



香港中學文憑考試！

Hong Kong Diploma of Secondary Education Examination

2014

視覺藝術

Visual Arts

校本評核教師手冊

School-based Assessment Teachers' Handbook

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Preface

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

Notes on Changes to the Handbook

Compared with the Teachers' Handbook for the 2013 HKDSE Examination, the following paragraphs have been revised and the changes are highlighted in this Handbook for teachers' easy reference:

Paragraph 1.1	Assessment Framework
Chapter 2	Assessment Requirements
Paragraph 3.1	Provision of Information to Students
Paragraph 4.3	Students with Special Educational Needs
Paragraph 4.5	Declaration Requirements
Chapter 6	Malpractice
Appendix A	Roles and Responsibilities of the HKEAA, EDB, Schools and Students
Appendix B	Roles and Responsibilities of Supervisors, District Coordinators and School Coordinators
Appendix E	SBA Portfolio – Assessment Sheet
Appendix F	Assessment Sheet for Individual Work

The SBA requirements and procedures in the HKDSE will be subject to review in light of experience from the 2012 examination. Schools will be informed of any changes with an adequate period of notice.

Chapter 1 Introduction

1.1 Assessment Framework

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

Component		Weighting	Duration
Public Examination	Choose either Paper 1 or Paper 2 Paper 1- Visual presentation of a theme Paper 2- Design Each paper is divided into two parts: Part A 10% Part B 40%	50%	4 hours
School-based Assessment (SBA)	Submit ONE portfolio consisting of: (a) A Research workbook (20%) (b) FOUR pieces of Artwork/Critical studies (30%)	50%	S5 & S6

Details of the SBA assessment requirements are as follows:

Assessment task	Subject weighting	Mark submission
Two pieces of Artwork / Critical Studies	15%	End of S5
A research workbook Two pieces of Artwork / Critical Studies	20% 15%	End of S6

1.2 Aims and Objectives

Rationale

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

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

- generate ideas through observation, experience, imagination, technology and other skills;
- develop themes on personal feelings or ideas, or social-related issues or ideas for problem solving through identifying, selecting and organising primary and secondary sources;
- analyse, interpret and make critical judgment of artwork/art phenomena showing an understanding of form, purpose, meaning and context in writing;

- transform and integrate experience, knowledge and perspectives constructed from art appreciation and criticism, and learning of other areas into art making practices;
- explore, select and manipulate appropriate visual language, media, materials, tools, skills, techniques and imagery for creative expression and communication of a theme, or solving of a particular problem; and
- continuously reflect on, respond to and evaluate their own and others' practice and work, and consequently modify their own work.

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

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

Chapter 2 Assessment Requirements

2.1 SBA Requirements

Students' performances in portfolio will be assessed internally by subject teachers. A student must submit **ONE** portfolio. The portfolio consists of two components, a Research Workbook and **4 pieces of work** (Artworks/Critical Studies), and will be assessed based on the assessment criteria and rubrics specified.

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

Research Workbook

The Research Workbook must display the development of ideas, research and exploration of 4 pieces of work and the presentation on art appreciation and criticism in context in relation to art making / critical studies (please refer to p.6 of the Guidelines on Research Workbook).

It should be noted that for moderation purposes, not more than 12 pages will be extracted from the Research Workbook, together with **4 pages of images separately showing the 4 pieces of artwork in digital image duplicated** for submission to HKEAA.

Artworks / Critical Studies

In the portfolio, all of the **4 pieces of work should be in a theme**. They can be all artworks OR one to two of them can be critical studies. In setting up the themes for their portfolios, students are encouraged to select a broad theme and they are provided with the flexibility to develop relevant sub-themes in the portfolios. The theme should be open-ended to allow a variety of responses, interpretations and solutions to artwork, as well as engaging students' imagination and creativity.

Requirements for Transfer Students

Transfer students are S6 students sitting the examination for the first time, but who have transferred from one school to another after S5. Transfer students will need to submit SBA marks for S6 only, which will be proportionally adjusted to 50% and incorporated into their subject mark. Their SBA results obtained in S5 in the former school will not be counted. They are required to submit **ONE** portfolio consists of a Research Workbook and **TWO** pieces of work (Artworks/Critical Studies) for S6 only.

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

students may make use of the data collected or work partially done in S5 to complete their work in S6.

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

Requirements for Repeaters

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

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

Requirements for Private Candidates

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

2.2 Guidance in Assessment Process

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

2.3 Guidelines on Building a Portfolio

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

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

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

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

- All of the **four** pieces of work can be artwork, or one to two of them can be critical studies; and
- any media, materials, skills and techniques can be used for the production of artwork.

Visual Arts genres include the following:

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

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

2.4 Assessment Criteria

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

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

Sample Assessment Sheets are provided in Appendices E and F.

