

Seminar on 2018 HKDSE Visual Arts SBA



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

14 Oct 2017

Programme

- S6 SBA Mark Submission
- SBA Moderation Mechanism
- Observations from 2017 DSE Moderation
- District Meeting & Trial Marking
- Q & A



**2018 HKDSE
School-based Assessment System (SBAS)
S6 Submissions**

Visual Arts



Marks Submission Period

- 2 - 23 Jan, 2018



Content of the Sample

The max. no of extracted pages of SBA portfolios to be submitted will be **24** pages

Note:

Critical studies as piece(s) of work should be submitted in full version.



The Content of the Each Student's Sample for 2018 SBA Moderation

Page	Descriptions
1	Assessment Sheet
2	Extracted Page 1 (From Research Workbook)
3	Extracted Page 2 (From Research Workbook)
4	Extracted Page 3 (From Research Workbook)
5	Extracted Page 4 (From Research Workbook)
6	Extracted Page 5 (From Research Workbook)
7	Extracted Page 6 (From Research Workbook)
8	Extracted Page 7 (From Research Workbook)
9	Extracted Page 8 (From Research Workbook)
10	Extracted Page 9 (From Research Workbook)
11	Extracted Page 10 (From Research Workbook)
12	Extracted Page 11 (From Research Workbook)
13	Extracted Page 12 (From Research Workbook)
14	Extracted Page 13 (From Research Workbook)
15	Extracted Page 14 (From Research Workbook)
16	Extracted Page 15 (From Research Workbook)
17	Extracted Page 16 (From Research Workbook)
18	Extracted Page 17 (From Research Workbook)
19	Extracted Page 18 (From Research Workbook)
20	Extracted Page 19 (From Research Workbook)
21	Extracted Page 20 (From Research Workbook)
22	Extracted Page 21 (From Research Workbook)
23	Extracted Page 22 (From Research Workbook)
24	Extracted Page 23 (From Research Workbook)
25	Extracted Page 24 (From Research Workbook)
26	Artwork 1
27	Artwork 2
28	Artwork 3
29	Artwork 4

ONE PORTFOLIO

NO Student Name, NO School Name and No Teacher Name in the Assessment Sheet

2018 Assessment Sheet

Appendix E

Hong Kong Diploma of Secondary Education
Visual Arts SBA Portfolio—Assessment Sheet

School Code : Name of School: _____ Name of student: _____ Name of teacher: _____

Theme: _____

Artworks
/Critical
Studies

(1) Title: _____ Medium: _____ Size: _____
 (2) Title: _____ Medium: _____ Size: _____
 (3) Title: _____ Medium: _____ Size: _____
 (4) Title: _____ Medium: _____ Size: _____

(Medium: e.g. painting / 3D work / webpage design / fashion design / critical studies, etc.)

S5 Two Artworks / Critical Studies

(5 represents the highest, 1 represents the lowest, 0 represents not shown)

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Media, skills and techniques							<p>Full mark is 30</p> <p><input type="text"/> (Full mark is 30)</p>
2. Visual presentation / analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
6. Progression of all 2 pieces of work							

S6 Two Artworks / Critical Studies

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Media, skills and techniques							<p>Full mark is 30</p> <p><input type="text"/> (Full mark is 30)</p>
2. Visual presentation / analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
6. Progression of all 2 pieces of work							

Research Workbook (develops a self-selected theme, shows study of relevant artwork and explores visual presentation for artwork and / or other materials for critical studies)

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Exploration and development of theme/ideas							<p>Full mark is 40</p> <p><input type="text"/> x 2 = <input type="text"/> (Full mark is 40)</p>
2. Interpretation of artworks and its articulation with art-making / critical studies							
3. Experimentation of media and skills, and exploration of ways of expression							
4. Reflection and progression in learning							

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2018 Assessment Sheet (after covering the information)

Appendix E

Hong Kong Diploma of Secondary Education
Visual Arts SBA Portfolio—Assessment Sheet

School Code

Theme:

Artworks
/Critical
Studies

(1) Title: _____ Medium: _____ Size: _____
 (2) Title: _____ Medium: _____ Size: _____
 (3) Title: _____ Medium: _____ Size: _____
 (4) Title: _____ Medium: _____ Size: _____

(Medium: e.g. painting / 3D work / webpage design / fashion design / critical studies, etc.)

S5 Two Artworks / Critical Studies

(5 represents the highest, 1 represents the lowest, 0 represents not shown)

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
6. Progression of all 2 pieces of work							

(Full mark is 30)

S6 Two Artworks / Critical Studies

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
6. Progression of all 2 pieces of work							

(Full mark is 30)

Research Workbook (develops a self-selected theme, shows study of relevant artwork and explores visual presentation for artwork and / or other materials for critical studies)

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Exploration and development of theme/ideas							
2. Interpretation of artworks and its articulation with art-making / critical studies							
3. Experimentation of media and skills, and exploration of ways of expression							
4. Reflection and progression in learning							

x 2 = (Full mark is 40)



NO Student Name, NO School Name and NO Teacher Name in the Assessment Sheet

Network Schools Mark Submission

- The SBA moderation is conducted on a school basis.
- For subjects offered through a network programme, if students within the network are taught and assessed by the same teacher(s) using the same assessment standards in conducting the SBA, they should be grouped into **one single moderation group** in the moderation process so that their moderated results are comparable.



