



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

# Technology and Living (Food Science and Technology) SBA Conference

## Mark submission for 2025 Exam and SBA Arrangements for 2026 & 2027 Exams

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26 Oct 2024

# SBA requirements and Mark Submission for 2025 Exam

## 2025 Assessment Framework

Component		Weighting	Duration
Public examination	Paper 1 Compulsory part of the curriculum	30%	1½ hours
	Paper 2 Elective part of the curriculum (including knowledge from compulsory part)	40%	2 hours
School-based Assessment (SBA)	Prescribed task	10%	Throughout S5 and S6
	Project / Design folio	20%	

## Schedule of Work for School-based Assessment (SBA) in 2024-25 (dated 13 Sep, 2024)

Technology and Living	A prescribed task and project / design folio	2 marks on Prescribed Task 5 marks on Project / Design Folio	Marked prescribed task and a project / design folio of six students, chosen by the HKEAA, are to be submitted.	Nil	6 - 24 Jan 2025
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# Revised SBA Handbook for 2025 Exam

[https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-TL-E\\_Aug2023.pdf](https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-TL-E_Aug2023.pdf) (updated in Aug 2023)

## *Use of Artificial Intelligence (AI) tools in SBA*

Students should know:

- Used properly, AI tools can offer new opportunities in learning
- However, overreliance and misuse of AI tools will diminish the authentic learning opportunities
- And AI tools have their shortcomings
- Using an AI tool to gain an undue advantage is a malpractice and can have serious consequences
- Use of AI tools in SBA must be properly acknowledged



# *Examples of acknowledging AI tools in Student Work*

**AI tool used:** ChatGPT

**A short description of actions:** I input the prompt 'Symbolism in *To Kill a Mockingbird*' on 11 July 2023.

**Summary of output\*:** ChatGPT provided four examples: the mockingbird; the Radley Place; the tree in the Radley yard; and the snowman. An explanation of each of these was given.

\*Student should save the output from the AI tool. The teacher might inspect the output for checking.



### (e) AI tools

(The following example is related to the subject Chinese Language, only Chinese version is provided.)

所使用的人工智能工具： ChatGPT  
使用過程撮要： 我輸入「小王子中的比喻」。  
輸出撮要\*： ChatGPT 列出了《小王子》的五個片段，並說明了分別比喻什麼現象或待人處世的道理。

AI tool used: ChatGPT  
A short description of actions: I input the prompt 'Symbolism in *To Kill a Mockingbird*' on 11 July 2023.  
Summary of output\*: ChatGPT provided four examples: the mockingbird; the Radley Place; the tree in the Radley yard; and the snowman. An explanation of each of these was given.

AI tool used: ChatGPT  
A short description of actions: I input the following:  
A shift cipher is a simple encryption method. When encrypting a message, every letter in the original message is replaced by a different letter,  $k$  positions down the alphabet (modulo by 26), where  $k$  is an integer.  
In the following example,  $k = 8$   
Original message: WORK HARD, PLAY HARD!  
Cipher text: EWZS PIZL, XTIG PIZL!  
Write a python program to implement a shift cipher decrypter.  
Summary of output\*: ChatGPT provided a sample program with remarks for me to understand the algorithm behind.

\*The output from the AI tool should be saved. Your teacher might inspect the output for checking.





## *References*

### 1. SBA Teachers Handbook

- See Ch 3.3, Ch 6 and the updated Student Declaration Form
- [https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-TL-E\\_Aug2023.pdf](https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-TL-E_Aug2023.pdf) (ENG)
- [https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-TL-C\\_Aug2023.pdf](https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-TL-C_Aug2023.pdf) (CHI)

### 2. Updated Student Declaration Form

- .docx version
- [https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBA\\_Student\\_Declaration\\_Form\\_E.docx](https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBA_Student_Declaration_Form_E.docx) (ENG)
- [https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBA\\_Student\\_Declaration\\_Form\\_C.docx](https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBA_Student_Declaration_Form_C.docx) (CHI)



