



香港中學文憑考試

Hong Kong Diploma of Secondary Education Examination

校本評核學校領導人手冊

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Handbook for School Leaders on School-based Assessment

(August 2023)

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Preface

This Handbook gives a general overview of the administration of school-based assessment (SBA) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. It aims to assist school leaders to acquire a good understanding of the SBA initiative and to carry out proper planning for the conduct of the SBA. Further information regarding the conduct of SBA at subject level can be found in the SBA Teachers' Handbooks for individual subjects.

While individual subjects may have special features due to the nature of the subject and previous experience in assessing students that need to be taken into account, it is important to have coherence and consistency across subjects in administering SBA. The SBA guidelines in this Handbook are to be adopted for all subjects and will lay a good foundation for ensuring the quality, fairness and consistency of SBA in the HKDSE. Many of the procedures suggested in this Handbook are in fact practices currently adopted in schools. Schools can exercise their professional autonomy to continue with their existing practices or make reference to suggested practices provided in this Handbook.

Notes on Changes to the Handbook

Compared with the Handbook for School Leaders on School-based Assessment (Aug 2022), the following sections have been updated for implementation in the 2024 Examination and beyond. The changes are highlighted for school leaders' easy reference:

Paragraph 4.1	Authentication of Students' Work
Paragraph 4.2	Malpractice
Appendix A	Student Declaration Form

The SBA requirements and procedures in the HKDSE will be subject to regular review in light of experience from live examinations. Schools will be informed of any changes with an adequate period of notice.

Chapter 1 SBA in the HKDSE

1.1 Aims and Rationale

In the context of public assessment, SBA refers to assessments administered in schools and marked by students' own teachers. The primary rationale for SBA is to enhance the validity of the overall assessment and extend it to include a variety of learning outcomes that cannot be assessed easily through public examinations. SBA typically involves students in activities such as making oral presentations, developing a portfolio of work, undertaking fieldwork, carrying out an investigation, doing practical laboratory work or completing a design project etc. These learning activities help students to acquire important skills, knowledge or work habits that cannot readily be assessed or promoted through paper and pencil test.

There are, however, some additional reasons for SBA. It reduces dependence on the results of public examinations, which may not always provide the most reliable indication of the actual abilities of candidates. Obtaining assessments based on student performance over an extended period of time and developed by those who know the students best – their subject teachers – provides a more reliable assessment of each student.

Another reason for SBA is to promote a positive “backwash effect” on students and teachers. SBA can serve to motivate students by requiring them to engage in meaningful activities that lead to useful feedback on their strengths and weaknesses. For example, in the SBA for science subjects, students are required to carry out a number of practical and investigative activities throughout the course. Since science teachers make formative assessment of students' achievements, they are able to identify the strengths and weaknesses of their students and thus able to provide diagnostic feedback to them during their course of study. These illustrate the formative role of SBA in learning and teaching and the fact that it helps students to master valuable processing and other higher-order skills, through incorporating new understanding with the help of constructive feedback. 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.

1.2 Integrating SBA with Internal Assessment

Assessment is an integral part of the curriculum, pedagogy and assessment cycle. It involves collecting evidence about student learning, interpreting information and making judgments about students' performances with a view to providing feedback to students, teachers, schools, parents and other stakeholders.

It is useful to distinguish between the two main purposes of assessment, namely “assessment for learning” and “assessment of learning”. Assessment for learning is concerned with obtaining feedback on learning and teaching, and utilising this to make learning more effective and to indicate which

changes are necessary with regard to teaching strategies. This kind of assessment is referred to as formative assessment because it is all about forming or shaping learning and teaching. Formative assessment often takes place in the daily process of learning and teaching. Assessment of learning is concerned with determining progress in learning, and is referred to as summative assessment, because it is all about summarising how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction. In practice, a sharp distinction cannot always be made between formative and summative assessments, because the same assessment can in some circumstances serve both formative and summative purposes.

Another distinction to be made is between internal assessment and public assessment. Internal assessment refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process. Assessments should be aligned with student learning and make reference to the curriculum aims, objectives and the intended learning outcomes. Schools may refer to the curriculum and assessment guides of individual subjects for guidance on good internal assessment practices. In contrast, public assessment in the HKDSE refers to the public examinations and the SBA conducted by the Hong Kong Examinations and Assessment Authority (HKEAA). On balance, internal assessment should be more formative, whereas public assessment is more summative. Nevertheless, this need not be seen as a simple dichotomy. The inclusion of SBA in public assessment enhances formative assessment or assessment for learning within the context of the HKDSE.