Frequently Asked Questions (English only)

- https://www.hkdse.hkeaa.edu.hk/HKEAA/content/conn/HKEAA_UCM/path/Contribution%20Folders/web/Public/FAQ_zh_HK.html#SBA



SBA Moderation Mechanism

Visual Arts



Moderation Mechanism

- Method 2 (Moderation by Expert Judgement Supplemented with Statistical Techniques)
- To Improve Validity and Reliability of the Estimations
- Moderation by expert judgement is adopted for those subjects with small candidature or that involve outcomes which are very different from those assessed through the public exam. In the moderation process, each school is formed as a moderation group. Standardization process should therefore be conducted within a school to ensure consistency of marking standard. The steps involved in moderation by expert judgement after final mark submissions by schools are :
 - (i) Sampling Student Works and Process the Moderation School Sample Mean
 - (ii) Adjustment of Simple Average by the Use of Ratio Estimation
 - (iii) Sharing Information across ALL Schools via Bayesian Modeling
 - (iv) Set up of a Tolerance Zone and Determination of Moderated School Performance Level
 - (v) Calculation of Standardized Raw SBA scores
 - (vi) Determination of School Spread
 - (vii) Determination of Individual Moderated Student SBA Scores



RAW SBA Scores

- Each school
- 6 stratum
- 6 samples (stratified sampling)



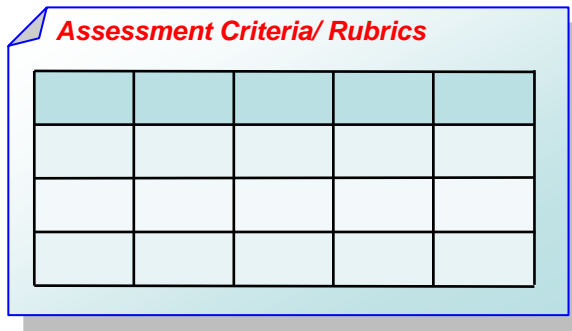
SBA Moderation Method

- 6 samples chosen by HKEAA (stratified sampling)
- **Review** school teachers' marking standard
- On-line submission
- The upload file size for **each** piece of Student Work (portfolio) is **40MB**
- **ONE** portfolio

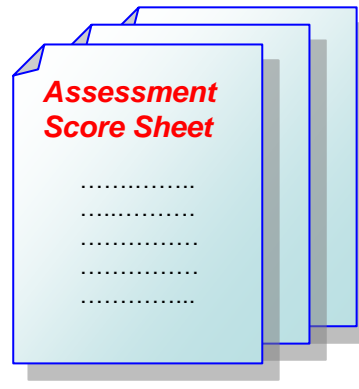


SBA Moderation (1)

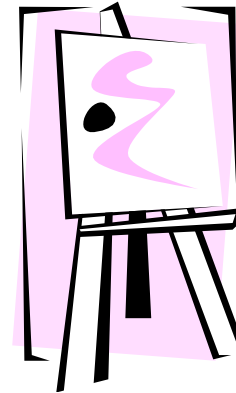
Reviewing Portfolio Samples (Extracted Pages)



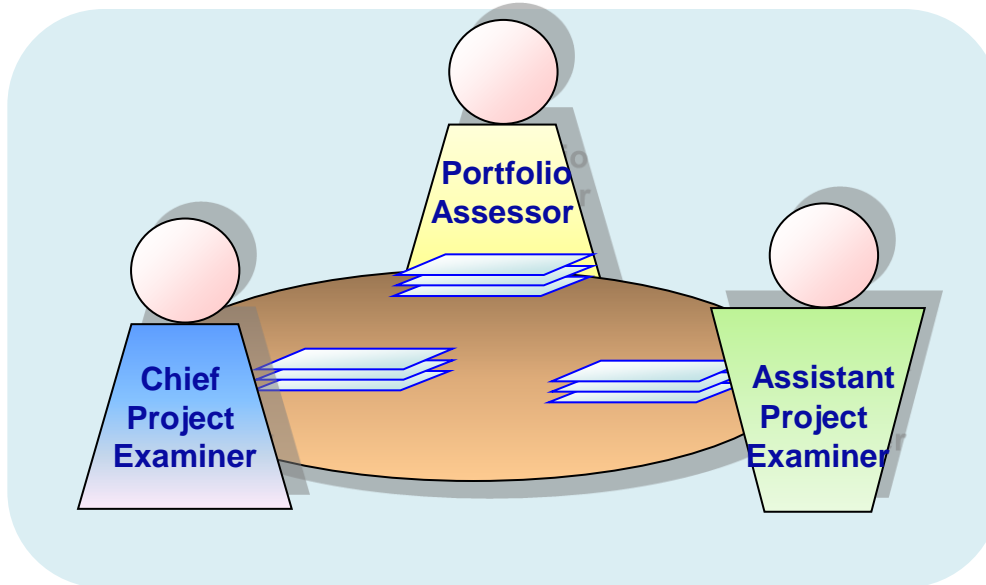
Assessment Criteria /
Rubrics



Assessment Score
Sheets



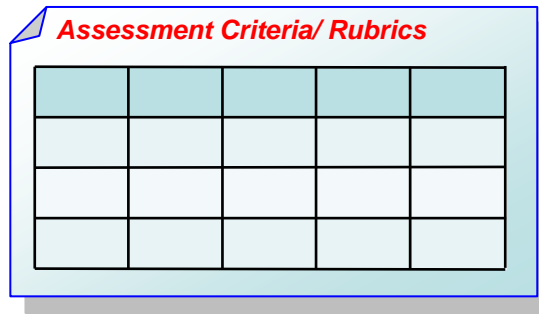
Portfolio Sample (Extracted Pages)
(artwork & research workbook)



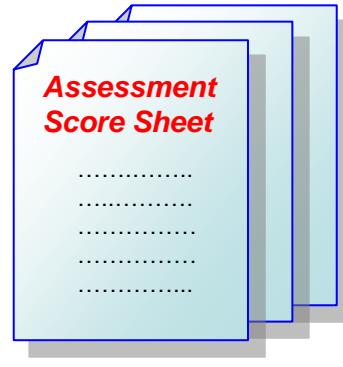
March 2018

SBA Moderation (2)

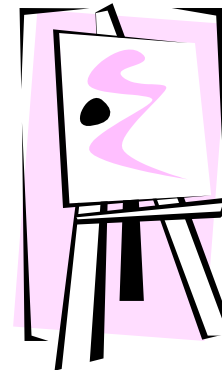
Reviewing Portfolio Samples (School Visit)



