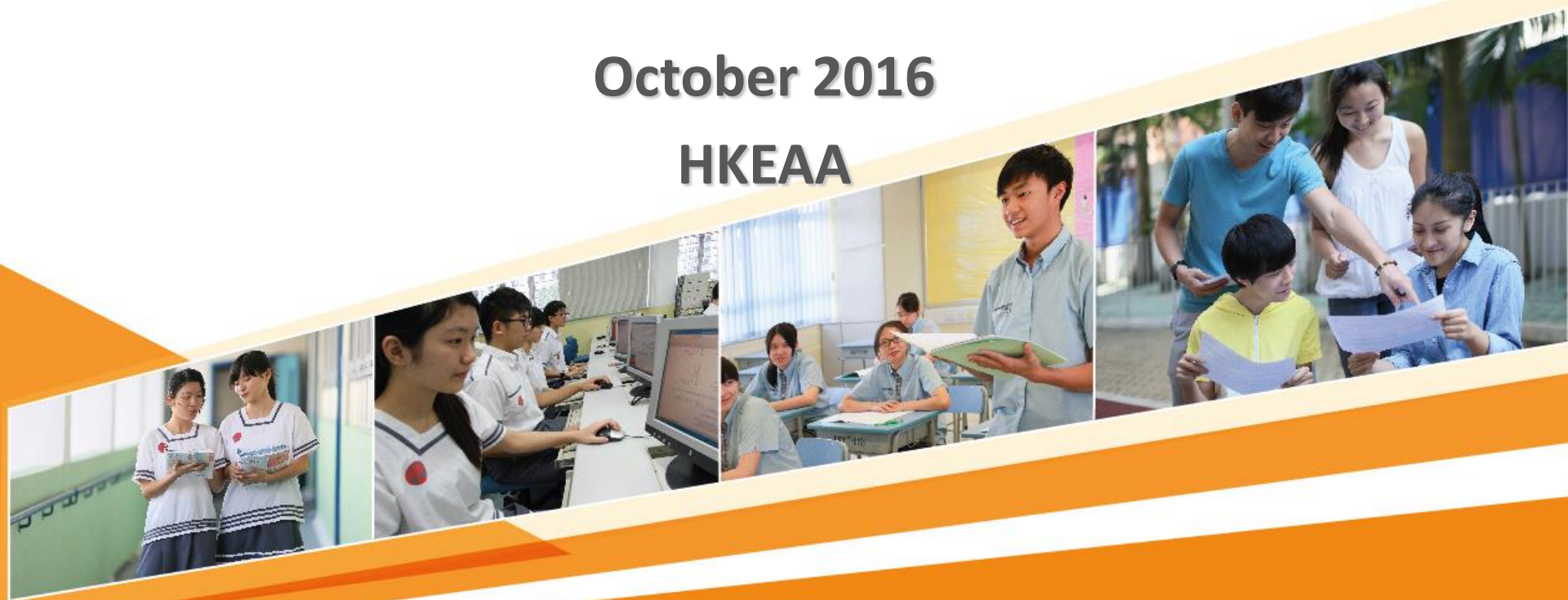


SBA Component of 2017 & 2018 HKDSE English Language Exam

October 2016

HKEAA



Supervisor Report

- The number of memorisation cases increased this year
- Some teachers are not following the mandatory conditions set out in the handbook (number of notecards, memorised speeches)

Supervisor Report

- Teachers are putting their own students at a disadvantage by not preparing them properly for real-life speaking contexts
- Students who read aloud or memorise their scripts are not demonstrating that they have any ability to use spoken English interactively – such skills will be assessed in the Speaking exam

Supervisor Report

- The SBA tasks used by some teachers are inappropriate in terms of the task nature or the level of difficulty
 - Asking students to describe their favourite books (plot, favourite characters, etc) during a group interaction

Supervisor Report

Teachers should

- set tasks at the right level(s) for the students
- put more emphasis on the fundamental *speaking* and *interactional* skills
- teach students how to *generate ideas* for the topic that they want to talk about, guiding them in their *search for relevant information*, *note-taking* and *organising the points* in a coherent manner

Supervisor Report

Catering for individual differences in learning and teaching

For lower ability students, teachers can

- teach the *pronunciation of key vocabulary* and *simple sentence structures* to help them express their ideas clearly
- ask students to practise what they plan to say based on their notes a few times

