

Technology and Living (Food Science and Technology)

SBA Conference 2019



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

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Manager, HKEAA
12 Oct 2019



Downloading the Moderation Reports for the Optional Trial

- **Circular:** DSE/SBA/GEN19/5 (dated: 13 Sept 2019)

1. SBA Moderation Reports

The SBA marks submitted for 2019 HKDSE were moderated to ensure the consistency of assessment standards across schools. The **2019 SBA Moderation Reports** of your school will be available on the SBA System (<https://www.hkdse.hkeaa.edu.hk/>) from **26 September 2019**. They can be accessed by clicking ‘Moderation Reports’ under ‘Reports’. School principals may use their accounts to get access to the reports for individual subjects offered by their schools (**Annex 1**). The reports will specify the extent of adjustments made to the SBA scores submitted by schools. I would be grateful if you could pass these reports to your staff concerned for their reference. Please kindly remind them these reports are for schools’ internal reference and should not be divulged to any unauthorised parties.

SBA Marks Submission for 2020 Exam

Subject	Requirements					Submission period
	SBA Requirement	S5 Requirement	S6 Requirement	Student Work (Note 1)	Teacher Document (Note 1)	
Health Management and Social Care (Note 4)	A Field Learning Task (including Field Learning Plan, Field Notes and Reflective Journal)	1 mark on Field Learning Task		The completed Assessment Rubrics form, Field Learning Plan, Field Notes and Reflective Journal from each of the six students, chosen by HKEAA, are to be submitted. (Note 3)	Nil	3 - 24 Jan 2020
Integrated Science	At least - 2 assessments on Ability Area A - 2 assessments on Ability Area B	At least - 1 mark on Ability Area A - 1 mark on Ability Area B	At least - 1 mark on Ability Area A - 1 mark on Ability Area B	Marked reports used for assessment of Ability Area B of six students, chosen by the HKEAA, are to be submitted.	List of Experiments performed in S5 & S6	3 - 24 Jan 2020
Literature in English	Portfolio on either ● Extended essay or ● Analytical review or ● Creative writing	1 mark on Portfolio		Portfolios of six students, chosen by the HKEAA, are to be submitted. (Note 3)	Nil	3 - 24 Jan 2020
Technology and Living	A prescribed task and a project / design folio	1 mark on Prescribed Task 1 mark on Project / Design Folio - Proposal 1 mark on Project / Design Folio - Realisation and evaluation (RE)		Marked prescribed task and a project / design folio of six students, chosen by the HKEAA, are to be submitted.	Nil	3 - 24 Jan 2020
Biology	At least - 2 assessments on Ability Area A - 2 assessments on Ability Area B	At least - 1 mark on Ability Area A - 1 mark on Ability Area B	At least - 1 mark on Ability Area A - 1 mark on Ability Area B	Marked reports of six students, chosen by the HKEAA, are to be submitted. (Biological drawings are NOT required.) Only those pieces of work with marks submitted are required.	List of Experiments performed in S5 & S6 and Lab Manual/Worksheet (blank) used for assessment	8 Jan - 7 Feb 2020
Chemistry	At least - 1 assessment on VA - 1 assessment on QA - 2 assessments on Other Experiments (EXPT) / One IS can be done in lieu of 2 EXPT	At least 2 marks on VA/QA/EXPT	At least 2 marks on VA/QA/EXPT	Marked work of six students, chosen by the HKEAA, is to be submitted. Only those pieces of work with marks submitted are required.	List of Experiments performed in S5 & S6	8 Jan - 7 Feb 2020



SBA Teachers' Handbook for HKDSE Technology and Living

5. Arrangements of SBA for 2021 HKDSE

Schools should take note of the following regarding the SBA in the 2021 HKDSE:

- (a) The Teachers' Handbooks of subjects with SBA in the 2021 HKDSE are available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/sub_info_sba/) for schools' reference.
- (b) For **Health Management and Social Care**, an updated SBA Teachers' Handbooks for 2021 HKDSE will be available in October 2019.
- (c) For Science subjects, same as previous practice, teachers are requested to email the list of experiments performed in S5 to their District Coordinators (DCs) in May/June 2020 so as to enable DCs to have a better understanding of the conduct of SBA in schools.

