



## Press Release

### Board Approves Modifications to Chinese and English Language SBA

The Public Examinations Board of the Hong Kong Examinations and Assessment Authority today approved modifications to the design and implementation timeline for school-based assessment (SBA) as part of the new 2007 HKCEE syllabuses for Chinese Language and English Language.

#### The Modifications

Following careful consideration of the advice of the relevant CDC-HKEAA Committees on Chinese and English and of the various school councils and professional bodies, the Public Examinations Board decided on the following modifications:

1. The design of SBA for Chinese Language and English language will be simplified (details in the Annex);
2. There will be a three-year phase in period for implementing SBA in Chinese Language and English Language, with options as set out below to accommodate variations between and within schools with respect to the optimum time to implement SBA:

2007	Each school is to select one of the following options: <ol style="list-style-type: none"><li>1. Submit SBA marks for feedback from HKEAA and to contribute 15% of the final subject result.</li><li>2. Submit SBA marks for feedback from HKEAA. Examination results to contribute 100% of subject result.</li><li>3. Not submit SBA marks of students. Examination results to contribute 100% of final subject result.</li></ol>
2008	Each school is to select one of the following options: <ol style="list-style-type: none"><li>1. Submit SBA marks for feedback from HKEAA and to contribute 15% of the final subject result.</li><li>2. Submit SBA marks for feedback from HKEAA to the school on the outcomes of statistical moderation. Examination results to contribute 100% of subject result.</li></ol>
2009	All schools must: <ol style="list-style-type: none"><li>1. Submit SBA marks for feedback from HKEAA and to contribute 15% of the final subject result.</li></ol>

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Schools need not select the same option for both Chinese Language and English Language. For example, a school could select Option 1 for one subject and Option 2 for the other.

Chairman of the Public Examinations Board, Mr. Cheung Pak-hong, commented that the decision to introduce SBA was a long-standing policy commitment that enjoys general support within the education community: the issues at stake all relate to how it is implemented.

He said the modifications represent a consensus decision on the way forward that acknowledges the fact that SBA is a significant change in the way these subjects have been assessed in the past and schools are at different stages in responding to the new challenges. He said the modifications will ensure a smooth transition over the implementation period 2007-2009.

### **The Way Forward**

Schools will be notified of the changes through individual letters to be sent out in the week ending 22nd April, 2006.

It is expected that most schools will make decisions regarding the three options for 2007 as soon as practicable, following consultations with teachers and other members of the school community and with appropriate communication with parents.

Schools will be asked to provide a provisional indication of their choice of options by the end of August 2006 to enable planning of professional development and training events, but will be required to finalize their choice as part of the normal process of registering candidates for the HKCEE in late October.

### **Background**

The changes, which are aimed at alleviating teacher work-pressure and catering for differences between and within schools in their stage of development with respect to SBA, were made following a comprehensive survey of all schools and consultations with school councils and professional bodies.

Original proposals regarding the introduction of the two language syllabuses, including details of the SBA component, were favorably received by schools and by teachers when they were consulted in 2003 and 2004. A number of concerns have been raised in recent months, however, as schools have begun to implement the new syllabuses with their S4 students. These concerns led to a decision last February that CDI-HKEAA would organize a series of 36 district-level seminars to better understand the concerns of schools. In parallel, most school councils and professional bodies have also consulted and conducted surveys among their members.

The results of the CDI-HKEAA survey indicated:

- Respondents were generally divided in their opinions with some disagreeing and some agreeing to statements concerning various aspects of the implementation of SBA.
- Opinions regarding SBA have become much more negative than they were following the initial consultations, at which time they were generally positive.
- Workload issues were clearly the greatest concern, with high proportions strongly disagreeing or disagreeing with the statement that the amount of work required to implement SBA was reasonable.
- Most schools and teachers responded positively to questions regarding the capacity of teachers to authenticate student work.
- A significant number of schools and teachers do not feel ready to implement SBA for 2007 and require further training.
- Schools and teachers want to see simplifications to the existing designs for SBA.

