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Hong Kong Diploma of Secondary Education Examination

2026

科技與生活

Technology and Living

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 Technology and Living 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

Comparing with the Teachers' Handbook for the 2025 HKDSE Examination, the following paragraphs have been revised and changes are highlighted in this Handbook for teachers' easy reference:

Paragraph 3.3	Authentication of Students' Work
Chapter 6	Malpractice
Appendix E	Student Declaration Form

Chapter 1 Introduction

As stipulated in the Technology and Living Curriculum and Assessment Guide (Secondary 4-6), there is a school-based assessment (SBA) component constituting part of the public assessment of this subject.

It is believed that the incorporation of an SBA component into the public assessment of Technology and Living will make the assessment more comprehensive, as there are skills in the curriculum that cannot be assessed with conventional written examinations. The SBA of Technology and Living covers the assessment of students' practical / technological skills and abilities to conduct in-depth studies in the related strand of the curriculum. It serves to provide opportunities for students to put theories into practice, and demonstrate and apply their knowledge and practical skills through various forms and means over an extended period of time. As teachers are the people most familiar with their students' achievements in the subject, the incorporation of their assessment of their students' achievements into the public assessment should enhance the validity of the public assessment.

The SBA of Technology and Living should be an integral part of the learning and teaching process, and involves assessment of students' performances at different times during the course of study. With SBA, teachers can provide appropriate feedback to students so as to help consolidate the concepts learnt and the practical / technological skills acquired by students, and help foster the development of necessary research skills for further studies.

The SBA component aims to provide students with the opportunity to explore a specific issue in their own area of interest through which they can demonstrate a range of practical skills, display generic skills in collecting, analysing and evaluating information and data from both primary and secondary sources, and make reasoned judgements / decisions on the selected issue.

The SBA component should allow the assessment of the operationalisation of the following four dimensions:

- Conceptual – knowledge and understanding of the relevant concepts and procedures
- Procedural – knowing how to do something, what to do and when to do it
- Societal – related to the interrelationships between science, technology, environment and groups of people
- Technical – skills related to manual / practical techniques

This document sets out to explain the SBA, state the regulations governing the operation of SBA and give additional notes for the guidance of teachers.

Chapter 2 Assessment Requirements

2.1 SBA Requirements

The SBA of Technology and Living comprises two tasks: a prescribed task and a project / design folio. Table 1 below lists the number of assessments to be conducted and the percentage weightings of the assessments. Table 2 shows the requirements of each assessment including the types of student work to be submitted.

Table 1

Task	No. of Assessment	Weighting in subject
Prescribed task	1	10%
Project / Design Folio <ul style="list-style-type: none"> • Proposal • Realisation and evaluation 	1	20%

Table 2

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	20
		• development of study items / design ideas	10	
	Realisation and evaluation	• realisation of the study item / design idea	15	20
	• communication and presentation	5		

2.1.1 Requirements for Repeaters and Transfer Students

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 Technology and Living, 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 Technology and Living, special permission may be granted for the student to be exempted from the SBA for this subject and his/her subject result will be based on the public examination result only. 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.

Transfer students are S6 students sitting the examination for the first time, but who have transferred from one school to another after S5. Their SBA results obtained in S5 in the former school will not be counted.

Both school repeaters and transfer students need to complete only the part “Realisation and Evaluation” of the Project / Design Folio in SBA. The marks submitted for this part will be proportionally adjusted to 30% and incorporated into their subject marks. Although the SBA results obtained in previous examinations / S5 in the former school will not be counted, the proposal for the project or design folio prepared in previous examinations / S5 in the former school can be carried forward to the new school for assessment. They can make use of the information collected before to complete their project or design folio in S6. Table 3 below shows the SBA requirement for both repeaters and transfer students.

Table 3

Task	No. of Assessment	Weighting in subject
Project / Design Folio	1	30%
• Realisation and evaluation		

Transfer students should provide to their new school with information about the school in which they attended the Technology and Living course in S5, and the assessments completed for their teachers’ reference.