6. Arrangements of SBA for 2022 HKDSE

Schools should take note of the following regarding the SBA in the 2022 HKDSE:

The Teachers' Handbooks of subjects with SBA in the 2022 HKDSE are available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/sub_info_sba/) for schools' early reference.

2020, 2021 and 2022:

(E) http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?23&2

(C) http://www.hkeaa.edu.hk/tc/sba/sba_hkdse_elective/dse_subject.html?23&2



SBA Requirements for 2020 Exams

Task	No. of assessment	Weighting
Prescribed task	1	10%
Project / Design Folio <ul style="list-style-type: none"> • Proposal • Realisation and evaluation 	1	20%

Task	Assessment Areas	Assessment Criteria	Mark	Total Mark
Prescribed task	Experimental work	• conducting of experiment and recording of observations	10	20
	Report writing	• interpretation of data and report writing	10	
Project / Design Folio	Proposal	• development of the project outline / design brief and study item / design specification	10	40
		• development of study items / design ideas	10	
	Realisation and evaluation	• realisation of the study item / design idea	15	
		• communication and presentation	5	

2.2 Guidance in Assessment Process

- (1) It must be stressed that the SBA of Technology and Living is not an “add-on” element in the curriculum, but an integral part of the learning and teaching process. Teachers should incorporate relevant learning activities (e.g. experiments, practical work and project work) into their teaching schedules so that students will be exposed to a variety of experiences covering different topics of the Technology and Living curriculum.
- (2) Assessment should be based on students’ individual work. Students should be informed clearly at the beginning of the course of the various requirements and regulations of the SBA. The assessment rubrics provided in Section 2.4 are guidelines to teachers for awarding marks. The essence of awarding marks is that teachers should be able to give a reasonable spread of marks which reflects the rank order of the students as well as their overall performances in SBA.
- (3) For the prescribed task, teacher may devise a scheme of marking (e.g. checklist) based on the assessment criteria listed in the assessment rubrics for marking different parts of a student’s experimental work and report.
- (4) For the project / design folio, teachers should set internal deadlines for students to submit their work at different stages. Teachers may comment on students’ proposals and return them for redrafting. They may also consider offering assistance if a student’s proposal is not feasible. However, the kinds of assistance given should be recorded and due consideration should be given when assessing the student’s work.



- (5) Teacher should record the marks on the student's work (e.g. report, proposal) as part of their normal feedback to the student. All mark sheets and records of the study item / product produced for the project / design folio (e.g. photographs of the study item / product) should be kept until the end of August of the exam year. During the three-year course, these items may be required for inspection by Coordinators or Supervisors.
- (6) Normally, work to be assessed should be conducted within class time except for those parts which require extensive reading and collection of data from other sources, e.g. the collection of opinions through questionnaires or information through literature reviews.
- (7) Teachers teaching different classes / groups of students should hold standardisation meetings prior to their marking to ensure that they arrive at the same and full understanding of the standard described in the assessment rubrics.
- (8) Once the assessment task has been submitted for marking, no further amendment may take place. Late submission will not be accepted.

	A	B	C	D	E	F
1	SBA Mark Template for 2020 HKDSE Examination (Technology and Living - Food Science and Technology)					
2						
3	Notes:					
4	1. As information like candidate numbers are not yet available for the time being, the SBA Mark Templates only serve to facilitate schools to input their SBA marks for internal record-keeping but are not used for submission purpose in S6.					
5	2. Schools are free to adapt these Mark Templates or use other suitable means to keep their SBA marks in safe custody for submission in S6.					
6	3. Other than marks, teachers may also enter E = Exemption; F = Fail to submit/perform; or P = Serious plagiarism.					
7	4. For 'E' case, if a school cannot provide special arrangement for a student with special education needs in conducting the SBA, the matter should be brought to the attention of the HKEAA in writing by the school principal for HKEAA's special consideration at the beginning of each school year. Such cases, once approved, may include exemption from part or whole of the SBA tasks. Moreover, for any 'E' entered, such as for students taking extended sick leave, schools should gain formal approval from the HKEAA.					
8						
9	Class Name	Class No.	Student Name (Eng)	Prescribed task (PT) (0-20)	Project / Design Folio Proposal (P) (0-20)	Project / Design Folio Realisation and evaluation (RE) (0-20)
10						

