



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

HKDSE Health Management and Social Care SBA Workshop

28 September 2024

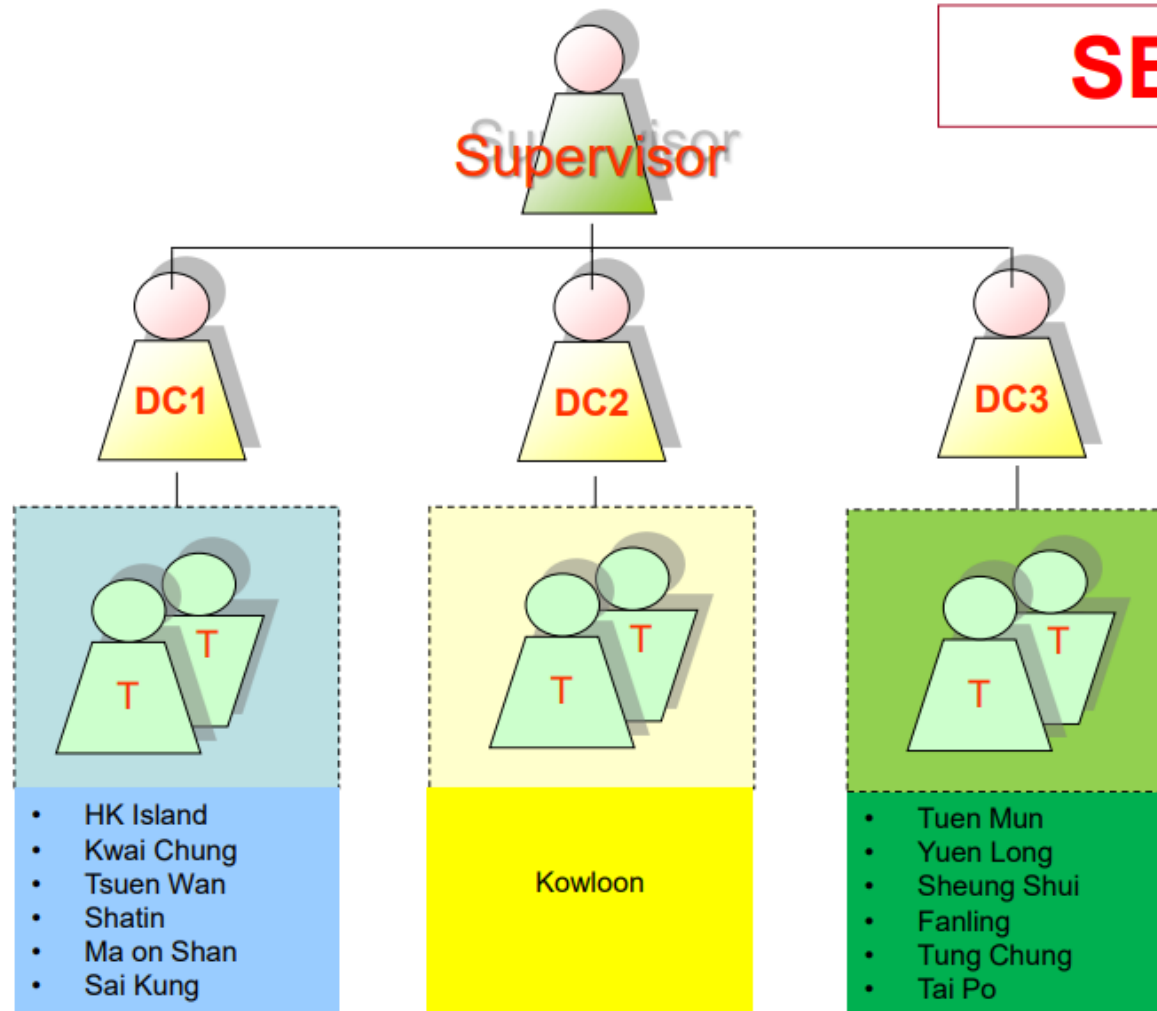
Mr CHIN Tim-sang, Roy

Rundown

Time	Content
09:30 – 09:45	Registration
09:45 – 09:50	Welcoming message
09:50 – 10:25	<ul style="list-style-type: none">● To introduce the assessment information of HKDSE HMSC SBA● Marking demonstration
10:25 – 10:45	Q&A
10:45 – 11:00	Break
11:00 – 12:30	<ul style="list-style-type: none">● Group Meeting<ul style="list-style-type: none">■ To share the learning and teaching strategies in HKDSE HMSC SBA■ Marking practice



