



**HKDSE**

**Technology and Living  
(Food Science and Technology)**

**Subject Conference**

# Programme

2:00– 2:15	Registration
2:15 – 2:45	Expert Judgment moderation
2:45 – 3:45	Arrangement on public exam & SBA
3:45 – 3:55	Break
3:55 – 4:45	Teacher Sharing
4:45 – 5:00	Q&A

# Calendar of Events (2011/12)

<b>Date</b>	<b>Events</b>
Nov 2011	Subject conference
Jan 2012	Delivery of practice paper/uploading of marking scheme
24 Feb 2012	Briefing on the feedback of practice paper
10 Apr 2012	Written exam Paper 1 8:30 - 10:00am Paper 2 10:45 -12:45pm
20 July 2012	Release of 2012 HKDSE exam results

# Practice Papers Arrangement (1)

- Delivery dates: 4-16 Jan 2012 (**TL: 9 Jan**)
- Delivered to schools by courier between 7 am and 830 am
- Schools to provide answer books/sheets, samples of which be provided to schools
- Marking schemes be uploaded to HKDSE Online Services by next working day after delivery
- Practice papers for all subjects available on the HKEAA website in early Feb 2012

# Practice Papers Arrangement (2)

- Preserve the confidentiality of the practice papers on the day of delivery. Do not distribute them to teachers or students on that day if schools are not using them as internal exams
- Briefing sessions for teachers be held in Feb to discuss exam requirements, marking criteria, samples of performance and common mistakes (samples of students' performance to be collected from schools)

# Planning for SBA in 2014 HKDSE

# SBA Implementation

School Year	Exam Cohort		
	2012	2013	2014
2008-09	2012 Assessment Frameworks published in Jun		
2009-10	<b>S4</b>	2013 Assessment Frameworks published in Jun	
2010-11	<b>S5</b> Schools to try out the S5 SBA	<b>S4</b>	2014 Assessment Frameworks published in Jun
<b>2011-12</b>	<b>S6</b> Schools to try out the S6 SBA	<b>S5</b> Schools to try out the S5 SBA	<b>S4</b>
<b>2012-13</b>		<b>S6</b> Schools to try out the S6 SBA	<b>S5</b> <b>Schools to complete the S5 SBA</b>
<b>2013-14</b>			<b>S6</b> <b>Schools to complete the S6 SBA</b>

# **SBA Supports to Teachers- DC System**

- **1 Supervisor** and **1 DC** appointed
- **1 DC** takes care of about **25** schools
- Supervisor oversee the conduct of SBA among schools
- **DC to provide guidance and support to teachers**
- Pass on info about SBA to teachers and discuss difficulties
- School coordinator appointed by school



# Duties/Roles of Supervisor

- For proper monitoring of SBA
- To align assessment standards
- To advise on mark adjustment
- Oversee appointed DCs
- Write a report on the conduct of SBA to HKEAA

# Duties/Roles of District Coordinators

- Liaise with SC and oversee the implementation of SBA
- Conduct meetings with SCs, pass on info about SBA to teachers and discuss difficulties and receive comments/feedback from teachers
- Report to supervisor any difficulties or irregularities in the implementation of SBA and recommend necessary action
- Provide guidance and support to teachers and ensure adherence to the guidelines
- Inspect samples of students' work and relevant assessment records provided by teachers
- Complete a report concerning each of the schools at the end of the school year

# Roles/Duties of School Coordinator

- Liaise with HKEAA and DC regarding SBA matters
- Plan the assessment schedule
- Attend and conduct standardization meetings (in district & in school)
- **Coordinate reporting of marks to HKEAA**
- Report to DC any difficulties or irregularities in the implementation of SBA

# Handling Queries on SBA Results

- Schools to establish/use their existing procedures to handle any queries from students regarding SBA results (Ref: *SBA School Leaders' Handbook* Para 3.6)
- All queries to be handled before submitting SBA marks to the HKEAA
- After the release of exam results, candidates may apply for rechecking of results, including the SBA component
- No appeal for re-assessment of performance in SBA

# **Recommended Length of Essays/Reports and Duration of Oral Presentations**

- Gives an indication of the general requirements of the tasks
- Assessment focuses on quality rather than quantity
- Similar practice for all HKDSE subjects
- Schools can make reference to the recommended range in formulating school-based requirements for their students
- HKEAA will not impose any mark penalty for not adhering to the recommended range

# Expert Judgment Moderation Sampling Method

- Samples be chosen by HKEAA using **stratified random sampling technique**
- Students in each school divided into 6 strata based on raw SBA mark
- The level of performance in each stratum similar
- One student randomly chosen from each stratum
- For schools only a few students, the work from all students to be reviewed