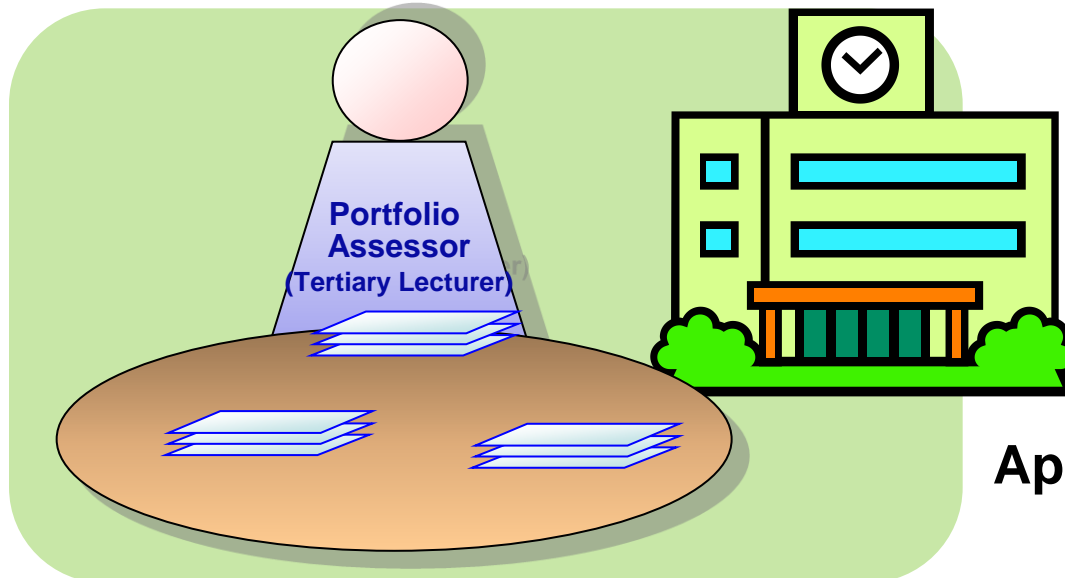
Assessment Criteria /
Rubrics



Assessment Score
Sheets



Portfolio Sample (Extracted Pages)
(artwork & research workbook)



April – May 2018

- To obtain more information on the sampled VA portfolios, with a view to ensuring the accuracy of the moderation results.
- As the assessor has to visit several schools in the same time slot, we may not be able to fix the exact time of the visit to school in advance.
- Assessor will make a phone call to the school office to confirm the anticipated time of visit before his/her arrival.



- Schools are requested to display the complete portfolios of the six sampled students with work extracts submitted to EA in January 2018 for review by our Portfolio Assessor during the visit.
- Each portfolio should include **the Research Worksheet, the Artworks and the Portfolio Assessment Sheet** of each student.

(**Note:** Student's **FULL NAME** should be clearly written on all the above documents, so as to facilitate correct identification of each student's work by the Assessor.)

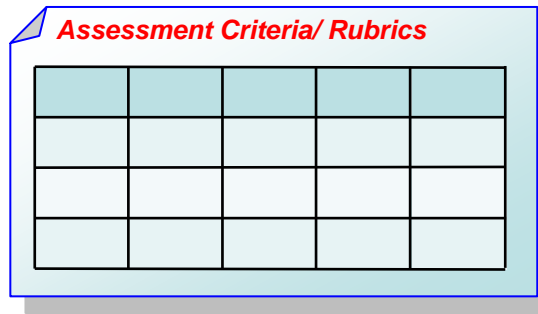


- Assessor will not be able to provide any feedback on the result of the review during the visit, as moderation is still in progress.
- Feedback on marking standards will be provided in the Visual Arts SBA moderation report to be distributed to schools in **October 2018**.

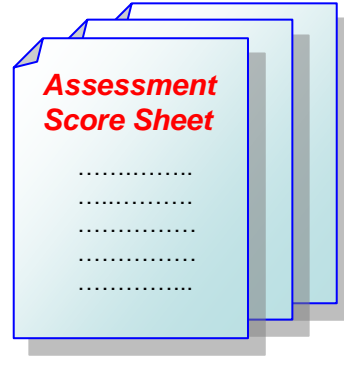


SBA Moderation (3)

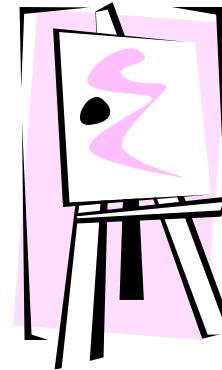
Determination of High School Adjusted Mean