SBA



Roles and responsibilities of District Coordinators

- oversee the implementation of SBA in an assigned group of schools
- pass on information about SBA to teachers and discuss difficulties and receive comments/feedback from teachers
- report to the Supervisor any difficulties or irregularities in the implementation of SBA in the schools in his / her group
- provide guidance and support to teachers in the implementation of SBA in schools and ensure adherence to the guidelines
- help teachers in the schools in his / her group to establish as far as possible a uniform standard in assessment



SBA requirements

- To conduct a field study either **within** or **outside** school in a health or social care organization
- To **plan**, **apply** and **evaluate** learning through **authentic experience** in the context of an organization



Assessment objectives

- To demonstrate knowledge and understanding of the concepts, principles and terminology appropriate to the subject content (AO1)
- To apply knowledge, understanding and skills to address health and social issues / problems (AO2)
- To plan and carry out investigations and tasks in which analyse HMSC-related issues and problems (AO3)
- To collect, extract and record evidence and information from appropriate sources (AO4)
- To analyse information and draw reasoned conclusions from data (AO5)
- To present and justify opinions on HMSC-related issues and problems (AO6)
- To communicate and evaluate information, and present findings and conclusions in appropriate forms (AO7)
- To demonstrate the reflective thinking and evaluate the issues of health and social care from different perspectives (AO8)



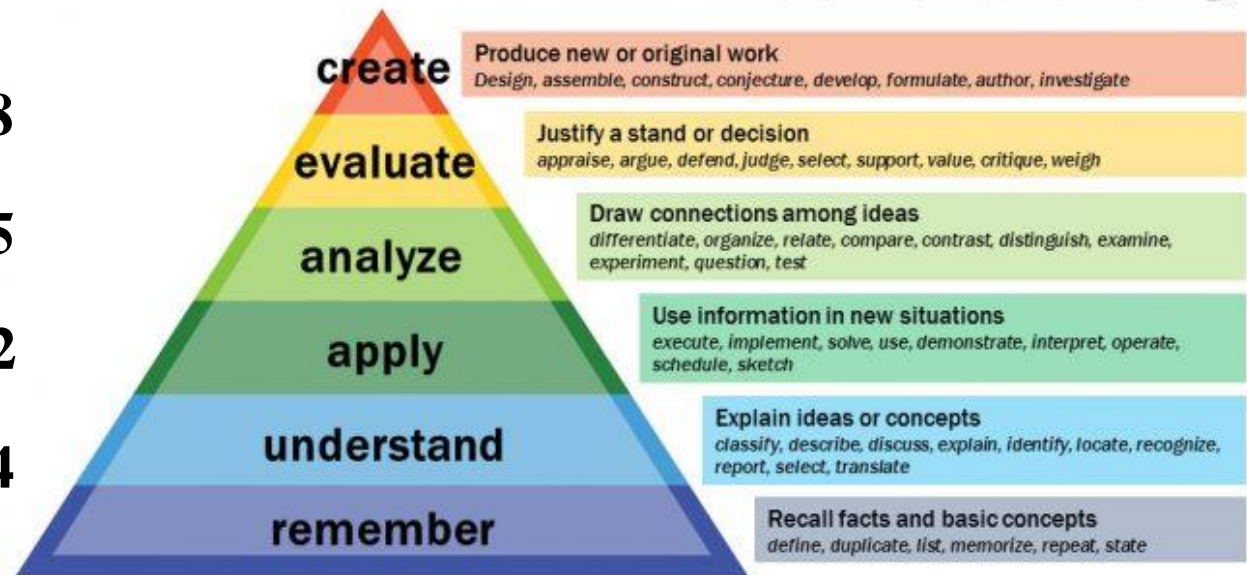
Bloom's Taxonomy

AO6 / AO7 / AO8

AO3 / AO5

AO2

AO1 / AO4



Vanderbilt University Center for Teaching

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [14/02/2023] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.



2024 HKDSE HMSC SBA

- No. of candidates participated in SBA: 1185
- No. of schools with candidates participated in SBA: 73

0	as expected	25	34.2%
1	slightly higher than expected	15	20.5%
2	higher than expected	14	19.2%
3	much higher than expected	19	26.0%
	Total	73	100.0%

Performance in reflective journal (2024 HMSC SBA)

(a) Subject knowledge

- Strengths:
 - able to identify relevant subject concepts and knowledge generally from their field learning experience
- Suggestions for improvement:
 - elaborate further on the meaning of the concepts
 - illustrate how these concepts could be applied to the field learning contexts from various perspectives across different levels
 - pay attention to the linkages among different concepts and their relevance to the topic for reflection
 - adopt an appropriate subject-specific theoretical framework



