



Hong Kong Diploma of Secondary Education Examination

Literature in English

School-based Assessment Teachers' Handbook

(Trial Version)

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Preface

School-based assessment (SBA) for Literature in English is scheduled to be implemented in the 2014 Hong Kong Diploma of Secondary Education (HKDSE) Examination.

This Handbook (Trial Version) is to help teachers to become familiar with the administration of the planned SBA activities. In the light of feedback from schools during the transition years, a finalised version of the Handbook will be published when SBA is implemented.

During the transition years, the curriculum for Literature in English will remain intact and schools will be expected to conduct SBA activities as an integral part of learning, teaching and internal assessment as recommended in the curriculum and assessment guide.

Chapter 1 Introduction

1.1 Assessment Framework

The public assessment of this subject is based on the Literature in English Curriculum and Assessment Guide (Secondary 4 – 6) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (HKEAA).

The following table outlines the various components of the public assessment of Literature in English in the HKDSE Examination when SBA is implemented in 2014.

Component		Weighting	Duration
Public Examination	Paper 1 Appreciation	30%	2½ hours
	Paper 2 Essay Writing	50%	3 hours
SBA	Portfolio	20%	

1.2 Aims and Objectives

In the context of public assessment, SBA refers to assessments administered in schools and marked by the students' own teachers. The primary rationale for SBA in Literature in English is to enhance the validity of the overall assessment and extend it to include a more extensive range of learning outcomes through employing assessment modes that are not all possible in external examination settings.

SBA involves tasks which require learners to demonstrate a range of skills related to the study of literature and the arts in the world beyond the classroom, to develop the ability to work independently and to adapt and improve on successive drafts as a result of teachers' feedback. To a certain extent, SBA also helps to prepare learners for the other components of the public examination.

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

Another reason for including SBA is to promote a *positive “backwash effect” on students, teachers and school staff*. Within Literature in English, SBA can serve to motivate students by requiring them to engage in meaningful activities that lead to a more comprehensive assessment of their performance; 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.

It should be noted that SBA is not an “add-on” element in the curriculum. The modes of SBA adopted for Literature in English are normal in-class and out-of-class activities suggested in the curriculum. The requirement to implement the SBA will take into consideration the wide range of student ability and efforts will be made to avoid unduly increasing the workload of both teachers and students.

1.3 Implementation Schedule

The implementation schedule for SBA is as follows:

Year(s) of examination	Implementation of SBA
2012 and 2013	Both pieces of the students’ portfolio work will be collected at the end of January for S6 and marked by the HKEAA.
2014 and thereafter	SBA will be fully implemented. The portfolio work will be marked by the students’ own teachers and their marks will be submitted to the HKEAA. (The review/creative work should be submitted to teachers in the second term of S5, and the extended essay in the second term of S6.)

Chapter 2 Assessment Requirements

2.1 SBA Requirements

The SBA component of Literature in English constitutes 20% of the total weighting for the subject. It involves the preparation of two pieces of portfolio work:

- EITHER a review of a film/play/performance of about 600 words OR a piece of creative work, which will be allocated 8% of the subject weighting, and
- an extended essay of 1500 – 2000 words on a theme/work/writer connected to learners' study in the subject; this will take up 12% of the subject mark.

It should be noted that the work for the portfolio should be related to but not exclusively or extensively based on the set texts for study. Learners can use the texts they study as an inspiration for their portfolio work, but they should not include detailed analysis of those works. Instead they should focus on other arts-related materials. In the context of this subject, 'arts' refers to activities such as literature, cinema, television, music, painting and dance, which people can take part in for the purposes of enjoyment, or to create various impressions and/or meanings.

The main prose or film works chosen for study should be written or made originally in English. Similarly, studies of other cultural mediums should centre largely on the works of English-speaking artists or performers. Students should be encouraged to make connections between what they read and things occurring in Hong Kong and around the world. Cross-cultural references can be made in the work, e.g. comparing the set film with local films/television.

