

香港中學文憑考試
質素保證框架
HKDSE Quality
Assurance Framework

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1.1 Introduction

With the implementation of the new senior secondary academic structure in 2009, all students will continue to study a three-year senior secondary curriculum after completing a three-year junior secondary curriculum. The Hong Kong Diploma of Secondary Education Examination (HKDSE) was launched in 2012 to cater to the requirements of the new senior secondary curriculum.

Over the past decades, the Hong Kong Examinations and Assessment Authority (HKEAA) has built a solid foundation of knowledge and expertise in delivering the different types of public assessment to a high professional standard. Robust and rigorous quality assurance practices for different stages of the HKDSE are very important for the whole community of Hong Kong as public examinations are an integral part of our education system, and the fairness and quality of assessment are essential for candidates taking public examinations in Hong Kong.

This booklet aims to provide readers with an overview of the quality assurance framework established by the HKEAA for the conduct of the HKDSE. To ensure that this framework is appropriate and of a professional standard, international peer review of its contents has been conducted. Continuous review of quality assurance practices and procedures and updating of this framework are undertaken on a need basis and in light of experiences from live examinations and feedback from stakeholders. In this regard, the HKEAA conducted a review of the HKDSE Quality Assurance Framework in 2015 and this booklet, first published in May 2011, is updated and reprinted in 2016.

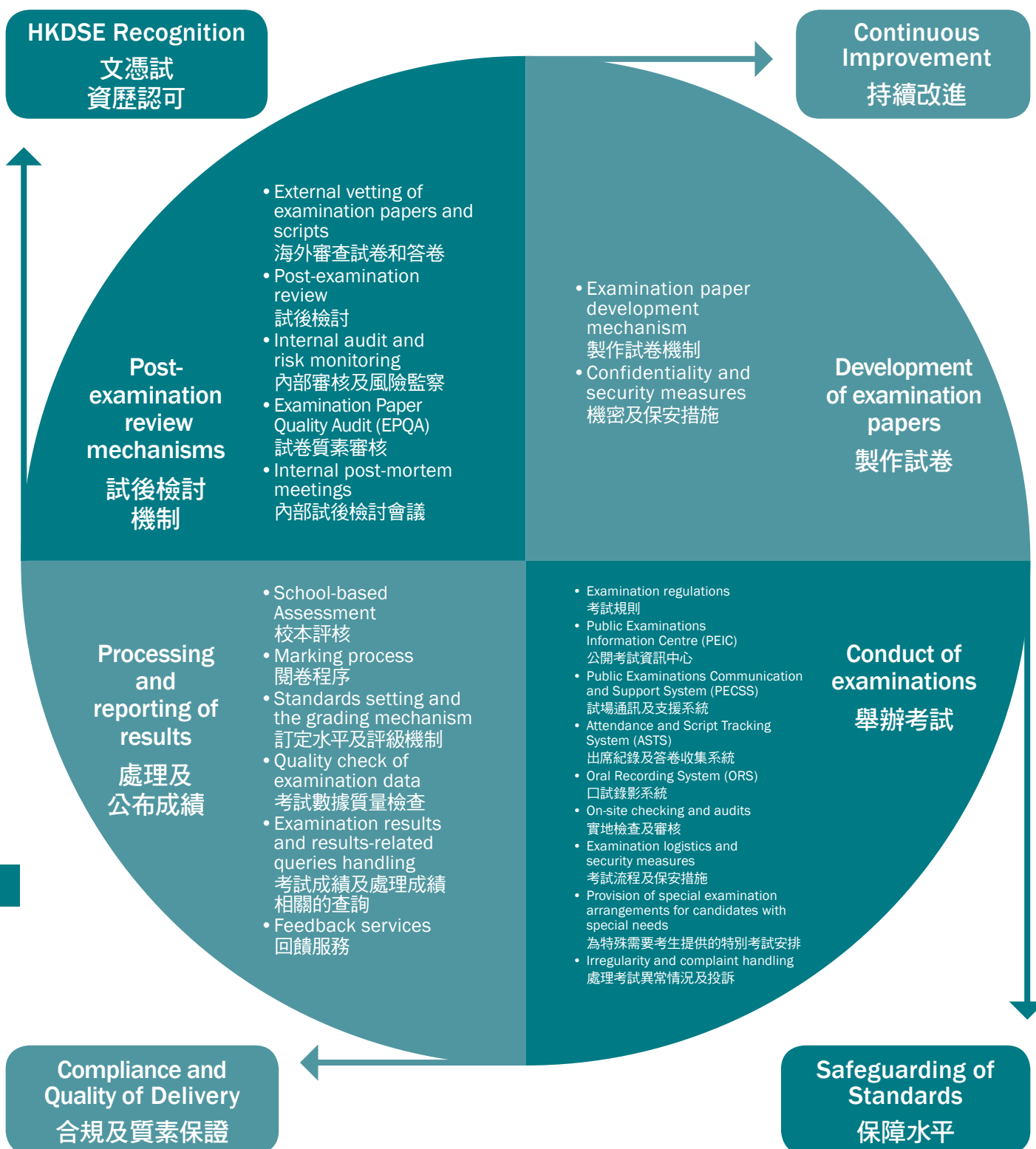
1.1 簡介

隨着新高中學制於 2009 年開始實施，學生在完成三年的初中課程後，會繼續修讀三年制的高中課程。香港中學文憑考試（文憑試）已於 2012 年開展，以配合新高中課程的要求。

多年以來，香港考試及評核局（考評局）憑藉著其專業知識奠下穩固的基礎，確保所舉辦不同類型的公開評核均達至高度專業的水平。對香港整體社會而言，穩健和嚴謹的質素保證措施對文憑試不同階段的工作非常重要，公開考試是香港教育系統中不可或缺的一環，對參加香港公開考試的考生來說，考試必須公平和具有質素。

考評局已制定文憑試質素保證框架，本刊物旨在向讀者提供有關概覽。為確保質素保證框架可合宜地施行並具專業水平，框架內容已通過國際同儕的檢視。同時，考評局會按每年考試所得經驗及持份者的回饋，持續地檢視質素保證措施和相關程序，並會不時因應檢視結果而作出修訂。考評局於 2015 年檢視了文憑試質素保證框架。而本刊物於 2011 年 5 月首次出版，並於 2016 年更新內容及重印。

1.2 Overview of the Quality Assurance Framework for the HKDSE 香港中學文憑考試質素保證框架概覽



Through its operation, the quality assurance framework aims to achieve the following objectives in the provision of the HKDSE:

Safeguarding of standards

To ensure that the standards of the examination papers are consistently upheld at the expected and required level.

Compliance and quality of delivery

To ensure that the examinations are conducted in compliance with the established regulations and guidelines, so that fairness and reliability can be maintained.

HKDSE recognition

To ensure that the examination data and results are processed and reported appropriately, at the necessary standards of reliability and integrity in order to achieve both local and international recognition. Updated information about international recognition of the HKDSE and admission requirements of overseas universities and colleges are available on the HKEAA website:

http://www.hkeaa.edu.hk/en/recognition/hkdse_recognition/

Continuous improvement

To ensure that feedback is collected from and provided to stakeholders by conducting regular reviews and quality audits in order to improve our service continuously.

質素保證框架的運作，旨在確保舉辦文憑試時可達致以下目標：

保障水平

確保試卷的水準穩定地維持在預期及應有的水平。

合規及質素保證

確保考試按既定的規則和指引進行，公平可靠。

文憑試資歷認可

確保適當地處理考試數據及匯報成績，以達致信實可靠的水平，促進文憑試取得本地和國際認可。有關文憑試的國際認可，以及海外大學和院校入學要求的最新資料，可瀏覽考評局網頁：

http://www.hkeaa.edu.hk/tc/recognition/hkdse_recognition/

持續改進

定期作檢視和質量審核，確保能收集不同持份者的意見及作出回應，不斷改善服務。



The HKDSE quality assurance framework is process-driven. Different quality assurance measures are implemented in the four core examination processes¹:

Development of examination papers

All examination papers are developed according to the Curriculum and Assessment (C&A) Guides and Assessment Frameworks. Rigorous examination paper development mechanisms are in place to ensure that examination papers are set at appropriate levels to achieve the assessment objectives.

Conduct of examinations

There is a set of HKDSE examination regulations for candidates to observe so that the fairness of HKDSE provision can be assured. Different communication channels and support systems are provided to facilitate both candidates and schools in handling examination-related matters efficiently and appropriately. The examinations are administered by trained personnel with the requisite knowledge and are monitored by on-site checks and audits. Necessary security measures to ensure confidentiality of the examinations are also observed.

Processing and reporting of results

Examination results are processed and reported accurately throughout different stages. Relevant work includes the moderation of School-based Assessment (SBA) marks, quality assurance measures for the monitoring of marking quality (e.g. preparation of marking schemes and use of onscreen marking), standards setting and maintenance, grading procedures and quality checking of examination data. In addition, appropriate channels and mechanisms are in place to handle irregularities and complaints, and applications for rechecking / remarking and appeal review.

Post-examination review mechanisms

The Examination Paper Quality Audit (EPQA) mechanism is in place to identify areas for improvement regarding the validity, reliability and equitability of the examination papers. In addition, external vetting of examination papers and scripts is conducted to ensure that the HKDSE standards are comparable with those of overseas examinations. Internally, post-examination reviews and different types of internal audits are carried out to identify areas for improvement and to ensure that key risks associated with the provision of the HKDSE can be monitored and managed at a satisfactory level.

文憑試質素保證框架按各考務流程而訂定，並就考試的四項重點流程¹實行不同的質素保證措施：

製作試卷

所有試卷會按照課程及評估指引和評核大綱擬定。透過嚴謹的製作試卷機制，確保試卷水平恰當，並達到評核的目標。

舉辦考試

為確保考試公平，考生須遵守文憑試的考試規則。考評局提供多種溝通渠道和支援系統，方便考生和學校有效及適當地處理考試相關事宜。考試亦由具備相關知識和已受培訓的專業考務人員負責管理，並會進行實地檢查和監察。同時，考評局亦會執行嚴謹的保安措施以確保考試完全保密。

處理及公布成績

考評局會在不同階段準確地處理及匯報考試成績。有關工作包括校本評核分數調整，監察閱卷質素的各項質素保證措施（如編製評卷參考和採用網上評卷）、設定及維持水平、評級程序和考試數據的質量檢查等。同時，亦設立適當的渠道和機制，處理考試異常情況和投訴、覆核成績和上訴覆核申請等事宜。

試後檢討機制

試卷質素審核機制就試卷的效度、信度和公平性各方面進行檢視，從而找出可改進的地方。另外，也會安排海外專家審視試卷和答卷，確保文憑試與海外考試的水平可互相比擬。考評局亦透過試後檢討機制和不同類型的內部審核，識別需要改善的範疇，確保與舉辦文憑試相關的主要風險受到監控，並達至理想的水平。

¹ For Applied Learning (ApL) subjects, the HKEAA is mainly responsible for the moderation of assessment results submitted by individual course providers to ensure comparability of assessment results within individual subject areas. The core examination processes described above are therefore not fully applicable to ApL subjects.

¹ 在應用學習科目中，考評局主要負責調整由不同的課程提供機構所呈交的評核成績，以保證個別科目範疇的評核結果可互相比較。因此，上述考試重點流程並非完全適用於應用學習科目。

Subjects Offered in the HKDSE

香港中學文憑考試科目



In the HKDSE, there are three categories of subjects, which are:

Category A: 24 Senior Secondary subjects

Category B: Applied Learning (ApL) subjects

Category C: Other language subjects (six subjects are offered)²

Students following the senior secondary curriculum are expected to take four core subjects (Chinese Language, English Language, Mathematics and Liberal Studies), and may take elective subjects chosen from the above categories. Candidates may take up to a maximum of eight subjects subject to the stipulated requirements being met.

文憑試設有三個類別的科目，分別是：

甲類：24 個高中科目

乙類：應用學習科目

丙類：其他語言科目（六種其他語言）²

在高中課程，學生會修讀四個核心科目（中國語文、英國語文、數學和通識教育），並可從上述的科目類別中選擇其選修科目。如符合既定的要求，學生最多可報考八個科目。

2.1 Category A: Senior Secondary Subjects

甲類科目：高中科目

2.1.1 Overview

There are 24 subjects under Category A, comprising four core subjects and 20 elective subjects. Rigorous quality assurance processes are put in place for these 24 subjects in terms of curriculum, pedagogy and assessment to ensure that their delivery is of high standards.

To ensure that each subject is designed according to professional guiding principles, the curriculum of the 24 subjects are developed by the Curriculum Development Council and its committees, comprising members with relevant subject expertise including academics from the tertiary sector, school principals, teachers, experts from professional organisations, as well as curriculum and assessment experts. All 24 subjects have been benchmarked by international agencies to ensure that they are of high international standard. In terms of pedagogy, the Education Bureau (EDB) will provide continual support on learning and teaching as well as curriculum resource materials. The HKEAA is responsible for the various examination processes for all 24 subjects, including examination paper development, administration of the examination, marking processes, administration and moderation of SBA, setting of standards and grading, and processing and reporting of results. The quality assurance measures for the examination processes are further elaborated in **Part 3**, Quality assurance for the delivery of the HKDSE.

2.1.1 概述

文憑試共有 24 個甲類科目，其中包括四個核心科目和 20 個選修科目。24 個科目設有多個嚴謹的質素保證程序，確保各科於課程、學與教和評估方面達到高水平。

24 個科目的課程均由課程發展議會及其轄下的委員會編訂，委員皆為相關科目的專家，包括大專學者、校長、教師、專業團體和課程及評核方面的專家，以確保課程設計符合專業的主導原則。全部 24 個科目均通過國際教育機構的基準研究，並獲確認達至很高的國際水平。教學方面，教育局會持續提供學與教和課程資源方面的支援。考評局則負責 24 個科目公開考試整個過程中各階段的工作，包括製作試卷、舉辦考試、評閱答卷、校本評核的行政工作及分數調整、訂定水平和評級，以及處理分數和匯報成績。各項考試程序的相關質素保證措施，會於第3部分—「舉辦香港中學文憑考試的質素保證」作進一步闡述。

² The examination papers for other language subjects (Category C) are provided by Cambridge International Examinations (CIE). The quality assurance for the examination of these subjects is maintained by the CIE directly. The HKEAA maintains close liaison with CIE, and monitors the provision of these examinations to ensure that expected outcomes are consistently achieved. This aspect is not covered in this booklet.

² 其他語言科目的考試由英國劍橋國際考試委員會(CIE)提供，相關的質素保證亦由其負責。考評局會與CIE保持緊密聯繫及監察其考試的配備，以確保能達致預期的成果。此方面的內容未有在本刊內列出。

2.1.2 Curriculum and Assessment (C&A) Guide

Senior secondary education under the New Academic Structure (NAS) is supported by a flexible, coherent and diversified senior secondary curriculum, which caters for students' varied interests, needs and abilities. A set of C&A Guides have been developed for all Category A subjects. Each C&A Guide is jointly prepared by the Curriculum Development Council (CDC)³ and the HKEAA. It contains the rationale for and aims of the subject curriculum, followed by chapters on the curriculum framework, curriculum planning, pedagogy, assessment, and use of learning and teaching resources. One key concept underlying the senior secondary curriculum is that curriculum, pedagogy and assessment should be well aligned. While learning and teaching strategies form an integral part of the curriculum and are conducive to promoting lifelong learning and whole-person development, assessment should also be recognised not only as a means to gauge performance but also to improve learning. To understand the interplay between these three key components (i.e. curriculum, pedagogy and assessment), all chapters in the C&A Guide should be read in a holistic manner.