## *References*

### 3. Information on SBA Booklet

- Information for students and parents
- Examples of acknowledging AI tools
- [https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA\\_booklet\\_eng.pdf](https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_booklet_eng.pdf)  
(ENG)
- [https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA\\_booklet\\_chi.pdf](https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_booklet_chi.pdf)  
(CHI)



# Revised SBA Handbook for 2025 Exam (Con't)

## Chapter 3 Guidance in the Conduct of SBA

### 3.1 Provision of Information to Students

Students should be informed clearly at the beginning of the courses of the various requirements and regulations regarding the SBA component, including:

- task requirements and assessment criteria;
- schedule of assessment and critical deadlines;
- the school's regulations and administrative procedures for conducting SBA;
- the importance of academic honesty and proper conduct in SBA;
- guidance on how to quote and acknowledge sources properly in their SBA work; and
- record keeping requirements.

Students should be asked to sign a declaration form regarding proper conduct in SBA at the beginning of each school year in which SBA is undertaken. *(Please refer to Paragraph 3.3 for details.)*

After the completion of the marking, teachers are expected to provide feedback to students, including their marks or grades on individual assessment tasks. Other appropriate feedback may include students' strengths and weaknesses as revealed in the assessments, and advice on how improvements can be made. Before submitting the SBA marks online, students should be informed of the marks awarded and that these marks are also subject to moderation by the HKEAA. Hence, their marks may change after the moderation process. Details of the moderation mechanism are provided in Paragraph 5.2.





[https://www.hkeaa.edu.hk/en/sba/sub\\_info\\_sba/dse\\_subject.html?23&12](https://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?23&12)

# Submission of SBA Marks for 2025 Exam

## • SBA Mark Template for 2025 Exam

([https://www.hkeaa.edu.hk/en/SBA/forms/mark\\_template/](https://www.hkeaa.edu.hk/en/SBA/forms/mark_template/))

SBA Mark Template for 2025 HKDSE Examination (Technology and Living - Food Science and Technology)

Notes:

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.
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.
3. Other than marks, teachers may also enter E = Exemption; F = Fail to submit/perform; or P = Serious plagiarism.
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.

Class Name	Class No.	Student Name (Eng)	Conducting of experiment and recording of observations (0-10)	Interpretation of data and report writing (0-10)	Development of the project outline and specification for study items (0-10)	Development of study items (0-10)	Realisation of the study item - Realisation (0-10)	Realisation of the study item - Evaluation (0-5)	Communication and presentation (0-5)

Project	Suggested maximum no. of pages (A4 size)	Suggested lesson time (based on 40 mins / lesson)	Mark	Total Mark
<b>- Proposal</b>				
(i) Design Task / Problem	0.5	1 double lesson	10	40
(ii) Design Brief	0.5	1 single lesson		
(iii) Research	4	1 double lesson		
(iv) Design Specification	1	1 single lesson		
(v) Idea Generation (5 - 7)	4	1 double lesson	10	
(vi) Developing Own Ideas (2 - 3)	6	1 - 2 double lessons + 1 single lesson		
<b>- Realisation and Evaluation</b>				
(vii) Final product making (1)	3	1 double lesson	15	
(viii) Overall evaluation	1	1 single lesson		
Communication and presentation	--	--	5	
<b>Total: ≤ 20 pages</b>		<b>Total: about 14 - 16 single lessons</b>		

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	

## Project Guidelines

[https://www.hkeaa.edu.hk/en/sba/sub\\_info\\_sba/dse\\_subject.html?23&13](https://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?23&13)

# Submission of SBA Marks for 2025 Exam (Cont'd)

	Class Name	Class No.	Student Name (Eng)	Development of the project outline and specification for study items (0-10)	Development of study items (0-10)	Realisation of the study item - Realisation (0-10)	Realisation of the study item - Evaluation (0-5)	Communication and presentation (0-5)
9								
10								
11								

