香港考試及評核局
Hong Kong Examinations and Assessment Authority

考評局·研究論壇
HKEAA·Research Forum

教育評核新視角：全球視野與全人發展

New Vista in Education Assessments: Global Vision and Whole-Person Development

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論壇報告
Bulletin

協辦：
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Education Convergence

華夏教育評估聯盟
Huaxia Education Evaluation Alliance

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Chairman's Foreword
主席序言

On behalf of the Hong Kong Examinations and Assessment Authority (HKEAA), I would like to express my sincere gratitude for your participation in the fourth HKEAA Research Forum with the theme of 'New Vista in Education Assessments: Global Vision and Whole-Person Development'. This forum provides a valuable opportunity for leading regional and local education assessment experts and academics to share their insights on large-scale international assessment studies, assessment for learning, and the role of artificial intelligence (AI) technology in education. It also brought together over 100 educators to exchange views on global education trends, enhance their knowledge to improve teaching and learning, and explore innovative strategies for the future of education.

我謹代表香港考試及評核局(考評局)感謝大家出席第四屆以「教育評核新視角：全球視野與全人發展」為主題的研究論壇，讓區內及本地的著名教育評估專家與學者，在論壇上分享他們對大型國際評核研究、評核促進學習、應用評估科技與人工智能(AI)等範疇的真知灼見，並讓在座過百位教育工作者聚首一堂，就全球教育發展趨勢交流意見，增進知識以提升教學，共同探索與塑造未來教育的創新策略。

Since its establishment in 1977, the HKEAA has emerged as a leading examination authority in Hong Kong, dedicated to delivering quality examination and assessment services to the community. Over the years, the HKEAA has embraced the mission of 'Assessment for Learning', leveraging its rich examination data through various assessment technologies and platforms to assist schools in optimising learning and teaching. To date, hundreds of primary and secondary schools have undertaken assessment literacy training, such as the Quality Assurance Management Accreditation Scheme (QAMAS), the HKDSE Diagnostic Feedback System (DFS) and the Assessment Quality-assurance Platform (AQP). These initiatives enhanced schools' and teachers' capability in assessment management and question paper design, enabling them to better understand students' learning needs and enhance students' whole-person development.

自1977年成立以來，考評局作為本港主要的考評機構，一直堅守使命，為社會提供優質的考試及評核服務。多年來，考評局也肩負著「評核促進學習」的使命，運用我們所擁有的豐富考試數據，透過不同的科技和平台，協助學校優化學與教，至今已有數以百計的中、小學透過「優質評核管理認證計劃」(QAMAS)、「文憑試診斷回饋系統」(DFS)及「評核質素保證平台」(AQP)等評核素養專業培訓，提升學校與教師在評核管理的水平和試卷設計技巧，以進一步了解學生的學習需要，提升學生在德、智、體、群、美五育的全人發展。

In the digital era of the 21st century, big data is becoming increasingly important in education and assessment. It promotes personalised guidance, interactive assessment and education, and collaborative learning opportunities. In addition, cross-border comparative studies based on large-scale examination data also facilitate an understanding of the direction, pace and effectiveness of education in different regions, giving educators, scholars and researchers much reference value.

在數字化的21世紀，大數據在教育和評核愈趨重要，有助促進個人化指導、互動的評估與教育和協作學習的機會。此外，利用大型考試數據進行跨越國界的比較研究，更可深入了解各地的教育方向、步伐及成效，對教育工作者、學者和研究人員都有參考價值。

Over the years, Hong Kong has actively participated in numerous large-scale international studies, and the HKEAA is committed to collaborating with various professional organisations to conduct assessment-related research and international assessment projects, such as the Progress in International Reading Literacy Study (PIRLS). Leveraging its strength in the field of education assessment, I am confident that with its rich experience and examination data, the HKEAA can conduct more international research projects and develop diverse assessments, inspiring the education sector to understand the development of educational assessments in Hong Kong, Greater China, the Asia-Pacific region and other parts of the world from a broader perspective. This will enable our educators to optimise learning and teaching based on data-driven insights while collectively advancing students' future and whole-person development.

香港多年來積極參與多項大型國際性研究，考評局亦致力與多個專業機構進行考評相關研究與國際評估項目，如「全球學生閱讀能力進展研究」(PIRLS)，充分發揮在教育評核領域的優勢。我深信憑藉考評局豐富的經驗和考試大數據，有能力進行更多國際性研究項目，並具備開發不同評核的優勢，進一步為教育界提供嶄新的見解，從更廣闊的視野，了解本港、大中華區、亞太地區以至世界各地的教育評核情況，讓教育領域內不同的人員能以「理據」及「數據」優化學與教，為學生的未來及全人發展共同努力。

During the morning session of the Research Forum, we were honoured to host our keynote speakers, including Prof Hau Kit-tai of the Chinese University of Hong Kong, Dr Raymond Chan Mow-chiu, Senior member of Education Convergence, and Dr Ivan Fung Wing-hong, Post-Doctoral Fellow of the School of Architecture, the University of Hong Kong. They will discuss the educational development in Hong Kong, as well as the future development of technology and AI. Prof Ricardo Mak, Director of Public Examinations of the HKEAA, will also host a round-table discussion on high-stakes examinations for university admission with Mr Wang Hui, former Director of the College Students Affairs Department of the Ministry of Education in the People's Republic of China; Dr Richard Lee Chak-hong, Principal of the Hong Kong Chinese Christian Churches Union Logos Academy; and Ms Choy Siu-kwan, Head of Assessment Development of the HKEAA. In the afternoon, representatives of the HKEAA and teachers will present several assessment-related studies.

上午的研究論壇，我們榮幸邀請到香港中文大學的侯傑泰教授、教育評議會資深會員陳茂釗博士，以及香港大學建築學院博士後研究員馮穎匡博士作主題演講，探討香港教育，以及科技與人工智能的未來發展。考評局公開考試總監麥勁生教授並主持圓桌討論，與原中國教育部高校學生司司長王輝先生、香港華人基督教聯會真道書院李澤康校長及考評局評核發展主管蔡筱坤女士，共同探討用作大學入學的高風險考試。下午則由考評局代表及教師介紹多項考評相關研究。

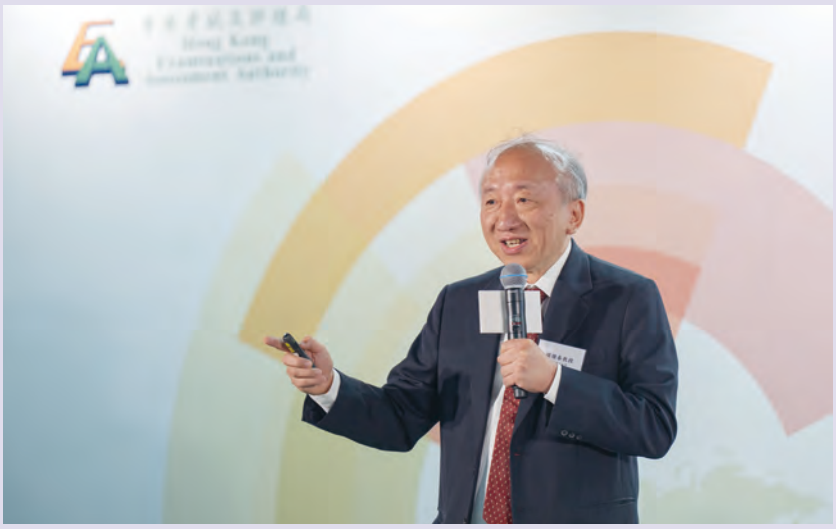
I would like to extend my heartfelt gratitude to the co-hosts, Education Convergence and Huaxia Education Evaluation Alliance, for their support, as well as to the distinguished speakers from home and abroad, Prof Wei Xiang-dong, Secretary General of the HKEAA, and his colleagues for organising the biennial Research Forum. Through these in-depth discussions, we will strengthen the connections between the local and global education sectors from a global perspective, enhancing whole-person development.