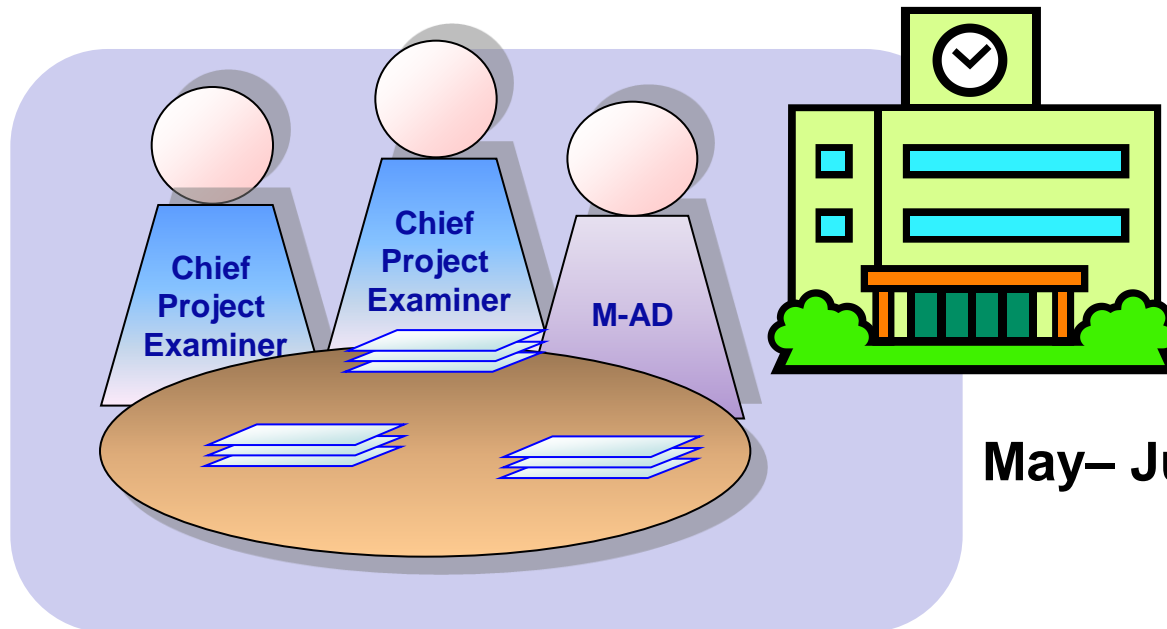
Assessment Criteria /
Rubrics



Assessment Score
Sheets



Portfolio Sample (Extracted Pages)
(artwork & research workbook)



May– June 2018



- To obtain more information on the sampled VA portfolios submitted and arrive at an appropriate mark adjustment to the SBA marks of the school concerned, if necessary.
- Schools are requested to display the complete portfolios of the six sampled students with work extracts submitted in January for review during the visit. These should include **the Research Worksheet, the Artworks and the Portfolio Assessment Sheet** of each student.

(**Note:** Student's **FULL NAME** should be clearly written on all relevant documents to facilitate correct identification of each student's work.)



- No comments will be provided during the school visit as the moderation process is in progress.
- Schools will receive formal report (SBA Visual Arts moderation report) in **October 2018**.

Note: During the school visit, in case the full sample cannot be presented for inspection (e.g. due to the purpose of interview/exhibition), presenting only the extracted pages of the portfolio concerned will be acceptable.



Research Workbook

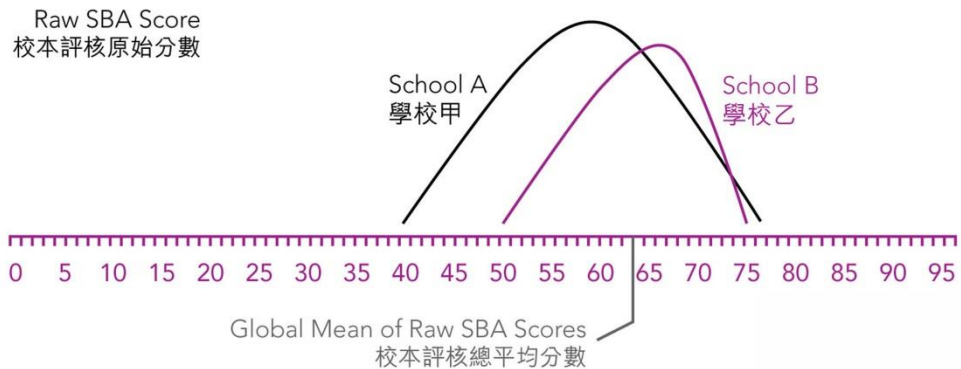
Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Exploration and development of theme or ideas	Uses materials from diverse sources	Uses materials from variety of sources	Uses materials from some sources	Uses materials from limited sources	Use materials from a single source	Shows no, or irrelevant, exploration or development of theme or ideas
	Selects, transforms and integrates the materials in development of theme or ideas	Selects, organises and integrates the materials in development of theme or ideas	Selects, organises and applies the materials in development of theme or ideas	Selects and uses the materials for developing theme or ideas	Uses the materials for developing theme or ideas in a limited way	
	Substantially investigates and inputs materials to produce original ideas	Input materials to produce personal ideas	Occasionally inputs materials to produce satisfactory ideas	Randomly inputs materials for idea development	Rarely input materials for idea development	
Interpretation of artworks and its articulation with artmaking / critical studies	Recognises multiple contexts and formal qualities of the artwork	Recognises one or two contexts and some of the formal qualities of the artwork	Recognises one or two contexts, or some of the formal qualities of the artwork	Recognises limited contextual materials or the formal qualities of the artwork	States limited and basic contextual materials or formal qualities of the artwork	Shows no evidence of research or presents only one or two isolated facts about the artwork
	Expresses informed personal view(s) with support of evidence and/or insight	Expresses and justifies personal view(s)	Expresses personal view(s) with some support	Expresses personal view(s)	Expresses no personal view	
	Articulates or translates contextual and formal knowledge to artwork / critical studies	Relates contextual and formal knowledge to artwork / critical studies	Applies contextual knowledge to artwork / critical studies	Applies limited contextual or formal knowledge to artwork / critical studies	Unselectively uses contextual or formal knowledge in artwork / critical studies	
Experimentation of media and skills, and exploration of ways of expression	Demonstrates abundant and thorough experiments of media and skills	Demonstrates abundant experiments of media and skills	Demonstrates some experiments of media and skills	Demonstrates a few experiments of media and skills	Demonstrates few experiments of media and skills	Demonstrates no, or unrelated, experiments with media or skills, and exploration of ways of expression
	Demonstrates abundant and thorough exploration of ways of expression	Demonstrates abundant exploration of ways of expression	Demonstrates some exploration of ways of expression	Demonstrates limited exploration of ways of expression	Demonstrates few exploration of ways of expression	
Reflection and progression in learning	Continuously and thoroughly reflects on the portfolio from diverse perspectives	Frequently reflects on the portfolio from various perspectives	Occasionally reflects on the portfolio from some perspectives	Barely reflects on the portfolio	Rarely reflects on the portfolio	Shows no reflection and progression in learning
	Shows substantial progression in learning	Shows adequate progression in learning	Shows some progression in learning	Shows limited progression in learning	Shows little progression in learning	

