



# 香港中學文憑考試

**Hong Kong Diploma of Secondary Education Examination**

**2022**

**視覺藝術**

**Visual Arts**

**校本評核教師手冊**

**School-based Assessment Teachers' Handbook**

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## Preface

This Handbook serves as a guide to subject teachers for administering School-based Assessment (SBA) for Visual Arts at their schools for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Teachers are expected to comply with the requirements and procedures stipulated in this Handbook when conducting the related assessment activities.

### Notes on Changes to the Handbook

Due to the impact of the Novel Coronavirus (COVID-19) infection, the SBA requirements for students entering for the 2022 HKDSE have been streamlined to facilitate schools to complete the SBA in time. This streamlining is one-off and applicable to the cohort taking the 2022 HKDSE only. The following paragraphs have been revised and the changes are highlighted in this Handbook for teachers' easy reference.

|               |  |
|---------------|--|
| Paragraph 2.1 | SBA Requirement for Visual Arts                      |
| Paragraph 2.3 | Guidelines on Building a Portfolio                   |
| Paragraph 2.4 | Assessment Criteria                                  |
| Appendices E  | SBA Portfolio – Assessment Sheet                     |
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## Chapter 1 Introduction

### 1.1 Assessment Framework

The public assessment of this subject is based on the Visual Arts Curriculum and Assessment Guide (Secondary 4 – 6) jointly prepared by the Curriculum Development Council and the HKEAA. It will consist of a public examination component and an SBA component as outlined in the following table:

| Component                     |  | Weighting | Duration |
|-------------------------------|--|-----------|----------|
| Public Examination            | Choose either Paper 1 or Paper 2<br>Paper 1- Visual presentation of a theme<br>Paper 2- Design<br>Each paper is divided into two parts:<br>Part A 10%<br>Part B 40%  | 50%       | 4 hours  |
| School-based Assessment (SBA) | Submit <b>ONE</b> portfolio consisting of:<br>(a) <b>A</b> Research workbook (20%)<br>(b) <b>FOUR</b> pieces of Artwork/Critical studies for the aimed theme(s) (30%)<br>(at least one piece of work should be an Artwork) | 50%       | S5 & S6  |

Details of the SBA assessment requirements are as follows:

| Assessment task   | Subject weighting | Completed in |
|---|-------------------|--------------|
| Two pieces of Artwork / Critical Studies<br>A research workbook | 30%<br>20%        | S6           |

### 1.2 Aims and Objectives

#### Rationale

In the context of public assessment, SBA refers to assessments administered in schools and marked by the students' own teachers. The primary rationale for the SBA in Visual Arts is to enhance the validity of the assessment by including all the Broad Learning Outcomes.

The SBA of Visual Arts should assess students' abilities to:

- generate ideas through observation, experience, imagination, technology and other skills;
- develop themes on personal feelings or ideas, or social-related issues or ideas for problem solving through identifying, selecting and organising primary and secondary sources;
- analyse, interpret and make critical judgment of artwork/art phenomena showing an understanding of form, purpose, meaning and context in writing;
- transform and integrate experience, knowledge and perspectives constructed from art appreciation and criticism, and learning of other areas into art making practices;
- explore, select and manipulate appropriate visual language, media, materials, tools, skills, techniques and imagery for creative expression and communication of a theme, or solving of a particular problem; and
- continuously reflect on, respond to and evaluate their own and others' practice and work, and consequently modify their own work.

Within Visual Arts, SBA can serve to motivate students by requiring them to engage in meaningful activities; and for teachers, it can reinforce curriculum aims and good teaching practice, and provide structure and significance to an activity they are in any case involved in on a daily basis, namely assessing their own students.

Portfolios which enable the assessment of students' sustained work and provide a more comprehensive picture of their performance throughout the period of study are used for the SBA. They provide evidence of progress in learning over time, including students' involvement in the processes of selection, reflection, justification and improvement, and attaining important achievements.

## Chapter 2 Assessment Requirements

### 2.1 SBA Requirements

For each candidate attempting the HKDSE Visual Arts examination for the first time in 2021 HKDSE, the number of assessments and the weightings in subject required for the SBA are summarised in the table below:

| Assessment task   | Subject weighting | Completed in |
|---|-------------------|--------------|
| Two pieces of Artwork / Critical Studies<br>A research workbook | 30%<br>20%        | S6           |

Students' performances in portfolio will be assessed internally by subject teachers. A student must submit **ONE portfolio**. The portfolio consists of two components, a Research Workbook and **TWO** pieces of Artworks/Critical Studies (at least one piece of work should be an Artwork), and will be assessed based on the assessment criteria and rubrics specified.

The portfolio should be developed during S5 and S6 and must be completed and submitted to the school teacher for internal assessment towards the end of S6 respectively. Schools will submit these marks to the HKEAA at the end of S6 in accordance with the mark submission schedule for all subjects.

#### Research Workbook

The Research Workbook must display the development of ideas, research and exploration of **TWO** pieces of work and the presentation on art appreciation and criticism in context in relation to art making / critical studies (please refer to p.6 of the Guidelines on Research Workbook).