SBA is designed as an integral part of the learning and teaching process, with curriculum time allocated for key activities to be done within the regular school day. Schools are encouraged to integrate SBA with their internal assessment practices so that SBA forms a natural part of their daily work and replaces some of their existing assessment practices. Effective use of assessment for learning, including SBA, can improve students' learning and eventually help them to perform better in public examinations.

School leaders may refer to the *Secondary Education Curriculum Guide Booklet 4 Assessment Literacy and School Assessment Policy* (http://www.edb.gov.hk/en/curriculum-development/renewal/guides_SECG.html) prepared by the Curriculum Development Council for further guidance in conducting assessments, providing quality feedback, and developing a school assessment policy and assessment plan.

1.3 Implementation of SBA in the HKDSE

With effect from the 2024 HKDSE, there will be 12 Category A subjects with an SBA component. *Table 1* shows the list of subjects. For the latest SBA requirements, school leaders may refer to the HKDSE Assessment Frameworks and SBA Teachers' Handbooks of individual subjects. The implementation of SBA will be subject to regular review and continuous improvement in light of the feedback from schools and the experience gained from the live examinations.

Table 1 Subjects with an SBA component in the HKDSE

Core subjects	Chinese Language English Language
Elective subjects	Biology Chemistry Chinese Literature Design & Applied Technology Health Management and Social Care Information & Communication Technology Literature in English Physics Technology and Living Visual Arts

1.4 Assessment Requirements

School leaders may refer to the documents shown in *Table 2* for detailed information related to the conduct of SBA for individual subjects:

Table 2 Documents Related to SBA for HKDSE Subjects

Document	Information
Curriculum and Assessment Guide http://334.edb.hkedcity.net/new/en/index.php http://www.hkeaa.edu.hk/en/hkdse/	<ol style="list-style-type: none">1. Public assessment design;2. Curriculum time allocation;3. Roles of assessment in learning and teaching; and4. Guidance on internal assessment and public assessment.
Assessment Framework http://www.hkeaa.edu.hk/en/hkdse/	Public assessment design and requirements
SBA Teachers' Handbook http://www.hkeaa.edu.hk/en/sba/	<ol style="list-style-type: none">1. Schedule of work;2. Administrative procedures;3. Guidance in assessment process;4. Guidance in setting/preparing assessment tasks/activities;5. Assessment criteria, sample tasks, exemplars; and6. Mark submission requirements.
SBA Information Leaflet http://www.hkeaa.edu.hk/en/sba/	<ol style="list-style-type: none">1. General information about SBA for reference of parents and students;2. Examples on how to quote and acknowledge sources in students' work.

Language Requirements

Students are expected to complete their assessment tasks/activities for bilingual subjects in the same language as the medium of instruction according to schools' medium of instruction policy.

Chapter 2 Roles and Responsibilities of Different Parties

The following summarises the roles and responsibilities of different parties involved in the administration of the SBA, including the HKEAA, the EDB, schools, students, SBA Supervisors, District Coordinators and School Coordinators.

2.1 HKEAA, EDB, Schools and Students

(a) HKEAA

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.

(b) EDB

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).

(c) Schools

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.

(d) Students

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. sign the "Student Declaration Form" regarding proper conduct in SBA at the beginning of each school year in which SBA is undertaken;
4. complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
5. complete the assessment tasks on time; and
6. 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.

2.2 SBA 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:

(a) 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.

(b) 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.

(c) SBA School Coordinators

The School Coordinator for each subject, 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.

Chapter 3 Administrative Guidelines and Procedures

3.1 Participating in SBA

SBA is compulsory for all school candidates. Schools which cannot comply with the requirements specified in the SBA Teachers' Handbooks for individual subjects will not be eligible to present candidates to enter for the subject concerned in the examination. School leaders 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.

3.2 Arrangements for Repeaters, Transfer Students and Private Candidates

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. For the core subjects, repeaters have 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 offers the elective subject that they have previously been examined on, the student has to be re-assessed in S6 for this subject 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 the elective subject that the repeater wishes to re-take in the examination, 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. (Note: For Visual Arts, repeaters who have been granted exemption from the SBA will still be required to complete a portfolio and forward it to the HKEAA for assessment.)