The CDC and the HKEAA continually review and evaluate the curriculum and assessment framework of each subject in the light of classroom experience, candidates' performance in the public assessment, and the changing needs of students, society and the world.

2.1.2 課程及評估指引

新學制下的高中課程富彈性、具連貫性和多元化，以照顧學生的不同興趣、需要和能力。所有甲類科目都備有一套課程及評估指引，而各科的指引皆由課程發展議會³和考評局聯合編訂。每個科目的課程及評估指引闡明該科目的課程理念和宗旨，並在各章節闡述課程架構、課程規畫、學與教、評估，以及學與教資源的運用。高中課程的一個主要理念是課程、教學與評估必須互相配合。學與教策略是課程不可分割的部分，藉此促進終身學習及全人發展；評估亦不僅用作判斷學生表現的工具，而且更能促進學習。因此，閱覽課程及評估指引時應全面理解所有章節，以掌握上述三個重要元素（課程、教學與評估）之間的相互關係。

課程發展議會及考評局會就課堂的實施情況、考生在公開評核的表現，以及因應學生、社會與世界不斷轉變的需要，持續檢視各科目的課程及評估架構。

³ The CDC is an advisory body that gives recommendations to the HKSAR Government on all matters relating to curriculum development for the school system from kindergarten to senior secondary level. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields/bodies, representatives from the HKEAA and the Vocational Training Council (VTC), as well as officers from the EDB.

³ 課程發展議會是一個諮詢組織，就幼稚園至高中階段的學校課程發展事宜，向香港特別行政區政府提供意見。議會成員包括校長、在職教師、家長、僱主、大專院校學者、相關界別或團體的專業人士、考評局代表、職業訓練局代表及教育局人員。

2.1.3 Development of Assessment Frameworks

Based on the respective C&A Guides for the 24 Category A subjects, assessment frameworks for these subjects have also been developed. These aim to give detailed information regarding the requirements of the public assessment in the HKDSE for individual subjects. The assessment framework stipulates the assessment objectives and the mode of assessment, including the structure of public examinations (such as the number of papers and their context, the weighting and duration of each paper) and the requirements of the SBA component, if applicable. This framework is useful in supporting teachers and schools and facilitates the implementation of the senior secondary curriculum under the NAS.

2.1.4 Setting of Standards and Level Descriptors

Standards-referenced Reporting (SRR) is adopted for the HKDSE. Standards-referencing aims at reporting candidates' results against a set of prescribed levels of achievement based on typical performances of candidates at those levels. For each of the levels, descriptors have been developed that describe what the typical candidate performing at this level is able to do. Candidates' results indicate the standards achieved in terms of knowledge and skills regardless of the performance of other candidates taking the same examination. This reporting system also enables stakeholders to understand explicitly what the candidates know and can do when they have achieved a certain level of performance. The results are expressed in terms of five levels of performance, of which 5 is the highest and 1 the lowest. The level 5 candidates with the best performance will be awarded level 5**, and the next top group awarded level 5*. Achievements below level 1 are designated as 'UNCL' (unclassified).

2.1.3 設定評核大綱

甲類科目的評核大綱是根據 24 個高中科目的課程及評估指引而編訂的；評核大綱的目的是為文憑試的各個科目，提供有關公開評核的詳細資料和要求。各科的評核大綱列明評核目標和評核模式，包括公開考試的結構（如試卷卷別的數目和其考核範圍、各卷別佔分比重和考試時間等），以及校本評核的要求（如適用）。評核大綱有助教師和學校實施新學制下的高中課程。

2.1.4 設定水平和等級描述

文憑試採用水平參照模式匯報評核結果。水平參照根據預設能力等級來匯報考生所達到的水平。各能力等級附有等級描述，以說明有關等級的典型考生所能做到的表現。考生所得的成績，能反映其知識及技能，且不會受其他考生的表現影響。此匯報模式，亦可讓持份者清晰了解，取得某個等級的考生所能達到的知識和能力水平。文憑試的成績匯報共分五個等級（1 至 5 級），第 5 級為最高等級，第 1 級為最低等級。在獲得第 5 級的考生中，表現最優異的以「5**」標示，隨後表現較佳的則以「5*」標示。第 1 級以下的成績則不予評級，以「UNCL」標示。

Level descriptors have been developed for all 24 Category A subjects as a basis for consistent reference by all stakeholders. They include the illustration of candidates' abilities for different aspects such as knowledge and understanding of the curriculum and the ability to apply concepts and skills, higher order abilities such as interpretation, analysis, synthesis and evaluation, and the ability to communicate. These descriptors are available on the HKEAA website:
http://www.hkeaa.edu.hk/en/hkdse/assessment/subject_information/category_a_subjects/

In setting the standards, a rigorous approach and mechanism is adopted to ensure that the standards are appropriately established and maintained. More details can be found in **Part 3, Section 3.3.3** 'Standards setting and the grading mechanism'.

After each year's examination, an HKDSE Question Paper booklet is published for each Category A subject for the reference of schools, students and stakeholders. This booklet includes the assessment framework, examination papers, marking schemes and comments on candidates' performance in the examination. Together with the performance samples on the HKEAA website, this publication can illustrate the standards of performance at different levels.

24 個甲類科目已分別制定一套完整的等級描述讓持份者參考。等級描述展示考生不同方面的能力：如課程的知識和理解、概念和技巧的應用，以至詮釋、分析、綜合和評價等高階能力；以及溝通能力。有關等級描述已上載至考評局網頁：

http://www.hkeaa.edu.hk/tc/hkdse/assessment/subject_information/category_a_subjects/

在設定水平時，考評局採用嚴謹的方法和機制，以確保所訂的標準恰當和維持穩定。詳情請參閱**第3部分之第3.3.3節**「訂定水平及評級機制」。

每年考試後，考評局會出版各個甲類科目的試題專輯，供學校、學生及各持份者參考。這專輯包括評核大綱、試卷、評卷參考及考生表現評論。試題專輯配合考評局網頁上的考生表現示例，能闡明不同等級的表現水平。



2.2 Category B: Applied Learning (ApL) Subjects

乙類科目：應用學習科目

2.2.1 Overview

The quality assurance of ApL subjects involves a process of establishing stakeholder confidence that the provision (input, process and outcomes) is fit for purpose and meets agreed requirements.

The ultimate goals of the quality assurance mechanism are to ensure that:

- ApL subjects are developed according to the design principles;
- the curriculum is delivered as designed; and
- the learning outcomes of students can meet the standards.

The standards of work should be broadly comparable within and across areas of studies of ApL, and comparable with other senior secondary subjects.

The quality assurance mechanism is overseen by the Curriculum Development Council Committee on ApL. It comprises three stages focusing on (1) curriculum design, (2) course delivery and (3) assessment and moderation. At Stage 1, the Curriculum Development Institute (CDI) is responsible for the assessment of the curriculum design of the subjects with reference to the standards laid down in the ApL Curriculum and Assessment Guide (Senior Secondary Level) in terms of intellectual rigour. At Stage 2, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is responsible for assessing whether course delivery meets ApL standards. At Stage 3, the HKEAA is responsible for the moderation of assessments conducted by individual course providers to ensure comparability of assessment results within individual subjects, and across the six areas of studies. The work undertaken by the HKEAA is further elaborated in the following sections.

2.2.1 概述

通過應用學習科目的質素保證，可確保所提供的課程(包括資源、過程與成果)能符合既定的目標與要求，讓持份者建立信心。

質素保證機制的最終目標是確保：

- 應用學習科目是根據科目設計原則而發展；
- 按課程設計教學；及
- 學生的學習成果能達到設定的水平。

無論在同一學習範疇或不同範疇，各科的水平應大致相若，並能與其他高中科目比擬。

應用學習的質素保證由課程發展議會應用學習委員會監察，機制共分三個階段，分別為課程設計、課程教授、評核與調整成績。在第一階段，課程發展處負責評估課程的設計是否符合應用學習課程及評估指引(高中課程)所訂定的學術要求。在第二階段，香港學術及職業資歷評審局負責評估教授質素是否符合應用學習的水平。在第三階段，考評局負責調整個別課程提供機構的評核成績，確保六個學習範疇及個別課程的評核結果達致相若的水平。考評局所參與的工作，會在以下章節作進一步的闡述。

2.2.2 Curriculum and Assessment (C&A) Guide

As with Category A subjects, a C&A Guide is available for ApL (jointly developed by the CDC and HKEAA), which aims to provide sufficient guidelines for course providers to design ApL subjects, while allowing them room to innovate using their expertise; and to provide clear and concise information for schools, students and the general public on the essence of ApL and on concrete details within individual subjects.

In order to meet the social, economic and technological needs of the local society and global trends, ApL subjects are constantly reviewed.

2.2.3 Context of Assessment and Moderation of Results

In the context of ApL, assessment involves generating and collecting evidence of a student's attainment of knowledge, skills, values and attitudes, and judging that evidence against defined standards. Assessment in ApL serves two fundamental purposes:

- integrating assessment with learning hence facilitating learning and monitoring student progress; and
- providing data and information for certification.

In general, the aggregated results of all candidates in the same ApL subject are used as a reference to determine the attainment level of the subject and subsequently that of candidates of the subject concerned. In order to ensure the overall appropriateness of assessment results and consistency of assessment standards, the HKEAA is responsible for the moderation of assessment results submitted by course providers.

2.2.2 課程及評估指引

正如甲類科目一樣，應用學習科目亦設有課程及評估指引（由課程發展議會及考評局聯合編訂），目的是提供足夠的指引，既讓課程提供機構設計應用學習科目，又同時讓他們有足夠的空間發揮專業知識。再者，指引更為學校、學生和公眾，就應用學習科目的理念及各個科目的具體細節，提供清晰及明確的資訊。

我們不時檢視應用學習科目，以確保符合社會、經濟和科技各方面的需求及全球的發展趨勢。

2.2.3 評核背景和成績調整

就應用學習而言，評核工作包括蒐集學生在知識、技能、價值觀和態度各方面表現的實證，並根據已設定的準則來釐定其水平。應用學習的評核有兩個主要目的：

- 結合學習與評估以促進學生學習和監察學生的進展；及
- 提供數據和資訊以頒發證書。

一般來說，同一應用學習科目，將參考所有考生的累計成績，用以釐定該科目的應有水平，從而決定該考生群組的達標水平。為確保整體成績恰當並水平一致，考評局負責調整由課程提供機構所呈交的評核成績。

The moderation process involves the reviewing of subject assessment results and selected samples of candidates' work by a moderation panel (i.e. by expert judgment). In this process, a holistic approach which takes into consideration the assessment criteria, achievement standards and adherence to the assessment framework is adopted. Feedback is given to course providers at various stages of the assessment and moderation process to advise course tutors on assessment planning and implementation as well as assist them on their judgments made in the assessments.

2.2.4 Setting of Standards and Performance Descriptors

The assessment results of ApL subjects are recorded on the HKDSE certificate. Candidates' performances are reported at two levels: 'Attained' and 'Attained with Distinction'. Starting from the 2018 HKDSE, with the exception of ApL Chinese (for non-Chinese speaking students) [ApL (C)], the level of 'Attained with Distinction' will be further refined as 'Attained with Distinction (I)' and 'Attained with Distinction (II)'. For ApL (C), 'Attained' and 'Attained with Distinction', will continue to be used. Refinement of these levels would be considered when more data is collected.

A set of performance descriptors has been developed for the 'Attained' level which describes what a typical candidate of a particular ApL subject performing at this level is able to do, as opposed to what they cannot do. These descriptors necessarily represent 'on-average' statements and may not apply precisely to individuals, whose performance within an ApL subject may vary. Samples of candidates' work at the 'Attained' level are used (wherever appropriate) to illustrate the standards expected of them.

分數調整過程包括由調分專責小組審視個別科目的評核成績及所選取的考生課業樣本（即採用專家判斷方法）。這個過程採用綜觀的方式判斷評核準則、達標水平，以及與評核大綱的要求是否一致。考評局會在評核及分數調整的各個階段，對課程提供機構給予回饋，以輔助課程導師策劃及執行評核，並協助他們作適當的評核判斷。

2.2.4 設定水平和能力描述

應用學習科目的評核結果，會記錄在文憑試證書上。考生的表現以兩個等級匯報：「達標」和「達標並表現優異」。由2018年文憑試開始，應用學習科目（除為非華語學生而設的應用學習中文課程外）的「達標並表現優異」等級將細分為「達標並表現優異(I)」和「達標並表現優異(II)」兩個等級。至於應用學習中文課程，則沿用現行的兩個等級匯報成績，即「達標」和「達標並表現優異」。有關再細分等級的問題，將有待搜集更多資料再作檢視。

每個應用學習科目有一套「達標」的等級描述，說明達到該等級的典型考生應具備的能力。等級描述主要描述該等級的典型考生所能做到的，而非他們不能做到的。這些等級描述只是「一般性」的描述，未必能準確描述個別考生的實際表現，因為個別考生在同一應用學習科目的不同方面，表現可能有所不同。「達標」考生的課業樣本，可用作說明該等級水平的要求（如適用）。

While expert judgment is adopted to judge the standard for the level of 'Attained', the award percentages for the levels of distinction (i.e. 'Attained with Distinction' and 'Attained with Distinction (I) and (II)') are determined statistically with reference to the performance of the relevant group of candidates in the Category A core subjects. As for ApL (C), both 'Attained' and 'Attained with Distinction' are determined by expert judgment.

Regarding the achievement of the distinction levels (i.e. 'Attained with Distinction' as well as 'Attained with Distinction (I)' and 'Attained with Distinction (II)'), a comparability analysis with the Category A core subjects is conducted. Performance of 'Attained with Distinction' is comparable to level 3 or above of Category A subjects under the SRR system of the HKDSE, with 'Attained with Distinction (I)' and 'Attained with Distinction (II)' being comparable to level 3 and level 4 or above respectively. The descriptors for the award of the distinction levels are comparable with the generic descriptors at the corresponding levels used by the HKDSE Category A subjects.

