OF ASSESSMENT

The table outlines the various components of the public assessment of Literature in English in the 2016 HKDSE:

| Component | | Weighting | Duration |
|--------------------|-----------------------|-----------|----------|
| Public Examination | Paper 1 Essay Writing | 50% | 3 hours |
| | Paper 2 Appreciation | 30% | 2 hours |
| | Paper 3 Portfolio | 20% | |

PUBLIC EXAMINATION

Paper 1 Essay Writing (3 hours) (50%)

This paper will be divided into two parts. Part I (30% of the subject mark) will be comprised of four sections, A – D. Candidates may choose to answer a question on **one** of two novels in Section A, **one** of two plays in Section B, and **one** of two films in Section C. Section D will cover a single short stories text. In Part I there will be two questions on each text. Part II (20% of the subject mark) will be comprised of eight questions requiring comparisons of two or more of the set texts from Part I. Candidates must answer three questions from the paper as a whole, two from Part I (taken from different sections) and one from Part II, *which must cover those genres the candidate has not already covered in Part I*. All questions will require essay-type answers, with some inviting imaginative expansion of texts.

Paper 2 Appreciation (2 hours)**(30%)**

This paper will be divided into 3 sections. Candidates must choose one question from a choice of four in Section A, one question from a choice of two in Section B and one question from a choice of two in Section C. Multi-part questions will invite critical analyses of a single passage from either of the prescribed novels or the prescribed plays in Section A (10% of the subject mark), two or three set poems either by the same or different poets in Section B (12% of the subject mark), and one or two unseen poems in Section C (8% of the subject mark). (For the Unseen Poetry section, candidates should study a broad range of modern poetry including themes such as love, nature, war, death and animals. Candidates will be expected to show an ability to understand the thought and feeling in the poetry, and the ways in which these are conveyed.) Copies of the set and unseen poems will be included in the question paper.

Paper 3 Portfolio**(20%)**

The portfolio component of Literature in English constitutes 20% of the total weighting for the subject. It involves the preparation of an extended essay on a theme/work/writer connected to the learner's study in the subject OR an analytical study/review of a film/play/performance, OR (a) piece(s) of creative writing, of around 2000 to 2500 words.

It should be noted that the work for the portfolio should be related to but not exclusively or extensively based on the set texts for study. Learners can use the texts they study as an inspiration for their portfolio work, but they should not include detailed analysis of those works. Instead they should focus on other arts-related materials. In the context of this subject, 'arts' refers to activities such as literature, cinema, television, music, painting and dance, which people can take part in for the purposes of enjoyment, or to create various impressions and/or meanings.

The main prose or film works chosen for study should be written or made originally in English. Similarly, studies of other cultural mediums should centre largely on the works of English-speaking artists or performers. Students should be encouraged to make connections between what they read and things occurring in Hong Kong and around the world. Cross-cultural references can be made in the work, e.g. comparing the set film with local films/television.

Extended essays which deal exclusively with such subjects as history, sociology, psychology, scientific or liberal studies are **not** appropriate.

Submissions for portfolio work should not exceed the word limit stated, which includes footnotes. Work should be typed on A4 paper with the task type(s) clearly indicated on the front cover(s) and presented in a folder. Portfolios will be collected at the end of January of the year of examination.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in Literature in English has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 20% of the final subject marks. |

The latest design of the SBA is the same as that of Paper 3 Portfolio after review of the new senior secondary curriculum and assessment conducted in 2012-13. The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Literature in English to be published by September 2015. During the transition years, the curriculum for Literature in English will remain as it is and schools are expected to conduct the SBA activities as in integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

THE SYLLABUS

The syllabus is based on the study of **one** set of texts which will vary over time. The set offers a choice of one of two novels, one of two plays, one of two films, a set of short stories selected from a given volume and a set of poems selected from a given volume. The texts will be examined as follows:

| Genre | Paper(s) |
|---------------|---|
| Novels | 1 Part I Section A, Part II & 2 Section A (text analysis) |
| Plays | 1 Part I Section B, Part II & 2 Section A (text analysis) |
| Films | 1 Part I Section C, Part II |
| Short stories | 1 Part I Section D, Part II |
| Poetry | 2 Section B (comparison of works by one or more poets) |

Set texts

Novels: *Lord of the Flies*, William Golding **OR** *To Kill a Mockingbird*, Harper Lee

Plays: *Othello*, William Shakespeare **OR** *The Crucible*, Arthur Miller

Films: *The Painted Veil* (2006) Dir: John Curran **OR** *Life of Pi* (2012) Dir: Ang Lee

Short stories: *Fiction: A Pocket Anthology (Sixth Edition*)* ed. R.S. Gwynn. Penguin Academics.

C. P. Gilman: The Yellow Wallpaper

Edith Wharton: Roman Fever

Flannery O'Connor: Everything that Rises Must Converge

Shirley Jackson: The Lottery

Hisaye Yamamoto: Seventeen Syllables

Raymond Carver: Cathedral

Alice Walker: Everyday Use

L. Erdrich: The Red Convertible

Poetry: From *The Rattle Bag* ed. S. Heaney & T. Hughes, Faber and Faber

Elizabeth Bishop: 'The Bight' (p.76); 'The Fish' (p.153); 'Sandpiper' (p.363).

Robert Frost: 'Desert Places' (p.125); 'Gathering Leaves' (p.176);

'Stopping by Woods on a Snowy Evening' (p.407).

John Keats: 'La Belle Dame sans Merci' (p.71); 'Ode to a Nightingale' (p.316);

'To Autumn' (p.434).

Philip Larkin: 'At Grass' (p.45); 'Cut Grass' (p.119); 'Days' (p.121).

Sylvia Plath: 'Crossing the Water' (p.117); 'Mushrooms' (p.299);

'Poppies in July' (p.351).

* Candidates should be aware that the Seventh Edition does not include The Yellow Wallpaper, Everything That Rises Must Converge, Seventeen Syllables or Cathedral. As these stories are out of copyright, they may be sourced elsewhere.

MATHEMATICS

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Mathematics jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding, skills and attitudes they are required to demonstrate in the assessment.

The curriculum comprises a Compulsory Part and an Extended Part. Candidates taking the HKDSE Mathematics Examination may choose to take either the Compulsory Part only or the Compulsory Part plus one of the two modules of the Extended Part.

ASSESSMENT OBJECTIVES

The assessment objectives of the Compulsory Part are to test the candidates’:

1. knowledge of the mathematical facts, concepts, skills and principles presented in the Curriculum and Assessment Guide;
2. familiarity with and use of mathematical symbols;
3. ability to use appropriate mathematical techniques for solving a variety of problems; and
4. ability to communicate ideas and to present arguments mathematically.

The assessment objectives of Module 1 (Calculus and Statistics) of the Extended Part are to test the candidates’:

1. understanding of the concepts, principles and methods in Calculus and Statistics presented in the Curriculum and Assessment Guide; and
2. ability to apply appropriate techniques in Calculus and Statistics for solving a variety of problems.

The assessment objectives of Module 2 (Algebra and Calculus) of the Extended Part are to test the candidates’:

1. understanding of the concepts, principles and methods in Algebra and Calculus presented in the Curriculum and Assessment Guide; and
2. ability to apply appropriate techniques in Algebra and Calculus for solving a variety of problems.

MODE OF ASSESSMENT

The mode of public assessment in the Compulsory Part is shown below:

| Component | | Weighting | Duration | |
|--------------------|---------|---------------------------|----------|----------|
| Public Examination | Paper 1 | Conventional questions | 65% | 2¼ hours |
| | Paper 2 | Multiple-choice questions | 35% | 1¼ hours |

The mode of public assessment in Module 1 (Calculus and Statistics) is shown below:

| Component | | Weighting | Duration | |
|--------------------|------------------------|-----------|----------|----------|
| Public Examination | Conventional questions | | 100% | 2½ hours |

The mode of public assessment in Module 2 (Algebra and Calculus) is shown below:

| Component | | Weighting | Duration | |
|--------------------|------------------------|-----------|----------|----------|
| Public Examination | Conventional questions | | 100% | 2½ hours |

PUBLIC EXAMINATION

Compulsory Part

The examination will consist of two papers:

Paper 1 (2¼ hours) (65%)

This paper will consist of two sections in which all the questions are to be attempted. Section A will consist of questions on the Foundation Topics of the Compulsory Part together with the Foundation Part of the Secondary 1-3 Mathematics Curriculum. Section B will consist of questions on the Compulsory Part together with the Foundation Part and the Non-Foundation Part of the Secondary 1-3 Mathematics Curriculum. Section A will further be divided into two parts. Section A(1) (35 marks) will consist of 8 to 11 elementary questions. Section A(2) (35 marks) will consist of 4 to 7 harder questions. Section B (35 marks) will consist of 4 to 7 questions.

Paper 2 ($1\frac{1}{4}$ hours) (35%)

This paper will consist of two sections in which all the questions are to be attempted. Section A ($\frac{2}{3}$ of the paper mark) will consist of questions on the Foundation Topics of the Compulsory Part together with the Foundation Part of the Secondary 1-3 Mathematics Curriculum. Section B ($\frac{1}{3}$ of the paper mark) will consist of questions on the Compulsory Part together with the Foundation Part and the Non-Foundation Part of the Secondary 1-3 Mathematics Curriculum. All questions in the paper will be multiple-choice questions.

- Notes:
1. Candidates are not expected to perform lengthy manipulations.
 2. In calculations candidates are expected to give answers to appropriate degrees of accuracy.
 3. Electronic calculators and mathematical drawing instruments may be used in the examination.
 4. SI and metric units will be used in the examination wherever appropriate.
 5. Candidates should note the common notations to be used in mathematics examination papers.

Module 1 (Calculus and Statistics)

The examination will consist of one paper of $2\frac{1}{2}$ hours' duration. The paper will be divided into two sections in which all the questions are to be attempted. Section A (50 marks) will consist of 8-12 short questions. Section B (50 marks) will consist of 3-5 long questions.

- Notes:
1. Knowledge of the subject matter in the Compulsory Part together with the Foundation Part and the Non-Foundation Part of Secondary 1-3 Mathematics Curriculum is assumed.
 2. In calculations candidates are expected to give answers to appropriate degrees of accuracy.
 3. Electronic calculators and mathematical drawing instruments may be used in the examination.
 4. Statistical tables will be printed in the question paper where appropriate.
 5. SI and metric units will be used in the examination wherever appropriate.
 6. Candidates should note the common notations to be used in mathematics examination papers.

Module 2 (Algebra and Calculus)

The examination will consist of one paper of $2\frac{1}{2}$ hours' duration. The paper will be divided into two sections in which all the questions are to be attempted. Section A (50 marks) will consist of 8-12 short questions. Section B (50 marks) will consist of 3-5 long questions.

- Notes:
1. Knowledge of the subject matter in the Compulsory Part together with the Foundation Part and the Non-Foundation Part of Secondary 1-3 Mathematics Curriculum is assumed.
 2. Electronic calculators and mathematical drawing instruments may be used in the examination.
 3. Trigonometric formulas will be provided for candidates' reference in the question paper.
 4. SI and metric units will be used in the examination wherever appropriate.
 5. Candidates should note the common notations to be used in mathematics examination papers.

The Common Notations to be Used in the Hong Kong Diploma of Secondary Education Mathematics Examination Papers (An asterisk * below indicates that the symbol could be used without further definition for the papers concerned.)