在此，我衷心感謝協辦機構：香港教育評議會和華夏教育評估聯盟的支持，來自海內外的傑出講者，以及考評局秘書長魏向東教授和考評局的同事，籌辦兩年一度的研究論壇。通過深入討論，我們發現更多新視角與思維，從全球視野與全人發展的方向，加強本地和全球教育界之間的聯繫。


Keynote
Speeches
主題演講

Navigating the Future of Education in Hong Kong: Insights and Challenges
引領香港教育的未來：洞見與挑戰

Prof Hau Kit-tai
侯傑泰教授



At the Forum, Prof Hau Kit-tai highlighted the latest findings from the OECD Programme for International Student Assessment (PISA) 2022, which evaluated the performance of 15-year-old local students against their counterparts in 80 other economies. The results are as follows:

Academic Achievement

Hong Kong students continued to perform outstandingly in PISA 2022, especially in Mathematics, where they ranked 4th among all participating countries/economies with a score of 540, significantly above the OECD average of 472. In Science and Reading, Hong Kong ranked 7th and 11th respectively, maintaining strong performance above the OECD averages.

Expenditure on Education

Higher expenditure on education was associated with higher scores on the PISA Mathematics test. However, this was not the case among countries/economies where cumulative spending was greater than USD 75,000 (Purchasing Power Parity, PPP). For this latter group of countries/economies including Hong Kong, the

在論壇上，侯傑泰教授探討經濟合作與發展組織（OECD）「2022年國際學生評估計劃」（Programme for International Student Assessment，簡稱PISA）的最新研究結果，將參與研究的香港15歲學生與其他80個經濟體同齡學生的表現進行評比，結果如下：

學業成績

香港學生在PISA 2022中繼續表現出色，尤其數學方面在所有參與國家／經濟體中排名第四位，得540分，遠高於經合組織平均水平的472分。在科學和閱讀方面，香港分別名列第七及第十一，優於經合組織的平均水平，整體保持不俗成績。

教育開支

教育開支越高，PISA數學測驗的得分一般也會較高。然而，對包括香港在內的一些累計開支超過75,000美元（按購買力平價基準計算）的國家／經濟體而言，教育開支與數學成績並非成正比。對這類地區來說，教育經費支出多寡是

ways in which financial resources are used, rather than the level of investment in education, seems to have a greater impact on students' performance.

其次，如何運用財務資源對學生的表現似乎影響更甚。

Immigrant Equity

Hong Kong has provided effective support to immigrant students, with first-generation immigrants performing well in the assessments, reflecting the inclusivity and adaptability of Hong Kong's education system in accommodating the needs of new immigrant students.

移民平等

香港對移民學生提供有效支援，第一代移民在評核中表現良好，反映香港教育制度的包容性，並能作出調適以顧及新移民學生的需要。

Gender Equity

Hong Kong girls outperformed boys in reading, while boys performed slightly better in Mathematics and similarly in science as compared to girls.

性別平等

香港女生在閱讀方面的表現優於男生，而男生在數學方面的表現略優於女生，在科學方面則與女生相若。

Scientific Literacy

Compared to the other two subjects (Mathematics and Reading), Hong Kong's top students' performance in science were lagging behind the other four Asian countries/economies, namely Singapore, Japan, Chinese Taipei, and the Macau SAR.

科學素養

與其他兩個科目（數學與閱讀）相比，香港的頂尖學生在科學方面的表現落後於其他四個亞洲國家／經濟體，即新加坡、日本、中華台北及澳門特別行政區。

Socioeconomic Equity

Hong Kong demonstrated outstanding equity in education, with a low correlation between socioeconomic status (SES) and academic performance. The socioeconomic factors explained only 6% of the variation in Mathematics performance in Hong Kong, compared to an average of 15% across OECD economies. Moreover, 17% of disadvantaged students in Hong Kong achieved the top 25% Mathematics scores, highlighting the education system's effectiveness in supporting students from diverse backgrounds.

社會經濟平等

香港在教育平等方面表現卓越，社會經濟地位與學業成績的關聯性低。香港的數學表現差異只有6%歸因於社會經濟因素，而這項因素在經合組織經濟體所佔的比例平均為15%。此外，有17%社會經濟地位較低的弱勢學生在數學成績中排名前四分之一，可見本地教育制度在支援不同背景之學生方面成效卓著。

Other Important Factors and Challenges that Affect Performance

1. Hong Kong's percentage of hungry students was around the world average, similar to the Macau SAR;
2. The inter-school and intra-school performance in Hong Kong schools varies significantly;

其他影響表現的重要因素和挑戰

1. 香港的饑餓學生比例處於全球平均水平，與澳門特別行政區相若；
2. 香港學校的校際與校內表現有很大差異；

3. Hong Kong students were doing well in Mathematics and time spent on learning activities, indicating high efficiency;
4. Compared to most other countries/economies, student discipline in Hong Kong schools is generally better, with fewer reported disciplinary issues;
5. A lower percentage of Hong Kong students expected to complete tertiary education compared to that of Singapore, but the aspiration was similar to other high-achieving Asian economies;
6. Hong Kong had a high percentage of students reporting psychosomatic symptoms in the past six months;
7. Hong Kong students were ranked low in terms of the time spent on exercising or practising a sport before or after school;
8. Hong Kong students were ranked low in terms of sense of belonging at school;
9. Hong Kong was ranked low in terms of the percentage of students whose family regularly asks about their school life;
10. Hong Kong was ranked low in terms of students who expect to work in science-related fields when they are 30 years old;
11. When not in the classroom, Hong Kong students were seriously addicted to digital devices;
12. Education levels of the parents of Hong Kong students' were relatively low;
13. Distraction in Mathematics classes due to the use of digital devices was very low in Hong Kong schools;
14. Compared to other high-performing countries/economies, the family had less resources for culture and education;
15. Hong Kong students' performance in creative thinking needs improvement.

The PISA 2022 results highlight the high academic standards and effectiveness of Hong Kong's education system in developing fundamental competencies among students, while providing all students with high-quality and equal educational opportunities.

