

**Joint Meetings of the
LegCo Panels on Education &
LegCo Panel on Home Affairs**

October 26, 1999

The Equal Opportunities Commission (EOC) found that the following elements within the Secondary School Places Allocation System (SSPA) discriminate on the basis of sex:

1. Scaling: Giving single sex schools a school curve and giving co-educational schools a gender curve to derive the SSPA scaled scores may disadvantage an individual boy or girl within the co-educational school.
2. Processing boys and girls separately for banding purposes: Processing boys and girls separately into different bands constitutes sex bias since individual boys and girls receive less favorable treatment as a result of the fact that the band cutting scores in the different school districts are different for boys and girls within each band.
3. Allocation in accordance with fixed numbers of boys and girls in each co-educational school: This results in a boy or girl being refused his or her choice of school on the basis of sex and not for academic reasons; the reason being that the school has no place for the boy or girl as all remaining places are designated for another sex.

In light of the Commission's findings, it is important that the Education Department remove these discriminatory elements as soon as possible so that the system can abide by the law.

The findings have received wide press coverage. Many parents, interviewed by the media, support an immediate reform of the system. At the same time, there have been concerns expressed through media coverage on the following points:

1. That fixed proportions of boys and girls in the school is essential for good co-education

Most believe that fixed proportions means 50% of boys and 50% of girls. However, in our investigation into complaint cases we have found that the

proportions vary. One of the schools we dealt with has a fixed ratio of two-thirds boys and one-third girls.¹ If two-thirds boys and one-third girls is acceptable for good co-education then the reverse is also true. The Formal Investigation found that if the discriminatory elements were removed, of the 18 school nets, only half would have girls exceeding 60% in Band 1.

2. That boys develop intellectually later than girls. Current research indicates that boys do not develop later than girls. The Investigation Team looked into the English and Mathematics scores in the Hong Kong Attainment Tests and could find no evidence of the later intellectual development of boys by following the same cohort of students progressing from Primary 5 to Secondary 3.² In addition, no evidence could be found to support this assertion from the Mathematics scores of HKCEE and HKALE results.³
3. That the discriminatory elements are important as they are the only way to be fair to the boys. This is not correct. The SSPA is neither fair to boys nor to girls. In fact, the Formal Investigation found that of the 18 school nets, boys need higher scores than girls to get into Band 1 in 7 school nets.

It is not difficult to remove the discriminatory elements before the next allocation exercise. This would require simply the removal of the sex component in the computer system.

Students work hard in the belief that their academic merit will be reflected in the SSPA. When they have worked hard and done well, but do not get into their school of choice, they feel that they have failed and that this is their fault. In fact, it is the system that distorts their performance and is at fault.

We urge the Legislative Council to support the recommendations of the Equal Opportunities Commission and ask that the Government make the necessary changes to have the system conform to the law. As long as the system does not conform to the law, the individual rights of the students and the parents continue to be violated. Complaints will continue to be lodged with the Commission.

The Commission is looking forward to working in partnership with the Government, the Legislature, and the education community, to change the present situation.

¹ Summary of two complaint cases

² Hong Kong Attainment Tests: Developmental Difference Between Boys and Girls

³ Hong Kong Exams Authority (Comparison of Mathematics scores of males and females students: HKCEE and HKALE)

Summary of Complaint Cases

Case 1:

Allegation: That the female student was discriminated against on the ground of her sex as she was not allocated to her school of choice while her male classmates, with lower internal assessment scores, were allocated to that school.

Finding:

She was not admitted to the school as the school only admitted two-thirds boys and one-third girls. There was no place for her on the ground of her sex.

Case 2:

Allegation: That the female student was discriminated against on the ground of her sex as she was not allocated to her school of choice while her male classmates, with lower internal assessment scores, were allocated to that school.

Findings:

She was not admitted to the school of choice as:

1. She was given a lower SSPA scaled score because of the gender curve.
2. Girls needed higher scores to be admitted into that particular band than boys.

Formal Investigation of SSPA

What is SSPA?

How Does it Affect Boys and Girls?