Proposal	<ul style="list-style-type: none"> <li>development of the project outline / design brief and study item / design specification</li> </ul>	10	40
	<ul style="list-style-type: none"> <li>development of study items / design ideas</li> </ul>	10	
Realisation and evaluation	<ul style="list-style-type: none"> <li>realisation of the study item / design idea</li> </ul>	15	
	<ul style="list-style-type: none"> <li>communication and presentation</li> </ul>	5	

Project	Suggested maximum no. of pages (A4 size)	Suggested lesson time (based on 40 mins / lesson)	Mark	Total Mark
<b>- Proposal</b>				
(i) Design Task / Problem	0.5	1 double lesson	10	40
(ii) Design Brief	0.5	1 single lesson		
(iii) Research	4	1 double lesson		
(iv) Design Specification	1	1 single lesson		
(v) Idea Generation (5 - 7)	4	1 double lesson	10	
(vi) Developing Own Ideas (2 - 3)	6	1 - 2 double lessons + 1 single lesson		
<b>- Realisation and Evaluation</b>				
(vii) Final product making (1)	3	1 double lesson	15	5
(viii) Overall evaluation	1	1 single lesson		
Communication and presentation	--	--		
Total: ≤ 20 pages		Total: about 14 - 16 single lessons		





## SBA Teachers' Handbook : Assessment Rubrics in Chapter 2

Assessment criteria	Typical performance	Marks
Conducting of experiment and recording of observations (10-point scale)	<ul style="list-style-type: none"> <li>Perform experimental work safely and demonstrate a full range of skills</li> <li>Use apparatus and instruments proficiently</li> <li>Complete data collection and present the results systematically and accurately</li> </ul>	9-10
	<ul style="list-style-type: none"> <li>Perform experimental work safely and demonstrate some skills</li> <li>Use apparatus and instruments properly</li> <li>Complete data collection and present the results appropriately</li> </ul>	6-8
	<ul style="list-style-type: none"> <li>Perform experimental work safely but demonstrate limited skills</li> <li>Demonstrate some difficulty in using apparatus and instruments properly</li> <li>Collect some relevant data but present the results in an inappropriate form</li> </ul>	3-5
	<ul style="list-style-type: none"> <li>Perform experimental work unsafely and demonstrate little / no skills</li> <li>Demonstrate great difficulty in using apparatus and instruments properly</li> <li>Collect a limited amount data and present the results in an inappropriate form</li> </ul>	1-2
Interpretation of data and report writing (10-point scale)	<ul style="list-style-type: none"> <li>Interpret findings and discuss the results thoroughly with application of relevant scientific theories</li> <li>Draw valid and meaningful conclusion(s) based on the findings</li> </ul>	9-10
	<ul style="list-style-type: none"> <li>Interpret findings and discuss the results with application of relevant scientific theories</li> <li>Draw valid conclusion(s) based on the findings</li> </ul>	6-8
	<ul style="list-style-type: none"> <li>Interpret findings and discuss the results with application of scientific theories, but some are irrelevant</li> <li>Draw vague conclusion(s) based on the findings</li> </ul>	3-5
	<ul style="list-style-type: none"> <li>Interpret findings and discuss the results with some use of scientific theories, but many are irrelevant</li> <li>Draw invalid conclusion(s)</li> </ul>	1-2