## **The Simplifications**

### **Chinese Language**

- Two of the categories of SBA (Coursework and Other Language Activities) will be merged together, so that SBA will now comprise:
  - Reading Activities (5%).
  - Coursework and Other Language Activities (10%)
- Schools will be required to provide just *three* scores under the heading ‘Coursework and Other Learning Activities’.
- Schools will be able to choose the proportion of Coursework to Other Language Activities.
- Schools will be able to choose whether students provide written reports or make oral presentations in responding to Reading Activities and Other Language Activities.
- The weighting given to SBA will be reduced from 20 to 15%.

### **English Language**

- The number and type of texts to be read/viewed be reduced from 4 to 3.
- The number of assessments required will be reduced from four to two (one in S4 and one in S5).
- Schools may choose whether the students complete a group interaction or an individual presentation for both assessments.

- End -

Date: 11 April 2006

### Original SBA Requirements for Chinese Language

Component	Requirements	Weighting
<b>Coursework</b>	Students do a number of assignments as decided by school/subject teacher and choose the best 5 scores.	2% x 5 scores =10%
<b>Reading activities</b>	Students need to keep a reading record, write 2 book reports and do 1 oral presentation on one of the reports.	3% (reading record) + 1.5% (book report) + 1.5% (book report + oral presentation) = 6%
<b>Other language activities</b>	Students need to keep an activity record and do 1 oral presentation or performance on one of the activities.	2% (activity record) + 2% (activity oral presentation/performance) =4%

### Revised SBA Requirements for Chinese Language

Assessment component	Requirements	Weighting
<b>Reading Activities</b>	Submit one score based on the reading record and the performance on 1 oral presentation (individually or in groups) or written report to be done in class.	5%
<b>Coursework and Other Language Activities</b>	<ol style="list-style-type: none"> <li>1. Submit three scores (based on the performance on 3 coursework or other language activities, one of which must be done in class).</li> <li>2. At least one coursework or other language activity to be completed in S4 and one in S5.</li> <li>3. For other language activities, schools may choose whether students provide written reports or make oral presentations (individually or in groups), to be done in class.</li> <li>4. Schools will decide on the proportion of coursework and other language activities to be completed.</li> </ol>	10%

### Original SBA Requirements for English Language

Requirements	S4	S5	Total
<b>Number and type of texts to be read</b>	Minimum of <b>two</b> texts, from two categories	Remaining <b>two</b> texts, remaining categories	<b>Four</b> texts, one from each category (print fiction, print non-fiction, non-print fiction, non-print non-fiction); two must be from HKEAA list
<b>Number and timing of assessment tasks to be undertaken</b>	Minimum of <b>two</b> interactive tasks to be undertaken anytime during S4, must be on different texts	Minimum of <b>one</b> interactive task, <b>one</b> individual presentation to be undertaken anytime during S5, must be on different texts	<b>Four</b> tasks on four texts, one from each category
<b>Number, % and timing of marks to be reported</b>	One mark, best mark out of the two tasks, 5% of total English mark, reported at end of S4	Best mark for the interaction and best mark for the presentation, 10% of total English mark, reported at end of S5	15% of total English mark

### Revised SBA Requirements for English Language

Requirements	S4	S5	Total
<b>Number and type of texts to be read / viewed</b>	<b>One or Two</b> texts	<b>One or Two</b> texts	<b>Three</b> texts, one each from three of the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction)
<b>Number and timing of assessment tasks to be undertaken</b>	<b>One</b> task, group interaction or individual presentation, to be undertaken during the second semester of S4	<b>One</b> task, group interaction or individual presentation, to be undertaken anytime during S5	<b>Two</b> tasks, each on a text from a different category
<b>Number, % and timing of marks to be reported</b>	<b>One</b> mark reported at end of S4	<b>One</b> mark reported at end of S5	<b>Two</b> marks, 15% of total English mark