Performance in reflective journal (2024 HMSC SBA)

(b) Accuracy and application of the collected data

- Strengths:
 - able to demonstrate various data collection methods generally, such as observation and interviewing
- Suggestions for improvement:
 - should not directly reproduce the facts collected from their field work
 - provide a specific view in each paragraph and justify their views with the data collected
 - should properly acknowledge sources of information quoted in their work



Performance in reflective journal (2024 HMSC SBA)

(c) Relevance of the reflection and suggestions for improvement

- Strengths:
 - able to provide **general suggestions** for improvements based on their topic for reflection and their field learning experience
- Suggestions for improvement:
 - should **not** just give **general suggestions** in their reflective journal which are not very much **relevant** to the **service unit** or **the field learning context**
 - **justify** their suggestions with the **collected data**



Performance in reflective journal (2024 HMSC SBA)

(d) Structure of reflection

- Strengths:
 - in general able to **complete** the reflective journal, which consists of the introduction, main body, conclusion and references
- Suggestions for improvement:
 - should not **raise new arguments** in the **conclusion**
 - pay attention to the **functions** of the **introduction** and the **conclusion**
 - ensure **a balanced allocation** of content in different paragraphs

SBA requirements (2025)

SBA Task	Field Learning
Weighting in subject	<ul style="list-style-type: none">• 20%
Task content	<ul style="list-style-type: none">• Propose a learning plan• Conduct a field study• Write a reflective journal
Mode	<ul style="list-style-type: none">• Individual
When to conduct SBA task	<ul style="list-style-type: none">• S5/S6
Respective weighting	<ul style="list-style-type: none">• Field Learning Plan & Field Notes (4%)• Reflective Journal (16%)
Evidence of work to be kept	<ul style="list-style-type: none">• Field Learning Plan• Field Notes• Reflective Journal

Students are required to submit **the field learning plan, field notes and the reflective journal** as evidence of students' work in 2025.



Mark range (2025)

SBA Task	Assessment Criteria	%	Mark Range
Field Learning Assignment			
Reflective Journal (800 – 1500 words)	<ul style="list-style-type: none"> • Subject Knowledge (AO1) • Accuracy and application of the Collected Data (AO4, AO5 & AO6) • Relevance of the reflection and suggestions for improvement (AO2 & AO8) • Structure of the reflection (AO1, AO6 & AO7) 	16	0-48
	<ul style="list-style-type: none"> • Field learning plan (AO3) • Field notes (AO3 & AO4) 	3	0-9
		1	0-3
	Total:	20	60



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



Use of Artificial Intelligence (AI) tools in SBA

Students should know:

- 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.**



Citation

- There is **no single standard way** of citing sources and students are not required to adopt the following styles

Example
1

..., which urged 'teachers, students, parents and the society in general should shake off their traditional concept of assessment and embrace the new assessment culture' (Education Commission 2000, p.70).

Example
2

...Prediction of the future cannot be accurate. Alvin Toffler, a futurologist, says, In dealing with the future, ...it is more important to be imaginative and insightful than to be 100 per cent 'right'. Theories do not have to be 'right' to be enormously useful. Even error has its uses. (Toffler 1971, p.14)

Example
3

...中國內地存在着一股廢除中醫的浪潮。「當前，中醫存廢的話題已不僅僅是一個醫學問題，而且也是一個社會問題，從深層次來說更是一個哲學問題、文化問題。」(劉理想 2007，第 1 頁)

Example
4

Keister (2004) points out that the cemetery is a great place to study symbols, some of which are no longer in active use in modern-day society. ...

HKEAA. (2023). Hong Kong Diploma of Secondary Education Examination. Information on School-based Assessment.

Retrieved [12/09/2024] from https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_booklet_eng.pdf.



Citation

- At the end of the piece of work, students should provide a **reference list** of all the sources of information that they have referred to. Examples are as follows.

(a) Books

Education Commission. (2000). *Education blueprint for the 21st century: learning for life, learning through life – reform proposals for the education system in Hong Kong*. Hong Kong: Education Commission.

Keister, D. (2004). *Stories in Stone: A Field Guide to Cemetery Symbolism and Iconography*. New York: MJF Books.

Toffler, A. (1971). *Future Shock*. London: Pan Books.

劉理想 (2007)：《中醫存廢之爭》·北京：中國中醫藥出版社·

(b) Journal or magazine articles

Underwood, A. (3 August 2009). Stem-Cell breakthrough. *Newsweek*, 44 – 46.