Task	Assessment Areas	Assessment Criteria	Mark	Total Mark
Prescribed task	Experimental work	• conducting of experiment and recording of observations	10	20
	Report writing	• interpretation of data and report writing	10	
Project / Design Folio	Proposal	• development of the project outline / design brief and study item / design specification	10	40
		• development of study items / design ideas	10	
	Realisation and evaluation	• realisation of the study item / design idea • communication and presentation	15 5	

http://www.hkeaa.edu.hk/en/SBA/forms/mark_template/



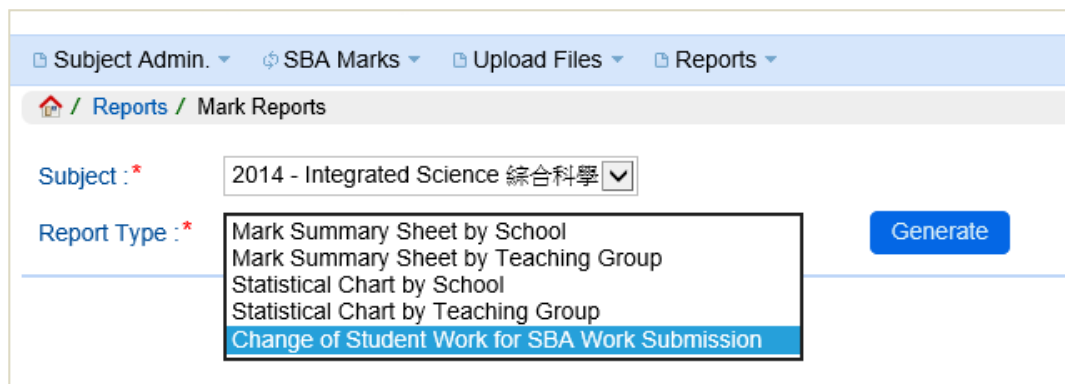
Student work to be submitted for moderation

- Sampled by SBAS **after** mark input (Stratified Random Sampling)
- No. of students chosen ≤ 6
- Samples re-marked by independent assessors with reference to the stipulated assessment criteria → **NO** student name or school name should appear on the submitted student work; teachers should mask student name and school name before submitting the Prescribed Task and Project
- Suggested file naming convention:
[Subject Abbreviation] [(6-digit Student Document Number)].[File extension]
e.g. TLFOOD(123456).zip TLFOOD (362880).pdf



Request for a change of student(s) for work submission

- If the work of any chosen student cannot be located, or involves any irregularities (such as mark penalty being imposed due to partial plagiarism or late submission), the Subject Panel should contact the SBA Team at 3628 8068.
- Subject Panel should download the **‘Change of Student Work for SBA Work Submission’** form from **‘Mark Reports’** under **‘Reports’** menu.
- Complete the section for the school and fax the form to 3628 8091.
- After confirming the arrangement, the HKEAA will fax the amended form to the school for school’s record.



Subject Admin. SBA Marks Upload Files Reports

Home / Reports / Mark Reports

Subject : * 2014 - Integrated Science 綜合科學

Report Type : *

- Mark Summary Sheet by School
- Mark Summary Sheet by Teaching Group
- Statistical Chart by School
- Statistical Chart by Teaching Group
- Change of Student Work for SBA Work Submission**

Generate

Student work

- 1 zipped file, $\leq 40\text{MB}$ for EACH student
- Teachers are recommended to use a **single file** for EACH selected student, including the following (in order)

1. Cover Sheet
2. Prescribed Task
3. Project

The System only accepts file formats of **zip**, **pdf**, txt, **doc**, **docx**, rtf, ppt, pptx, xls,xlsx, csv, mp4, mp3, mpg, wmv, avi, jpg and tif.