Further details about the quality assurance procedures of ApL subjects are available on the HKEAA website:
http://www.hkeaa.edu.hk/en/HKDSE/assessment/subject_information/category_b_subjects/

「達標」的水平採用專家判斷方法設定，獲得優異水平（即「達標並表現優異」及「達標並表現優異(I)」和(II)）的學生百分比，則會參考相關組別的考生在文憑試甲類核心科目的表現，以統計方法釐定。至於應用學習中文課程的「達標」及「達標並表現優異」均採用專家判斷方法設定水平。

應用學習科目與文憑試甲類核心科目進行對比分析，以釐定優異等級（即「達標並表現優異」及「達標並表現優異(I)」和「達標並表現優異(II)」）的水平。在現行水平參照模式下，應用學習科目的「達標並表現優異」等同文憑試甲類科目第3級或以上；而「達標並表現優異(I)」及「達標並表現優異(II)」將分別等同第3級及第4級或以上。優異等級的描述相等於文憑試甲類科目相關的共通等級描述。

有關應用學習科目的質素保證可參閱考評局網頁：
http://www.hkeaa.edu.hk/tc/HKDSE/assessment/subject_information/category_b_subjects/



3.1 Development of Examination Papers

製作試卷

3.1.1 Examination Paper Development Mechanism

Examination papers are set in alignment with the C&A Guide and Assessment Framework for each Category A subject. Moderation committees are established for the setting of examination papers and the drafting of marking schemes. Where a subject has more than one paper, a separate moderation committee is usually appointed for each paper. Each moderation committee normally comprises five posts: a chief examiner, two moderators, a setter and the responsible HKEAA subject manager. Sometimes a number of co-chief examiners, co-moderators and co-setters have to be appointed due to the length of the paper and the range of expertise required. There is a balance among the members of the moderation committee regarding academic knowledge, teaching experience, and expertise and experience in question setting / moderation. Members of the moderation committee include university academics, secondary school teachers, curriculum officers and subject specialists.

Nominations for moderation committee members are invited from subject committee⁴ members and chief / assistant examiners, and through open invitation for nominations from school principals conducted on a regular basis. Guidelines are laid down to ensure a healthy turnover of moderation committee members and to provide opportunities for new examination personnel to take up assessment development work.

3.1.1 製作試卷機制

所有試卷會按照各個甲類科目的課程及評估指引和評核大綱擬定。各科目會成立審題委員會，負責擬定試卷及草擬評卷參考的工作。若一個科目設有多於一份試卷，通常會委任不同的審題委員會負責各卷的擬題工作。每個審題委員會一般設有五個職位：一位試卷主席、兩位審題員、一位擬題員，以及考評局負責該科的科目經理。因應卷別的長度和所需的各類專科知識，試卷主席、審題員、擬題員等職位可能由數名委員分擔。審題委員會由大專院校的學者、中學教師、課程及科目專家，按各人的學術知識、教學經驗，以及擬題或審題的專長和經驗，以適當的比例組成。

考評局會邀請科目委員會⁴委員及試卷主席／助理試卷主席提名審題委員會成員，並定期去信學校邀請校長提名。考評局設立指引，確保審題委員會成員有恰當的更替，並提供機會讓新考評人員參與評核發展的工作。

⁴ A subject committee is a standing committee under the Public Examinations Board (PEB) of the HKEAA, which is established for each individual subject, with members from the EDB, secondary schools and tertiary institutions, to review the examination annually and advise on the public assessment of the respective subjects, as well as make proposals concerning assessment changes for the consideration of the PEB.

⁴ 科目委員會是考評局公開考試委員會轄下的常設委員會。每一個科目均設有科目委員會，成員來自教育局、中學和專上學院，負責檢視每年各科的考試，就科目的公開評核提供意見，並提出修訂評核設計的建議供公開考試委員會考慮。

Moderation committee members ensure that the design of examination papers is consistent with the curriculum aims and assessment objectives and is appropriate in terms of coverage, standard and wording. The marking scheme must be easy to follow and allow reasonable room for markers to exercise their professional judgment, so that markers are able to mark consistently according to agreed standards. The coherence of each year's set of papers in a given subject is also reviewed. With the aid of a specification grid which shows the relationship between assessment objectives and the scheme of assessment, moderation committee members can ensure that there is an appropriate balance between questions testing knowledge / understanding and those testing higher-order skills. It is also used to check whether the paper accurately reflects the weighting of the different learning outcomes / assessment objectives.

Rigorous mechanisms for checking and proofreading of the examination paper contents are applied throughout the various stages of examination paper development, with the aim of ensuring that the questions are workable and free from printing, spelling, labelling or other errors.

Appendix A shows further details of the procedures involved in the development of examination papers.

3.1.2 Confidentiality and Security Measures

As the work of a moderation committee is highly confidential in nature, the committee members are required to sign an undertaking not to divulge their appointment or any confidential information to unauthorised persons, nor to be involved in such work that would result in potential conflicts of interest.

In addition, making declarations of interest is strictly required of the Authority's staff and all examination personnel having access to examination information / materials / documents in order to avoid any potential conflicts of interest. This declaration covers the spouse, immediate family members as well as persons who are residing in the home of the declarant concerned.

審題委員會成員確保試卷設計無論在涵蓋課程範圍、水平和用詞方面，都能適當地與課程和評核目標一致。評卷參考必須讓閱卷員容易遵循，並提供合理的空間讓他們閱卷時運用其專業判斷，按一致的評分準則評閱答卷。同時，也會檢視每年同一科目各試卷的連貫性。審題委員會在擬題時，會制定試卷明細表列出試卷的考核目標與評核重點，確保試卷中考核知識、理解，以及高階能力的題目比例合宜；同時能檢視試卷是否恰當地反映各學習成果／評核目標的比重。

在擬卷的不同階段，考評局已訂立嚴謹的機制檢查和校對試卷內容，以確保試題水平恰當，以及沒有任何印刷、拼寫、標籤或其他錯誤。

附錄A列出製作試卷的詳細程序。

3.1.2 機密和保安措施

由於審題委員會的工作性質屬高度機密，故委員會成員須簽署一份保密協議，承諾不會洩露他們的任命或任何機密信息予未經授權的人士，也不能參與任何可引致利益衝突的工作。

除此之外，考評局的員工及所有考務人員，若有機會接觸考試相關的資訊、題材或文件，亦必須申報利益，以避免任何潛在的利益衝突。這項申報涵蓋申報人的配偶、近親家屬，以及與申報人同住的任何人士。

All materials for the purpose of examination paper development are classified as secret documents (whether in paper or electronic format). Stringent security protocols in handling such secret documents are well established, including the requirements for coding, filing, record keeping, storage and movement. Any staff or examination personnel having access to such secret documents are required to strictly comply with the security protocols. Office security systems and rules are also in place to ensure that an appropriate level of security is maintained for those activities involved in examination paper development.

Relevant personnel involved in the development of examination papers are required to strictly comply with the secrecy requirements as stipulated in Section 15 (Secrecy) of the Hong Kong Examinations and Assessment Authority Ordinance (Chapter 261).

All the above measures are intended to safeguard the confidentiality of examination paper contents, so as to support the Authority's commitment to deliver the HKDSE with fairness and integrity. The security, declaration and appointment procedures are subject to regular review by the Authority and relevant external parties, including the Independent Commission Against Corruption, from time to time.

所有製作試卷所用的資料皆被列為機密文件（無論是紙張或電子格式）。考評局在處理機密文件的各項程序，如編碼、存檔、紀錄保存、存儲和傳送等方面，均制訂了非常嚴謹的保安準則。任何考評局員工及考務人員接觸這類機密文件時，都要嚴格遵守相應的保安規定。同時確立辦公室的保安系統和規則，以確保製作試卷的各項程序，能在恰當的保安水平下進行。

所有參與製作試卷的考務人員，必須嚴格遵守香港考試及評核局條例（香港法例第261章）第15條（保密）的保密規定。

上述所有措施是為了保障試卷內容的保密性，履行考評局對公眾的承諾，體現文憑試的公平公正。考評局與相關的外界機構（包括廉政公署）會定期檢視所有保密、申報及聘任程序。



3.2 Conduct of Examinations 舉辦考試

3.2.1 Examination Regulations

The Hong Kong Diploma of Secondary Education Examination Regulations is an important document governing the participation of candidates in the HKDSE, which are available on the HKEAA website:

http://www.hkeaa.edu.hk/en/hkdse/admin/exam_regulations/

This set of regulations provides information on the subjects of the examination, requirements for participation in the examination by schools and private candidates, general rules and regulations, conditions of disqualification, reporting of results and the appeal mechanism. Candidates are required to observe these regulations to ensure the fairness of the HKDSE.

3.2.2 Public Examinations Information Centre (PEIC)

Updated examination-related information is disseminated to schools and candidates in a timely manner to ensure that they are familiar with the examination regulations and relevant examination arrangements of the HKDSE. The PEIC has been established as the focal contact point for receiving and handling all enquiries, complaints and irregularities reported from candidates, so that they can be handled in a timely and efficient manner.

3.2.1 考試規則

香港中學文憑考試規則是一份重要文件，旨在規管考生參加文憑試，考試規則已上載於考評局網頁：

http://www.hkeaa.edu.hk/tc/hkdse/admin/exam_regulations/

這套考試規則提供的資料包括考試的科目、學校考生和自修生參加考試的資格、一般守則和規則、被取消考試資格的情況、匯報考試成績和上訴機制。考生須遵守這些規則，以確保文憑試的公平性。

3.2.2 公開考試資訊中心

為確保考生熟悉文憑試規則及有關的考試安排，考評局適時向學校和考生發布最新的考試資訊；同時設立公開考試資訊中心，作為與考生溝通的聯繫點，接收考生的查詢、投訴和考試異常情況的報告，作適時及有效的處理。



3.2.3 Public Examinations Communication and Support System (PECSS)

PECSS is a system involving the use of web cameras and an instant messaging programme connecting examination centres (mainly secondary school halls) with the Command Centre of the HKEAA via the Internet. It enables HKEAA staff to communicate with examination centres promptly and provide instant support / advice to centre supervisors in handling examination irregularities whenever necessary. In case of contingency, urgent messages and instructions can be transmitted simultaneously to all examination centres via this system. The examination proceedings will also be recorded for future reference.

3.2.4 Attendance and Script Tracking System (ASTS)

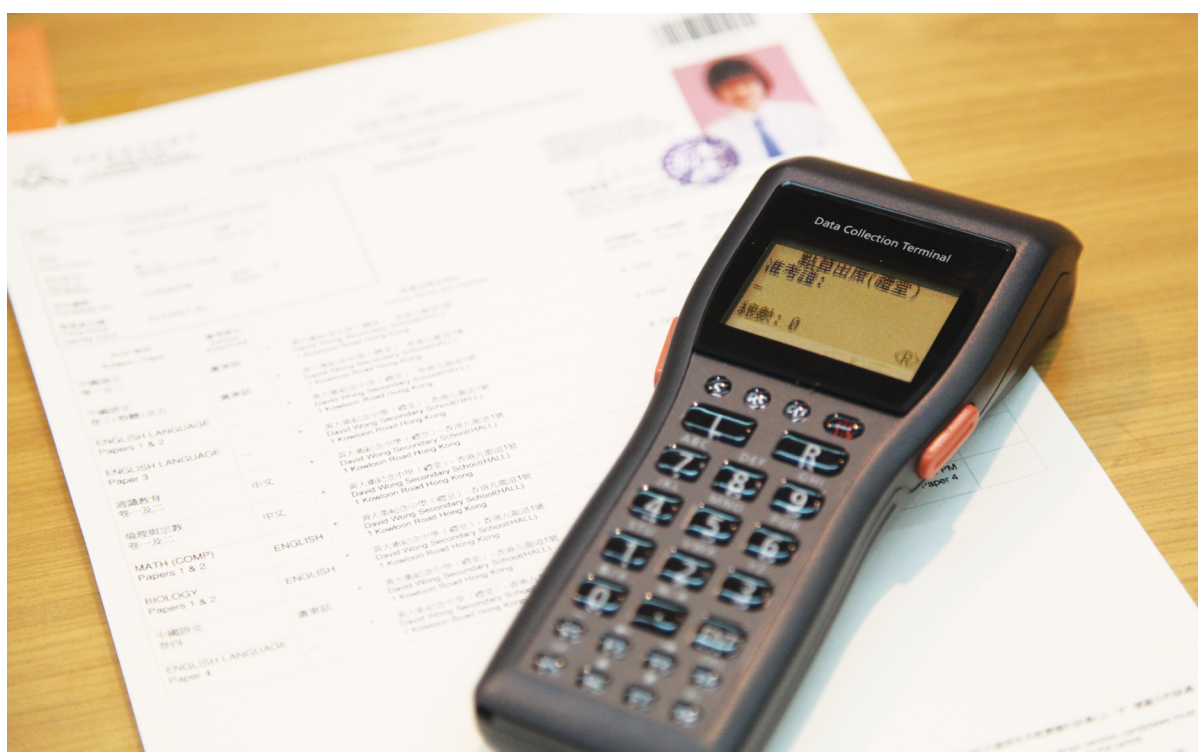
The ASTS comprises tracking of candidates' attendance records and their answer scripts. During attendance taking, invigilators scan the barcodes on candidates' admission forms and their personalised barcode sheets using a barcode scanner. At the end of an examination session, invigilators scan the barcode labels stuck on the covers of candidates' answer scripts to record the collection of scripts. This system helps to verify the accuracy of the number of scripts collected against the number of candidates present at the examination centres.

3.2.3 試場通訊及支援系統

試場通訊及支援系統，是一個使用網路攝影機及即時傳訊軟件的系統，透過互聯網連接考試試場(主要是中學的禮堂)與考評局支援中心。考評局職員可透過這個系統與試場保持聯繫，並於有需要時就異常情況向試場主任提供即時的支援／意見。如遇上突發事故，考評局可透過這系統向所有試場同時發放緊急訊息及指示。此外，這系統也會錄影整個考試過程，以備日後參考。

3.2.4 出席紀錄及答卷收集系統

出席紀錄及答卷收集系統包括記錄考生出席情況及點算已收集的答卷。於考生點名時，監考員利用條碼掃描器掃描其准考證上的電腦條碼及考生的個人電腦條碼紙。在每一節考試完結後，監考員使用條碼掃描器掃描所收集答卷上的電腦條碼貼紙，以便記錄所收集的答卷。這系統有助核對收集答卷的數目與出席人數是否相符。



3.2.5 Oral Recording System (ORS)

To foster the smooth conduct of oral examinations, an ORS has been developed to capture the performance of candidates and the examination procedures on video. The ORS aims to facilitate the handling of examination irregularities and complaints (e.g. centre noise or insufficient examination time), as well as enable reassessment of candidates' performances in the event of remarking and appeals. It is used in the speaking examinations of HKDSE English Language and Chinese Language.

The reliability of the delivery of the HKDSE is enhanced through the provision of the Public Examinations Communication and Support System (PECSS), Attendance and Script Tracking System (ASTS) and Oral Recording System (ORS).

3.2.5 口試錄影系統

為讓口試順利進行，考評局開發了口試錄影系統，以視像錄影考生的口試表現及考試流程作記錄。此系統旨在幫助處理考試的異常情況及投訴（例如試場的噪音或考試時間不足等），及於成績覆核時，能夠利用錄影重新評核考生的表現。這系統應用於文憑試英國語文科和中國語文科口試。

試場通訊及支援系統(PECSS)、出席紀錄及答卷收集系統(ASTS)和口試錄影系統(ORS)的設置均有助提高文憑試的信度。



3.2.6 On-site Checking and Audits

Participating schools are required to provide examination centres and teaching staff for the conduct of the HKDSE. All selected examination centres are equipped appropriately for the conduct of public examinations.

To support the fair and consistent delivery of the HKDSE, the HKEAA provides the necessary training and briefings for relevant examination personnel to equip them with the requisite knowledge. On-site checking and audits at schools are carried out regularly and whenever necessary, in order to ensure that the examination centres are adequately provided for and the examinations are properly conducted.