It should be noted that for moderation purposes, not more than 24 pages will be extracted from the Research Workbook, together with **2** pages of images separately showing the **2** pieces of artwork in digital image duplicated for submission to HKEAA.

#### Artworks / Critical Studies

In the portfolio, the **2** pieces of work should be in a theme. They can be two pieces of Artworks/Critical Studies (at least one piece of work should be an Artwork). In setting up the themes for their portfolios, students are encouraged to select a broad theme and they are provided with the flexibility to develop relevant sub-themes in the portfolios. The theme should be open-ended to allow a variety of responses, interpretations and solutions to artwork, as well as engaging students' imagination and creativity.

#### Requirements for Transfer Students

Transfer students are S6 students sitting the examination for the first time, but who have transferred

from one school to another after S5. Transfer students will need to submit SBA marks for S6 only. Their SBA results obtained in S5 in the former school will not be counted. They are required to submit **ONE portfolio** consists of a Research Workbook and **TWO** pieces of Artworks/Critical Studies (at least one piece of work should be an Artwork) for S6 only.

Transfer students should provide information to their new school about the school in which they attended the S5 Visual Arts course and the assessments completed there for their teachers' reference. For portfolio work which involves extended hours of preparation or continuity from previous works, students may make use of the data collected or work partially done in S5 to complete their work in S6.

Students who have transferred to an S5 class in another school are not considered to be transfer students. They must meet the full SBA requirements as normal S5 students.

### **Requirements for Repeaters**

School repeaters are candidates who have sat the HKDSE Examination in previous year(s) and are currently enrolled as S6 students in a school to retake the examination as school candidates.

Generally speaking, SBA is compulsory for school repeaters. If a repeater studies in a school that offers Visual Arts, the student has to be re-assessed in S6 and meet the stipulated SBA requirements. Their SBA results obtained in previous examinations will not be counted. If a repeater studies in a school that does not offer Visual Arts, special permission may be granted for the student to be exempted from the SBA. The school has to submit an application for exemption to the HKEAA when the repeater applies to enter for the examination and certify that the subject concerned is not offered by the school. Repeaters who have been granted exemption from the SBA will still be required to submit **ONE portfolio** consisting of a Research Workbook and **TWO** pieces of Artworks/Critical Studies (at least one piece of work should be an Artwork) in order to meet the same SBA requirements mentioned above to the HKEAA for assessment. This will account for 50% of the subject mark.

### **Requirements for Private Candidates**

Private candidates will need to **submit ONE portfolio** consisting of a Research Workbook and **TWO** pieces of Artworks/Critical Studies (at least one piece of work should be an Artwork) in order to meet the same SBA requirements mentioned above to the HKEAA. This will account for 50% of the subject mark. Their submitted portfolio will be assessed by Assessors appointed by HKEAA and they may be interviewed to explain their portfolios. Private candidates who have SBA marks obtained from previous examinations will not be allowed to carry forward these marks to subsequent examinations.

## **2.2 Guidance in Assessment Process**

- The SBA should be conducted mostly in school.
- The assessment should be based on students' individual work and on their performances in the production of the portfolio.



- The SBA should be integrated into the teaching and learning process and not designed as an add-on element.
- Subject teachers may incorporate the planned assessment activities into schools' internal assessment programmes and schedules.
- Subject teachers should be aware of the demands of the SBA on students and maintained them at a reasonable level, and not overload students bearing in mind the cumulative effect on students.
- Schools and students can choose which of their works of art of each student in a portfolio are to be assessed for SBA. Schools should be expected to set up their own assessment plans in order to fulfill the requirements of SBA and final submission of marks for SBA.

### 2.3 Guidelines on Building a Portfolio

- Students should be encouraged to pursue their own themes (e.g. drawn from their personal concerns, concerns of the professional and artistic community, social issues, etc.) and acquire experience of artwork or objects in their research process.
- Visual and textual materials relevant to the theme(s) should be accompanied by an explanation or critical comment.
- Artwork may combine several techniques and any media, and teachers should discuss the choice of media and technique with students and help them to discover their individual strengths.
- Art appreciation and research process should reflect students' actual progress of work and therefore should be constructed during the portfolio-building process. The authentic research process should be submitted and enable the teacher or examiner to identify the students' personal progress throughout the course.
- Sources of information must be acknowledged.

**Research Workbook** (Presentations on art appreciation and criticism in context in relation to art making/critical studies, and research process):

- evidence (e.g. sketches, photographs, notes) of how ideas are generated and recorded through observation, experience, imagination, technology and other skills;
- exploration and development of a theme/topic for art appreciation and criticism, and art making;
- presentations on art appreciation and criticism in context in relation to art making/critical studies, with evidence of research into the socio-cultural and historical contexts of **more than one culture**; and criticism of artwork/art phenomena /visual cultures from different perspectives and aesthetic values;
- illustration / description of how artist(s)' works have influenced students' own art making/critical studies;
- exploration and experimentation of media, materials, skills and techniques for the presentation

of the selected theme; and

- reflection on, evaluation and refining of their own work;
- and

**Artwork/Critical studies** (TWO pieces of work in ONE portfolio) for the presentation of the selected theme(s):

- The Two pieces of work can be artwork, or one of them can be critical studies; and
- any media, materials, skills and techniques can be used for the production of artwork.

