







# S6 School Repeaters and Transfer Candidates

- Complete 2 SBA tasks
- Each task carries equal marks  
i.e. 7.5% of the subject total





# Principles in Conducting SBA in Schools

---

- To guide the students to develop ability in analysing issues from the economic perspective and other generic skills as stated in the aims and objectives of the Economics Curriculum and Assessment Guide (Secondary 4 – 6)
- To guide the students to develop ability to achieve an integration between theory and application
- To assess the students in accordance with the criteria for awarding marks, and in so doing, arrange the students in a rank order reflecting their overall performance in SBA
- To maintain the level of demand on students at a reasonable level, not to overload students bearing in mind the cumulative effect on students



# Requirements in Conducting SBA in Schools



- Students are allowed to work in groups
- Marks are to be awarded to the students individually according to the individual report submitted
- Submit the marks of 3 SBA tasks of each student
- Inform student in advance which tasks are to be selected for mark submission
- All students in the same school should have the same tasks selected for mark submission



# Training of Students

- Training of students in S4 may include
  - techniques of topic selection
  - data interpretation
  - economic analysis
  - citation and references
  - evaluation and reflection
- Making use of simple tasks such as worksheets with guidelines





# Feedback to Students



- Students should be informed of their SBA marks to be submitted
- Effective feedback may also include:
  - commendation on areas of achievement
  - advice on specific problem areas
  - advice on where and how improvements can be made for further learning





# Setting Assessment Tasks

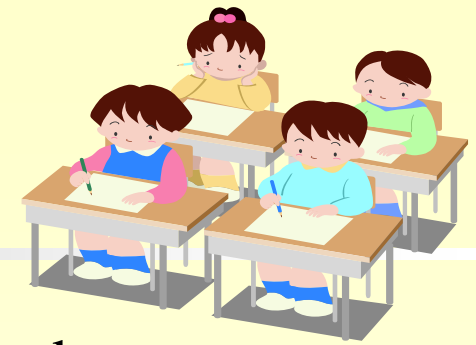


- News commentaries
  - analyse economic issues reported in news articles, with the emphasis on the application and integration of economic principles and theories.
- Essays / reports
  - record the self-directed exploration and analysis of economic issues. Students are free to choose a topic / issue and use their own experience relevant to their learning in economics.





# Abilities Tested



The assessment covers the following abilities of students:

- to collect data / information of an economic phenomenon or issue and to give a proper description in the language of economics
- to analyse the economic phenomenon or issue identified using economic concepts and theories, together with appropriate diagrams and tools
- to present the arguments or deductions and to derive implications in a logical and systematic way
- to discuss and evaluate arguments, proposals and policies from different perspectives and make informed judgments



# Assessment Aspects



Area	Assessment Aspects	Weighting
1	<p>Economic analysis</p> <ul style="list-style-type: none"><li>• Selection of an issue / topic for the task (if applicable)</li><li>• Provision of relevant data (if applicable)</li><li>• Observations from student's own experience (if applicable)</li><li>• Interpretation of data from the source and reference materials</li><li>• Understanding of economic concepts and theories</li><li>• Analysis from different economic agents' perspectives</li></ul>	60%



# Assessment Aspects

Area	Assessment Aspects	Weighting
2	<p>Organization and communication</p> <ul style="list-style-type: none"><li>• Use of language for effective communication and argument</li><li>• Use of tables, formulas or graphics to illustrate the arguments (if applicable)</li><li>• Use of layout for effective presentation</li><li>• Citation and references</li></ul>	25%



# Assessment Aspects



Area	Assessment Aspects	Weighting
3	<p>Values and reflections *</p> <ul style="list-style-type: none"><li>• Policies evaluation from different perspectives</li><li>• Reflection of personal values</li><li>• Extended questions for further exploration</li></ul>	15%

\* Remark: Teachers should assess the student's work with respect to ALL applicable aspects in areas 1 and 2. As for area 3 – values and reflections, the basic requirement is the assessment on one aspect only because NOT all the three aspects are applicable for all topics / issues.



