

Hong Kong Subsidized Secondary Schools Council
Questionnaire on Revised Proposal on SBA Result (14 Feb., 2007)

No. of Returns = 238 Out of 355 member schools Return rate =67.04%

I. Executive Committee Suggestions to HKEAA and / or EMB (Note: 4=strongly agree 3= agree 2= disagree 1= strongly disagree)

	Suggestions	4	3	2	1	Mean/S.D.
1	Provision of sufficient training in SBA to all teachers teaching the subject at least 6 months before the year of full implementation.	167 71.1%	58 24.7%	7 3.0%	3 1.3%	3.66 .603
2	Provision of additional resources for SBA to schools to maintain group size to around 20 - 30 students for assessment.	196 82.7%	29 12.2%	8 3.4%	4 1.7%	3.76 .594
3	Appropriate schedule for submission of SBA marks of all subjects so that their deadlines are distributed evenly throughout the two years to avoid overloading of students	164 69.2%	66 27.8%	4 1.7%	3 1.3%	3.65 .582
4	Provision of more examples / samples on how SBA can be carried out on each specific subject	174 73.4%	54 22.8%	7 3.0%	2 0.8%	3.69 .571
5	Allowing schools more flexibility in SBA tasks to cater to diversity of student abilities	136 57.6%	81 34.3%	15 6.4%	4 1.7%	3.48 .693
6	Allowing a trial period of two years starting from the year of full implementation similar to that of English Language and Chinese Language which allows schools to opt for inclusion of SBA marks of that subject in public examination results.	130 54.9%	87 36.7%	18 7.6%	2 0.8%	3.46 .673
7	Provision of additional funding to support financially needy students for SBA activities	163 68.8%	61 25.7%	9 3.8%	4 1.7%	3.62 .645

Analysis:

Majority of our member schools (over 90% of those that have returned the questionnaires or over 60% of the total population) agree or strongly agree with all the seven suggestions made by the Executive Committee of HKSSSC.

Individual Comments : Refer to **Appendix 1**

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II. Individual subjects

A. Of the 8 Subjects to be implemented in 2012		^a Eng.	^b Chi	^c Lib. Stud	^d Chi. Hist.	^e Hist.	^f D & App. T	^g Visual Arts	^h ICT	
8	No. of Schools will offer this subjects in NSS.	238	238	238	214	178	28	159	191	
9	Further consultation on the number of tasks required in SBA	¹ Yes	137 69.9%	139 70.6%	145 74.0%	134 69.1%	102 63.0%	16 59.3%	105 70.9%	98 57.6%
		² No	59 30.1%	58 29.4%	51 26.0%	60 30.9%	60 37.0%	11 40.7%	43 29.1%	72 42.4%
10	Further consultation on the content of the tasks required in SBA	¹ Yes	144 73.1%	143 72.6%	150 77.3%	138 72.3%	108 67.5%	16 59.3%	102 70.8%	104 61.2%
		² No	53 26.9%	54 27.4%	44 22.7%	53 27.7%	52 32.5%	11 40.7%	42 29.2%	66 38.8%

B. Of Science Subjects

		ⁱ Bio.	^j Chem.	^k Phy	^l Comb. Sci	^m Int. Sci..	
11	No. of school will offer this subjects in NSS.	216	222	220	117	27	
12	Preferred SBA implementation: (Option A: Defer implementation for 2 years with full implementation in 2014 Option B: Implement practical component in 2012 and 2013, with full implementation in 2014 Option C: Either Option 1 or Option 2 Option D: Neither Option 1 nor Option 2)	A	87 40.5%	85 38.6%	81 37.3%	45 38.8%	9 33.3%
		B	82 38.1%	85 38.6%	89 41.0%	50 43.1%	14 51.9%
		C	36 16.7%	39 17.7%	36 16.6%	16 13.8%	3 11.1%
		D	10 4.7%	11 5.0%	11 5.1%	5 4.3%	1 3.7%
13	Further consultation on the number of tasks in SBA required.	¹ Yes	158 76.7%	157 74.4%	160 76.6%	91 83.5%	21 84.0%
		² No	48 23.3%	54 25.6%	49 23.4%	18 16.5%	4 16.0%
14	Further consultation on the content of the tasks in SBA required.	¹ Yes	160 77.3%	155 73.1%	158 75.2%	90 81.8%	20 80.0%
		² No	47 22.7%	57 26.9%	52 24.8%	20 18.2%	5 20.0%