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

2.1.2 Private Candidates

Private candidates are not required to complete the SBA component. Their subject mark will be based entirely on their public examination results. 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

- (1) It must be stressed that the SBA of Technology and Living is not an “add-on” element in the curriculum, but an integral part of the learning and teaching process. Teachers should incorporate relevant learning activities (e.g. experiments, practical work and project work) into their teaching schedules so that students will be exposed to a variety of experiences covering different topics of the Technology and Living curriculum.
- (2) Assessment should be based on students’ individual work. Students should be informed clearly at the beginning of the course of the various requirements and regulations of the SBA. The assessment rubrics provided in Section 2.4 are guidelines to teachers for awarding marks. The essence of awarding marks is that teachers should be able to give a reasonable spread of marks which reflects the rank order of the students as well as their overall performances in SBA.
- (3) For the prescribed task, teacher may devise a scheme of marking (e.g. checklist) based on the assessment criteria listed in the assessment rubrics for marking different parts of a student’s experimental work and report.
- (4) For the project / design folio, teachers should set internal deadlines for students to submit their work at different stages. Teachers may comment on students’ proposals and return them for redrafting. They may also consider offering assistance if a student’s proposal is not feasible. However, the kinds of assistance given should be recorded and due consideration should be given when assessing the student’s work.
- (5) Teacher should record the marks on the student’s work (e.g. report, proposal) as part of their normal feedback to the student. All mark sheets and records of the study item / product produced for the project / design folio (e.g. photographs of the study item / product) should be kept until the end of August of the exam year. During the three-year course, these items may be required for inspection by Coordinators or Supervisors.
- (6) Normally, work to be assessed should be conducted within class time except for those parts which require extensive reading and collection of data from other sources, e.g. the collection of opinions through questionnaires or information through literature reviews.
- (7) Teachers teaching different classes / groups of students should hold standardisation meetings prior to their marking to ensure that they arrive at the same and full understanding of the standard described in the assessment rubrics.
- (8) Once the assessment task has been submitted for marking, no further amendment may take place. Late submission will not be accepted.

2.3 Setting Assessment Tasks

Teachers are free to design their own SBA tasks and / or modify the tasks provided by HKEAA to suit the standards of their students. The assessment tasks should cover the assessment criteria listed in section 2.4 in this handbook.

When designing a task, teachers should bear in mind about the workload of students and avoid asking students to do a lot of work outside class time. The principles in setting assessment tasks are that the tasks should:

- achieve a balanced integration between theory and skills as stated in the aims and objectives of the Technology and Living curriculum;
- be appropriate to the topics taught and the ability of the students;
- allow the differentiation of students according to the ability to be assessed.

2.4 Assessment Criteria

Four levels of performance are identified for the assessment of each criterion. Students' work is to be marked on the designated point scale by matching their performances with the descriptors for each performance level.

The assessment rubrics provide descriptions of the four levels of performance according to which marks will be awarded when the characteristics of a particular level of performance are shown by the student. When matching students' performances with the rubrics, teachers should take a holistic approach in awarding marks, i.e. instead of marking students' work bullet by bullet, students' work corresponding to each criterion should be looked at as a whole for awarding marks. The bullets are a collection of statements that describe the overall characteristics of the particular level of performance. An overall impression based on these statements should form the basis of judgment when deciding the mark to be awarded.

Teachers are requested to provide the descriptors to their students so as to share with students the characteristics of each performance level with a view to encouraging them to progress from their current levels of performance to the next higher level of performance. It is therefore necessary to provide students with quality feedback to bridge the gap between different levels of performance.

Prescribed task

The prescribed task involves the assessment of two areas: experimental work and report writing. The assessment of experimental work is based on teacher's observation of the students' performance in conducting the experiment and the quality of the results presented; while that of report writing is based on the quality of student's report. Each of these areas is to be marked on a 10-point scale. Teachers can award marks by matching an individual student's performance to the characteristics described in each level of performance in the assessment rubrics in Table 4. Alternatively, teacher can devise their scheme of marking for each assessment criteria for a specific experiment.