Artwork/ Critical Studies

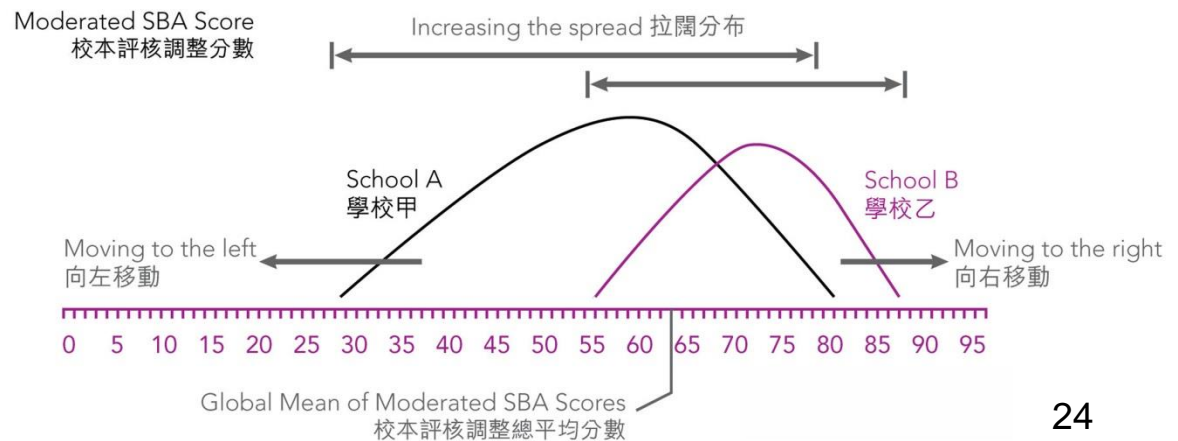
Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Media, skills and techniques	Demonstrates excellence in manipulating media, skills and techniques / writing skills	Demonstrates proficiency in manipulating media and techniques / writing skills	Demonstrates average competence in manipulating media and techniques / writing skills	Demonstrates limited skills in manipulating media and techniques / writing	Demonstrates minimal skills in manipulating media and techniques / writing	Demonstrates no skills in manipulating media and techniques, / writing
Visual presentation /analysis	Demonstrates an exceptional use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates an effective use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates an appropriate use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates a limited use / analysis of visual elements or principles of organisation relevant to the theme	Demonstrates an unselective use / analysis of visual elements and principles of organisation	Demonstrates a lack of awareness of the use / analysis of visual elements and principles of organisation
Relationship with context	Indicates deep knowledge of personal, aesthetic or cultural context(s) in relation to the theme	Indicates adequate knowledge of personal, aesthetic or cultural context(s) in relation to the theme	Indicates some knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates limited knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates superficial knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates a lack of contextual knowledge
Creativity and imagination / critical thinking skills	Demonstrates imagination, creative and complete ideas / Expresses informed personal view(s) with evidence support or insight	Demonstrates creative ideas and imagination / Expresses justified personal view(s)	Demonstrates ordinary ideas / Expresses personal view(s) with some supports	Demonstrates incomplete ideas / Expresses personal view(s) without support	Idea(s) are imitated from others / Expresses no personal views	Demonstrates no ideas / views
Overall presentation and communication of theme	Communicates the theme or message in an innovative way with a coherent and complete presentation	Communicates the theme or message effectively with a coherent presentation	Communicates the theme or message clearly with a complete presentation	Communication of the theme or message is incomplete	Communication of the theme or message is inadequate	Fails to communicate the theme or message
Progression of all 4 pieces of work	Shows substantial progression	Shows adequate progression	Shows some progression	Show limited progression	Shows little progression	Shows no progression

Moderation among schools

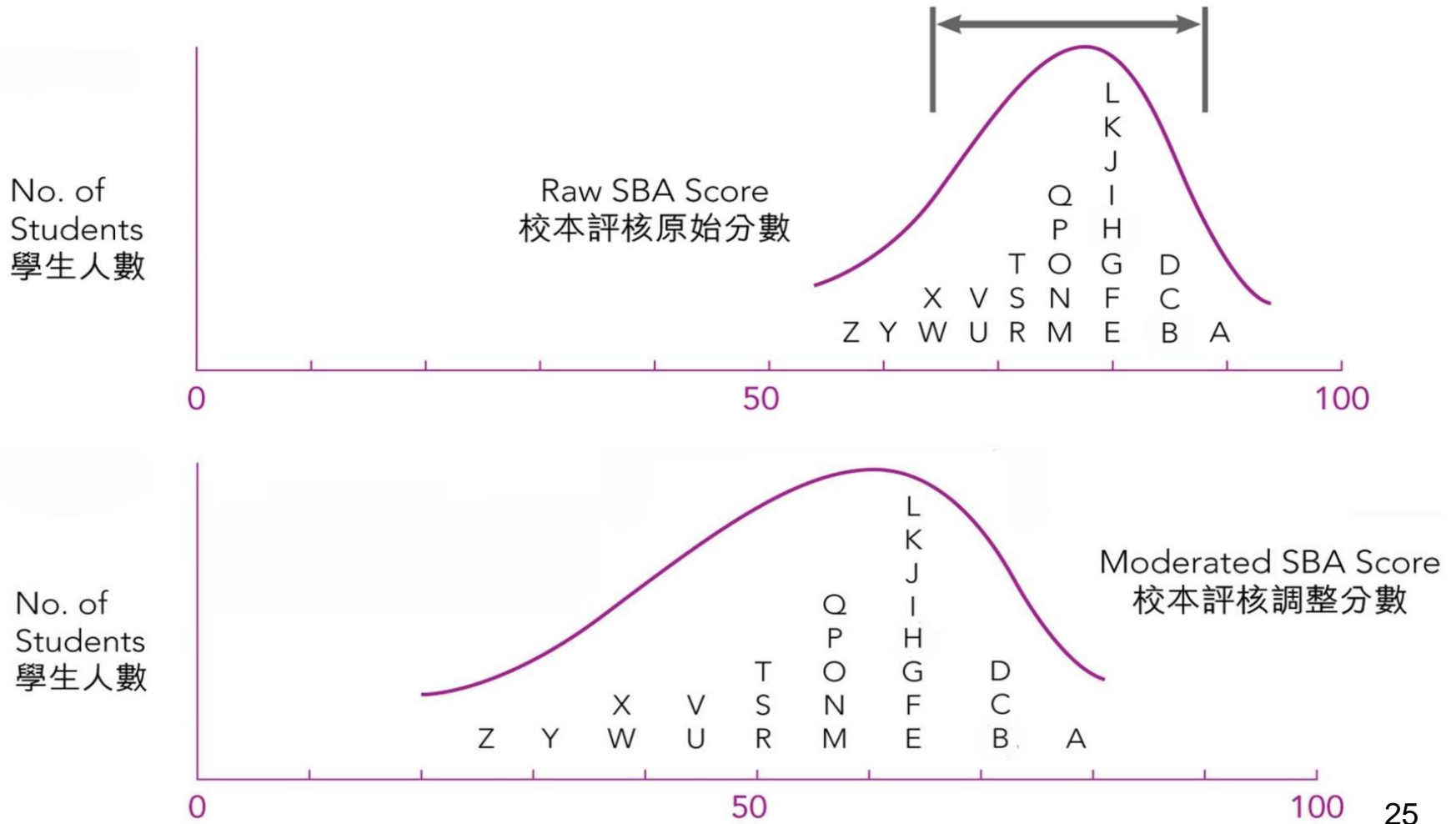
- Subject Mean
- School Mean
- Sample Mean
- External Assessors
- Moderation Mean



