Hong Kong Examinations and Assessment Authority

Hong Kong Diploma of Secondary Examination

Technology and Living (Fashion, Clothing and Textiles)

School –based Assessment

October, 2018

◇◇◇ Content ◇◇◇

Appendix: Result Records

1. Framework of Prescribed Task

ABC Secondary School
Hong Kong Diploma of Secondary Examination
Technology and Living (Fashion, Clothing and Textiles)
SBA–Framework of Prescribed Task

Title of Prescribed Task：

_____

_____

1. Experimental Work （10 marks）

Assessment Area	Framework of Prescribed Task
Conducting of experiment	1. Objective of the experiment
	2. Introduction to the experiment and the theories covered
	3. Apparatus and materials used in the experiment
	4. Procedures of the experiment
	5. Points to note concerning the experiment
Recording of observations	6. Collection of experiment data
	7. Display of experiment results

2. Report Writing （10 marks）

Assessment Area	Framework of Prescribed Task
Interpretation of data	8. Interpretation of findings for the experiment
	9. Discussion on the experiment results
Reporting writing	10. Conclusion of the experiment
	11. Reference

(This document does not need to be submitted to HKEAA. It is at the discretion of each participating school on whether it is used in classroom teaching.)

2. Guidelines on Prescribed Task

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions （40 minutes per session）	Assessment rubrics (Typical performance of candidates who do well)
Experimental Work （10 marks）	**Conducting of experiment** 1. Objective of the experiment; 2. Introduction to the experiment and the theories covered; 3. Apparatus and materials used in the experiment; 4. Procedures of the experiment; 5. Points to note concerning the experiment.	Max. 3	● 4 sessions. ● The teacher should lead students to explore experiments applicable to the school setting. The experiment should be completed by the student on his/her own in all cases, and the teacher should only provide basic guidance.	● Perform experimental work safely and demonstrate a full range of skills. ● Use apparatus and instruments proficiently.
Report writing （10 marks）	**Recording of observations** 6. Collection of experiment data; 7. Display of experiment results.	Max. 5	● 2 sessions. ● The experiment should be completed by the student on his/her own in all cases, and the teacher should only provide basic guidance and supervise the process of the experiment.	● Complete data collection and present the results systematically and accurately.
	Interpretation of data 8. Interpretation of findings for the experiment; 9. Discussion on the experiment results.	Max. 3	● 2 sessions. ● The experiment should be completed by the student on his/her own in all cases, and the teacher should only provide basic guidance.	● Interpret findings and discuss the results thoroughly with application of relevant scientific theories.
	Report writing 10. Conclusion of the experiment; 11. Reference.	Max. 2	● 2 sessions. ● The experiment should be completed by the student on his/her own in all cases, and the teacher should only provide basic guidance.	● Draw valid and meaningful conclusion(s) based on the findings.
Prescribed Task total: 20 marks. （SBA total: 60 marks）	**Max. 14 Pages for Prescribed Task (including 1 cover page)**		**10 sessions for Prescribed Task** **（Each session is assumed as 40 minutes.）**	

- The student can keep his/her own prescribed work.
- The teacher is strongly advised to scan every prescribed work into soft copies in A4 size right after marking for the ease of mark entries and uploading selected marking samples into the SBAS of the HKEAA in future. (Advice: to colour-scan a written copy into a **pdf file**, or insert photographs into a **WORD file**.)
- Scanned copies of prescribed work are to be stored in the school for HKEAA's inspection when there is a need.

3. Framework of Design Folio

ABC Secondary School
Hong Kong Diploma of Secondary Examination
Technology and Living (Fashion, Clothing and Textiles)
SBA–Framework of Design Folio

Title of design folio:

_____

_____

1. Proposal （20 marks）

Assessment Area and mark weighting	Framework of Design Folio
Development of design brief and design specification （10 marks）	1. Design task
	2. Design brief
	3. Research
	4. Design specification
Development of design ideas （10 marks）	5. Idea generation for design ideas
	6. Developing own ideas

2. Realisation and Revaluation （20 marks）

Assessment Area and mark weighting	Framework of Design Folio
Realisation and evaluation（15 marks）	7. Realisation of design ideas and record
	8. Overall revaluation
Communication and presentation （5 marks）	

(This document does not need to be submitted to HKEAA. It is at the discretion of each participating school on whether it is used in classroom teaching.)