消費者委員會 (2008 年 1 月 15 日)：二十一世紀的網絡消費·《選擇》·第 19 頁·

HKEAA. (2023). Hong Kong Diploma of Secondary Education Examination. Information on School-based Assessment.

Retrieved [12/09/2024] from https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_booklet_eng.pdf.



Citation

(c) Newspapers

Nip, A. & Sun, C. (14 July 2009). Epidemic forces youth clubs to alter summer plans. *South China Morning Post*, p. A3.

港滬優勢互補 合作發展雙贏(社評) (2009 年 7 月 3 日) : 《星島日報》· 第 A02 頁。

(d) Websites

Gardner, D. *Plagiarism and how to avoid it*. The University of Hong Kong. Available: <http://ec.hku.hk/plagiarism> [last accessed 28 August 2009]

香港考試及評核局 : 《2023 年香港中學文憑考試規則》· 最後一次瀏覽日期 : 2023 年 6 月 9 日 ·
www.hkeaa.edu.hk/tc/hkdse/admin/exam_regulations/

Note: A website may be updated or may even be deleted after one browses it. Therefore, it is desirable to state when it was last accessed, for record purposes.

HKEAA. (2023). Hong Kong Diploma of Secondary Education Examination. Information on School-based Assessment.
Retrieved [12/09/2024] from https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_booklet_eng.pdf.



Requirements for repeaters and transfer students

- **Compulsory** for school repeaters
- To be **re-assessed** in S6 and meet **the full SBA requirements**
- Their SBA results obtained (if any) in the previous examinations will **not be counted**
- If a repeater studies in a school that does not offer HMSC, the school has to **submit an application for exemption** to HKEAA and a special permission may be granted for that student to be exempted from the SBA for this subject

Requirements for private candidates

- They are **not required** to complete the SBA component
- The subject mark will be entirely based on their public examination results

Record Keeping

- Schools are required to keep a proper record of the following **until the end of the examination cycle**, which normally means the completion of the appeal process after the release of public assessment results

Language requirements

- Students are expected to complete assessment tasks/ activities in the same language as the medium of instruction according to the school medium of instruction policy

Late submission and absence from the SBA assessment

- Students submitting their work **late** may be subject to a **penalty** in accordance with their **school's regulations**
- Students **failing to complete** the assessment for **legitimate reasons** should give those reasons and provide relevant supporting documents to the HKEAA via their schools for **special consideration**
- Students **failing to submit** work for assessment **without legitimate reasons** will get **zero marks** in the assessment(s) concerned

Schedule requirements and submission schedule for 2025 HKDSE

Subject	SBA Requirement	Data Entry	Student Work	Submission Period
Health Management and Social Care	A Field Learning Task (including Field Learning Plan, Field Notes, and Reflective Journal)	1 mark on Field Learning Plan 1 mark on Field Notes 1 mark on Reflective Journal	The Completed Assessment Rubrics Form (with the sub score of each category) Field Learning Plan, Field Notes, and Reflective Journal from each of the six students, chosen by HKEAA, are to be submitted	6 – 24 Jan 2025

No need to submit the COVER PAGE of the field learning task



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

HKDSE SBA System User Manual



HKDSE SBA System User Manual

**Hong Kong Diploma of Secondary Education Examination
School-based Assessment System
(for 2020 Examination and Beyond)**

**User Manual
(November 2019)**

*(For Principals, School Administrators, Subject Panels and
Teachers)*

Chinese Version



https://www.hkdse.hkeaa.edu.hk/webcenter/content/conn/HKEAA_UCM/path/Enterprise%20Libraries/Contribution%20Folders/web/Public/doc/SBA/SBAS-Manual-C-191107.pdf

English Version



https://www.hkdse.hkeaa.edu.hk/webcenter/content/conn/HKEAA_UCM/path/Enterprise%20Libraries/Contribution%20Folders/web/Public/doc/SBA/SBAS-Manual-E-191107.pdf



HMSC SBA Teachers' Handbook 2025

香港中學文憑考試

Hong Kong Diploma of Secondary Education Examination

2025

健康管理與社會關懷

Health Management and Social Care

校本評核教師手冊

School-based Assessment Teachers' Handbook

2023 年 8 月更新

With updates in August 2023

Chinese Version



https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-HMSC-C_Aug2023.pdf

English Version



https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2025-HMSC-E_Aug2023.pdf