# Assignment of Marks



Area	Assessment Aspect	Weighting	Mark Range	Mark submission to HKEAA
1	Economic analysis	60%	0 – 10	Not required
2	Organization and communication	25%	0 – 10	Not required
3	Values and reflections	15%	0 – 10	Not required
Total:		100%	0 – 100	Required



# Assessment Aspects and Assessment Criteria

- See Appendices 1 and 2



### HKDSE Economics SBA Assessment Aspects

Area	Assessment Aspect	Weighting	Raw Mark	Mark submission to HKEAA
1	Economic analysis <ul style="list-style-type: none"> <li>◆ Selection of an issue / topic for the task (if applicable)</li> <li>◆ Provision of relevant data (if applicable)</li> <li>◆ Observations from student's own experience (if applicable)</li> <li>◆ Interpretation of data from the source and reference materials</li> <li>◆ Understanding of economic concepts and theories</li> <li>◆ Analysis from different economic agents' perspectives</li> </ul>	60% (a <sub>1</sub> )	(Range: 0-10) (b <sub>1</sub> )	Not required
2	Organization and communication <ul style="list-style-type: none"> <li>◆ Use of language for effective communication and argument</li> <li>◆ Use of tables, formulas or graphics to illustrate the arguments (if applicable)</li> <li>◆ Use of layout for effective presentation</li> <li>◆ Citation and references</li> </ul>	25% (a <sub>2</sub> )	(Range: 0-10) (b <sub>2</sub> )	Not required
3	Values and reflections * <ul style="list-style-type: none"> <li>◆ Policies evaluation from different perspectives</li> <li>◆ Reflection of personal values</li> <li>◆ Extended questions for further exploration</li> </ul>	15% (a <sub>3</sub> )	(Range: 0-10) (b <sub>3</sub> )	Not required
	Total mark = $\Sigma ab = \Sigma(a_i) \times (b_i)$ , where $i = 1, 2, 3$	100%	(Range: 0 – 100)	Required

**Remarks:**

1. Teachers should assess the student's work with respect to ALL applicable aspects in areas 1 and 2. As for area 3 – values and reflections, the basic requirement is the assessment on one aspect only because NOT all the three aspects are applicable for all topics / issues.
2. Teachers are advised to avoid giving marks with decimal places for areas 1, 2 and 3. Total mark should be rounded up to the nearest integer.
3. Zero marks would be given in case the work submitted by a student fails to meet the minimum requirement of the assessment standard.



## HKDSE Economics -- Framework of SBA Assessment Criteria

Raw mark (1-10 marks)	<b>Area 1</b> <u>Economic analysis (60%)</u>	<b>Area 2</b> <u>Organization and communication (25%)</u>	<b>Area 3 *</b> <u>Values and reflections (15%)</u>
<p>*Remark: Teachers should assess the candidate’s work with respect to ALL applicable aspects in areas 1 and 2. As for Area 3- Values and reflections, the basic requirement is the assessment on one aspect only because NOT all the three aspects are applicable for all topics/issues.</p>			
8-10 marks	<p><b>Selection of an issue/topic for the task (if applicable)</b></p> <p>1. Present an issue that requires independent thinking and a relatively more in-depth analysis (if applicable).</p> <p><b>Provision of relevant data (if applicable)</b></p> <p>2. Present highly useful/relevant materials/information for the task (if applicable).</p> <p><b>Observations from student’s own experience (if applicable)</b></p> <p>3. Display careful and comprehensive observations from student’s own experience (if applicable).</p> <p><b>Interpretation of data from the source and reference materials</b></p> <p>4. Express accurately in economic terms the information from source and reference materials such as newspapers, books, and websites.</p> <p><b>Understanding of economic concepts and theories</b></p> <p>5. Show an accurate understanding of economic concepts and theories.</p> <p><b>Analysis from different economic agents’ perspectives</b></p> <p>6a. Present a logically consistent and comprehensive economic analysis in words and with necessary means such as diagrams, tables and formulas from different economic agents’ perspectives.</p> <p>6b. Derive economic implications logically and consistently.</p>	<p><b>Use of language for effective communication and argument</b></p> <p>1. Express clearly, fluently and coherently within a well-structured organization using language.</p> <p><b>Use of tables, formulas or graphics to illustrate the arguments (if applicable)</b></p> <p>2. Use well-labeled, clear and easy-to-follow diagrams, tables and formulas to effectively illustrate the arguments clearly (if applicable).</p> <p><b>Use of layout for effective presentation</b></p> <p>3. Use effective means and forms of presentation/communication to bring out the theme and arguments.</p> <p><b>Citation and references</b></p> <p>4. Provide a complete/comprehensive record of references and sources.</p>	<p><b>Policies evaluation from different perspectives</b></p> <p>1a. Discern and/or evaluate possible policies from different perspectives and make informed judgments.</p> <p>1b. Synthesize insightful, explorative ideas and viewpoints of the issue concerned.</p> <p><b>Reflection of personal values</b></p> <p>2. Show a high level of competence in reflecting and evaluating one’ own learning progress and achieve insightful implications.</p> <p><b>Extended questions for further exploration</b></p> <p>3. Propose relevant questions from different perspectives for further exploration.</p>