3. 香港學生在數學及學習時數方面表現良好，顯示學習成效高；
4. 與大多數其他國家／經濟體相比，香港學校的學生紀律風氣較佳，匯報的紀律問題較少；
5. 香港學生期望完成高等教育的比例較新加坡低，但升學意願與其他成績優異的亞洲經濟體相若；
6. 香港學生在過去六個月內曾出現身心病徵的比例較高；
7. 香港學生在課前或課後做運動或練習體育技能投入的時間排名偏低；
8. 香港學生對學校的歸屬感排名偏低；
9. 對於學生的家人是否定期問及學生的校園生活，香港學生在這方面的比例排名偏低；
10. 香港學生期望在30歲從事科學相關職業的比例排名偏低；
11. 在課堂外，香港學生嚴重沉迷於數碼器材；
12. 香港學生的父母教育程度相對較低；
13. 香港學校在數學堂上使用數碼器材令注意力分散的情況極少；
14. 與其他成績優異的國家／經濟體相比，香港家庭享有的文化及教育資源水平較低；
15. 香港學生在創意思維方面的表現有待改善。

PISA 2022的結果顯示香港教育制度的學術水平高，而且有效培養學生的基本能力，同時為所有學生提供優質及平等的教育機會。

SPEAKER PROFILE
講者簡介

Prof Hau Kit-tai 侯傑泰教授

Emeritus Professor of Educational Psychology, The Chinese University of Hong Kong
香港中文大學教育心理學系榮休講座教授

Prof Hau Kit-tai is a Research Professor in the Educational Psychology Department and former Pro-Vice-Chancellor at the Chinese University of Hong Kong. He is also a fellow of the American Educational Research Association and the International Association of Applied Psychology. Prof Hau has participated in the national curriculum reform and served in various advisory committees for the Organisation for Economic Co-operation and Development and the International Association for the Evaluation of Educational Achievement, etc. His research and practice experience covers international education comparison, education assessment, student motivation and mental health, etc.

侯傑泰教授為香港中文大學教育心理學系研究教授，曾擔任該校副校長，並榮獲美國教育研究協會（American Educational Research Association）和國際應用心理學會院士（International Association of Applied Psychology）殊榮。侯教授曾參與國家課程改革，並在經濟合作與發展組織（Organisation for Economic Co-operation and Development）和國際教育成績評估協會（International Association for the Evaluation of Educational Achievement）等多個委員會諮詢小組任職，其研究和實踐經驗涵蓋了國際教育比較、教育評估、學生動機及心理健康等領域。

Difficult Trade-offs in Digital Assessment for the Development of Non-Academic Skills: A Paradigm Shift in the Role of Teachers under the Integration of 'Human' and 'Technology'

數智化評估於「非學術能力培養」的困難權衡：「人」與「技」結合下教師角色的範式轉移

Dr Raymond Chan Mow-chiu
陳茂釗博士

In his presentation, Dr Raymond Chan Mow-chiu explored the complexities and challenges educators face in integrating digital assessment to develop non-academic competencies. He emphasised the necessary paradigm shift in the role of teachers and the need to strike a balance between technological advancement and human interaction.

在演講中，陳茂釗博士探討了教育工作者在整合數位評估以發展非學術能力時所面臨的複雜性和挑戰。他強調教師角色的必要範式轉移，並在科技進步與人際互動之間尋求平衡。

Dr Chan pointed out the growing importance of digital assessment in modern education and the increased reliance on technology. He used the 'paradigm shift' concept to describe the change in educational practice, driven by the evolution of data processing and assessment methods.

陳博士指出，數位評估在現代教育中的重要性隨著對科技依賴的增加而愈發明顯。他提及「範式轉移」的概念，將其視為教育實踐的變革，這一變革是由數據處理和評估方法的演變推動的。

In his speech, Dr Chan emphasised the 'difficult trade-offs' educators face in a generative Artificial Intelligence (AI) driven learning environment. He addressed the key issues confronting teachers today, reflecting on the changes in education over the past decade, particularly in personalised learning and student progress tracking. While these advancements can enhance student engagement and learning experiences, he reminded that generative AI driven learning environment could diminish essential human interactions in teaching and learning.

演講中，陳博士強調「難以取捨的權衡」。他提出教師在生成式人工智能科技驅動的學習環境中所面臨的關鍵問題，反思過去十年教育的變化，特別是在個性化學習和學生進展追蹤方面的進展。他認為這些進步能提高學生參與度和學習體驗，但提醒生成式人工智能科技的增強可能會導致教學中重要的人際互動減少。

Dr Chan invited the Forum participants to reflect on their original intent for being an educator, emphasising the intrinsic motivation for witnessing student growth and fostering supportive learning environments. Acknowledging that the challenges posed by technology sometimes overshadow the joy of teaching and learning. He added that teachers need to face the reality that automated systems may reduce their interactions with students.

陳博士邀請論壇的與會者思考成為教育工作者的初衷，強調見證學生成長和創造支持性學習環境的內在動機。他承認科技帶來的挑戰有時會掩蓋教學的樂趣，並指出教師需面對自動化系統可能減少與學生互動的現實。

Dr Chan stressed the importance of remaining sensitive to the impact of technological integration. He advocated a collaborative approach leveraging the strengths of human and technological resources to enhance students' non-academic abilities. He pointed out that despite the challenges, the future of education relies on our ability to innovate responsibly.

陳博士強調，教育工作者在擁抱科技整合時，必須保持對其影響的敏感性。他提倡協作方法，充分利用人類與技術資源的優勢，以促進學生的非學術能力。他的演講指出，儘管面臨挑戰，教育的未來依賴於我們負責任的創新能力。

In conclusion, Dr Chan's presentation revealed the importance of digital assessment in developing non-academic abilities and highlighted the challenges facing teachers. He reminded educators that in their pursuit of technological advancement, they should also value the interpersonal relationships. Only when both work in harmony can we achieve holistic development in education.

陳博士總結時重申數位評估在非學術能力發展中的重要性，他提醒教育工作者在追求科技進步的同時，需重視人際關係的價值，只有二者相輔相成，才能實現教育的全面發展。

SPEAKER PROFILE 講者簡介

Dr Raymond Chan Mow-chiu 陳茂釗博士

Senior member, Education Convergence; Fellow, the Hong Kong Professional Counselling Association
教育評議會資深會員、香港專業輔導協會院士

Dr Raymond Chan Mow-chiu is a senior member of Education Convergence and a member of its education research group, as well as a fellow of the Hong Kong Professional Counselling Association and the Hong Kong Primary Education Research Association. Dr Chan was an Associate Professor and Associate Head of the Department of Education, Faculty of Social Sciences, at the Hong Kong Baptist University. Dr Chan was a visiting professor at Japan's Hiroshima University from 2014 to 2015, during which he participated in several cross-regional studies on professional development of teacher and school counselling. In the field of counselling, Dr Chan was the Vice President (2002–2005) and President (2006–2010) of the Hong Kong Professional Counselling Association.

陳茂釗博士現為教育評議會資深會員及教育研究小組委員、香港專業輔導協會院士及香港初等教育研究學會院士。陳博士曾任香港浸會大學社會科學院教育學系副教授及副系主任。他在2014年至2015年獲日本廣島大學邀請擔任客座教授期間，曾參與多項跨地區之教師專業發展及學校輔導工作之研究。在輔導專業領域方面，陳博士曾任專業輔導協會副會長（2002至2005年）及會長（2006至2010年）。

Dr Chan's research areas and interests include: youth psychological development, psychological counselling, student counselling, personal and professional developments of teacher, parent education and youth cross-cultural adjustment, etc. He has published over 100 academic articles and has participated in more than 30 research projects in relation to education and counselling. Dr Chan has served in several education-related positions, including the Public Examinations Board of the HKEAA, Chairman and member of the Committee on the Outstanding Teachers Award Scheme (School Counselling), member of the Committee on Professional Development of Teachers and Principals, member of the Committee on Teachers' and Headmasters' Professional Development, member of the Committee on Teachers' Qualifications and Teacher Education, Editor-in-Chief of the Journal of Quality Education, etc.