3.2.6 實地檢查和審核

與考學校需要為文憑試提供考試試場及教職員協助舉行考試。所有被選的試場，均具備充足的設施以進行公開考試。

為維持文憑試運作的公平性及一致性，考評局會為考務人員提供相關的培訓及簡介，讓他們具備必須的知識。透過定期及適時的實地觀察和審核，以確保試場有足夠的裝備及考試正常運作。

3.2.7 Examination Logistics and Security Measures

Confidentiality of examination papers is crucial for the provision of a fair examination. Throughout all the different stages before, during and after the conduct of examinations (e.g. printing, packing, storage, delivery and collection of examination papers, as well as the marking processes), all personnel involved are strictly required to comply with the Authority's security and confidentiality protocols, and to follow the secrecy requirements stipulated in Section 15 of the Hong Kong Examinations and Assessment Authority Ordinance (Chapter 261). Staff responsible for the above processes regarding examination papers must follow procedures stipulated in the relevant guidelines and instructions. Cohesive and well-coordinated logistical planning for the delivery of the HKDSE is in place to ensure that the examination is properly delivered. All these measures aim to achieve the provision of a fair and quality-assured HKDSE.

3.2.8 Provision of Special Examination Arrangements (SEAs) for Candidates with Special Needs (SEN)

The HKEAA strives to ensure that every candidate is assessed in a fair and impartial manner. Applications for SEAs (e.g. extended examination time, ancillary aids, and special arrangements for examination papers and answering questions) are considered by the Committee on Special Needs Candidates and the Task Group on Special Examination Arrangements for Candidates with Specific Learning Disabilities (SLD) in accordance with the guidelines laid down by the PEB. The provision of SEAs aims to enable the SEN candidates (roughly categorised into physical, visual, aural, oral, SLD and others) to be equitably assessed under suitable conditions without having an unfair advantage over other candidates.

3.2.9 Irregularity and Complaint Handling

There are different channels for candidates of the HKDSE to report irregularities or lodge complaints directly to the HKEAA if they are not satisfied with anything in the examination or find any deviations from normal examination procedures:

- lodging a complaint via the centre supervisor at the examination centre and requesting the centre supervisor to report it to the HKEAA;

3.2.7 考試流程及保安措施

考試內容保密是確保文憑試公平性的關鍵所在。故考評局會在考試進行之前、期間和之後的不同階段（如印刷、包裝、儲存、運送及收集試卷和閱卷過程），確保所有參與的人士，必須嚴格遵守考評局的保安和保密協議，並遵守香港考試及評核局條例（第 261 章）第 15 節之保密規定。負責以上過程的員工必須緊隨相關指引所列明的程序完成工作。後勤人員適當的配合及協調，可確保文憑試得以順利舉行。這些措施旨在確保舉辦公平和具質素的文憑試。

3.2.8 為特殊需要考生提供的特別考試安排

考評局致力確保所有考生獲得公平公正的評核。特別考試安排（例如：延長考試時間、輔助儀器、試題及作答形式的特別安排）的申請，會交由特殊需要考生事務委員會及學障考生事務專責小組按公開考試委員會訂定的指引作出考慮。特別考試安排可讓有特殊需要的考生（大致可分為肢體活動能力障礙、視障、聽障、語障、特殊學習障礙及其他）在適當的環境下應考，亦須確保不會對其他考生造成不公平。

3.2.9 處理考試異常情況及投訴

文憑試的考生若對考試有任何不滿或發現考試程序有別於正常情況，可透過不同渠道直接向考評局報告異常情況或提出投訴：

- 考生可在試場內向試場主任投訴，並請其提交報告予考評局；

- making use of the specified form on the HKEAA website; and
- writing directly to the HKEAA by post, fax or email.

Any report of examination irregularities should be made within the specified period after the date of the examination. Complaints lodged after the deadline are normally not accepted. Candidates need to provide their name, candidate number, examination centre, date of the examination and other specific information relating to the cause of irregularities or complaints.

In order to ensure all irregularities reported are properly handled, a set of rigorous investigation and handling mechanisms is employed.

All complaints are dealt with by a Standing Committee of the HKEAA (chaired by the Director - Public Examinations). (*Note: Members of the Committee must not be personally involved in the cases under complaint.*)

The Standing Committee meets regularly during the examination period and investigates individual cases with substantiated evidence. Depending on the nature and circumstances of individual cases, the Committee may contact the centre supervisors, invigilators, oral examiners, waiting room supervisors and / or relevant candidates (as appropriate) in the same centre in the process of investigation. The Committee also checks the candidates' scripts and performs statistical analysis in relation to the cases as appropriate.

For straightforward cases, the Committee takes action in accordance with the guidelines laid down by the PEB and informs candidates concerned of the outcome before the release of examination results.

Candidates who do not agree with the Committee's conclusions in respect of their cases can write to the HKEAA within a stipulated period upon the issue of the notification. The Committee will forward the cases to the PEB for further consideration.

For more complicated cases involving imposition of sanctions or special consideration, the Committee compiles reports with recommendations for the PEB's consideration. The PEB examines the reports carefully and makes a decision on the cases. Normally, the decision of the PEB is conveyed to the candidates concerned at the time of the release of examination results.

- 利用考評局網頁的特定表格報告; 及
- 直接以郵寄、傳真或電子郵件方式向考評局報告。

任何涉及考試異常情況的報告，應在考試後指定限期內提交。在截止日期後提交的投訴，一般不會受理。考生投訴時，需提供姓名、考生編號、試場名稱、考試日期，及有關異常或投訴事項的資料。

為妥善處理所有接獲的異常情況報告，考評局已建立嚴格的調查和處理機制。

所有投訴均由考評局總監-公開考試擔任主席的常設委員會處理。(註：該委員會成員必須不牽涉在投訴個案內。)

常設委員會在考試期間會定期舉行會議，並會就具確實證據的個案進行調查。該委員會會因應個別投訴的性質及情況，在調查過程中聯絡試場主任、監考員、口試主考員、報到室主管及／或試場內的相關考生(如適用)。如有需要，常設委員會亦會檢查考生的答卷及就個案作統計分析。

較簡單的個案，常設委員會會根據公開考試委員會所訂定的指引處理，並在發放成績前將結果通知考生。

若考生對常設委員會的結論有異議，可在通知發出日期的指定期限內以書面向考評局提出。常設委員會會將個案提交公開考試委員會作進一步的考慮。

至於一些牽涉罰則或需作特別考慮的較複雜個案，常設委員會會提交報告，連同建議予公開考試委員會審議。公開考試委員會在詳細審閱個案資料後，會作出決定。一般而言，考評局會在發放成績時將公開考試委員會的決定通知考生。

3.3 Processing and Reporting of Results 處理及公布成績

3.3.1 School-based Assessment (SBA)

Overview

SBA is a salient feature of the HKDSE. SBA refers to assessments administered in schools and marked by the students' own teachers. The submission of SBA marks from schools to the HKEAA is facilitated by the School-based Assessment System, which is an online platform for mark submission from schools, with the aim of ensuring data integrity.

SBA takes both the learning process and the learning outcomes into account. As SBA marks count towards students' public assessment results, the following measures are adopted at different stages of the process to ensure the reliability and consistency of the assessment standards.

Development stage

The following are the procedures adopted by the HKEAA in the assessment development stage for all subjects. They aim to lay a good foundation for promoting the quality of SBA and improving the shared understanding of assessment criteria by teachers:

- Development of detailed guidelines and procedures for teachers' reference in conducting the SBA.

3.3.1 校本評核

概述

校本評核是文憑試的重要評核方式。校本評核是指在日常學與教的過程中，由任課教師來評核學生的表現。校本評核系統是一個讓學校提交分數的網上平台，能助學校透過這系統將校本評核分數提交考評局，確保數據的完整。

校本評核的範圍包括學生的學習過程及成果。由於校本評核分數計算在學生的公開評核成績之內，故此，在校本評核的不同階段，會採用下列措施，以確保評核水平的可信性和一致性。

籌備階段

在籌備所有相關科目的校本評核時，考評局採取以下措施，讓教師對評核準則的理解趨於一致，為校本評核奠下穩固基礎：

- 編訂詳盡的指引和程序，協助教師施行校本評核。



- Provision of sufficient professional development training to teachers before the implementation of SBA.
- Specification of the learning objectives to be assessed in each assessment activity and the provision of detailed assessment criteria to teachers.
- Development of exemplar assessment tasks or activities for teachers' reference.

Assessment stage

During the assessment process, the following quality assurance measures are adopted:

- Appointment of District Coordinators to support schools in the conduct of SBA for individual subjects.
- Organisation of SBA conferences, workshops and inter-school sharing sessions to further promote teachers' understanding of the implementation of SBA.
- Provision of feedback to schools on students' performance, assessment standards of teachers and areas of the process requiring further improvement, as appropriate.

SBA moderation

The moderation process deals with the assessment results (namely the marks of students awarded by teachers) and takes place after the assessment is completed and marks have been submitted to the HKEAA. The main reason for having moderation is to ensure the fairness of SBA. Teachers know their students well and thus are well placed to judge their performance. In consultation with their colleagues, they can reliably judge the relative 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 the training provided to teachers in carrying out SBA, and even given that teachers assess students on the same tasks using the same assessment criteria, teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. The awarded mark ranges may also vary among teachers.

- 在校本評核施行前，為教師提供足夠的專業發展培訓。
- 每一項評核活動皆列明評核的學習目標，並向教師提供明確的評核準則。
- 編訂評核課業及活動示例，供教師參考。

評核階段

在進行評核過程中，考評局採取下列質素保證措施：

- 委任個別學科的校本評核分區統籌員，支援學校施行校本評核工作。
- 舉辦不同的活動，如校本評核發布會、工作坊及學校之間的經驗分享活動，令教師對施行校本評核有更深入理解。
- 透過檢視學生的習作及評核紀錄，就學生表現、教師的評核水平和有待改進的地方，給予學校回饋。

校本評核分數調整

校本評核分數調整是指在學校完成評核活動及向考評局提交分數後，考評局對學生的分數進行調整的機制。調整分數的主要目的，是確保校本評核的公平性。由於任課教師清楚了解其學生的能力，所以由他們判斷學生的表現是最適當的。通過教師的互相討論，他們能對校內修讀同一科目的學生作出可靠的評核。可是在評核過程中，教師未必瞭解其他學校學生的表現水平。儘管考評局已為教師提供有關校本評核的培訓課程，而即使教師亦採用相同的評核課業和評核準則，仍然難以避免部分學校教師的評分較其他教師寬鬆或嚴格，不同學校的給分範圍，亦可能出現差異。

To address these potential problems, the HKEAA moderates SBA marks as appropriate, and makes use of different methods to moderate the scores submitted by schools, with the aim of ensuring the comparability of SBA scores across schools. These methods make combined use of both statistical models and expert judgment moderation.

(a) Statistical moderation

Statistical models are used to adjust the average and the spread of SBA scores of students in a given school with reference to the public examination scores of the same group of students. Students' SBA marks may be adjusted but the rank order determined by the school remains unchanged. The HKEAA collects samples of students' work for inspection, and follows up on any outliers identified from inspection of samples in the moderation process with appropriate action.

(b) Expert judgment moderation

HKEAA-appointed professionals (e.g. District Coordinators and assessors) conduct inspections of samples of students' work covering the full range of attainment, and make recommendations for mark adjustments. The HKEAA specifies the sample size required for inspection, which ensures a good evaluation of 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.

For more details on SBA moderation, please refer to the booklet *Moderation of School-based Assessment Scores in the HKDSE*, which is available on the HKDSE website:
http://www.hkeaa.edu.hk/en/sba/moderation_sba_scores/

Within-school standardisation

The moderation of SBA marks submitted by schools to the HKEAA is conducted on a school basis. 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. To ensure that the same standard of assessment is applied to all students, certain practices are recommended for schools' consideration. These include:

為處理這些潛在問題，考評局適當地調整校本評核分數。考評局採用兩種方法，調整學校所提交的分數，以確保不同學校的校本評核分數具可比性。這兩種調整校本評核分數的方法，整合了統計調整和專家判斷調整。

(a) 統計調整

統計調整是以該學校學生的公開考試成績為參照，調整學校學生的校本評核平均成績及分布。學生的校本評核分數或有所改變，惟學校所評定的學生次第則維持不變。考評局亦會抽樣檢視學生習作，並跟進在樣本檢視期間所發現的異常個案。

(b) 專家判斷調整

專家判斷調整是由考評局委任的專家（如分區統籌員和評核員）檢視不同水平的學生習作樣本，然後建議分數調整幅度。考評局會指定須檢視習作的數量，以便對不同程度的學生的評分水平有足夠的評核和判斷。如有需要，考評局會要求學校提供更多的樣本作檢視。調整後學生的校本評核分數或有所改變，惟學校所評定的學生次第則維持不變。

有關校本評核的分數調整詳情，可參閱考評局網頁的《香港中學文憑校本評核分數調整機制》資料冊：

http://www.hkeaa.edu.hk/tc/sba/moderation_sba_scores/

校內評分的一致性

考評局以學校為本位，調整學校提交的校本評核分數。若學校內同一屆別的學生由多於一位教師任教相關科目，學校應採取適當的措施，令教師之間的評分標準趨於一致。以下是一些供學校參考的可行建議：

- conducting meetings among teachers to align the marking criteria and standard;
- setting common SBA tasks across classes;
- conducting trial marking of samples of students' work;
- adjusting the marks of some teachers, if necessary, to ensure consistency of assessment standards for the whole school; and
- using 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.

Authentication and handling of malpractice

SBA is designed and administered in ways that enable teachers to authenticate students' work, hence minimising the possibility of malpractice. Where, because of the subject nature, students have to undertake fieldwork, planning, reading, research or other activities outside the classroom, checks are built into the process at critical stages for authentication purposes. Specific guidance is provided in the SBA Teachers' Handbooks for individual subjects to illustrate the conditions under which the assessments are to be undertaken to facilitate the supervision and authentication of students' work by teachers. In order to strengthen the message to students about academic honesty and proper conduct in SBA, schools should ask their students to complete and sign a declaration form at the beginning of each school year in which SBA is undertaken to declare that all SBA tasks / assignments completed are their own work and to agree to adhere to a code of honour in completing the SBA for all subjects. 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 students' own work. School principals are required to confirm that the SBA has been conducted in accordance with the requirements of the HKEAA. Students should be asked to keep a proper and complete record of their work.

