

# HMSC SBA Conference cum

## PDP - Assessment Design and the Implementation of SBA

Mr. Bill KWOK 1 & 2 Nov 2011



# Why Streamlining?

- **Feedback** from schools through principals, DCs, teachers and various studies
- **Major concerns**
  - Students' and teachers' workload, with 21 subjects implementing SBA in 2014
  - Resources and support
  - Curriculum time
- **Timely response** to feedback, with a view to addressing critical concerns, including workload issues, in a timely manner



# Streamlining Proposals - Principles

1. **Should not change the design principles of the C & A framework**; any proposed change be left to the 2012 review exercise
2. **Uphold the spirit of SBA & keep essential learning elements** – integral part of learning & teaching and essential component of the public assessment, for the benefit of students
3. **Better coordination** across subjects with SBA component, taking into account the workload of individual students



# SBA Streamlining Proposals

## 1. Streamlining through

- Reducing the no of tasks/assessments, minimising duplication of assessment effort within/across subjects
- Reducing administrative work, to make SBA more manageable for students and teachers

2. **Time-frame** - the proposed changes to the SBA would be implemented in the 2014 HKDSE so that preparation of SBA that has started in S5 and S6 would not be affected



# HMSC - Deferred SBA subject

For subjects with deferred SBA, we understand there may be a gap between the design stage and the implementation stage of SBA.

## Directions

- To explore the views of various stakeholders through different channels like **learning community, one committee meeting, PDPs** etc
- To grasp the opportunities to evaluate our SBA design through various means like **piloting project, SBA working group** etc
- To learn from the valuable experiences of other subjects



# 2014 SBA Requirements (Original)

<b>SBA Task</b>	<b>Field Learning (SBA 1)</b>	<b>Project for Electives (SBA 2)</b>
Weighting	10%	20%
Task content	<b>Reflective journal (18 hrs field services)</b>	<b>Report Audio-visual task Oral Presentation</b>
Time	S5	S6



# Key Concerns of Stakeholders - HMSC

## **Key Concerns:**

1. Workload issue related to the 18 hrs field services in NGOs (SBA 1 - Field Learning)
2. Flexibility in choosing the place of Field learning
3. Quality of Assessment Rubrics to discriminate students' work of various performance levels
4. Availability of SBA exemplars illustrating various levels of performance
5. Overall aggregated SBA workload of students



# What we have done

**A piloting project** had been conducted (since Feb 2011) to:

- address the concerns of stakeholders
- explore the possibility of refinements on SBA design
- collect SBA exemplars for illustrating various levels of performance





# Findings of the Piloting Project

## Findings:

1. The rationale for field service in NGO is to provide authentic learning experience to students. The key concern is that students are provided with **sufficient opportunities/ time to learn and to collect essential information**. The service time required varies with the needs of the students.
2. The view is supported by the piloting result – **No significant differences** in the standards of work (RJ) – as shown by the mark distribution, SD and mean mark of the samples of students having 3/9/12/18 hrs services in NGOs/ schools.



# SBA Streamlining Proposals

## Streamlining Proposals:

- The proposed time (18 hrs) for field learning task is relaxed.
- Teachers/ students are provided with flexibility to decide their service in NGO or to conduct their field work within the school.
- Rubrics with 12 point scales and refined descriptions are developed.
- Oral Presentation is proposed be deleted from SBA 2 so as to reduce the overall workload of teachers/ students



# SBA 1: Field Learning

Students are arranged to have their field learning in a NGO.

**Scenario 1**

**Theme:** Identify the problems that exist in the organisation you served and suggest possible improvements.

Day	1 5 Apr 2013	2 7 Apr 2013	3 14 Apr 2013	4 15 Apr 2013	5 21Apr 2013	6 22 Apr 2013
Activity	Induction Session	Field Service in NGO	Field Service in NGO	Progress Reporting session (Check field notes)	Field Service in NGO	Post-service evaluation/ reporting session
Service/ learning hours	3hrs	3hrs	3hrs	3hrs	3hrs	3hrs
Signature	HMSC Teacher	NGO tutor	NGO tutor	HMSC Teacher	NGO tutor	HMSC Teacher



# SBA 1: Field Learning

Students are arranged to have their field learning in a NGO.

