

Hong Kong Diploma of Secondary Education Examination

Information on School-based Assessment

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Table of Contents

Introduction	1
Modes of SBA	2
Responsibilities of Different Stakeholders	3
Important Notes and Malpractice	4
Frequently-asked Questions	7
Appendix	9



This booklet is for students who are taking the Hong Kong Diploma of Secondary Education Examination (HKDSE). It gives information about the School-based Assessment (SBA) component in the HKDSE: what it is, and guidelines to help students to complete the SBA.

Introduction

What is SBA?

School-based Assessment (SBA) is an assessment administered in schools as part of the learning and teaching process, with students being assessed by their subject teachers. The main rationale for SBA is to enhance the validity of the public assessment and extend it to include a variety of learning outcomes that cannot be assessed easily through public examinations.

Marks awarded will count towards students' results in the Hong Kong Diploma of Secondary Education Examination (HKDSE).

How will students benefit from SBA?

SBA

- ⊕ integrates learning and teaching with assessment;
- ⊕ offers a more comprehensive appraisal of students' performance;
- ⊕ helps students understand their strengths and weaknesses through quality feedback from teachers, leading to continuous improvement;
- ⊕ boosts students' confidence and motivation to learn;
- ⊕ enhances autonomous learning; and
- ⊕ enables students to achieve their best in a more relaxed and familiar setting.

Which subjects have SBA in the HKDSE?

Starting from 2024 HKDSE, SBA will be implemented in 12 Category A Senior Secondary subjects. Please visit the HKEAA website for details:

www.hkeaa.edu.hk/en/sba/introduction/

What assessment activities are involved in SBA?

The modes of SBA vary across subjects but they all form an integral part of the learning and teaching process.

Core Subjects

Chinese Language:

- ✦ The SBA will include reading activities.
- ✦ Students' learning outcomes will be assessed in the form of various assignments, written reports and oral presentations.

English Language:

- ✦ Students will read/view a number of texts (including books, films and documentaries) over the course of study.
- ✦ They will take part in group discussions and make individual presentations based on what they have read/viewed.

Elective Subjects

The assessment activities are integral to the learning of the subject, i.e. the activities are normal in-class/out-of-class activities that students are expected to be involved in during the learning process, for example, laboratory work in science subjects, project work in Information and Communication Technology, and portfolios in Visual Arts.

Responsibilities of Different Stakeholders

How will fairness be ensured in SBA?

The HKEAA will

- ⊕ provide detailed guidelines, assessment criteria and exemplars to ensure consistency in teachers' assessments;
- ⊕ provide professional development training to help teachers become familiar with how to conduct the SBA of their subject(s);
- ⊕ appoint district coordinators to support schools in the conduct of SBA for individual subjects;
- ⊕ moderate SBA marks submitted by different schools to iron out possible differences among schools in marking standards.

What are the responsibilities of teachers in SBA?

Teachers will

- ⊕ explain to students the SBA requirements;
- ⊕ administer SBA as an integral part of learning and teaching;
- ⊕ assess their students' work or performance according to stipulated procedures and criteria;
- ⊕ authenticate students' SBA work;
- ⊕ submit SBA marks and samples of students' work to the HKEAA.

What are the responsibilities of students in SBA?

Students should

- ⊕ understand that
 - SBA tasks are part of the learning and teaching of the 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;
- ⊕ become familiar with the task requirements, the assessment criteria, critical dates, school regulations and procedures for SBA;
- ⊕ sign the 'Student Declaration Form' regarding proper conduct in SBA at the beginning of each school year in which SBA is undertaken;
- ⊕ complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
- ⊕ complete the assessment tasks on time;
- ⊕ 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.

Important Notes and Malpractice

What are the essential points students should note in completing the SBA?

Students are encouraged to adopt the following good practices in completing their assessment tasks, which will help them to achieve their best:



Timeliness

be aware of the due dates and complete the tasks in accordance with the schedule stipulated by their teachers.



Start Early

be aware of the requirements and start working on the tasks early.



Good Planning

break an extended task into smaller sub-parts and complete them in stages.



Good Record Keeping

keep a complete record of their work, including drafts and backup copies of computer files.



Originality

ensure the work they submit is their own, record the sources of information used and acknowledge them properly in their work.

Artificial Intelligence (AI) and SBA



AI tools are developing rapidly and are increasingly becoming embedded in many aspects of our lives. 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. Just as with other reference sources, it is important to realise that the use of AI tools in SBA must be properly acknowledged.

Students should 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. AI tools draw on information from the Internet and we have no idea where the information is coming from. So, any outcome produced from an AI tool may not be factually correct and may be biased. AI tools may also be drawing from the work of other authors without their consent and may even create their own false citations and references.

How to acknowledge sources in students' work?



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 not simply copy others' words or ideas (including works generated by AI tools) and present them as their own. Students may refer to the **Appendix** for examples on how to quote and acknowledge sources properly in their work.