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 have to meet the stipulated SBA requirements.

Their SBA results obtained in S5 in the former school will not be counted. Transfer students should provide information to their new school about the school in which they attended the S5 course and the assessments completed for their teachers' reference.

Both school repeaters and transfer students have to meet the minimum requirements for SBA in S6, which will be proportionally adjusted to the full weighting of individual subjects and incorporated into their subject mark. Detailed arrangements are specified in the SBA Teachers' Handbooks for individual subjects.

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.

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. (Note: For Visual Arts in which the SBA carries a subject weighting of 50%, private candidates have to complete a portfolio and forward it to the HKEAA for assessment. Detailed arrangements are specified in the assessment framework and SBA Teachers' Handbook of Visual Arts.)

3.3 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 4.1 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 5.3.

3.4 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 zero marks 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.

3.5 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.

3.6 Handling Queries against Assessment Decisions

Schools should have established procedures to handle any queries from their students regarding internal assessment results and can adopt similar 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, 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.

3.7 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.

3.8 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 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.

3.9 Declaration Requirements

To prevent potential/perceived conflicts of interest, teachers conducting SBA have to declare whether the students they assess 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.

3.10 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 4 Authentication and Malpractice

SBA in the HKDSE is designed and administered in ways that enable teachers to authenticate students' work, hence minimising the possibility of malpractice. This means that a significant proportion of the assessment activities are expected to be completed during school hours under teachers' supervision. Where, because of the subject nature, students have to undertake fieldwork, planning, reading, research or other activities outside the classroom, checks will be built into the process at critical stages for authentication purposes. Guidance will also be provided to clarify the kinds of help that can be offered to students in completing their work for SBA and the extent to which they may work with each other.

4.1 Authentication of Students' work

Depending on the nature of the assessment activities, specific guidance has been provided in the SBA Teachers' Handbooks for individual subjects to illustrate the conditions under which the assessments are to be undertaken to facilitate the supervision and authentication of students' work by teachers. Schools may consider adopting suitable measures to authenticate students' work.

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 A*) 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/>).

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.

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

4.2 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.

4.3 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. 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 suspect 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 B* 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.

4.4 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/>).

Chapter 5 Quality Assurance

As SBA marks count towards students' public assessment results, the following measures will be adopted at different stages of the whole process to ensure reliability and consistency of the assessment standards.

5.1 Development Stage

The following are the essential procedures adopted by the HKEAA in the assessment development stage for all subjects, with an aim to lay a good foundation for promoting the quality of SBA and improving the shared understanding of assessment criteria by teachers:

- (1) Detailed guidelines and procedures have been developed for teachers' reference in conducting the SBA. These guidelines and procedures have been devised by working groups comprising front-line subject teachers, and curriculum and assessment experts. Teachers' comments and suggestions were taken into consideration when finalising the arrangements.
- (2) Before the implementation of SBA, teachers will be provided with sufficient professional development training which will help them become familiar with how to conduct SBA.
- (3) The learning objectives to be assessed in each assessment activity will be specified and detailed assessment criteria will be provided to help to align the assessment standards of different teachers.
- (4) Exemplar assessment tasks or activities are developed for teachers' reference. For activities involving the setting of tasks by teachers, training and guidance are also provided to teachers in this regard. Furthermore, teachers are also provided with exemplars of students' assessed work at different levels of performance. These exemplars will help to make the implicit performance criteria explicit and improve the consistency in teachers' interpretation of the performance standards.

5.2 Assessment Stage

The following quality control measures are adopted during the assessment process, both for supporting teachers and maintaining assessment standards:

- (1) The HKEAA will appoint District Coordinators to support schools in the conduct of SBA for individual subjects. These coordinators are mostly front-line subject teachers who are experienced in SBA administration. They will oversee and provide support to an assigned group of schools.
- (2) The HKEAA will organise various events, such as SBA conferences, workshops and inter-school

sharing sessions, to provide the latest updates and feedback to schools and discuss samples of students' work for further promoting teachers' understanding of the performance standards. For the deferred subjects, pilot studies will be conducted for consolidating schools' experience and evaluating the implementation of SBA.

- (3) During S5 and S6, the HKEAA will provide feedback to schools on students' performance, assessment standards of teachers and areas of the process requiring further improvement, if appropriate.