- 召開教師會議討論及協商評分要求及標準；
- 各班制定相同的校本評核課業；
- 教師嘗試共同批改學生習作樣本；
- 如有需要，可調整教師的評分，以達致全校評分的一致性；以及
- 運用參考資料（如考评局提供的示例）和存檔資料（如歷年已評核的學生習作樣本）協助統一校內評分標準。

核證真確性和處理違規行為

校本評核的設計和實施指引，有助教師核證學生習作的真確性，以減低出現違規行為的機會。部分科目基於評核活動的特性，學生須在課堂外參與實地考察、策劃、閱讀、調查或其他活動。為了確保課業的真確性，課業可分階段完成，教師可在關鍵的部分設立指引以作監控。個別學科的校本評核教師手冊已提供明確指引，說明宜在哪些情況下進行評核，學校可採用合適的措施以核證學生習作的真確性。為了加強學生瞭解學術誠信和按規定完成校本評核的重要性，學校須在進行校本評核的每一學年開始時，要求所有學生填妥並簽署聲明表格，聲明他們的課業／作業均是自己的作品，並同意誠實守規地完成各科的校本評核。透過網上系統呈交校本評核分數予考评局時，教師須就他們所知，確認學生所提交的校本評核習作屬學生本人的作品。校長亦須確認學校是依據考评局的要求及規定施行校本評核。學校應要求學生妥善保存他們的習作及完整的工作紀錄。

Malpractice, which is most likely to take the form of plagiarism, is forbidden (such as presenting work completed by others or including material copied directly from the Internet or other sources without proper acknowledgement). At the beginning of the course, schools are expected to advise students on what malpractice is and what its consequences are. Schools should be able to detect plagiarism and other malpractices through close monitoring of students' work and should follow the established procedures for handling malpractice cases. Students will be subject to severe penalties for proven plagiarism. The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from the subject concerned or the whole of the Examination or suffer a mark or grade penalty for breaching the regulations.

Handling queries against assessment decisions in SBA

In general, students can raise queries about their SBA results within their own schools, and schools are expected to resolve students' queries before submitting SBA marks to the HKEAA. In handling queries about SBA results, schools can follow their established practices regarding the handling of students' queries about internal assessment results. After a judgment is made by the school as to whether the student's query is valid or not, the student should be informed of the result within a reasonable period of time in accordance with the school's procedures. After the release of public assessment results, candidates can submit an application to the HKEAA for rechecking of results, including the SBA component, but they cannot request a re-assessment of their performance in SBA.

Further details about the administration of SBA are provided in the booklet *Information on School-based Assessment*, the SBA Handbook for School Leaders and Teachers' Handbooks of individual subjects, which are available on the HKEAA website: <http://www.hkeaa.edu.hk/en/SBA/>

3.3.2 Marking Process

In order to ensure that the marking process is consistently conducted in a fair and professional manner, the HKEAA has established a system of quality assurance at different stages of the marking process. All markers are required to undertake rigorous training and to be qualified for marking.

抄襲是常見及嚴禁的違規行為（例如將他人完成的習作當作自己的作品呈交，或從互聯網或其他來源直接抄錄資料，而又沒有註明出處）。在課程開始時，學校應教導學生認識什麼是違規行為及其後果。只要透過適當的監察，學校應能發現抄襲及違規的行為，並應就懷疑違規的個案根據既定的程序處理。抄襲行為一經證實，學生將會被嚴懲。文憑試規則清楚說明，若考生違反考試規則，他們可能被罰扣減分數、降級，甚或被罰取消有關科目或全部科目的考試資格。

對校本評核結果存疑的處理方法

一般情況下，學生可向學校提出對校本評核結果存疑，而學校在向考評局提交校本評核分數前，應已妥善處理學生對評核結果存疑的個案。學校可採用既有的程序處理並作出判斷，裁定學生的疑問是否合理。學校可按照有關程序在指定的時間內通知學生議決的結果。公開考試成績公布後，考生可向考評局提交積分覆核申請（包括校本評核部分），惟他們不能就其校本評核成績申請重新評核。

有關實施校本評核的詳情，可瀏覽考評局網頁所提供的《校本評核簡介》小冊子、校本評核學校領導人手冊，以及個別科目的教師手冊：

<http://www.hkeaa.edu.hk/tc/SBA/>

3.3.2 閱卷程序

為確保閱卷的過程公平和專業，考評局在不同的閱卷階段，已建立了質素保證系統。所有閱卷員必須接受嚴格的培訓，以符合閱卷資格。

An open and transparent marker recruitment and selection mechanism is maintained in order to ensure that all marking tasks are performed by qualified markers, with an optimal mix between experienced and new markers. A chief examiner and, where necessary, assistant examiners (who are experienced professionals with a thorough understanding of the respective subject papers) are appointed to oversee and ensure the quality and reliability of the marking work.

A marking scheme, which specifies the requirements of individual questions, mark allocation and the range of acceptable responses, is prepared for markers' reference. After the examination, the examiners select sample scripts to illustrate to the markers the different approaches in candidates' responses. These samples provide useful material for standardising marking and monitoring marking consistency. An examiners' meeting and a markers' meeting are held during the early stages of the marking process to bring about agreement on the marking principles and standards, and align markers on the understanding of the assessment objectives and demands of individual questions as well as how marks should be awarded, before marking is undertaken.

Checkmarking is conducted by the examiners and the process is repeated whenever necessary to ensure marking quality and consistency of individual markers at various stages of the marking process. Statistical analysis of the mark distribution for the whole group of markers is also conducted to check the marking quality of individual markers. In cases of erratic marking or extreme deviations from the whole-group statistics, all or some of the scripts marked by the unreliable marker will be remarked by other markers. Markers with poor marking records will not be re-appointed.

With the use of onscreen marking (OSM) for all Category A subjects, marking reliability and quality are further enhanced as the progress and outputs of marking can be monitored in real time. Throughout the marking process, random checking of marked scripts and regular monitoring of markers' standard and consistency are also conducted in order to ensure the reliability and fairness of assessment. Statistical analysis is readily available from the OSM system and timely and effective feedback can be provided by examiners to markers if necessary. The risk of errors resulting from mark addition is also eliminated by OSM. Moreover, double-marking (each script being marked independently by two markers) is adopted in appropriate examination papers (such as writing papers in English Language and Chinese Language and open-response questions in Liberal Studies) to enhance marking reliability.

考評局設有開放和具透明度的閱卷員招聘和遴選機制，以確保所有閱卷工作，都由具備資歷及可靠的閱卷員處理，而富有經驗和首獲聘任的閱卷員數目亦比例合宜。試卷主席和助理試卷主席（如有需要），均對有關科目試卷有深入理解，並具豐富經驗，他們負責監督和確保閱卷工作具質素和可靠。

評卷參考是閱卷員評卷時的重要參考資料，內容主要具體指出每題的作答要求、分數分配，以及可接受的答案範圍。考試後，試卷主席會選取答卷樣本，向閱卷員說明考生不同的作答方式。這些示例，可提供具參考價值的資料，有助統一閱卷標準，以及監督閱卷的一致性。試卷主席會議和閱卷員會議，會在閱卷過程初期進行，以協助閱卷員掌握評核的原則和標準，並確保閱卷員在閱卷工作開始前，對試題的評核目標及各題目的要求，以及如何給予分數等，有一致的理解。

覆核答卷的工序是由試卷主席負責，如有需要，試卷主席會重複核卷，以確保在閱卷過程中的不同階段，每位閱卷員的評分一致。考評局亦會為所有閱卷員的分數分布進行統計分析，以檢視每位閱卷員的評卷質素。若發現評卷不穩定或評分與整體分布統計出現重大的偏離，該閱卷員的全部或部分答卷，將分配給其他閱卷員重新評閱。評卷記錄欠佳的閱卷員，將不會再被聘用。

網上評卷系統已推廣至所有甲類科目，由於能即時監察評卷的過程及結果，故能進一步提高評卷的可靠度和質素。在整個閱卷過程中，亦會抽樣檢查已評閱的答卷及定期監察閱卷員的評分標準和一致性，以確保評核可靠和公平。網上評卷系統亦具備統計分析功能，試卷主席可有效及適時地向閱卷員給予回饋（如有需要）。網上評卷系統亦可減低計算分數時出錯的風險。與此同時，一些合適的試卷（如英國語文和中國語文的寫作試卷及通識教育的開放式題目等）會採用雙評方式評閱（由兩名閱卷員獨立地評核每份答卷），務求令評分更為可靠。

3.3.3 Standards Setting and the Grading Mechanism

The principles of SRR in HKDSE

Under SRR, candidates' levels of performance are reported with reference to a set of prescribed standards of performance.

(a) Standards setting and maintenance

Standards are defined by level descriptors, with levels 4 and 5 prepared with reference to the standards achieved by candidates awarded grades D or above in the past Hong Kong Advanced Level Examination (HKALE). This referencing is important for ensuring a degree of continuity with past practice, for facilitating tertiary selection and for maintaining international recognition. The standards are illustrated with samples of candidates' work at various levels of attainment. The samples, together with the level descriptors, clarify the standards expected at various levels.

The standards are applied by an expert panel of judges for each Category A subject in such a way that the cut scores for each level represent the same level of achievement across years. Different types of evidence including data from research tests, the level descriptors, candidates' current and past levels of performance and general statistical data are considered in this process.

The recommended cut scores are approved by the PEB before being applied to the generation of examination results.

3.3.3 訂定水平及評級機制

文憑試水平參照成績匯報的原則

根據水平參照成績匯報機制，考生表現的等級參照預設的等級水平而釐定。

(a) 設定及維持水平

水平以等級描述界定，而在訂定文憑試第4級和第5級的等級水平時，是參照過去香港高級程度會考D級或以上的水平。參照有助確保文憑試跟以往的評核模式有一定程度的延續性，以方便大專院校的遴選工作，以及維持國際認可。不同成績考生的表現示例可展示各等級的水平，這些示例配合等級描述，可闡明各等級的預期水平。

等級水平由專家小組設定並應用於每個甲類科目，以確保年與年之間每個等級的臨界分數都能代表著相同的水平。在這過程中，會考慮不同類別的顯證，包括研究測驗數據、等級描述、當屆考生和往屆考生的表現水平及一般統計的數據。

建議的臨界分數需經過公開考試委員會確認，才用於處理及匯報考試成績結果。



The above mechanism ensures that no single factor or examination personnel can predominate in the process, and the standards can be maintained and held constant without 'grade inflation' over time.

The standards of levels 1 to 5 were set by the expert panels of all Category A subjects in 2012 HKDSE. The standards are maintained in subsequent years starting from 2013 with reference to the examination papers, candidates' current and past levels of performance and various statistical data so that results are comparable across years. If there are major changes to the curriculum and / or assessment framework of individual subjects, the HKEAA will review and adjust the standards for the subjects concerned as appropriate.

(b) Sample papers and level descriptors

To ensure that there is no mismatch between students' abilities and the anticipated standards, sample papers were piloted before the first administration of the HKDSE on senior secondary students with different abilities from a range of schools. The performance samples collected were analysed and used as the basis for the development of level descriptors. Where necessary, performances at different grades in past HKALE and Hong Kong Certificate of Education Examination (HKCEE) were also referred to. At the same time, sample papers also serve the purpose of illustrating the specific requirements of the examination to candidates.

The level descriptors of individual subjects were developed by a working group which comprised members from different sectors, including CDI officers, school principals, secondary teachers, and subject experts from the university and industry sectors. The level descriptors have been compiled with reference to the learning outcomes and assessment objectives to ensure alignment between curriculum and assessment. These descriptors, together with samples of performance, serve as a reference in the standards setting process. To ensure the applicability of the level descriptors, they are subject to review from time to time, taking into consideration experience solicited from live examinations and any major changes to the curriculum and / or assessment that may have an impact on the standards.

Grading procedures

The HKDSE grading is the concluding stage of the assessment process for each subject. The grading procedures include:

- post-marking discussion on provisional grading recommendations;
- judge panel meetings to determine cut score recommendations for each level based on past data, candidates' actual performances, statistical indicators, etc.;

上述機制可確保沒有任何一個因素或考務人員能支配整個過程，並有助維持各等級的水平不變，不會在若干年後出現「等級膨脹」的情況。

所有甲類科目第1級至第5級的水平已於2012年文憑試由各科的專家小組設定。由2013年考試起，專家小組參考相關的試卷、當屆及往屆考生的表現水平及不同的統計數據，維持各級水平，以確保各年度考試成績的可比性。如個別科目的課程和／或評核大綱有重大改變，考評局將檢視及適切地調整有關科目的等級水平。

(b) 樣本試卷及等級描述

為確保學生的能力和預期的水平相符，在舉辦第一屆文憑試前，考評局曾在某些學校進行樣本試卷測試的先導計畫，讓不同能力的高中學生參加。收集所得的表現示例經分析後，用作發展等級描述的基礎。需要時更會參考過去香港高級程度會考及香港中學會考不同級別的表現。樣本試卷更同時說明了考試對考生的具體要求。

各科的等級描述由一個工作小組擬定，成員來自不同界別，包括課程發展處成員、校長、中學教師，以及大學和業界的學科專家。等級描述是根據學習成果和評核目標擬定，這樣可確保課程和評核一致。而這些描述配合學生表現示例，會用作設定水平的參考。為確保等級描述的適用性，考評局會參考各年考試所得的經驗，以及考慮課程及／或評核有重大改變對等級水平的影響，適時地檢視這套等級描述。

評級程序

文憑試的總結性階段，是為每個科目評級。評級程序包括：

- 閱卷後討論初步評級建議；
- 專家小組會議根據過往數據、考生的實際表現和透過統計模式衍生的建議臨界分數等，建議每個等級的臨界分數；

- internal meetings to make final grading decisions.

The grading procedures of core subjects will be completed first, followed by elective and ApL subjects.

(a) Core subjects (Chinese Language, English Language, Mathematics, and Liberal Studies)

Grading of the four core subjects involves expert judgments based on candidates' actual performances (live scripts) in relation to level descriptors, item statistics, as well as recommended cut scores derived from research tests and related equating exercises.

(b) Elective subjects

A group ability index (GAI), derived from the results of core subjects, is used as a reference for the grading of elective subjects so as to indicate the relative ability of the group of candidates taking each subject. At the time of grading, in addition to candidates' actual performances and item statistics, the expert judge panel of each elective subject is provided with the GAI at each level for that subject to aid the judges in determining their recommended subject cut scores. Special consideration is given to Mathematics (Extended Part), subjects with elective parts and Combined Science in order to accommodate their specific assessment requirements.

Details of standards setting and maintenance, and the grading mechanism are provided in the booklet *Grading Procedures and Standards-referenced Reporting in the HKDSE Examination* and on the HKEAA website:

http://www.hkeaa.edu.hk/en/HKDSE/assessment/the_reporting_system/SRR/

(c) Applied Learning (ApL) subjects

Candidates taking ApL subjects are required to complete eight to ten assessment tasks. Both formative and summative assessments are undertaken by course providers and administered mainly by course tutors. To ensure the overall appropriateness of assessment results and consistency of assessment standards, the HKEAA is responsible for the moderation of assessment results submitted by the course providers. Details of the moderation process and the reporting system of ApL subjects are provided in **Part 2, Section 2.2.3 and 2.2.4.**

- 內部會議確定最後評級。

核心科目會首先完成評級程序，其後是選修科目和應用學習科目。

(a) 核心科目 (中國語文、英國語文、數學及通識教育)

四個核心科目的評級均採用專家判斷，根據考生在試卷中的實際表現，並參考等級描述、題目的統計數據，以及研究測試及相關的等值程序所建議的臨界分數而決定。

(b) 選修科目

考評局會利用「組別能力指數」作為選修科目評級的參考。「組別能力指數」以核心科目的成績計算，顯示選修某科的考生組別的相對能力。評級時，專家小組除參考該選修科目考生的實際表現和各題的統計數據外，也會參考該科各級的「組別能力指數」，以幫助他們決定該科目的建議臨界分數。另外，亦會就數學（延伸部分）、其他有選修部分的科目及組合科學，作出特別考慮，以配合其特定的評核要求。

有關設定和維持水平，以及評級機制的詳情，可參閱考評局網頁或《香港中學文憑考試評級程序與水平參照成績匯報》資料冊：

http://www.hkeaa.edu.hk/tc/HKDSE/assessment/the_reporting_system/SRR/

(c) 應用學習科目

修讀應用學習科目的考生，需完成八至十個評核課業。這些進展性及總結性的評核工作，由有關的課程提供機構負責，並由課程指導員執行。考評局負責調整課程提供機構呈交的評核成績，以確保整體成績恰當以及水平一致。有關應用學習科目的分數調整過程和成績匯報機制的詳情，可參閱**第2部分之第2.2.3及2.2.4節。**

3.3.4 Quality Check of Examination Data

To ensure the examination results are processed and reported in an efficient and accurate manner, the following critical processes are identified for quality check and control:

- Mark adjustment / equating
- Grading of results
- Printing of results notices
- Printing of certificates

At each process of checking, various reports are generated for detection of any processing errors. Data are verified to ensure relevant tasks have been completed in order. Before proceeding to the next critical stage, confirmation from the supervisor is required to ensure data integrity and the outcomes are produced as expected.