Research Workbook (develops a self-selected theme, shows study of relevant artwork and explores visual presentation for artwork and / or other materials for critical studies)

Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Exploration and development of theme or ideas	Uses materials from diverse sources	Uses materials from variety of sources	Uses materials from some sources	Uses materials from limited sources	Use materials from a single source	Shows no, or irrelevant, exploration or development of theme or ideas
	Selects, transforms and integrates the materials in development of theme or ideas	Selects, organises and integrates the materials in development of theme or ideas	Selects, organises and applies the materials in development of theme or ideas	Selects and uses the materials for developing theme or ideas	Uses the materials for developing theme or ideas in a limited way	
	Substantially investigates and inputs materials to produce original ideas	Continuously inputs materials to produce personal ideas	Occasionally inputs materials to produce satisfactory ideas	Randomly inputs materials for idea development	Rarely input materials for idea development	
Interpretation of artworks and its articulation with artmaking / critical studies	Recognises multiple contexts and formal qualities of the artwork	Recognises one or two contexts and some of the formal qualities of the artwork	Recognises one or two contexts, or some of the formal qualities of the artwork	Recognises limited contextual materials or the formal qualities of the artwork	States limited and basic contextual materials or formal qualities of the artwork	Shows no evidence of research or presents only one or two isolated facts about the artwork
	Expresses informed personal view(s) with support of evidence and/or insight	Expresses and justifies personal view(s)	Expresses personal view(s) with some support	Expresses personal view(s) without support	Expresses no personal view	
	Articulates or translates contextual and formal knowledge to artwork / critical studies	Relates contextual and formal knowledge to artwork / critical studies	Applies contextual knowledge to artwork / critical studies	Applies limited contextual or formal knowledge to artwork / critical studies	Unselectively uses contextual or formal knowledge in artwork / critical studies	

Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Experimentation of media and skills, and exploration of ways of expression	Demonstrates abundant and thorough experiments of media and skills	Demonstrates abundant experiments of media and skills	Demonstrates some experiments of media and skills	Demonstrates limited experiments of media and skills	Demonstrates few experiments of media and skills	Demonstrates no, or unrelated, experiments with media or skills, and exploration of ways of expression
	Demonstrates abundant and thorough exploration of ways of expression	Demonstrates abundant exploration of ways of expression	Demonstrates some exploration of ways of expression	Demonstrates limited exploration of ways of expression	Demonstrates few exploration of ways of expression	
Reflection and progression in learning	Continuously and thoroughly reflects on the portfolio from diverse perspectives	Frequently reflects on the portfolio from various perspectives	Occasionally reflects on the portfolio from some perspectives	Barely reflects on the portfolio	Rarely reflects on the portfolio	Shows no reflection and progression in learning
	Shows substantial progression in learning	Shows adequate progression in learning	Shows some progression in learning	Shows limited progression in learning	Shows little progression in learning	

Artwork / Critical Studies (a total of 4 pieces of work of one theme, one to two of which can be written work of critical studies, or all are artwork)

Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Media, skills and techniques	Demonstrates excellence in manipulating media, skills and techniques / writing skills	Demonstrates proficiency in manipulating media and techniques / writing skills	Demonstrates average competence in manipulating media and techniques / writing skills	Demonstrates limited skills in manipulating media and techniques / writing	Demonstrates minimal skills in manipulating media and techniques / writing	Demonstrates no skills in manipulating media and techniques, / writing
Visual presentation /analysis	Demonstrates an exceptional use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates an effective use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates an appropriate use / analysis of visual elements and principles of organisation relevant to the theme	Demonstrates a limited use / analysis of visual elements or principles of organisation relevant to the theme	Demonstrates an unselective use / analysis of visual elements and principles of organisation	Demonstrates a lack of awareness of the use / analysis of visual elements and principles of organisation
Relationship with context	Indicates deep knowledge of personal, aesthetic or cultural context(s) in relation to the theme	Indicates adequate knowledge of personal, aesthetic or cultural context(s) in relation to the theme	Indicates some knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates limited knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates superficial knowledge of personal, aesthetic or cultural contexts in relation to the theme	Indicates a lack of contextual knowledge

Assessment Criteria	Marks / Rubrics					
	5	4	3	2	1	0
Creativity and imagination / critical thinking skills		Demonstrates creative ideas and imagination / Expresses justified personal view(s)	Demonstrates ordinary ideas / Expresses personal view(s) with some supports	Demonstrates incomplete ideas / Expresses personal view(s) without support	Idea(s) are imitated from others / Expresses no personal views	Demonstrates no ideas / views
Overall presentation and communication of theme	Communicates the theme or message in an innovative way with a coherent and complete presentation	Communicates the theme or message effectively with a coherent presentation	Communicates the theme or message clearly with a complete presentation	Communication of the theme or message is incomplete	Communication of the theme or message is inadequate	Fails to communicate the theme or message
Progression of all 4 pieces of work	Shows substantial progression	Shows adequate progression	Shows some progression	Show limited progression	Shows little progression	Shows no progression

Chapter 3 Guidance in the Conduct of SBA

3.1 Provision of Information to Students

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

- task requirements and assessment criteria;
- schedule of assessment and critical deadlines;
- the school's regulations and administrative procedures for conducting SBA; and
- record keeping requirements.