## Scenario 2

**Theme:** Identify the problems that exist in the organisation you served and suggest possible improvements.

Day	1 5 Apr 2013	2 7 Apr 2013	3 8 Apr 2013	4 14 Apr 2013	5 21Apr 2013	6 22 Apr 2013
Activity	Induction Session	Field Service in NGO	Progress Reporting session (Check field notes & define research topic & question)	Field Service and / or <b>data collection for SBA2</b> in NGO	Field Service and / or <b>data collection for SBA2</b> in NGO	Post-service evaluation/rep-orting session
Service/ learning hours	3hrs	3hrs	2hrs	4hrs	4hrs	2hrs
Signature	HMSC Teacher	NGO tutor	HMSC Teacher	NGO tutor	NGO tutor	HMSC Teacher



# SBA 1: Field Learning

Students are arranged to have their field learning in a NGO.

**Scenario 3**

**Theme:** How did your impressions of the organisation that you have served change after the field learning experience? Describe the changes and explain them.

Day	1 6 Apr 2013	2 7 Apr 2013	3 14 Apr 2013	4 15 Apr 2013	5 21Apr 2013	
Activity	Induction Session	Introduction of NGO + Field Service in NGO	Field Service in NGO	Progress Reporting session	Field Service in NGO	Post-service evaluation session
Service/ learning hours	3hrs	4hrs	3hrs	3hrs	3hrs	2hrs
Signature	HMSC Teacher	NGO tutor	NGO tutor	HMSC Teacher	NGO tutor/ HMSC Teacher	



# SBA 1: Field Learning

**Students opted to have their field learning in school.**

e.g. Organise a health promotion activity in school

## Scenario 4

**Theme:** To what extent have you applied the knowledge you learnt to facilitate your service?

Date	1 5 Apr 2013	2 7 Apr 2013	3 14 Apr 2013	4 15 Apr 2013	5 22Apr 2013	6 23 Apr 2013
Activity	Induction Session	Planning	Preparation	Pre-activity Reporting session (Check field notes)	Launching the activity	Post-activity evaluation/ reporting session
Service/ learning hours	3hrs	3hrs	3hrs	2hrs	4-5hrs	2-3hrs
Signature	HMSC Teacher	HMSC Teacher	HMSC Teacher	HMSC Teacher	HMSC Teacher	HMSC Teacher



# SBA 2: Project for Electives

## Scenario 1

**Students are allowed to study any HMSC-related topic they interested in.**

Topic: Open

Research Question: Open

Data collection method: Open

### **Advantages:**

- Students are provided with choice to select the topic and research question they are interested in.

### **Disadvantages:**

- Teachers are required to spend more time to review the Project Plan of the students at the beginning.
- Research studies on different topics/ areas may pose difficulties in the assessing the quality of work.



# SBA 2: Project for Electives

## Scenario 2

**Students are restricted to conduct their study (with different RQ) under the same topic.**

Topic: Restricted

Research Question: Open

Data collection method: Open

### **Advantages:**

- Teachers may assign the topic they are familiarized and facilitate the assessment works involved.

### **Disadvantages:**

- Students' choices are limited to topics that they are not familiarized with/ interested in.
- Fairness issue may arise and lead to complaints.
- This practice violates the initial design that SBA 2 is the means for Elective Study of the Curriculum.





# SBA 2: Project for Electives

**Students are restricted to work on the same RQ under the same topic.**

**Scenario 3**

Topic: Restricted

Research Question: Restricted

Data collection method: Open

## **Advantages:**

- Teachers may assign the topic/RQ that they are familiarized and facilitate the assessment works involved.
- Direct comparison among students for students is enabled.

## **Disadvantages:**

- Students' choice is limited to topic/RQ that they are not familiarized/ interested.
- Fairness issue may arise and lead to complaints.
- This practice violates the initial design that SBA 2 is the mean for Elective Study of the Curriculum.
- Skills for setting RQ is not assessed.

**Not recommended**



# SBA 2: Project for Electives

## Scenario 4

**Students are restricted to work on the same RQ under the same topic with the assigned methodology.**

Topic: Restricted

Research Question: Restricted

Data collection method: Restricted

### Advantages:

- Teachers may assign the topic that is familiarized and facilitate the assessment works involved.
- Direct comparison among the performance of students is enabled.