陳博士的研究領域及興趣包括：青少年心理成長、心理輔導、學生輔導、教師個人成長及專業發展、家長教育及青少年跨文化適應等，已發表的學術文章約百餘項，並曾參與約三十多項教育及輔導相關研究項目。陳博士亦曾出任多項教育相關公職，包括考評局公開考試委員會委員、卓越教師獎勵計劃小組（學校輔導）委員會主席及委員、教師及校長專業發展委員會委員、師資及師訓委員會委員、優質教育學報總編輯及編輯等。

Explorations of Applications of the Latest AI Technology in the Evaluation of Educational Achievement
最新AI技術在教育成效評估中的應用初探

Dr Ivan Fung Wing-hong
馮穎匡博士

Focusing on the innovative application of the latest AI technologies in education effectiveness evaluation, Dr Ivan Fung Wing-hong gave an in-depth analysis of how AI tools can enhance education evaluation, management and the overall learning experience.

Dr Fung began by describing several applications of AI in education. He highlighted the significant advances in AI over the past few years and how these technologies have changed the traditional approach to educational assessment. As an expert in technology and engineering, Dr Fung shared his extensive background and experience in applying AI in various fields such as education, health and business management.

馮穎匡博士於演講上重點講解最新人工智能技術在教育成效評估中的創新應用，並深入分析人工智能工具如何提升教育評估、管理和整體學習體驗。

馮博士首先介紹了數種人工智能在教育中的應用。他強調過去幾年人工智能的重大進展，以及這些技術如何改變了傳統的教育評估方法。作為科技和工程領域的專家，馮博士分享了他在教育、健康和商業管理等多個領域應用人工智能的豐富背景和經驗。

In his talk, Dr Fung elaborated on how AI can streamline the assessment process and make data collection and analysis more efficient. This saves educators time and provides students with real-time feedback that significantly enhances their learning experience. He introduced AI-based learning frameworks that can be adapted to each student's needs, facilitating personalised learning paths and ensuring students receive the support they need to succeed.

In addition, Dr Fung highlighted the importance of big data in the education environment. He explained how analysing large datasets can reveal trends and patterns that can guide teaching strategies and improve educational outcomes. He also discussed the ethical implications of AI in education, pointing out the need for careful consideration of privacy, data security and potential algorithmic bias in using these technologies.

Looking ahead, Dr Fung shared his vision for the integration of AI into education. He believes AI will play a key role in shaping the learning environment and facilitating collaboration between students, teachers and parents.

During his presentation, Dr Fung also showcased several AI-powered assessment tools demonstrating their ability to assess students' comprehension through interactive assessment. This tool demonstrates the potential of AI in reforming educational practice by making assessment more accessible and effective.

在演講中，馮博士詳細闡述了人工智能如何簡化評估過程，使數據收集和分析變得更加高效。這不僅節省了教育者的時間，還為學生提供了即時反饋，顯著提升了他們的學習體驗。他介紹了基於人工智能的學習框架，這些框架能根據每位學生的需求進行調整，促進個性化學習路徑，確保學生獲得所需的支持以取得成功。

此外，馮博士強調了大數據在教育環境中的重要性。他解釋如何通過分析大型數據集揭示趨勢和模式，從而指導教學策略並改善教育成果。他同時討論了人工智能在教育中的倫理影響，指出在使用這些技術時需要謹慎考慮隱私、數據安全及潛在的算法偏見。

展望未來，馮博士分享了他對人工智能整合進教育的願景。他相信人工智能將在塑造學習環境方面發揮關鍵作用，促進學生、教師和家長之間的合作。

演講期間，馮博士亦展示了一些由人工智能驅動的評估工具，以互動評估來評核學生的理解能力。這些工具展現了人工智能革新教育實踐的潛力，使評估變得更加容易使用及有效。

SPEAKER PROFILE
講者簡介

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Post-doctoral Fellow of the Faculty of Architecture at the University of Hong Kong
香港大學建築學院博士後研究員

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Dr Ivan Fung Wing-hong is a Post-doctoral Fellow (artificial intelligence, AI) of the Faculty of Architecture at the University of Hong Kong. He obtained his PhD in Construction Engineering Management from the City University of Hong Kong and received the first Hong Kong-Scotland Post-doctoral Research Fellowship. He was an Assistant Professor and PhD Supervisor in the Department of Architecture and Civil Engineering at the City University of Hong Kong. Since 2021, Dr Fung has been a Visiting Professor at the School of Civil Engineering and Architecture of Southwest Petroleum University and has over 25 years of teaching and research experience. Meanwhile, Dr Fung is a PhD professional at the Research Talent Hub of the Hong Kong Science & Technology Parks Corporation and the Cyberport. He also works for various corporations at the management level or as an advisor. He is also a columnist (Education/Technology) for the Master Insight online platform and Sing Tao Daily, as well as a keen speaker on AI teaching for various organisations, etc.

馮穎匡博士現為香港大學建築學院博士後研究員(人工智能),於香港城市大學修畢建築工程管理學(研究)博士,榮獲香港－蘇格蘭第一屆博士後研究獎學金得獎人,並曾任香港城市大學建築學及土木工程系助理教授及博士生導師。馮博士由2021年起兼任西南石油大學土木工程及測繪學院任客座教授,擁有超過25年的教學及研究經驗。此外,馮博士是香港科技園公司及數碼港研究人才庫博士專才,並出任多家企業的管理層及顧問,並為灼見名家時事平台及星島日報專欄作者(教育／科技),亦為各大機構主講人工智能教學等。

Regarding public services, Dr Fung is an executive committee member of Education Convergence, founding honorary chairman and executive committee member of the Institute of Safety and Health Practitioners, management committee member of the Hong Kong Institution of Certified Auditors and chief certified auditor, technical expert of the Innovation and Technology Commission's Hong Kong Accreditation Service. He also served as chairman of the academic and research division of the Asian Institute of Intelligent Buildings, Associate Editor of the Hong Kong Institution of Engineers Academic Journal, and an external programme consultant for the HKU School of Professional and Continuing Education and the Hong Kong Institute of Higher Education and Technology, etc.

公職方面,馮博士現為香港教育評議會執委、香港安全健康師學會創會榮譽主席及執行委員會委員、香港審核師學會管理理事會委員及認可首席審核師、創新科技署香港認可處評審技術專家。他曾任亞洲智能建築學會委員兼學術及研究分部主席、香港工程師學會學術期刊副編委、香港大學專業進修及香港高等教育科技學院之校外特聘課程評審顧問等。

High-Stakes Examinations for University Admissions
用於大學入學的高風險考試

Moderator 主持：

Prof Ricardo Mak King-sang
麥勁生教授

Panelists 論壇嘉賓：

Mr Wang Hui
王輝先生

Dr Richard Lee Chak-hong
李澤康博士

Ms Choy Siu-kwan
蔡筱坤女士

As part of the Research Forum, Prof Ricardo Mak King-sang, Director of Public Examinations of the HKEAA, hosted a special round-table discussion session on high-stakes examinations for university admissions. Joining the discussion were Mr Wang Hui, a researcher at Beijing Normal University's China Institute for Education and Social Development, and the former Director of the College Students Affairs Department, Ministry of Education, PRC; Dr Richard Lee Chak-hong, Principal of Hong Kong Chinese Christian Churches Union Logos Academy (The HKCCCU Logos Academy), and Ms Choy Siu-kwan, Head of HKEAA's Assessment Development Division.

