



Feedback on SBA for 2019 Exam

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



Overview

- No. of schools = 18 [14 + 2* + 2 *]
(*network schools;
16 moderation units)
- No. of students = 179

Moderation results:

‘within the expected range’	93.3%
‘higher than expected’	6.7%

The vast majority of the teachers have a good understanding of the SBA requirements and the marking standards are appropriate.





Overview

Full Prescribed Task (*PT*) marks = 20

Mean raw <i>PT</i> marks (range)	12.8 (9.4 – 16.7)
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Mean SD of raw <i>PT</i> marks (range)	2.7 (0.5 – 5.1)
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Full Project Proposal (*P*) marks = 20

Mean raw <i>P</i> marks (range)	12.8 (5.5 – 16.6)
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Mean SD of raw <i>P</i> marks (range)	3.0 (1.5 – 4.7)
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Full Project Realisation (*RE*) marks = 20

Mean raw <i>RE</i> marks (range)	12.2 (9.7 – 16.3)
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Mean SD of raw <i>RE</i> marks (range)	2.5 (0.7 – 5.3)
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The tasks chosen were generally able to differentiate the required abilities of the students



General Observations

Smooth and effective assessment process on the whole

- SBA marks were submitted on time
- Projects chosen for assessment fulfilled the assessment requirements of SBA
- Moderation of marking was smoothly conducted

Students' performance and teachers' feedback indicate that
The T&L SBA has been kicked off smoothly


Some major observations and suggestions from this
year's experience will be discussed as follows



Prescribed Tasks Observations

<u>Sample Tasks used by schools</u>	<u>No. of schools</u>
1. 探究不同添加物對蛋白泡沫穩定性的影響	5
2. 探究防止酶促褐變的方法	2
Investigating Ways to Prevent Enzymatic Browning	1
3. Factors Affecting the Rising of Bread Dough - Temperature	2
4. Factors Affecting the Rising of Bread Dough - Ingredient	2
5. 薑汁撞奶 — 薑汁和奶的比例	2

Almost all schools used the sample prescribed tasks developed for SBA assessment for the FS&T strand



Prescribed Tasks – Observations at the higher end

Overall performance of candidates revealed:

- Satisfactory mastery in conducting experiments and recording of observations in general.
- Interpretation of data and report writing left more to be desired.