C. Of subjects with small number of candidates

		ⁿ C.Lit.	^o Eng. Lit..	^p Health	^q Tech.& Living	^r .Tourism	^s P.E.	
15	No. of school will offer this subjects in NSS.	113	4	24	12	76	21	
16	Preferred SBA implementation: (Option A: Defer for 2 years with full implementation in 2014 Option B: Full implementation in 2012 Option C: Either Option 1 or option 2 Option D: Neither Option 1 nor Option 2)	A	56 50.5%	2 50%	15 62.5%	5 41.7%	43 61.4%	13 65.0%
		B	22 19.8%	--	3 12.5%	6 50.0%	9 12.9%	3 15.0%
		C	23 20.7%	2 50%	6 25.0%	1 8.3%	15 21.4%	3 15.0%
		D	10 9.0%	--	--	--	3 4.3%	1 5.0%
17	Further consultation on the number of tasks in SBA required	¹ Yes	86 78.9%	3 75%	16 69.6%	10 83.3%	55 78.6%	18 90.0%
		² No	23 21.1%	1 25%	7 30.4%	2 16.7%	15 21.4%	2 10.0%
18	Further consultation on the content of the tasks in SBA required.	¹ Yes	85 78.0%	3 75%	17 73.9%	9 75.0%	59 83.1%	17 85.0%
		² No	24 22.0%	1 25%	6 26.1%	3 25.0%	12 16.9%	3 15.0%

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D. Of the remaining Subjects			^u Econ.	^u Geog.	^v Ethics & R.S.	^w Music	^x Bus. Acc.&Fin.	^y Maths
Implementation timetable proposed by HKEAA			Defer for 2 years, trial for 1 year, with full implementation in 2014		Defer for 2 years, trial for 1 year, with full implementation in 2015		Defer for 2 years, trial for 2 years, with full implementation in 2016	
19	No. of school will offer this subjects in NSS		224	218	40	7	184	238
20	Preferred SBA implementation year: (Option 1: Agree with HKEAA proposal Option 2: Disagree with HKEAA proposal)	1	177 83.1%	168 82.0%	30 81.1%	6 85.7%	150 86.2%	159 87.4%
		2	36 16.9%	37 18.0%	7 18.9%	1 14.3%	24 13.8%	23 12.6%
21	Further consultation on the number of tasks in SBA required.	¹ Yes	163 74.8%	164 77.7%	29 72.5%	5 71.4%	132 75.4%	153 82.3%
		² No	55 25.2%	47 22.3%	11 27.5%	2 28.6%	43 24.6%	33 17.7%
22	Further consultation on the content of the tasks in SBA required.	¹ Yes	163 74.8%	173 82.0%	30 75.0%	6 85.7%	136 77.7%	159 85.0%
		² No	55 25.2%	38 18.0%	10 25.0%	1 14.3%	39 22.3%	28 15.0%

Analysis:

1. In almost all the subjects listed, over 60% of the responding member schools offering the subject indicated that further consultation on both the number of tasks and the content of the tasks in SBA are required. This shows that HKEAA needs to discuss with the schools and teachers thoroughly in order to gain their supports in the implementation of SBA.
2. In the proposed choices offered by HKEAA, there is no clear preferences observed in the science subjects and the subject “Technology and Living”.
3. Of other subjects with smaller number of candidates (Chinese Literature, English Literature, Health Management and Social Care, Tourism & Hospitality Studies and Physical Education), over 50% of the responding member schools offering the subject prefers to defer for 2 years with full implementation in 2014.
4. Of the remaining subjects, over 80% of the responding member schools offering the subjects agree with the proposals made by HKEAA.