在研究論壇上，考評局公開考試總監麥勁生教授主持以「大學入學的高風險考試」為主題的特別圓桌討論，與會者包括：原中國教育部高校學生司司長、北京師範大學中國教育與社會發展研究院研究員王輝先生、香港華人基督教聯會真道書院校長李澤康博士，以及考評局評核發展部主管蔡筱坤女士。

They discussed various high-stakes examinations for university admissions, including the Nationwide Unified Examination for Admissions to General Universities and Colleges (Gaokao), the HKDSE and the International Baccalaureate, IB Diploma. They explored the development of various public examinations, their impacts and the overall development of education.

三位講者集中討論大學入學的高風險考試，包括中國普通高等學校招生全國統一考試(高考)、香港中學文憑考試(文憑試)與國際文憑課程考試(International Baccalaureate, IB Diploma)。他們除探討各個公開考試的發展歷程，亦討論考試對整體教育發展、學校的學與教及培訓學生的意義與影響。

The number of candidates taking the Mainland's Gaokao has reached a record high in recent years, exceeding 13 million in 2024. Mr Wang opined that various reforms have been implemented since 2014, covering five aspects, namely allocation of admission plans, examination format and content, admission mechanism as well as its supervision and management system, and the pilot implementation of the comprehensive Gaokao reform. The reform aimed to promote fairness, scientific selection of talents, and strong supervision by categorising different types of examinations, comprehensive assessment, and multiple pathways for admission. He said the reform had achieved fruitful results despite difficulties and challenges in recent years. He expected the reform to continue to achieve greater results.

內地高考近年考生人數屢創新高，2024年更有超過1,300萬名考生。王先生指出，高考由2014年起，逐步推行多項改革，涵蓋招生計劃分配方式、考試形式和內容、招生錄取機制、監督管理機制及開展高考綜合改革試點等五大任務，以形成分類考試、綜合評價、多元錄取的考試招生模式為目標，健全促進公平、科學選才、監督有力的體制機制。他表示，高考改革於近年取得積極成效，同時也面臨困難與挑戰，期待改革能持續深化，行穩致遠。

Similarly, Hong Kong's public examination system has undergone changes and innovations. With the implementation of the New Senior Secondary (NSS) academic structure, the HKEAA conducted the last Hong Kong Certificate of Education Examination (HKCEE) and the Hong Kong Advanced Level Examination (HKALE) for school candidates in 2010 and 2012 respectively, and the HKDSE was conducted for the first time in 2012. Ms Choy said over the years, the HKDSE has served more than 850,000 candidates and developed into an important qualification for senior secondary students to pursue further studies locally or overseas, or to enter the job market.

同樣地，香港公開考試制度亦經歷變革和創新。隨著新高中學制落實，考評局分別於2010年及2012年舉辦最後一屆供學校考生報考的香港中學會考和香港高級程度會考；取而代之，文憑試於2012年首次舉行。蔡女士指，文憑試多年來服務超過85萬名考生，發展至今得到香港和海外各界廣泛認可，成為高中學生於本地升學或負笈海外，以及投入職場的重要資歷。

Ms Choy added that the HKDSE has been undergoing continuous enhancement in recent years, including the implementation of optimisation measures for the four core subjects (i.e. Chinese Language, English Language, Mathematics, and Citizenship and Social Development) in 2024, with adjustments in the curriculum and assessment modes to free up lesson time and increase curriculum flexibility so as to create learning space for students.

蔡女士續指，文憑試近年持續優化，包括在2024年落實四個核心科目（即中國語文、英國語文、數學及公民與社會發展）的優化措施，調整課程與評核模式，以騰出課時和增加課程彈性，為學生創造學習空間。

Unlike the Gaokao and HKDSE, which are mainly for Mainland and Hong Kong students respectively, the IB is an international programme currently offered in many countries/regions worldwide. In addition to the HKDSE curriculum, the HKCCCU Logos Academy has offered the IB Diploma Programme since 2011. Its principal, Dr Lee, explained the assessment requirements of the IB and the arrangements for local and overseas universities to use IB results for admission. He also reviewed the school's experience in applying for the programme, building a team of teachers, and assisting students in preparing for the examination.

有別於高考及文憑試分別以內地和香港學生為主要對象，IB是一個國際課程，目前於全球多個國家／地區舉辦。香港華人基督教聯會真道書院除提供文憑試課程，由2011年起開辦IB文憑課程。李博士講解IB的考核要求，以及本地與海外大學以IB成績招生的安排，亦回顧該校由申辦課程、建立教師團隊及協助學生準備應考的經驗。

As for the advice to students, Dr Lee believed that the HKDSE and IB have different curriculum structures, assessment objectives, modes and requirements, and the key is to suit students' abilities and learning inclinations. Therefore, his school would conduct comprehensive assessments and counselling for students before they chose their senior secondary subjects.

至於對學生的建議，李博士認為，文憑試與IB各有不同的課程結構、評核目標、模式與要求，關鍵是適合學生的能力與學習傾向。因此，該校會在學生高中選科前，為學生進行全面的評估與輔導。

In the discussion, Prof Mak asked about the difficulties encountered in the process of examination reform and how students should cope with the public examinations. Mr Wang said that the reform of Gaokao, a high-stakes examination, was complex and challenging and had to proceed in a prudent and stable manner. He said, for example, it was found during the reform that the operating conditions of many schools were inadequate. Hence, the Government needed to strengthen its support for senior secondary schools by enhancing the qualification of their teaching staff and teaching condition.

在討論環節，麥勁生教授提問在考試改革過程中所遇到的困難，以及學生應如何應對公開考試。王先生表示，高考是高風險考試，有關改革亦是一項複雜艱巨的系統工程，必須審慎地穩步推進。他舉例指，實施改革過程中，不少學校的辦學條件不足，因此政府加大支持力度，加強高中師資隊伍及辦學條件的建設。

Ms Choy said that the NSS curriculum and the HKDSE not only aim to allow students to acquire knowledge, they also serve to cultivate good learning attitudes and generic skills to help students adapt to the future development of society. She said rather than just studying for examinations, students should keep learning and improving according to their interests and aspirations. The HKDSE offers a wide range of subject choices in different areas, including academic, applied learning and other languages, catering to students' diverse learning and development needs.