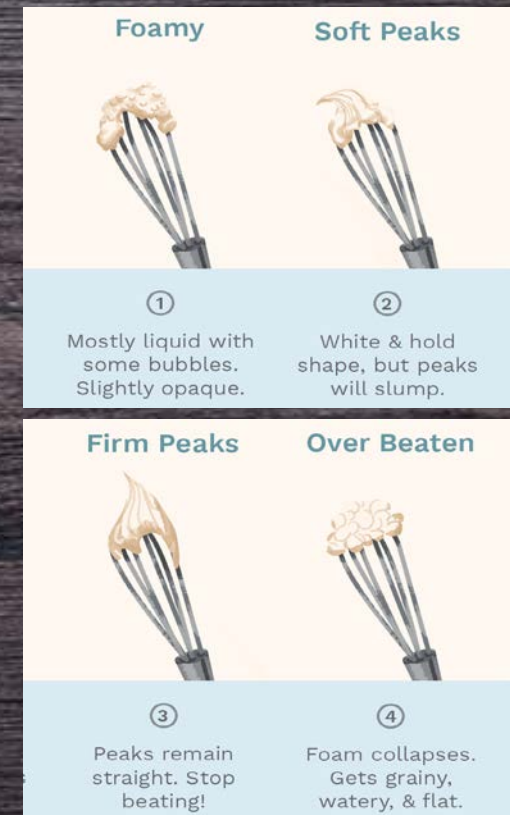
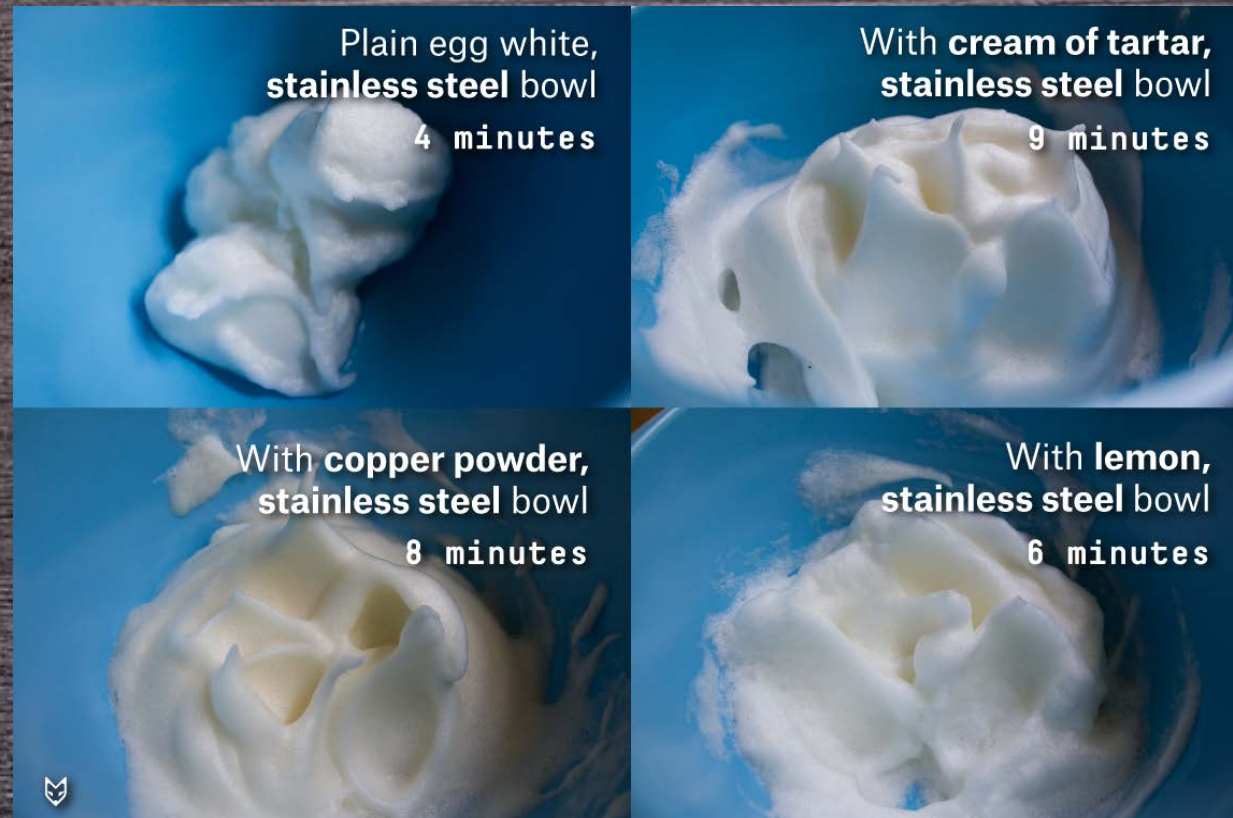
Performance at the higher end was good on the whole, with

- Scientific principles behind the experiments well illustrated
- Application of experiment findings thoroughly discussed.

The following are common weaknesses at the lower end in recording observation and some suggestions for improvement.

Prescribed Tasks –Observations at the lower end & Suggestions

- Records of observations could be supported with photographs or graphic illustrations.



Prescribed Tasks – Observations at the lower end & Suggestions

- Results presented in tabulation may help organise data collected for easy comparison of results.

樣本	添加物				發打後的質地	20分鐘液體洩漏的體積
	蛋白	澱粉	糖	蛋黃		
A	✓				黏稠	5mL
B	✓	✓			平滑	2mL
C	✓			✓	凝結 水狀	100 mL 以上
D	✓		✓		光滑 凝結	0 mL

Prescribed Tasks –Observations at the lower end & Suggestions

- Some students' work revealed their superficial understanding on the science of food preparation processes.

For instance, discussions in some cases revealed that

- the concepts on experimental procedure were not accurate
- the scientific principles applied to interpreting results were not relevant
- reasons were not provided for the observed results



Prescribed Tasks –Observations at the lower end & Suggestions

- Some students' work revealed their superficial understanding on the science of food preparation processes.

For instance,

- Effects of various additives or a range of temperature in the fermentation experiments often lacked detail explanation.
- Suggestions could have been made on how to improve the results with appropriate choice of experimental conditions.





Prescribed Tasks –Observations at the lower end & Suggestions

- Students were weak at suggesting investigations and some suggested investigations were irrelevant.
- Students are expected to give a brief outline of the procedures for the suggested investigations.



Project Proposal – Observations at the higher end

- Almost all the schools used the template in the Project Guidelines in assessing the Project
- This helped ensure that students had worked through the essential parts of the design cycle.

Project outlines from candidates at the higher end were generally well presented,

- The outlines were illustrated with relevant information collected from literature research.
- The idea generation section generally met the required standard and complied with the stated themes, with specifications clearly stated.