**Visual Arts genres include the following:**

- Drawing
- Painting/Print-making/Relief
- Photography/Mixed Media
- Sculpture/Ceramics/3D Design/Installation Art (Note: All 3D works of art must be presented in photographs and must be mounted for future inspection by the HKEAA)
- 2D Design (including Computer Aided Design)
- Chinese Calligraphy/Western Calligraphy
- Fashion Design/Interior Design/Publishing Design/Packaging Design
- Critical Studies (e.g. Art and Design Critiques, Comparison of Art Works/Artists, Design Works/Designers, Art & Design Styles of Different Periods in Art History)
- Cartoon/Comics/Illustration
- Animation/Multi Media (e.g. Web-page design, video, etc. Note: All Animation/Multi Media Design works must be submitted with a 2-D storyboard for future inspection by the HKEAA.)

(Note: Students should not limit themselves to the reproduction of artwork, which may restrict the development of their own creative imagination and problem-solving skills.)

## **2.4 Assessment Criteria**

The assessment criteria and rubrics for the Research Workbook and Artwork/Critical Studies are given in the two tables on p.8 to p.11. Students should be assessed in accordance with these assessment criteria and rubrics.

The SBA marks awarded by schools should reflect the rank order of their students as well as the relative difference between students' achievements. Zero marks will be given if the work submitted by a student fails to meet the minimum requirement of the assessment standard.

Sample Assessment Sheets are provided in Appendices E and F.

**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  | Marks / Rubrics   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | 5   | 4  | 3  | 2  | 1  | 0  |
| <b>Exploration and development of theme or ideas</b>                                     | 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               | Continuously inputs materials to produce personal ideas                          | Occasionally inputs materials to produce satisfactory ideas                    | Randomly inputs materials for idea development                                 | Rarely input materials for idea development                                      |  |
| <b>Interpretation of artworks and its articulation with artmaking / critical studies</b> | 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) without support                                     | 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  |  |

| Assessment Criteria   | Marks / Rubrics   |  |   |  |  |  |
|---|---|--|---|--|--|--|
|   | 5   | 4  | 3   | 2  | 1  | 0  |
| <b>Experimentation of media and skills, and exploration of ways of expression</b> | Demonstrates abundant and thorough experiments of media and skills              | Demonstrates abundant experiments of media and skills          | Demonstrates some experiments of media and skills             | Demonstrates limited 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 |  |
| <b>Reflection and progression in learning</b>                                     | 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 (a total of 2 pieces of work of one theme, one of which can be written work of critical studies, or all are artwork)**

| Assessment Criteria                  | Marks / Rubrics  |  |  |  |  |  |
|--------------------------------------|--|--|--|--|--|--|
|                                      | 5  | 4  | 3  | 2  | 1  | 0  |
| <b>Media, skills and techniques</b>  | 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                                   |
| <b>Visual presentation /analysis</b> | 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 |
| <b>Relationship with context</b>     | 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   |

| Assessment Criteria  | Marks / Rubrics  |  |   |  |  |   |
|--|--|--|---|--|--|---|
|  | 5  | 4  | 3   | 2  | 1  | 0   |
| <b>Creativity and imagination / critical thinking skills</b> | 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             |
| <b>Overall presentation and communication of theme</b>       | 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 |
| <b>Progression of all 2 pieces of work</b>                   | Shows substantial progression  | Shows adequate progression   | Shows some progression  | Show limited progression   | Shows little progression                                       | Shows no progression                      |

## **Chapter 3 Guidance in the Conduct of SBA**

### **3.1 Provision of Information to Students**

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

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

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

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

### **3.2 Guidance from Teachers**

Teachers are expected to provide appropriate guidance to assist students in preparing for the completion of their work. It is understandable that teachers' guidance is most valuable to students in the learning and teaching process. However, it must be emphasised that undue assistance should not be provided to students while undertaking assessments that will count towards their public assessment results. As a general rule of thumb, the guiding principle should be that the ability of an individual student is fairly assessed and that the work submitted for assessment is the student's original work. The teacher should take into consideration any additional assistance given to a student who experiences genuine difficulty in completing the tasks such that the marks awarded represent the student's own achievement. Works once submitted for final assessment cannot be revised and submitted for retrospective assessment.

For SBA, it is understandable that teachers should be allowed to interact with students in order to

- motivate students to learn;
- guide students in building their confidence to carry out the work on portfolios;
- guide students so that they learn to construct knowledge on their own.

It is appropriate for students to ask questions and for teachers to offer general advice at the initial stage. However, teachers should not give specific guidance or detailed advice in such a way as to put into question the student's authorship of the work.