After the completion of the marking, teachers are expected to provide feedback to students, e.g. 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. Students should also be informed that the SBA marks awarded by the school are subject to moderation by the HKEAA and hence their marks may change after the moderation process. Details of the moderation mechanism are provided in Paragraph 5.2.

3.2 Guidance from Teachers

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

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

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

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

Below are some examples of acceptable help from teachers:

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

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

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

3.3 Authentication of Students' Work

Schools may consider adopting suitable measures to ensure that the work submitted represent students' own work.

Students have to sign a declaration form to confirm that the work they produce is their own (see *Appendix G*). When submitting the SBA marks online, teachers are expected to confirm that, to the best of their knowledge, the work presented for assessment is the student's own work. School principals are expected to confirm that the SBA is conducted under the conditions and requirements stipulated by the HKEAA.

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

3.4 Within-school Standardisation

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

- to conduct meetings among teachers to align the marking criteria;
- to conduct trial marking of samples of students' work;
- to adjust marks of some teachers, if necessary, to ensure consistency of assessment standards for the whole school; and

- to use reference materials (such as those provided by the HKEAA) and archive materials (such as online samples of students' work from previous years) to help standardise marking within the school.

3.5 Handling Queries against Assessment Decisions

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

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

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

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

3.6 Record Keeping

Schools are required to keep a proper record of the following until the end of the examination cycle, which normally means the completion of the appeal process after the release of public assessment results:

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

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

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

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

3.7 Language Requirements

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

Chapter 4 Administrative Arrangements

4.1 Participating in SBA

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

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

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

4.2 Late Submission and Absence from Assessment

Students should submit their completed work on schedule. Those submitting the work late may be subject to a penalty in accordance with their school's regulations.

Students failing to complete the assessment for legitimate reasons should give those reasons and provide relevant supporting documents (e.g. medical certificates) to the HKEAA via their schools for special consideration, which will be given for medical and other legitimate reasons.

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

4.3 Students with Special Educational Needs

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

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

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

4.4 Submission of SBA marks

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

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

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

4.5 Declaration Requirements

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

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

4.6 Security Requirements

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

Chapter 5 Moderation of SBA Marks

5.1 Rationale for Moderation of SBA Marks

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

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

5.2 Moderation Mechanism

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

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

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

Chapter 6 Malpractice

Malpractice refers to any activities that allow a student to gain an undue advantage over others, examples of which include, but are not limited to:

- presenting work completed by others, in part or in whole, as one's own work;
- including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement.

These behaviours are generally referred to as plagiarism.

6.1 How to Handle Malpractice

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers are expected to provide sufficient supervision to ensure that the work which is assessed is that of the student concerned (see *Paragraph 3.3 Authentication of Students' Work* for details). Teachers know their students well and hence should be able to detect plagiarism and other malpractices through a close monitoring of students' work.

Schools should establish procedures for handling suspected malpractice cases. These procedures may include investigating 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.

If malpractice is proven, schools could impose a penalty in accordance with the schools' regulations, and taking into consideration the seriousness of the malpractice. This may include:

- issuing a warning letter to the student;
- deducting marks from the task concerned;
- awarding zero marks for the task concerned;
- awarding zero marks for the whole SBA component.

Under normal circumstances, malpractice identified prior to submission of marks to the HKEAA can be dealt with by the school according to schools' internal procedures and HKEAA's guidelines. Schools need to keep a proper record of malpractice cases, including the disciplinary action imposed, if any. Malpractice detected after the mark submission will be investigated by the HKEAA and for proven cases, penalty will be imposed in accordance with examination regulations. The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from part or the whole of the Examination or suffer a mark or grade penalty for breaching the regulations.

6.2 Prevention of Malpractice

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

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

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

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

HKEAA will:

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

EDB will:

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

Principals (or their designates) will:

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

Teachers will:

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

Students should:

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

it for inspection at the request of the school or the HKEAA.