2020 科技與生活
(食品科學與科技)

(I) 指定課業評分紙

評核準則	分數	總分 (PT)	備註／評語 (如適用)
實驗及觀察結果的記錄	(最高 10 分)	(入分用；最高 20 分)	
數據分析及報告的撰寫	(最高 10 分)		

(II) 專題研習評分紙

計劃書

評核準則	分數	總分 (P)	備註／評語 (如適用)
研習大綱與研習項目規格的制定	(最高 10 分)	(入分用；最高 20 分)	
研習項目的制定	(最高 10 分)		

實踐與評鑑

評核準則	分數	總分 (RE)	備註／評語 (如適用)
研習項目的實踐 (最高 15 分)	實踐 (最高 10 分)	(入分用；最高 20 分)	
	評鑑 (最高 5 分)		
書面溝通與表達技巧 (最高 5 分)	(最高 5 分)		

Living Biology

ents/Remarks (if applicable)

emarks (if applicable)

s (if applicable)



- A few problems:
 - ✓ Did not enter the component marks
 - ✓ Giving half marks

(I) 指定課業評分紙

評核準則	分數	總分 (PT)
實驗及觀察結果的記錄	(最高 10 分) 9	(入分用；最高 20 分) 17.5
數據分析及報告的撰寫	(最高 10 分) 8.5	

實踐與評鑑

14 + 11 = 12.5

評核準則	分數	總分 (RE)
研習項目的實踐 (最高 15 分) 13	實踐 (最高 10 分)	(入分用；最高 20 分) 16
	評鑑 (最高 5 分)	
書面溝通與表達技巧 (最高 5 分)	(最高 5 分) 3	

評核準則	分數	總分 (P)
研習大綱與研習項目規格的制定	(最高 10 分) 7.5	(入分用；最高 20 分) 16
研習項目的制定	(最高 10 分) 8	



• A few problems:

- ✓ Many files for one task
- ✓ Blurred images



(每項攝寫約150字，可用顏色筆標示重要字句或詞語)

資料三

這項資料關於... : 素食主義歷史

資料來源 : 互聯網

在	西	方	素	食	主	義	最	早	源	自	古	印	度	的	宗	教	，	哲	20
學	傳	統	，	地	中	海	東	部	的	文	明	也	是	一	個	來	源	，	40
但	兩	者	關	係	關	係	并	不	大	。	世	界	范	圍	內	傳	播	也	60
只	是	現	在	現	代	的	事	情	。	在	天	主	教	早	期	的	聖	徒	80
時	代	，	許	多	人	對	肉	類	帶	來	的	不	潔	心	懷	恐	懼	。	100
在	稍	後	的	一	段	時	間	內	和	中	世	紀	，	許	多	神	職	人	120
員	和	隱	士	出	於	禁	欲	主	義	放	棄	食	用	肉	類	。			140
																		160	

- Some **good** practices:

- ✓ zero marks clearly explained in the mark sheet
- ✓ comments to provide feedback to student

評核準則	分數	總分 (RE)	備註／評語 (如適用)
研習項目的實踐 (最高 <u>15</u> 分)	實踐 (最高 10 分) 5	(入分用； 最高 20 分) 7	未能按時實踐項目。 <u>且欠缺評鑑檢討分析</u> ，幸整體內容仍有少許條理。
	評鑑 (最高 5 分) 0		
書面溝通與表達技巧 (最高 <u>5</u> 分)	(最高 5 分) 2		

Comments/Remarks (if applicable)

- Design brief didn't explain clearly the needs of the healthy snack for the school children
- Substantial evidence of background reading demonstrated but a bit too long
- Target group in the design specification (primary school children) is not the same with the one in the design brief (secondary school students)
- The eight ideas generated were all savoury dishes, not enough varieties



Moderation of SBA Marks

The Need for Moderation

- Teachers know their students well and thus are best placed to judge their relative performance within a school
- However, they are not necessarily aware of the standards of performance across all schools
- Moderation ensures the consistency of assessment standards across schools in order to achieve across-school comparability
- A common practice adopted by other examination authorities



Expert Judgment Moderation

- Review of samples of students' work
- Determination of school performance level on SBA and individual students' moderated scores
- Follow-up on cases with extreme adjustments