Compulsory Part Module 1 Module 2

| | | | | |
|---|---|---|-----------------------|--|
| * | * | * | $a \in A$ | a is an element of the set A |
| * | * | * | $n(A)$ | the number of elements in a finite set A |
| * | * | * | ϕ | the empty set |
| | * | * | \mathbf{N} | the set of natural numbers $\{1, 2, \dots\}$ |
| | * | * | \mathbf{Z} | the set of integers |
| | * | * | \mathbf{Q} | the set of rational numbers |
| | * | * | \mathbf{R} | the set of real numbers |
| | | * | \mathbf{R}^2 | the 2-dimensional rectangular coordinate system |
| | | * | \mathbf{R}^3 | the 3-dimensional rectangular coordinate system |
| * | * | * | $A \subset B$ | A is a subset of B |
| * | * | * | \cup | union |
| * | * | * | \cap | intersection |
| * | * | * | A' | the complement of the set A in a given universal set |
| * | * | * | $B \setminus A$ | the complement of the set A in B |
| | * | * | $[a, b]$ | the closed interval $\{x \in \mathbf{R} : a \leq x \leq b\}$ |
| | * | * | (a, b) | the open interval $\{x \in \mathbf{R} : a < x < b\}$ |
| | * | * | $f : A \rightarrow B$ | f is a function from the domain A to the range B |
| | * | * | $\sum_{k=1}^n a_k$ | the sum of n numbers a_1, a_2, \dots, a_n |
| | * | * | $\prod_{k=1}^n a_k$ | the product of n numbers a_1, a_2, \dots, a_n |
| * | * | * | P_r^n | the number of permutations of r objects taken from n objects |
| * | * | * | C_r^n | the binomial coefficient, the number of combinations of r objects taken from n objects |
| | * | * | $e^x, \exp(x)$ | the exponential function with base e |
| | * | * | $\ln x$ | the logarithmic function to base e |
| * | * | * | H.C.F. | the highest common factor |
| * | * | * | L.C.M. | the least common multiple |

Compulsory Part Module 1 Module 2

| | | | |
|---|---|--------------------------------------|---|
| | * | M^{-1} | the inverse of the matrix M |
| | * | M^T | the transpose of the matrix M |
| | * | $\det M, M $ | the determinant of the square matrix M |
| | * | \overrightarrow{AB} | the vector represented in magnitude and direction by the directed line segment AB |
| | * | \mathbf{a} | the vector \mathbf{a} |
| | * | $\hat{\mathbf{a}}$ | a unit vector in the direction of \mathbf{a} |
| | * | $\mathbf{i}, \mathbf{j}, \mathbf{k}$ | unit vectors in the directions of the Cartesian coordinate axes |
| | * | $ \mathbf{a} $ | the magnitude of \mathbf{a} |
| | * | $\mathbf{a} \cdot \mathbf{b}$ | the scalar product of \mathbf{a} and \mathbf{b} |
| | * | $\mathbf{a} \times \mathbf{b}$ | the vector product of \mathbf{a} and \mathbf{b} |
| | * | $f'(x), f''(x)$ | the first derivative and the second derivative of $f(x)$ with respect to x |
| | * | \dot{x}, \ddot{x} | the first derivative and the second derivative of x with respect to t |
| * | * | $P(A)$ | probability of the event A |
| * | * | $P(A B)$ | probability of the event A conditional on the event B |
| | * | $E(X)$ | expectation of the random variable X |
| | * | $\text{Var}(X)$ | variance of the random variable X |
| * | * | μ | population mean |
| * | * | σ^2 | population variance |
| | * | \bar{x} | sample mean |
| | * | s^2 | sample variance, $s^2 = \frac{1}{n-1} \sum (x - \bar{x})^2$ |
| | * | $B(n, p)$ | binomial distribution with parameters n and p |
| | * | $N(\mu, \sigma^2)$ | normal distribution with mean μ and variance σ^2 |
| | * | $\text{Po}(\lambda)$ | Poisson distribution with mean λ |

LIBERAL STUDIES

INTRODUCTION

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4-6) for Liberal Studies (LS) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills that they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of this assessment are to evaluate candidates' abilities:

- to demonstrate a sound understanding of the key ideas, concepts and terminologies of the subject;
- to make conceptual observations from information resulting from enquiry into issues;
- to apply relevant knowledge and concepts to contemporary issues;
- to identify and analyse the interconnectedness and interdependence amongst personal, local, national, global and environmental contexts;
- to recognise the influence of personal and social values in analysing contemporary issues of human concern;
- to draw critically upon their own experience and their encounters within the community, and with the environment and technology;
- to discern views, attitudes and values stated or implied in any given factual information;
- to analyse issues (including their moral and social implications), solve problems, make sound judgments and conclusions and provide suggestions, using multiple perspectives, creativity and appropriate thinking skills;
- to interpret information from different perspectives;
- to consider and comment on different viewpoints in their handling of different issues;
- to self-manage and reflect upon the implementation of successive stages of the enquiry learning process in terms of time, resources and attainment of the objectives of the enquiry;
- to communicate clearly and accurately in a concise, logical, systematic and relevant way;
- to gather, handle and analyse data and draw conclusions in ways that facilitate the attainment of the objectives of the enquiry;
- to demonstrate an understanding and appreciation of different cultures and universal values; and
- to demonstrate empathy in the handling of different issues.

The design of the examination is intended to emphasise the need for an enquiry approach in teaching and studying the subject. The question format is not meant to imply that candidates should aim to identify certain correct answers. On the contrary, the approach used should stress that most contemporary issues are much too complex to allow of simplistic solutions.

In order to understand an issue to the point where judgments can be made about it, it is necessary to have knowledge of a body of relevant facts. However, in this examination the emphasis is not intended to be on accumulating factual knowledge and great care will be taken in the examination papers to avoid questions which call for detailed factual recall. Instead, the emphasis will be on understanding and assessing the extent to which candidates can demonstrate possession of the appropriate thinking skills learnt in the subject.

Candidates will be awarded in the examination if they are able to:

- demonstrate a sound understanding of the key ideas, concepts and terminologies required to give an informed response to the question;
- identify concepts from and/or apply concepts to contemporary issues appropriately, and in the latter case provide examples/evidence to support arguments whenever appropriate;
- demonstrate an understanding of how certain themes/concepts are relevant to or manifested across the domains of self, society, nation, the world and the physical environment;
- provide reasons to justify the values they hold in analysing issues;
- identify the values underlying different views on contemporary issues, and differentiate among facts, opinions and value judgments;
- draw critically upon their relevant experience and encounters within the community, and with the environment and technology;
- identify contradictions and dilemmas, including those with moral and social implications, from information related to controversial issues, and consider such issues from a range of perspectives so as to draw conclusions;
- provide reasonable suggestions and appropriate solutions for problems;
- show openness and tolerance towards views, especially non-mainstream views that are supported by argument;
- respond in a way that reflects a proper understanding of the requirements of the questions in the examination paper;
- communicate clearly and accurately in a concise, logical and systematic manner;
- make effective use of data to describe, explain and deduce; and
- make judgments based on a sound rationale.

MODE OF ASSESSMENT

The table below outlines the various components of the public assessment of LS in 2016 HKDSE:

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

PUBLIC EXAMINATION

Paper 1

This paper consists of data-response questions, all of which will have to be answered.

Data-response questions aim to assess abilities such as identification, application and analysis of given data. The data define the scope and reflect the complex or controversial nature of the issue involved; and such questions also reflect the cross-modular and multiple perspective nature of the curriculum.

Paper 2

This paper consists of three extended-response questions. Candidates will be required to answer one question only.

Extended-response questions with data as stimulus information provide a wider context for candidates to demonstrate various higher-order skills, such as drawing critically on relevant experience, creative thinking, and communicating in a systematic manner.

In the examination, the term data is to be interpreted in the broadest possible sense to mean any type of information. Candidates will have to respond to the information, which may be in many different formats, including:

- articles, news items, reports, memos, letters, and advertisements;
- written dialogues;
- tables, charts, graphs, maps; and
- cartoons, pictures, illustrations, etc.

SCHOOL-BASED ASSESSMENT

SBA is compulsory for all school candidates.

The Independent Enquiry Study (IES) is adopted as the mode of SBA in Liberal Studies. The IES is an enquiry study in which candidates are required to demonstrate various skills such as problem-solving, data gathering and analysis, and communication. Each IES project should include a certain amount of subject matter based on candidates' reading, research and personal experiences. Candidates can carry out an enquiry-based project, and the main body of the project can be in written or non-written form. The latter should be accompanied by a short written text explaining the main idea of the project, and showing the candidate's reflections on it.

The IES provides a valuable opportunity for candidates to carry out a focused enquiry into a contemporary issue of interest with increased independence, and to present their views, ideas, findings, evaluations and personal reflections in a report. Candidates should document their investigations in a learning portfolio which illustrates the process of enquiry, the stages in its development, and their ongoing interpretations, analyses and reflections on the knowledge and understanding gained. Candidates are required to keep good custody of their work for inspection and authentication purpose until the release of the HKDSE results.

In carrying out the IES, candidates are expected to demonstrate they can:

- set goals and make plans, implement the plans and solve problems;
- develop a sense of exploration and discovery, and an ability to think independently;
- demonstrate knowledge and understanding of an issue affecting our society, the nation and/or the world;
- understand how social, national and global changes occur in response to competing demands;
- use analytical skills to investigate a contemporary issue from multiple perspectives;
- act in an informed way to suggest possible solutions and outcomes;
- understand how hypotheses and focusing questions are used to guide the investigation of an issue;
- reflect on and evaluate learning progress;
- present views and ideas; and
- show self-initiative.

To ensure that candidates are able to carry out their projects systematically, there is an assessment schedule divided into two stages. The first is Project Proposal stage during which a candidate formulates the project title, specifies the objectives, considers suitable method(s), decides on the mode of presentation, plans for the enquiry and collects feedback from his/her classmates on the project plan. The second is Product stage which mainly involves data collection and organisation, analysis and evaluation of data, conclusions on the results of the enquiry and a reflection on the enquiry process.

The following table outlines the assessment framework of the Independent Enquiry Study:

| Stage | Assessment Items (Weighting) | |
|------------------|---|------------------------|
| | 'Process' (20%) | 'Task' (80%) |
| Project Proposal | <ul style="list-style-type: none"> • Independent thinking • Communication • Effort | Project Proposal (25%) |
| Product | | Product (55%) |

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations, assessment criteria and guidelines are provided in the SBA Handbook for HKDSE Liberal Studies published by the Hong Kong Examinations and Assessment Authority.

BIOLOGY

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4-6) Biology jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the section on ‘Curriculum Framework’ in this Guide for the knowledge, understanding, skills and attitudes they are required to demonstrate in the assessment. Candidates are expected to have a general knowledge of the materials contained in the Science Curriculum (Secondary 1-3). The mathematical skills required in the assessment are mainly based on those covered in the Compulsory Part of the Hong Kong Diploma of Secondary Education Mathematics Curriculum.

ASSESSMENT OBJECTIVES

The objectives of the public assessment of Biology are to evaluate candidates’ ability to:

1. recall and show understanding of facts, concepts and principles of biology, and the relationships between different topic areas in the curriculum framework;
2. apply biological knowledge, concepts and principles to explain phenomena and observations, and to solve problems;
3. formulate working hypotheses, and plan and perform tests for them;
4. demonstrate practical skills related to the study of biology;
5. present data in various forms, such as tables, graphs, charts, drawings, diagrams, and transpose them from one form into another;
6. analyse and interpret both numerical and non-numerical data in forms such as continuous prose, diagrams, photographs, charts and graphs – and make logical deductions and inferences and draw appropriate conclusions;
7. evaluate evidence and detect errors;
8. generate ideas; select, synthesise and communicate ideas and information clearly, precisely and logically;
9. demonstrate understanding of the applications of biology to daily life and its contributions to the modern world;
10. show awareness of the ethical, moral, social, economic and technological implications of biology, and critically evaluate biology-related issues; and
11. make suggestions, choices and judgments about issues affecting the individual, society and the environment.