### Disadvantages:

- Students' choice is limited to topic/RQ/methodology that they are not familiarized/ interested.
- Fairness issue may arise.
- This practice violates the initial design that SBA 2 is the mean for Elective Study of the Curriculum.
- Skills for setting RQ and choosing appropriate methodology are not assessed.

**Not recommended**



# Refined Assessment Rubrics

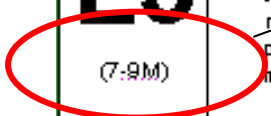
## Assessment Rubrics for SBA Task (1A) Field Learning Task – Reflective Journal

Appendix H- Rubrics (1)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Class Number: \_\_\_\_\_

Marks	Descriptions			
	Knowledge of subject (25%)	Accuracy and Application of collected data (25%)	Relevance of the reflection (25%)	Presentation of work (25%)
<b>L4</b> (10-12M)	<ul style="list-style-type: none"> <li>The student is well versed in the subject. Both qualitative and quantitative evidence is provided. Books/journals/other publications are cited in the journal. Local experts have also been consulted through interview or authentic interaction. Overall, the student shows a rich knowledge and deep understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>The presented work is completely accurate and no errors are evident. Appropriate information range of sources has been used to support views.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection completely matches the selected theme(s) of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation of work is exceptionally clear in logical order and flow. Work submitted is neatly formatted. Text is free of spelling and writing errors.</li> </ul>
<b>L3</b> (7-9M)	<ul style="list-style-type: none"> <li>The student demonstrates good knowledge of the subject. Appropriate evidence is used to support his/her statements. Relevant referencing is made. Able to explain most parts of work in a clear and knowledgeable manner.</li> </ul>	<ul style="list-style-type: none"> <li>The presented work is accurate with minor inaccuracies that do not affect overall result. However, student is unable to employ all relevant data collected to support views.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection matches the selected theme(s) of the assignment and the authentic service experience of the study.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation of work is generally clear and is able to follow. Only minor grammatical and writing errors had been observed.</li> </ul>
<b>L2</b> (4-6M)	<ul style="list-style-type: none"> <li>The student has a general knowledge of the subject. Referencing and supportive evidence is used but may not indicate as sophisticated knowledge of what it means. Unable to explain most portions of work in a clear manner.</li> </ul>	<ul style="list-style-type: none"> <li>The presented work is inaccurate with common errors. Student is unable to employ most of the data collected to support views.</li> </ul>	<ul style="list-style-type: none"> <li>The focus of the reflection is not clear. Only parts of the selected theme(s) have been addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation of work lacks clarity and is difficult to follow. Grammatical and writing errors are common.</li> </ul>
<b>L1</b> (1-3M)	<ul style="list-style-type: none"> <li>The student has little knowledge of the subject. Many unsupported statements are used. Little evidence and referencing is evident. Demonstrates as simplistic view of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Significant errors are evident. Views are not supported at all. Reflection made show little relations with the authentic experience gained in the services.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection is irrelevant to the selected theme of assignment. The theme(s) is/are not addressed at all.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation is unclear, unformatted and is impossible to follow. No logical order is displayed at all. Look more like a collage. Errors in text detract the message to be delivered.</li> </ul>

Mark range is added for each Level of performance.



Overall Marks: \_\_\_\_\_ M

Comment/Remark: \_\_\_\_\_



Field Note



Field Learning Plan



# Streamlining SBA Requirements

SBA Task	Field Learning (SBA 1)		Project for Electives (SBA 2)	
Weighting	10%		20%	
Task content	<ul style="list-style-type: none"> <li>Writing a reflective journal</li> </ul>		<ul style="list-style-type: none"> <li>Writing a report</li> <li>Producing an audio-visual task</li> </ul>	
Mode	Individual		Individual	
When to conduct SBA task	S5		S6	
Respective weighting	<ul style="list-style-type: none"> <li>Reflective Journal</li> </ul>	10%	<ul style="list-style-type: none"> <li>Report</li> <li>Audio-visual task</li> </ul>	12% 8%
Evidence of work to be kept	<ul style="list-style-type: none"> <li>Reflective Journal*</li> <li>Assessment Record*</li> <li>Field Notes</li> <li>Field Learning Plan</li> </ul>		<ul style="list-style-type: none"> <li>Report*</li> <li>Audio-visual task*</li> <li>Assessment Record*</li> </ul>	