Extended essays which deal exclusively with such subjects as history, sociology, psychology, scientific or liberal studies are **not** appropriate.

Submissions for portfolio work should not exceed the word limit stated, which includes footnotes. Work should be typed on A4 paper with the task type(s) clearly indicated on the front cover(s) and presented in a folder. The review/creative work should be submitted to teachers in the second term of S5, and the extended essay in the second term of S6. A single mark for each should be submitted at the end of S5 and S6. The Hong Kong Examinations and Assessment Authority may also request teachers to submit some samples of their students' work for illustrative purposes.

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 (namely the extended essay), which will be proportionally adjusted to 20% and incorporated into their subject mark. 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 Literature in English course and the assessments completed there for their teachers' reference.

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.

Private Candidates

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

Private candidates who have SBA marks obtained from previous examinations will not be allowed to carry forward these marks to subsequent examinations.

2.2 Guidance in Assessment Process

The portfolio tasks provide students with an opportunity to work independently in producing a review of a film/play/performance or a piece of creative work such as a short story, or short play, and an extended essay on a theme/work/writer connected to learners' study in the subject. Parts of the portfolio work should be completed in class to ensure authentication, but students should be encouraged to make use of multiple resources at home or in the community to give substance to their work.

Although classwork may include discussions of themes relating to the curriculum which might be explored in the tasks, portfolio work should be developed by individual students alone, and not as part of a collaborative effort.

Teachers should periodically check the contents of students' work in progress and the sources cited to ensure that they are appropriate to the required tasks, do not stray beyond the specifications of the syllabus and that they avoid plagiarism. This will help to standardise the assessment process.

The SBA tasks can be easily integrated into learning and teaching activities in the classroom. A review, for example, requires the application of critical faculties, the expression of personal feelings and opinions and demonstration of the knowledge of appropriate terminology relating to the genre being described – all of which are essential skills needed for the public examination. Similarly, an imaginative expansion of one of the set texts, say, for example, a task requiring students to write an alternative ending to a novel or short story, practises skills common to both the public examination and the shorter of the SBA tasks, as well as enhances knowledge and understanding of the themes, characters, tone, etc. of the set texts. The extended essay on a theme/work/writer connected to learners' study in the subject will also cast much light on the set writers/texts.

Due to the fact that the SBA tasks are complimentary to the study of the set texts, along with the long time frame given to the completion of the tasks and the word limits set at 600 and 1500 – 2000 for the short and extended tasks respectively, the demand on students' time is set at a very reasonable level, with little chance of them being overloaded.

Schools/teachers may, if they wish, request students to provide more than one review or piece of creative work during the course of study, and select the best one to submit as the SBA task. For the extended task, this is less desirable as a considerable amount of work will be involved in producing a 1500 to 2000 word essay. Two marks will need to be submitted in all, one for the short and one for the extended task. For guidance, please refer to the assessment criteria section, 2.4.

2.3 Setting Assessment Tasks

As the stated objective of the Literature in English SBA component is to encourage independent study, teachers should in general avoid setting actual SBA tasks for students and invite them to choose their own topics or texts to explore. Teachers can, of course, provide models of appropriate text-types for students' reference. For example, reviews from newspapers, magazines, internet sites and so forth can be used in the classroom to illustrate the features of the genre, and students may be given practice in different narrative or dramatic techniques in preparation for producing a piece of creative work. In general, encouraging students within the same class or school to look at different aspects/themes of the same work/writer is acceptable, providing it does not lead to situations where students are producing work of similar content. This would make it difficult to distinguish between the essays. It should be remembered that SBA provides an opportunity for broadening the scope of creativity and independent thinking. Focusing students' attention narrowly on a restricted number of themes/writers would be contrary to the spirit of SBA. Care should also be taken to help students select a genre or essay topic which commensurate with their abilities. That said, students should be producing work which is of more or less the same level of depth and complexity to ensure fairness in the awarding of marks.

2.4 Assessment Criteria

Attention should be given to the following areas when assessing students' work.