Below are some examples of acceptable help from teachers:

- guiding students to develop effective time management for completing their work and advising students on the importance of keeping a complete record of their work;
- teaching students how to acknowledge information in their work when quoting from other sources;
- providing advice to students on the choice of appropriate topics for the assessment;
- asking questions or providing general advice to students after being presented with initial drafts of their work.

Below are some examples of non-allowable help from teachers:

- rewriting the content of the Research Workbook for the student;
- rewriting the idea development after producing artworks.

### **3.3 Authentication of Students' Work**

In order to strengthen the message to students about academic honesty and proper conduct in SBA, schools should ask their students to complete and sign a declaration form (*see Appendix G*) at the beginning of each school year in which SBA is undertaken to declare that all SBA tasks/assignments completed are their own and to agree to adhere to a code of honour in completing the SBA for all subjects. The declaration form is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).

Students should be asked to keep a proper and complete record of their work.

When submitting the SBA marks online, teachers are required to confirm that, to the best of their knowledge, the work presented for assessment is the student's own work. School principals are required to confirm that the SBA is conducted in accordance with the requirements of the HKEAA. Once the assessment is completed and marks submitted to the HKEAA, no further changes should be made to the students' work and assessment records.

### **3.4 Within-school Standardisation**

The moderation of SBA marks submitted by schools to the HKEAA is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree on the criteria for awarding marks so that the same standard of assessment is applied to all students.



Below are some recommended practices for schools' consideration such as

- to conduct meetings among teachers to align the marking criteria;
- to conduct trial marking of samples of students' work;
- to adjust marks of some teachers, if necessary, to ensure consistency of assessment standards for the whole school; and
  
- to use reference materials (such as those provided by the HKEAA) and archive materials (such as online samples of students' work from previous years) to help standardise marking within the school.

### **3.5 Handling Queries against Assessment Decisions**

In general, schools already have procedures to handle any queries from their students regarding internal assessment results and can continue with their existing practice for handling SBA results. Some schools may consider setting up a panel to handle those queries that cannot be resolved by the subject teacher (to whom students should first address any queries). The panel may consist of the principal or his/her designate, and the panel head. The panel will adopt appropriate procedures to investigate the case, such as

- listening to the points raised by the student;
- listening to the views and justifications provided by the subject teacher;
- assigning the panel head or another teacher to serve as a third-party to re-assess the student's work;
- asking the student to complete a task of a similar nature for verification.

Based on the investigation of the panel, the school will make a judgment as to whether the student's query is valid or not. The student will be informed of the result within a reasonable period of time in accordance with the school's procedures.

Schools are expected to resolve students' queries before submitting SBA marks to the HKEAA. After the release of public assessment results, students may submit an application to the HKEAA for rechecking of results, including the SBA component. However, they cannot appeal for a re-assessment of their performance in SBA.

### **3.6 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:

- SBA assessment tasks and activities administered;

- students' SBA marks and relevant assessment records; and
- documentation of any special or irregularity cases and the actions taken.

The keeping of a proper record of assessment will enable another teacher to take over from a predecessor who leaves the school during the course. To ensure a smooth handover of SBA duties to the succeeding teacher, schools are expected to arrange for the leaving teacher to hand over the relevant mark records and documents to the panel head (or other responsible person in the school).

Generally speaking, it is the students' responsibility to keep a good record of their work. Schools can have their own policy regarding the timeframe for returning assessed work to students. Whenever assessed work is returned to students, they should be informed that they are responsible for keeping safe custody of their work until the end of the assessment process, as it may be required for inspection at the request of the school or the HKEAA.

Schools are encouraged to keep samples of students' work at different levels of performance as archive material, which may be useful for future reference as well as maintaining assessment standards across years.

### **3.7 Language Requirements**

Students are expected to complete their assessment portfolios in the same language as the medium of instruction according to schools' medium of instruction policy.

## **Chapter 4 Administrative Arrangements**

### **4.1 Participating in SBA**

SBA is compulsory for all school candidates. Schools which cannot comply with the requirements specified in this Handbook will not be eligible to present candidates to enter for the subject in the examination. Schools may refer to the HKDSE Examination Regulations regarding the procedures for applying to participate in the examination.

Permission for schools to continue with the SBA in a particular subject will be automatically renewed unless the SBA Supervisor's recommendation is to the contrary. In cases where the HKEAA considers that a particular school does not meet the stipulated requirements for the implementation of SBA, the HKEAA may consider taking the following action(s) as appropriate to remedy the situation:

- providing further guidance to the school or teachers concerned;
- issuing a warning letter to the school concerned and granting a grace period for the school to meet the requirements;
- barring the school from entering candidates for the subject in subsequent examinations until the school is able to demonstrate compliance with the stipulated requirements of the SBA component.

### **4.2 Late Submission and Absence from Assessment**

Students should submit their completed work on schedule. Those submitting the 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 (e.g. medical certificates) to the HKEAA via their schools for special consideration, which will be given for medical and other legitimate reasons.