# SBA2 : Report (Instructions and Template)

HKDSE Health Management and Social Care

## SBA 2A: Project for Electives-Report Assignment Instructions

1. Word limit for this assignment is suggested to be between 1500 and 1800 words. All data including say, questionnaire samples, are required to be affixed as appendices.
2. Words contained in the appendix will not be counted.
3. Submitted assignments should be typewritten or word-processed. Please refer to the template provided for proper format and style of work.
4. All students should have a copy of the assessment rubrics before starting this task. This serves as a reference for their planning and informs them of the requirements for various levels of attainment.
5. Please make sure that the assignment is submitted on or before the deadline. Work submitted after the deadline will not be marked.
6. Students may refer to p. 15-17 of the HMSC Curriculum and Assessment Guide for examples of research topics/questions. Alternatively, they may decide on a topic/ question(s) that interests them after consultation with and approval by their teachers.
7. Before submission, students are required to check that their report consists of all the necessary elements as provided in the assignment template.
8. Students should also make sure that the following documents are included when submitting their report:
  - ⊗ Project Plan (submitted in November and re-submitted together with project)
  - ⊗ Sample of survey instruments (e.g. questionnaire, interviewing questions, etc.)

## Template for SBA Task 2A: Project for Electives- Report

HKDSE Health Management and Social Care  
SBA Task 2A: Project for Electives- Report

The report should consist of the following sections and possibly be structured in the following sequence:

### 1. Introduction

- Topic under study
- Simple literature review (e.g. review of news and journal reports)
- Background of the study and elaboration of the reasons for choosing the topic
- Clear statement of the study question

### 2. Methodology

- Giving the methods of data collection for both raw and reference data (e.g. questionnaire, interviews, etc.)
- Description of the instruments employed in the study
- Elaboration of the reasons for using the methods and/or instruments

### 3. Collection of data

- Describing data collection process (e.g. period of time, number of responses, when and where interviews were conducted, etc.)
- Rationale for the data collection processes

### 4. Findings and Discussions

- Presentation of research findings in appropriate forms (e.g. graphs, tables, charts, interview quotes, etc.)
- Detailed analysis of findings, including that of the raw data and its comparison with reference data (e.g. NGOs' annual reports, reports on international research, etc.)
- Suggestions for improvements of the study
- Critical evaluation of the strengths and weaknesses of the research

### 5. Conclusion

- Clearly stating 'an answer' to the research question using the data collected
- Explanation of how the study has helped the student to gain a better understanding of the topic, with possible suggestions for future research

### 6. References



# SBA2 : Report (Assessment Rubrics)

## Assessment Rubrics for SBA Task (2A): Project for Electives –Report

Appendix H- Rubrics (2)