「中學學位分配辦法」正式調查

何謂「中學學位分配辦法」？

此制度如何影響男生和女生？

SSPA

Internal Assessment (IA)

Academic Aptitude Test (AAT)

Scaling

Banding Separately by Sex

**Computer Generated Random
Number**

Choice of School

Allocation by Fixed Proportions

「中學學位分配辦法」

校內積分

學能測驗

調整方法

按性別編定派位組別

電腦產生的隨機編號

選校意願

按既定男女生比例分派學位

IA

Examination Results of all subjects in P5-2, P6-1 & 2 of all subjects except Biblical Knowledge, Putonghua, and Physical Education are standardised and weighted to produce an Aggregated IA Score.

校內積分

根據小五下學期，小六上下學期的考試成績計算，除了宗教科、普通話科和體育科外，各科成績均包括在內。分數經標準化和按科目比重計算後，得出「校內總分」。

3

Trends of IA Results

Girls' scores are generally better than Boys' scores

1998 student data shows:

- P5-2: Girls had higher scores in 327 schools
Boys had higher scores in 19 schools
- P6-1: Girls had higher scores in 331 schools
Boys had higher scores in 18 schools
- P6-2: Girls had higher scores in 337 schools
Boys had higher scores in 13 schools

校內積分趨勢

女生的分數一般比男生好

1998 年學生的數據顯示：

- 小五下學期：其中 327 間學校的女生分數高於男生
其中 19 間學校的男生分數高於女生
- 小六上學期：其中 331 間學校的女生分數高於男生
其中 18 間學校的男生分數高於女生
- 小六下學期：其中 337 間學校的女生分數高於男生
其中 13 間學校的男生分數高於女生

