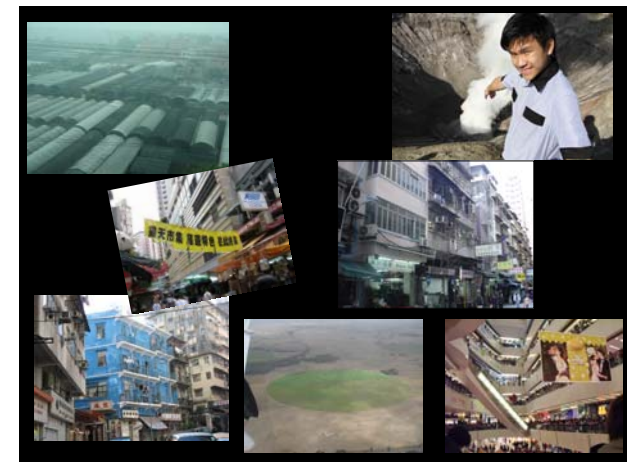


Incorporating Fieldwork into Public Assessment

A Case of Hong Kong

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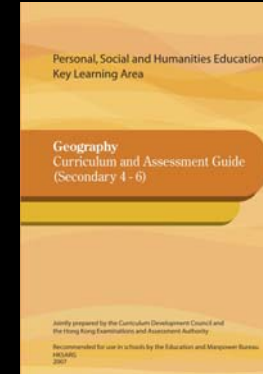


Current (Old) Curriculum

- 3-year pre-primary education (K1-K3)
- 6-year primary (P1-P6)
- 3-year junior secondary (S1-S3)
- 2-year senior secondary (S4-S5)
 - HK Certificate Education Exam. (HKCEE, till: 2010)
- 2-year senior secondary (S6-S7)
 - HK Advanced Level Exam. (HKALE, till 2012)
- 3-year tertiary (Year 1-Year 3)

New Senior Secondary (NSS) Curriculum

- 3-year pre-primary education (K1-K3)
- 6-year primary (P1-P6)
- 3-year junior secondary (S1-S3)
- 3-year senior secondary (S4-S6)
 - HK Diploma of Secondary Education Exam. (HKDSE, first: 2012)
- 4-year tertiary (Year 1- Year 4)



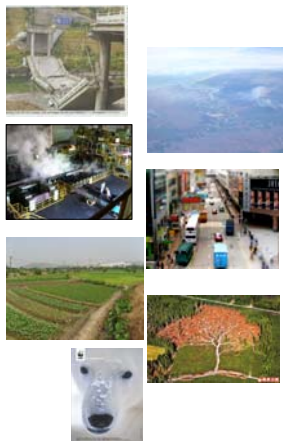
Education Bureau
(EDB)



HK Exam. & Assessment Authority
(HKEAA)

NSS Geog.

- **Compulsory (7 topics)**
 - Natural hazards
 - Water problems
 - Industry
 - City development
 - Food & hunger
 - Tropical rainforest
 - Global warming



- **Elective (2 out of 4 topics)**
 - *Geology & geomorphology of HK*
 - Weather & climate
 - *Transport development, planning & management*
 - *Pearl River Delta*



- **School-based Assessment (SBA)**

	Paper 1	Paper 2	SBA
Weighting:	60%	25%	15%
Duration:	2½ hours	1 hour	From S5 to S6
Scope	Compulsory Part	Elective Part	Fieldwork
Section/ question type:	A. Multiple-choice (20%)	D. Data/skill-based / Structured (15%)	F. One report submitted in S6 before the public examination.
	B. Data/skill-based / Structured (30%)	E. Short essay (10%)	
	C. Short essay (10%)		

Table 5.1 Components of the public assessment for Geography

Implementation Schedule

Year of examination	Implementation of SBA
2012	Schools are not required to submit SBA marks. Public examination results constitute 100% of the final subject result.
2013	Schools are not required to submit SBA marks. Public examination results constitute 100 % of the final subject result.
Starting from 2014, all schools have to submit SBA marks contributing 15% to the final subject result.	