蔡女士則表示，新高中課程和文憑試的目標不只希望學生累積知識，更重要是培養良好的學習態度與共通能力，協助學生適應未來的社會發展。她寄語學生不應只為應試而學習，而是按個人的興趣和志向而持續學習和改進，文憑試設有多元化的科目選擇，包括學術、應用學習與其他語言等不同範疇，以配合學生的多元學習和發展需要。

SPEAKER PROFILE
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王輝先生
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北京師範大學、
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香港中學文憑考試(文憑試)
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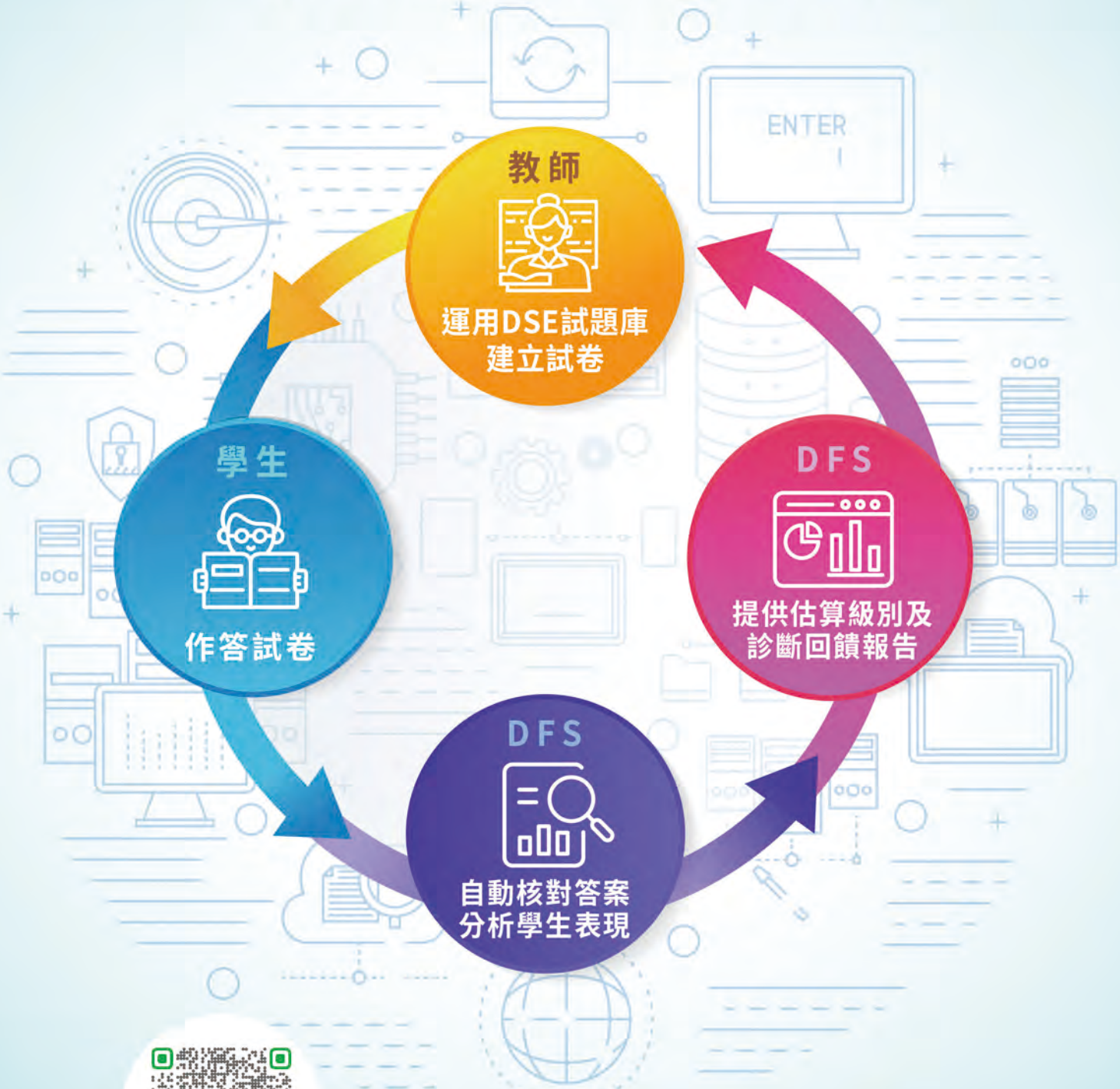

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Seminars
專題研討會

Benchmarking Study of Hong Kong Diploma of Secondary Education (HKDSE) English Language Examination and IELTS

香港中學文憑考試英國語文科與國際英語水平測試（IELTS）的基準研究

Dr Jin Kuan-yu
金冠宇博士

During the seminar, Dr Jin elaborated on the benchmarking study between the Hong Kong Diploma of Secondary Education (HKDSE) English Language examination and the International English Language Testing System (IELTS). He said the study aimed at establishing the equivalence of standards between the two assessments. Conducted in multiple rounds (2019, 2021, and 2023), it analysed data from HKDSE candidates who voluntarily submitted their IELTS scores, focusing on candidates achieving HKDSE levels 3 to 5.

金博士在研討會上分享香港中學文憑考試（文憑試）英國語文科考試與國際英語水平測試（IELTS）之間的基準研究，旨在建立兩項評估標準的可比性。研究分多次（2019年、2021年和2023年）進行，分析了自願提交IELTS成績的文憑試考生的數據，尤其是文憑試達到第3至5級的考生。

The HKDSE English Language examination evaluates candidates in four domains: Reading, Writing, Listening and Integrated Skills, and Speaking, with a grading system ranging from level 1 to 5**. Meanwhile, IELTS assesses candidates' performance in Listening, Reading, Writing and Speaking on a 1–9 band scale. While HKDSE is curriculum-based and covers the general use of English at the senior secondary level, IELTS focuses on academic English and incorporates a wider variety of accents and contexts.

文憑試的英國語文科考試主要評估考生在閱讀、寫作、聆聽與綜合能力及口語四個部分的表現，評級介乎第1至5**級。IELTS則以1–9分的等級評估考生在聽力、閱讀、寫作和口語的表現。文憑試以高中課程為基礎，涵蓋通用英語，而IELTS則專注於學術英語，並融合了更廣泛的口音和語境。

The benchmarking study reveals a strong correlation (0.85) between HKDSE English Language subject levels and IELTS band scores, demonstrating the comparability of the two assessments in measuring English proficiency. Such benchmarking is significant as it ensures the HKDSE's global relevance and credibility. For details, please visit the HKEAA website at https://www.hkeaa.edu.hk/en/recognition/hkdsebenchmarking/ielts/.

基準研究顯示，文憑試英國語文科水平與IELTS成績之間存在很強的相關性（0.85），證明兩項評估在評核英語水平具可比性。此基準研究確保文憑試的全球通用性和信度。詳情請參閱考評局網頁，https://www.hkeaa.edu.hk/tc/recognition/hkdsebenchmarking/ielts/。

Dr Jin said, we will enhance the benchmarking study, including expanding sample sizes, improving data collection methods, and conducting regular evaluations every two to three years. These efforts aim to maintain HKDSE's alignment with international standards and ensure its continued recognition by global academic institutions.