Comments and suggestions for different subjects by individual schools: Refer to **Appendix 2**

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Appendix 1 : Comments and suggestions on overall SBA arrangements by individual schools

- Adoption of school-based approach to SBA implementation i.e. let schools have choice to join the SBA scheme or not.
- Schools have choice of whether joining the SBA scheme or not.
- 延遲並沒有解決所遇到的問題 核心問題：(1)學生時間分配和協調 (須勉力應付龐大的 SBA 要求)；(2)老師無從將 SBA 要求於課堂內做好 (SBA數量的問題，班級大小的問題))
- Avoid too many individual / independent studies which would overload teachers and students.
- Provision of extra administrative support (i.e. Teaching Assistant) for SBA implementation.
- We need more manpower to carry out SBA.
- Provide opportunities for teachers of different schools to share experiences.
- Provide sufficient training in SBA to all teachers teaching the subject at least 1 year before the year of full implementation.
- Provision of sufficient training in SBA to all principals/vice-principals at least 18 months, before the year 2009, for those they can establish the policy for their own school.
- SBA should be the same for all schools.
- 各科均要呈交SBA報告，只會令學生不勝負荷，應考慮刪減呈交SBA報告的科目數目。
- Your claim that "schools are divided on the increase of workload to teachers and students" is contradictory to common sense. While few would object to the value of SBA, the change will definitely increase the workload of students and teachers. We should never underestimate the logistics of arranging a smooth assessment as well as the trouble of maintaining reliability and validity among different assessors and tasks.
- If all the mandatory administrative requirements are taken away, the SBA would be a more rewarding and popular reform. This would not be difficult to achieve if the evaluation were simplified to just a few objective categories.
- The implementation of SBA in almost every subject, together with all the structural, pedagogical and curriculum reforms, is daunting to any school. It would be a logistic nightmare, a cause for rivalry over resources and a battlefield for interpersonal conflicts.
- The plight of local teachers is similar to that of the doctors. Despite all the recognition and privileges they enjoy, local doctors are constantly complaining about the unreasonable workload levied on them which would put lives at risk. Likewise, local teachers are looking for 'space' to interact with students as individuals which is the very fun and essence of the profession.
- The SBA might be less controversial in some western societies with all the complementary measures undertaken at the same time. For example, it is common to see people reading for leisure in London and Sydney. Such a scene is rare in Hong Kong. Given the competitive nature of Hong Kong society, the desperate desire of parents and students to excel, the existence of traditions and old practices, the number of subjects one has to take, and the different cultures in learning, it is difficult for teachers who are already overwhelmed by other reforms, to perform miracles.
- The rationale of overthrowing everything is that the existing system fails to produce the kind of talents gaining the most of Hong Kong. However, has anyone asked if it is equally right to live in serenity and harmony of wanting the least? Is it not the root of most our problems these days?

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Appendix 2: Comments and suggestions on different subjects by individual schools