# SBA Teachers' Handbook : Assessment Rubrics in Chapter 2

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

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

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

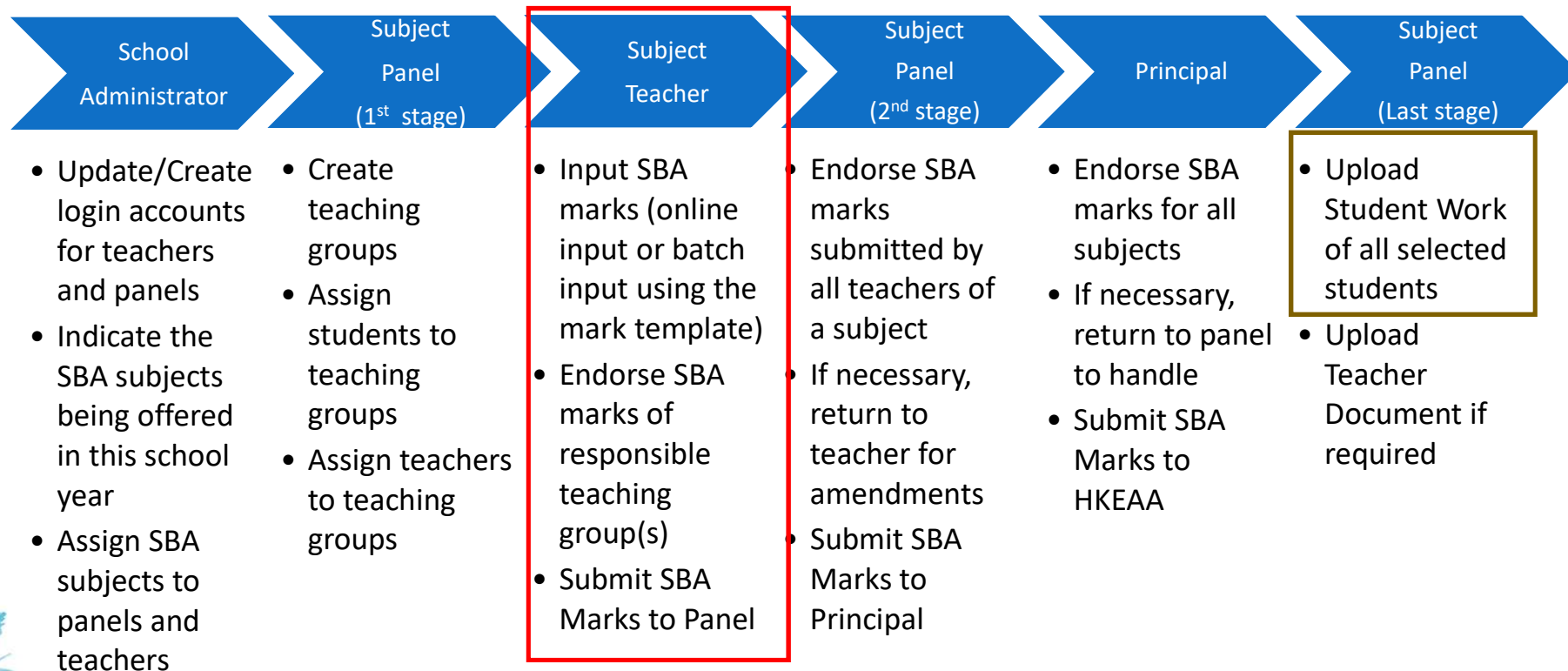




# Submission of SBA Marks for 2025 Exam (Cont'd)

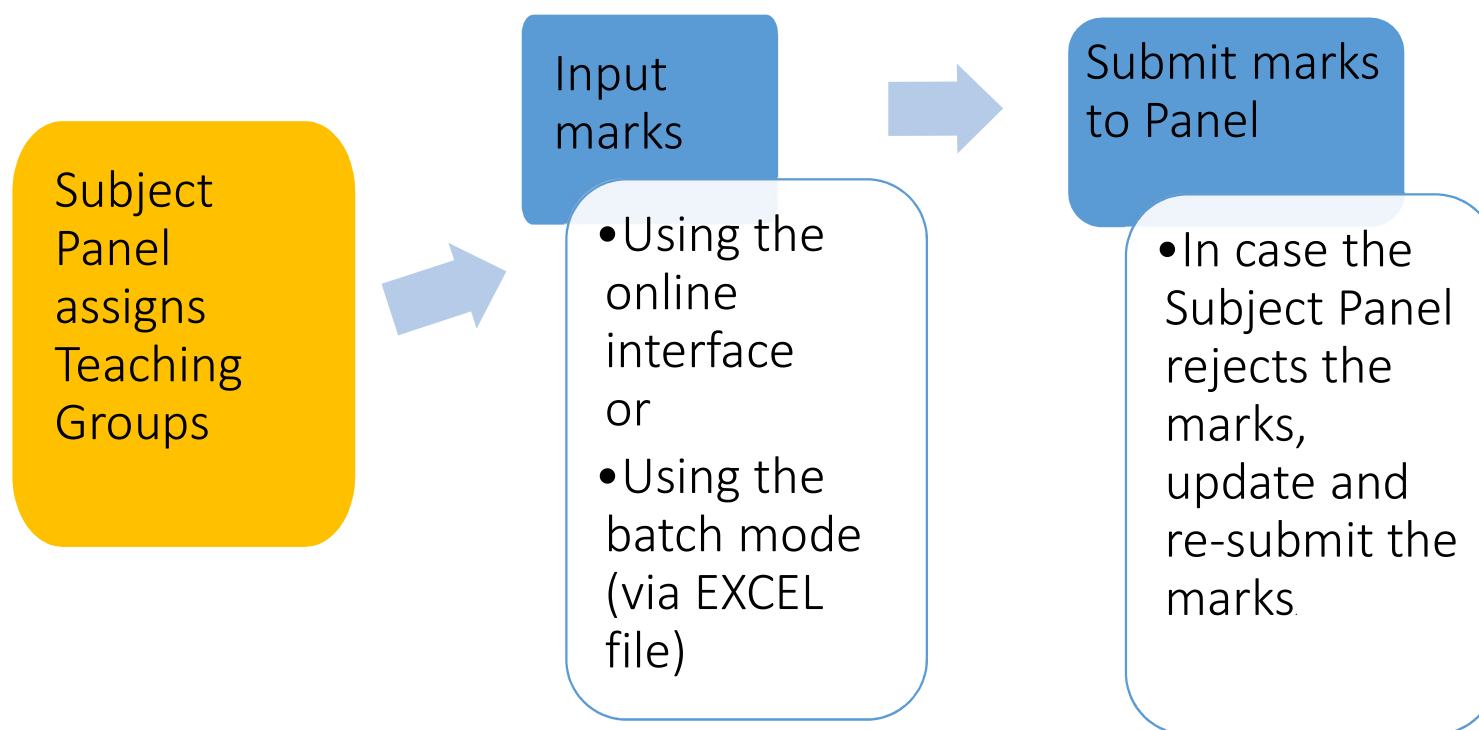
**Submission period: 6-24 Jan 2025**

## *Overview of SBA Submission Process*



# Submission of SBA Marks for 2025 Exam (Cont'd)

**HKDSE Examination System website:** [www.hkdse.hkeaa.edu.hk](http://www.hkdse.hkeaa.edu.hk)



# Subject Teacher – input marks

1. Choose subject

Hong Kong Examinations and Assessment Authority

Hong Kong Diploma of Secondary Education Examination School-based Assessment System

Subject Admin. SBA Marks Upload Files Reports

SBA Marks / Input Marks

Subject 2024 - English Language 英國語文

Teaching Group All My Teaching Groups

Search

Instruction >

2. Choose Teaching Group

Instruction > Show / Hide Columns Check Completion of Mark Input

Total number of student(s): 38