MODE OF ASSESSMENT

The public assessment of Biology will consist of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|-----------------------|
| Public Examination | Paper 1 Compulsory part of the curriculum | 60% | 2 hours 30 minutes |
| | Paper 2 Elective part of the curriculum | 20% | 1 hour |
| School-based Assessment (SBA) | | 20% | |

PUBLIC EXAMINATION

Paper 1 comprises two sections: A and B. Section A consists of multiple-choice questions and carries 18% of the subject mark. Section B includes short questions, structured questions and an essay question, and it carries 42% of the subject mark. Candidates have to attempt **all** questions in Paper 1.

Paper 2 consists of structured questions set on the four elective topics of the curriculum. Candidates are to attempt questions from any **two** of the four electives. Paper 2 carries 20% of the subject mark.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory for **all** school candidates. In the SBA of Biology, candidates are required to perform a stipulated amount of practical work, which may include scientific investigations, laboratory work, and fieldwork, etc. In S5 and S6, they will be assessed in two ability areas: practical skills abilities (A) and reporting of investigative work (B). Ability area A carries 8% of the subject mark, while ability area B carries 12% of the mark.

The table below summarises the percentage weighting and the minimum number of assessments required in S5 and S6 for the different areas of the SBA:

| | | Ability area A (Practical skills abilities) | Ability area B (Reporting of investigative work) |
|----------------------------------|----|--|---|
| Weighting in subject | | 8% | 12% |
| Minimum number of assessments | S5 | 1 | 1 |
| | S6 | 1 | 1 |

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on their public examination result.

The detailed requirements, regulations, assessment criteria, guidelines and methods of assessment are provided in the SBA Handbook for HKDSE Biology and Combined Science (Biology part) published by the Hong Kong Examinations and Assessment Authority.

CHEMISTRY

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4-6) Chemistry jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the section on 'Curriculum Framework' in this Guide for the knowledge, understanding, skills and attitudes they are required to demonstrate in the assessment. Candidates are expected to have a general knowledge of the materials contained in the Science Curriculum (Secondary 1-3). The mathematical skills required in the assessment are mainly based on those covered in the Compulsory Part of the Hong Kong Diploma of Secondary Education Mathematics Curriculum.

ASSESSMENT OBJECTIVES

The assessment objectives of Chemistry are to evaluate the abilities of candidates to:

1. recall and show understanding of chemical facts, patterns, principles, terminology and conventions;
2. show an understanding of the use of apparatus and materials in performing experiments;
3. handle materials, manipulate apparatus, carry out experiments safely and make accurate observations;
4. demonstrate an understanding of the method used in chemical investigation;
5. analyse and interpret data from various sources, and draw relevant conclusions;
6. manipulate and translate chemical data and to perform calculations;
7. apply chemical knowledge to explain observations and to solve problems which may involve unfamiliar situations;
8. select and organise scientific information from appropriate sources and to communicate this information in an appropriate and logical manner;
9. understand and evaluate the social, economic, environmental and technological implications of the applications of chemistry; and
10. make decisions based on the examination of evidence and arguments.

MODE OF ASSESSMENT

The public assessment of Chemistry consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|-----------------------|
| Public Examination | Paper 1 Compulsory part of the curriculum | 60% | 2 hours 30 minutes |
| | Paper 2 Elective part of the curriculum | 20% | 1 hour |
| School-based Assessment (SBA) | | 20% | |

PUBLIC EXAMINATION

Paper 1 comprises two sections: A and B. Section A consists of multiple-choice questions and carries 18% of the subject mark. Section B includes short questions, structured questions and essay questions, and carries 42% of the subject mark. In each of the sections A and B, Part I will set questions mainly on topics I to VIII of the curriculum, while Part II mainly on topics IX to XII. Candidates have to attempt **all** questions in this paper.

Paper 2 consists of structured questions and carries 20% of the subject mark. Candidates are required to answer the questions on the 2 electives selected.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory for **all** school candidates. Candidates will be assessed by their teachers on their performance of a wide range of skills involved in practical work throughout S5 and S6. Candidates are required to perform a stipulated amount of practical work, which may include designing experiments, reporting and interpreting experimental results, etc. The work should be integrated closely with the curriculum and form a part of the normal learning and teaching process. Apart from these, candidates may also be required to design and conduct a group-based experimental investigative study with a view to solving an authentic problem. They are expected to make use of their knowledge and understanding of chemistry in performing such an investigative study, through which their generic skills, practical skills, process skills and reporting skills, etc. would be developed and assessed.

The table below summarises the minimum numbers of assessments and the weightings in subject required in S5 and S6 for the SBA:

| | Minimum number of assessments* | Weighting in subject |
|----|--------------------------------|----------------------|
| S5 | 2 | 10% |
| S6 | 2 | 10% |

* Over the two years of S5 and S6, there should be at least one assessment for Volumetric Analysis (VA), one assessment for Qualitative Analysis (QA) and two assessments for Other Experiments (EXPT).

* Investigative Study (IS) can be done in lieu of Other Experiments (EXPT). In this case, one assessment on 'proposal' and one assessment on 'process and report' should be performed. These two assessments can satisfy the minimum requirement for Other Experiments (EXPT).

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on their public examination results.

The detailed requirements, regulations, assessment criteria, guidelines and methods of assessment are provided in the SBA Handbook for HKDSE Chemistry and Combined Science (Chemistry part) published by the Hong Kong Examinations and Assessment Authority.

PHYSICS

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4 to 6) Physics jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates should refer to the section on ‘Curriculum Framework’ in this Guide for the knowledge, understanding, skills and attitudes they are required to demonstrate in the assessment. Candidates are expected to have a general knowledge of the materials contained in the Science Curriculum (Secondary 1-3). The mathematical skills required in the assessment are mainly based on those covered in the Compulsory Part of the Hong Kong Diploma of Secondary Education Mathematics Curriculum.

ASSESSMENT OBJECTIVES

The objectives of the public assessment of Physics are to evaluate candidates’ ability to:

1. recall and show understanding of the facts, concepts, models and principles of physics, and the relationships between different topic areas in the curriculum framework;
2. apply knowledge, concepts and principles of physics to explain phenomena and observations, and to solve problems;
3. show an understanding of the use of apparatus in performing experiments;
4. demonstrate an understanding of the method used in the study of physics;
5. present data in various forms, such as tables, graphs, charts, diagrams, and transpose them from one form into another;
6. analyse and interpret data, and draw appropriate conclusions;
7. show an understanding of the treatment of errors;
8. select, organize, and communicate information clearly, precisely and logically;
9. demonstrate understanding of the applications of physics to daily life and its contributions to the modern world;
10. show awareness of the ethical, moral, social, economic and technological implications of physics, and critically evaluate physics-related issues; and
11. make suggestions, choices and judgments based on the examination of evidence using knowledge and principles of physics.

MODE OF ASSESSMENT

The public assessment of Physics consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|-----------------------|
| Public Examination | Paper 1 Questions set on Compulsory Part | 60% | 2 hours 30 minutes |
| | Paper 2 Questions set on Elective Part | 20% | 1 hour |
| School-based Assessment (SBA) | | 20% | |

PUBLIC EXAMINATION

Paper 1 comprises two sections A and B. Section A consists of multiple-choice questions and carries 21% of the subject mark. Section B includes short questions, structured questions and an essay question, and it carries 39% of the subject mark. Candidates have to attempt all questions in Paper 1.

Paper 2 contains multiple-choice questions and structured questions set on each of the four elective topics of the curriculum, and questions on each elective carry 10% of the subject mark. Candidates are to attempt questions from any **two** of the four electives.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory for **all** school candidates. Candidates will be assessed by their teachers on their performance of a wide range of skills involved in practical work throughout S5 and S6. Candidates are required to perform a stipulated amount of practical work. The work should be integrated closely with the curriculum and form a part of the normal learning and teaching process. Candidates may also be required to design and conduct an investigative study with a view to solving an authentic problem. They are expected to make use of their knowledge and understanding of physics in performing such an investigative study, through which their generic skills, practical skills, process skills and reporting skills, etc. would be developed and assessed.

The table below summarises the minimum numbers of assessments and the percentage weightings in subject required in S5 and S6 for the SBA:

| | Minimum number of assessments | |
|----|-------------------------------|------------------|
| S5 | 1 EXPT (6%) | |
| S6 | 1 EXPT (6%) | 1 IS / EXPT*(8%) |

- Over the two years of S5 and S6, there should be at least two marks for experiments (EXPT) and one mark for investigative study (IS) or an experiment with a detailed report (EXPT*). The IS / EXPT* mark is to be submitted in S6.

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations, assessment criteria, guidelines and methods of assessment are provided in the SBA Handbook for HKDSE Physics and Combined Science (Physics part) published by the Hong Kong Examinations and Assessment Authority.

COMBINED SCIENCE

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4-6) Combined Science jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates should refer to the section on 'Curriculum Framework' in this Guide for the knowledge, understanding, skills and attitudes they are required to demonstrate in the assessment. Candidates are expected to have a general knowledge of the materials contained in the Science Curriculum (Secondary 1-3). The mathematical skills required in the assessment are mainly based on those covered in the Compulsory Part of the Hong Kong Diploma of Secondary Education Mathematics Curriculum.

The public assessment of Combined Science consists of three parts: Physics, Chemistry and Biology. Candidates should choose **any two parts** to form the basis of their assessment according to the curriculum they follow. As a result, there are three options: Combined Science (Physics, Chemistry), Combined Science (Biology, Physics), and Combined Science (Chemistry, Biology).

PART 1: PHYSICS

ASSESSMENT OBJECTIVES

The objectives of the public assessment of this part are to evaluate candidates' ability to:

1. recall and show understanding of the facts, concepts, models and principles of physics, and the relationships between different topic areas in the curriculum framework;
2. apply knowledge, concepts and principles of physics to explain phenomena and observations, and to solve problems;
3. show an understanding of the use of apparatus in performing experiments;
4. demonstrate an understanding of the method used in the study of physics;
5. present data in various forms, such as tables, graphs, charts, diagrams, and transpose them from one form into another;
6. analyse and interpret data, and draw appropriate conclusions;
7. show an understanding of the treatment of errors;
8. select, organise, and communicate information clearly, precisely and logically;
9. demonstrate understanding of the applications of physics to daily life and its contributions to the modern world;
10. show awareness of the ethical, moral, social, economic and technological implications of physics, and critically evaluate physics-related issues; and
11. make suggestions, choices and judgments based on the examination of evidence using knowledge and principles of physics.

MODE OF ASSESSMENT

The public assessment of Combined Science (Physics part) consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|----------------------|
| Public Examination | Questions set on the physics part of the curriculum | 40% | 1 hour 40 minutes |
| School-based Assessment (SBA) | | 10% | |

PUBLIC EXAMINATION

The examination paper comprises two sections: A and B. Section A consists of multiple-choice questions and carries 14% of the subject mark. Section B includes short questions, structured questions and an essay question, and it carries 26% of the subject mark. Candidates have to attempt **all** questions in this paper.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory for **all** school candidates. Candidates will be assessed by their teachers on their performance of a wide range of skills involved in practical work throughout S5 and S6. Candidates are required to perform a stipulated amount of practical work. The work should be integrated closely with the curriculum and form a part of the normal learning and teaching process.