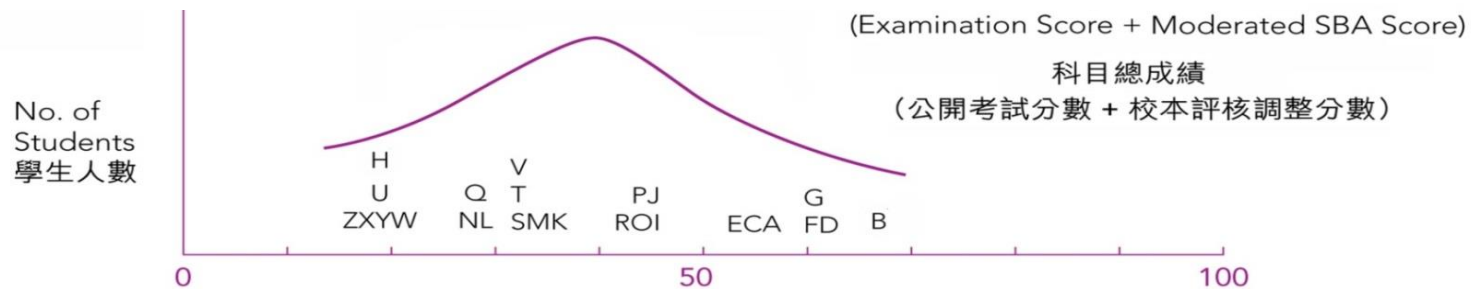
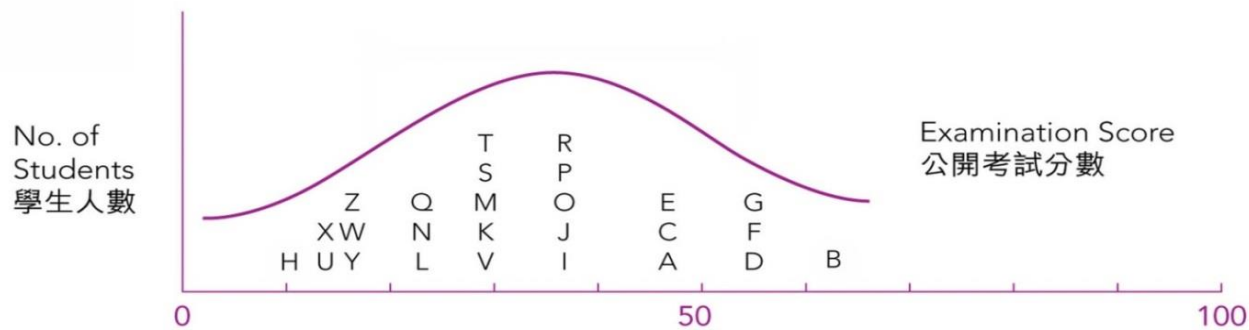
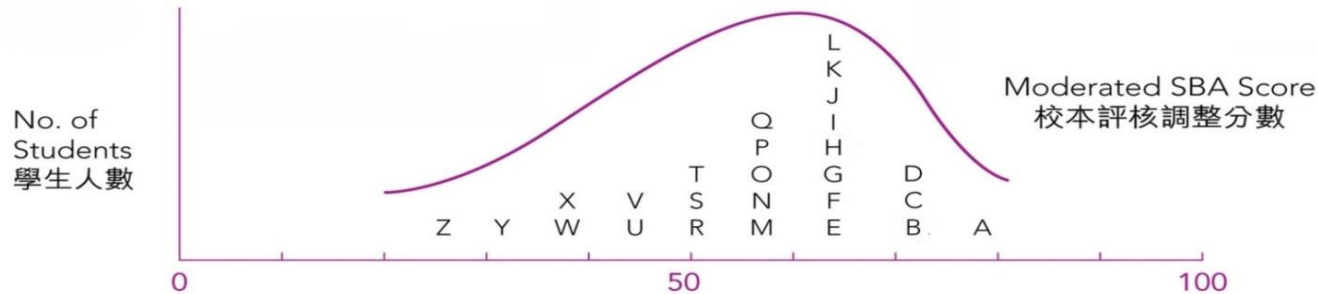
- Ratio Estimate for School Average
- Bayesian Modeling
- Tolerance Zone
- SD Raw SBA scores