# Why Streamlining?

- Feedback from schools through principals, teachers, district coordinators, CDC-HKEAA Committees and various studies
- Major concerns:
  - Students' and teachers' workload
  - No of subjects with SBA increases to 21 in 2014 HKDSE
- Streamlining proposals with a view to addressing critical concerns, including workload issues, in a timely manner while upholding the spirit of SBA for the benefit of students

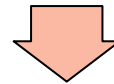
# Streamlining Proposals

- 23 subjects reviewed based on experience and feedback solicited since implementation of the NSS, changes proposed in 15 subjects
- Implementation of SBA for all subjects, including those without any streamlining proposals, will be reviewed after its first administration in the HKDSE



# Revised Mark Submission Schedule

Task	No. of Assessment	Weighting	Submission of Mark
Prescribed task	1	15%	End of S5
Project/Design/Folio			
•Proposal	1	3%	End of S5
•Realization & evaluation	1	12%	End of S6



Task	No. of Assessment	Weighting	Submission of Mark
Prescribed task	1	15%	End of 5
Project/Design/Folio Proposal, realization and evaluation	<b>1</b>	<b>15%</b>	<b>End of S6</b>

## Chapter 2 Assessment Requirements

### Section 2.1 - SBA Requirements

**Table 2**

<b>Task</b>	<b>Assessment Areas</b>	<b>Assessment Criteria</b>	<b>Mark</b>	<b>Total Mark</b>
Prescribed task	Experimental work	• conducting of experiment and recording of observations	10	40
	Report writing	• interpretation of data and report writing	10	
	Action / <b>Work plan</b>	• application of food or fashion / textiles related knowledge	<b>5</b>	
	Practical skills	• production of a product	<b>15</b>	
Project / Design Folio	<b>Proposal, realization and evaluation</b>	• identification of scope of study	10	<b>40</b>
		• developing project outline / design specifications	<b>5</b>	
		• developing study items / design ideas	10	
		• realisation of study items / design ideas	10	
		• communication and presentation	<b>5</b>	

**Marks slightly adjusted**

**Equal weight -ing**

**More aligned with nature of different strands**

**Table 4(a) Assessment rubrics for prescribed task - Experiment**

Assessment criteria	Typical performance	Marks
<b>Conducting of experiment and recording of observations</b>	Perform experimental work safely with a high degree of skill and accuracy Select and use apparatus and instruments proficiently Collect data and present valid results systematically and accurately	9-10
	Perform experimental work safely with some skills Select and use apparatus and instruments properly Collect data and present valid results	6-8
	Perform experimental work safely with limited skills Select and use some apparatus and instruments properly Collect data and present some valid results	3-5
	Perform experimental work unsafely Select and use apparatus and instruments inappropriately Collect data but present invalid results	0-2
<b>Interpretation of data and report writing</b>	Interpret findings and discuss the results thoroughly with application of relevant scientific theories Draw sound conclusion(s) based on the findings	9-10
	Interpret findings and discuss the results with application of relevant scientific theories Draw valid conclusion(s) based on the findings	6-8
	Interpret findings and discuss the results with application of scientific theories, but some are irrelevant Draw vague conclusion(s) based on the findings	3-5
	Interpret findings and discuss the results with some use of scientific theories, but many are irrelevant Draw invalid conclusion(s)	0-2

**2 main assessment areas**

**More focused descriptors!**

**10-point scale**

**Table 4(b) Assessment rubrics for prescribed task - Practical work**

Assessment criteria	Typical performance	Marks
<b>Application of food or fashion / textiles related knowledge</b>	Make decisions that are supported with sound justifications Suggest feasible, logical and sensible work sequence	4-5
	Make decisions that are supported with some reasoned judgments Suggest feasible and sensible work sequence	3
	Make decisions that have few supporting reasons Suggest feasible work sequence, but modification is needed	2
	Make decisions that have no supporting reasons Suggest work sequence that is not feasible	0-1
<b>Production of a product</b>	Use methods and equipment proficiently Demonstrate a range of sophisticated preparation skills in the production process Complete the work with high regard for safe working practices Produce high quality product(s) according to the action / work plan	12-15
	Use methods and equipment properly Demonstrate some sophisticated preparation skills in the production process Complete the work with some regard for safe working practices Produce quality product(s) according to the action / work plan	8-11
	Use some methods and equipment properly Demonstrate few simple preparation skill(s) in the production process Complete the work with limited regard for safe working practices Produce product(s) according /not according to the action / work plan	4-7
	Use methods and equipment improperly in most cases Demonstrate poor preparation skills in the production process Complete the work with no regard for safe working practices Produce low quality product(s) according /not according to the action / work plan	0-3