Roles and Responsibilities of Supervisors, District Coordinators and School Coordinators

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

SBA Supervisor

The duties of the SBA Supervisor are to:

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

SBA District Coordinators

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

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

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

SBA School Coordinators

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

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

Calendar of Events

The following table shows a tentative schedule of SBA events for the 2014 HKDSE Visual Arts Examination:

School Year	Month	Event
S4	September – November 2011	SBA conference and related meetings: <ul style="list-style-type: none"> ● Latest information about the SBA ● Training sessions for school teachers ● Related meeting and discussion
	By July 2012	Schools to finalise the assessment requirements in S5 and S6
S5	September 2012	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> ● Number of S5 classes ● Name(s) and relevant information of S5 teachers 2014 SBA handbooks uploaded to the HKEAA website (http://www.hkeaa.edu.hk/en/sba/sba_hkdse/)
	September – November 2012	SBA conference and related meetings: <ul style="list-style-type: none"> ● Updates on SBA for 2014 HKDSE ● Arrangement for submission of assessment results/records and other details
	December 2012 - May 2013	S5 teachers to conduct SBA assessment activities according to school's assessment plan
	June – July 2013	Schools to submit S5 SBA marks to the HKEAA

School Year	Month	Event
S6	September 2013	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> No of S6 classes Name(s) and relevant information of S6 teachers
	September – November 2013	SBA conference and related meetings: <ul style="list-style-type: none"> Sharing sessions to teachers on S5 assessment Updates on SBA for 2014 HKDSE Briefing of SBA for 2015 HKDSE (if applicable)
	September – December 2013	S6 teachers to conduct SBA assessment activities according to school's assessment plan
	January 2014	Schools to submit S6 SBA marks
	Early 2014	<ul style="list-style-type: none"> Sample inspection of assessment results and records Schools to submit samples of student work for expert moderation
	March – May 2014	<ul style="list-style-type: none"> SBA marks analysed and moderated by the HKEAA School visits if further moderation is required
	July 2014	Release of 2014 HKDSE Examination Results
	October 2014	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.

School Code : Name of School: _____

Theme: _____

Artworks /Critical Studies	(1) Title: _____ Medium: _____ Size: _____
	(2) Title: _____ Medium: _____ Size: _____
	(3) Title: _____ Medium: _____ Size: _____
	(4) Title: _____ Medium: _____ Size: _____

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

Name of student: _____

Class number: _____

Research	Artworks / Critical Studies	Total
<input style="width: 40px; height: 40px;" type="text"/>	+	<input style="width: 40px; height: 40px;" type="text"/>
		=
		<input style="width: 40px; height: 40px; border: 2px solid black;" type="text"/>
		50%

Name of teacher: _____

Signature of teacher: _____

Research Workbook (develops a self-selected theme, shows study of relevant artwork and explores visual presentation for artwork and / or other materials for critical studies)

(5 represents the highest, 1 represents the lowest, 0 represents not shown)

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Exploration and development of theme/ideas							
2. Interpretation of artworks and its articulation with art-making / critical studies							
3. Experimentation of media and skills, and exploration of ways of expression							
4. Reflection and progression in learning							

Marks of ONE Research Workbook

Artworks / Critical Studies (a total of 4 pieces of work on one theme, a maximum of two of which can be written critical studies, or all four be artwork)

Assessment criteria	5	4	3	2	1	0	Teacher's Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
6. Progression of all 4 pieces of work							

Marks of FOUR works

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

Theme: _____ **Name of Student:** _____

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

Medium: _____ **Size:** _____ **Completed (M/Y):** _____

Assessment criteria	5	4	3	2	1	0	Teacher’s Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
							Marks: /25

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

Medium: _____ **Size:** _____ **Completed (M/Y):** _____

Assessment criteria	5	4	3	2	1	0	Teacher’s Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
							Marks: /25

Title of the 3rd Work (artwork/ critical studies): _____

Medium: _____ **Size:** _____ **Completed (M/Y):** _____

Assessment criteria	5	4	3	2	1	0	Teacher’s Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
							Marks: /25

Title of the 4th Work (artwork/ critical studies): _____

Medium: _____ **Size:** _____ **Completed (M/Y):** _____

Assessment criteria	5	4	3	2	1	0	Teacher’s Remarks
1. Media, skills and techniques							
2. Visual presentation /analysis							
3. Relationship with context							
4. Creativity & Imagination / critical thinking skills							
5. Overall presentation and communication of theme							
							Marks: /25

Hong Kong Diploma of Secondary Education

Visual Arts

Student Declaration Form

School Name: _____

Student's Name: _____

Class: _____ **Class No:** _____

Supervising Teacher: Mr/Ms* _____

I certify that:

- **the Visual Arts SBA-portfolio I have submitted is my own work;**
- **it does not include materials copied directly, in part or in whole, from any sources without proper acknowledgement; and**
- **I have not submitted this portfolio for assessment in any other course in the HKDSE Examination.**

Student's signature: _____ **Date:** _____

* Delete as appropriate