SBA moderation methods

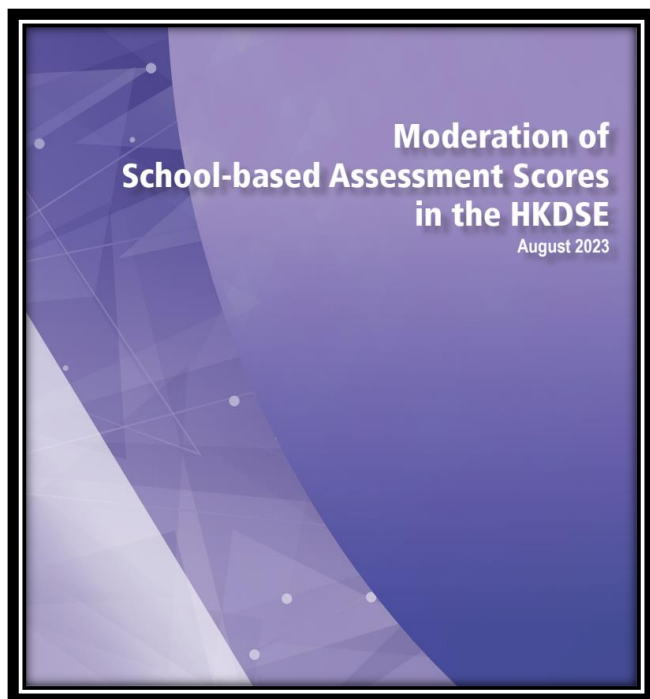
	Statistical Moderation	Expert Judgment Moderation
Approach	Statistical moderation supplemented with sample review of students' work	Expert judgment moderation supplemented with statistical techniques
Characteristics of SBA Component	This method is adopted for subjects in which the SBA and the public examination share a substantial portion of common assessment objectives	This method is adopted for subjects with a small candidature or which involve assessment objectives that are very different from those of the public examination
Key Features	Determination of Group Performance Level with reference to the performance of the group in public examinations (statistical method), supplemented with review of samples of students' work	Determination of Group Performance Level with reference to review of samples of students' work (expert judgment), assisted with statistical techniques

Table 1: SBA moderation methods for HKDSE Category A subjects

HKEAA. (2023). Moderation of School-based Assessment Scores in the HKDSE.
 Retrieved [12/09/2024] from
https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/moderation_of_SBA_score_en.pdf.



Moderation of SBA scores



Chinese Version



https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/moderation_of_SBA_score_chi.pdf

English Version



https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/moderation_of_SBA_score_en.pdf



Expert judgment moderation

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



Review samples of students' work

- Sampling (Stratified Random Sampling)
- The supervisor, DCs and assessors review the samples with reference to the stipulated assessment criteria

Determination of the group performance level

- Average scores obtained in the sample review exercise are used to determine the group performance level of each school
- Statistical techniques will be employed to improve the reliability of the results, including adjustments to the sample statistics with reference to individual schools' raw SBA scores as well as the overall SBA performance of all schools (if deemed necessary)

Determination of individual students' moderated scores

- Moderated score of each student is calculated in accordance with the group performance level and the students' relative performance within the group

Follow-up on cases with extreme adjustments

- For each school, the moderated scores will be compared to the school's raw SBA scores
- If the **difference** between the two is **significant**, the SBA supervisor and the HKEAA subject manager will **follow up** on these extreme cases and may modify the adjustments recommended by the expert judgment method to ensure the moderated scores properly reflect students' performance

Expert judgment moderation

- Similar to statistical moderation because they share the same underlying principles
- The mean and spread of the moderated SBA scores of each group may increase or decrease
- Ranking of students within a school remains unchanged

Steps in field study

S1. Identify a place for the field study (NGOs / Healthcare facilities / Schools)

S2. Define a topic for reflection

(Sub task: Second hand data research)

S3. Propose a study plan

(Sub tasks: write the study objectives / formulate the research methodology etc.)

S4. Prepare for the field study

(Sub tasks: establish the observation indicators / the interview questions)