5.3 Moderation of SBA Marks

The moderation process deals with the assessment results (namely the marks of students awarded by teachers) and takes place after the assessment is completed and marks have been submitted to the HKEAA. 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. There are mainly two methods adopted by the HKEAA: Statistical Moderation and Moderation by Expert Judgment.

Statistical Moderation

For the majority of subjects, the HKEAA adopts a statistical method to moderate the SBA scores submitted by schools. This is done by adjusting the average and the spread of SBA scores of students in a given school with reference to the public examination scores of the same group of students, supplemented with review of samples of students' work. The statistical moderation results will be compared to the results from the sample review. If the two are broadly comparable with each other, the statistical moderation results will be adopted. If the difference between the two is significant, HKEAA will follow up with these outlier cases. If necessary, adjustments will be made to the statistical moderation results so that the final moderated scores of these schools can properly reflect the performance of their students in the SBA. During the moderation process, students' SBA marks may be adjusted but the rank order determined by the school will remain unchanged.

Details of the moderation mechanism 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/>).

Moderation by Expert Judgment

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 this moderation mechanism are also provided in the booklet "*Moderation of School-based Assessment Scores in the HKDSE*". This method is adopted for subjects with a small candidature or that involve outcomes that are very different from those assessed through the written examination.

Feedback to Schools

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

5.4 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.

5.5 Good Practices for Implementation of SBA

Schools are expected to set up and maintain the following practices for ensuring the quality, reliability and consistency of the assessment standards in SBA:

- (1) Assign suitable teachers to conduct the assessment for individual subjects. Provide opportunities for them to receive proper training on SBA.
- (2) Provide SBA-related information to students and help them to understand the rationale of SBA and its requirements. (*Please refer to Paragraph. 3.3. for details.*)
- (3) Administer the SBA of different subjects according to the regulations and requirements stipulated by the HKEAA and schools' internal procedures.

- (4) Establish practices to align the marking standards of subject teachers. *(Please refer to Paragraph 5.4 for details.)*
- (5) Handle special and irregularity cases according to the school's established procedures *(Please refer to Paragraphs 3.4, 3.5, 3.6 and 4.3 for details.)*
- (6) Keep a proper record of students' marks and assessment records. *(Please refer to Paragraph 3.7 for details.)*
- (7) Ensure that declaration and security requirements for SBA are met. *(Please refer to Paragraphs 3.9 and 3.10 for details.)*

Schools are also encouraged to adopt the following good practices in administering SBA to facilitate smooth and successful implementation:

- (1) Administer SBA as an integral part of the learning, teaching and internal assessment processes.
- (2) Develop an assessment plan for individual subjects specifying the schedule and amount of assessments that best meets the needs of their students.
- (3) Coordinate the conduct of SBA across subjects so that students' work can be evenly spread out throughout the course.

Appendix A

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 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 of committing plagiarism or other malpractice in SBA.

Student's signature: _____

Date: _____

Appendix B

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

Contact Person

Name: _____ Post: _____

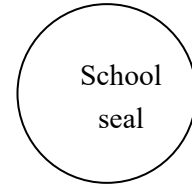
Telephone No.: _____

Signature of Subject Teacher

Signature of Principal

Name of Subject Teacher

Name of Principal



Date

Appendix C

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.

Appendix D

Frequently Asked Questions

Administrative Arrangements

1. How much guidance/support can teachers provide in conducting the assessments?

It varies depending on the nature of the assessment activities. As SBA is conducted during the learning and teaching process, teachers are expected to provide appropriate guidance to assist students in preparing for the completion of their work. The guiding principle is that the ability of an individual student is fairly assessed and undue assistance should not be given in such a way as to put into question the student's authorship of the work. Specific guidelines on the appropriate amount of support can be obtained from the SBA Teachers' Handbooks for individual subjects.

2. What kind of feedback should schools provide to students regarding the SBA?

As SBA is an integral part of the learning and teaching process, teachers are expected to provide appropriate feedback to students, e.g. their marks or grades, their strengths and weaknesses, and advice on how improvements can be made. It is desirable for students to know where they stand so that they can work towards the next level of achievement. Before submitting the SBA marks online, students should be informed of the marks awarded.

3. How should students' late submission of work be dealt with?

Schools may impose a penalty for failing to submit work in time in accordance with their regulations.

4. How should students' absence on the day of assessment be dealt with?

Students failing to attend the assessment without legitimate reasons will get zero marks in the task concerned. For those with legitimate reasons (e.g. due to sickness), schools may consider adopting one of the following measures:

- allowing an extension of time for the student to complete the assessment;
- arranging a make-up assessment for the student;
- awarding an assessed mark based on the work completed and/or other equivalent task(s).

