

**2014 Hong Kong Diploma of Secondary Education Examination
Revised Assessment Frameworks for Category A Subjects**

The revised Assessment Frameworks of 13 Category A subjects for the 2014 HKDSE Examination are attached. Changes are shaded for schools' easy reference.

The Assessment Frameworks of all Category A subjects in the 2014 HKDSE Examination will be uploaded to the HKEAA website (http://www.hkeaa.edu.hk/en/hkdse/Assessment_Framework/) by the end of May 2013.

| Subject | Annex |
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| 中國語文 | 4.1 |
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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 | 20% | 筆試 | 1小時15分鐘 |
| | 卷二 寫作能力 | 20% | 筆試 | 1小時30分鐘 |
| | 卷三 聆聽能力 | 10% | 筆試 | 約45分鐘 |
| | 卷四 說話能力 | 14% | □語溝通 | 25分鐘 |
| | 卷五 綜合能力考核 | 16% | 筆試 | 1小時15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

公開考試包括五卷，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，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，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 聆聽能力
佔全科總分百分之十，考試時間約四十五分鐘。
本卷主要考核考生辨明說話者立場、觀點、論據、說話技巧、語氣等聆聽能力。
試卷設若干段演說、對話、辯論、會議過程或事件描述的錄音，供考生聆聽後回答問題，全部試題均須作答。
試題形式包括選擇、填表、填充、短答等。

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。

試卷五 綜合能力考核
佔全科總分百分之十六，考試時間為一小時十五分鐘。
本卷主要考核考生理解、審辨、組織、文字表達等能力。
試卷要求考生在聆聽一段錄音與閱讀文字、圖表的材料後，以寫作方式完成試題所指定的任務，全部試題均須作答。
試題與生活事務有關，篇數與字數俱視題目的要求而定。

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2014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.

(revised as of April 2013)

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 2014 HKDSE:

| Component | | Weighting | Duration |
|--------------------|--------------------------|------------------|-----------------|
| Public Examination | Paper 1 Appreciation | 30% | 2½ hours |
| | Paper 2 Essay Writing | 50% | 3 hours |
| | Paper 3 Portfolio | 20% | |

PUBLIC EXAMINATION

Paper 1 Appreciation (2½ hours) (30%)

This paper will be divided into 3 sections. Candidates must choose one question (from a choice of two) from all three sections.

Multi-part questions will invite critical analyses and/or comparisons of one or two passages from the prescribed novel or play in Section A (10%), two or three set poems either by the same or different poets in Section B (12%), and one or two unseen poems in Section C (8%). (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 2 Essay Writing (3 hours)

(50%)

This paper will be divided into two parts. Part I will be comprised of four sections, A – D, covering a single novel, play, film, and set of short stories respectively. There will be two questions in each section. Part II 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 texts the candidate has not already covered in Part I*. All questions will require essay-type answers, with some inviting imaginative expansion of texts.

Paper 3 Portfolio

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. Candidates 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 clearly indicated on the front cover 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 an 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** of two sets of texts which will vary over time. Each set is comprised of one novel, one play, one film, 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:

| Text | Paper(s) |
|---------------|---|
| Novel | 1 Section A (text analysis) & 2 Part I Section A, Part II |
| Play | 1 Section A (text analysis) & 2 Part I Section B, Part II |
| Film | 2 Part I Section C, Part II |
| Short stories | 2 Part I Section D, Part II |
| Poetry | 1 Section B (comparison of works by one or more poets) |

Set 1

- Novel: *Lord of the Flies*, William Golding
Play: *Othello*, William Shakespeare
Film: *The Painted Veil* (2006) Dir: John Curran,
Short stories: *Fiction: A Pocket Anthology (Sixth Edition)* ed. R.S. Gwynn. Penguin Academics.
C. P. Gilman: The Yellow Wallpaper
Edith Wharton: Roman Fever
Willa Cather: Paul's Case
J. Steinbeck: The Chrysanthemums
Shirley Jackson: The Lottery
Hisaye Yamamoto: Seventeen Syllables
Chinua Achebe: Dead Men's Path
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
W. H. Auden: 'Stop All the clocks, cut off the telephone' (p.406);
'This lunar beauty' (p.423);
'The Wanderer' (p.454).
Elizabeth Bishop: 'The Bight' (p.76); 'The Fish' (p.153); 'Sandpiper' (p.363).
Robert Frost: 'Birches' (p.78); 'Gathering Leaves' (p.176);
'Stopping by Woods on a Snowy Evening' (p.407).
Philip Larkin: 'At Grass' (p.45); 'Cut Grass' (p.119); 'Days' (p.121);
'Seventy Feet Down' (p.376).
Sylvia Plath: 'Crossing the Water' (p.117); 'Mushrooms' (p.299); 'Pheasant'
(p.342); 'Poppies in July' (p.351); 'You're' (p.474).