金博士又指，基準研究的未來方向包括擴大樣本規模、改進資料收集方法，以及每兩至三年進行定期評估，以保持文憑試與國際標準保持一致，並繼續獲得全球學術機構的認可。

SPEAKER PROFILE
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Dr Jin Kuan-yu 金冠宇博士
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香港考試及評核局

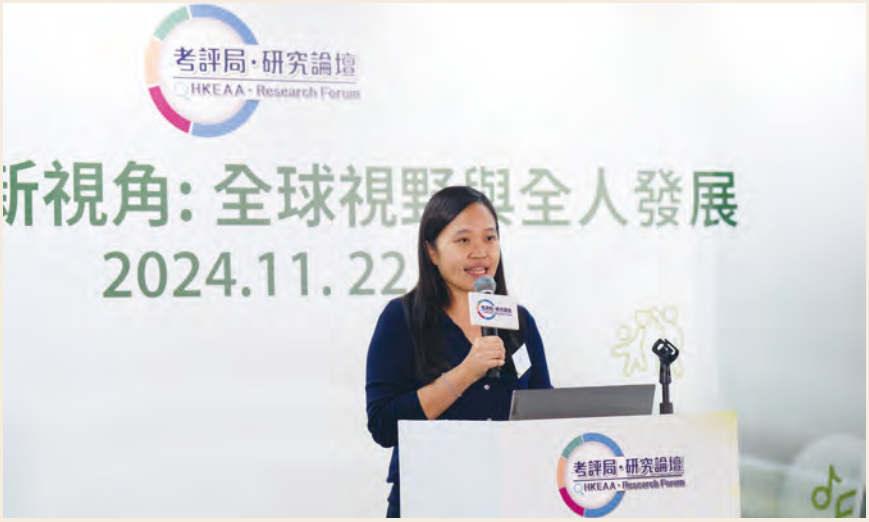
Dr Jin Kuan-yu is a Manager of the Assessment Technology and Research Division at the HKEAA, responsible for data analysis of the Hong Kong Diploma of Secondary Education Examination (HKDSE) and Territory-wide System Assessment (TSA). His research interests cover Rasch measurement, theoretical modelling of test response and psychometrics, etc.

金冠宇博士為考評局評核科技及研究部經理，主要負責香港中學文憑考試和全港性系統評估的數據分析工作，其研究興趣包括Rasch測量、試題反應理論模型和心理計量學。

A Pilot Use of a Customised Generative AI Platform to Aid the Production of English Language Reading Comprehension Assessment

使用定制化生成性AI平台輔助製作英語閱讀理解評估初探

Ms Tiffany Wong Siu-lei
王笑鸝女士



This seminar focuses on how customised generative AI platforms can be used to aid the production of English reading comprehension assessments.

Ms Wong introduced the background of using AI in reading comprehension and its potential. She also elaborated on the basic principles of designing reading questions before generating them, so that the Forum's participants could understand how to construct an effective reading assessment.

Ms Wong shared that the strength of generative AI platforms lies in their potential/capacity to generate high-quality reading materials based on detailed prompts provided by users. For example, when users provided clear instructions, the content generated could be similar to human writing. The generative AI platform can be customised specifically for assessment work, with the ability to flexibly adjust the difficulty level of the words used and the organisation of the chapters.

此研討會主要探討如何利用定制化的生成性AI平台來輔助製作英語閱讀理解評估。

王女士首先介紹了在閱讀理解方面使用AI的背景及其潛力。隨後闡述了在生成題目之前，設計閱讀題目的基本原則，讓論壇的與會者了解如何構建有效的閱讀評估。

王女士分享說，生成式人工智能平台的優勢在於其根據用戶提供的細節提示生成高品質閱讀材料的潛力／能力。舉例來說，當用戶提供清晰的指導時，生成的內容能夠與人類寫作相似。生成性AI平台能夠特別針對評估工作進行定制化設計，能夠靈活調整用字的深淺和篇章的組織結構。

She also introduced in detail the user interface of the platform and its functions, including the different modes of generating articles and questions. She said that the generation process needed to consider various factors, such as the type of question, difficulty level, and diagnostic feedback.

她亦詳細介紹了平台的用戶界面及其功能，包括生成文章和題目的不同模式，並提及生成過程中需要考慮多種因素，例如題目的類型、難度級別以及診斷性反饋等。

Considering the local cultural context, Ms Wong added that generative AI could be used to generate more reading comprehension materials that meet local needs in the future. She emphasised that generative AI platforms are not intended to replace teachers, but rather as a supplementary tool to help teachers improve the quality of education.

針對香港本地的文化背景，王女士表示未來可以考慮利用生成性AI生成更多符合本地需求的閱讀理解材料。她強調，生成性AI平台的使用並不是為了取代教師，而是作為輔助的工具，幫助教師提高教育質量。

SPEAKER PROFILE
講者簡介

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Ms Tiffany Wong Siu-lei is a Senior Officer of the Education Assessment Services Division at the HKEAA, responsible for the development and implementation of the English Language assessment in the Territory-wide System Assessment (TSA).

王笑鸝女士為考評局教育評核服務部高級主任，主要負責全港性系統評估英文科的發展和執行工作。

Pilot on AI English Writing Assessment
AI英文寫作評估試行

Mr Kam Shui-ting
金瑞霆先生

Mr Kam shared his school's pilot experience and the results of its English writing assessment, allowing a deeper understanding of the practical application of AI technology in writing education.

The AI English Writing Assessment Platform automatically marks students' essays and provides real-time feedback so students can check their writing performance at any time. During the implementation, the school's Secondary 4 students could revise their compositions unlimited times on the platform, which not only improved their writing skills, but also gave them a sense of achievement through repetitive practice. Mr Kam also elaborated on the feedback provided by the AI platform, which allows students to understand their strengths and weaknesses and make targeted improvements based on the data.

金先生在研討會中分享了其任教中學實施的英文寫作評估試行之經驗與成果，讓大家對AI技術在教授寫作中的實際應用有了更深入的了解。

AI英文寫作評估平台能自動為學生的作文評分，並提供即時反饋，讓學生能隨時查看自己的寫作表現。在實施過程中，學校的中四學生可以在平台上無限次地修改自己的作文，這不僅提高了他們的寫作能力，還讓他們在反覆練習中獲得成就感。金先生亦闡釋了AI平台提供的反饋，讓學生能夠了解自己的優勢與不足，並根據數據作針對性的改進。

Mr Kam emphasised that although the AI platform could assist students in writing and assessment, the role of the teacher remained indispensable. Teachers need to monitor students' AI English writing, help them understand their mistakes, and provide further guidance.

金先生強調，雖然AI平台能夠輔助學生進行寫作及評估，但教師的角色仍然不可或缺，並要對學生的寫作進行把關，幫助他們理解錯誤，及提供進一步的指導。

This seminar not only enabled participants to understand the application of AI in writing education, but also motivated them to explore how to better integrate AI technology into teaching and learning.