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

Class: \_\_\_\_\_

Class Number: \_\_\_\_\_

Marks	Descriptions			
	Structure of Report (25%)	Design of Research (25%)	Level of Study (25%)	Relevancy and Accuracy of data (25%)
<b>L4</b> (10-12M)	<ul style="list-style-type: none"> <li>The structure of the report is exceptionally clear and easy to follow.</li> <li>Ideas are well-organised in paragraphs with development of ideas.</li> <li>All requirements are clearly understood and addressed and given appropriate weighting.</li> </ul>	<ul style="list-style-type: none"> <li>The study question is clearly stated and feasible.</li> <li>The reasons for choosing the topic/ study question are clearly elaborated.</li> <li>The rationale and method of data collection are clearly stated.</li> <li>The design of study is exceptionally clear, relevant and directly addresses the research question of the report.</li> </ul>	<ul style="list-style-type: none"> <li>The work is completely original.</li> <li>Findings have been deeply analysed to develop relevant conclusions.</li> <li>Strengths and weaknesses of the study are evaluated thoroughly.</li> <li>Comprehensive and feasible suggestions for improvement are made.</li> </ul>	<ul style="list-style-type: none"> <li>Content information is completely accurate and appropriate. No misconceptions/ irrelevant information has been observed.</li> <li>All viewpoints are fully supported by adequate and appropriate evidence/ information.</li> <li>Appropriate figures/ graphs/ charts/ tables have been employed to present ideas.</li> </ul>
<b>L3</b> (7-9M)	<ul style="list-style-type: none"> <li>The structure of report is clear and easy to follow.</li> <li>Ideas are organised with some development of ideas.</li> <li>Most requirements are clearly understood and addressed and given appropriate weighting.</li> </ul>	<ul style="list-style-type: none"> <li>The study question is generally clear.</li> <li>The reasons for choosing the topic/ study question are elaborated.</li> <li>The rationale and method of data collection are stated.</li> <li>The design of the study is generally clear, relevant and related to the research question of the report.</li> </ul>	<ul style="list-style-type: none"> <li>The work is mostly original.</li> <li>Findings are analysed to develop conclusions.</li> <li>Strengths and weaknesses of the study are evaluated.</li> <li>Some suggestions for improvement are made.</li> </ul>	<ul style="list-style-type: none"> <li>Content information is used accurately and appropriately. Misconceptions/ irrelevant information is rarely observed without affecting the overall clarity.</li> <li>Viewpoints are mostly supported with appropriate evidence/ information.</li> <li>Figures/ graphs/ charts/ tables have been employed to present ideas.</li> </ul>
<b>L2</b> (4-6M)	<ul style="list-style-type: none"> <li>The structure of the report is generally clear and is able to follow.</li> <li>Attempts have been made to organise ideas in a logical way.</li> <li>Only parts of the requirements are understood and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The study question is not clear.</li> <li>Little is mentioned of the reasons for choosing the topic/ study question.</li> <li>The rationale and method of data collection are not clearly stated.</li> <li>The design of the study is not clear and shows little relation to the research question of the report.</li> </ul>	<ul style="list-style-type: none"> <li>The work is relies on similar work by others.</li> <li>Few new ideas/ viewpoints are evident.</li> <li>Findings of the projects show little relation to the conclusion drawn.</li> <li>Little evaluation of the strengths and weaknesses is evident.</li> <li>Few suggestions for improvement are made.</li> </ul>	<ul style="list-style-type: none"> <li>Content information is inaccurate and inappropriate. Misconceptions/ irrelevant information is common.</li> <li>Attempts are made to support viewpoints by evidence/ information.</li> <li>Little graphics/ charts/ tables have been employed to present ideas.</li> </ul>
<b>L1</b> (1-3M)	<ul style="list-style-type: none"> <li>The structure of the report lacks clarity and is difficult to follow.</li> <li>Ideas are expressed in a disorganised way with little focus.</li> <li>Requirements have been misunderstood and are not addressed at all.</li> </ul>	<ul style="list-style-type: none"> <li>The study question is unclear and confusing.</li> <li>The reasons for choosing the topic/ study question are not mentioned.</li> <li>The rationale and method of data collection is not stated.</li> <li>The design of the study is unclear and irrelevant. The research question has not been addressed at all.</li> </ul>	<ul style="list-style-type: none"> <li>Copying of work may be evident. Effort in creation of own work is not evident.</li> <li>Conclusions are drawn without reference to the findings.</li> <li>No evaluation of the strengths and weaknesses is made.</li> <li>Suggestions for improvement are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Content information is completely inaccurate and inappropriate. The content provided is wrong and irrelevant.</li> <li>Viewpoints are not supported at all.</li> <li>No attempt has been made to use graphic elements to present concepts.</li> </ul>

Overall Marks: \_\_\_\_\_ M

Comment/ Remark: \_\_\_\_\_



# Activity: Marking Simulation

1. Teachers in groups of 4 are provided with 5 samples of Report.
2. Underline the key scoring points in the samples using the symbols St, De, L, R&A.
3. Mark the samples with the 16-points scale Assessment Rubrics and then discuss with your group members.
4. Exchange your views within the group and report the agreed ratings and final score for each samples.