Students failing to submit work for assessment without legitimate reasons will get a zero mark in the assessment(s) concerned. Schools may consider issuing a warning letter to the student concerned to remind him/her of the consequences of absence from assessment or failure to complete the work.

### 4.3 Students with Special Educational Needs

Students with special educational needs will not be deprived of their right to the HKDSE School-based Assessment. When conducting SBA tasks, schools have the autonomy to provide special arrangements to these students depending on the nature and severity of their disabilities. The provision of such arrangements allows these students to be equitably assessed under suitable conditions without having an unfair advantage. Examples of such arrangements may include:

- extension of preparation time;
- extension of assessment time;
- provision of ancillary aids; and
- provision of special assistance during the conduct of the assessment etc.

In cases where a school cannot provide special arrangements for a particular student, the matter should be brought to the attention of the HKEAA in writing by the principal of the school for HKEAA's special consideration at the beginning of the school year. Such cases, once approved, may include exemption from part or whole of the SBA tasks.

### 4.4 Submission of SBA marks

The HKEAA will coordinate the deadlines of mark submission for different subjects. At the beginning of the course, the HKEAA will inform schools of these deadlines so that subject teachers can plan their SBA schedule for the year. Teachers should also inform students of these deadlines and set specific dates for students to complete their SBA work in accordance with their schools' schedule.

It must be emphasised that the submission deadlines do not mean deadlines for students to complete their work, as ample time should be left for finalising the assessment results and records as well as following up on any irregularities so that marks can be submitted to the HKEAA on time. Schools are advised to coordinate the timing for students to complete SBA tasks across subjects, taking into account the workload of students and teachers, so that students' work for assessment is not concentrated into one or two critical months but spread out over two years.

All schools have to submit the SBA marks using the online School-based Assessment System. A user manual for the system will be available and training sessions provided to help teachers to become familiar with the system before they need to submit SBA marks. Before the school principal endorses the marks for submission to the HKEAA, teachers have to check carefully the marks entered in the system to ensure the marks awarded to each student are correct.

In order to streamline the administrative procedures, schools are only required to **submit all S5 and S6 SBA marks to the HKEAA in one go in S6**. Regarding the adoption of this 'One-off Submission',

the following points should be noted:

- (a) There is no change to the SBA requirements and how SBA is conducted in school. SBA should continue to be conducted in S5 and S6 according to the stipulated SBA requirements and schools' internal schedule.
- (b) The S5 SBA marks should be properly kept by the school for submission in S6. To facilitate schools to store the S5 SBA marks, the HKEAA will provide SBA mark sheet templates (in the format of MS Excel files) for teachers to input the SBA marks for internal record-keeping.
- (c) A list of frequently-asked questions concerning this measure can be found at [www.hkdse.hkeaa.edu.hk](http://www.hkdse.hkeaa.edu.hk) > SBA-FAQs for one-off submission of S5 and S6 SBA Marks.

#### **4.5 Declaration Requirements**

To prevent potential/perceived conflicts of interest, teachers conducting SBA have to declare whether the students they are assessing are their relatives (relatives include children, brothers and sisters, nephews and nieces, cousins and others living in the same home). The declaration records will be submitted to the HKEAA through the School-based Assessment System.

Apart from the provision of the declaration records to the HKEAA, school leaders are also expected to establish an internal system for directing teachers to make formal declaration of conflict of interest at the beginning of the school year in regard to their personal relationship with the students they teach, and to take appropriate actions to mitigate the declared interest, e.g. redeployment of teachers to avoid their conducting the assessments for the student(s) concerned, where applicable.

#### **4.6 Security Requirements**

As SBA marks will count towards students' public assessment results, for fairness and security purposes, schools have to adopt appropriate measures, including those adopted in internal examinations, in the conduct of those assessments, where preservation of secrecy is deemed necessary before the assessment.

## Chapter 5 Moderation of SBA Marks

### 5.1 Rationale for Moderation of SBA Marks

The main reason for having moderation is to ensure the fairness of SBA. Teachers know their students well and thus are best placed to judge their performance. In consultation with their colleagues, they can reliably judge the performance of all students within the school in a given subject. However, they are not necessarily aware of the standards of performance across all schools. Despite training in carrying out SBA, and even given that teachers will assess students on the same tasks and using the same assessment criteria, teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. They may also vary in the awarded mark ranges.

To address these potential problems, the HKEAA (like most other examination authorities) makes use of various methods for “moderating” assessments submitted by different schools, with an aim to ensuring the comparability of SBA scores across schools.

### 5.2 Moderation Mechanism

The moderation is conducted by HKEAA appointed personnel (e.g. moderators, coordinators) through inspection of samples of students’ work covering the full range of attainment, followed by recommendations for mark adjustment. The HKEAA will specify the sample size required for inspection, which will be sufficient for evaluating a school’s judgment at different performance levels. Additional samples may be requested if necessary. Students’ SBA marks may be adjusted but the rank order determined by the school will normally remain unchanged. Details of the moderation mechanism in the HKDSE are provided in the booklet “*Moderation of School-based Assessment Scores in the HKDSE*”, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).