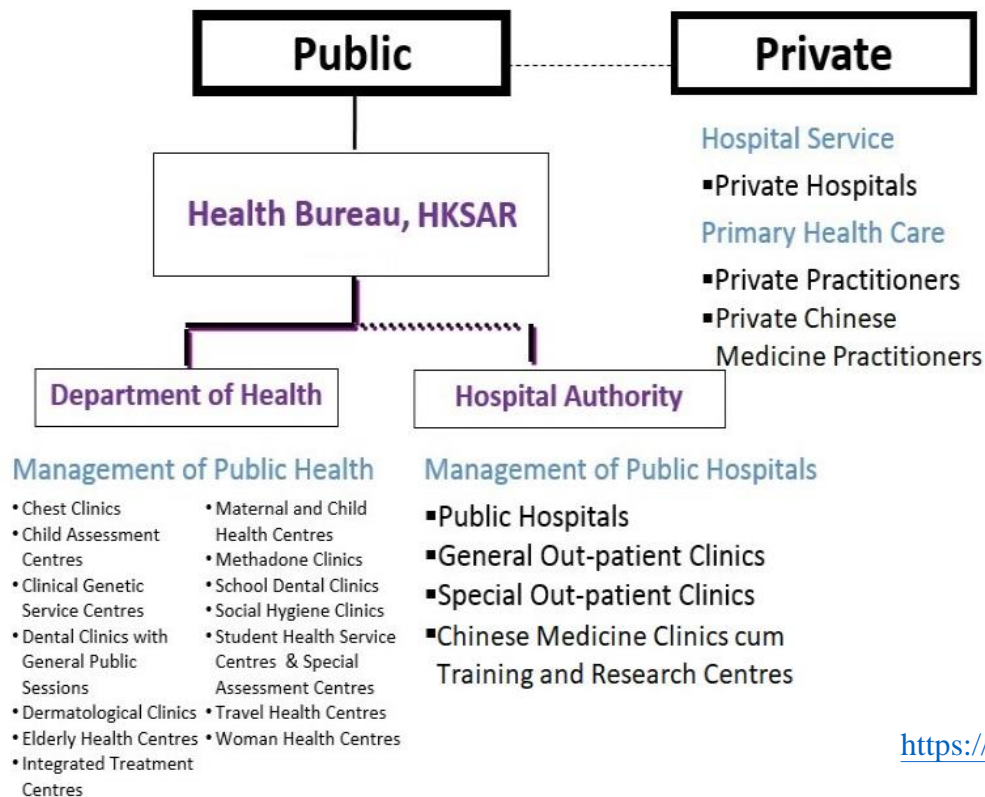
S5. Have the field study

(Sub tasks: Jot the field notes)

S6. Complete the Reflective Journal*



S1. Healthcare services in Hong Kong



HK Gov. Public and Private Healthcare Services.

Retrieved [12/09/2024] from

<https://www.gov.hk/en/residents/health/hosp/overview.htm>.



S1. Social care services in Hong Kong

- Social Security
- Family and Child Welfare
- Services for the Elderly
- Medical Social Services
- Rehabilitation Services
- Services for Offenders
- Youth Welfare Services
- Community Development and Support Services

SWD. Gov. Public Services.
Retrieved [12/09/2024] from <https://www.swd.gov.hk/en/pubsvc/>



S2. Topic frameworks

思路進程：評估／探討現況＞了解／反思箇中需要／措施成效＞制定建議目的＞提供具體建議

反思部分

建議部分

與健康管理有關(不限於以下例子)

1. **建議**實行[一個與疾病預防／健康促進有關的活動]以達到[一個改善公共衛生／個人健康的目的]
2. 評估[某持份者]提供的一項[健康服務]，並提出**改善建議**以達到[一個改善公共衛生／個人健康的目的]
3. 探討[某持份者]的[與健康有關的生活困難／需要]，並就[某方面]提出**改善建議**以解決[該生活困難／需要]

S2. Topic frameworks

思路進程：評估／探討現況＞了解／反思箇中需要／措施成效＞制定建議目的＞提供具體建議

反思部分

建議部分

與社會關懷有關 (不限於以下例子)

1. **建議**實行[一個與社會關懷有關的活動]以改善[某社會狀況／社會問題]
2. 評估[某持份者]提供的一項[社會／支援服務]，並提出**改善建議**以改善[某社會狀況／社會問題]
3. 探討[某持份者]的[生活困難／社會需要]，並就[某方面]提出**改善建議**以解決[該生活困難／社會需要]



All students have the
SAME field study and
have the **SAME** topic
Is it **ALLOWED**?



S2. Guidelines for topic setting

可到達性 (Accessibility)	學生能否到達相關場所以獲取一手資料？
時限性 (Time-bounded)	在部分情況，學生需要在不同時段進行觀察／訪談，才可有效評估其實際成效。
可行性 (Feasibility)	題目的深度和廣度是否合適，令同學有足夠資源，包括時間和能力去處理資料？
可量度性 (Measurability)	有沒有具體／可量度的指標以客觀地測量對象的情況？
相關性 (Relevancy)	題目內容是否與課程內容相關？
重要性 (Significance)	題目是否具備社會重要性？例如：相關議題影響範圍廣／影響人數多。
明確性 (Specificity)	題目是否具體和聚焦？還是不著邊際？