The table below summarises the minimum number of assessments and the percentage weighting in subject required in S5 and S6 for the SBA:

| | Minimum number of assessments |
|----|-------------------------------|
| S5 | 1 (5%) |
| S6 | 1 (5%) |

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations, assessment criteria, guidelines and methods of assessment are provided in the SBA Handbook for HKDSE Physics and Combined Science (Physics part) published by the Hong Kong Examinations and Assessment Authority.

PART 2: CHEMISTRY

ASSESSMENT OBJECTIVES

The assessment objectives of this part are to evaluate the abilities of candidates to:

1. recall and show understanding of chemical facts, patterns, principles, terminology and conventions;
2. show an understanding of the use of apparatus and materials in performing experiments;
3. handle materials, manipulate apparatus, carry out experiments safely and make accurate observations;
4. demonstrate an understanding of the method used in chemical investigation;
5. analyse and interpret data from various sources, and draw relevant conclusions;
6. manipulate and translate chemical data and to perform calculations;
7. apply chemical knowledge to explain observations and to solve problems which may involve unfamiliar situations;
8. select and organise scientific information from appropriate sources and to communicate this information in an appropriate and logical manner;
9. understand and evaluate the social, economic, environmental and technological implications of the applications of chemistry; and
10. make decisions based on the examination of evidence and arguments.

MODE OF ASSESSMENT

The public assessment of Combined Science (Chemistry part) consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|----------------------|
| Public Examination | Questions set on the chemistry part of the curriculum | 40% | 1 hour 40 minutes |
| School-based Assessment (SBA) | | 10% | |

PUBLIC EXAMINATION

The examination paper comprises two sections: A and B. Section A consists of multiple-choice questions and carries 12% of the subject mark. Section B includes short questions, structured questions and an essay question, and it carries 28% of the subject mark. Candidates have to attempt **all** questions in this paper.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory for **all** school candidates. Candidates will be assessed by their teachers on their performance of a wide range of skills involved in practical work throughout S5 and S6. Candidates are required to perform a stipulated amount of practical work, which may include designing experiments, reporting and interpreting experimental results, etc. The work should be integrated closely with the curriculum and form a part of the normal learning and teaching process.

The table below summarises the minimum number of assessments and the percentage weighting in subject required in S5 and S6 for the SBA:

| | Minimum number of assessments* | Weighting in subject |
|----|--------------------------------|----------------------|
| S5 | 1 | 5% |
| S6 | 1 | 5% |

* Over the two years of S5 and S6, there should be at least one assessment for Volumetric Analysis (VA) and one assessment for Other Experiments (EXPT).

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on their public examination results.

The detailed requirements, regulations, assessment criteria, guidelines and methods of assessment are provided in the SBA Handbook for HKDSE Chemistry and Combined Science (Chemistry part) published by the Hong Kong Examinations and Assessment Authority.

PART 3: BIOLOGY

ASSESSMENT OBJECTIVES

The assessment objectives of this part are to evaluate candidates' abilities to:

1. recall and show understanding of facts, concepts and principles of biology, and the relationships between different topic areas in the curriculum framework;
2. apply biological knowledge, concepts and principles to explain phenomena and observations, and to solve problems;
3. formulate working hypotheses, and plan and perform tests for them;
4. demonstrate practical skills related to the study of biology;

5. present data in various forms, such as tables, graphs, charts, drawings, diagrams, and transpose them from one form into another;
6. analyse and interpret both numerical and non-numerical data in forms such as continuous prose, diagrams, photographs, charts and graphs – and make logical deductions and inferences and draw appropriate conclusions;
7. evaluate evidence and detect errors;
8. generate ideas; select, synthesise and communicate ideas and information clearly, precisely and logically;
9. demonstrate understanding of the applications of biology to daily life and its contributions to the modern world;
10. show awareness of the ethical, moral, social, economic and technological implications of biology, and critically evaluate biology-related issues; and
11. make suggestions, choices and judgments about issues affecting the individual, society and the environment.

MODE OF ASSESSMENT

The public assessment of Combined Science (Biology part) consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|----------------------|
| Public Examination | Questions set on the biology part of the curriculum | 40% | 1 hour 40 minutes |
| School-based Assessment (SBA) | | 10% | |

PUBLIC EXAMINATION

The examination paper comprises two sections: A and B. Section A consists of multiple-choice questions and carries 12% of the subject mark. Section B includes short questions, structured questions and an essay question, and it carries 28% of the subject mark. Candidates have to attempt **all** questions in this paper.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory for **all** school candidates. In the SBA of Combined Science (Biology part), candidates are required to perform a stipulated amount of practical work, which may include scientific investigations, laboratory work, and fieldwork, etc. In S5 and S6, they will be assessed in two ability areas: practical skills and abilities (A) and reporting of investigative work (B). Ability area A carries 4% of the subject mark, while ability area B carries 6% of the mark.

The table below summarises the percentage weighting and the minimum number of assessments required in S5 and S6 for the different areas of the SBA:

| | | Ability area A (Practical skills and abilities) | Ability area B (Reporting of investigative work) |
|----------------------------------|----|--|---|
| Weighting in subject | | 4% | 6% |
| Minimum number of assessments | S5 | 1 | 1 |
| | S6 | | |

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on their public examination results.

The detailed requirements, regulations, assessment criteria, guidelines and methods of assessment are provided in the SBA Handbook for HKDSE Biology and Combined Science (Biology part) published by the Hong Kong Examinations and Assessment Authority.

INTEGRATED SCIENCE

INTRODUCTION

The public assessment of this subject is based on the Integrated Science Curriculum and Assessment Guide (Secondary 4-6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the section on ‘Curriculum Framework’ in this Guide for the knowledge, understanding, skills and attitudes they are required to demonstrate in the assessment. Candidates are expected to have general knowledge of the materials contained in the Science Curriculum (Secondary 1-3). The mathematical skills required in the assessment will not exceed those covered in the Compulsory Part of the Hong Kong Diploma of Secondary Education Mathematics Curriculum.

ASSESSMENT OBJECTIVES

The assessment objectives are to evaluate the following abilities of candidates:

1. to recall and show understanding of facts, concepts and principles of science, and the relationships between different topic areas of the curriculum framework;
2. to apply scientific knowledge, concepts and principles to explain phenomena and observations, and to solve problems;
3. to formulate working hypotheses, to plan and to perform tests for them;
4. to show practical skills related to the study of science;
5. to present data in various forms, such as tables, graphs, charts, drawings, diagrams, and to transpose them from one form into another;
6. to analyse and interpret data including numerical and non-numerical data such as those in the form of continuous prose, diagrams, photographs, charts and graphs; to make inferences, logical deductions and draw conclusions from them;
7. to formulate arguments, justify claims, evaluate evidence and detect errors;
8. to select, synthesise, and communicate ideas and information clearly, precisely and logically;
9. to show understanding of the applications of science to daily life and the contributions of science to the modern world;
10. to show awareness of the ethical, moral, social, economic and technological implications of science, and to critically evaluate science-related issues; and
11. to make suggestions, choices and judgements based on scientific knowledge and principles.

MODE OF ASSESSMENT

The public assessment of Integrated Science consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration | | |
|-------------------------------|-----------|----------------------------------|--|---------|-------------------|
| Public examination | Paper 1 | Questions set on Compulsory part | 45% | 2 hours | |
| | Paper 2 | Section A | Multiple-choice questions set on Compulsory part | 15% | 1 hour 30 minutes |
| | Section B | Questions set on Elective part | 20% | | |
| School-based Assessment (SBA) | | 20% | | | |

PUBLIC EXAMINATION

In Paper 1 and in Paper 2 Section A, all questions are compulsory. In Paper 2 Section B, a choice of two out of the three electives is allowed.

In Paper 1 and in Paper 2 Section B, the types of items include short questions, structured data-response questions and short essays. Some of the questions may be set on unfamiliar situations. In such cases, candidates will be required to study a given piece of information which may be presented in the form of text, diagrams or graphs, and to apply their skills and knowledge to answer questions set on the information given.

SCHOOL-BASED ASSESSMENT (SBA)

School-based assessment (SBA) is compulsory to **all** school candidates. Candidates are required to perform a stipulated amount of practical work, which refer to activities that require the use of science apparatus and/or fieldwork. In S5 and S6, they will be assessed by their teachers in two ability areas: A and B. Each of the ability areas carries 10% of the subject mark. Details of the two ability areas are as follows:

Ability area A:

- (a) to organise and perform practical work, including the use of suitable apparatus and equipment, and the appropriate manipulative skills in carrying out experiments;
- (b) to make accurate observations and measurements.

Ability area B:

- (a) to identify the problem to be investigated and to formulate a hypothesis, where applicable, and put it into a testable form;
- (b) to devise a plan of investigation in accordance with the problem being investigated;
- (c) to record and to present data in an appropriate form;
- (d) to interpret experimental results and to draw appropriate conclusions.

The table below summarises the percentage weighting and the minimum number of assessments required in S5 and S6 for the two ability areas of the SBA:

| | | Ability area A | Ability area B |
|-------------------------------|----|----------------|----------------|
| Weighting in subject | | 10% | 10% |
| Minimum number of assessments | S5 | 1 | 1 |
| | S6 | 1 | 1 |

For monitoring and authentication purposes, candidates are required to keep good custody of all their work in SBA until the publication of the HKDSE examination results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on their public examination results.

The detailed requirements, regulations, assessment criteria, guidelines and method of assessment are provided in the SBA Handbook for HKDSE Integrated Science published by the Hong Kong Examinations and Assessment Authority.

中國歷史

引言

本科的公開評核建基於課程發展議會及香港考試及評核局聯合編訂的中國歷史科課程及評估指引（中四至中六）。考生宜參閱上述指引，仔細了解詳情。

本科公開評核主要考查學生在高中的三年時間內學習本科的過程與成果。它著重考查學生能否：

- 從時間角度縱向探討中國歷史的演變與從文化層面橫向認識中國歷史的不同面貌；
- 掌握探究歷史的技能，具備研習歷史的正確態度和概念。

評核目標

評核旨於評估考生下列的能力：

- (1) 理解重要歷史事件的由來、發展及相互關係；建立重要的歷史概念及個人的歷史意識。
- (2) 整理、綜合、分析及評價史事，以及運用歷史資料及有關論述表達自己觀點。
- (3) 掌握探究歷史方法、進行獨立思考、深入探討問題，以及辨識資料真確性及可信程度。

評核模式

包括公開考試（80%）及校本評核（20%）兩部分，有關資料概述如下：

| 部分 | 內容 | 比重 | 時間 |
|------|-----------------|-----|-----------|
| 公開考試 | 試卷一：歷代發展，分甲、乙部 | 48% | 2 小時 |
| | 試卷二：歷史專題，設 6 單元 | 32% | 1 小時 20 分 |
| 校本評核 | 學習及評核計畫 | 20% | |

公開考試

試卷一：歷代發展

設必答題，涵蓋甲、乙兩部，佔 25 分（提供多項資料，考核學生不同能力，預期作答時間為 40 分鐘）；其餘甲部及乙部各設 3 題，考生須分別各選答 1 題，佔 50 分。

試卷二：歷史專題

設 6 單元，每單元各設 3 題，學生從所選的 1 個單元中選答 2 題，共答 2 題完卷。

校本評核

教師設計一個為期不少於 8 星期的「學習及評核計畫」，包括最少 2 個學習階段，各設評核項目，內含顯示學習進程及考查學習成果的習作。

呈交各學生在學習及評核計畫內每一評核項目的成績共最少 2 個分數，總分為 20 分，惟個別項目的佔分比重毋須相同。

評核習作可全班一致，亦可有小部分次數由學生自由選取提交，惟用作自選的習作其所屬的項目及佔分必須相同，而全班一致與自選習作的數量應保持 1：1 之比。

註：

1. 所有學校考生均須參與校本評核。自修生不需參加校本評核。他們本科的成績全部以公開考試成績計算。
2. 考生須妥善保存他們的作品，作為監察及證明之用，直至香港中學文憑考試成績公布為止。
3. 有關校本評核的詳細要求、規則、評核準則和指引等，將刊於香港考試及評核局編訂的香港中學文憑中國歷史科校本評核手冊內。

ECONOMICS

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Economics jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding, skills etc they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of this assessment are to evaluate students' abilities and achievements in the following :

1. to know and understand fundamental economic concepts and theories;
2. to apply such concepts and theories to explain real world situations, especially the Hong Kong economy;
3. to understand and interpret economic information presented in various forms;
4. to acquire the basic tools of economic analysis;
5. to analyze economic issues;
6. to evaluate arguments, proposals and policies from different perspectives and make informed judgments; and
7. to present ideas clearly, and in a well-reasoned manner, illustrating answers with diagrams and examples.

