



## **PRESS RELEASE**

### **Fourth HKEAA Research Forum Gathers Educators and Researchers to Promote Assessment Innovation**

The Hong Kong Examinations and Assessment Authority (HKEAA) hosted its fourth Research Forum today (22 November 2024), attracting over 200 school principals, teachers and researchers. Under the theme of ‘New Vista in Education Assessments: Global Vision and Whole-Person Development’, participants explored trends in education and assessment from a global perspective. Key discussions included the comparison of Hong Kong students’ performance in reading, mathematics, and science with their international peers, the potential and challenges for reform in high-stakes examinations, and application of artificial intelligence (AI) in education, etc., to foster assessment innovation.

Since its debut in 2018, the biennial Research Forum has become a pivotal academic exchange platform aimed at enhancing assessment literacy in the education sector. Esteemed local and international scholars have delivered keynote speeches, sharing research findings and insights on public examinations, international assessment studies, data application and emerging trends in assessment technology, etc. The forum seeks to inform and inspire school principals, teachers and researchers to bring about positive impact on teaching and learning.

In his opening remarks, Prof Paul Lam Kwan-sing, the HKEAA Chairman, highlighted that the Authority has leveraged innovative technology and its rich public examination data to introduce numerous tools and services for improving the quality of school assessments over the years, such as the HKDSE Diagnostic Feedback System, examination results statistical reports and the Assessment Quality-assurance Platform. They have supported hundreds of schools and benefited students at large.

He added, ‘As we navigate the challenges of globalisation and digitalisation, we shall broaden our perspective on assessment to help students acquire the necessary knowledge and skills, along with proper values for addressing future challenges. This year’s theme embodies our educational assessment vision: to empower students to integrate learning with assessment, developing their self-learning abilities to tackle the pressing issues facing humanity today and tomorrow.’

Additionally, Prof Lam announced that the HKEAA has been commissioned by the Education Bureau for the first time to conduct the Progress in International Reading Literacy Study (PIRLS) 2026 in Hong Kong. He said, ‘The Authority will leverage its assessment research experience to introduce innovative strategies that promote students’ cognitive abilities and achievements in all aspects.’

This afternoon, the HKEAA hosted a seminar to provide school representatives with an overview of the PIRLS 2026. For details of the PIRLS 2026, please visit the HKEAA website: [www.hkeaa.edu.hk/en/global\\_assessment\\_learning/pirls/](http://www.hkeaa.edu.hk/en/global_assessment_learning/pirls/)

The Research Forum featured keynote speeches from esteemed experts. They include Prof Hau Kit-tai, Emeritus Professor of Educational Psychology at the Chinese University of Hong Kong; Dr Raymond Chan Mow-chiu, Senior Fellow from the Hong Kong Professional Counselling Association; and Dr Ivan Fung Wing-hong, Post-doctoral Fellow of the Faculty of Architecture at the University of Hong Kong. They addressed a range of topics, including the future development and challenges of education in Hong Kong, AI-powered assessment, and the application of artificial intelligence in teaching. This was followed by a round-table discussion on high-stakes tests used for university admissions by 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, Principal of the Hong Kong Chinese Christian Churches Union Logos Academy, and HKEAA representatives. Moreover, researchers from the HKEAA and teachers also gave presentations on various topics, including research on public examinations and application of AI, etc.

### **2024 HKDSE Predicted Level Study**

HKEAA representatives also presented the results of the 2024 HKDSE Predicted Level Study. A total of 398 participating schools submitted the internal assessment marks of about 37,000 school candidates this year. The candidates' predicted HKDSE levels were based on the submitted marks and the school's past HKDSE results. The predicted levels were subsequently compared with candidates' actual levels achieved in the corresponding Category A subjects in the 2024 HKDSE.

As in previous years, the accuracy of predicted levels was higher for the core subjects than for elective subjects. Approximately 71%, 49% and 59% of candidates' predicted levels in English Language, Chinese Language and Mathematics Compulsory Part, respectively, matched their actual HKDSE levels. About 93% to 99% of the predicted levels for these three core subjects were within one-level deviation from the HKDSE actual levels. This indicates that the school's internal assessment marks can generally reflect students' performance on the HKDSE for the core subjects. Please refer to the annex and [results summary](#) for more details.

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Date: 22 November 2024

## Annex: 2024 HKDSE Predicted Level Study Results Summary

Subject#		Number of Participating Schools	Total Number of Candidates from Participating Schools	Predicted Level Same As Actual DSE Level (%) [A]	Predicted Level 1 Level Above/Below Actual DSE Level (%) [B]	Difference Between Predicted Level and Actual DSE Level Within 1 Level (%) [A+B]
Chinese Language		395	35,716	<b>48.5</b>	44.8	<b>93.2</b>
English Language		395	36,636	<b>70.7</b>	28.5	<b>99.2</b>
Mathematics Compulsory Part		394	36,504	<b>58.8</b>	38.8	<b>97.6</b>
Mathematics Extended Part	Algebra and Calculus	294	4,262	<b>39.3</b>	47.3	<b>86.6</b>
	Calculus and Statistics*	187	2,241	<b>34.2</b>	45.8	<b>79.9</b>
Biology		384	11,395	<b>55.5</b>	41.8	<b>97.3</b>
Chemistry		383	10,246	<b>57.6</b>	39.3	<b>97.0</b>
Physics		378	8,320	<b>54.7</b>	42.4	<b>97.1</b>
Information and Communication Technology		363	5,145	<b>53.7</b>	41.9	<b>95.6</b>
Visual Arts		326	3,024	<b>62.2</b>	35.7	<b>97.9</b>
Chinese Literature*		119	1,149	<b>39.3</b>	45.4	<b>84.7</b>
Literature in English*		24	170	<b>46.3</b>	44.4	<b>90.7</b>
Health Management and Social Care*		64	1,010	<b>56.6</b>	40.2	<b>96.8</b>
Design and Applied Technology*		35	393	<b>60.3</b>	36.2	<b>96.5</b>
Technology and Living	Food Science and Technology*	8	103	<b>50.0</b>	46.1	<b>96.1</b>
	Fashion, Clothing and Textiles*	3	29	<b>21.4</b>	64.3	<b>85.7</b>
Business, Accounting and Financial Studies	Accounting	308	5,618	<b>51.4</b>	42.7	<b>94.1</b>
	Business Management	135	2,378	<b>53.7</b>	41.2	<b>94.9</b>
Economics		377	10,503	<b>49.0</b>	44.5	<b>93.6</b>
Geography		363	6,588	<b>44.7</b>	46.3	<b>91.0</b>
Chinese History		354	4,880	<b>44.3</b>	45.4	<b>89.7</b>
History		277	4,059	<b>44.0</b>	45.1	<b>89.1</b>
Tourism and Hospitality Studies		193	3,221	<b>44.2</b>	44.6	<b>88.8</b>
Ethics and Religious Studies*		76	638	<b>48.9</b>	42.4	<b>91.2</b>
Physical Education*		123	1,036	<b>49.2</b>	43.3	<b>92.6</b>
Music*		55	130	<b>46.3</b>	41.1	<b>87.4</b>

# The first Citizenship and Social Development (CS) examination was held in the 2024 HKDSE. The CS is excluded from the study since no schools' past HKDSE results data for prediction in 2024.

\*small candidature subject

Remark: The percentage values listed in the annex are adjusted to one decimal place.