Project Proposal –Observations at the lower end & Suggestions

Performance of students at the lower end left more to be desired.

The scope of research could have been wider, for example, showing:


- how the proposed product was generated from a range of relevant ideas,
- how original ideas had been refined into a final product.



Project Proposal –Observations at the lower end & Suggestions


Students should also demonstrate a logical development in their project presentation, for example,

- specifications should be developed before idea generation; ,
- How ideas generated were developed from information collected through the literature reviewed with reference to the formulated specifications should be discussed.
- To facilitate effective organisation of contents, mind maps and captions could be provided to highlight the focus of the discussion.



Project Realisation and evaluation – Observations at the higher end

- Students who scored high were generally able to deliver a thorough discussion and generate solutions that were supported with sound justification.
- They also provided a thorough description with photo illustration in the production processes.



Project Realisation and evaluation – Observations at the lower end

Students with a less satisfactory performance were often found to be:

- lacking proficiency in analytic ability.
- Providing superficial description in the realisation processes.
- Giving weak evaluation for the final products
- In some cases evaluation and sensory evaluation were missing,
- Ending with a vague conclusion.



Project Realisation and evaluation – Observations at the lower end & Suggestions

To improve their performance in the realisation and evaluation of the study item :

- More thorough description in the realisation processes is desirable.
- Sensory evaluation by peers and ideas on how to improve the selected recipes for a final product should be discussed.

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The values of Prescribed tasks

Enjoy learning through an investigative approach

It serves to provide experiential learning opportunities for students to develop generic skills

THE BENEFITS OF EXPERIENTIAL LEARNING



DEEPER
INSIGHTS



LONG-LASTING
LEARNING

**You See Students
Cooking,
But We See...**

READING
MEASURING
MATH
SCIENCE
FOLLOWING DIRECTIONS
COLLABORATION
LISTENING SKILLS
PROBLEM SOLVING

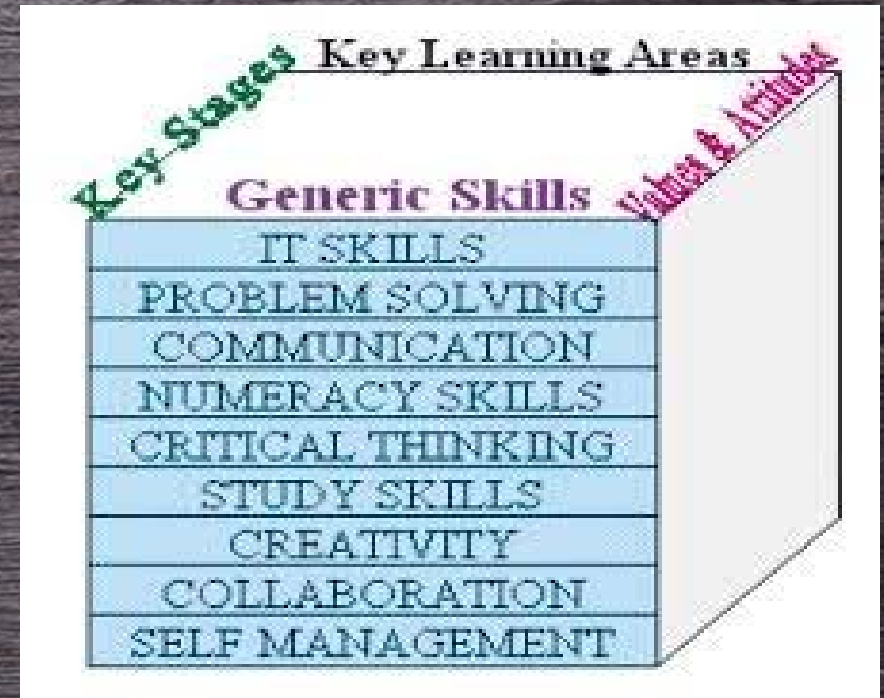
**LESSONS THAT TASTE GOOD
AND LAST A LIFETIME**


Prescribed tasks & Food Product Development Project

Enjoy learning through an investigative approach
It serves to provide experiential learning opportunities
for students to develop generic skills

The Nine Generic skills in the reformed curriculum

- Critical thinking skills
- Communication skills
- Creativity
- Collaborative skills
- IT skills
- Numeric skills
- Problem solving skills
- Self management skills
- Study skills





Thank you for your hard work!
It is not easy,
but it'll be worth it!



Let's work hand in hand to make SBA a worthy learning experience for the students!