SBA Score after Moderation



Subject Score of Individual students



Note: VA Subject Score = Moderated SBA Score (50%) + Exam Score(50%)

Moderation Report (Example)

2012年香港中學文憑考試
2012 HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION
校本評核分數調整報告
SBA MODERATION REPORT

學校名稱： School Name:	甲乙丙學校 ABC School
科目： Subject:	英國語文 English Language
調整組別： Moderation Group:	學校 School
調整組別代號： Moderation Group ID:	1234 5678

調整組別的統計數據

Statistics of the moderation group:

校本評核原始分數的平均分 Mean of Raw SBA Scores:	65.94
校本評核原始分數的標準差 Standard Deviation of Raw SBA Scores:	12.97
調整後校本評核的平均分 Mean of Moderated SBA Scores:	69.12
調整後校本評核分數的標準差 Standard Deviation of Moderated SBA Scores:	11.58
調整組別的人數 Number of Students in the Moderation Group:	200

評語

Comments:

校本評核原始分數的平均分**合乎預期範圍**

(其他評語：校本評核的平均分明顯高於 / 高於 / 略高於 / 略低於 / 低於 / 明顯低於)

The mean of raw SBA scores is **within the expected range**.

(much higher / higher / slightly higher / slightly lower / lower / much lower than expected)

校本評核原始分數的分布**合乎預期範圍**

(其他評語：校本評核分數的分布比預期闊 / 稍闊 / 稍窄 / 窄)

The spread of raw SBA scores is **within the expected range**.

(wider / slightly wider / slightly narrower / narrower than expected)



Moderation Report (Magnitude of D)

Comment	Magnitude of D
Within the expected range	$0 \leq D < 6$
Slightly lower / higher than expected	$6 \leq D < 12$
Lower / higher than expected	$12 \leq D < 18$
Much lower / higher than expected	$D \geq 18$

Table 1: Implication of the comment on the mean

(D = difference between the means of the moderated and raw SBA scores)



Moderation Report (Magnitude of R)

Comment	Magnitude of R
Within the expected range	$0.78 < R < 1.1$
Slightly wider than expected	$0.74 < R \leq 0.78$
Wider than expected	$R \leq 0.74$
Slightly narrower than expected	$1.1 \leq R < 1.2$
Narrower than expected	$R \geq 1.2$

Table 2: Implication of the comment on the spread

(R = ratio of the standard deviations of the moderated and raw SBA scores)



Handling SBA Plagiarism cases

http://www.hkeaa.edu.hk/en/sba/sba_hkdse/index.html

http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?25



Student Declaration Form for School-based Assessment (SBA)

Note: **One Form for all SBA subject in EACH year**



Hong Kong Diploma of Secondary Education Examination
Student Declaration Form for School-based Assessment (SBA)
Completed in the School Year 20__-__

Notes:

1. This form should be signed by senior secondary students at the beginning of each school year in which SBA is undertaken. Only one form needs to be completed by each student.
2. The completed form should be retained by the school until the end of the public examination cycle.

School Name: _____

Student's Name: _____

Class: _____ Class No: _____

Important Reminder to Students:

1. It is of utmost importance that academic honesty is maintained in SBA. Students are forbidden to indulge in any malpractice when completing their assessments.
2. Student can make reference to sources but must not plagiarise when completing their work. They should write in their own words and should not simply copy others' words or ideas and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged.
3. Students are advised not to quote excessively in their work, as this would mean that they themselves could only make a minimal contribution to that piece of work and consequently they would be likely to get low marks from their teacher.
4. Students can make reference to the booklet "HKDSE Information on School-based Assessment", (<http://www.hkeaa.edu.hk/en/sba/>). Some examples on how to quote and acknowledge sources properly are provided in the booklet.
5. Students will be subject to severe penalties for proven plagiarism. The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from the subject concerned or the whole of the Examination, or suffer a mark or grade penalty for breaching the Regulations.

I certify that I have read the above Reminder and declare that:

- All SBA tasks/assignments work to be completed for all subjects in this school year will be my own work.
- My SBA work will not include any materials which have been copied from other sources without acknowledgement.
- I am responsible for ensuring that the work produced is my own and will bear the consequences for committing plagiarism or other malpractice in SBA.

Student's signature: _____ Date: _____

Malpractice

Malpractice refers to any activities that allow a student to gain an undue advantage over others, examples of which include, but are not limited to:

- presenting work completed by others, in part or in whole, as one's own work;
- including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement.

These behaviours are generally referred to as plagiarism.



Plagiarism in SBA is to be handled as described below, depending on the severity of the offence:

Category	Method of handling
<p>Serious plagiarism cases (P cases):</p> <p>Serious cases in which nearly the whole or the whole SBA task /assignment is plagiarised, with very little or no contribution from the student.</p>	<p>To be forwarded to the HKEAA for follow up</p>
<p>Other plagiarism cases:</p> <p>Less serious cases, including</p> <ul style="list-style-type: none">• minor infringement identified in students' SBA work, or• part of the student's SBA work copied from source(s) without proper acknowledgement, but the student has made some contribution to the work.	<p>To be handled by schools</p>



How to Handle Malpractice

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers are expected to provide sufficient supervision to ensure that the work which is assessed is that of the student concerned (see *School-based Assessment Teachers' Handbook for Visual Arts, Paragraph 3.3 Authentication of Students' Work* for details). Teachers know their students well and hence should be able to detect plagiarism and other malpractices through a close monitoring of students' work.



Schools should establish procedures for handling suspected malpractice cases. These procedures may include investigating suspected cases and determining appropriate action for proven incidents of malpractice. During the investigation, students may be required to:

- provide **evidence** of the development of their work;
- discuss the content of the work with teachers and answer questions to demonstrate their knowledge and understanding of the work submitted;
- complete, under supervision, a supplementary assessment task related to the original task; and
- attend an interview or complete a test to demonstrate the work submitted is their own.