The moderation is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree in advance on the criteria for awarding marks, so that the same standard of assessment is applied to all students. Teachers may refer to *Paragraph 3.4* for some recommended practices on within-school standardisation.

After the examination each year, SBA moderation reports will be sent to schools for their reference. The report will specify the extent of adjustment made to the marks submitted by schools.

## Chapter 6 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.

### 6.1 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 *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

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

| Category   | Method of handling                         |
|--|--|
| <b>Serious plagiarism cases (P cases):</b><br>Serious cases in which nearly the whole or the whole SBA task/assignment is plagiarised, with very little or no contribution from the student. | To be forwarded to the HKEAA for follow up |
| <b>Other plagiarism cases:</b><br>Less serious cases, including  | To be handled by schools                   |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- minor infringement identified in students' SBA work, or</li> <li>- part of the student's SBA work copied from source(s) without proper acknowledgement, but the student has made some contribution to the work.</li> </ul> |  |
|---|--|

### Procedures in Handling P cases

Schools should submit a report on the P cases identified to the HKEAA for follow-up, after the completion of mark submission in S6. The report should record details of the case and be submitted with relevant documents. *Appendix H* shows a template of the report for schools' use in reporting such cases, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>). When submitting the SBA marks to the HKEAA, schools should input "P" in the relevant mark box for the student concerned.

These P cases will be deliberated by the HKEAA's Standing Committee and, for proven cases, a recommendation will be made to the Public Examinations Board (PEB) for their consideration. The PEB will review all the information and evidence and decide on the penalty to be imposed in accordance with the Board's guidelines on handling examination irregularities. The levels of penalty to be imposed for proven P cases are as follows:

- (a) **Zero marks** will be given to the task in which serious plagiarism is proven. In addition, a penalty of **downgrade by one level** will be imposed in the subject concerned.
- (b) For extreme cases, e.g. repeated offence of plagiarism, candidates may be subject to **disqualification from the subject(s) concerned or the whole examination**.

### Procedures in Handling Other Plagiarism Cases

Other less serious cases are to be dealt with by the school. These cases need not be reported to the HKEAA for follow-up. However, schools should keep a proper record of such cases.

For proven cases, schools should impose appropriate penalty in accordance with the school regulations and the HKEAA guidelines, taking into consideration the seriousness of the offence. This may include:

- Issuing a warning letter to the students (e.g. for minor offence due to negligence or committed at the initial stage of the assessment);
- Deducting marks for the task concerned; and
- Awarding zero marks for the task concerned.

It is important to note that in marking students' work, any proven plagiarised material should be disregarded and any marks awarded should be based on the students' own work only.

After the release of examination results, candidates may only submit applications to the HKEAA for rechecking of their SBA marks but cannot apply for a re-assessment of their performance in SBA. Hence



it is important that students should be informed of the penalty imposed. Schools should handle any queries from students against assessment decisions in accordance with their established internal procedures. Any queries from students should be resolved before submitting the SBA marks to the HKEAA.

### **Plagiarism Cases Identified by the HKEAA**

After the completion of mark submission in S6, the HKEAA will conduct moderation of SBA marks and review of samples of student work collected from schools. Any suspected plagiarism cases identified during this process will be handled in a consistent manner as those identified by schools.

Schools will be required to follow up on any suspected cases identified. Both P cases and other less serious cases will be handled following similar procedures as stipulated above.

## **6.2 Prevention of Malpractice**

At the beginning of the course, schools are expected to advise students on what malpractice is and what its consequences are. To avoid plagiarism, guidance needs to be provided to students on how to acknowledge sources properly in their work.

In completing the SBA, students can make reference to any sources (books, newspapers, magazines, the Internet etc) and/or discuss with their peers/parents but they must not plagiarise when completing their work. They should acknowledge sources properly in their work. Some examples on how to acknowledge sources properly are provided in the booklet “*HKDSE Information on School-based Assessment*”, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).

## **Roles and Responsibilities of the HKEAA, EDB, Schools and Students**

The following summarises the roles and responsibilities of different parties involved in the administration of the SBA, including the HKEAA, the Education Bureau (EDB), school (principals and teachers) and students.

### **HKEAA will:**

1. develop the assessment framework, assessment/administrative guidelines and marking criteria for SBA;
2. conduct research in SBA (e.g. with regard to international policies and practices, moderation methods, psychometric issues involved and implementation issues);
3. lead and organise teacher professional development courses on assessment in collaboration with the EDB;
4. monitor the conduct of SBA in schools to ensure compliance with SBA requirements;
5. appoint SBA Supervisors and District Coordinators to oversee and support the implementation of SBA in individual subjects;
6. process assessment records submitted by schools;
7. moderate SBA marks submitted by schools; and
8. provide feedback to schools.