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AAT

Verbal Reasoning Test

Numerical Reasoning Test

Combined Score: AAT score

學能測驗

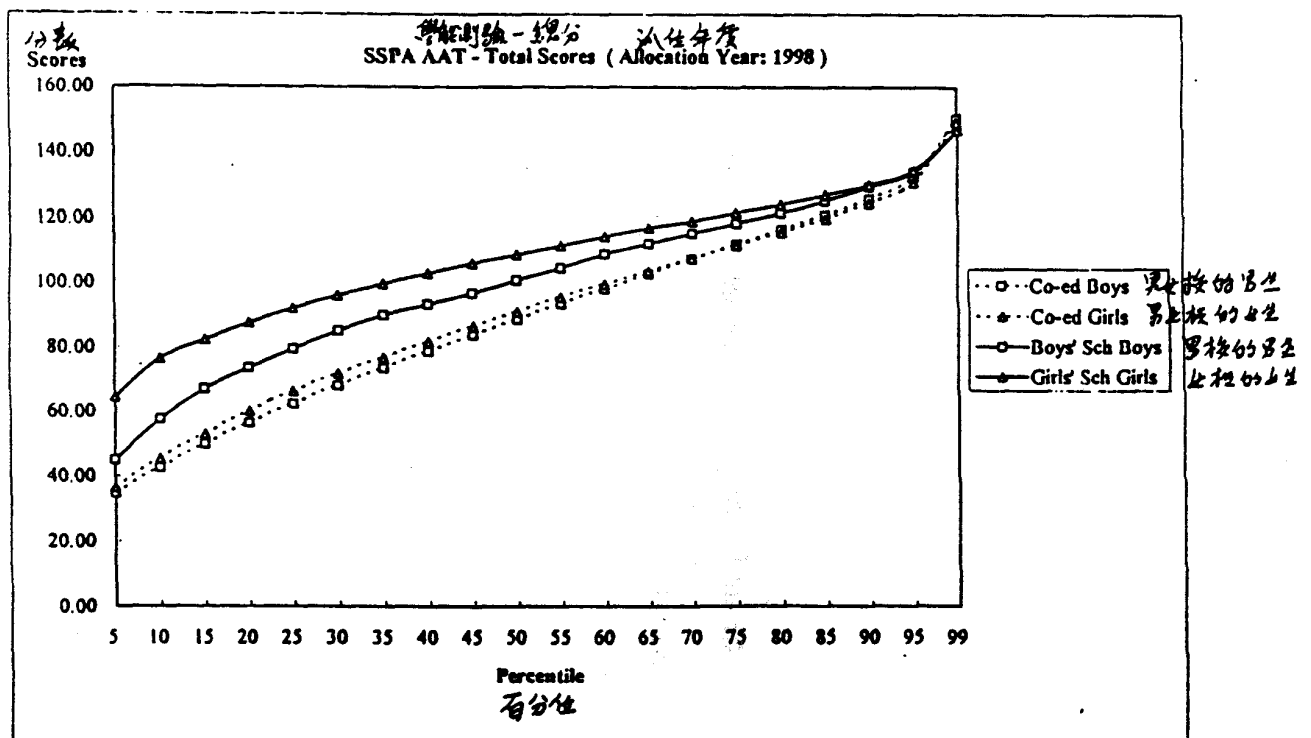
文字推理卷

數字推理卷

綜合分數：學能測驗得分

學能測驗
AAT, 1998

Graph AAT - 4/1



Trends in AAT, 1993-98

Students from single sex schools perform better than students from co-educational schools.

(1993-98 年)學能測驗趨勢

單性別學校的學生表現比男女校的學生好。

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1998 Student Data

- Girls perform better than boys in each type of schools.
- Boys in co-educational schools perform best at the 99th percentile.
- For students from co-educational schools, boys' performance overtakes girls after the 70th percentile.
- Within the same co-educational school, girls perform generally better than boys below the 70th percentile and boys perform generally better than girls at or above the 70th percentile.

1998 年學生的數據

- 在各類學校中，女生的表現都比男生好。
- 男女校的男生在百分位九十九的表現最好。
- 男女校的學生，在百分位七十以後，男生的成績比女生好。
- 在同一男女校內，在百分位七十以下，女生的成績一般比男生好，而在百分位七十以上，男生的成績一般比女生好。

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Scaling

AAT scores are not given to the student who took the examination, instead, it is used to scale the IA scores. For single sex schools a single curve is generated. For co-educational schools a curve is generated for each gender; that is, one for Boys and one for Girls.

調整方法

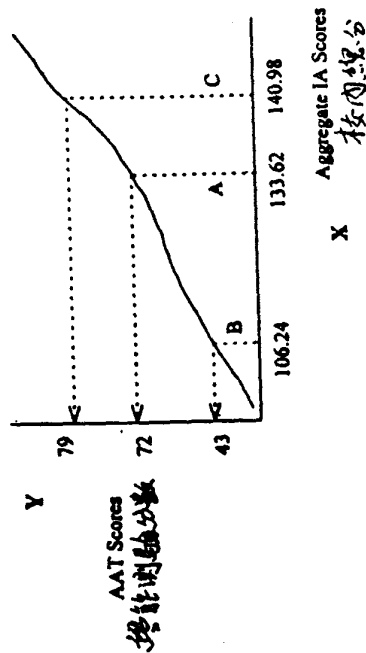
「學能測驗得分」並非給予考生本人，而是用來調整校內積分的。在單性別學校而言，分數會編成一條曲線。在男女校而言，會按性別各自編出一條曲線，即一條男生分數曲線，一條女生分數曲線。

調整方法 Scaling

例子
EXAMPLE

男生的調整曲線
Scaling Curve for Boys

Fig. 1



Banding

Students are first separated by sex then divided into 5 Bands (20% per band).

派位組別

學生會先按性別分開，然後再各自分為五個派位組別(每個派位組別佔學生人數 20%)

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Computer Generated Random Number (CGRN)

Within each band each student is given a CGRN. Student assigned with the first number is first assigned his/her choice of school; not the student with the highest score.

電腦產生的隨機編號

每派位組別內每名學生都獲編一個電腦產生的隨機編號。獲得第一個編號的學生是所屬派位組別內第一個選學校的人；並非由取得最高分的學生先選學校。

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Choice of School

**Parents select 30 schools ranked by
order of choice.**

**If the school of first choice is full then
the second choice is checked and so on.**

選校意願

家長按意願填寫 30 間學校

**假如首選的學校已額滿，則會查看第二
選擇是否尚有學位，餘此類推。**

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Impact on Boys and Girls

Gender Curves

Banding Separately by Sex

Allocating by Fixed Proportions

對男生和女生的影響

性別曲線

按性別分開編定派位組別

按既定男女生比例分派學位

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Impact on Boys and Girls: Gender Curves

How do Gender Curves Impact on Boys and Girls?