Table 5.2 Implementation schedule of SBA

School-based Assessment (SBA)

- 15% public exam grade
- Administered in school
- Marked by the students' own teachers
- Reduce the dependence on one-off exam
- Backwash effect: Motivate learning
- Enhance assessment validity
 - Ask geographical questions in the **field**
 - Identify spatial patterns through field **observation**
 - Locate & collect **first-hand data**
 - Hypothesis testing & **enquiry**
 - **Value** judgment

Format

- Geographical enquiry
 - ≠ fieldwork report / ~ UK coursework
 - **Formulate** plan for enquiry
 - Gather, process & analyze field **data**
 - Present & **interpret** the findings
 - **Evaluation** & suggestion



- 1200 - 2000 words (except appendix)
- Fieldwork enquiry
- Individual work (except planning & data-collection stages)
- Within curriculum, geographical
- Individual title preferred
- Clear objectives



PCAIE

- **P**lanning (10%)
- **C**ollection (20%)
- **A**nalysis (30%)
- **I**nterpretation (30%)
- **E**valuation (10%)



	Suggested class time* (number of hours)
(a) Planning and preparation	30
(b) Data collection	
(c) Data processing, presentation and analysis	20
(d) Interpretation and conclusion	
(e) Evaluation	
Total:	50

* The suggested class time includes time for activities, such as exercises for building up students' field work/geographical data manipulation skills and formulating enquiry questions, group discussions, equipment/tool preparation/design, data processing and so on. Since students need to be equipped with the skills for conducting the field study, more class time is suggested for the first two stages.

Schedule of work and mark submission:

Stage	Suggested timeline*	Maximum marks	Tentative mark submission time
(a) Planning and preparation	November to February in S5	10	End of S5
(b) Data collection	December to April in S5	20	
(c) Data processing, presentation and analysis	September to December in S6	30	End of S6
(d) Interpretation and conclusion		30	
(e) Evaluation		10	

* The suggested timeframe indicates the period within which the different stages can be carried out, instead of allocating time to each stage. For instance, group discussions can be conducted in November for the formulation of titles and enquiry questions; an outing can be held in February for the collection of data.

(a) Planning and preparation

Marks	Performance description
7-10	<ul style="list-style-type: none"> • Demonstrates independent thinking and originality in identifying the geographical issues / questions / problems / phenomena / hypotheses for investigation and the objectives of the study • Defines and explains extensively the scope of the study and the focus of the enquiry • Designs a comprehensive, innovative and feasible plan for collection of relevant data (including the methods / techniques / tools / resources for data collection, preparatory procedures and schedule for the study), demonstrating competence in organisation • Reflects upon feedback and enhances the plan • Excellent in the explanation of geographical concepts and perspectives relevant to the study
4-6	<ul style="list-style-type: none"> • Develops the objectives, geographical issues / questions / problems / phenomena / hypotheses for investigation with help from teachers / classmates • Generally defines and explains the scope of the study and the focus of the enquiry • Designs an appropriate plan for generally showing how and when relevant data will be collected, demonstrating some organisation skills • Explains relevant geographical concepts and perspectives
1-3	<ul style="list-style-type: none"> • Relies on guidance in developing the objectives, geographical issues / questions / problems / phenomena / hypotheses for investigation • Defines the scope of the study in simple terms • With guidance, outlines a simple plan for the collection of data with minimal relevance • Lists few relevant geographical concepts

Remarks to teachers

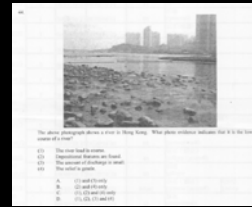
- Marks should reflect the rank order of the students & the relative difference between students' achievements
- Zero for work fails to meet the min. requirement
- Mark moderation by HKEAA on a school basis
 - Difference among teachers of the same study level
- Plagiarism/ Malpractice

Pros

- Fieldwork as part of the formal curriculum
- Motivation
- Independent enquiry study