Table 4 Assessment rubrics for prescribed task

Assessment criteria	Typical performance	Marks
Conducting of experiment and recording of observations (10-point scale)	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Perform experimental work safely and demonstrate some skills Use apparatus and instruments properly Complete data collection and present the results appropriately 	6-8
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 (10-point scale)	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Interpret findings and discuss the results with application of relevant scientific theories Draw valid conclusion(s) based on the findings 	6-8
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Interpret findings and discuss the results with some use of scientific theories, but many are irrelevant Draw invalid conclusion(s) 	1-2

Project / Design Folio

There are two parts in the project / design folio: proposal, and realisation and evaluation. The Proposal should be completed by the end of S5, and the whole project / design folio has to be completed before the end of S6. The assessment rubrics for these two parts are listed in Table 5 (Proposal) and Table 6 (Realisation and Evaluation). The point scale to be used for marking each assessment criterion is also given in each table.

Table 5 Assessment rubrics for the Proposal

Assessment criteria	Typical performance	Marks
Development of the project outline / design brief and specification for study items / design specification (10-point scale)	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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

Assessment criteria	Typical performance	Marks
Development of study items / design ideas (10-point scale)	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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

Table 6 Assessment rubrics for Realisation and Evaluation

Assessment criteria	Typical performance	Marks
Realisation of the study item / design idea (15-point scale)	<ul style="list-style-type: none"> 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

Assessment criteria	Typical performance	Marks
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 (5-point scale)	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Present the contents in a fairly organised manner Make accurate use of scientific and technological terms in most parts of project / design folio 	3
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Present the contents in a poorly organised manner Limited or incorrect use of scientific and technological terms in the project / design folio 	1

Note:

- 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.
- Zero marks will be given if the work submitted by a student fails to meet the minimum requirement of the assessment standard.

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 courses 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 their 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. Before submitting the SBA marks online, students should be informed of the marks awarded and that these marks are also subject to moderation by the HKEAA. 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. Students should be informed of the assessment conditions and other related information, including how their work is to be assessed.

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.

Prescribed task

Teachers are advised to include relevant experimental and practical work in their normal teaching so as to familiarise students with related manipulative and practical skills before the SBA assessment is carried out. For the assessment of experimental work and report writing, the work to be assessed should be conducted under teachers' supervision.

Teachers can provide background information of the prescribed task such as its objectives, the underlying principles and the skills to be assessed. Such information can be channeled to students through the conduct of a pre-laboratory talk or by distribution of an appropriately designed handout in class. While teachers may provide generic guidelines or guiding questions to help students in report writing, they should avoid providing a detailed outline. Teachers should also avoid giving specific advice / suggestions to individual students on how to improve their work to meet the assessment criteria.

When assessing experimental work, teachers may wish to offer help to students who encounter difficulties in completing the task. This should be recorded for reference and teachers should award marks accordingly. If the students fail to collect data in the experimental work, teachers should provide them with a set of data for their report writing. They will score a low mark for their experimental work but it should not affect the assessment of their report writing.

Project / Design folio

The scope of study / design task of the project / designed folio may be given to a student by the teacher or a student may decide his/her own scope / task.

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. For instance, teachers should guide students in working things out for themselves whether their work meets the criteria stated in the assessment rubrics. This can be achieved by posing some guiding questions for students, for example: What information can be gathered? How does the information relate to the study? What sort of information can be communicated through this media? They should not give a detailed outline to enable students to complete their work.

If students really cannot complete the tasks on their own, teachers should keep a record of the kind and amount of assistance offered and adjust the marks accordingly. The record should be handed in together with the student's work if this is required for moderation purposes.

Students are required to document their work process and products using appropriate means such as photographs, log sheets for the data collected, draft of their design, and records of the information they have searched for. These can help them keep track of their work at different stages, be used for teachers' authentication of students' work, and also be used for moderation purposes. Students should also be advised to acknowledge information quoted from other sources which they use in their work. Students are free to revise their work before submitting it for final assessment. Once submitted for final assessment, work should not be revised and submitted for retrospective assessment.

3.3 Authentication of Students' Work

To ensure fairness in assessment, teachers should devise ways to ensure authentication of students' work, such as:

- having the experimental work completed in class,
- having the report written and submitted in class,
- teachers monitoring closely students' progress in their completion of the project /design folio, ensuring critical parts for assessment (e.g. making sketches of study items / design drafts) are completed in class,
- requiring students to document their work process and products using appropriate means
- making changes to the tasks across years, and
- developing new tasks to replace old ones.