Students with the same IA score could be given different SSPA scaled scores.

Students with a lower IA score could be given a higher SSPA scaled score.

對男生和女生的影響：「性別曲線」

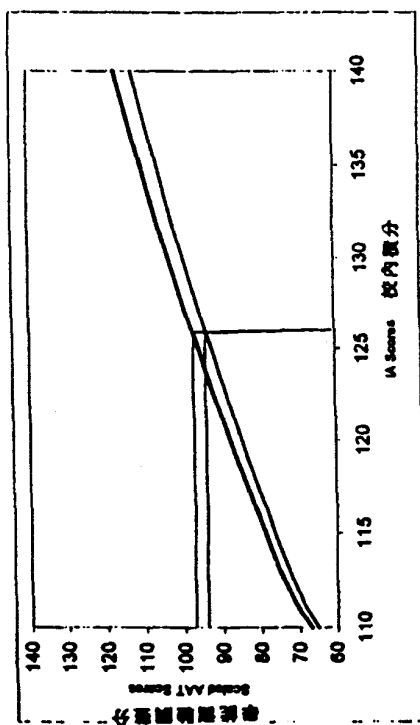
「性別曲線」如何影響男生和女生？

取得相同「校內積分」的學生，可能得到不同的「中學學位分配調整分」。

取得較低「校內積分」的學生，可能得到較高的「中學學位分配調整分」。

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使用性別曲線調整分數 Scaling Using Gender Curve



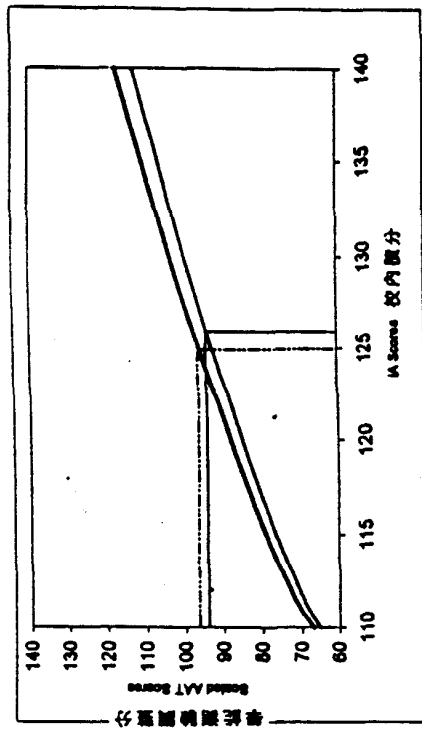
(Fig.1)
圖 1

Two students with the same internal assessment scores, can receive different placement scores, depending on gender.

兩名校內積分相同的學生因為性別而得到不同的派位分數。

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使用性別曲線調整分數
Scaling Using Gender Curve



(Fig. 2)
圖 2

A student with a higher internal assessment score is assigned a lower placement score than another student, who is of the opposite gender.

一位校內分數高的學生得到的派位分數比另一位屬於另一性別的學生為低。

Impact on Boys and Girls: Banding By Sex

Putting boys and girls into two separate rank orders of academic merit according to sex, results in different band cutting scores for each sex.

對男生和女生的影響：
按性別編定派位組別

男生和女生各按其學業成績與性別分開排列，因而導致男生和女生的劃分派位組別分數不同。

Impact on Boys and Girls: Banding By Sex

Examples of band-cutting scores

SSPA 1996/98 Band-cutting Scores

Net	Between Bands	Boy	Girl	Girl - Boy	
Central & Western	1/2	121.31	124.25	2.94	+
	2/3	108.70	112.56	3.86	+
	3/4	93.97	99.29	5.32	+
	4/5	74.81	80.73	5.92	+
Eastern	1/2	117.55	116.10	-1.45	-
	2/3	101.22	101.28	0.06	+
	3/4	82.92	85.31	2.39	+
	4/5	60.33	63.13	2.80	+

+ Girls need higher scores

- Boys need higher scores

19(a)