Moderation reports for the 2016 exam

- Moderation Report sent to Principals in late September 2016
- Panel chairpersons / SBA school coordinators should contact Principals
- Refer to the [September circular](#) for SBA schedule

SBA Requirements

Paper	Weighting
1. Reading	20%
2. Writing	25%
3. Listening & Integrated Skills	30%
4. Speaking	10%
SBA (for School Candidates)	15%

REPORTING OF RESULTS

Component	Weighting
Reading	20%
Writing	25%
Listening & Integrated Skills	30%
Speaking	25% (Paper 4 & SBA)

SBA COMPONENT (Part A) *for school candidates only

Number and type of texts to be read / viewed	S4	S5	S6	Total
Number and timing of assessment tasks to be undertaken	One or Two texts	One or Two texts	One or Two texts	Four texts, one each from the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction)
		* One task, group interaction or individual presentation, to be undertaken during the second term of S5 or anytime during S6 (7.5%)		One task, based on the reading and viewing programme (7.5%)

SBA COMPONENT (Part B) *for school candidates only

	S4	S5	S6	Total
Number and timing of assessment tasks to be undertaken		* One task, group interaction or individual presentation, to be undertaken during the second term of S5 or anytime during S6 (7.5%)		† One task, based on the Elective Module(s) taught (7.5%)

* Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation

† The assessment task for Part B can be based on an individual Elective Module or a combination of Elective Modules taught

For repeaters (S6) and transfer (S6) students, one mark for Part A should be reported

Of two marks submitted, one mark should be based on *group interaction* **AND** one on *individual presentation*; one mark from *Part A* and one from *Part B*

SBA Requirements

- Students should read / view at least 4 texts in the course of 3 years
- Oral performance is assessed
- Both group interactions and individual presentations are assessed
- No change to SBA guidelines
- ***Repeaters (S6) / transfer students (S6): One mark for Part A should be reported***
- ***Can use non-print texts***

MANDATORY ASSESSMENT CONDITIONS (1)

- Type of assessment task and type of text must be familiar to students
- Specific background knowledge and non-language skills not assessed
- Assessment must be conducted by the English subject teacher, with fellow students as audience
- Individual presentation tasks must allow students to produce a performance of at least 3-5 minutes
- Group interaction tasks must provide students with multiple opportunities to demonstrate interaction skills and make a balanced contribution

MANDATORY ASSESSMENT CONDITIONS (2)

- Students must not read aloud or take notes during the assessment but can refer to brief notes on a note card
- Students can be given more than one assessment a year, but are not allowed to repeat the same assessment task or engage in extensive rehearsal
- The teacher-assessor may interact with individual students during an assessment to ask questions to clarify and/or extend the student's ideas and to probe the range and depth of their oral language skills

SBA Requirements for Repeaters /Transfer candidates

Name	Candidate Number	R/T	Part A	Part B
Chris Wong	123456789	<input type="checkbox"/>	52	43
Jackie Lee	123456788	<input checked="" type="checkbox"/>	65	N/A
Chris Chan	123456787	<input type="checkbox"/>	45	52
Peter Liu	123456786	<input type="checkbox"/>	32	46
Joe Leung	123456785	<input type="checkbox"/>	65	72
Ken Fung	123456784	<input type="checkbox"/>	46	53

Arrangements for SEN students

For Speaking Exam, special arrangements include:

- Extra preparation and examination time
- Ancillary aids
- Question Paper in special format (enlarged QPs, in Braille)
- Exemption for candidates with aural and oral disabilities

Arrangements for SEN students in SBA

	Public Speaking exam	SBA
Extra preparation time	Yes	Not applicable
Extra examination time	Yes	Not applicable
QP in special format (E.g.. enlarged QP)	Yes	Yes
Ancillary aids	Yes	Yes
Audio texts and books in Braille for students with visual disabilities	Not applicable	Yes
Mode of assessment	GI and Individual Response	Can adjust if students can produce medical certificates
Exemption for candidates with aural and oral disabilities	Yes	Yes

Suggestions for running Within-school Sharing Sessions for S5 and S6 teachers

- Who should attend: Teacher assessors of the same form
- Procedure:
 1. Start with anchor set (Green DVD) / Clips from previous years
 2. View the samples (H, M & L) from different classes
 3. Assessors discuss students' performances (give enough time for this)
- Focus should be on the students' **PERFORMANCE** in the assessment, not impression of students' abilities / efforts / attributes, etc.
- Give sufficient time for assessors to share good practices and assessment tasks in each class