4. Guidelines on Design Folio

Assessment criteria (marking weightings)	Suggested framework for writing	No. of pages	Teaching suggestions （40 minutes per session）	Assessment rubrics (Typical performance of candidates who do well)
（A） Proposal—— Development of design brief and design specification （10 marks）	**1. Design task** The design task **must involve designing and making a product**. ● Design task title (can be an issue or a situation). ● **To set design objectives**;	max. 1	● 2 sessions. ● The teacher should assign the same broad design task to the whole class; but the student can also decide a task on his/her own. ● The teacher should provide task samples, themes, questions to contribute to critical thinking and problem solving.	● Develop the design brief with details showing relation to the aim of the scope of study design task.
	2. Design brief Once the design task is decided, the student needs to write a clear and concise design brief with **6 Ws** : ● **W**hom to be made for? (eg. age, gender, etc.) ● **W**hat to use it for? ● **W**here to use it? ● Ho**w** to produce it? ● **W**hen to use it? ● **W**hy to have this design?	max. 1	● 2 sessions. ● Each student develops a design brief on his/her own according to the requirements of design folio. ● The teacher should provide basic guidance.	
	3. Research To select first-hand and second-hand design information extensively (quantity) and appropriately (quality), for example: ● Experiment (materials, method of production, etc.); ● Inspirations from fabrics, ready-made garments; ● Internet search; ● Books, newspaper, magazines, literature exploration, etc. ● Market survey (shop survey, customer questionnaire, etc.); ● Product analysis; ● Product test report; ● Visits to garment manufacturers, clothing shops of	**max. 7**	● 2 sessions. ● The teacher should provide basic guidance on the level of difficulty of the task / the knowledge in need.	● **Provide substantial evidence of background reading in formulating the**

	different classes, garment stalls, etc.); ● Others. **(No less than 4 methods of information gathering.)**			**design brief.**
(A) Proposal—— Development of design brief and design specification (10 marks)	**4. Design specification** A design specification should include the following details that enable you to form design ideas and induce related details about design objectives, for example: ● Type of product; ● Function and use of product; ● Requirements from customers; ● The look (eg. shape, measurement, colour, style, etc.); ● Materials and their properties; ● Safety concerns (impact on health, customers' rights, potential risk in use, etc.); ● Environment factors (degree of continuous sustainability.); ● Cost / price (apparel products) of product; ● Product display / packaging; ● Others. **(No less than 5 design specification items.)** **References (all shown on the last page of the design folio.)**	max. 2	● 2 sessions. ● The items listed under design specification are meant to provide some thoughts only. The student should use their own imagination and creativity as far as they make sense. ● Design specification must go well with the design task.	● **Provide a thorough and systematic specification for design specification, in which the various proposed ways of collecting and selecting relevant information are appropriate.**
(A) Proposal——	**5. Idea generation for design ideas**） ● Mind map / Mood board to show preliminary design ideas; ● Styling board to explore design elements such as colour, shape, pattern, quality, fabric, ornament，and to	max. 4	● 2 sessions. ● The student can generate a design idea, or a design series) and give modification and embellishment.	● **Develop a range of creative and feasible design ideas, demonstrating a deep understanding of relevant subject-specific theories.**