**5-point scale**

**15-point scale**

**Table 5 Assessment rubrics for the Project / Design Folio (1)**

Assessment criteria	Typical performance	Marks
Identification of the scope of study	Identify the aim of study <b>with sound justifications</b> Clearly define scope of study with details <b>showing relation to its aim</b> Provide <b>substantial</b> evidence of background reading in formulating scope of study	9-10
	Identify the aim of study <b>with some justifications</b> Clearly define scope of study which <b>bears some relation</b> to its aim Provide <b>some</b> evidence of background reading in formulating scope of the study	6-8
	Identify the aim of study <b>with few justifications</b> Define scope of study, but <b>bears little relation</b> to its aim Provide <b>little</b> evidence of background reading in formulating scope of study	3-5
	Identify the aim of study <b>without supporting reasons</b> Define the scope of study, but it is <b>not relevant</b> Provide <b>no</b> evidence of background reading in formulating scope of study in formulating scope of study	0-2

Match students' performance with descriptors for each performance level

4 levels of performance identified

failure to meet minimum requirement of assessment standard

**Table 5 Assessment rubrics for the Project / Design Folio (2)**

Assessment criteria	Typical performance	Marks
<b>Developing project outline / design specifications</b>	Propose <b>various appropriate</b> ways of collecting and selecting relevant information Provide <b>thorough and systematic</b> project outline / design specifications	4-5
	Propose <b>some appropriate</b> ways of collecting and selecting relevant information Provide <b>systematic</b> project outline / design specifications	3
	Propose some ways of collecting and selecting information, <b>some</b> of which are <b>irrelevant</b> Provide <b>crude</b> and general project outline / design specifications	2
	Propose some ways of collecting and selecting information, <b>most</b> of which are <b>irrelevant</b> Provide <b>inappropriate</b> project outline / design specifications	<b>0-1</b>

**Table 5 Assessment rubrics for the Project / Design Folio (3)**

Assessment criteria	Typical performance	Marks
<b>Developing study items / design ideas</b>	Develop <b>a range of logical and feasible</b> study items / creative and feasible design ideas Demonstrate <b>deep</b> understanding of relevant subject-specific theories	9-10
	Develop <b>some logical and feasible</b> study items / creative and feasible design ideas Demonstrate <b>general</b> understanding of relevant subject-specific theories	6-8
	Develop <b>inappropriate</b> feasible study items / design ideas Demonstrate <b>little</b> or limited understanding of relevant subject-specific theories	3-5
	Develop <b>incorrect</b> study items / infeasible design ideas Demonstrate <b>incorrect</b> understanding of relevant subject-specific theories	<b>0-2</b>

**Table 5 Assessment rubrics for the Project / Design Folio (4)**

Assessment criteria	Typical performance	Marks
Realization of study items / design ideas	Present a solution with <b>sound</b> justifications Demonstrate <b>comprehensive</b> knowledge and proficient skills to analyzing and solving / evaluating problems / situations <b>Excellent</b> realization of aim of study	9-10
	Present a solution with <b>appropriate</b> justifications Demonstrate <b>substantial</b> knowledge and competent skills to analyzing and solving / evaluating problems / situations <b>Full</b> realization of aim of study	6-8
	Present a solution with <b>limited</b> justifications Demonstrate <b>some</b> knowledge to analyzing and solving / evaluating problems / situations <b>Partial</b> realization of aim of study	3-5
	Present a solution with <b>no</b> justifications Demonstrate <b>limited</b> knowledge to analyzing and solving / evaluating problems / situations <b>No</b> realization of aim of study	0-2



**Table 5 Assessment rubrics for the Project / Design Folio (5)**

Assessment criteria	Typical performance	Marks
<b>Communication and presentation</b>	Present the contents in a <b>logical and well-organized</b> manner Make accurate use of scientific and technological terms <b>throughout</b> the project / design folio	4-5
	Present the contents in a <b>fairly organized</b> manner Make accurate use of scientific and technological terms in <b>most parts</b> of project / design folio	3
	Present the contents in a <b>less organized</b> manner Make accurate use of scientific and technological terms in <b>some parts</b> of the project / design folio	2
	Present the contents in a <b>poorly organized</b> manner Limited and/or <b>incorrect</b> use of scientific and technological terms in the project / design folio	<b>0-1</b>

# Making Assessment

- 5-point, 10-point & 10-point scales are used
- 4 levels of performance identified for each criterion
- Match students' performance with descriptors for each performance level
- Zero marks for failure to meet the minimum requirement of assessment standard
- Should reflect **rank order & relative differences** between students
- Teachers can design their own mark sheets based on the assessment criteria

**Q & A**

**Thank you!**