Support to teachers

- SBA Teachers' Handbook
- Introduction to the SBA Component of HKDSE English Language (DVD + Booklet for download)
- Implementing Criteria and Standards (with Anchor Sets for both Parts A & B) (DVD)
- FAQs (www.hkeaa.edu.hk → HKDSE → Assessment Information → SBA → Subject Information on SBA → English Language)
- SBA PD courses for School Coordinators and teachers

Submission of SBA marks & samples of performance

Submission of samples of performance (1)

(for School Coordinators)

After all assessments have been conducted:

- School coordinator should hold *a within-school standardization meeting*
- School coordinator should attend *inter-school sharing sessions*, adjust marks after the sharing session if necessary
- Panel chairperson to indicate the *6 sets of samples* (one from Part A and one from Part B) on the SBAS (2 high, 2 mid and 2 low)
- The six sets of performances should be submitted to the HKEAA office by 20 March 2017
- A label with school name/code will be sent by mid Feb

Submission of samples of performance (2) (for School Coordinators)

- Choose 6 sets (6 clips for Part A; 6 clips for Part B)
- 2 high, 2 mid and 2 low of the students recorded and duplicate the performances in a VCD or DVD
- Video files should be playable using common freeware such as Real Player, Windows Media Player, etc.
- IP or GI will be acceptable
- Teacher should indicate clearly on the Assessment Records the students whose performances are selected
 - For GI clips , teachers should indicate clearly on the assessment records the students they want the DCs to focus on (e.g. the 2nd one from the right; High)

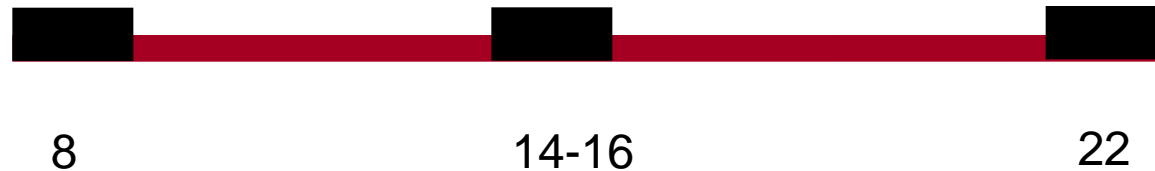
How to select samples of performance (1)

A school where students' scores range from 0 – 24. When selecting video clips, teachers should choose two clips scored 3-5 marks, 2 clips scored 10-12 and 2 clips scored 23-24



How to select samples of performance (2)

Another school where students' scores range from 8 – 22. When selecting video clips, teachers should choose two clips scored 8-10 marks, 2 clips scored 14-16 and 2 clips scored 20-22



How to name the files

On the DVD

- ③ Open two folders, one for Part A and one for Part B
- ③ Name the files clearly using the format below:
ELANG(123456).mpeg
ELANG(123456).pdf
- ③ If two performances are selected from one file (for GIs only), they should name the file clearly

On the assessment records

- 📄 Indicate clearly which clip the DC should refer to
- 📄 For GIs, mark clearly the student (e.g. the first student on the left) on the assessment records the DC should refer to when he/she views the sample

Logistics for submitting samples of performance at end of S6

Schools to conduct SBA

Schools to conduct within-school meeting

Schools to take part in inter-school sharing sessions

Schools to enter and submit SBA marks; choose students whose samples will be submitted

Schools to submit to HKEAA on or before 20 March 2017:

6 sets (6 x Part A; 6 x Part B) of performances with assessment records of relevant students to HKEAA office

Submission of SBA Marks

Schools are required to submit all the S5 and S6 SBA marks to the HKEAA online **in one go** in S6 in March 2017 for the 2017 HKDSE Exam

SBA Mark Templates for school INTERNAL record-keeping

To help schools to store the SBA marks, SBA Mark Templates have been prepared for teachers to input the SBA marks for internal record-keeping. The templates are available on the HKEAA website

Moderation of SBA Marks

- Statistical moderation supplemented with sample review of students' work
- All schools submit samples of students' work for review by SBA DCs
- Statistical moderation conducted by the HKEAA
- Supervisor and M-AD to make final adjustment to individual schools with reference to statistical moderation and the sample review

Thank You