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of Economics in 2016 HKDSE:

| Component | | | Weighting | Duration |
|--------------------|---------|---|-----------|-----------------------|
| Public Examination | Paper 1 | Multiple-choice questions will be set on the compulsory part of the curriculum. All questions are compulsory. | 30% | 1 hour |
| | Paper 2 | Section A: Short questions will be set on the compulsory part of the curriculum. All questions are compulsory. | 30% | 2 hours 15 minutes |
| | | Section B: Structured/essay-type questions will be set on the compulsory part of the curriculum. All questions are compulsory. | 31% | |
| | | Section C: Structured/essay-type questions will be set on the elective parts of the curriculum. Candidates are only required to attempt the questions from one of the two elective parts. | 9% | |

PUBLIC EXAMINATION

The written examination of Economics will contain questions testing candidates' knowledge and analytic ability in the fundamental and selected areas of economics, and those testing higher order thinking skills. Candidates should be able to apply their knowledge of economic analysis to practical problems and illustrate general principles with relevant examples.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in Economics has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 15% of the final subject marks. |

Information regarding the latest design of the SBA after review of the new senior secondary curriculum and assessment conducted in 2012-13 can be found in the Hong Kong Examinations and Assessment Authority (HKEAA) website (http://www.hkeaa.edu.hk/tc/sba/sba_hkdse/index.html). The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Economics to be published by September 2015. During the transition years, the curriculum for Economics will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

ETHICS AND RELIGIOUS STUDIES

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Ethics and Religious Studies jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge and understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

To assess candidates' ability to:

1. Demonstrate knowledge and understanding of different areas of ethics and a selected religious tradition;¹
2. Apply such knowledge and understanding to real life situations as well as novel cases;
3. Perform critical thinking skills (including: analysis, evaluation, synthesis.....) with reference to relevant ethical / religious concepts and theories;
4. Communicate effectively (including: facts, opinions, suggestions and standpoints.....).

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of Ethics and Religious Studies (ERS) in 2016 HKDSE.

| Component | | Weighting | Duration |
|--------------------|-------------------------------|-----------|-------------------|
| Public Examination | Paper 1: Ethics | 50% | 1 hour 45 minutes |
| | Paper 2: Religious Traditions | 50% | 1 hour 45 minutes |

¹ Please refer to the Curriculum and Assessment Guide for specific assessment objectives of different parts.

PUBLIC EXAMINATION

Paper 1: Ethics

Part A: Normative Ethics (20 marks)

Four to five short questions will be set. All questions are compulsory.

Part B: Personal and Social Issues (40 marks)

There will be four questions, of which candidates are required to answer two. The paper will consist of essay and guided essay questions

Paper 2: Religious Traditions

Candidates are to attempt one of the two modules offered. The paper will consist of essay and guided essay questions.

Module 1: Buddhism (No open-book arrangement)

Each question carries 20 marks and candidates should attempt a total of three questions from Part 1 and Part 2.

Part 1: History of Buddhism

There will be two questions, of which candidates are required to answer one.

Part 2: Doctrines of Buddhism and Buddhist Practice

There will be four questions, of which candidates are required to answer two.

Module 2: Christianity [Candidates may bring approved Bible(s) into the examination centres.] (see Annex I)

There will be five questions, of which candidates are required to answer three. Each question carries 20 marks.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in Ethics and Religious Studies has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 20% of the final subject marks. |

Information regarding the latest design of the SBA after review of the new senior secondary curriculum and assessment conducted in 2012-13 can be found in the Hong Kong Examinations and Assessment Authority (HKEAA) website (http://www.hkeaa.edu.hk/tc/sba/sba_hkdse/index.html). The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Ethics and Religious Studies to be published by September 2015. During the transition years, the curriculum for Ethics and Religious Studies will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

ANNEX I

Open-book examination arrangement is only adopted in Module 2 Christianity. Please note the following:

1. Candidates should bring into the examination centre a copy of one of the approved versions of the whole Bible. The approved versions are listed below in paragraph 6.
2. Candidates, who wish to do so, may bring in two Bibles (or two copies of the New Testament) in order to have different language versions or translations.
3. The use of textbooks, commentaries or other reference books will not be permitted during the examination.
4. Apart from the particulars of the owner (e.g. name, class, address), there must be NO writing in the books, although candidates may underline the text. They may also use highlighters to enhance some verses. Infringements of these regulations normally incur penalties or disqualification.
5. During the examination, invigilators may examine all copies of the Bible which candidates have brought into the centre. If any unauthorized material is found candidates will be allowed to continue but once the examination is over, the books/material concerned will have to be handed to the centre supervisor for inspection. It will later be decided whether the regulations have been broken and whether the candidate should be disqualified or suffer some other penalty.
6. The approved versions of the Bible are as follows:
 - Good News Bible/Today's English Version/Good News for Modern Man (N.T.)/Good News Bible (illustrated)
 - Good News Bible with Deuterocanonicals/Apocrypha
 - Sunrise Good News Bible
 - Revised Standard Version
 - New Revised Standard Version
 - The Jerusalem Bible
 - The New Jerusalem Bible
 - The Knox Version
 - New American Standard Version
 - New International Version
 - Gideons International bilingual edition of the New Testament (Kuoyu and Revised Version)現代中文譯本／給現代學生的佳音／給現代人的福音（新約）／現代人的希望／現代中文譯本修訂版
聖經（思高聖經學會譯釋）
新約全書（思高聖經學會譯釋）
新舊約全書（和合版/和合本）
聖經（和合本修訂版）
中文聖經新譯本（樂可門基金）／聖經新譯本——學生版（初版）（環球聖經公會）
聖經（新標點和合本）

Notes:

1. Booklets containing individual books from the Bible in the versions mentioned above are acceptable, as are bilingual combinations of these versions.

If schools wish to use versions that are not listed, they should write to seek permission from:

The Secretary General
(Attention: General Manager - School Examinations and Assessment Division)
Hong Kong Examinations and Assessment Authority
Southorn Centre, 12/F

130 Hennessy Road
Wanchai
Hong Kong
before 1st September in the year preceding the examination. Private candidates may also seek such permission, and should do so in writing by the same date.

2.
 - * The underlying rationale for the inclusion of Bible versions in the approved list is that they are in common use in Hong Kong schools.
 - * The use of unapproved versions will incur mark penalties.
 - * The use of versions which are study Bibles, or which contain unauthorised material such as commentaries or handwritten study notes will lead to disqualification from the subject.

GEOGRAPHY

INTRODUCTION

The public assessment of this subject is based on the Geography Curriculum and Assessment Guide (Secondary 4 – 6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the curriculum objectives they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of this assessment are to evaluate candidates' abilities and competencies in the subject of Geography. When selecting appropriate tools for assessment, the assessment exercise should:

- help to identify candidates' needs and assess their progress in developing skills, understanding, attitudes and interest;
- measure attainment, and inform learning and teaching;
- make judgments on the learning processes and outcomes;
- cover appropriate learning objectives, generic skills, values and attitudes;
- be based on standards-referencing principles for grading and evaluating candidates' performance;
- employ both formative and summative methods to facilitate understanding of candidates' progress.

By the end of the course, candidates are expected to be able to:

- (a) understand how natural environments influence human activities, and how human activities alter natural environments;
- (b) describe the major characteristics of chosen places and environments and explain how these characteristics are created by the interactions within and between a range of physical and human processes;
- (c) describe how the interactions within and between physical and human processes create geographical patterns of different scales and lead to changes in places and environments over space and time;
- (d) understand and critically evaluate the concept of regional identity;
- (e) understand "sustainable development";
- (f) recognise the role of perceptions, values and attitudes in decision-making about places and environments, and to use this understanding to explain the resulting changes;
- (g) recognise how conflicting demands on the environment may arise and evaluate the different strategies for managing the environment;
- (h) appreciate how increasing global interdependency influences their lives, their nation and the environment;
- (i) identify geographical questions and issues and develop a logical sequence of enquiry based on their knowledge and understanding of geography;
- (j) select and use appropriate geographical and generic skills for investigating geographical questions and issues, present and interpret their findings in an effective way, and draw conclusions based on evidence.

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of Geography in 2016 HKDSE:

| | Paper 1 | Paper 2 |
|--|--|--|
| Weighting: | 70% | 30% |
| Duration: | 2½ hours | 1¼ hour |
| Scope: | Compulsory Part | Elective Part |
| Section/ Question type: | A. Multiple-choice (22%) B. Data/Skill-based/ Structured (36%) C. Short Essay (12%) | D. Data/Skill-based/ Structured (18%) E. Short Essay (12%) |

PUBLIC EXAMINATION

1. The examination will consist of two papers.
2. Paper 1 will consist of 3 sections (A, B & C) and questions will be set from the Compulsory Part. Section A will include multiple-choice questions, which will cover any topic from the Compulsory Part. Candidates are expected to answer all 40 M.C. questions and are advised to spend not more than 1 hour on this section.
Section B will have 4 data/skill-based/structured questions and Section C will have 3 short essay questions. Candidates will be required to answer 2 questions from Section B and 1 question from Section C. They are advised to spend about 30 minutes on each question in these two sections. However, candidates are free to make their own time allocation for the three sections in this paper.
3. Paper 2 will consist of 2 sections (D & E) and the questions will be set from the Elective Part. Both Sections D and E will consist of 4 questions each. Candidates are required to choose 1 question from each section, of which the 2 questions chosen must be taken from two different electives.
4. Both Papers 1 and 2 may include the testing of skills, attitudes and values, and mapwork using local topographical maps (1:20,000/1:5,000), and/or simplified map extracts.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in Geography has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 15% of the final subject marks. |

Information regarding the latest design of the SBA after review of the new senior secondary curriculum and assessment conducted in 2012-13 can be found in the Hong Kong Examinations and Assessment Authority (HKEAA) website (http://www.hkeaa.edu.hk/tc/sba/sba_hkdse/index.html). The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Geography to be published by September 2015. During the transition years, the curriculum for Geography will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

HISTORY

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) History jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

A. *For the Public Examination component*

The objectives of this component are to evaluate candidates’:

1. knowledge and understanding of the 20th century’s major events and trends, and their interrelationship;
2. ability to recall, evaluate and select knowledge relevant to the context and to deploy it in a clear and coherent form;
3. ability to recognise and make use of the concepts of cause and consequence, continuity and change, similarity and difference in time and space;
4. ability to look at events and issues from the perspective of people in the past;
5. ability to interpret and evaluate historical evidence: to extract information from historical sources; to distinguish between fact, opinion and judgment; to detect bias; to draw conclusions based on a comparison of various types of historical sources.