S3. Field learning plan

班別： 學號：

香港中學文憑考試
健康管理與社會關懷科
校本評核課業：實地學習計劃

實地學習計劃詳情

反思主題

主題的重要性

服務機構名稱

實地學習的服務對象

相關的科本概念及理論

資料搜集方法簡介

預期成果

參考資料

呈交日期



S3. Rubrics of field learning plan

Marks	Assessment Criteria – Field Learning Plan
	Feasibility of the field learning plan
L3 7-9	The plan is creative and meaningful. The student demonstrates comprehensive knowledge of subject concepts and theories as well as sources of references. The data collection methods can completely match the topic for reflection. The relationship between the topic for reflection and the expected outcomes is clear. The details of the plan are accurate.
L2 4-6	The structure of the plan is complete. The student demonstrates adequate knowledge of subject concepts and theories as well as sources of references. The data collection methods and the expected outcomes can match the topic for reflection. The details of the plan are accurate with minor inaccuracies that do not undermine the overall feasibility of the plan.
L1 1-3	The structure of the plan is incomplete with some components missing. The student demonstrates limited knowledge of subject concepts and theories as well as sources of references. The data collection methods are irrelevant to the topic for reflection. Significant errors are evident in the details of the plan.

S3. Methodology

- No restriction on methodology
- Commonly adopted research methods include:
 - (1) Interview
 - (2) Field observation

S5. Rubrics of field notes

Marks	Assessment Criteria – Field notes
	Experience in writing field notes
L3 3	Sufficient and appropriate primary data have been collected and recorded in the field work. The data collected are completely relevant to the topic for reflection and the field learning experience.
L2 2	The structure of the field notes is complete. Mainly secondary data have been collected and recorded in the field work. The data collected match the topic for reflection and the field learning experience.
L1 1	The structure of the field notes is incomplete with some components missing. The data collected are irrelevant to the topic for reflection / field learning experience.

S6. Assessment rubrics – reflective journal

分數	評核準則 - 反思日誌			
	本科知識 (25%)	資料的運用和準確性 (25%)	反思的相關性及改善建議 (25%)	反思結構 (25%)
L4 (優異) 10-12	<ul style="list-style-type: none"> 學生展示豐富的本科知識，並能透徹地應用本科理論和概念。學生能從不同的角度及層面分析議題，深明本科的複雜性。 	<ul style="list-style-type: none"> 學生能從廣泛的來源搜集充足和合適的一手及二手資料，亦能善用資料支持其論點。資料運用準確，資料具備極高的真確性。 	<ul style="list-style-type: none"> 反思能完全配合反思主題及實地學習經驗，提出有效及可行的改善建議。 	<ul style="list-style-type: none"> 結構完整，內容分配詳略得宜，前後連貫，組織有序。表達清晰，容易理解。課業格式整齊吸引，鮮有語法錯誤及錯別字。
L3 (良好) 7-9	<ul style="list-style-type: none"> 學生展示良好的本科知識，並能有效地應用本科理論和概念。學生能從不同的角度或層面分析議題，清楚地闡述大部分課業內容。 	<ul style="list-style-type: none"> 學生能同時搜集一手及二手資料，惟未能善用部分資料支持其論點。資料運用頗準確，偶有錯誤，但無損整體結果。 	<ul style="list-style-type: none"> 反思能配合反思主題及實地學習經驗，提出可行的改善建議。 	<ul style="list-style-type: none"> 結構完整，惟內容分配仍有待改善。表達尚算清晰，容易理解。語法錯誤及錯別字不多。
L2 (尚可) 4-6	<ul style="list-style-type: none"> 學生展示一般的本科知識，未能有效地應用本科理論和概念。學生只能從單一角度及層面分析議題，且未能清楚地闡述大部分課業內容。 	<ul style="list-style-type: none"> 學生只能搜集一手或二手資料，亦未能善用大部分資料支持其論點。資料運用欠準確，常見錯誤。資料的來源亦存疑。 	<ul style="list-style-type: none"> 反思的焦點欠清晰，只能回應部份的反思主題，提出一般的改善建議。 	<ul style="list-style-type: none"> 結構欠完整，欠缺部分內容，內容分配不均。表達含糊不清，難以理解。常見語法錯誤及錯別字。
L1 (有待改進) 1-3	<ul style="list-style-type: none"> 學生展示有限的本科知識，未能應用本科理論和概念。學生僅能對議題提出粗淺的見解。 	<ul style="list-style-type: none"> 反思內容與實地學習經驗沒有明顯關係。論點欠缺理據，資料運用有嚴重錯誤。 	<ul style="list-style-type: none"> 反思與反思主題及實地學習經驗無關，未能提出任何改善建議。 	<ul style="list-style-type: none"> 結構不完整，反思課業未完成，內容分配不當。脈絡不清，意念欠組織，令人無法理解。語法錯誤及錯別字頻生，致使詞不達意。