Subject	Comments and Suggestions
All	<ul style="list-style-type: none"> • Provide schools with SBA scores of their students.
Biology	<ul style="list-style-type: none"> • During the assessment of investigative practical work, due to the large class size, it is very difficult for the teachers to accurately monitor the practical skills of each individual student. • Detection of plagiarism may be difficult, even if the required software is provided.
Business & Financial Studies	<ul style="list-style-type: none"> • Most of the activities required heavy participation of the teachers. For example, teachers should do a lot of preparations before arranging outside visits, e.g. contacting business firms, writing parents' letters, collecting fees and arranging transports. It will take up a lot of time of the teachers. • Students' are required to spend a lot of time on planning and preparation of the tasks, such as deciding the theme or title, devising a list of questions for research and analysis, analysing data. Students should possess a strong prior knowledge on ways to conduct research work. However, it is believed that they may not have such knowledge and enough business sense to work on their own. • Those business venture activities would usually involve group work. However, it is quite hard or time-consuming for the teacher to assess the performance of each individual student in a group unless they closely monitor the whole process. This is hard if there are many groups in the class • Updated content of the tasks of SBA required should be interpreted clearly to teachers through seminars and workshops.
Chemistry	<ul style="list-style-type: none"> • Class size is too large and too many groups of students. Teachers' supervision is difficult. Not enough apparatus and chemicals. Students' workload is too heavy, they have to submit reports of different subjects at the same time (at S5 and S6). May have difficulty in arranging suitable laboratory periods in time-tabling. • Defer the implementation of SBA especially on the part of Investigative Studies. The task "Investigative Study" should be optional or incorporated into the experiments similar to the existing TAS scheme for current S6 & S7 students. Also, more support in terms of supply of chemicals and apparatus and laboratory technicians must be provided. • The group size should be around 20 students for assessment.
Chinese History	<ul style="list-style-type: none"> • 所有新高中科目皆採用校本評核，高峰期將同時有四至五個項目待學生完成，恐難以負荷，校方亦難以編排。 • 難以防範抄襲或一材多用（如同一資料用於中史及通識兩科）。 • 本校教師多兼教中文與中史，校本評核下，以每班40人計算，每位教師須照顧8個小組（中史）及120個學習歷程檔案（中文）工作量是極大。
Chinese Language	<ul style="list-style-type: none"> • 最大的困難為公平問題，既難說服老師，亦難說服學生，各校所選課業不同，有的選作文、綜合練習；有的選默書，甚至書法習作；有的交多個課業的平均分；有的只取三個個別作業分數。各校準則不同，分數信度(reliability)成疑，於是考評局用公開卷的表現'調整'校本評核分數。既然如此，何不取消校本評核，省卻繁瑣、又較公平？ • 學生難以保存所有課業，遺失、破損難以避免。網上習作，又可能有電腦系統不穩定的困難。 • 即使經過討論，同校各老師的評分寬緊難以統一；事關學生公開試成績，故增加了老師評分時的壓力。 • 取消校本評核；否則宜有各校共用的課業性質要求。 • 校本評核要推行有序，又能由中一起培養學生的良好習慣，須大量人手，建議持續撥款，以聘請教師。

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Subject	Comments and Suggestions
Economics	<ul style="list-style-type: none"> • Should have a clear but not too complicated marking guideline: What aspects of student work should we assessed? (detail of analysis? level of difficulties? length of work?) Weighting of each aspect? • The implementation of SBA of Econ should be in-line with Bus. Acc. & Fin and Maths. • SBA with full implementation in 2016.
English and Chinese	<ul style="list-style-type: none"> • SBA to be modified according to feedback from teachers conducting SBA in 2005-2008.
English Language	<ul style="list-style-type: none"> • Students may find it difficult to buy the films but they are not allowed to borrow them from the school library.
Geography	<ul style="list-style-type: none"> • The date / deadline of submission of SBA results should be carefully designed as it may clash with SBA of other subjects. • Some geography teachers may also take up other subjects which require SBA, e.g. Liberal Studies. It may directly increase the workload of teachers. • The choice of field trip site is limited in HK. Field visits may incur additional costs, e.g. cost for transport. • Fieldwork is not suitable for SBA. • Field trip report can be simplified to field trip worksheet report and allow students to build models or drawings or photos with short explanations instead of 2000 words investigative report. • In Geog subject, a technician will be necessary for the teaching of G.I.S.. Also, field study centres will be necessary for the tasks in SBA. • I agree with HKEAA proposal if only more outdoor recreation centres for Geography field study courses would be organised.
History	<ul style="list-style-type: none"> • Teachers need to explain the components of SBA & criteria for assessment to student & take time to do the checking of marks with them – the process is time consuming & tedious. • Teachers are concerned about the fairness of SBA as some schools may be more lenient in making the assessment of students. • If the public examination performance is still the key to monitor the reliability of the SBA mark, is the continuous assessment necessary?
ICT	<ul style="list-style-type: none"> • The marking of coursework imposes heavy burden on teachers. Since the coursework result will directly affect the students' final grade in the public examination. Most students try to write lots of pages though they are told that it is not necessary. Every year, CIT and CA teachers has to mark coursework amounting to over 2000 pages (several phone books thick). The daily teaching duty is already very heavy, it's not possible for teachers to mark the coursework at school. They must carry the scripts home and mark them at night and during holidays. Besides, computer teachers not only teach one subject, other subjects are also having SBA now or will have SBA in the future. It's really a nightmare to teacher teaching senior forms. Moreover, teachers should not be marking machines. They should have enough time for preparing the lessons, providing guidance to the students. Moreover, they should have the right of enjoying family life after work. • The mark allocation can't truly reflect the students' ability in computing. 75% of the total marks are allocated to report writing and only 25% to implementation. A student who is excellent in writing programs may score very low marks if he / she is not good at report writing. • The HKEAA should hire markers, who receive special training to mark the coursework just like other written papers. Candidates have to pay the examination fee, but not even a cent goes to the school's teachers, who sacrifices lots of their time marking the most time-consuming paper for HKEAA. Moreover, most students query the fairness of the assessment because they are totally ignorant of the adjustment scheme made by the HKEAA.