<p>4-7 marks</p>	<p><b>Selection of an issue/topic for the task (if applicable)</b></p> <p>1. Present an issue that requires a certain level of independent thinking and an analysis with a moderate level of difficulty (if applicable).</p> <p><b>Provision of relevant data (if applicable)</b></p> <p>2. Present a certain amount of relevant materials/ information for the task (if applicable).</p> <p><b>Observations from student’s own experience (if applicable)</b></p> <p>3. Display a certain degree of observation of the issue concerned from student’s own experience (if applicable).</p> <p><b>Interpretation of data from the source and reference materials</b></p> <p>4. Express in economic terms quite successfully the information from source and reference materials.</p> <p><b>Understanding of economic concepts and theories</b></p> <p>5. Show a fair understanding of economic concepts and theories.</p> <p><b>Analysis from different economic agents’ perspectives</b></p> <p>6a. Present a moderate level of comprehensive and consistent economic analysis.</p> <p>6b. Deduct logical conclusions.</p>	<p><b>Use of language for effective communication and argument</b></p> <p>1a. Present expressions that can convey clear messages.</p> <p>1b. Present arguments in an organized way.</p> <p><b>Use of tables, formulas or graphics to illustrate the arguments (if applicable)</b></p> <p>2. Use diagrams, tables and formulas to illustrate quite effectively the arguments (if applicable).</p> <p><b>Use of layout for effective presentation</b></p> <p>3. Present an organized and coherent report.</p> <p><b>Citation and references</b></p> <p>4. Provide a complete record of references and sources with some mistakes.</p>	<p><b>Policies evaluation from different perspectives</b></p> <p>1a. Identify and/or compare possible policies from different perspectives and make some informed judgments.</p> <p>1b. Attempt to evaluate possible policies from different perspectives.</p> <p><b>Reflection of personal values</b></p> <p>2. Show a moderate level of competence in reflecting and evaluating one’ own learning progress and achieve some insightful implications.</p> <p><b>Extended questions for further exploration</b></p> <p>3. Relate relevant questions for further exploration.</p>
------------------	--	---	--

1-3 marks	<p><b>Selection of an issue/topic for the task (if applicable)</b></p> <p>1. Present an issue that requires little independent thinking and a simple analysis (if applicable).</p> <p><b>Provision of relevant data (if applicable)</b></p> <p>2. Present little information for the task (if applicable).</p> <p><b>Observations from student's own experience (if applicable)</b></p> <p>3. Display inadequate observations of the issue concerned from student's own experience (if applicable).</p> <p><b>Interpretation of data from the source and reference materials</b></p> <p>4. Attempt with limited success to express in economic terms the information from source and reference materials.</p> <p><b>Understanding of economic concepts and theories</b></p> <p>5. Show a weak understanding of economic concepts and theories.</p> <p><b>Analysis from different economic agents' perspectives</b></p> <p>6a. Present an incomprehensive economic analysis with logical errors.</p> <p>6b. Attempt to make a few conclusions.</p>	<p><b>Use of language for effective communication and argument</b></p> <p>1a. Show limited language ability.</p> <p>1b. Present inconsistent arguments.</p> <p><b>Use of tables, formulas or graphics to illustrate the arguments (if applicable)</b></p> <p>2. Use incomplete and difficult-to-follow diagrams, tables and formulas (if applicable).</p> <p><b>Use of layout for effective presentation</b></p> <p>3. Present a loosely organized and incoherent report.</p> <p><b>Citation and references</b></p> <p>4. Provide an incomplete record of references and sources with mistakes.</p>	<p><b>Policies evaluation from different perspectives</b></p> <p>1a. List possible policies related to the issue concerned.</p> <p>1b. Attempt to compare possible policies from different perspectives.</p> <p><b>Reflection of personal values</b></p> <p>2. Show a low level of competence in reflecting and evaluating one's own learning progress and achieve limited implications.</p> <p><b>Extended questions for further exploration</b></p> <p>3. List a few questions for further exploration.</p>
0 marks	Zero marks would be given in case the work submitted by a student fails to meet the minimum requirement of the assessment standard.		