此研討會不僅讓與會者了解了AI在寫作教育中的應用，也激發了教師探索如何更好地將AI技術融入教學。

SPEAKER PROFILE
講者簡介

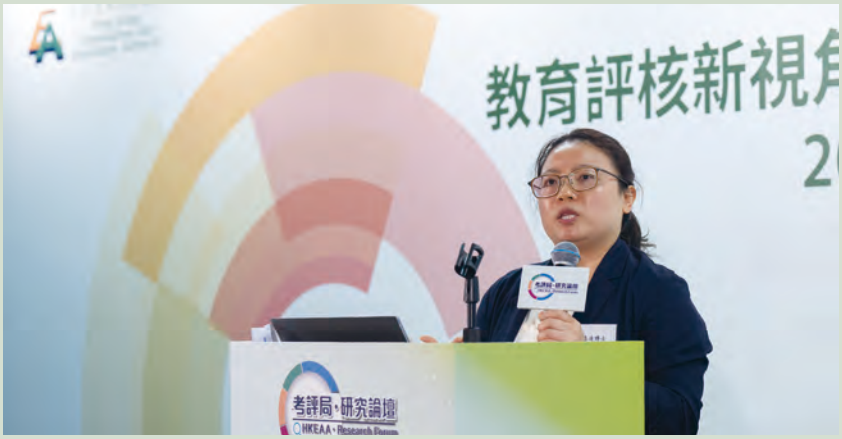
Mr Kam Shui-ting 金瑞霆先生
Yan Chai Hospital No.2 Secondary School
仁濟醫院第二中學

Mr Kam Shui-ting is a veteran English teacher. He has led a study tour for secondary school students of different grades to New Zealand for English and other related programmes, providing students with an in-depth learning experience and a sense of engagement through on-site and immersive learning.

金瑞霆先生為資深英文科老師，曾帶領不同年級的學生前往紐西蘭參與英語及其他相關課程，通過實地學習和沉浸式教學方法，讓學生獲得深入的學習體驗和課堂參與感。

2024 Hong Kong Diploma of Secondary Education Examination (HKDSE) Predicted Level Study
2024香港中學文憑考試預測等級研究

Dr Hsu Chia-ling
許嘉凌博士



During the Forum, Dr Hsu Chia-ling emphasised the importance of the Hong Kong Diploma of Secondary Education (HKDSE) examinations, which are crucial for students' pursuit of academic or professional development. During the study process, it is also vital for teachers to provide accurate assessment and prediction of student performance. Dr Hsu's predicted level study aims at investigating whether school assessment marks can accurately predict HKDSE outcomes. Her research can provide teachers with feedback to enhance their understanding of student performance in public examinations, and create assessment methods that can reflect accurately students' competencies.

許博士在論壇上強調，文憑試對追求學術或專業發展的學生至關重要，學習過程中，教師如何準確地評估和預測學生的表現是重要的一環。許博士的預測等級研究旨在探討以校內評核分數來預測文憑試成績的準確程度。她的研究有助提供回饋予教師，加強教師了解學生在公開考試中的表現，並制定能準確反映學生能力的評估方法。

Background

Launched in 2013, the study initially focused on four core subjects: Chinese Language, English Language, Mathematics (Compulsory Part), and Liberal Studies. Since 2020, the study has been conducted for all Category A subjects. In 2024, comparisons between predictions based on school assessment marks and actual HKDSE results were made to assess the accuracy of those predictions for all Category A subjects except Citizenship and Social Development. By analysing data from 36,988 candidates across 398 schools, the study aimed to uncover insights that could help educators refine their assessment practices.

背景

該研究於2013年展開，最初以四個核心科目「即中國語文、英國語文、數學(必修部分)及通識教育」作為研究重點。自2020年起，該研究涵蓋所有甲類科目。2024年，根據校內評分作出的預測與文憑試的實際成績進行比較，以評估這些預測對所有甲類科目(公民與社會發展科除外)的準確性。該研究就398所學校的36,988名考生進行數據分析，旨在發掘有用的信息，協助教育工作者改善評核方法。

Data Collection and Analysis

In most cases, participating schools relied on Secondary 6 mock examination marks as the primary basis for predicting HKDSE performance, with over 78% of schools using those marks for all subjects. This study standardised these school assessment marks, using 2012–2023 HKDSE data to ensure school comparability. Such an approach allows for a fair assessment of how well school assessments align with HKDSE standards. Additionally, the researchers explored various predictors affecting the accuracy of teachers' predictions through a survey, such as candidates' gender, school region, school type, and teachers' experience with HKDSE marking and professional development. By examining the relationships between teachers' predictions and these factors, the study sought to uncover the factors influencing prediction accuracy, which can help teachers design more effective assessment practices.

Key Findings

The study's results yielded valuable insights into the accuracy of predictions across various subjects. For instance, the English Language showed the highest accuracy, with 99% of predictions either perfectly matching or deviating from the actual HKDSE results by only one level. Mathematics followed, with 98%, while Chinese Language had a slightly lower accuracy of 93%. In addition to the three core subjects, similar prediction accuracy rates were discovered for the science subjects. The survey analysis results presented different factors produced various impacts for predicting student performance for different subjects.

資料蒐集與分析

在大多數情況下，參與研究的學校會以中六模擬考試的分數作為預測文憑試表現的主要依據，逾78%的學校在所有科目中均採用中六模擬考試分數。為確保不同學校之間的可比性，研究採用2012–2023年文憑試數據將這些校內評分標準化。這種方法能公平地評定校內評分與文憑試是否達到一致的水平。此外，研究人員透過調查，探討一些影響教師所作預測的準確性之因素，例如考生性別、學校所在區域、學校類別及教師在文憑試評卷及專業發展方面的經驗。透過檢視這些因素與教師所作預測之間的關係，找出影響預測的準確程度之因素，有助教師設計更有效的評核。

主要研究結果

研究結果對各科目的預測準確度揭示了很多有用的信息。例如英國語文科的預測準確度最高，99%的預測結果與文憑試的實際成績完全吻合或只相差一個等級。其次是數學科，準確率為98%，而中國語文科的準確率則稍低，只有93%。除了三個核心科目外，理科科目的預測準確率亦相若。調查分析結果顯示，不同因素在不同科目對預測準確性有不同的影響。

Conclusion and Recommendations

Dr Hsu opined that the findings from the 2024 HKDSE predicted level study underlined the importance of aligning school assessments with HKDSE standards. With more than 90% of predictions for about 70% of subjects lying within one-level deviation from actual HKDSE levels. Going forward, she encouraged teachers to utilise the study findings proactively. By understanding the factors behind accurate predictions and employing data-driven strategies, teachers can better support their students' learning journeys and ultimately enhance their performance in public examinations.

結論與建議

許博士表示2024年文憑試預測等級研究的結果證明校內評核與文憑試水平保持一致的重要性。對於大約70%的科目而言，逾90%的預測等級與文憑試實際等級之差距在一個等級範圍內。展望未來，她鼓勵教師積極利用研究結果，了解哪些因素會影響預測的準確度及採用數據為本的策略，在學生的學習旅程中為他們提供更有力的支援，最終提升他們在公開考試的表現。

SPEAKER PROFILE 講者簡介

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Dr Hsu Chia-ling is a Manager of the Assessment Technology and Research Division at the HKEAA, responsible for data analysis work of the Hong Kong Diploma of Secondary Education Examination and the Putonghua Shuiping Ceshi (PSC) of the State Language Commission. Dr Hsu's research interests include psychometrics and educational measurement, covering computer adaptive testing, theoretical modelling of test responses, cognitive diagnostic modelling and large database analysis.

許嘉凌博士為考評局評核科技及研究部經理，負責香港中學文憑考試和國家語委普通話水平測試的數據分析工作。許博士的研究興趣為心理計量學與教育測量，涵蓋電腦適性測驗、試題反應理論模型、認知診斷模型及大型資料庫分析。

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