Review of Samples of Students' Work

- Sampling (Stratified Random Sampling)
- Review
District Coordinators/Assessors re-mark the samples with reference to the stipulated assessment criteria



Determination of School Performance Level and Individual Students' Moderated Scores

- Average scores obtained in the sample review exercise are used to determine the group performance level of each school
- Statistical techniques will be employed to improve the reliability of the average scores



Determination of School Performance Level and Individual Students' Moderated Scores (Cont'd)

- An appropriate tolerance limit is set
 - If the difference between the school raw mean and that obtained from the sample review is within the limit, the school raw mean would be used as the school performance level
 - If the difference exceeds the limit, appropriate adjustments will be made to the school raw mean with reference to the sample review result to determine the school performance level
- Moderated score of each student is calculated in accordance with:
 - the school performance level, and
 - the student's relative performance within the school



Follow-up on Cases with Extreme Adjustments

- For each school, the moderated scores will be compared with the raw scores
- If the difference between the two is prominent, may modify the adjustments recommended by expert judgment to properly reflect students' performance

Impact of Expert Judgment Moderation

- Similar to statistical moderation because they share the same underlying principles
- Ranking of students within a school remains unchanged



SBA Requirements for the 2021 Exam

- **SAME** as those for the 2020 Exam

Task	No. of assessment	Weighting
Prescribed task	1	10%
Project / Design Folio <ul style="list-style-type: none">• Proposal• Realisation and evaluation	1	20%

Task	Assessment Areas	Assessment Criteria	Mark	Total Mark
Prescribed task	Experimental work	• conducting of experiment and recording of observations	10	20
	Report writing	• interpretation of data and report writing	10	
Project / Design Folio	Proposal	• development of the project outline / design brief and study item / design specification	10	40
		• development of study items /design ideas	10	
	Realisation and evaluation	• realisation of the study item /design idea	15	
		• communication and presentation	5	



For students with Special Educational Needs (SEN)

- Accommodation
- Applying for exemption (if applicable)



Accommodation

- Provide necessary **assistance** to the student concerned and perform a **FAIR assessment**
e.g. students can be allowed to use food processors to make thin slices / fine shreds, so that students with difficulties in fine motor movement can be assessed the same skill (handling of food processors) as the others
- Provide **alternative task** (but **same level of difficulty**) and perform a **FAIR assessment** (e.g. making reference to School's SEN policy, soliciting advice from school management / Psychologist / Therapist)



Exemption

- Formal approval from the HKEAA required
- Application form: <https://www.hkdse.hkeaa.edu.hk>
- Apply at the beginning of school year

Supporting documents

- **School's recommendation** for exemption
- Relevant **Medical supports**
Psychologist's supports
Attendance record (such as record of extended sick leaves)



Reminder

- **Contact the SBA Team of the HKEAA for questions related to logistical arrangements.**
- **Discuss with your District Coordinator for subject-related questions.**
- **Explain to the students the accommodation, or why accommodation is not necessary.**
- **Mark in the student work the kind of accommodation / exemption involved if being selected for submission to the HKEAA.**

Assessment Planning

- Completed **Assessment Planning Form** should be emailed to the DC on or before **30 Nov 2019**
- Make a practical assessment plan for submitting the marks in January 2021
 - Preferably **all** assessment completed by **end of Oct 2020**
 - **All marking of prescribed task and project completed by end of Nov 2020**

Technology and Living (Food Science and Technology)
Assessment Plan for SBA (2021 Exam)
[To be submitted to the DC by **30 Nov 2019** via email]

School name: _____

Teacher name(s): _____

Group no.
1 / 2*

EXAMPLE

A. Prescribed Task

Task Title	Experiment Date (Day/Month/Year)	Report Submission Date (Day/Month/Year)
Foam stability	2 Feb 2020	

B. Project

Project Title: _____

Proposal	Completion Date (Day/Month/Year)
(i) Design Task / Problem	2 May 2020 1 June 2020
(ii) Design Brief	
(iii) Research	
(iv) Design Specification	
(v) Idea Generation	12 Oct 2020
(vi) Developing Own Ideas	31 Oct 2020
Realisation and Evaluation	
(vii) Final product making	
(viii) Overall evaluation (i.e. submission of the whole finished Project)	

* circle as appropriate

Please note the following when making the assessment plan:

- The period for SBA mark submission to HKEAA is in January 2021.
- It is important to ensure your schedule of SBA work allows the marking of student work (including the report of the Prescribed Task and the various parts of the Project) completed and all marks to be entered in the SBA System are available BEFORE the submission period.