# Teachers' Supervision



- Students will do the assessment tasks under their teachers' supervision
- 40 hours of class time will be sufficient
- Some schools may allow students to collect information outside regular lessons
- Students must carry out the planning and execution of much of their work in class under teachers' supervision to ensure that it is their own work



# Authentication of Students' Work



Schools may consider adopting suitable measures to ensure authentication of students' work, such as

- questioning by teachers
- presentation by the student in class
- checking of logbooks in which the progress of the student's work is recorded
- changing topics across years
- adopting sufficient range of topics within class so as to enable teachers to distinguish individual student's work



# Record Keeping



- All assessed work of their students (e.g., the written news commentaries and the written reports / essays) with the summary of collected data attached
- Records of students' SBA marks with the raw marks in assessment areas 1, 2, and 3
- Completed Form F1 (See Appendix 3)
- Documentation of any special considerations, dispute cases, malpractice cases and the actions taken



**Hong Kong Diploma of Secondary Education  
School Based Assessment (SBA) of Economics**

**Important Note:**

**Each student should complete and hand in the form F1 attached with his/her finalized version of the task to his/her SBA supervising teacher before the deadline set out by the school. Students are reminded that no re-submission would be allowed after the deadline.**

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ (\_\_\_\_\_)

Teacher Name: \_\_\_\_\_ Submission Date: \_\_\_\_\_

**Student's Declaration**

**I certify that:**

- the written report submitted is my own work; and
- I have not submitted the report, or any part, for any other HKDSE examinations.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For teacher's use**

**Teacher's Feedback (Please use ticks to indicate the achievement attained.)**

Performance in Assessment Aspects	High	Middle	Low
Area 1: Economic analysis - 60% ♦ Selection of an issue / topic for the task (if applicable) ♦ Provision of relevant data (if applicable) ♦ Observations from student's own experience (if applicable) ♦ Interpretation of data from the source and reference materials ♦ Understanding of economic concepts and theories ♦ Analysis from different economic agents' perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other comments:		
Area 2: Organization and communication - 25% ♦ Use of language for effective communication and argument ♦ Use of tables, formulas or graphics to illustrate the arguments (if applicable) ♦ Use of layout for effective presentation ♦ Citation and references	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other comments:		
Area 3: Values and reflections - 15% ♦ Policies evaluation from different perspectives ♦ Reflection of personal values ♦ Extended questions for further exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other comments:		
	Total mark:		
<b>Teacher's General Comments (if any):</b> (In addition to the above table, teachers could give further comments for improvement purposes.)			

# Marks Submission



Stage	Tentative Schedule for Mark Submission	Marks to be submitted
I	at S5	For Task 1
II	at S6	For Task 2 and Task 3

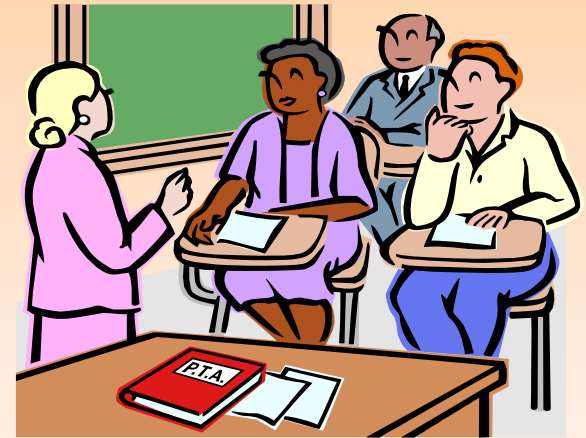
When informing the students the final marks for submission, teachers must advise students that their total SBA marks may change after statistical moderation.





# Professional Development for SBA

- Assessment criteria
- Exemplars
- Logistics
- Experience sharing



Seminar scheduled in 2009-2010



# Proposed SBA Mark Submission Coordination across subjects in 2012 HKDSE and HKALE (Draft as of Oct 08)

## 1. 2011 (S5 for HKDSE and S6 for HKALE)

HKDSE						HKALE	
Mid May	Early June	Mid June	Late June	Early July	Mid July	Late June	Early July
LS – Stage 1	DAT ICT	Biology Chemistry Physics Combined Science	Chi Lang Integrated Science	History Visual Arts	Chi History Eng Lang	Chemistry	Chinese Lang & Culture Chi Lit

## 2. 2012 (S6 for HKDSE and S7 for HKALE)

HKDSE								HKALE		
	Mid Oct	Mid Jan	Early Feb	Mid Feb	Late Feb	Early Mar	Late Mar	Early Mar	Mid Mar	Late Mar
	LS – Stage 2	LS – Stage 3	History DAT Visual Arts	Physics Chemistry Biology Combined Science	ICT Chi History Integrated Science	Chi Lang	Eng Lang	LS Electronics Computer Applications Computer Studies	Physics Chemistry Biology GPA	Visual Arts Chi Lang & Culture Chi Lit



# How can schools plan for SBA Implementation

- Conduct SBA as an integral part of teaching and learning and not treat it as an “add-on”
- Set up school’s own assessment plan, specify the no of assessment activities to be conducted for individual subjects
- Coordinate the conduct of the SBA across subjects so that students’ work will not be concentrated into one or two critical months
- Incorporate SBA as a part of schools’ internal assessment program and replace some of the current assessment activities, e.g. assignments, tests etc