對男生和女生的影響：按性別編定派位組別

劃分派位組別分數的例子

1996/98 年「中學學位分配辦法」 劃分派位組別分數

校網	派位組別	男生	女生	女生與男生的分數之差	
中西區	1/2	121.31	124.25	2.94	+
	2/3	108.70	112.56	3.86	+
	3/4	93.97	99.29	5.32	+
	4/5	74.81	80.73	5.92	+
東區	1/2	117.55	116.10	-1.45	-
	2/3	101.22	101.28	0.06	+
	3/4	82.92	85.31	2.39	+
	4/5	60.33	63.13	2.80	+

+ 女生需要較高的分數

- 男生需要較高的分數

19(b)

Impact on Boys & Girls: Banding by Sex

Central & Western:

**Band One: Girl needs at least 124.25
and Boy needs at least 121.31**

Eastern:

**Band One: Boy needs at least 117.55
and Girl needs at least 116.10**

對男生和女生的影響： 按性別編定派位組別

中西區：

**第一派位組別：女生至少需 124.25 分
男生至少需 121.31 分**

東區：

**第一派位組別：男生至少需 117.55 分
女生至少需 116.10 分**

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Impact on Boys and Girls: Banding By Sex

1998 Student Data shows:

- Girls needed higher SSPA scaled scores to get into Band 1 in 11 out of 18 school nets and boys needed higher scores than girls to get into Band 1 in 7 school nets.
- Excluding Band 5, girls needed higher scores to get into 60 out of all the district banding within the 18 school nets and boys needed higher scores to get into 12 of the bands.
- 2,155 more boys than girls got their first choice of school.
- 2,469 more boys than girls got their first three choices of schools.

對男生和女生的影響： 按性別編定派位組別

1998 年學生的數據顯示

- 在18個學校網中，有11個學校網的女生要取得較高的「中學學位分配調整分」才能躋身第一派位組別，而在7個學校網中男生需取得比女生高的分數才能躋身第一派位組別。
- 除了第五派位組別外，在18個學校網內，全部派位組別中有60個分區派位組別女生需要取得較高分數才能躋身其中，而男生需要取得較高分數才能躋身其中12個派位組別。
- 男生獲派第一志願學校的人數比女生多 2,155人。
- 男生獲派首三志願學校的人數比女生多 2,469人。

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Impact on Boys & Girls: Banding by Sex

More boys get their first choice of schools:

Allocation Year	Male First Choice	Female First Choice
1994	18,296 (41.4%)	16,272 (39.7%)
1995	17,596 (40.7%)	16,398 (40.6%)
1996	17,860 (43.6%)	15,772 (41.6%)
1997	17,859 (44.2%)	15,921 (42.8%)
1998	16,713 (44.3%)	14,558 (41.5%)

22(a)

對男生和女生的影響：按性別編定派位組別

獲派第一志願學校的男生較女生多

派位年	男生獲派第一志願	女生獲派第一志願
1994	18,296 (41.4%)	16,272 (39.7%)
1995	17,596 (40.7%)	16,398 (40.6%)
1996	17,860 (43.6%)	15,772 (41.6%)
1997	17,859 (44.2%)	15,921 (42.8%)
1998	16,713 (44.3%)	14,558 (41.5%)

22(b)

**Impact on Boys & Girls:
Banding by Sex**

**More boys got their first
three choices of schools**

1994 : 1,877

1995 : 923

1996 : 2,535

1997 : 2,412

1998 : 2,469

**對男生和女生的影響：
按性別編定派位組別**

獲派首三個志願學校的男生較女生多

1994 : 1,877

1995 : 923

1996 : 2,535

1997 : 2,412

1998 : 2,469

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**Impact on Boys and Girls:
Allocating by Fixed Proportions**

**Co-educational Schools are allocated
a fixed proportion of boys and girls.**

**對男生和女生的影響：
按既定男女生比例分派學位**

**按男女校的既定男女生學額分配學位
給男女生。**

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**Impact on Boys and Girls:
Allocating by Fixed Proportions**

Examples of Discrimination

School A 50 places for boys

50 places for girls

60 girls have higher scores

10 girls with higher scores than boys are not admitted as the remaining places are reserved for boys.