Set 2

- Novel: *The Year of Living Dangerously*, Christopher J. Koch
Play: *The Crucible*, Arthur Miller
Film: *Chinatown* (1974) Dir: Roman Polanski
Short stories: *Fiction: A Pocket Anthology (Sixth Edition)* ed. R.S. Gwynn. Penguin Academics.
Sarah Orne Jewett: A White Heron
C. P. Gilman: The Yellow Wallpaper
Edith Wharton: Roman Fever
James Joyce: Araby
Flannery O'Connor: Everything that Rises Must Converge
Richard Yates: Doctor Jack-o'-Lantern
Raymond Carver: Cathedral
Bobbie Ann Mason: Shiloh
Gish Yen: In the American Society
Daniel Orozco: Orientation
Poetry: From *100 Great Poets of the English Language*. ed. Dana Gioia. Penguin Academics.
Emily Dickinson: 'I'm Nobody! Who are You?' (p.240),
'I Taste a Liquor Never Brewed' (p.240),
'This is My Letter to the World' (p.242),
'Because I could not Stop for Death' (p.243)
John Keats: 'La Belle Dame sans Merci' (p.170), 'Ode on Melancholy' (p.174),
'Ode to a Nightingale' (p.175)
Langston Hughes: 'Cross' (p.401), 'I, Too' (p.401), 'The Weary Blues' (p.403),
'The Negro Speaks of Rivers' (p.403), Theme for English B (p.405)
Ted Hughes: 'The Thought-Fox' (p.508), 'Hawk Roosting' (p.509), 'Pike' (p.510)
Stevie Smith: 'One of Many' (p.407), 'Mr Over' (p.407),
'Not Waving but Drowning' (p.408)

(revised as of April 2013)

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 2014 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.

(revised as of April 2013)

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 2014 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 2014 HKDSE:

| | Paper 1 | Paper 2 |
|--|--|--|
| Weighting: | 70% | 30% |
| Duration: | 2½ hours | 1¼ hours |
| 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.

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 | Paper 1 will consist of data-based questions, which will fall within the Compulsory Part. Candidates should attempt all questions. Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual materials such as maps, cartoons and photographs. | 50% | 1¾ hours |
| | Paper 2 | Paper 2 will consist of seven essay-type questions, of which candidates may attempt any TWO. The questions will fall within the Compulsory Part. | 30% | 1½ hours |
| School-based Assessment (SBA) | | A two-task course assignment related to the candidate's selected electives. The weighting of the tasks are as follows: ✧ Study outline 7% ✧ Study report 13% | 20% | |

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

PUBLIC EXAMINATION

1. The Public Examination will consist of two papers.
2. Paper 1 will carry 50% of the total subject marks, and will be of 1¾ hours' duration. The paper will consist of data-based questions, which will fall within the Compulsory Part. Candidates should attempt all the questions. Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual material such as maps, cartoons and photographs.
3. Paper 2 will carry 30% of the total subject marks, and will be of 1½ hours' duration. The paper will consist of seven essay-type questions within the Compulsory Part, of which candidates may attempt any TWO.

SCHOOL-BASED ASSESSMENT (SBA)

1. Candidates should complete a two-task assignment on an aspect of historical study related to a candidate-selected Elective.
2. Candidates should follow the sequence of tasks as follows:
 - a. Study outline (7%)
Candidates should produce a study outline with a bibliography.
 - b. Study report (13%)
Candidates should summarise their findings in a study report.
3. The SBA component is compulsory for all school candidates. Private candidates need not complete the SBA component. Their subject result will be based entirely on their public examination results.
4. 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 are provided in the SBA Handbook for HKDSE History published by the Hong Kong Examinations and Assessment Authority.

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 2014 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.

(revised as of April 2013)

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 2014 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. New or revised standards effective for annual periods beginning on or before *1 January 2011* are applicable to the examination.

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 2014 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.

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 2014 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 2014 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 4: Special Project | External assessment (Project report) | N. A. | 20% |
| Paper 5: Performing II | External assessment (Practical examination) <i>OR</i> other recognised qualifications | About 30 mins | 20% |
| Paper 6: 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) sing or play two or more pieces individually in contrasting styles in a recital (12%), the duration of which should range from 8 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 (2%);
- (ii) perform one piece in an instrumental or vocal ensemble (4%), the duration of which should range from 3 to 5 minutes; and
- (iii) sing at sight a tonal melody of 8 to 12 bars (2%). The HKEAA will provide a number of short melodies for sight-singing each year.

If candidates choose Paper 5 (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 5 (Performing II). The HKEAA will administer the practical examination on items (i) and (iii). Individual schools are required to video-record candidates' performances of item (ii) 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 (12%), the total duration of which should be approximately 5 to 15 minutes, with at least one composition scored for an ensemble;
- (ii) one music arrangement (4%), the duration of which should be approximately 3 to 5 minutes, with the requirements that 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
- (iii) a reflective report (4%) of about 500 words.

The recordings and scores of the compositions have to be submitted also. If candidates choose Paper 6 (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 6. 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 4: Special Project (20%)

Candidates have to submit a written report of not less than 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 5: 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 5 to 7 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 6: Creating II (20%)

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

- (i) three or more compositions (16%), the total duration of which should be approximately 10 to 20 minutes, with at least one composition scored for an ensemble; and
- (ii) a reflective report (4%) of about 700 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 5 (Performing II)**

Paper 5 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 5 (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 5 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 6 (Creating II)

Paper 6 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 6 (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.