Class Name	Student Name (Eng)	Part A or B (0 - 24)
6C/49	CANDIDATE NAME 686533279	
6C/50	CANDIDATE NAME 681719543	

Click 'Check Completion of Mark Input' to check whether the marks for all students have been entered.

# Subject Teacher – batch input



Hong Kong Diploma of Secondary Education Examination  
School-based Assessment System

Subject Admin. SBA Marks Upload Files Reports

SBA Marks / Batch Input Marks

Subject : 2024 - English Language 英國語文

Upload Mark File : 選擇檔案 未選擇任何檔案  
(xls or xlsx only)

Instruction »

Upload

Download Mark Template

1. Choose subject

2. Download Mark Template

4. Choose file

5. Upload mark file

The screenshot shows the Microsoft Excel interface with the following data in the worksheet:

	A	B	C	D	E	F	G	H
	Class Name	Class No.	Doc No.	Teaching Group Name	Student Name (Eng)	Student Name (Chi)	Part A or B (0 - 24)	
1								
2	6C	49	686533279	GP01	CANDIDATE NAME 68653	考生68653		
3	6C	50	681719543	GP01	CANDIDATE NAME 68171	考生68171		
4	6C	51	687756000	GP01	CANDIDATE NAME 68775	考生68775		
5	6C	52	685368134					
6	6C	53	689788215					