**對男生和女生的影響：
按既定男女生比例分派學位**

出現歧視的事例

甲校 50 個學位預留給男生

50 個學位預留給女生

60 名女生取得較高分數

10 名分數高於男生的女生不能入讀甲校，因為學位已預留給男生

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**Impact on Boys and Girls:
Allocating by Fixed Proportions**

Examples of Discrimination

School B 50 places for boys

50 places for girls

60 boys have higher scores

10 boys with higher scores than girls are not admitted as the remaining places are reserved for girls.

**對男生和女生的影響：
按既定男女生比例分派學位**

出現歧視的事例

乙校 50 個學位預留給男生

50 個學位預留給女生

60 名男生取得較高分數

10 名分數比女生高的男生不能入讀乙校，因為學位已預留給女生

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Why are Boys and Girls Processed Separately?

ED Asserts:

Boys develop later and therefore need to be protected in order to ensure they have equal opportunities in later life.

Investigation Team Findings:

ED produced no research to support their assertion.

No intellectual growth spurt was found in the test results in English and Mathematics between P5 and S3.

Expert Panel:

Current research studies show boys and girls develop in different areas not at different times

男生和女生何以要分開處理？

教育署斷言：

男生智力發展較遲，為確保男生在日後生活中享有平等機會，因此需要作出保護。

調查小組發現：

教育署並未提出任何研究足以支持他們的說法。

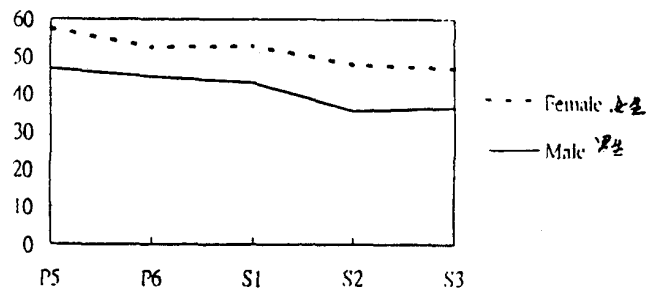
從小五至中三所做的英文和數學測驗結果中，並未發現男生在智力發展上出現突飛猛進的情況。

專家小組：

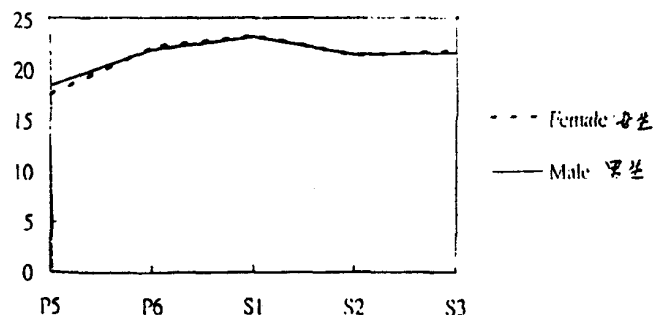
目前的研究顯示，男生和女生的智力發展領域不同，並非發展時間有先後。

HONG KONG ATTAINMENT TEST 香港學科測驗
Development Difference Between Boys and Girls 男生和女生的心智發展分別

英文科 分數十位表 English: Mean Scores		男生 Male	女生 Female
1992/93	P5 (小五)	46.67	57.47
1993/94	P6 (小六)	44.51	52.50
1994/95	S1 (中一)	42.89	52.85
1995/96	S2 (中二)	35.26	47.77
1996/97	S3 (中三)	36.18	46.74



數學科 分數十位數 Mathematics: Mean Scores		男生 Male	女生 Female
1992/93	P5 (小五)	18.48	17.59
1993/94	P6 (小六)	22.00	22.25
1994/95	S1 (中一)	23.34	23.45
1995/96	S2 (中二)	21.59	21.54
1996/97	S3 (中三)	21.84	22.02