Development of design ideas （10 marks）	display having deep understanding on the subject. (Words, fabric, trimming sample, picture, photograph, collage, and any task-related objects and information.) ● Others.			
	6. Developing own ideas ● To develop a design series (at least 2 styles): coloured illustrations with front and back views; descriptions of design details; observational analysis; ● To decide the final design, and review on its design ideas; ● To design a work sequence.	max. 6	● 3-5 sessions. ● The student can select the final design out of 2 designs. ● The teacher should give step-by-step explanations in an appropriate way. ● The teacher should record marks with Interim Evaluation on Design Folio (Proposal).	● Make decisions that are supported with sound justifications. ● Suggest a feasible, logical and sensible work sequence for each of the shortlisted design ideas.
（B） Realisation and evaluation （15 marks）	**7. Realisation of design ideas and record** ● **To show production flowchart / production timeline / work schedule**; ● To demonstrate preparation skills (eg. use of methods and equipment / difficulty / complexity / multi-skills); ● Product review (eg. accuracy / usability / safety, etc.); ● Product display; ● Others. **(10 marks)**	**max. 4 (max. 3 + 1 photo page of the product realised)**	● 6-8 sessions. ● The student should make each design idea specific, and develop the best production plan tailor-made to the design specification. ● The student should keep photos of the production process and the product. ● The student should show the result by garments, items, design sketches, or experiment reports,etc. ● The teacher should advocate good time management.	● Use methods and equipment proficiently in the realisation of the aim of the scope of design task, producing high quality product(s). ● Demonstrate a range of sophisticated preparation skills in the production process, with high regard for safe working practices.
	8. Overall evaluation ● **Self-evaluate whether the design objectives set are achieved (a must)**. **<u>Plus any three of the following</u>**: ● Production plan evaluation and suggestions for improvement;	max. 2	● 2 sessions. ● The student can evaluate important points, directions, questions, plans, methods, the study done, results, etc. ● The teacher should record marks of Items 7 and 8 with Final Evaluation for design Folio	● Present a solution with sound justifications. ● Demonstrate comprehensive knowledge and proficient skills in analysing and solving / evaluating problems / situations.

	● Process evaluation and suggestions for improvement; ● Final product evaluation and suggestions for improvement; ● Difficulties and solutions; ● Benefits and experience gained; ● Others. **(5 marks)**		(Realisation and Evaluation).	
Communication and Presentation （5 marks）			● The teacher should do a final evaluation on Communication and Presentation for **Items 1-8** of the whole project on Final Evaluation for design Folio (Realisation and Evaluation).	● Present the contents in a logical and well-organised manner. ● Make accurate use of scientific and technological terms throughout the project / design folio.
Design Folio total: 40 marks. （SBA total: 60 marks）	**Max. 30 pages for Design Folio** ● **1 cover page.** ● **Max. 28 main body. （Page number must be added）** ● **1 reference page.**		**21-25 sessons for Design Folio （Each session is assumed as 40 minutes.）**	

- The student can keep his/her own design folio.

- The teacher is strongly advised to scan every design folio into soft copies in A4 size right after marking for the ease of mark entries and uploading selected marking samples into the SBAS of the HKEAA in future. (Advice: to colour-scan a written copy into a **pdf file**, or insert photographs into a **WORD file**.)

- The teacher must ensure that students' personal particulars (e.g. school name, student name, class, class number, etc.) will not be made known to any HKEAA-related person. In this connection, the teacher is asked to remind his/her students of keeping a cover with personal particulars for the convenience of handling scores by the teacher and the school. By the time the teacher submits marks of student work to HKEAA via the SBAS, **all the work of each student** must be handled in the following ways:
  (1) To replace the cover with the first page of exemplars. On the "Remark" column of the first page, the school code and students' class and class number must be added. **In no circumstance should the student name be shown**.

  (2) To upload **ONE ZIP FILE for all the work of each student** in the order of the first page, Prescribed Task (PT1 & PT2), Proposal (P1 & P2) and Realisation and Evaluation (RE1, RE2 & RE3).

- Scanned copies of design folios are to be stored in the school for HKEAA's inspection when there is a need.