What is malpractice and its consequences?



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 works generated by AI 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.

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers know their students well and should be able to authenticate students' work and detect plagiarism and other malpractice through suitable monitoring. Copying from others can be spotted by teachers/HKEAA appointed personnel based on their experience or by using Internet search engines or electronic detection tools.

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.

The development of honesty and integrity is an important element in moral education. It is of utmost importance that academic honesty is maintained to ensure the fairness in tests and examinations (including SBA). Students should be responsible for ensuring that the work they produce is their own and bear the consequences for committing plagiarism or other malpractice in SBA.

What is the role of parents in SBA?



Parents should

- ✓ encourage their children to take part in related learning and assessment activities;
- ✓ teach their children to complete the assessments honestly and responsibly in accordance with the stipulated requirements and timetable;
- ✓ communicate with them and take an active interest in their learning;
- ✓ create a good learning environment for them at home.



Parents should not

- ✗ do assignments for their children; or
- ✗ allow them to copy others' work.

Frequently-asked Questions

What are the consequences of committing plagiarism in SBA?

Copying from other sources, including the Internet or works generated by AI tools, 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.

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 (including works generated by AI tools) 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.

What can students and parents do if students have any queries regarding their SBA results?

Students should discuss their concerns with their subject teachers. Parents should encourage their children to talk to their teachers and express their views. The school can then look into the case according to its stipulated procedures.

Why is it necessary to moderate the SBA marks?

Teachers know their students well and can reliably judge their performance. However, they are not necessarily aware of the standards of performance across all schools. Teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. The HKEAA makes use of appropriate methods to moderate SBA marks submitted by different schools, with the aim of ensuring comparability of SBA scores across schools. During the moderation process, students' SBA marks may be adjusted but the rank order determined by the school will remain unchanged.

Can students appeal against their SBA results?

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

Can a school candidate enter for an additional subject in the HKDSE 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 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 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.

Contact Information



Further information about the SBA can be obtained from the HKEAA website at www.hkeaa.edu.hk/en/sba/

Address: 13/F Southorn Centre, 130 Hennessy Road, Wanchai, Hong Kong
E-mail: dse@hkeaa.edu.hk
Tel: (852)3628 8860
Fax: (852)3628 8928

Appendix

Acknowledging Sources

In completing an assessment task, it may be necessary for students to get access to different sources of information when collecting data, formulating a hypothesis or identifying arguments to support their viewpoints. Students should bear in mind that they should write in their own words when completing their assignments. **They should not simply copy others' words or ideas (including works generated by AI 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.** 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.

Some examples on how to acknowledge sources properly are given below for students' reference. It should be noted that there is no single standard way of citing sources and students are not required to adopt the following styles. They are encouraged to consult their subject teachers for further guidance in this regard.

Example 1

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

Example 2

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

Example 3

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

Example 4

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

Note: In Examples 1 to 3, the student is directly quoting text from another source, the quote being highlighted by quotation marks or by using a separate paragraph. In Example 4, the student is making reference to someone's idea which he/she has rewritten in his/her own words. In both cases, the original author has to be acknowledged and the information to be provided includes the author's name, the year of publication and page reference (if applicable).

At the end of their piece of work, students should provide a **reference list** of all the sources of information that they have referred to. The information to be provided should include the name of the author, year of publication, book title, place of publication, publisher and page number(s) where the quotation or idea is found (if applicable). Examples of some commonly-used sources of materials and how they can be acknowledged are given below:

(a) Books

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

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

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

劉理想 (2007) : 《中醫存廢之爭》 · 北京 : 中國中醫藥出版社。

(b) Journal or magazine articles

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

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

(c) Newspapers

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

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

(d) Websites

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

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

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

(e) AI tools

(The following example is related to the subject Chinese Language, only Chinese version is provided.)

所使用的人工智能工具： ChatGPT
使用過程撮要： 我輸入了「小王子中的比喻」。
輸出撮要*： ChatGPT 列出了《小王子》的五個片段，並說明了分別比喻什麼現象或待人處世的道理。

AI tool used: ChatGPT
A short description of actions: I input the prompt '*Symbolism in To Kill a Mockingbird*' on 11 July 2023.
Summary of output*: ChatGPT provided four examples: the mockingbird; the Radley Place; the tree in the Radley yard; and the snowman. An explanation of each of these was given.

AI tool used: ChatGPT
A short description of actions: I input the following:
A shift cipher is a simple encryption method. When encrypting a message, every letter in the original message is replaced by a different letter, k positions down the alphabet (modulo by 26), where k is an integer.
In the following example, $k = 8$
Original message: WORK HARD, PLAY HARD!
Cipher text: EWZS PIZL, XTIG PIZL!
Write a python program to implement a shift cipher decrypter.
Summary of output*: ChatGPT provided a sample program with remarks for me to understand the algorithm behind.

*The output from the AI tool should be saved. Your teacher might inspect the output for checking.