Progress Check

- Progress in assessment
(*Prescribed Task and Proposal*)
to be reported **by email** to
DCs in *June 2020*

Technology and Living (Food Science and Technology)
Assessment Plan for SBA (2021 Exam)
[To be submitted to the DC by **30 Nov 2019** via email]

School name: _____

Teacher name(s): _____

Group no.
1 / 2*

EXAMPLE

A. Prescribed Task

Task Title	Experiment Date (Day/Month/Year)	Report Submission Date (Day/Month/Year)
completed Foam stability	2 Feb 2020	

B. Project

Project Title: _____

		Completion Date (Day/Month/Year)
Proposal	(i) Design Task / Problem	completed
	(ii) Design Brief	completed
	(iii) Research	
	(iv) Design Specification	
	(v) Idea Generation	12 Oct 2020
	(vi) Developing Own Ideas	31 Oct 2020
Realisation and Evaluation	(vii) Final product making	
	(viii) Overall evaluation (i.e. submission of the whole finished Project)	

* circle as appropriate

Please note the following when making the assessment plan:

- The period for SBA mark submission to HKEAA is in January 2021.
- It is important to ensure your schedule of SBA work allows the marking of student work (including the report of the Prescribed Task and the various parts of the Project) completed and all marks to be entered in the SBA System are available BEFORE the submission period.

Supports to Teachers: Resources available on HKEAA's web – Summary (1)

(1) SBA Teachers' Handbook (Assessment Rubrics in Chapter 2)

Table 5 Assessment rubrics for the Proposal

Assessment criteria	Typical performance	Marks
Development of the project outline / design brief and specification for study items / design specification (10-point scale)	<ul style="list-style-type: none"> Develop the project outline / design brief with details showing relation to the aim of the scope of study / design task Provide substantial evidence of background reading in formulating the project outline / design brief Provide a thorough and systematic specification for study items / design specification, in which the various proposed ways of collecting and selecting relevant information are appropriate 	9-10
	<ul style="list-style-type: none"> Develop the project outline / design brief, which bears some relation to the aim of the scope of study / design task Provide some evidence of background reading in formulating the project outline / design brief Provide a systematic specification for study items / design specification, in which most of the proposed ways of collecting and selecting relevant information are appropriate 	6-8
	<ul style="list-style-type: none"> Develop the project outline / design brief, which bears little relation to the aim of the scope of study / design task Provide little evidence of background reading in formulating the project outline / design brief Provide a crude and general specification for study items / design specification, in which some proposed ways of collecting and selecting information are appropriate 	3-5
	<ul style="list-style-type: none"> Develop the project outline / design brief, which is not relevant to the aim of the scope of study / design task Provide no evidence of background reading in formulating the project outline / design brief Provide a specification for study items / design specification, in which few proposed ways of collecting and selecting information are appropriate 	1-2

Assessment criteria	Typical performance	Marks
Development of study items / design ideas (10-point scale)	<ul style="list-style-type: none"> Develop a range of creative and feasible study items / design ideas, demonstrating a deep understanding of relevant subject-specific theories Make decisions that are supported with sound justifications Suggest a feasible, logical and sensible work sequence for each of the shortlisted study items / design ideas 	9-10
	<ul style="list-style-type: none"> Develop some creative and feasible study items / design ideas, demonstrating a general understanding of relevant subject-specific theories Make decisions that are supported with some reasoned judgements Suggest a feasible and sensible work sequence for each of the shortlisted study items / design ideas 	6-8
	<ul style="list-style-type: none"> Develop very few study items / design ideas, demonstrating little or limited understanding of relevant subject-specific theories Make decisions that have few supporting reasons Suggest a feasible work sequence for each of the shortlisted study items / design ideas, but modification is needed 	3-5
	<ul style="list-style-type: none"> Develop infeasible study items / design ideas, demonstrating very little / incorrect understanding of relevant subject-specific theories Make decisions that have no supporting reasons Suggest a work sequence that is not sensible / feasible 	1-2