### **EDB will:**

1. develop the curriculum framework;
2. sponsor and organise teacher professional development courses on assessment in collaboration with the HKEAA;
3. provide learning and teaching resources to facilitate the implementation of SBA in schools;
4. support the WebSAMS system to facilitate retention of SBA teacher/class data and assessment records; and
5. evaluate quality assurance processes of school assessments including SBA (e.g. through inspection of teaching facilities, observation of lessons and the external school review process).

**Principals (or their designates) will:**

1. establish appropriate regulations and procedures for the proper administration of SBA within the school;
2. send representatives to attend SBA conferences and coordinator-teacher meetings;
3. nominate a School Coordinator for each subject to oversee the conduct of the SBA in that subject;
4. provide information on the administration of SBA as required by the HKEAA;
5. endorse the SBA marks for submission to the HKEAA;
6. facilitate visits by HKEAA subject managers and examination personnel (e.g. supervisors, district coordinators and moderators) who may need to review students' work and assessment records;
7. maintain a quality assurance system for SBA; and
8. provide feedback to the HKEAA.

**Teachers will:**

1. explain to students the aims, requirements and assessment criteria of SBA, as well as the relevant school regulations and procedures;
2. administer SBA as an integral part of learning and teaching;
3. administer SBA according to the regulations and procedures set by the HKEAA and the school;
4. provide information on the administration of SBA as required by the HKEAA;
5. assess students' work/performance using the assessment criteria set by the HKEAA;
6. authenticate students' SBA work and performance records;
7. submit SBA marks, assessment records and samples of students' work to the HKEAA on schedule;
8. retain students' assessment records and make them available for inspection if required; and
9. provide feedback to the HKEAA.

**Students should:**

1. understand that:
  - SBA tasks are part of learning and teaching of the respective subject;
  - the process of SBA, including feedback from teachers, helps them develop skills and knowledge that may not be reflected in public examinations;
  - learning through SBA complements learning in other parts of the curriculum;
2. become familiar with the task requirements, the assessment criteria, critical dates, school regulations and procedures for SBA;
3. complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
4. complete the assessment tasks on time; and
5. keep a proper record of their SBA-related work till the end of the examination cycle and present it for inspection at the request of the school or the HKEAA.

## **Roles and Responsibilities of Supervisors, District Coordinators and School Coordinators**

When SBA is implemented in a certain subject, the HKEAA will appoint an SBA Supervisor and District Coordinators to oversee and support the implementation of SBA. School principals will be requested to nominate a teacher to be the School Coordinator for a particular subject, who will serve as a link between the subject teachers within the school and the HKEAA and the District Coordinators. Their roles and responsibilities are summarised below:

### **SBA Supervisor**

The duties of the SBA Supervisor are to:

1. be responsible to the HKEAA for the proper monitoring of SBA;
2. make any necessary arrangements with District Coordinators to familiarise them and subject teachers with the SBA, and to align assessment standards;
3. bring any irregularities to the notice of the HKEAA together with recommendations for action(s) to be taken, including SBA mark adjustment;
4. keep the HKEAA informed of the progress of SBA and recommend amendments when deemed desirable;
5. oversee the appointed District Coordinators;
6. make recommendations to the HKEAA regarding SBA moderation;
7. advise on the cut score of each reporting level during the grading meeting (if applicable); and
8. write a report on the conduct of SBA and submit it to the HKEAA at the end of the school year.

### **SBA District Coordinators**

SBA District Coordinators provide a link between the Supervisor and School Coordinators/teachers. The duties of a District Coordinator are to:

1. liaise with School Coordinators and oversee the implementation of SBA in an assigned group of schools;
2. conduct meetings with School Coordinators/teachers involved in his/her group as necessary, pass on information about SBA to teachers and discuss difficulties and receive comments/feedback from teachers;
3. report to the Supervisor any difficulties or irregularities in the implementation of SBA in the schools in his/her group and recommend any necessary action;
4. provide guidance and support to teachers in the implementation of SBA in schools and ensure adherence to the guidelines;

5. help teachers in the schools in his/her group to establish as far as possible a uniform standard in assessment;
6. assist the Supervisor in matters concerning the operation of SBA;
7. inspect samples of students' work and relevant assessment records provided by teachers in his/her group and provide feedback to teachers on the standards of marking and students' work in his/her group; and
8. complete a report concerning each of the schools in his/her group at the end of the school year.

### **SBA School Coordinators**

The School Coordinator for Visual Arts, who is nominated by the school principal, provides a link between the subject teachers within a school and the District Coordinator and the HKEAA. The duties of a School Coordinator include, but are not limited to, the following:

1. liaise with the HKEAA and the District Coordinator regarding SBA matters;
2. plan the assessment schedule (i.e. number, timing and sequence of assessment tasks) in consultation with all subject teachers teaching the same cohort of students;
3. coordinate the reporting of marks to the HKEAA; and
4. report to the District Coordinator any difficulties or irregularities in the implementation of SBA in his/her school.