Critical ability

Students should demonstrate an ability to use their chosen literary genre effectively. There should be selectivity in terms of content, language, form and tone.

Content

Content should be related to the portfolio requirements. Students should show a grasp of the genre they have chosen and a good knowledge of the themes, work and writers on their course. Students who fail to go into depth on the themes or provide simple biographies should not score highly.

Structure

To aid in assessment, below is included some guidance as to what to expect from students. These definitions are not necessarily prescriptive, but are meant as guidelines. Teachers must use their own discretion when making the assessment.

- (a) The film/play/performance review should be similar to those read in magazines or newspapers. These convey impressions quite informally and often in a humorous style. It may be necessary to include a background to the story/film/drama etc., and perhaps some biographical material, but the heart of the matter must still be the **review** which involves critical analysis of the text for its matter and manner. The nature of the text reviewed should largely dictate the tone and, in general, both should be congruent. Bibliographies are out of place in such reviews.
- (b) Creative writing should tackle themes and issues in an imaginative and stimulating way. Bibliographies will probably not be essential.
- (c) Extended essays are more formal and academic, and may involve the submission of a thesis regarding the theme, work or writer chosen. This thesis may require exposition, substantiation, synthesis and a conclusion. The aim is to **find out** something. The student will be expected to have consulted references so there should be a bibliography.

Language

The emphasis will fall on effective communication. Teachers should not focus unduly on students' work from the point of view of language accuracy by underlining spelling mistakes, wrong verb tenses and similar grammatical errors. The student whose English is poor will automatically be penalised to some extent by his/her lack of clarity. Emphasizing the ability to communicate effectively will mean rewarding those students who can write coherently and explain in a manner that is logical and easy to follow, and argue a case or give an opinion in a rational and lucid manner. Tone too is important. What is being presented must be reflected in the manner in which the work is written.

The awarding of marks is based on the criteria below:

	Question mark out of 33	Grade
<p>This work is incomprehensible and/or plagiarised This work does not relate to the study requirement</p>	0 – 9	Very poor
<p>The content is slight and trivial The work is disorganised The work lacks logic/insight/creativity There is superficial storytelling/factual inaccuracy There is little awareness of form</p>	10 – 13	Poor
<p>There is an attempt at analysis/insight/creativity but it is limited/incomplete There is weak organisation The work lacks fluency</p>	14 – 17	Below average
<p>There is some analysis/insight/creativity There is a workmanlike use of material with the form/content not necessarily complementing each other consistently There is some organisation. There is an awareness of the direction the work needs to take</p>	18 – 22	Average
<p>There is some mastery and appreciation of the form in which the work is written There is an awareness of some of the subtleties The work is quite well-organised There is some fluency The work shows an increasing insight/creativity/originality but may not be sustained</p>	23 – 25	Above average

<p>There is greater mastery and appreciation of the form in which the work is written</p> <p>There is greater sophistication/subtlety</p> <p>The work is well-organised</p> <p>The work shows insight/creativity/originality/synthesis of analysis</p>	26 – 28	Good
<p>This work fulfils the requirements of the task in most respects</p>	29 – 31	Very good
<p>This work completely fulfils the requirements of the task</p>	32 – 33	Outstanding

Illustrative material should illustrate. Otherwise it may be a sign of disorganisation. It should be functional rather than decorative. Effective illustrative material should be rewarded.

Note:

1. Students should be assessed in accordance with the above criteria. The SBA marks awarded by schools should reflect the rank order of its students as well as the relative difference between students' achievements.
2. Zero marks will be given if the work submitted by a student fails to meet the minimum requirement of the assessment standard.

Chapter 3 Guidance in the Conduct of SBA

3.1 Provision of Information to Students

Students should be informed clearly at the beginning of the 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.

Feedback may be given on any of the areas mentioned in 2.4. Feedback on the strengths and weaknesses of the performance of the shorter task, which is submitted earlier, may be tailored to provide useful advice on how to tackle the extended essay more effectively. Consideration can also be given to how feedback for SBA can impact on awareness of themes and writers as regards practice for answering questions in the public examinations.