3.3.5 Examination Results and Results-related Queries Handling

Release of results

The results for Category A and Category B subjects are released in July while the results for Category C subjects are released in accordance with the schedules stipulated by CIE. Each candidate will receive a results notice. A certificate will be issued to candidates in October except for those who were absent from all subjects or who obtained unclassified / unattained / ungraded results in all subjects.

Rechecking and remarking

A rechecking and remarking mechanism is put in place for candidates to apply for rechecking and remarking within a stipulated period after the release of examination results in case they have any doubts about their results being lower than expected.

(a) Rechecking

- Applications are processed on a subject basis only.
- The subjects concerned are rechecked for technical errors such as incorrect mark entries and data inconsistencies.

3.3.4 考試數據質量檢查

為確保有效和精確地處理及匯報考試成績，以下各個主要階段會進行質量檢查及控制：

- 分數調整和等值
- 成績評級
- 列印成績通知書
- 列印證書

在每個檢查階段，考評局會使用各種系統報告以偵測程序是否有任何錯誤。所有數據須經核實以確保有關系統工序準確完成。在接續進行下一個主要階段前須經上級確認，以確保數據的完整性及符合預計的結果。

3.3.5 考試成績及處理成績相關的查詢

成績公布

甲類及乙類科目成績於7月發放，而丙類科目成績會依據英國劍橋國際考試委員會（CIE）所訂定的日程發放。每名考生獲發一張成績通知書。除了缺席全部科目考試的考生或所有科目皆獲不予評級／未達標之成績的考生，其他考生會於10月獲發證書。

積分覆核和重閱答卷

文憑試設有積分覆核及重閱答卷機制，於成績發放後考生如認為所取得的成績較預期低，可在指定的期限內向考評局申請積分覆核或重閱答卷。

(a) 積分覆核

- 積分覆核之申請以每科為單位。
- 積分覆核是指覆檢科目是否有技術上的錯誤，例如分數是否已準確地輸入電腦系統及數據的一致性。

- Candidates cannot apply for remarking of the same subjects for which they have applied for rechecking, regardless of the results of rechecking.

(b) Remarking

- Applications are processed on a subject basis only, except for Chinese Language, English Language, Mathematics and Combined Science. For Chinese Language, English Language and Combined Science, applications may be made on a subject or component basis. For Mathematics, candidates may apply for remarking of both the Compulsory Part and Extended Part (if applicable) or remarking of either of the two parts. For applications for remarking of a subject component, the other components of that subject are also rechecked for technical errors but not remarked.
- The subjects concerned will first be checked for technical errors and then be remarked.
- For single-marked papers, each script will be independently remarked by a marker. For questions / sections / parts involving objective marking (e.g. those with matching and True / False questions) or where the maximum mark is small, the script will be remarked by a second marker if the marker's mark is different from the original mark. For other questions / sections / parts, if the marker's mark differs too much from the original mark, the script will be independently remarked by a second marker. For double-marked written papers, each script will be remarked by a second marker if the mark given by the first marker differs from the original mark by more than the tolerance limit. For the speaking component, the video recording is independently remarked once by a marker.
- Efforts are made to ensure that the scripts and video recordings are remarked by persons other than the original marker(s) where possible.
- Remarking is not available to Category B subjects, SBA components, multiple-choice papers / sections or practical papers of Category A subjects.

- 無論積分覆核之結果如何，考生不可就同一科目再申請重閱答卷。

(b) 重閱答卷

- 除了中國語文、英國語文、數學及組合科學外，其他科目的重閱答卷之申請均以每科為單位。就中國語文、英國語文及組合科學，考生可選擇重閱科目或分部成績。至於數學科，考生可同時申請重閱必修部分及延伸部分（如適用），或只申請重閱其中一個部分。如考生就某一科目的分部成績申請重閱答卷，考評局會為該科的其他分部進行積分覆核，但不會重閱。
- 有關科目會先經積分覆核，以排除技術上的錯誤，然後再重新評閱。
- 採用「單評制」的卷別，每份答卷會經由一名覆核閱卷員重新評閱。就客觀評分的題目／部分／分部（例如配對及是非題），或所涉總分較少者，若重閱評分與原先閱卷員的評分不同，則答卷會交第二名覆核閱卷員重新評核。至於其他題目／部分／分部，若重閱評分與原先的評分差別較大，則答卷亦會交第二名覆核閱卷員重新評核。至於採用「雙評制」的筆試卷別，若重閱後的分數與原先分數的差異超出容許界限，該份答卷會再由第二名覆核閱卷員重新評核。至於口試部分，考生的口試錄影會交由一名覆核主考員重新評核。
- 考評局盡量確保重閱答卷及口試錄像的閱卷員／主考員並非原來的閱卷員／主考員。
- 重閱答卷不適用於乙類科目，以及甲類科目之校本評核部分、多項選擇題試卷／分部或各實習考試的卷別。

(c) Results of rechecking and remarking

- Following rechecking, the subject / component result will be upgraded if technical errors are found and the final mark after correction of technical errors attains the cut score of the higher level concerned.
- Since there is an element of professional judgment in marking, especially for questions of an open-ended nature, it is possible that the same script will be given a different score in a different assessment context during remarking. Therefore, following remarking, the subject / component result will be upgraded only if the final mark after averaging out all the valid marks of the original marker and the remarker(s) reaches a specified margin above the cut score of the higher level concerned. This is to ensure the overall reliability of the grade awards for all candidates as there is normally no downgrading after remarking.

Further details about the rechecking and remarking process are available on the HKEAA website:
http://www.hkeaa.edu.hk/en/HKDSE/assessment/recheck_remark/

Data Access Request (DAR)

Pursuant to the Personal Data (Privacy) Ordinance, candidates can request for examination-related personal data at any time. The relevant records of candidate's personal data, including marks awarded to individual questions and items, and markers' comments / annotations (if any) will be issued only after the completion of the relevant examination processes and before the script destruction date. Further details are provided in the Application Guide on the HKEAA website:
http://www.hkeaa.edu.hk/en/our_services/personal_data/

(c) 積分覆核及重閱答卷後的成績

- 經積分覆核後，如發現技術錯誤，經修正後的科目／分部積分只要達到更高等級的臨界分數(即最低要求的分數)，其科目／分部成績將獲得提升。
- 閱卷工作涉及專業判斷，特別是評閱開放式題目，由於評核情境的變動，同一份答卷在重閱時所得的分數很可能與原來得分有異。因此，經重閱答卷後，最終分數取原閱卷員和覆核閱卷員所給的所有有效分數的平均數。最終分數必須達到在更高等級的臨界分數之上的特定分數，其科目／分部等級方會獲得提升。由於重閱答卷後，成績通常不會被降級，上述提升等級的要求能保障全體考生所得等級的整體可靠度。

有關積分覆核及重閱答卷的詳情，可瀏覽考評局網頁：
http://www.hkeaa.edu.hk/tc/HKDSE/assessment/recheck_remark/

查閱個人資料的申請

根據個人資料(私隱)條例，考生可隨時按照個人需要向考評局申請查閱與考試相關的個人資料。考生相關的個人資料，包括個別題目和項目的得分、閱卷員的評語和備註(如有)，會於相關考試程序完結後及在答卷銷毀日期前發放給申請人。有關資訊，可瀏覽考評局網頁：
http://www.hkeaa.edu.hk/tc/our_services/personal_data/

Appeal Review

Candidates who are not satisfied with the decisions of the PEB on their complaints / irregularities or have valid reasons to query that the established rechecking and remarking procedures have not been followed may apply for appeal review within the stipulated deadline. A candidate may also request a review of the marking of scripts within a stipulated period after gaining access to his / her answer scripts, provided that the candidate can provide specific justifications to demonstrate that the marking of the scripts has been incorrect and the candidate has not applied for appeal review for rechecking and remarking in the same subject before. Requests for appeal review will be dealt with by the Appeal Review Committee (ARC), which is an independent committee appointed by the HKEAA Council.

(a) Types of Appeal Review

- Processing of examination irregularities
- Process of rechecking and remarking
- Marking of scripts after access to scripts through DAR

(b) Outcome of Appeal Review applications

The decisions of the ARC shall be final. The candidates concerned will be notified of the outcome of their applications according to the prescribed schedule. Further details are provided in the Handbook for Candidates which is available on the HKEAA website:

http://www.hkeaa.edu.hk/en/HKDSE/admin/student_s_handbook/

上訴覆核

考生如對公開考試委員會處理其投訴／異常情況的決定有異議，或對積分覆核及重閱答卷是否按既定的程序進行仍有合理之疑慮，可於指定限期前向上訴覆核委員會提出上訴覆核申請。此外，考生如未曾就同一科目的覆核成績程序提出上訴，卻透過查閱個人資料取得有關答卷的複本後，能提供充分理據，顯示其答卷的評分出現錯誤，也可於取得有關答卷後的指定時間內，就試卷評分提出上訴覆核申請。所有上訴覆核申請會由上訴覆核委員會處理。上訴覆核委員會是由考評局委員會委任的一個獨立委員會。

(a) 上訴覆核類別

- 考試異常事件的處理
- 覆核成績程序
- 查閱個人資料以索取答卷後要求檢視答卷的評分

(b) 上訴覆核申請的結果

上訴覆核委員會的決定是個案的最終決定。考生可於指定日期內獲通知上訴覆核申請的結果。有關上訴覆核的進一步詳情，可參閱考評局網頁上的考生手冊：

http://www.hkeaa.edu.hk/tc/HKDSE/admin/student_s_handbook/

3.3.6 Feedback Services

Feedback to Schools

After the examination, the following feedback services are provided to enable schools to acquire a clear understanding of the assessment requirements and candidates' performance in the examination.

(a) SBA Moderation Report

In order to help teachers improve their practice in awarding SBA marks, SBA moderation reports for each subject are disseminated to individual schools. The report specifies the extent of adjustment made to the marks submitted by schools. It informs teachers about the appropriateness of the marks submitted and provides feedback on whether the mean or the spread of the SBA scores is within the expected range. If necessary, guidance and recommendations will be provided to schools that require further advice in assessing their students' performance in SBA.

(b) HKDSE School Statistical Report

The HKDSE School Statistical Report includes mark data (down to the item level) and is enriched with charts and tables to help school principals better perceive visually the overall performance by benchmarking their students' performance against that of all day school candidates. The report also helps teachers to identify the relative performance of their students on different items and their relative strengths and weaknesses by comparing the item level performance. Schools can use the reports to facilitate the development of teaching strategies and the refinement of teaching plans. Further details are available on the HKEAA website:
http://www.hkeaa.edu.hk/en/our_services/exam_stat/

3.3.6 回饋服務

為學校所提供的回饋

每年考試後，考評局會為學校提供以下的回饋服務，讓學校能清楚瞭解評核要求及考生的考試表現。

(a) 校本評核分數調整報告

為協助教師改善校本評核的評分工作，考評局會向各學校發放校本評核分數調整報告。該報告具體說明學校提交的校本評核分數的調整幅度，並就學校的校本評核平均分或校本評核分數的分布是否符合預期範圍方面給予回饋。如有需要，會對那些在評核學生表現方面有待改善的學校提供更具體的指導和建議。

(b) 香港中學文憑考試學校統計報告

此報告詳列考生的成績統計（當中包括項目層面），並以各樣圖表及表格，有助校長直接掌握和比較該校學生與所有日校考生的成績。此報告亦可幫助教師識別該校學生於不同項目的相對成績表現及在個別項目的強弱。學校可使用此報告促進教學策略發展及微調教學規劃。有關資訊可瀏覽考評局網頁：
http://www.hkeaa.edu.hk/tc/our_services/exam_stat/

Feedback to schools and the public

In addition to the feedback to schools mentioned above, other kinds of feedback are provided to enable schools, students and other stakeholders to acquire a clear understanding of the assessment requirements and candidates' performance in the examination.

(a) HKDSE Question Papers (with marking schemes and comments on candidates' performance)

This booklet, published for each subject after each year's examination, provides details of the assessment objectives of the subject and incorporates the question papers, marking schemes and comments on candidates' performance.

(b) Samples of candidates' performance

To enhance the public's understanding of the standards of the HKDSE, authentic samples of candidates' scripts are selected to form a set of exemplars which serve to illustrate the typical performance standards at different levels.

(c) HKDSE Examination Report

This report documents the information about the conduct of the HKDSE each year. It provides an overview on the general process of the examination, the examination administration, and the examination statistics.

Further details regarding feedback and other resource materials are provided in **Appendix B**.

Assessment Quality-assurance Platform (AQP)

In addition to various feedback provided on HKDSE as mentioned above, the HKEAA also offers other support services to schools on assessment. For example, AQP is a software tool developed for schools that assists them in making use of their own assessment data to provide useful feedback to teachers, in order to enhance the reliability and validity of internal examinations and assessments conducted in schools on an ongoing basis. Further details about the AQP are available on the HKEAA website:

http://www.hkeaa.edu.hk/DocLibrary/Schools_and_Teachers/qamas/AQPLeaflet20160108.pdf

給學校與公眾人士的回饋

除上述給予學校的回饋外，考評局會提供其他不同種類的回饋，讓學校、學生及其他持份者清楚瞭解考試的評核要求和考生表現。

(a) 香港中學文憑考試試題專輯 (附評卷參考及考生表現評論)

每年考試後，考評局會出版各個科目的試題專輯，列明該科目的評核目標，並附有試卷、評卷參考及考生表現的評論。

(b) 考生表現示例

考評局會選取真實的考生答卷作為示例以說明各等級的典型表現，藉此促進公眾對文憑試水平的瞭解。

(c) 香港中學文憑考試報告

此報告提供每年文憑試的資料，包括考試程序概覽、考務安排及考試統計數據等。

有關回饋及其他資源的詳細資料，可參閱**附錄B**。

評核質素保證平台 (AQP)

除上述為文憑試提供的回饋外，考評局亦為學校提供有關評核的其他支援服務，如為學校開發的評核質素保證平台。這個網上平台能協助學校分析其評核數據，向教師提供有用的回饋，從而持續地提高校內考試與評核的信度和效度。有關評核質素保證平台的詳情，可瀏覽考評局網頁：

http://www.hkeaa.edu.hk/DocLibrary/Schools_and_Teachers/qamas/AQPLeaflet20160108chi.pdf

3.4 Post-examination Review Mechanisms

試後檢討機制

3.4.1 Introduction

To become a world-renowned examination and assessment services provider, the HKEAA recognises the need to provide valid, reliable, and equitable examination and assessment services.