校本評核課業：(2A)實地學習課業 - 報告  
模擬評分 (個人評分)

樣本	評核準則				總分
	報告結構	研究設計	學習層次	資料的適切性和準確性	
A	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	(48)
	分數(1-12分)	分數(1-12分)	分數(1-12分)	分數(1-12分)	
B	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	(48)
	分數(1-12分)	分數(1-12分)	分數(1-12分)	分數(1-12分)	
C	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	(48)
	分數(1-12分)	分數(1-12分)	分數(1-12分)	分數(1-12分)	
D	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	(48)
	分數(1-12分)	分數(1-12分)	分數(1-12分)	分數(1-12分)	
E	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	評核(L1-L4)	(48)
	分數(1-12分)	分數(1-12分)	分數(1-12分)	分數(1-12分)	

樣本 A

香港中學文憑考試  
健康護理與社會關懷科  
校本評核課業(2A)：選修部分的專題研習-報告計劃

學校名稱	: ABC中學
學校編號	: XXXX
學生姓名	: 李麗華
學號	: 73
提交日期	: 20XX年08月24日

報告計劃評價

研究課題	: 全人健康
文獻探討	: 瘦身文化對大埔區的青少年全人健康有何影響
研究問題	: 探討瘦身對大埔區的青少年的影響
研究方法 (簡單描述)	: 問卷、報章、網上資料、個案研究 本人將會以以上為不同類型的方方法，加以分析，確保以客觀的心態，令本研究更準確全面，加強信譽力，以避免本研究會有信度不足的問題。
資料搜集工具	: 互聯網、報章
預計成果	: 由於社會上很多的因素，如明星效應、朋輩影響等，令青少年盲



# Common Mistakes in Project

1. Research question is too board to be answered by a 1500-1800 words report.
2. Over-simplification of relations is common.
3. Views/ ideas are too strong/ rigid.
4. Poor questionnaire design – data collected is not directly related to the RQ.
5. Referencing is not properly made.
6. Conclusion is not supported by the findings.
7. Comments are too harsh.
8. Works are not presented in an organized manner.





# HMSC – Projects & Deliverables (1)

## Assessment Partnership Scheme 評核伙伴計劃

HMSC questions developed by teachers are shared.

- Draft version (MS word) – shared by e-mail.

Please contact Mr. Bill KWOK ([kykwok@hkeaa.edu.hk](mailto:kykwok@hkeaa.edu.hk)) if interested.

- Comprehensive version (with elaborations of concepts from curriculum point of views by CDI colleagues) – shared by the HMSC learning community platform in Education City - .

<http://www.hkedcity.net/edbatr/>

The screenshot shows the website interface for the Assessment Partnership Scheme. At the top, there is a navigation bar with links for '我的設定', '教師資評儀', '電子郵件', '我的日曆', '資訊區', '資訊區', '數據搜尋器', '活動總覽', '學校地圖', and '網頁指南'. The main header features the '科技教育 Technology Education' banner with an image of students and a globe. Below the banner is a search bar with the text '輸入關鍵字' and buttons for '搜尋' and '清除'. The search results section shows a list of items with columns for '課程' (Course) and '題型' (Question Type). The first item is '科技教育-健康管理與社會關懷 (中四至中六)' with a '選擇' button next to it. The page also includes a '共有 20 項評估題目 / 課業' and a '顯示第 1 - 10 項' indicator.



# HMSC – Projects & Deliverables (2)

## Piloting and standards Setting of SBA Tasks

- Six student samples for each task were selected and further developed into exemplars for standards illustration.
- Revised SBA handbooks with exemplars for each task will be provided before Feb 2012.
- **Seminar on “Basic Research Skills** for SBA2 – Project for Electives” will be organised in Jul 2012.
- **A teaching kits (ppt + worksheets)** for Basic Research Skills will be provided for HMSC teachers in Jul 2012.



# HMSC – Projects & Deliverables (3)

## Piloting of HMSC Practice Paper

- About 150 student samples will be collected to study the performance standards of students. (Samples will be collected from the exam centre organized by schools or submitted by individual teachers – 2H, 2M, 2L)
- 3-4 markers are needed. (Please contact Mr. Bill KWOK on or before 15 Nov 2011 if you are interested.)
- Samples selection and standardization meeting
- Markers' Meeting – elaboration on the marking criteria of the practice paper (All HMSC teachers are welcome).
- Statistical Analysis of students' performance in various HMSC questions
- Written Report on the general students' performance of the Practice paper



**Thank You!**