5. Examination Rubrics

Implementation Schedule of SBA in Technology and Living

Based on the New Academic Structure Medium-term Review and Beyond, the School-based Assessment of Technology and Living will be fully implemented starting from 2019 HKDSE. All schools must implement SBA and submit marks to the HKEAA. The SBA marks will contribute to 30% of the final subject marks.

SBA Requirements

Table 1: Number of assessments required and the percentage weightings of the assessments.

Task	No. of Assessment	Weighting
Prescribed task	1	10%
Project / Design Folio • Proposal • Realisation and evaluation	1	20%

Table 2: Mark allocation for each assessment area.

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 Rubrics for Prescribed Task – Experiment

Assessment criteria	Typical performance	Marks
Conducting of experiment and recording of observations	• Perform experimental work safely and demonstrate a full range of skills • Use apparatus and instruments proficiently • Complete data collection and present the results systematically and accurately	9-10
	• Perform experimental work safely and demonstrate some skills • Use apparatus and instruments properly • Complete data collection and present the results appropriately	6-8
	• Perform experimental work safely but demonstrate limited skills • Demonstrate some difficulty in using apparatus and instruments properly • Collect some relevant data but present the results in an inappropriate form	3-5
	• Perform experimental work unsafely and demonstrate little / no skills • Demonstrate great difficulty in using apparatus and instruments properly • Collect a limited amount data and present the results in an inappropriate form	1-2
Interpretation of data and report writing	• Interpret findings and discuss the results thoroughly with application of relevant scientific theories • Draw valid and meaningful conclusion(s) based on the findings	9-10
	• Interpret findings and discuss the results with application of relevant scientific theories • Draw valid conclusion(s) based on the findings	6-8
	• Interpret findings and discuss the results with application of scientific theories, but some are irrelevant • Draw vague conclusion(s) based on the findings	3-5
	• Interpret findings and discuss the results with some use of scientific theories, but many are irrelevant • Draw invalid conclusion(s)	1-2

Assessment Rubrics for Project / Design Folio – Proposal

Assessment criteria	Typical performance	Marks
Development of the project outline / design brief and specification for study items / design specification	• Develop the project outline / design brief with details showing relation to the aim of the scope of study / design task • Provide substantial evidence of background reading in formulating the project outline / design brief • 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	9-10
	• Develop the project outline / design brief, which bears some relation to the aim of the scope of study / design task • Provide some evidence of background reading in formulating the project outline / design brief • Provide a systematic specification for study items / design specification, in which most of the proposed ways of collecting and selecting relevant information are appropriate	6-8
	• Develop the project outline / design brief, which bears little relation to the aim of the scope of study / design task • Provide little evidence of background reading in formulating the project outline / design brief • Provide a crude and general specification for study items / design specification, in which some proposed ways of collecting and selecting information are appropriate	3-5
	• Develop the project outline / design brief, which is not relevant to the aim of the scope of study / design task • Provide no evidence of background reading in formulating the project outline / design brief • Provide a specification for study items / design specification, in which few proposed ways of collecting and selecting information are appropriate	1-2
Development of study items / design ideas	• Develop a range of creative and feasible study items / design ideas, demonstrating a deep understanding of relevant subject-specific theories • Make decisions that are supported with sound justifications • Suggest a feasible, logical and sensible work sequence for each of the shortlisted study items / design ideas	9-10
	• Develop some creative and feasible study items / design ideas, demonstrating a general understanding of relevant subject-specific theories • Make decisions that are supported with some reasoned judgements • Suggest a feasible and sensible work sequence for each of the shortlisted study items / design ideas	6-8
	• Develop very few study items / design ideas, demonstrating little or limited understanding of relevant subject-specific theories • Make decisions that have few supporting reasons • Suggest a feasible work sequence for each of the shortlisted study items / design ideas, but modification is needed	3-5
	• Develop infeasible study items / design ideas, demonstrating very little / incorrect understanding of relevant subject-specific theories • Make decisions that have no supporting reasons • Suggest a work sequence that is not sensible / feasible	1-2

