

Seminar on 2019 HKDSE Visual Arts SBA



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

Oct 2018

Programme

- S6 SBA Mark Submission
- SBA Moderation Mechanism
- Observations from 2018 DSE Moderation
- District Meeting & Trial Marking
- Q & A



**2019 HKDSE
School-based Assessment System (SBAS)
S6 Submission**

Visual Arts



Mark Submission Period

- **2 - 23 Jan, 2019**



Content of the Sample

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

2019 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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2019 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 on 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. Standardisation 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 Standardised Raw SBA scores
 - (vi) Determination of School Spread
 - (vii) Determination of Individual Moderated Student SBA Scores

Information on SBA Booklet

http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SBA_A4booklet_Mar2018.pdf

http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SBA_A4booklet_Mar2018.pdf



Moderation Report (Example)

香港考試及評核局
2017 年香港中學文憑考試
Hong Kong Examinations and Assessment Authority
Hong Kong Diploma of Secondary Education Examination 2017

校本評核分數調整報告 SBA Moderation Report

學校名稱： 甲乙丙學校
School Name: ABC School
科目： 英國語文
Subject: English Language
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*

學校所提交的考生人數：
No. of Candidates submitted by School: 100
調整組別的人數**：
No. of Candidates in the Moderation Group**: 100
校本評核原始分數的平均分：
Mean of raw SBA scores: 65.25
校本評核原始分數的標準差：
Standard deviation of raw SBA scores: 9.06
調整後校本評核的平均分：
Mean of moderated SBA scores: 62.25
調整後校本評核分數的標準差：
Standard deviation of moderated SBA scores: 9.06

評語： Comments:

校本評核原始分數的平均分合乎預期範圍。
The mean of the raw SBA scores is within the expected range.
校本評核原始分數的分布合乎預期範圍。
The spread of the raw SBA scores is within the expected range.

* 這些數值是根據考評局獲得的最終數據計算所得，與校本評核系統所顯示者或有輕微出入。
* The figures are based on the final data received by the HKEAA and may be slightly different from those shown in the SBA System.

** 調整組別不包括下列考生：缺席於公開考試、校本評核被評為 0 分、獲豁免或未能完成任何評核作業的考生。
** The following candidates have been excluded from the Moderation Group:
candidates who were absent from the public exam / awarded zero SBA marks / exempted from SBA / failed to complete any SBA work.



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**



Appendix G

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 2018 DSE Moderation

Visual Arts



General Observations

- According to the moderated scores, 73.9% % of schools fell into the 'within the expected range' category this year.
- This is similar to last year and demonstrated that most teachers have mastered the criteria for marking in SBA.
- The moderation of SBA was very smooth this year.



Quality of Portfolios

- 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.
- However, in some portfolios, the concepts of the themes lack in-depth development. In such cases, the themes were too vague and abstract and also detached from the life experience of students, thus failing to demonstrate a mastery of the relationship of content, media and style.
- Some portfolios' thematic development had too much text and written explanation and too little visual expression through the application of visual language in the art marking. As a result, the quality of the final artworks was only fair.



Quality of Portfolios

- Some students produced Research Workbooks in the form of reports or spared much effort in coming up with a diligent booklet. They should put their focus on presenting a record of the natural development of their ideas and the process of their creation instead.
- The uploaded digital files from schools improved significantly this year and the image quality of the record of creation and artworks was satisfactory.



Quality of Portfolios

- Some Research Workbooks contained a large collection of photocopies or second-hand information downloaded from the Internet or copied from other people's works without providing any justifications or proper acknowledgement of the sources. They might have committed plagiarism and thus violated the examination regulations. Once this kind of malpractice is confirmed, students may be subject to severe penalty. Students can refer to the information leaflet *HKDSE Examination-Information on School-based Assessment*
- (http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_pamphlet_E_web.pdf) for guidance on how to properly acknowledge sources of information quoted in their works.



- 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.



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
- Corrupted files



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 **8** samples for trial marking
- 5 to 10 minutes for each sample
- **Review** the samples from the point of view of portfolio assessors
- Refer to the requirements and assessment criteria specified in the HKDSE SBA Handbook for Visual Arts
- 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 is 0 to **100**.



2019 HKDSE Visual Arts District Meeting
 SBA Moderation - Portfolio Marking Form

Name of Teacher: _____ DC Group No.: _____

Sample Number	(S5) Two Artworks/ Critical Studies (0-30)	(S6) Two Artworks/ Critical Studies (0-30)	(S6) Research Workbook (0-40)	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Remarks:

SBA Moderation - Portfolio Marking Form



Samples for Discussion

- Pages
- Report



2018-2019 HKDSE Visual Arts – Professional Development Programmes

Date	Event	Venus
30, 31 Oct 2018	Briefing Session on 2018 HKDSE Visual Arts Examination	Hall, Duke of Windsor Social Service Building, Wan Chai
12 Feb 2019 TO 4 April 2019	Exhibition of Student Visual Arts Work	Young Achievers' Gallery, EDB Kowloon Tong Education Services Centre, 19, Suffolk Road, Kowloon



Q & A



Thank You