B. *For the School-based Assessment (SBA) component*

The objectives of this component are to evaluate candidates’:

1. ability to formulate and evaluate decisions in the process of collecting and analysing information, and listing and ranking alternatives;
2. understanding that historical conclusions are liable to reassessment in the light of new and reinterpreted evidence;
3. spirit of impartiality and empathetic understanding in the study of History.

TOURISM AND HOSPITALITY STUDIES

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Tourism and Hospitality Studies (THS) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates should refer to the Guide for the knowledge, understanding, and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The learning objectives to be assessed in THS are listed below:

- Understanding the structure and nature of the various interdependent components of the tourism and hospitality industry;
- Recognising the relative importance of the tourism and hospitality industry to host destinations and global economy;
- Understanding tourism and hospitality issues and analysing the main factors affecting the demand for and supply of tourism and hospitality services;
- Evaluating sustainable tourism strategies that can be used to minimise the negative economic, environmental and social impacts of tourism and maximise the positive ones;
- Appreciating the importance for tourists and tourism/hospitality operators of fulfilling responsibilities in an ethical manner;
- Applying information technology skills, communication skills, problem-solving skills and critical thinking skills effectively in the context of a dynamic tourism and hospitality industry;
- Demonstrating the basic principles and skills of providing quality customer service.

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of THS in 2016 HKDSE:

| Component | | Weighting | Duration |
|--------------------|---------|--|----------|
| Public Examination | Paper 1 | Section A: Multiple-choice Section B: Data-based questions 43% | 1¼ hours |
| | Paper 2 | Essay-type questions 57% | 1¾ hours |

PUBLIC EXAMINATION

The written examination will carry 100% of the total subject marks, and will comprise two papers. Questions in both papers will fall within the Compulsory Part of the Curriculum.

Paper 1 will carry 43% of the subject marks, and last 1¼ hours. This paper will consist of Section A, multiple-choice questions, and Section B, data-based questions. Candidates will be required to answer questions from both sections. They are advised to spend about 45 minutes and 30 minutes on Section A and Section B respectively.

Paper 2 will carry 57% of the subject marks, and last 1¾ hours. This paper will consist of five essay-type questions, of which candidates will be expected to answer any three.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in THS has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 15% of the final subject marks. |

Information regarding the latest design of the SBA after review of the new senior secondary curriculum and assessment conducted in 2012-13 can be found in the Hong Kong Examinations and Assessment Authority (HKEAA) website (http://www.hkeaa.edu.hk/tc/sba/sba_hkdse/index.html). The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Tourism and Hospitality Studies to be published by September 2015. During the transition years, the curriculum for Tourism and Hospitality Studies will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

BUSINESS, ACCOUNTING AND FINANCIAL STUDIES

INTRODUCTION

The public assessment of this subject is based on the Business, Accounting and Financial Studies Curriculum and Assessment Guide (Secondary 4 - 6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Curriculum and Assessment Guide for the knowledge, understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The public assessment of Business, Accounting and Financial Studies (BAFS) aims to assess candidates' abilities to:

1. demonstrate knowledge and understanding of different areas of business;
2. apply such knowledge and understanding to familiar and novel situations;
3. analyse, synthesise and evaluate information in the context of business decisions, taking into account the integrated and dynamic nature of business problems; and
4. communicate facts, opinions, and suggestions in an effective manner.

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of BAFS in 2016 HKDSE:

| Component | | Weighting | Duration |
|--------------------|--|-----------|--------------------|
| Public Examination | Paper 1 Compulsory part | 40% | 1 hours 15 minutes |
| | Paper 2 Elective part (choose one only) 2A Accounting module 2B Business management module | 60% | 2 hours 15 minutes |

PUBLIC EXAMINATION

Paper 1

There will be two sections in this paper: Section A (60 marks) will consist of multiple choice questions and Section B (30 marks) short questions divided into two parts. Candidates are required to answer 3 – 4 compulsory questions in Part 1 (20 marks) and there will be a choice of one out of two questions in Part 2 (10 marks).

Questions will be set on the compulsory part of the curriculum.

Paper 2

Candidates will attempt either Paper 2A or 2B.

Questions will be set on the respective module of the elective part of the curriculum. Candidates are, however, expected to integrate their knowledge and skills learnt in the compulsory part to demonstrate in-depth knowledge of the module.

There will be three sections as follows:

| | Paper 2A (Accounting module) | Paper 2B (Business management module) | Remarks |
|----------------------|--|---|---|
| Section A (24 marks) | 3 – 4 short questions | 4 – 5 short questions | All questions are compulsory. |
| Section B (36 marks) | 2 – 3 application problems | 2 case studies | |
| Section C (20 marks) | Case/Theory questions | Essay questions | Candidates are required to answer one out of two questions. |

Candidates are expected to be aware of the impact of standards issued by the Hong Kong Institute of Certified Public Accountants upon the accounting definitions and treatments covered by this curriculum. Standards newly issued or revised before *1 September 2013* are applicable to the examination.

DESIGN AND APPLIED TECHNOLOGY

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Design and Applied Technology (DAT), jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of this assessment are to evaluate candidates' abilities in the following:

- Application of research, graphical communication and information processing skills to the design process.
- Response to identified needs, wants and opportunities of technological products and processes, while being aware of the impacts of technology and design on society.
- Use of the design process to develop design solutions to student-generated design problems in a range of contexts.
- Selection and use of appropriate technology and relevant resources for designing, manufacturing and marketing a product.
- Evidence of appropriate design decisions based on knowledge and understanding of design practices and relevant technological systems and processes.

MODE OF ASSESSMENT

The public assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

| Component | Part | Weighting | Duration |
|-------------------------------|--|-----------|----------|
| Public Examination | Paper 1 Compulsory Part | 30% | 2 hours |
| | Paper 2 Elective Part – Each candidate is required to choose any two of the following five modules: 2A: Automation 2B: Creative Digital Media 2C: Design Implementation and Material Processing 2D: Electronics 2E: Visualisation and CAD Modelling | 30% | 2 hours |
| School-based Assessment (SBA) | Design Project A list of suggested project titles to be provided by the HKEAA | 40% | |

PUBLIC EXAMINATION

The overall aim of the public examination is to assess candidates' abilities to demonstrate their knowledge and understanding in different areas of technology and to apply them to their daily living.

Paper 1 (2 hours)

This paper is compulsory with Sections A and B. This paper will carry 30% of the subject mark.

Section A Compulsory (60 marks)
One major design question.

Section B Optional questions (40 marks)
Three questions will be set and candidates are required to answer two questions.

Paper 2 (2 hours)

This paper consists of the following 5 elective modules. Candidates are required to choose two modules when they registered for the examination. This paper will carry 30% of the subject mark.

- 2A: Automation
- 2B: Creative Digital Media
- 2C: Design Implementation and Material Processing
- 2D: Electronics
- 2E: Visualisation and CAD Modelling

Three questions will be set for each of the five modules. Candidates are required to answer two questions in each of the two registered modules.

SCHOOL-BASED ASSESSMENT (SBA)

SBA is compulsory for **all** school candidates. In the context of public assessment, SBA refers to assessments administered in schools and marked by the student's own teachers. The primary rationale for SBA in DAT is to enhance the validity of the overall assessment and extend it to include the assessment of students' skills in the following aspects:

- Identification and analysis of design problems
- Collection of data
- Conducting research and investigation
- Generation and development of design ideas
- Making proposed final solution
- Presentation of solution with suitable media
- Evaluation of final solution

Design Project (25-35 hours)

Candidates are required to complete a design project in the SBA, which carries 40% of the subject mark.

The project is to be completed in two stages:

- Stage 1 Research, investigation and data collection (10%)
- Stage 2 Design and make (30%)

Candidates are required to keep good custody of their work for inspection and authentication purposes until the release of the HKDSE results.

The detailed requirements, regulations, assessment criteria and guidelines will be provided in the SBA Handbook for HKDSE Design and Applied Technology (DAT) published by the Hong Kong Examinations and Assessment Authority.

HEALTH MANAGEMENT AND SOCIAL CARE

INTRODUCTION

The public assessment of this subject is based on the Health Management and Social Care (HMSC) Curriculum and Assessment Guide (Secondary 4–6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

Candidates of this subject will be assessed on their ability to:

1. demonstrate knowledge and understanding of the concepts, principles and terminology appropriate to the subject content;
2. apply knowledge, understanding and skills to address health and social issues/ problems;
3. plan and carry out investigations and tasks in which they analyse HMSC-related issues and problems;
4. collect, extract and record evidence and information from appropriate sources;
5. analyse information and draw reasoned conclusions from data;
6. present and justify opinions on HMSC-related issues and problems;
7. communicate and evaluate information, and present findings and conclusions in appropriate forms;
8. demonstrate reflective thinking skills and evaluate the issues of health and social care from different perspectives.

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of HMSC in the 2016 HKDSE:

| Component | | Weighting | Duration | |
|--------------------|---------|--|----------|-----------------------|
| Public Examination | Paper 1 | Testing compulsory part of the curriculum | 57% | 2 hours |
| | Paper 2 | Testing both the compulsory and elective parts of the curriculum | 43% | 1 $\frac{3}{4}$ hours |

PUBLIC EXAMINATION

Paper 1 focuses on the compulsory part of the curriculum. It will consist of the following:

Section A: Short questions (compulsory)

Section B: Structured questions (compulsory)

Paper 2 focuses both on the compulsory and the elective parts of the curriculum. It will consist of the following:

Section A: Short questions (compulsory)

Section B: Issue-based questions (choose 2 out of 3 questions)

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in HMSC has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 30%* of the final subject marks. |

**The weighting and design of SBA will be further reviewed by the HMSC working group and schools will be duly informed about the latest arrangement.*

Information regarding the latest design of the SBA after review of the new senior secondary curriculum and assessment conducted in 2012-13 can be found in the Hong Kong Examinations and Assessment Authority (HKEAA) website (http://www.hkeaa.edu.hk/en/sba/sba_hkdse/index.html). The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Health Management and Social Care to be published by September 2015. During the transition years, the curriculum for Health Management and Social Care will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

INFORMATION AND COMMUNICATION TECHNOLOGY

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Information and Communication Technology (ICT) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding, generic skills and practical skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of this assessment are to evaluate candidates' ability to:

1. demonstrate knowledge and understanding of the range and organisation of computer systems, and the interrelationships among hardware, software and data;
2. appreciate the social, ethical and legal issues pertaining to the use of information and communication technologies;
3. use a range of application software effectively, ethically and with discrimination to support information-processing and problem-solving;
4. demonstrate an understanding of methods for analysing problems, and planning and implementing solutions using information and communication technologies; and
5. appreciate how information literacy and the sharing of knowledge using information and communication technologies influence decision-making and shape our society.