Assessment rubrics for Project / Design Folio – Realisation and evaluation

Assessment criteria	Typical performance	Marks
Realisation of the study item / design idea	• Present a solution with sound justifications • Demonstrate comprehensive knowledge and proficient skills in analysing and solving / evaluating problems / situations • Use methods and equipment proficiently in the realisation of the aim of the scope of study / design task, producing high quality product(s) • Demonstrate a range of sophisticated preparation skills in the production process, with high regard for safe working practices	12-15
	• Present a solution with appropriate justifications • Demonstrate substantial knowledge and competent skills in analysing and solving / evaluating problems / situations • Use methods and equipment properly in realisation of the aim of the scope of study / design task, producing quality product(s) • Demonstrate some sophisticated preparation skills in the production process, with some regard for safe working practices	8-11
	• Present a solution with limited justifications • Demonstrate some knowledge in analysing and solving / evaluating problems / situations • Use some methods and equipment properly, producing product(s) which demonstrate partial realisation of the aim of the scope of study / design task • Demonstrate few simple preparation skill(s) in the production process, with limited regard for safe working practices	4-7
	• Present a solution with no justifications • Demonstrate limited knowledge in analysing and solving / evaluating problems / situations • 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 • Demonstrate poor preparation skills in the production process, with very little / no regard for safe working practices	1-3
Communication and presentation	• Present the contents in a logical and well-organised manner • Make accurate use of scientific and technological terms throughout the project / design folio	4-5
	• Present the contents in a fairly organised manner • Make accurate use of scientific and technological terms in most parts of project / design folio	3
	• Present the contents in a barely organised manner • Make accurate use of scientific and technological terms in some parts of the project / design folio	2
	• Present the contents in a poorly organised manner • Limited or incorrect use of scientific and technological terms in the project / design folio	1

Note:

1. Students should be assessed in accordance with the above criteria. The SBA marks awarded by schools should reflect the rank order of its students as well as the relative difference between students' achievements.
2. Zero marks will be given if the work submitted by a student fails to meet the minimum requirement of the assessment standard.

SBA Mark Template for 2019 HKDSE Examination (Technology and Living)

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)	Prescribed task (0 - 20)	Project / Design Folio - Proposal (0 - 20)	Project / Design Folio - Realisation and evaluation (0 - 20)

Appendix 2

2019 年科技與生活（服裝成衣與紡織）

評核樣本首頁

填寫須知：

1. 每個評核樣本均須填寫一份。
2. 每個評核樣本一般包括三個分數（PT, P, RE）。這三個分數下面各有兩三個細目，即 PT1, PT2, P1, P2, RE1, RE2, RE3。詳見下表。

上載到 SBAS 的須知：

3. 置於每一個上載樣本的首頁，然後把評核樣本連同三個分數（PT,P, RE）上載。

第一個分數：PT（指定課業分數，20 分)	**第二個分數：P（計劃書分數，20 分)**	**第三個分數：RE（實踐與評鑑分數，20 分)**
PT1 實驗及觀測結果的記錄（10 分）	**P1** 設計概要、研習項目、設計規格的制定 （10 分）	**RE1** 設計意念的實踐及記錄（10 分）
PT2 數據分析及報告的撰寫（10 分）	**P2** 設計意念的制定（10 分）	**RE2** 實踐與評鑑（5 分）
		RE3 書面溝通與表達技巧（5 分）

備註（如有學生的考生編號，請教師寫在下面。若無，教師可以寫下其學校編號、班級、班號）：

Appendix 3

ABC Secondary School
Hong Kong Diploma of Secondary Examination
Technology and Living (Fashion, Clothing and Textiles)
SBA–Evaluation on Prescribed Task （20 marks）