Staff responsible for different examination papers must follow procedures stipulated in the relevant guidelines and instructions. In addition to those practices related to preparing examination papers, conducting examinations and marking examination scripts, the following measures are also adopted to ensure the quality of the HKDSE:

- External vetting of examination papers and scripts
- Post-examination review
- Internal audit and risk monitoring
- Examination Paper Quality Audit (EPQA)
- Internal post-mortem meetings

3.4.2 External Vetting of Examination Papers and Scripts

Samples of candidates' scripts of selected Category A subjects, together with the examination papers and marking schemes, are sent for overseas vetting annually. The main purpose of this is to collect feedback and comments on the examination papers, marking schemes, candidates' performance and the comparison of marking and grading standards, in order to identify areas for further improvement. This vetting exercise also ensures that the HKDSE standards are comparable with those of overseas examinations.

3.4.1 簡介

要成為世界知名的考試和評核服務機構，考评局必須提供具效度、信度和公平的考試和評核服務。

負責不同試卷的工作人員，必須遵守已訂立之程序和指引。除了有關製作試卷、舉辦考試和評閱試卷的既定程序外，還透過以下措施，確保文憑試的質素：

- 海外審查試卷和答卷
- 試後檢討
- 內部審核及風險監察
- 試卷質素審核
- 內部試後檢討會議

3.4.2 海外審查試卷和答卷

每年，考评局會選取部分甲類科目的考生答卷樣本，連同試卷及評卷參考，送往海外評審。此舉主要就試卷、評卷參考、考生表現，以及評卷和評級水平的比較，收集回饋和意見，不斷完善，亦確保文憑試可比擬海外考試的水平。

3.4.3 Post-examination Review

Each year after the examination, subject committees review the examination papers and marking schemes in their regular meetings. In the review process, reference will also be made to the examination statistics, chief examiners' comment on candidates' performance and other relevant information, including where applicable, complaints from schools and individuals and the responses of the HKEAA. This review mechanism is important as it can help to ensure continuous improvement in the quality of the examination papers and marking. Different aspects regarding the examination papers and marking schemes are reviewed, including the aims and objectives, coverage, standards, balance of basic knowledge / skills versus higher-order skills, wording, clarity and appropriateness of the marking scheme, choice of questions, alignment of language versions, etc.

Questionnaire surveys are also conducted after the examination to solicit views of relevant stakeholders on different processes, which include:

- school survey on the assessment framework, public examination and SBA (if applicable) of all Category A subjects;
- candidates' survey on the administration of the examination;
- markers / oral examiners' survey on the questions and candidates' performance, as well as the marking and oral examination procedures and arrangements; and
- school survey on the administration of the SBA.

Feedback from stakeholders is valuable for further improvement. Their views on each year's examination are solicited through multiple channels and taken into consideration in the review process.

3.4.4 Internal Audit and Risk Monitoring

To ensure that the practices documented in guidelines and instructions are complied with, internal audits are regularly conducted within the Authority, following the International Standard ISO 9001 requirements and a risk-based approach. Key risks associated with the provision of the HKDSE are monitored and reviewed regularly, in accordance with the Authority's risk management system. Relevant risk mitigation measures (e.g. contingency planning / fallback arrangements) are in place with the aim of minimising the possible impacts resulting from any occurrence of unexpected events, as well as to ensure that the risks are managed at an acceptable level, and continuous improvement of examination processes can be achieved.

3.4.3 試後檢討

每年考試結束後，科目委員會在定期的會議檢視試卷和評卷參考。過程中，委員會亦會參閱考試數據、試卷主席對考生表現的評論及其他相關資訊，包括學校和個人的投訴及考評局的回應(如適用)。此檢討機制十分重要，它能確保試卷和評卷的質素能不斷完善，為有關試卷和評卷參考的各個方面作出檢視，包括評核宗旨和目標、範圍、水平、基本知識或技能與高階能力之間的平衡、用詞、評卷參考的清晰度和恰當性、選答題之間的比較、試題中英文版本的一致性等等。

每年考試結束後，考評局亦會進行問卷調查以蒐集相關持份者對各流程的意見，這些調查包括：

- 對所有甲類科目的評核大綱、公開考試和校本評核(如適用)的學校調查
- 考生對整體考試安排的調查
- 對試題、考生表現、閱卷和口試程序及安排的閱卷員／口試主考員調查
- 校本評核行政安排的學校調查

持份者的回饋對持續改善至為重要。每年考試後從各渠道蒐集所得的意見會於試後檢討中詳加考慮。

3.4.4 內部審核及風險監察

為確保已定下的守則及指引得以遵從，考評局會按照國際標準 ISO 9001 的要求和以風險為基礎的方式，定期進行內部審核，並根據考評局的風險管理系統，定期監察和檢視與文憑試相關的主要風險。我們已制訂相關的風險減緩措施(如應變措施／後備的安排)，務求減少任何在未能預計的情況下所引致的影響，確保能把風險管理在可接受的水平，以持續改善考試流程。

3.4.5 Examination Paper Quality Audit (EPQA)

As mentioned in the previous section, post-examination reviews on the paper design and implementation are carried out after the conduct of the examination.

With the support of the AQP, the item analyses of examination papers can be generated. Subject managers will review the results of these analyses, together with marking statistics and other feedback, to identify areas for improvement.

These reviews can be further formalised and enhanced from psychometric perspectives. Appropriate techniques for analysing examination data allow the review of the psychometric properties of an examination paper, such as its validity, reliability and equitability, and also make it possible for subject managers to gauge how well individual items have worked. Furthermore, the computation steps for scoring and scaling in order to determine cut scores are reviewed.

Aspects that are considered in the EPQA include the following:

- scrutiny of the quality of the examination papers (based on subject expertise);
- analysis of examination response data; and
- study of statistical and computation procedures.

Samples of Category A subjects are selected for in-depth quality audit each year. The areas of audit include:

- structure and dimensionality of the examination papers concerned;
- analysis of data using modern assessment technologies; and
- comparability of the examination papers within the same year and over the years (if appropriate) for the subjects concerned.

Results of the EPQA are shared with subject committees as appropriate to facilitate post-examination review of the examination papers.

3.4.6 Internal Post-mortem Meetings

Internal post-mortem meetings are conducted annually after the examination cycle, at both divisional level and cross-divisional level. At the meetings, notable issues arising from different stages of the public examination are discussed and reviewed, with the aim of identifying areas for improvement.

3.4.5 試卷質素審核

一如上文所述，在考試結束後，考評局會為試卷的設計及考試的施行作試後檢視。

評核質素保證平台有助分析試題。科目經理可檢視分析結果，以及評卷的統計數據和其他回饋，以確定將來需要改善的地方。

這些檢視，可以從心理測量的角度進一步正規化及加以改良。適當的分析技術可應用於檢視試卷的心理測量屬性，如效度、信度和可比性；也可以讓科目經理衡量個別考試題目之成效。除此之外，考評局亦會檢視與臨界分數相關之分數和定標的計算步驟。

試卷質素審核會考慮各個方面，其中包括：

- 詳細審視試卷質素（根據學科專家的意見）；
- 分析考試的數據；以及
- 研究統計和計算程序。

每年會選取部分甲類科目的試卷作深入的質素審核，範圍包括：

- 相關試卷的結構和維度；
- 利用現代評核的技術分析數據，以及
- 比較有關科目同屆各卷及歷屆試卷（如適用）。

試卷質素審核的結果會按需要交予科目委員會，以助試後檢討試卷時作參考。

3.4.6 內部試後檢討會議

每年在考試結束後，考評局會進行部門與跨部門的內部檢視會議。會議討論和檢討在公開考試不同階段遇到而值得關注的問題，以確定需要改善的地方。

4.1 Review and Continuous Improvement 審視及持續改善

In order to ensure that the HKDSE is delivered as expected to a high standard of quality, audit and review mechanisms have been established to monitor the provision of the HKDSE at different stages of the examination processes, which include:

- pre-examination process reviews and validation of system changes;
 - on-site compliance audits throughout the different stages in the conduct of the HKDSE; and
 - post-examination review mechanisms (as described in **Part 3 Section 3.4**).
- 考試準備程序的檢討和就系統變更進行確認；
 - 文憑試不同階段的實地審核；及
 - 試後檢討機制（詳見**第3部分之第3.4節**）。

4.2 Communication with Stakeholders 與持份者溝通

Regular and on-going communication with parents and students, the school sector, local and overseas institutions, examination and assessment authorities, employer bodies, the government, the media and the general public is maintained in order to collect stakeholders' feedback for further improvement on the HKDSE. The HKEAA has also developed various channels to disseminate information and interact with stakeholders, including the corporate website, the HKEAA YouTube Channel, HKDSE App, DSE Express blog, public seminars, assessment centre open day, and stakeholders' forum.

考評局與家長、學生、學校、本地和海外機構、考試及評核組織、僱主團體、政府、傳媒和公眾保持溝通，亦不時收集持份者的意見，以進一步改善文憑試的運作。考評局亦設立多個渠道發放資訊和聯繫持份者，包括考評局網站、YouTube頻道、香港中學文憑考試手機應用程式、文憑試快線網誌、公開講座、評核中心開放日及服務發展座談會。

4.3 Provision of Resource Materials 提供資源

A whole range of resource materials and publications covering different processes of the HKDSE are provided to enable schools, students and other stakeholders to acquire a good understanding of the HKDSE assessment requirements and procedures. Details are given in **Appendix B**.

考評局提供一系列涵蓋文憑試不同流程的資源及刊物，讓學校、學生及其他持份者更了解文憑試的評核要求和程序。詳情可參閱**附錄B**。

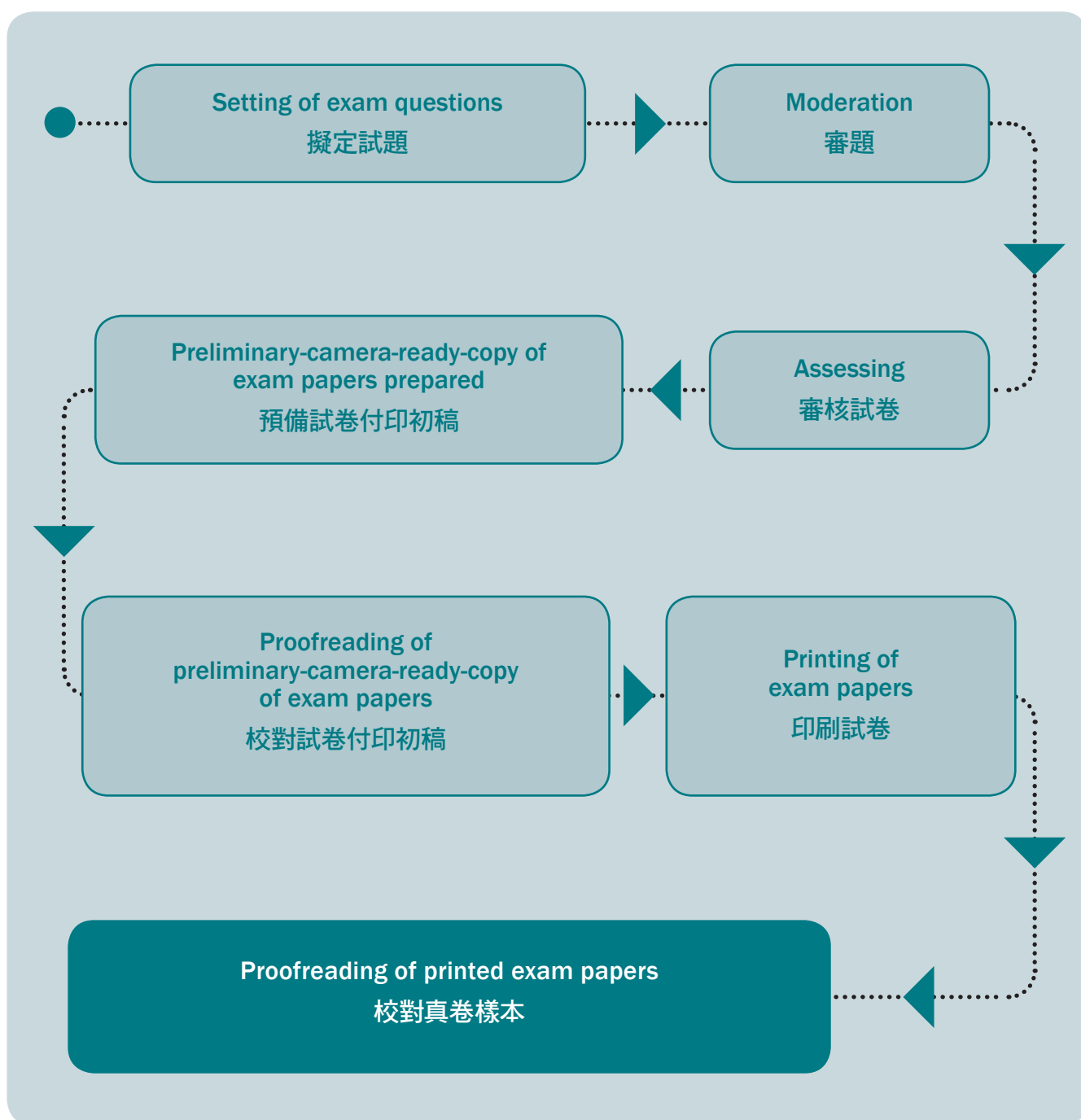
Appendix A

附錄A

Development of Examination Papers 製作試卷

The Hong Kong Examinations and Assessment Authority (HKEAA) has rigorous procedures in place for developing, checking and proofreading examination papers throughout the entire examination paper development process. The flow chart below shows the various stages involved in the process:

在整個製作試卷過程中，香港考試及評核局(考評局)設有嚴謹的機制和程序，擬訂、檢查和校對試卷內容。以下流程圖顯示製作試卷過程中所涉及的不同階段：



Setting and Moderation of the Examination Paper

- 1.1 A pre-setting meeting is held to give directions to setters for question-setting with regard to the assessment objectives, and the types, coverage and demand of the questions to be set. Appropriate reference materials and feedback from previous examinations, such as the Curriculum and Assessment Guide, Assessment Framework, sample papers, past question papers, statistics, specification grids and comments on candidates' performance of past examinations, appropriate text and reference materials, are provided to moderation committee members as appropriate.
- 1.2 A series of moderation meetings are held in which draft questions are reviewed, discussed and modified taking into consideration the assessment objectives, coverage, difficulty level, balance of questions of different demands and difficulty, clarity and appropriateness of wordings used, consistency of language within the paper and consistency between the English and Chinese versions (if applicable).
- 1.3 Relevant comments and feedback from subject committees, vetting reports and Examination Paper Quality Audit reports (if applicable) are also passed to moderation committees for their consideration and follow up as appropriate.
- 1.4 Marking schemes are drafted and revised as appropriate. The marking scheme should be easy to follow and allow reasonable room for markers to exercise their professional judgment, so that markers are able to mark consistently according to agreed standards.
- 1.5 Specification grids are prepared to check the coverage and cognitive demand of the finalised draft of the examination papers.
- 1.6 During the question setting and moderation process, particular attention is paid to new item types, themes / issues covered in the examination papers, changes in the paper format and changes in the marking scheme, etc.