5. Can schools use students' SBA results as their internal examination results?

Schools are encouraged to integrate SBA with their internal assessment practices and use students' SBA results as a part of internal examination results.

6. Can students submit the same piece of work for the SBA of two subjects?

Unless otherwise specified in the SBA Teachers' Handbook, students cannot submit the same piece of work to more than one subject for assessment.

7. Do schools need to submit SBA tasks/students' work to the HKEAA for vetting?

The HKEAA will conduct sample inspections of students' work and assessment records, as a part of the moderation and quality assurance mechanism for SBA. Unless otherwise specified, the samples will be chosen by the HKEAA and submitted in S6. Once the assessment is completed and marks submitted to the HKEAA, no further changes should be made to the students' work and assessment records. Schools will be informed of details of the sample inspection in advance.

8. If a student suspends his/her study for an extended period of time during the course due to medical or other reasons (such as engagement in an exchange programme in a foreign country), will his/her SBA results obtained before the suspension of study be counted in his/her final SBA results when he/she resumes his/her study?

If the student resumes study in S5, he/she has to be assessed all over again. He/she has to fulfil the same SBA requirements as other S5 students. However, if the student resumes study in S6, he/she will be considered as a "transfer student". He/she will have to fulfil the assessment requirements of a "transfer student" in S6. In both cases, the student's previous SBA results obtained before the suspension of study will not be counted. However, the student should keep a full record of his/her previous SBA work done prior to the suspension of study for the reference of his/her teachers.

9. Can school repeaters re-submit their earlier work for re-assessment during the repeating year?

School repeaters have to submit their SBA marks for S6. As they are under their teacher's guidance and curriculum time is provided for completing their SBA tasks, they are expected to complete their assessment work during the repeating year in accordance with their school's S6 requirements.

10. Can a school candidate enter for an additional subject in the HKDSE Examination that is not taught in his/her class at school? Does the student need to complete the SBA for that subject?

According to the examination regulations, candidates may enter for the HKDSE Examination either as school candidates or as private candidates but not both in the same year. If a school candidate intends to enter for an additional subject that is not taught in his/her school, he/she should bring this to the attention of the school in advance and seek consent from the school to enter for that subject. If that subject has an SBA component, the student has to complete that component as well. The student should consult the school in advance whether the school is able to assign a suitable teacher to conduct the SBA for him/her during the course, before deciding to enter for that subject.

11. Can schools make special arrangements for those students with special educational needs (SEN)?

Yes, schools can make special arrangements at their discretion for SEN students in conducting SBA, examples of which include extension of assessment/preparation time, provision of ancillary aids or special assistance, assigning appropriate reading materials etc, so that they can be equitably assessed without having an unfair advantage. As the conduct of SBA is different from the settings of public examinations, schools can make special arrangements that are different from those adopted in public examination in order to cater for the needs of these students and perform a fair assessment. Some information concerning special arrangements in conducting SBA is available in the SBA Information Corner (http://www.hkeaa.edu.hk/en/sba/info_corner/).

12. Do schools need to seek approval from the HKEAA for providing special arrangements to SEN students in conducting SBA?

No, special approval is not required. Schools are advised to record the special arrangements provided to individual students for future reference. 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. Prior approval must be sought for partial or full exemption from SBA.

13. Who is eligible to conduct the SBA?

School principals are expected to assign suitable teachers to conduct SBA in accordance with EDB's regulations. Since SBA is an integral part of classroom learning and teaching, the assessor should normally be the subject teacher of the students.

14. What can students do if they have any queries regarding the assessment results?

Students should first discuss their concerns with their subject teachers. If necessary, the student may lodge an application for re-consideration of assessment results to the school, in accordance with school regulations and procedures.

15. Can students appeal against their SBA results?

Schools are expected to resolve students' queries on assessment results before submitting their SBA marks to the HKEAA. After the release of examination results, candidates may only submit an application to the HKEAA for rechecking of the SBA marks. They cannot apply for a re-assessment of their performance in SBA.

16. Can schools refer complaints from students regarding SBA to the HKEAA?

Cases can be referred to the HKEAA via school principals if they cannot be resolved within the school. The HKEAA has established procedures for dealing with complaints related to public examinations and will be able to handle cases related to SBA.