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Subject	Comments and Suggestions
Liberal Studies	<ul style="list-style-type: none"> • The current proposed scale and format of SBA, i.e. IES, poses heavy demand on manpower far beyond a group of Liberal Studies teachers. Some schools decided to recruit most, if not all, of the teaching staff for the supervision of IES. We deeply believe that this 'suffocates' the healthy and multi-dimensional growth of other subjects and levels. Besides students are likely to handle many SBA projects in the NSS curricula. • So far, insufficient guidelines or examples were given on the formative assessment. • It is also hard for schools to provide a full range of possible investigation topics to students due to the limitation of manpower in different aspects, e.g. sports, religion and media. • Assess students' individual performance in taking up different roles in various group learning activities and their personal reflections, instead of having a separate investigation which may probably require the same set of genetic skills as those activities conducted in lessons. • Liberal St. is still a problems
Mathematics	<ul style="list-style-type: none"> • Maths teachers do not agree with the implementation of SBA in Maths . • The sample Maths SBA tasks distributed in the recent consultation seminar (in Sept/Oct 2007) were highly inappropriate for use. The proposed implementation is just another "practical" exam and is not a suitable SBA. The fairness of the Maths SBA is questionable and method used for the modulation of the Maths SBA result is not very appropriate. The weighting of the Maths SBA should be reduced.
Physics	<ul style="list-style-type: none"> • It is too demanding to ask a teacher to assess 8 to 10 groups of students at the same time in investigative study. • There'll be a huge demand of using the laboratory to conduct the lessons under the suggested method of assessment in practical related tasks. This will create a huge pressure to the laboratory resources. • Reduce the weighting of SBA from 20% to 15%. • Reduce class size.
Physics/Combined Science	<ul style="list-style-type: none"> • It is a difficult task for a teacher to assess the practical work of 3 groups of students while at the same time to monitor the practical work of the remaining 5 groups of students. • It is doubtful whether the students could handle such a large quantity of projects as requested in different subjects. • It is very difficult and almost impossible for a teacher to guarantee the authenticity of the students' work in their assignments. • Cancel the method of using assignment in the assessment if the authenticity of the students' work cannot be guaranteed. • Provide teaching assistant who should be able to help monitor the practical works in SBA.
Science	<ul style="list-style-type: none"> • Science subjects : Investigative studies are too heavy for teachers and students should be removed. • Defer for 2 years, trial for 1year, then full implementation.
Technology and Living	<ul style="list-style-type: none"> • Teachers of Technology and Living would like to have 12 months or more for training before full implementation and group size to around 10-12 students for assessment.
V.A.	<ul style="list-style-type: none"> • Visual Art : Reduce the number of works required in each task to 2.