Table 6 Assessment rubrics for Realisation and Evaluation

Assessment criteria	Typical performance	Marks
Realisation of the study item / design idea (15-point scale)	<ul style="list-style-type: none"> Present a solution with sound justifications Demonstrate comprehensive knowledge and proficient skills in analysing and solving / evaluating problems / situations Use methods and equipment proficiently in the realisation of the aim of the scope of study / design task, producing high quality product(s) Demonstrate a range of sophisticated preparation skills in the production process, with high regard for safe working practices 	12-15
	<ul style="list-style-type: none"> Present a solution with appropriate justifications Demonstrate substantial knowledge and competent skills in analysing and solving / evaluating problems / situations Use methods and equipment properly in realisation of the aim of the scope of study / design task, producing quality product(s) Demonstrate some sophisticated preparation skills in the production process, with some regard for safe working practices 	8-11
	<ul style="list-style-type: none"> Present a solution with limited justifications Demonstrate some knowledge in analysing and solving / evaluating problems / situations Use some methods and equipment properly, producing product(s) which demonstrate partial realisation of the aim of the scope of study / design task Demonstrate few simple preparation skill(s) in the production process, with limited regard for safe working practices 	4-7
	<ul style="list-style-type: none"> Present a solution with no justifications Demonstrate limited knowledge in analysing and solving / evaluating problems / situations Use methods and equipment improperly most of the time, producing low quality product(s) which demonstrate little / no realisation of the aim of scope of study / the design task Demonstrate poor preparation skills in the production process, with very little / no regard for safe working practices 	1-3
Communication and presentation (5-point scale)	<ul style="list-style-type: none"> Present the contents in a logical and well-organised manner Make accurate use of scientific and technological terms throughout the project / design folio 	4-5
	<ul style="list-style-type: none"> Present the contents in a fairly organised manner Make accurate use of scientific and technological terms in most parts of project / design folio 	3
	<ul style="list-style-type: none"> Present the contents in a barely organised manner Make accurate use of scientific and technological terms in some parts of the project / design folio 	2
	<ul style="list-style-type: none"> Present the contents in a poorly organised manner Limited or incorrect use of scientific and technological terms in the project / design folio 	1

(2) Sample Prescribed Tasks [E & C]

Student Worksheets uploaded to HKEAA's website

E:

http://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?23&12

C:

http://www.hkeaa.edu.hk/tc/sba/sub_info_sba/dse_subject.html?23&12

(3) Guidelines on Project (Food Product Development)

**Guidelines on Project (Food Culture / Food Science
& Technology Extended Study)**

E: http://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?23&13

C: http://www.hkeaa.edu.hk/tc/sba/sub_info_sba/dse_subject.html?23&13

(4) Mark record template

- For teachers reference and use to ease keeping of SBA marks
(http://www.hkeaa.edu.hk/en/SBA/forms/mark_template/)

(5) PowerPoints used in the Sharing Sessions / SBA Conference (2014-19)

(E):

http://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?23&4

(C):

http://www.hkeaa.edu.hk/tc/sba/sub_info_sba/dse_subject.html?23&4



Supports to Teachers: from District Coordinators

- ✓ Teachers and/or School Coordinators may discuss with District Coordinator if needs arise
- ✓ District Coordinators may **visit** the school of his/her group for professional sharing and collecting feedback



Calendar of events 2019/20

Month/Year	Events
5 Oct 2019 (Sat)	SBA Conference and group meeting
Late Nov – early Dec 2019	Marker recruitment
By 30 Nov 2019	All Planning Form for 2020 Exam submitted to District Coordinators (via email)
<i>3-24 Jan 2020</i>	<i>Mark Submission by Schools for 2020 Exam</i>
23 April 2020	TL(Food) Examination
7 and 9 May 2020 (Tentative)	Markers' Meeting
8 July 2020 (Tentative)	Release of 2020 DSE Exam Results



Thank you!

