HKDSE Biology SBA Teachers' Conference Booklet
(2024/2025)

A. SBA Requirements for 2025 DSE Bio SBA

	Minimum number of assessment required for **BIOLOGY**		
	Area A (8%)	Area B (12%)	
		B1 (6%)	**B2 (6%)**
S5	1	1	1
S6	1	1	1

The percentages in brackets represent the weighting in the subject mark.

- The final SBA mark of a candidate includes:
  - ✔ the best two marks obtained in Area A regardless of types;
  - ✔ the best two marks obtained from different topics in Area B1;
  - ✔ the best two marks obtained from different topics in Area B2.

  The list of topics can be found on Paragraph 2.1.1 on Page 4 of the SBA Handbooks. The handbooks can be downloaded from HKEAA website (https://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?5&2)

- On-line mark submission system will be used. Teachers should keep a record of the experiment list, task sheets and assessment records.

- Handling repeater / transfer students
  SBA results obtained in S5 in the former school will not be counted. The repeater / transfer students will need to submit one A mark, one B1 mark and one B2 mark.

- Language medium
  Please indicate the language medium used by the students in completing the reports. The language medium should follow the school's own policy.

- S6 submission
  - ✔ Submission period: 15 Jan – 10 Feb 2025
  - ✔ Submit Mark Data File for Principal's endorsement
  - ✔ Submit student work:
    - > Marked reports of 6 students, chosen by the HKEAA, are to be submitted. Only those reports with marks submitted are required. There is no need to submit biological drawings or other reports which are not assessed for SBA.
    - > One file for each student (zip to one single file if there are more than one file) is to be submitted. File name convention: [subject Abbreviation][(6-digit student document number)].[file extension], e.g. Bio(123456).zip, BIO(234567).pdf, etc.
    - > Attach task sheet in the student work file for the convenience of checking by District Coordinators.
    - > The following points should be noted about the student work:
      - ☐ Please advise students to use ***dark colour ball pen*** to complete their work for scanning
      - ☐ ***Black and white scanning*** should be used instead of colour scanning.
      - ☐ Make sure that ***ALL images are upright***.
      - ☐ For each report, the ***mark should be using a 10-point scale***.
      - ☐ ***Attach the task sheet (and checklist if any)*** to the student work.
      - ☐ Put all the reports in one image/pdf file instead of 1 file 1 image.

B. Making Assessment

	A	B
Student's work	Performing practical work, including the following types of work: (a) Investigative practical work (group work allowed) (b) Microscopic examination (c) Dissection of animals / animal organs (d) Ecological fieldwork (group work allowed) (e) Biological drawing	Individual reports on investigative practical work including: Experimental Design (B1): • Identifying the problem to be investigated • Formulating a hypothesis of investigation (if any) • Devising a plan of investigation in accordance with the problem to be investigated Results and Discussion (B2): • Recording and presenting findings • Interpreting and discussing results • Drawing conclusion
Assessment	Assess practical skills of individual students within each group during practical sessions according to the assessment criteria listed in the SBA Handbook	Mark individual investigation reports according to the Assessment Guidelines
Teacher's work	> Keep the assessment task sheets (with dates) > Keep assessment records for Area A > Mark students' written reports	

Ability Area A – Practical skills

- Checklist should be developed for assessment.
- **No student samples for Ability Area A will be collected. However, assessment records should be kept for handling of internal appeal cases before mark submission**.

Ability Area B – Report Writing

- For assessment on Ability Area B, teachers may choose to discuss with students the salient points in the design based on the generic guidelines provided on the task sheet before students write their design. Teachers may distribute the relevant task sheets to students in advance and this will not be considered as help given.
- **The design and planning of the investigation has to be completed within class time and under the supervision of the teacher**. For the part about discussion and conclusion, teachers may choose to let students complete the task within class time or take home.
- Shared data can be accepted if data are generated by data-logger (but leave room for students to put in title and axes for graphs if the data logger also generates graphs) or data are collected on a group basis, or data are compiled for statistical analysis.
- Students' responses will be matched with the descriptors of the Assessment Guidelines. If only simple and straightforward responses are involved, only basic performance will be fulfilled and the task will not score high marks.
- Teachers have the flexibility to assess B1 or B2, or both B1 and B2 of the experiment, depending on the time, the complexity of the experiments and the ability of the students. You may conduct a complicated experiment and assess B2 only, making use of the opportunity for the learning and teaching of the design elements used in that particular experiment. On the other hand, if there is not much data collected for a certain experiment, you may choose to assess B1 only. Once the students have mastered the skills involved, you may also conduct an assessment for both B1 and B2 based on the same experiment.
- Teachers are encouraged to widen students' learning experiences by exposing them to various types of experiments (e.g., qualitative and quantitative, hypothesis-testing, pattern-seeking, etc) so that their analytical skills, including their scientific inquiry skills can be sharpened and reflected in the written exams.

C. Support from District Coordinators

- Teachers may submit the tentative task lists to the District Coordinators and seek advice from District Coordinators if needed.
- Teachers shall submit their experiment list and task sheets to the District Coordinators two weeks after the S5 submission. District Coordinators will provide feedback on the level of difficulty if needed.

D. Other useful websites

1. References and resources for Biology, Science Education Section, EDB (http://www.edb.gov.hk/en/curriculum-development/kla/science-edu/ref-and-resources/biology.html)
2. EDB One-stop Portal for Learning and Teaching Resources – Science Education (http://minisite.proj.hkedcity.net/edbosp-sci/eng/home.html)
3. Practical Biology of Nuffield Biology (http://www.nuffieldfoundation.org/practical-biology)
4. Science and Plants for School (https://www.saps.org.uk/)
5. SSERC Biology Resources (https://www.sserc.org.uk/resources/biology-resources/)