MODE OF ASSESSMENT

The public assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration | |
|-------------------------------|---|---------------------------------|----------|--|
| Public Examination | Paper 1 | Compulsory part | 55% | |
| | Paper 2 | Elective part (choose one only) | 25% | |
| | | 2A | | Databases elective, |
| | | 2B | | Data Communications and Networking elective, |
| 2C | Multimedia Production and Web Site Development elective, OR | 1 hour 30 minutes | | |
| 2D | Software Development elective | | | |
| School-based Assessment (SBA) | | 20% | | |

PUBLIC EXAMINATION

Paper 1

There will be two sections in this paper: Section A (40%) will consist of multiple-choice questions and Section B (60%) structured questions. Questions will be set on the compulsory part of the curriculum. All questions are compulsory.

Paper 2

This paper consists of structured questions. Candidates are required to choose one of the following electives:

| | |
|----------|--|
| Paper 2A | Databases |
| Paper 2B | Data Communications and Networking |
| Paper 2C | Multimedia Production and Web Site Development |
| Paper 2D | Software Development |

Questions will be set on the elective part of the curriculum. Candidates are expected to build upon the knowledge and skills learned in the compulsory part and demonstrate in-depth knowledge and skills in the elective area. All questions are compulsory.

SCHOOL-BASED ASSESSMENT (SBA)

SBA is compulsory for all school candidates. This component consists of one project assignment. Teachers will provide project title(s) of the Elective and the scopes of the project for candidates. The arrangement of SBA will be announced to schools by the Hong Kong Examinations and Assessment Authority in S5.

The project should be evaluated in accordance with the following categories:

- Design & Implementation
- Testing & Evaluation
- Conclusion & Discussion
- Project Management

Candidates are required to keep good custody of their work for inspection and authentication purposes until the release of the HKDSE results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations, assessment criteria and guidelines are provided in the SBA Handbook for HKDSE Information and Communication Technology published by the Hong Kong Examinations and Assessment Authority.

TECHNOLOGY AND LIVING

INTRODUCTION

The public assessment of this subject is based on the Technology and Living Curriculum and Assessment Guide (Secondary 4–6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of the examination are to evaluate candidates' abilities and achievements in the following ways:

1. demonstrating knowledge and understanding of concepts, principles, theories and issues presented in the specified content;
2. applying such knowledge and understanding in analysing and solving problems which may involve familiar and unfamiliar situations;
3. collecting, selecting, analysing and evaluating information in relation to the specified subject content;
4. evaluating the potential and limitation of evidence and arguments, making reasoned judgements about their relevance to particular situations and presenting supported conclusions; and
5. demonstrating communication skills using a wide variety of methods and presenting them in a logical and coherent structure appropriate to the nature of the activity;
6. planning and carrying through a course of action with relevant technological and scientific knowledge and skills to achieve an effective result.

MODE OF ASSESSMENT

Candidates taking Technology and Living (TL) are required to choose from the two strands: Food Science and Technology; or Fashion, Clothing and Textiles. The following table outlines the various components of the public assessment of TL in 2016 HKDSE.

| Component | | Weighting | Duration |
|--------------------|---|-----------|----------|
| Public examination | Paper 1 Compulsory part | 43% | 1½ hours |
| | Paper 2 Elective part (including knowledge from compulsory part) | 57% | 2 hours |

PUBLIC EXAMINATION

The examination papers will include questions set on familiar and unfamiliar situations. In the latter case, candidates may be required to study information presented in the form of text, diagrams or graphs, and to apply their skills and knowledge in answering questions set on the information given.

Paper 1

This paper comprises three sections. Section A contains multiple-choice questions and carries 15 marks. Section B includes design questions and carries 25 marks. Section C consists of structured questions and carries 30 marks. Candidates have to attempt all questions in this paper.

Paper 2

This paper consists of questions set on the three elective modules. Each elective module includes short questions, data-response questions and an essay, and carries 40 marks. Candidates have to attempt questions from any two of the three elective modules.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in Technology and Living has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 30% of the final subject marks. |

Information regarding the latest design of the SBA after review of the new senior secondary curriculum and assessment conducted in 2012-13 can be found in the Hong Kong Examinations and Assessment Authority (HKEAA) website (http://www.hkeaa.edu.hk/tc/sba/sba_hkdse/index.html). The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Technology and Living to be published by September 2015. During the transition years, the curriculum for Technology and Living will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

MUSIC

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Music jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of this assessment are to evaluate candidates' abilities to:

1. demonstrate listening skills in music to identify and respond critically to diverse music genres and styles, and analyse their artistic qualities in relation to the historical and cultural contexts;
2. perform different types of music accurately and fluently using appropriate styles and expression, and explain the interpretations of the music being performed; and
3. create and arrange music using appropriate compositional devices, and explain the use of music elements in compositional devices of their compositions.

MODE OF ASSESSMENT

The following table outlines the various components of the public assessment of Music in the 2015 HKDSE:

| Part | Mode | Duration | Weighting |
|--|---|--|-----------|
| Compulsory Part | | | |
| Paper 1: Listening | Public written examination Part A: Music in the Western classical tradition Part B: Chinese instrumental music, Cantonese operatic music, Local and Western popular music | Part A: about 75 mins Part B: about 75 mins | 40% |
| Paper 2: Performing I | External assessment (practical examination) | About 30 mins | 20% |
| Paper 3: Creating I | External assessment (Portfolio) | N. A. | 20% |
| Elective Part (choosing one paper) | | | |
| Paper 4A: Special Project | External assessment (Project report) | N. A. | 20% |
| Paper 4B: Performing II | External assessment (Practical examination) <i>OR</i> other recognised qualifications | About 30 mins | 20% |
| Paper 4C: Creating II | External assessment (Portfolio) <i>OR</i> other recognised qualifications | N. A. | 20% |

PUBLIC EXAMINATION

Paper 1: Listening (40%)

Candidates have to sit for a public written examination. The examination covers the following:

- (i) Music in the Western classical tradition (20%)
- (ii) Chinese instrumental music (8%)
- (iii) Cantonese operatic music (6%)
- (iv) Local and Western popular music (6%)

Candidates listen to a number of music excerpts and answer related questions. Each excerpt will be played an appropriate number of times, and in some cases scores are provided. The questions in this Paper will be of various kinds, such as multiple-choice questions, matching, as well as long and short questions.

Paper 2: Performing I (20%)

Candidates may use any instrument(s) and/or voice. The basic requirements of this Paper are comparable to the Grade 4 practical examination of the ABRSM or the Grade 5 practical examination of the Royal Conservatory of Music of Toronto-Canada for Western instruments, and the Grade 4 practical examination of the Central Conservatory of Music, Beijing, for Chinese instruments. Candidates have to:

- (i) perform two or more pieces in an instrumental or vocal ensemble in contrasting styles in a recital (15%), the duration of which should range from 10 to 15 minutes, and take part in a viva voce lasting for 3 to 5 minutes to explain their understanding and interpretation of the music performed (3%);
- (ii) sing at sight a tonal melody of 8 to 12 bars (2%).

If candidates choose Paper 4B (Performing II) as an elective in the same examination sitting, the pieces performed in this Paper should not be the same as those in Paper 4B (Performing II). Individual schools are required to video-record candidates' performances of the above items and submit the recordings to the HKEAA for external assessment.

Paper 3: Creating I (20%)

Candidates are required to submit a portfolio for external assessment. The following items should be included in the portfolio:

- (i) two or more compositions (16%), the total duration of which should be approximately 6 to 15 minutes, with at least one composition scored for an ensemble;
- (ii) a reflective report (4%) of about 500 words.

The recordings and scores of the compositions have to be submitted also. If candidates choose Paper 4C (Creating II) as an elective in the same examination sitting, the compositions submitted for Paper 3 should not be the same as those for Paper 4C. Candidates' portfolios should be accompanied by a supporting statement signed by themselves and the music teacher or school principal, stating that this is the candidate's own work. Any material which is quoted must be acknowledged.

Paper 4A: Special Project (20%)

Candidates have to submit a written report of 3,000 to 5,000 words to discuss the musical and cultural context of a particular topic for external assessment. The written report should consist of an introduction, discussion and analysis, conclusion and a list of references (a listening repertoire and a bibliography must be included). Scores, illustrations, and audio or video recordings can also be included as additional materials. The topic for the Special Project has to be approved by the HKEAA in advance. In general, topics which focus on discussion of musicians' biographical details will not be considered. Again, candidates' written reports should be accompanied by a supporting statement signed by themselves and the music teacher or school principal, stating that the written report is the candidates' own work. Any material which is quoted must be acknowledged.

Paper 4B: Performing II (20%)

Candidates may use any instrument(s) and/or voice for this externally-assessed practical examination. The basic requirements of this paper are comparable to the Grade 6 practical examination of the Associated Board of the Royal Schools of Music (ABRSM) and Australian Music Examinations Board (AMEB); Grade 7 practical examination of the Royal Conservatory of Music of Toronto-Canada for Western instruments; and the Grade 6 practical examination of the Central Conservatory of Music, Beijing, for Chinese instruments. Candidates have to sing or play three or more pieces individually in contrasting styles in a recital (18%), the duration of which should range from 10 to 20 minutes, and take part in a viva voce lasting for 3 to 5 minutes to explain their understanding and interpretation of the music performed (2%).

The pieces performed should not be the same as those in Paper 2 (Performing I). Candidates may submit proof of a recognised qualification for exemption from this Paper. Please refer to the annex for the conversion of grades based on various recognised qualifications. If candidates submit proof of a recognised qualification for exemption from this examination, the pieces performed in Paper 2 (Performing I) should be different from the pieces in the recognised practical examination.

Paper 4C: Creating II (20%)

Candidates are required to submit a portfolio for external assessment. The following items should be included in the portfolio:

- (i) two music arrangements of specific tasks, the total duration of which should range from 8 to 18 minutes (16%) : (1) to arrange an instrumental piece for a different instrumentation, and (2) to add accompaniment and extension to an existing song or melody. Candidates should make the arrangement on an original piece, and that the score of the original piece has to be submitted together with the arrangement; and
- (ii) a reflective report (4%) of about 600 words.

The recordings and scores of the compositions have to be submitted also. The compositions submitted for this Paper should not be the same as those for Paper 3 (Creating I). Candidates may submit proof of a recognised qualification for exemption from this Paper. Please refer to the annex for information of the exemption of this paper. If candidates submit proof of a recognised qualification for exemption from this examination, the compositions submitted in Paper 3 should be different from those in the recognised examination. Candidates' portfolios should be accompanied by a supporting statement signed by themselves and the music teacher or school principal, stating that this is the candidates' own work. Any material which is quoted must be acknowledged.

SCHOOL-BASED ASSESSMENT (SBA)

The implementation schedule of SBA in Music has been revised as follows:

| Year of Examination | Implementation of SBA |
|---------------------|---|
| 2018 | Optional Trial – Schools can opt to submit SBA marks for feedback from the HKEAA. The marks submitted will not be counted towards the subject result. Public examination results will constitute 100% of the final subject results. |
| Starting from 2019 | Full Implementation – All schools will implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 20% of the final subject marks. |

The latest design of the SBA is the same as that of Paper 2 (Performing I) after review of the new senior secondary curriculum and assessment conducted in 2012-13. The SBA design may be subject to further updates after feedback from schools and experience gained during the transition years. The detailed requirements, regulations, assessment criteria and guidelines will be provided in the revised SBA Handbook for HKDSE Music to be published by September 2015. During the transition years, the curriculum for Music will remain as it is and schools are expected to conduct the SBA activities as an integral part of learning and teaching and internal assessment as recommended in the Curriculum and Assessment Guide.