擬定試卷與審題

- 1.1 舉行擬題前預備會議，就評核目標、題型、涵蓋範圍和題目要求等向擬題員提供擬題指示，亦向審題委員會成員提供適當的參考資料和往屆考試的回饋，當中包括課程及評估指引、評核大綱、樣本試卷、往屆試卷、數據、試卷明細表及往屆考試的考生表現評論、適用的課本及參考資料等。
- 1.2 在隨後一連串的審題會議中，審題委員會檢視、討論及修訂試題草稿，過程中會考慮到試卷的評核目標、涵蓋範圍、難度、試卷內不同要求及難度的題目比例是否均衡、用詞是否清晰恰當、卷內行文以及試卷的中、英文版本是否一致(如適用)。
- 1.3 科目委員會相關的評論和回饋、海外審查報告及試卷質素審核報告(如適用)亦會交予審題委員會考慮及跟進。
- 1.4 擬卷過程亦會一併草擬及修訂評卷參考。評卷參考應讓閱卷員容易遵循，同時提供合理的空間讓他們作專業判斷，並按一致的標準貫切地評閱答卷。
- 1.5 試卷定稿後，會制定試卷明細表以檢視試卷的涵蓋範圍及認知要求。
- 1.6 擬題和審題過程中會特別留意新題種、試題涉及的題材或議題、試卷形式或評卷參考的改變等因素。

Checking and Proofreading of the Examination Paper

2.1 Language polishing of the finalised draft of the examination papers

The finalised draft of the non-language examination papers after moderation will be polished by subject managers of the language teams of the HKEAA.

2.2 Checking of the examination papers

Two subject experts who have not been involved in the moderation process are appointed as independent assessors to work through all the questions to ensure the workability and clarity of the questions. Assessors have to work through the paper from a candidate's point of view and then complete a checklist. For bilingual subjects, each assessor would work through a different language version and then check for inconsistencies in the other version.

2.3 Preliminary-camera-ready copy (PCRC) of the examination papers prepared

Questions and marking schemes may be further modified based on the feedback from the assessors. The updated examination papers will be in the form of a preliminary camera-ready copy (PCRC) for proofreading.

2.4 PCRC proofread by proofreaders

Two proofreaders are appointed to proofread the PCRC. In addition to buddy proofreading by another subject manager, the language papers are buddy proofread by at least one non-language subject manager. Proofreaders are provided with the necessary guidelines to guide them through the proofreading exercise.

2.5 Review

To further ensure the quality of the papers, the PCRC of selected subjects are reviewed by experienced senior management staff from an assessment perspective.

審核與校對試卷

2.1 試卷定稿的文字潤飾

審題完成後，非語文科試卷的定稿會交考評局語文科組的科目經理作文字潤飾。

2.2 審核試卷

兩名未有參與審題過程的科目專家會被聘任為獨立的試卷審核員，從考生的角度作答整份試卷，並填妥審核項目清單，以確保全部試題清晰無誤。對於設有中、英文版試卷的科目，兩名審核員會分別作答不同語文版本的試卷，然後對照另一語文版本以檢視兩者是否有任何差異。

2.3 預備試卷付印初稿

根據審核員的回饋，試題和評卷參考會作進一步修訂，並把試題整理為試卷付印初稿，作校對之用。

2.4 校對員校對試卷付印初稿

兩名受聘的校對員校對試卷付印初稿。除另一名科目經理負責同儕校對外，語文科試卷亦設最少一名非語文科科目經理作同儕校對。考評局會為校對員提供相關的指引，協助他們完成整個校對過程。

2.5 檢視

部分科目的試卷付印初稿會交予富考評經驗的考評局高級管理人員從評核角度檢視試卷，以進一步確保試卷的質素。

2.6 PCRC proofread by the subject manager and chief examiner

PCRC may be further updated based on the feedback from the proofreaders and reviewers. Updated versions are subsequently endorsed and proofread by the chief examiner and the subject manager concerned.

2.7 Finalised camera-ready copy (FCRC) prepared

After the completion of all the proofreading, a finalised camera-ready copy (FCRC) will be prepared for printing. All changes made in the development, checking and proofreading stages are documented according to the security requirements.

2.8 Printing of examination papers

FCRC of the examination papers are delivered for printing and film plates used for printing are proofread by the subject manager.

2.9 Proofreading of printed papers

Printed examination paper is proofread by another proofreader, the subject manager and the chief examiner. Any misprint or unclear printing identified would be rectified by either reprinting the paper concerned, or issuing a special notice with the amendment to be announced by the centre supervisor before the start of the examination.

2.10 At the end of the whole examination paper development process, the chief examiner and the subject manager will complete a report to evaluate the quality and effectiveness of the process.

2.11 The whole process of examination paper development usually spans several months to more than a year, depending on the complexity of the papers and the availability of the examination personnel involved.

2.6 科目經理和試卷主席校對試卷付印初稿

根據校對員和檢視人員的回饋，試卷付印初稿可能會再作修訂。更新的版本再由試卷主席與相關的科目經理確認和校對。

2.7 預備試卷付印定稿

完成所有校對工作後，試卷會整理為付印定稿。所有於擬卷、審核及校對階段作出的修訂，須按保密要求保存紀錄。

2.8 印刷試卷

試卷付印稿付印，科目經理校對印刷用的膠片。

2.9 校對真卷樣本

真卷樣本首先由另一名校對員校對，再由科目經理和試卷主席審閱。如發現任何紕漏，或需重印試卷；或發出特別通告，讓試場主任於開考前向考生宣布修訂之處。

2.10 整個試卷製作過程完成後，試卷主席和科目經理將填寫一份報告，評價過程的質素和成效。

2.11 因應試卷的複雜程度及考務人員的時間安排，製作試卷過程一般需時數月，甚或達一年以上。

Appendix B

附錄B

Publications and Resource Materials Related to the HKDSE 香港中學文憑考試相關刊物與資源

The Hong Kong Examinations and Assessment Authority (HKEAA) produces a series of materials and publications for schools, candidates and the public to support learning and teaching and enhance understanding of the Hong Kong Diploma of Secondary Education Examination (HKDSE). The materials include information related to examination administration, assessment requirements, examination-related statistics and feedback provided to schools and other stakeholders.

香港考試及評核局(考評局)為學校、考生和公眾人士製作一系列的資料與刊物，以支援學與教，及促進公眾對香港中學文憑考試的了解。資料包括有關考試行政安排、評核要求、相關考試數據，以及對學校和其他持份者的回饋等。

* More details regarding the following reference materials and resources can be found at http://www.hkeaa.edu.hk/en/hkdse/info_corner/hkdse_publications_materials/



* 有關以下參考資料及資源的詳情，見於 http://www.hkeaa.edu.hk/tc/hkdse/info_corner/hkdse_publications_materials/



Key to symbols used in the tables below:
以下各表所用的圖示：



On HKEAA website
考評局網頁



Free copies available for relevant stakeholders
相關持份者可免費索取



Can be ordered from the HKEAA by schools
學校可向考評局訂購報告



Can be downloaded from the dedicated website for schools
學校可於特定網頁下載報告





On sale at HKEAA offices and online bookstore, and / or major local bookstores
可於考評局辦事處、網上書店及／或主要書店訂購

I. Available before and during the conduct of the examination 考試前及考試期間提供

Item 項目	Content 內容	Available by 發布時間	Available channel 發布途徑
HKDSE Regulations and Assessment Frameworks (hardcopy) 香港中學文憑考試—考試規則及評核大綱 (印刷本)	Examination Regulations and Assessment Frameworks of all subjects 考試規則及所有科目的評核大綱	June / July, two years preceding the examination year 考試年份前兩年的6/7月	 

Item 項目	Content 內容	Available by 發布時間	Available channel 發布途徑
Information related to examination administration 考試行政相關資料	Examination registration 考試報名	September of the year preceding the examination year 考試年份前一年的9月	
	Examination fees and Examination timetable 考試費用及考試時間表	May of the year preceding the examination year 考試年份前一年的5月	 
	Examination regulations (web version) 考試規則(網上版)	May, three years preceding the examination year; revisions to the regulations (if any) announced as soon as possible 考試年份前三年的5月; 修訂之規則 (如需要) 會盡快公布	
	Guidelines for handling public examination irregularities 考試異常事件的處理方法	December of the year preceding the examination year 考試年份前一年的12月	
	Examination centres 考試試場	March of the examination year 考試年份的3月	
Handbooks for Candidates 考生手冊	Important information for schools and candidates regarding candidates' participation in the HKDSE 學校及考生參加香港中學文憑考試的重要資訊	December of the year preceding the examination year 考試年份前一年的12月	 
Frequently-asked Questions (FAQs) 常見問題	Answers to various FAQs raised by stakeholders 解答持份者的常見問題	Updated from time to time as appropriate 適時更新	
Centre Supervisors' Handbooks & Notes for Invigilators 試場主任手冊及監考員須知	Guidelines to centre supervisors and invigilation staff regarding examination procedures and operations in normal and SEN centres 為一般及特別試場的試場主任及監考人員就考試程序及運作而訂定的指引	March of the examination year 考試年份的3月	 
Assessment information 評核資訊	Including: - subject information - assessment frameworks - sample papers and practice papers - reporting system - marking and processing of marks - rechecking and remarking - appeal review 包括: - 科目資訊 - 評核大綱 - 樣本試卷及練習卷 - 成績匯報制度 - 評閱答卷及分數處理 - 積分覆核及重閱答卷 - 上訴覆核	Normally three years preceding the examination year; latest updates provided as soon as possible 一般於考試年份前三年提供, 並適時提供最新修訂	

Item 項目	Content 內容	Available by 發布時間	Available channel 發布途徑
School-based Assessment (SBA) 校本評核	Information about SBA in general and subject specific information (e.g. SBA Handbooks for teachers, sample assessment tasks, other resources and FAQs) 校本評核的一般資訊和各科目的資料 (如校本評核的教師手冊、課業樣本、其他資源及常見問題)	Normally two years preceding the examination year; latest updates provided as soon as possible 一般於考試年份前兩年提供，並適時提供最新修訂	
Services to Special Needs (SEN) Candidates 為特殊需要考生提供的服務	Application guide for special examination arrangements (SEAs) for SEN candidates 特殊需要考生的特別考試安排申請指引	August, two years preceding the examination year 考試年份前兩年的8月	
	Latest news for different categories of SEN candidates 為不同類別特殊需要考生提供的最新資訊	Updated from time to time as appropriate 適時更新	
	Information leaflet and FAQs 資料單張及常見問題	Updated from time to time as appropriate 適時更新	 
Recognition of HKDSE 香港中學文憑認可	Information on recognition of HKDSE 香港中學文憑認可資訊	Updated from time to time as appropriate 適時更新	
	Benchmarking studies 基準研究	Updated from time to time as appropriate 適時更新	
HKDSE information booklets and leaflets 香港中學文憑考試小冊子及資料單張	Information regarding different processes of the HKDSE, including: - marking and processing of marks - onscreen marking - grading procedures and Standards-referenced Reporting - SBA - Applied Learning subjects - quality assurance framework, etc. 有關文憑試不同程序的資訊，包括： - 評閱答卷及分數處理 - 網上評卷 - 評級程序與水平參照成績匯報 - 校本評核 - 應用學習科目 - 質素保證框架等	Updated from time to time as appropriate 適時更新	 
HKDSE App 香港中學文憑考試手機應用程式	Instant access to useful information related to the HKDSE and notification about important updates 即時取得有關文憑試的實用資訊，並設有重要訊息提示功能	Updated from time to time as appropriate 適時更新	 Available for free at App Store and Google Play 可於App Store及Google Play免費下載

Item 項目	Content 內容	Available by 發布時間	Available channel 發布途徑
DSE Express Blog 文憑試快線網誌	Useful information on the HKDSE; readers can leave comments and pose questions 提供有關文憑試的實用資訊；讀者可於網誌留言及發問	Updated from time to time as appropriate 適時更新	
HKEAA YouTube Channel 考評局YouTube頻道	Videos highlighting information on examination regulations and administration as well as services offered by the HKEAA 提供有關考試規則、考務安排及考評局服務資訊的短片	Updated from time to time as appropriate 適時更新	

II. Feedback provided after the conduct of the examination

考試後提供的回饋



Item 項目	Content 內容	Available by 發布時間	Available channel 發布途徑
Press Release on Release of Examination Results 放榜新聞稿	Examination results, including major statistics on examination administration and irregularities 考試成績，包括考務安排及異常事件的主要數據	July of the examination year 考試年份的7月	
HKDSE Question Papers (with marking schemes and comments on candidates' performance) (Note 1) 香港中學文憑考試試題專輯 (附評卷參考及考生表現評論) (註1)	Question papers, marking schemes, comments on candidates' performance 試卷、評卷參考及考生表現評論	Late October to early November of the examination year 考試年份的10月下旬至11月上旬	
Samples of candidates' performance 考生表現示例	Authentic samples of candidates' scripts illustrating typical performance at different levels 真實的考生答卷示例說明各等級的典型表現	Late October to early November of the examination year 考試年份的10月下旬至11月上旬	
HKDSE Examination Report 香港中學文憑考試報告	Reports on the conduct of the examination, covering an overview of the examination process, examination administration and examination statistics 考試整體報告，包括考試程序概覽、考務安排及考試統計數據等	Early January of the following year 考試年份翌年的1月上旬	 

Notes註:

- Formerly named as *Examination Report and Question Papers* (ERQP) in the 2012 to 2015 HKDSE. 於2012至2015年文憑試時，名稱為《考試報告及試題專輯》。

III. Feedback to individual schools for their internal reference

給個別學校內部參閱的回饋

Item 項目	Content 內容	Available by 發布時間	Available channel 發布途徑
HKDSE School Statistical Reports (Note 2) 香港中學文憑 考試學校統計 報告 (註2)	Specific reports showing individual schools' examination statistics as compared to those of all day schools; available at school, class and teaching group levels 個別學校的特備報告，列舉該學校考生與所有日校考生的考試數據比較；提供學校、班別及教學組三類報告	Softcopies available in November and hardcopies in December of the examination year 考試年份的11月(電子版)，12月(印刷本)	
SBA Moderation Reports 校本評核分數 調整報告	Individual school report specifying the extent of adjustment made to the SBA scores submitted by the school concerned 個別學校的報告，說明有關學校呈交的分數調整幅度	October of the examination year 考試年份的10月	

Notes註:

2. Formerly named as *HKDSE Examination Statistical Reports* in the 2012 to 2015 HKDSE. 於2012至2015年文憑試時，名稱為《香港中學文憑考試統計報告》。



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