### Calendar of Events

The following table shows a tentative schedule of SBA events for the 2022 HKDSE Visual Arts Examination:

| School Year | Month                      | Event  |
|-------------|----------------------------|--|
| S4          | September 2019             | 2022 SBA handbooks uploaded to the HKEAA website ( <a href="http://www.hkeaa.edu.hk/en/sba/">http://www.hkeaa.edu.hk/en/sba/</a> )   |
|             | September – November 2019  | SBA conference and related meetings: <ul style="list-style-type: none"> <li>● Latest information about the SBA</li> <li>● Training sessions for school teachers</li> <li>● Related meeting and discussion</li> </ul> |
|             | By July 2020               | Schools to finalise the assessment requirements in S5 and S6   |
| S5          | September 2020             | Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> <li>● Name(s) and relevant information of S5 teachers</li> </ul>   |
|             | September – November 2020  | SBA conference and related meetings: <ul style="list-style-type: none"> <li>● Updates on SBA</li> </ul>  |
|             | September 2020 – May 2021  | S5 teachers to conduct SBA activities according to school's assessment plan  |
|             | October 2020 – August 2021 | SBA District Coordinators provide guidance and support to teachers in the implementation of SBA in schools   |

| <b>School Year</b> | <b>Month</b>              | <b>Event</b>  |
|--------------------|---------------------------|---|
| S6                 | September 2021            | Schools to provide the following information to the HKEAA:<br><ul style="list-style-type: none"> <li>● Name(s) and relevant information of S6 teachers</li> </ul> |
|                    | September – November 2021 | SBA conference and related meetings:<br><ul style="list-style-type: none"> <li>● Feedback to schools on SBA</li> <li>● Updates on SBA</li> </ul>                  |
|                    | September – December 2021 | S6 teachers to conduct SBA assessment activities according to schools' assessment plan  |
|                    | January 2022              | Schools to submit S5 & S6 SBA marks and samples of student work   |
|                    | Early 2022                | Sample inspection of assessment results and records   |
|                    | March – May 2022          | <ul style="list-style-type: none"> <li>● SBA marks analysed and moderated by the HKEAA</li> <li>● School visits if further moderation is required</li> </ul>      |
|                    | July 2022                 | Release of 2022 HKDSE Examination Results   |
|                    | October 2022              | Schools to receive feedback on the outcome of moderation  |

### Channels of Communication

- (1) Teachers may contact the HKEAA via one of the following means:

|          | <b>Examination Arrangements and Application for Special Consideration</b>  | <b>Subject-specific Information and Operation of SBA in Schools</b>  |
|----------|--|--|
| Tel No.: | 3628 8860  | 3628 8070  |
| Fax No.: | 3628 8928  | 3628 8091  |
| Address: | Manager - DSE (SBA)<br>School Examinations and Assessment Division<br>Hong Kong Examinations and Assessment Authority<br>12/F, Southorn Centre<br>130 Hennessy Road, Wan Chai<br>Hong Kong | SBA Team,<br>Assessment Development Division<br>Hong Kong Examinations and Assessment Authority<br>13/F, Southorn Centre<br>130 Hennessy Road, Wan Chai<br>Hong Kong |

- (2) Teachers may view the latest SBA information or download useful documents from the HKEAA website:

- URL: <http://www.hkeaa.edu.hk>
- For general information, please click “HKDSE” on the homepage and then choose “SBA”.

- (3) School Coordinators/teachers may contact the District Coordinator assigned for their schools for guidance and advice on matters concerning SBA.



School Code :  Name of School: \_\_\_\_\_ Name of student: \_\_\_\_\_ Name of teacher: \_\_\_\_\_

Theme: \_\_\_\_\_

Artworks  
/Critical  
Studies

(1) Title: \_\_\_\_\_ Medium: \_\_\_\_\_ Size: \_\_\_\_\_

(2) Title: \_\_\_\_\_ Medium: \_\_\_\_\_ Size: \_\_\_\_\_

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

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)

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)

**Hong Kong Diploma of Secondary Education**  
**Visual Arts SBA Portfolio— Assessment Sheet for Individual Work**  
**For Teacher’s Use Only**

Theme: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Title of the 1st Work (artwork/ critical studies): \_\_\_\_\_

Medium: \_\_\_\_\_ Size: \_\_\_\_\_ Completed (M/Y): \_\_\_\_\_

| 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     |   |   |   |   |   |   |                   |
|  |   |   |   |   |   |   | Marks: /25        |

Title of the 2nd Work (artwork/ critical studies): \_\_\_\_\_

Medium: \_\_\_\_\_ Size: \_\_\_\_\_ Completed (M/Y): \_\_\_\_\_

| 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     |   |   |   |   |   |   |                   |
|  |   |   |   |   |   |   | Marks: /25        |

**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: \_\_\_\_\_

**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**

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

**Contact Person**

Name: \_\_\_\_\_ Post: \_\_\_\_\_

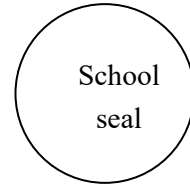
Telephone No.: \_\_\_\_\_

\_\_\_\_\_  
Signature of Subject Teacher

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Name of Subject Teacher

\_\_\_\_\_  
Name of Principal



\_\_\_\_\_  
Date