S6. Assessment rubrics

- **本科知識 (25%)**

學生展示**豐富的本科知識**，並能透徹地應用本科**理論**和**概念**。學生能**從不同的角度**及層面分析議題，深明本科的複雜性。

S6. Assessment rubrics

- 資料的運用和準確性 (25%)

學生能從**廣泛的來源**搜集**充足**和**合適**的**一手**及**二手**資料，亦能**善用資料**支持其論點。資料運用**準確**，資料具備**極高的真確性**。

S6. Assessment rubrics

- 反思的相關性及改善建議 (25%)

反思能完全**配合反思主題**及**實地學習經驗**，提出**有效**及**可行**的改善建議。

S6. Assessment rubrics

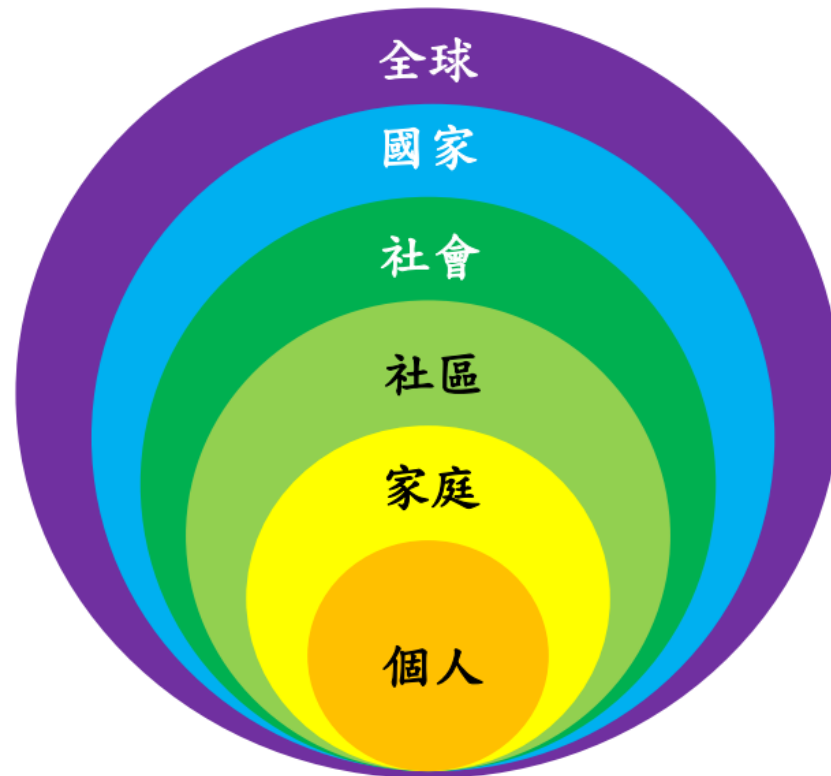
- 反思結構 (25%)

結構完整，內容分配**詳略得宜**，前後**連貫**，**組織有序**。**表達清晰**，**容易理解**。課業格式整齊吸引，**鮮有語法錯誤及錯別字**。

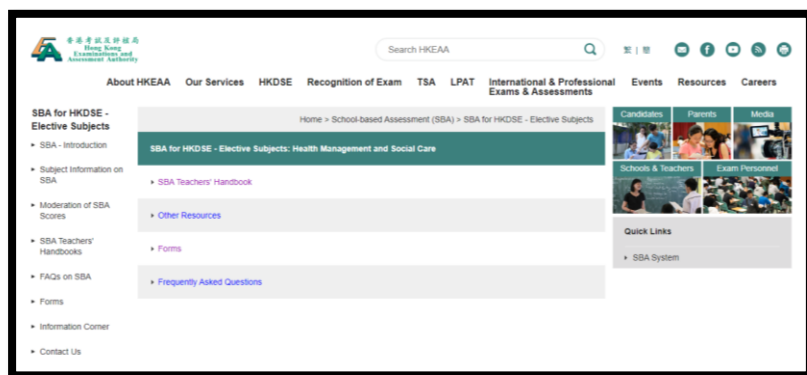
S6. Different perspectives



S6. Different levels



HMSC Online resources (HKEAA official website)



Chinese Version



https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/moderation_of_SBA_score_chi.pdf

English Version



https://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/moderation_of_SBA_score_en.pdf

THANK YOU!