2006-II-44



2005-II-31



Cons/ Difficulties

- Individual project vs Big class size



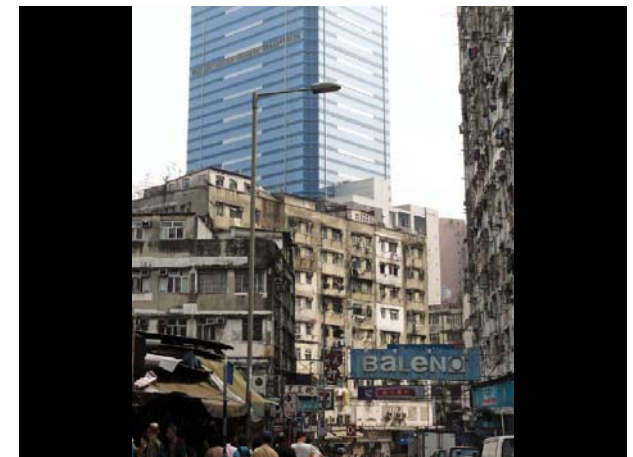
- Tight teaching schedule
- Resources for guidance
 - Time
 - Fieldwork guides (right choice of sites)



Tai O, Venice of Hong Kong



- Individual difference
- Resources for equipment
- Socio-economic status
- Fairness
 - Plagiarism: internet
 - Parents' assistance: provide resources/ serve as a resource
 - Teachers' role: to comment/ to mark
- Risk management & responsibility in fieldwork

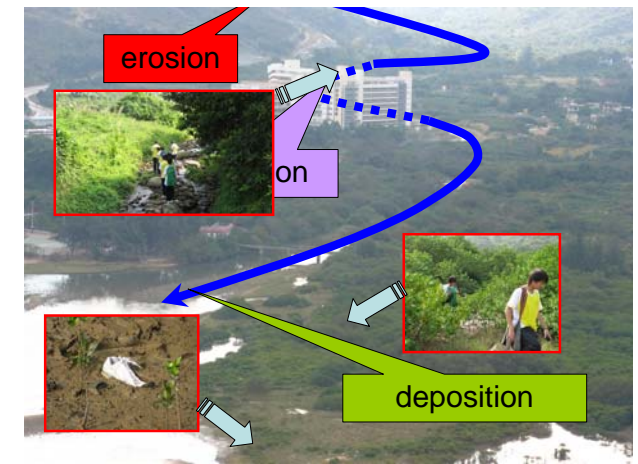


Preparation

- Grasp the grace period before 2012
- Government workshops for teachers
- Project-based learning (Learn to learn)



- Support from field study centers & NGOs
- Get used to fieldwork
 - Fieldwork is fun



- Develop relevant skills
- Seek hardware & software support



Conclusion

- A good approach in Geography study
- Technical problems/ constraints not fixed
- Requires much consideration on
 - Teaching resources
 - Fairness



References

- Document for New Geog. Curriculum, EDB
 - <http://www.edb.gov.hk/index.aspx?nodeID=3206&language=1>
- SBA Teachers' Handbook, HKEAA
 - http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?13&2
- Geog. Teaching Support Site, EDB
 - <http://www.edb.gov.hk/index.aspx?nodeID=3229&language=1>

Powerpoint available:

Hong Kong Geographical Association
www.hkga.org

Po Leung Kuk Laws Foundation College, Hong Kong
www.plkfc.edu.hk

The Hong Kong Geographer

香港地理人

*Special Issue on School-based Assessment and
New Senior Secondary Geography
(April 2010 Vol 24 Issue 1)*



To facilitate teachers' better understanding of the NSS Geography curriculum and SBA, the Hong Kong Geographical Association presents a Special Issue on SBA and NSS Geography.

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Cheng, Ho and Lam's article examines the rationale of implementing controlled assessment in UK and brings enlightenment to SBA implementation in HK. Leung's article presents views of a Geography teacher in response to the first article. Lai's article analyzes fieldwork nature, student experience and relevant assessment limitation. Yeung's article is about assessment reliability and its roles in student learning. Lastly, Cheng's article reviews the whole NSS Geography curriculum and its integration with geographical knowledge.

How to make an order?

The Special Issue is currently opened for order in Hong Kong. Interested overseas readers please kindly contact Mr. Tony Leung (email: tony.wkleung@gmail.com) or Dr. Alice Chow (email: asychow@ied.edu.hk) for information of overseas order.