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 given tasks;
- 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, e.g. about alternative strategies that may be tried. However, teachers should not give specific guidance or detailed advice in such a way as to put into question the student's authorship of his/her work.

Teachers may give help such as

- 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

Teachers should not, however, extend their help to

- providing a detailed outline or specific suggestions to help students to complete or improve their work;
- rewriting the content of their work for students.

3.3 Authentication of Students' Work

- For tasks involving out of class activities, there should be a requirement that sufficient work is completed under direct supervision to allow teachers to authenticate students' work;
- Teachers are expected to closely monitor students' progress, and, if appropriate, arrange for critical parts to be completed in class.

Schools may consider adopting suitable measures to authenticate students' work. They may do this by

- ensuring that the tasks do not go into detail about the set texts;
- encouraging students to avoid exploring over-familiar themes;
- encouraging students to use a range of media resources in their research, rather than one or two.

Students have to sign a declaration form to confirm that the work they produce is their own (see *Appendix E*). 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.

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

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

3.5 Handling Queries against Assessment Decisions

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

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

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

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

3.6 Record Keeping

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

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

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

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

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.

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 by the principal of the school for further action, which 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.

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 remain unchanged. Details of the moderation mechanism to be adopted in the HKDSE will be provided in the booklet “*Moderation of School-based Assessment Scores in the HKDSE*”, which is scheduled to be published in 2010.

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.

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.

Schools need to keep a proper record of malpractice cases, including the disciplinary action imposed, if any.

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.

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

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

HKEAA will:

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

EDB will:

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

Principals (or their designates) will:

1. establish appropriate regulations and procedures for the proper administration of SBA within the school;
2. send representatives to attend SBA conferences and coordinator-teacher meetings;

3. nominate a School Coordinator for each subject to oversee the conduct of the SBA in that subject;
4. provide information on the administration of SBA as required by the HKEAA;
5. endorse the SBA marks for submission to the HKEAA;
6. facilitate visits by HKEAA subject managers and examination personnel (e.g. supervisors, district coordinators and moderators) who may need to review students' work and assessment records;
7. maintain a quality assurance system for SBA; and
8. provide feedback to the HKEAA.

Teachers will:

1. explain to students the aims, requirements and assessment criteria of SBA as well as the relevant school regulations and procedures;
2. administer SBA as an integral part of learning and teaching;
3. administer SBA according to the regulations and procedures set by the HKEAA and the school;
4. provide information on the administration of SBA as required by the HKEAA;
5. assess students' work/performance using the assessment criteria set by the HKEAA;
6. authenticate students' SBA work and performance records;
7. submit SBA marks and assessment records 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; and
6. 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 Literature in English, 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 Literature in English from 2009 to 2012:

School Year	Month	Event
S4	September 2009	Distribution of SBA handbooks (Trial Version) to school
S5	Late 2010 - Mid 2011	S5 teachers to conduct SBA assessment activities according to schools' assessment plans
<i>Professional development seminars in SBA to be conducted in 2010 /11</i>		
S6	September - December 2012	S6 teachers to conduct SBA assessment activities according to schools' assessment plans

Channels of Communication

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

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

- (2) Teachers may view the latest SBA information or download useful documents from the HKEAA website:
- URL: <http://www.hkeaa.edu.hk>
 - For general information, please click “HKDSE” on the homepage and then choose “SBA”.
- (3) School Coordinators/teachers may contact the District Coordinator assigned for their schools for guidance and advice on matters concerning SBA.

**Hong Kong Diploma of Secondary Education
Literature in English
Student Declaration Form**

School Name: _____

Student's Name: _____

Class: _____ **Class No:** _____

Supervising Teacher: Mr/Ms* _____

I certify that:

- **the task (*or appropriate name of the assessment*) submitted/completed 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 piece of work for assessment in any other course in the HKDSE Examination.**

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

* Delete as appropriate