**Hong Kong Diploma of Secondary Education Examination Music
Marks Conversion Table for the Exemption of Paper 4B (Performing II)**

Paper 4B Performing II (20%)

Candidates with a recognised qualification, or equivalent, may apply for exemption from this practical examination. Evidence of these qualifications should be submitted to the Hong Kong Examinations and Assessment Authority at the time they register for entry to the Hong Kong Diploma of Secondary Education Examination (HKDSE), or no later than 15th January of the year of the HKDSE. Marks will be awarded to such candidates according to the conversion method as listed in the following table. Other awarding bodies which have been granted exemption in the past public examinations by the HKEAA are also listed following the table. Candidates should note that the list of awarding bodies is not exhaustive and will be updated when required.

Candidates should also note that in submitting proof of a recognised qualification for exemption in Paper 4B (Performing II), the pieces performed in Paper 2 (Performing I) should be different from the pieces in the recognised practical examination submitted for exemption. Candidates should complete and submit a declaration at the time they apply for exemption.

Paper 4B Marks Conversion

| Associated Board of the Royal Schools of Music / Trinity Guildhall Music Examinations | Australian Music Examinations Board | Royal conservatory of Music Toronto-Canada | Central Conservatory of Music, Beijing (Chinese music) | Marks to be awarded |
|--|--|---|---|----------------------------|
| Grade 6 (Pass) | Grade 6 (Satisfactory) | Grade 7 (Pass & Honors) | Grade 6 (Pass, Merit & Distinction) | 10 |
| Grade 6 (Merit) | Grade 6 (Credit) | Grade 7 (First Class Honors) | Grade 7 (Pass & Merit) | 11 |
| Grade 6 (Distinction) | Grade 6 (Honours / High Distinction) | Grade 7 (First Class Honors with Distinction) | Grade 7 (Distinction) | 12 |
| Grade 7 (Pass) | Grade 7 (Satisfactory) | Grade 8 (Pass & Honors) | Grade 8 (Pass) | 13 |
| Grade 7 (Merit) | Grade 7 (Credit) | Grade 8 (First Class Honors) | Grade 8 (Merit) | 14 |
| Grade 7 (Distinction) | Grade 7 (Honours / High Distinction) | Grade 8 (First Class Honors with Distinction) | Grade 8 (Distinction) | 15 |
| Grade 8 (Pass) | Grade 8 (Satisfactory) | Grade 9 (Pass & Honors) | Grade 9 (Pass) | 16 |
| Grade 8 (Merit) | Grade 8 (Credit) | Grade 9 (First Class Honors) | Grade 9 (Merit) | 17 |
| Grade 8 (Distinction) | Grade 8 (Honours / High Distinction) | Grade 9 (First Class Honors with Distinction) | Grade 9 (Distinction) | 19 |
| DipABRSM / ATCL or above | Associate Diploma or above | Grade 10 (Pass, Honors, First Class Honors or First Class Honors with Distinction) or above | Performance Diploma | 20 |

The mark conversion for cases other than those listed in the above table will be considered on a case-by-case basis. The awarding bodies which have been granted exemption in the past public examinations by the HKEAA are Thames Valley University (LCM), Grading Committee of China Conservatory (中國音樂學院考級委員會) and China Nationalities Orchestra Society (中國民族管弦樂學會).

Hong Kong Diploma of Secondary Education Examination Music
Application for Exemption of Paper 4C (Creating II)

Paper 4C Creating II (20%)

There is no mark conversion table for exemption in this paper. Candidates with a recognised qualification may apply for exemption from this examination. Evidence of these qualifications should be submitted to the Hong Kong Examinations and Assessment Authority at the time they register for entry to the Hong Kong Diploma of Secondary Education Examination (HKDSE), or no later than 15th January of the year of the HKDSE. Applications will be considered on a case-by-case basis.

Candidates should note that in submitting proof of a recognised qualification for exemption in Paper 4C (Creating II), the pieces composed in Paper 3 (Creating I) should be different from the pieces in the recognised practical examination submitted for exemption. Candidates should complete and submit a declaration at the time they apply for exemption.

VISUAL ARTS

INTRODUCTION

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4–6) Visual Arts jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding, skills etc. they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The objectives of the public examination include the assessment of candidates' ability to:

- analyse, interpret and evaluate artwork in writing;
- relate their critical responses to artwork with their own art making;
- select and manipulate visual language, media, materials, tools and techniques appropriate for the creative expression and communication of a topic/theme or for solving a particular problem.

The objectives of SBA include the assessment of candidates' ability to:

- generate ideas through observation, experience, imagination, technology and other skills;
- develop themes of personal feelings or ideas, or social-related issues or ideas for problem solving through identifying, selecting and organizing primary and secondary resources;
- analyse, interpret and make critical judgment of artwork/art phenomena showing understanding of form, purpose, meaning and context in writing;
- transform and integrate experiences, knowledge and perspectives constructed from art appreciation and criticism, and other areas into art making practice;
- explore, select and manipulate appropriate visual language, media, materials, tools, skills, techniques and imagery for creative expression and communication of a theme or for the solving of a particular problem;
- continuously reflect on, respond to and evaluate their own and others' practice and work, and consequently modify their own work.

MODE OF ASSESSMENT

The public assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|--|-----------|----------|
| Public Examination | <p>Choose either Paper 1 or Paper 2.</p> <p>Paper 1- Visual presentation of a theme</p> <p>Paper 2- Design</p> <p>Each paper is divided into two parts: Part A 10% Part B 40%</p> | 50% | 4 hours |
| School-based Assessment (SBA) | <p>Submit ONE portfolio which should consist of:</p> <p>(a) Research workbook (20%)</p> <p>(b) Artwork/Critical studies (30%)</p> | 50% | |

PUBLIC EXAMINATION

The overall rationale of the public examination in Visual Arts is to assess candidates' performance in the visual arts. Both written presentation on critical appreciation of works of art from personal knowledge and production of a work of art will be used to assess candidates' performance in a broad range of skills and abilities in the two learning strands: *Visual arts appreciation and criticism in context* and *Visual arts making*.

Candidates must attempt ONE of the following examination papers. Each paper provides a choice of five questions. Each question provides reproduction artwork and may include relevant reference information for appreciation. Candidates are allowed to use reference materials during the examination.

Paper 1: Visual Presentation of a Theme

Candidates are required to work in two dimensions in any media, style or technique, choosing one question from the five given, and to work on the following two parts:

Part A: Art Appreciation and Criticism (45 minutes)

Write a critical appreciation of the reproductions of artwork provided.

Part B: Visual Arts Making (3 hours and 15 minutes)

Create a piece of artwork to present a theme and present an artwork statement (about 50 words) in response to the relationship between the practical work and the appreciation of artwork. The practical work and the artwork statement will be assessed as a whole.

The theme(s) are deliberately broad, giving candidates as much freedom as possible for their interpretation. This examination paper will assess candidates' understanding and appreciation of artwork and artistic visual presentation of a theme.

Paper 2: Design

Candidates are required to design in any media, style or technique choosing one question from the five given, and to work on the following two parts:

Part A: Design Appreciation and Criticism (45 minutes)

Write a critical appreciation of the reproductions of design provided.

Part B: Design (3 hours and 15 minutes)

Solve design problem(s) and present a design work statement (about 50 words) in response to the relationship between the practical work and the appreciation of design(s). The practical work and the design work statement will be assessed as a whole.

Examples of problems set might be a poster, a greeting card, signage, stationery, a book, a journal, packaging, a toy, fashion and accessory, etc. This examination paper will assess candidates' understanding of design and their ability to solve given design problem(s) in any innovative way.

SCHOOL-BASED ASSESSMENT (SBA)

SBA is compulsory for all school candidates. Candidates will be assessed by portfolios, which enable the assessment of candidates' sustained work and provide a more comprehensive picture of their performance throughout the period of study.

Details of the SBA assessment requirements are as follows:

| One Portfolio | Assessment task | Subject weighting |
|--|---|--------------------------|
| (The portfolio consists of Research workbook and 4 pieces of Artwork / Critical Studies) | Research workbook | 20% |
| | Four pieces of Artwork / Critical Studies | 30% |

Candidates are required to submit **ONE** portfolio which should consist of:

(a) **Research Workbook** (presentations on art appreciation and criticism in context in relation to art making/critical studies and research processes) showing:

- evidence (e.g. sketches, photographs, notes) of how ideas are generated and recorded through observation, experience, imagination, technology and other skills;
- exploration and development of a theme/topic for art appreciation and criticism, and art making;
- presentations on art appreciation and criticism in context in relation to art making/critical studies, with evidence of research into the socio-cultural and historical contexts of **more than one culture**; and criticism of artwork/art phenomena /visual cultures from different perspectives and with different aesthetic values to the candidates' own;
- how artists' work has influenced their own art making/critical studies;
- exploration of and experimentation with media, materials, skills and techniques for the presentation of the selected theme;
- reflection on, evaluation of and refining of their own work;

and

(b) **Artwork/Critical studies (four pieces** of work in the portfolio) for the presentation of the selected theme(s):

- All of the four pieces of work can be artwork, or one to three pieces of them can be critical studies;
- Any media, materials, skills and techniques can be used for the production of the artwork.

Candidates are required to keep good custody of their work for inspection and authentication purposes until the release of the HKDSE results.

Private candidates are required to submit **ONE portfolio** which should consist of a research workbook and **two pieces** of Artwork / Critical Studies to the HKEAA for assessment, which will constitute 50% of the final subject mark.

The detailed requirements, regulations, assessment criteria and guidelines are provided in the SBA Handbook for HKDSE Visual Arts published by the Hong Kong Examinations and Assessment Authority.

PHYSICAL EDUCATION

INTRODUCTION

The public assessment of this subject is based on the Physical Education (PE) Curriculum and Assessment Guide (Secondary 4–6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and other skills they are required to demonstrate in the assessment.

ASSESSMENT OBJECTIVES

The public assessment aims to assess candidates' abilities to:

1. demonstrate knowledge and understanding of the concepts in the Physical Education curriculum
2. use theories and principals regarding self enhancement, body maintenance, and caring for the community
3. communicate ideas using PE terminology
4. demonstrate attainment and programme planning in physical fitness
5. demonstrate movement skills
6. apply individual/team tactics in game/competition situations

MODE OF ASSESSMENT

The public assessment in 2016 will consist of a theoretical examination component (Papers 1 & 2) and a practical examination component (Paper 3) as outlined in the following table:

| Component | | Weighting | Duration |
|--------------------|---|-----------|--------------------|
| Public Examination | Paper 1 Multiple-choice & short questions | 42% | 2 hours 15 minutes |
| | Paper 2 Long questions | 18% | 1 hour 15 minutes |
| | Paper 3 Practical examination | 40% | --- |

PUBLIC EXAMINATION

The theoretical examination serves to assess the knowledge candidates have acquired in the course of studying PE. Different kinds of items will be used to assess students' performance in a broad range of abilities. The practical examination serves to assess candidates' competence in two selected physical activities and the level of physical fitness attained.

Paper 1 comprises two sections, A and B. Section A consists of multiple-choice questions and Section B consists of short questions. Candidates have to attempt **all** questions in Paper 1.

Paper 2 consists of three long questions set on three different themes of the curriculum. Candidates have to attempt any **two** questions in this paper.

Paper 3 consists of assessment routines for physical activities and physical fitness. Candidates have to demonstrate competence in two selected physical activities and each carries $13\frac{1}{3}\%$ of the subject mark. The level of physical fitness attained carries $13\frac{1}{3}\%$ of the subject mark. The choices of two groups of physical activities are as follows:

Physical Activity 1: Badminton / Basketball / Football / Volleyball / Table Tennis **(choose one)**

Physical Activity 2: Athletics / Gymnastics / Swimming **(choose one)**