Name:_____ Date:_____

Class:_____ （No.:_____） Teacher:_____

Experimental Work

Title of PT:_____ Report Writing: _____ / **20**

Part 1: Checklist for content

Assessment area and mark weighting		Framework of content （Please circle the code of the content missing.）	Content （√／x）	Page （√／x）
Experimental work （10 marks）	Conducting of experiment	1. Objectives of the experiment; 2. Introduction to the experiment and the theories covered; 3. Apparatus and materials used in the experiment; 4. Procedures of the experiment; 5. Points to note concerning the experiment.		**maximum: 3 pages**
	Recording of observations	6. Collection of experiment data; 7. Display of experiment results.		**maximum: 5 pages**
Report writing （10 marks）	Interpretation of data	8. Interpretation of findings for the experiment; 9. Discussion on the experiment results.		**maximum: 3 pages**
	Reporting writing	10. Conclusion of the experiment; 11. Reference。		**maximum: 2 pages**

Part 2: Marking （20 marks） – Please circle appropriate scores in the table below.

Conducting of experiment & recording of observations （10 marks）	1	2	3	4	5	6	7	8	9	10
Interpretation of data & reporting writing （10 marks）	1	2	3	4	5	6	7	8	9	10

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Appendix 4

ABC Secondary School
Hong Kong Diploma of Secondary Examination
Technology and Living (Fashion, Clothing and Textiles)
SBA–Interim Evaluation on Design Folio （20 marks）

Name:_____ Date:_____

Class:_____ （No.:_____） Teacher:_____

Title of Design Folio:_____ **Proposal (1-6):**_____ **/ 20**

Part 1: Checklist for content

Content framework	Checklist for content （For "others"，you may put more than one √ 。）						Content （√ / x）	Item & page （√ / x）
1. Design task	title	objectives						**2 items & max. 1 page**
2. Design brief	for whom?	what ?	where?	how ?	when ?	why ?		**6 items & max. 1 page**
3. Research	experiment	Fabrics/ garments/ inspiration	internet search	books, magazines,etc	market survey	product analysis		**No less than 4 items & max. 8 pages**
	visits	test report	others					
4. Design specification	type of product	function and use of product	customers' requirements	the look	materials and properties	Safety concerns		**No less than 5 items & max. 2 pages**
	environment factors	cost / price	product display/ packaging	others	**Appendix: references (compulsory)**			
5. Idea generation	mind map	mood board	styling board	others				**3 items & max. 4 pages**
6. Developing own ideas	**design series (at least 2 styles)**	coloured illustrations (front &back)	descriptions of design details	observational analysis	final design, and review on design ideas.	notional work sequence		**5 items & max. 6 pages**

Part 2: Marking （20 marks） – Please circle appropriate scores in the table below.

Proposal（1-4）（10 marks）	1	2	3	4	5	6	7	8	9	10
Proposal（5-6）（10 marks）	1	2	3	4	5	6	7	8	9	10

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Appendix 5

ABC Secondary School
Hong Kong Diploma of Secondary Examination
Technology and Living (Fashion, Clothing and Textiles)
SBA–Final Evaluation on Design Folio （20 marks）

Name:_____ Date:_____

Class:_____ （No.:_____） Teacher:_____

Realisation and Evaluation (incl. Presentation):_____/ 20

Title of Design Folio:_____

Part 1: Checklist for content

Content framework	Checklist for content （For "others"，you may put more than one √ 。）						Content （√ ／ x）	Item & page （√ ／ x）
7.	production flowchart/ timeline/work schedule	preparation skills	product review	product display	others			
Realisation of design ideas and record								**4 items & max. 4 pages (incl 1 photo page)**
8.	**Self-Evaluation of design objective(s) （A must）**	production plan evaluation & suggestions	process evaluation & suggestions	final product evaluation & suggestions	difficulties & solutions	benefits & experience gained **Others**		
Overall evaluation								**1 + 3 items & max. 2 pages**

Part 2: Marking （20 marks） – Please circle appropriate scores in the table below.

Realisation & evaluation	1	2	3	4	5	6	7	8	9	10	**(Realisation of design ideas & record)**
(15 marks)	1	2	3	4	5	**(Overall evaluation)**					
Communication & presentation (5 marks)	1	2	3	4	5						

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