3. Input marks in the EXCEL file





# Subject Teacher – batch input

Subject Admin. ▾ SBA Marks ▾ Upload Files ▾ Reports ▾  
/ SBA Marks / Batch Input Marks / Preview

Subject : - English Language

Teacher Name : Chan CC (10020-10020-TP)2024

Confirm Batch Input Marks

Cancel

Download Error Report

Total number of students: 38

Show / Hide Columns

Row No. ▲	Error Details ▴	Class Name / No. ▴	Student Name (Eng) ▴	Part A or B (0-24)
2	---	6C / 49	CANDIDATE NAME 686533279	20
3	---	6C / 50	CANDIDATE NAME 681719543	21
4	---	6C / 51	CANDIDATE NAME 687756000	20
5	---	6C / 52	CANDIDATE NAME 685368134	13

Confirm Batch Input Marks

Cancel

6. Confirm batch input marks



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School-based Assessment

Subject Admin. ▾

SBA Marks ▾

Reports ▾

Input Marks

Batch Input Marks

Submit to Panel

HKDSE Examination

香港中學文憑考試 - 校本評核系統

Assessment (SBA)

Select Language 選擇語言 English ▾

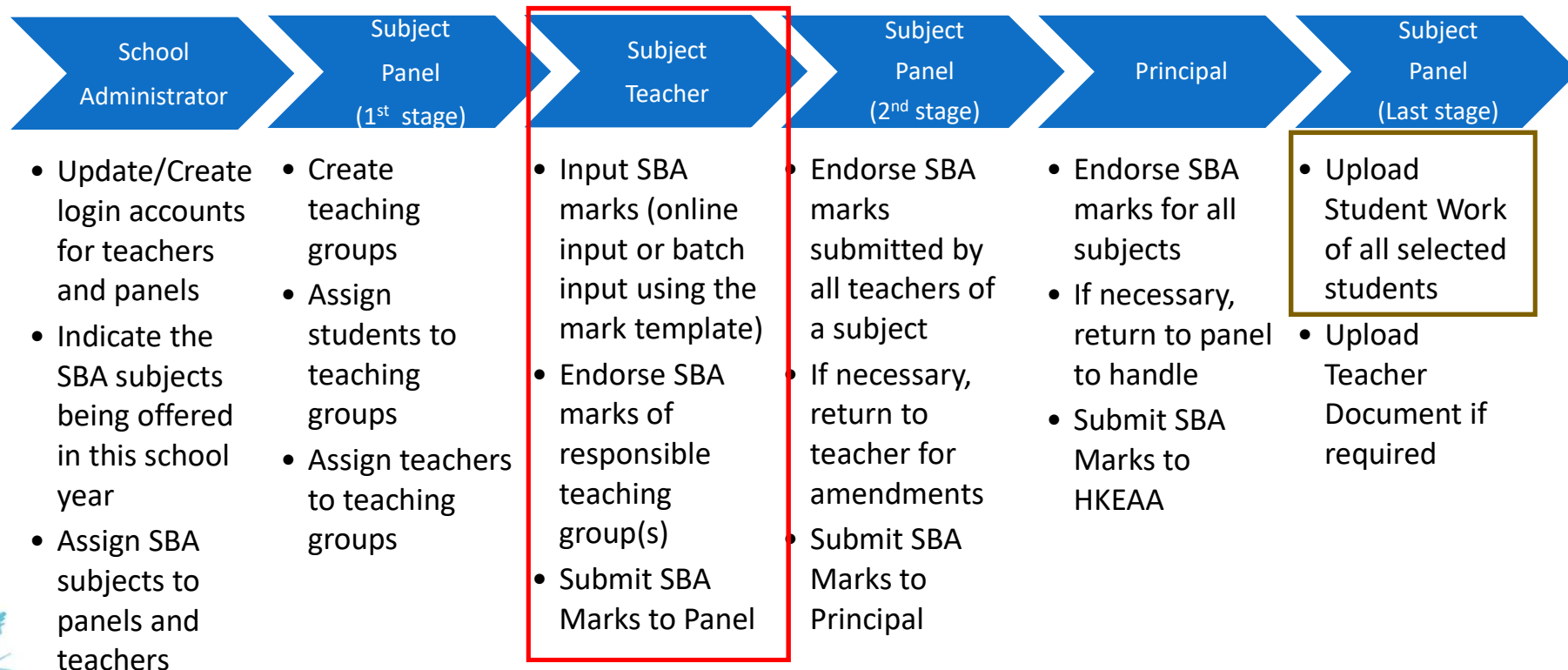




# Submission of SBA Marks for 2025 Exam (Cont'd)

**Submission period: 6-24 Jan 2025**

## *Overview of SBA Submission Process*



## Student work to be submitted for moderation

- Sampled by SBAS **after** mark input (Stratified Random Sampling)
- No. of students chosen  $\leq 6$
- Samples to be 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 Project
- Suggested file naming convention:  
[Subject Abbreviation] [(6-digit Student Document Number)].[File extension]  
e.g. TLFOOD(123456).zip TLFOOD (362880).pdf

### Important:

1. 1 zipped file,  $\leq 40$ MB for EACH student
2. Teachers are recommended to use **a single file** for EACH selected student
3. 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.



# 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.

# 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



## 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 2026 and 2027 Exams

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

# Assessment Planning for 2026 Exam

- Completed **Assessment Planning Form** should be emailed to the DC on or before **31 Dec 2024**
- Make a practical assessment plan for submitting the marks in **January 2026**