Authentication and Malpractice

17. What are the consequences of committing plagiarism in SBA?

Copying from other sources, including the Internet, without quoting and acknowledging the sources properly in their work and passing off other's work as their own is a serious malpractice. 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.

18. Can students make reference to other sources in completing their SBA work?

Students can make reference to sources but must not plagiarise. They should write in their own word and not simply copy other's work and ideas and present them as their own. It is important that students integrate what they have learnt from the reference materials and contribute their own ideas when they complete the task.

19. Can the HKEAA suggest methods to prevent plagiarism in SBA?

The development of integrity is an important element in moral education. Both schools and parents play a role in teaching their students/children. It is of utmost importance that honesty is maintained in tests and examinations as well as in SBA. At the beginning of the course of study, students should be informed of what plagiarism is and its serious consequences, as well as how to quote and acknowledge sources properly in their work. Schools should ask their students to complete and sign a declaration form at the beginning of each school year in which SBA is undertaken to declare that all SBA tasks/assignments to be completed are their own work and agree to adhere to a code of honour in completing the SBA of all subjects.

20. How can teachers ensure that the SBA related work submitted is the students' own work?

Teachers can adopt the following measures to ensure the authenticity of students' work: arranging for critical parts of the SBA to be completed in class under teacher supervision, monitoring students' progress regularly, and asking students to keep journals and drafts of their work and to present their work orally and answer questions, if necessary. There are Internet search engines and electronic detection tools which can help to detect plagiarism through comparison of students' work with original materials.

Assessment Standards

21. Is it fair to moderate SBA marks submitted by schools using public examination results?

The areas assessed in the public examination and SBA are the key learning objectives of the curriculum. As such, it is fair to refer to students' results in the public examination (or results of the parts in the public examination which are closely related to the SBA of that subject) to moderate their SBA marks to eliminate any inconsistency in marking standards across schools. For subjects that involve outcomes that are very different from those assessed through the public examination, moderation by expert judgment involving sample inspection of students' assessed work will be adopted.

22. Why is standardisation among teachers within a school necessary if the HKEAA is going to moderate the SBA marks anyway?

The moderation by the HKEAA is conducted on a school basis, i.e. taking each individual school as a moderation unit. Hence it is necessary to standardise the marking among teachers within the school so as to produce a fair overall rank order of students for the school as a whole.

23. Why is the moderation conducted on a school basis but not on a teacher basis?

Students following the same curriculum in a school should be judged against the same standards in the assessment process, irrespective of which class they are attending or which teachers are teaching them. This internal comparability is vital to the learning and teaching process and can be achieved through professional collaboration and sharing among teachers within a school. In addition, treating schools as a single group can increase the size of the moderation group, which enhances the reliability of the results of the moderation.

Record Keeping

24. How long do schools need to keep students' SBA records?

Schools should keep a proper record of SBA, including the assessment activities, students' marks and assessment records, and documentation of any special considerations until the end of the examination cycle, which normally means the completion of the appeal process after the release of public assessment results. Samples of students' work can be kept as reference material for subsequent years.

Reporting of Results

25. Will SBA results be reported separately?

No, there will not be separate reporting of SBA results in the HKDSE. As the areas assessed in the public examinations and SBA are both key learning objectives of the curriculum, candidates' performance will be reported on a subject basis. This practice will be adopted for all HKDSE subjects, including the two language subjects, which will have profile reporting of various language skills but not separate reporting of SBA results.

26. What results will be indicated in the certificate for students who have completed the SBA but are absent from all public examination papers of a subject in the HKDSE Examination?

Students who do not sit any of the public examination papers will be regarded as absent from the subject concerned, whether or not their SBA marks have been submitted to the HKEAA before the examination. In such cases, the word 'ABSENT' will be printed against the subject on the result notice and the subject will not be listed on the certificate.

Supporting Measures

27. What kinds of support will the HKEAA provide to schools?

The HKEAA will provide assessment guidelines, detailed marking criteria and exemplars to ensure consistency in assessment standards. Professional development courses will be offered to subject teachers teaching senior secondary subjects. These programmes will continue to be run as long as there is demand.

28. Will the HKEAA disseminate SBA information and requirements to parents and students?

Yes, SBA related information will be posted on the HKEAA website for the information of teachers, students, parents and different stakeholders. Leaflets will also be published to inform parents and students of SBA requirements.