Plagiarism Report in School-based Assessment (SBA)



Appendix H

Hong Kong Diploma of Secondary Education Examination Plagiarism Report in School-based Assessment (SBA)

Notes:

1. Details of serious plagiarism cases (P cases) are to be recorded in this report, which should be submitted to the HKEAA for follow-up after the completion of the mark submission in S6, together with relevant documents.
2. When submitting the SBA marks to the HKEAA, schools should put "P" in the relevant mark box for the student concerned.

School Name: _____
 Student's Name: _____ Candidate No.: _____
 Class: _____ Class No.: _____
 Subject: _____

Case Summary

	Details / Remarks
Task/assignment involved	
Date of completion of the task/assignment	
Irregularities identified	<p>(Please tick as appropriate)</p> <input type="checkbox"/> Nearly the whole task/assignment is plagiarized <input type="checkbox"/> The whole task/assignment is plagiarized <input type="checkbox"/> Others (please specify): _____ _____
Documentation	<p>The following documents are submitted as evidence:</p> <ol style="list-style-type: none"> 1. The SBA task/assignment 2. The student's work, with the plagiarised part(s) highlighted 3. The source material(s) from which the unacknowledged work is copied 4. Others (please specify): _____ _____
Follow-up actions taken	<p>Student was interviewed on _____ (Date) and informed about the submission of this report to the HKEAA. Others (please specify): _____ _____</p>

For students with Special Educational Needs (SEN)

Visual Arts



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

Accommodation

- Provide necessary **assistance** to the student concerned and perform a **FAIR** assessment
- A majority of the school teachers demonstrated a high level of consistency and reliability in assessing their students' work.
- Provide **alternative theme** 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 Supporting Documents
 - 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 student 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.



Observations from 2017 DSE Moderation

Visual Arts



General Observation

- According to the moderated scores, 78.5% of schools fell into the 'within the expected range' category this year.
- The overall performance of students this year was steady and the quality of the artworks in portfolios was average.
- Most of the students' Research Workbook displayed substantial content. Their arts criticism and theme development demonstrated thorough research and exploration.
- The final artworks and ideas were integrated naturally and consistently.



The Quality of Portfolios (Research Workbook)

- Some portfolios' exploration of theme was superficial, vague and contained too much written explanation.
- Some Research Workbooks still collected a lot of copies or second hand information downloaded from the Internet. Some seemed copying other people's works from the Internet without making acknowledgement of the sources.
- Some students produced Research Workbooks in the form of reports. They used computer typeset to design booklets.



The Quality of Portfolios (Artworks)

- The concepts of the themes and the expression of some artworks were lacking of connection.
- The quality of such artworks showed that the students lacked training in basic drawing and painting skills and had insufficient visual expression and medium experiments.
- Some students put too much time in developing the ideas, leaving insufficient time to complete the final artworks and could only finish them in a hurry thus comprising the quality of the final artworks.



The Presentation of the 'Extracted' Sample

- In the samples of works submitted this year, some did not clearly show the four pieces of artworks and related information.
- The organization of some works was messy; the viewing directions of the pdf files were inconsistent and difficult to follow.
- Students should familiarize themselves with related basic operation in information technology such as digital photography, image scanning, image processing equipment and related software



- Teachers and students should refer to the relevant information in the **Visual Arts Curriculum and Assessment Guide (Secondary 4-6)**
http://www.edb.gov.hk/attachment/en/curriculum-development/kla/arts-edu/references/VA%20C&A%20Guide_updated_e.pdf
and
- **HKDSE Visual Arts School-based Assessment Teachers' Handbook**
http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?25&2) in the conduct of SBA.



The Presentation of Extracted Pages for Research Workbook

Presentation	
1 page to 1 page	

***Noted: Irregular samples need to be re-submitted. Such cases may risk delay in marking and subsequent moderation work processes.**



Irregularity Cases

- Disclosing school, teacher or candidates information
- Portfolios exceeding specified no of pages
- Corrupted files
- Miscalculation



Some recommendation

- Correct File Format (**40MB + PDF + View Orientation**)
- Clear Image
- Good Order
- With Teacher Remarks
- Appropriate Presentation of Artwork
 - Readable
 - Finishing Level
 - Presentation Skill
 - ***Do Not Over-decorate***



District Meeting & Trial Marking

Visual Arts



District Meeting & Trial Marking

- There are **6** samples for trial marking
- 5 to 10 minutes for each sample
- Use the portfolio assessor view to **review** the samples
- Refer to the requirements and assessment criteria specified in the HKDSE SBA Handbook for Visual Arts
- You should mark the sample in a **holistic way**. You should refer to the assessment criteria in the SBA handbook P.7-8 (Chi. version) and P.34-35 (Eng. version)
- Each sample has one Score Sheet. There are two assessment items, research work and artwork. The mark range of each portfolio was from 0 to **100**.



2017 HKDSE Visual Arts District Meeting
 SBA Moderation - Portfolio Marking Form

Name of Teacher: _____ DC Group No.: _____

Sample Number	(S5) Two Artworks/ Critical Studies	(S6) Two Artworks/ Critical Studies	(S6) Research Workbook	Comments
	(0-30)	(0-30)	(0-40)	
1.				
2.				
3.				
4.				
5.				
6.				

Remarks:

SBA Moderation - Portfolio Marking Form



Samples for Discussion

- Wrong Format
- Process Description
- Typed/ Illustration Report



2018 HKDSE Visual Arts – Professional Development Programmes

Date	Event	Venus
7, 8 Nov 2017	Briefing Session on 2017 HKDSE Visual Arts Examination	Hall, Duke of Windsor Social Service Building, Wan Chai
20 April 2018 TO 19 May 2018	Exhibition of Artworks and Scripts of HKDSE in Visual Arts 2017	Young Achievers' Gallery, EDB Kowloon Tong Education Services Centre, 19, Suffolk Road, Kowloon



Q & A



Thank You