  - Preferably **all** assessment completed by **end of Oct 2025**
  - All **marking** of prescribed task and project completed by **end of Nov 2025**

Technology and Living (Food Science and Technology)  
Assessment Plan for SBA (2026 Exam)  
[To be submitted to the DC by 31 Dec 2024 via email]

School name: \_\_\_\_\_

Teacher name(s): **EXAMPLE** \_\_\_\_\_

Group no. 1 / 2\*

## A. Prescribed Task

Task Title	Experiment Date (Day/Month/Year)	Report Submission Date (Day/Month/Year)
Foam stability	2 Feb 2024	

## B. Project

Project Title: \_\_\_\_\_

		Completion Date (Day/Month/Year)
<b>Proposal</b>	(i) Design Task / Problem	
	(ii) Design Brief	
	(iii) Research	
	(iv) Design Specification	2 May 2024
	(v) Idea Generation	1 June 2024
	(vi) Developing Own Ideas	
<b>Realisation and Evaluation</b>	(vii) Final product making	12 Oct 2024
	(viii) Overall evaluation	31 Oct 2024
	(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 2026.
- 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.



# Assessment Planning for 2026 Exam

- Progress in assessment (*Prescribed Task and Proposal*) to be reported **by email** to DCs in *June 2025*

**Technology and Living (Food Science and Technology)**  
**Assessment Plan for SBA (2026 Exam)**  
 [To be submitted to the DC by 31 Dec 2024 via email]

School name: \_\_\_\_\_

Teacher name(s): **EXAMPLE**

Group no.  
1 / 2\*

**A. Prescribed Task**

Task	Experiment Date (Day/Month/Year)	Report Submission Date (Day/Month/Year)
<i>completed</i> Foam stability	2 Feb 2024	

**B. Project**

Project Title: \_\_\_\_\_

		Completion Date (Day/Month/Year)
<b>Proposal</b>	(i) Design Task / Problem	
	(ii) Design Brief	
	(iii) Research	<i>completed</i>
	(iv) Design Specification	
	(v) Idea Generation	<i>completed</i>
	(vi) Developing Own Ideas	
<b>Realisation and Evaluation</b>	(vii) Final product making	12 Oct 2024
	(viii) Overall evaluation	31 Oct 2024
	(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 2026.
- 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.



# Thank you!



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

