

No awarding of marks or ranking in the assessment of the Moral and National Education subject

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In recent public discussions on the Moral and National Education (MNE) subject, some misunderstandings in, for instance, the assessment principles and directions of the subject, have been identified. Through this article, I hope to enhance the public's understanding of the suggested assessment methods and to eliminate unnecessary worries.

No public examination or mark–submission system

There have been comments that students' "marks" in the MNE subject will directly affect their allocation to school places, admission to universities, or even their public examination results. I would like to reiterate that the assessment of the MNE subject is part of students' learning. It focuses on providing feedback to enhance learning and encouraging self-reflection. The subject is not included in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, and there is neither a public examination nor a mark-submission system for the subject. As such, students' performance in the MNE subject will not affect their allocation to school places or admission to universities.

Tests, examinations and awarding of marks not encouraged

There are also comments that the subject would encourage students to fake responses by writing "model" or "biased" answers in order to achieve high "marks" in the examinations. The MNE Curriculum Guide has clearly stated that tests, examinations and the awarding of "marks" or "grades" to make comparisons among students are not recommended.

Diversified assessment

It is suggested that various assessment methods such as observations, reflections and learning portfolios be adopted for the MNE subject. Teachers may encourage students to deepen their understanding of themselves from different perspectives, taking into account the school context and students' needs. Examples of modes of

assessment are listed on pages 111-115 of the MNE Curriculum Guide for teachers' reference.

Conclusion

Assessment only constitutes part of students' learning process and moral development. The suggested assessment methods in the MNE subject are absolutely not intended to label nor compare students. Moreover, the assessment will not be used as a yardstick for measuring students' academic performance. Neither will it have any impact on the allocation of school places or admission to universities. I hope the public would dispel their unnecessary fear for the subject and allow the proper use of assessment to help students develop desirable qualities in pursuit of moral and academic excellence.

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