As Artificial Intelligence (AI) tools are developing rapidly and are increasingly becoming embedded in many aspects of our lives, teachers can also discuss the use of AI tools in learning and completing assignments in the context of SBA. Using AI tools in the learning process can undoubtedly offer new and exciting opportunities if used in a proper manner. However, using an AI tool to gain an undue advantage is considered to be malpractice and can have serious consequences. Students should also note that while AI tools are powerful and are likely to become even more powerful in the future, they cannot replace the actual learning experience. Overreliance and misuse of AI tools will diminish students' authentic learning opportunities. It should also be noted that AI tools are not without their shortcomings. Just as with other reference sources, it is important to realise that the use of AI tools in SBA must be properly acknowledged.

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 E*) 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:

- to conduct meetings among teachers to align the marking criteria;
- to set common SBA tasks across classes;
- 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 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; and
- 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, candidates 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. The HKEAA will conduct sample inspections of students' work and assessment records. Schools will be informed in advance about the details of the sample inspection. 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 tasks / activities 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 and training sessions will be 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 > 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

In Technology and Living, 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 remain unchanged. Details of the moderation mechanism to be adopted 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, including those generated using Artificial Intelligence tools, 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
Serious plagiarism cases (P cases): 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
Other plagiarism cases: Less serious cases, including <ul style="list-style-type: none">- minor infringement identified in students' SBA work, or- part of the student's SBA work copied from source(s) without proper acknowledgement, but the student has made some contribution to the work.	To be handled by schools

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 F* 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), schools (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. inform students of the SBA marks awarded before submitting the marks to the HKEAA;
8. submit SBA marks, assessment records and samples of students' work to the HKEAA on schedule;
9. retain students' assessment records and make them available for inspection if required; and
10. 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 Technology and Living, 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 2026 HKDSE Technology and Living Examination:

School Year	Month	Event
S4	September 2023	2026 SBA handbook uploaded to the HKEAA website (http://www.hkeaa.edu.hk/en/sba/)
	September – November 2023	SBA conference and group meetings: <ul style="list-style-type: none"> • Introduction of Supervisor and District Coordinators • Latest information about the SBA
	March – July 2024	School visits by District Coordinators
S5	September 2024	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> • Name(s) of and relevant information about S5 teachers
	September – November 2024	SBA conference and group meetings: <ul style="list-style-type: none"> • Updates on SBA • Experience sharing on SBA
	September 2024 – May 2025	<ul style="list-style-type: none"> • School visits by District Coordinators • S5 teachers to conduct SBA activities according to school's assessment plan
S6	September 2025	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> • Name(s) of and relevant information about S6 teachers
	September – November 2025	SBA conference and group meetings: <ul style="list-style-type: none"> • Feedback to schools on SBA (Trial) • Updates on SBA
	September – December 2025	<ul style="list-style-type: none"> • School visits by District Coordinators • S6 teachers to conduct SBA activities according to schools' assessment plan
	January – February 2026	Schools to submit S5 and S6 SBA marks and samples of students' work to the HKEAA
	March – May 2026	SBA marks to be analysed and moderated by the HKEAA.
	July 2026	Release of 2026 HKDSE Examination Results
	October 2026	Schools to receive feedback on the outcome of moderation

Channels of Communication

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

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

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, including those generated using Artificial Intelligence tools, 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

	Details / Remarks
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 plagiarised <input type="checkbox"/> The whole task/assignment is plagiarised <input type="checkbox"/> Others (please specify): _____ _____
Documentation	<p>The following documents are submitted as evidence:</p> <ol style="list-style-type: none"> 1. The SBA task/assignment 2. The student's work, with the plagiarised part(s) highlighted 3. The source material(s) from which the unacknowledged work is copied 4. Others (<i>please specify</i>): _____ _____
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>): _____ _____</p>

Contact Person

Name: _____ Post: _____

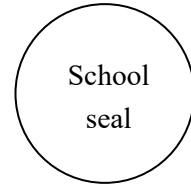
Telephone No.: _____

Signature of Subject Teacher

Signature of Principal

Name of Subject Teacher

Name of Principal



Date