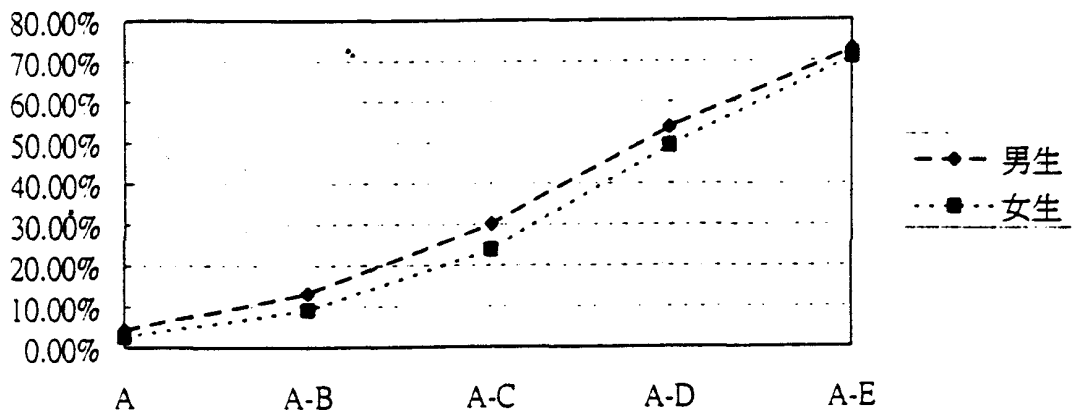
平等機會委員會

Equal Opportunities Commission

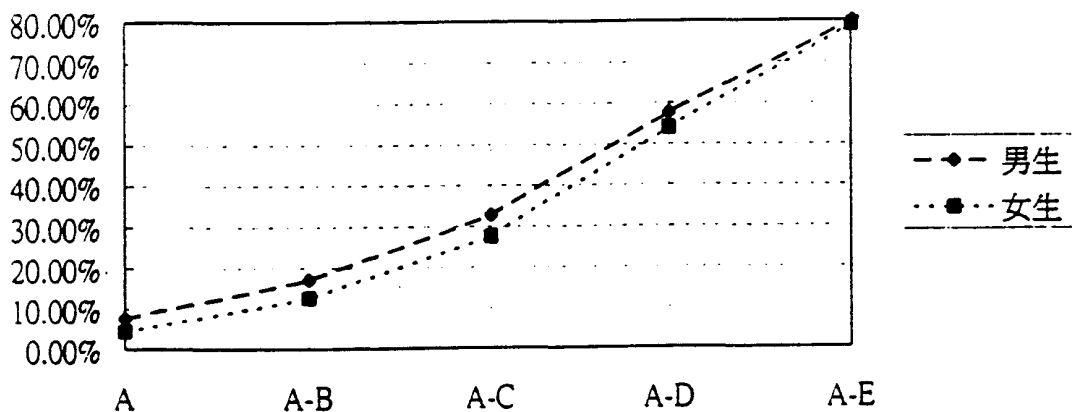
中學會考數學科成績分析

	男生	女生
A	4.30%	2.60%
A-B	13.20%	9.10%
A-C	30.10%	23.80%
A-D	53.70%	49.30%
A-E	72.80%	70.80%

中學會考數學科成績分析



高級程度會考純粹數學科成績分析



高級程度會考純粹數學科成績分析

	男生	女生
A	7.60%	4.40%
A-B	17.10%	12.60%
A-C	32.70%	27.60%
A-D	57.70%	54.00%
A-E	80.00%	79.10%

Why are Boys and Girls Processed Separately?

ED asserts:

To guarantee an equal proportion of boys and girls in the secondary schools for a proper environment for co-education.

Investigation Team Findings:

If boys and girls were not processed separately, the percentages, while not being equal, would not change drastically within the different bands.

Of the 18 School Nets, only 9 nets will have girls numbering 60-63.4% in Band One; however, no boys number over 50% in Band One in any of the school nets.

Expert Panel:

There is no research studies supporting this assertion

男生和女生何以要分開處理？

教育署斷言：

此舉可保證中學有同等比例的男生和女生，具備合適的環境進行混合教育。

調查小組發現：

如男生和女生不分開處理，每個派位組別之內的男女生百分比即使不相同，也不致出現太大的差異。

在 18 個校網中，僅有九個校網會出現 60-63.4% 的女生獲編入第一派位組別；不過，沒有一個校網會有超過 50% 的男生獲編入第一派位組別。

專家小組：

並無研究調查足以支持教育署的說法。

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Why are Boys and Girls Processed Separately?

ED Asserts:

That changes in the proportion would upset present planning and facilities.

Investigation Findings:

Current population in secondary schools are not of the same proportion allocation by ED as dissatisfied parents transfer their children to other schools. Principals appear to be coping with the infrastructure and planning difficulties.

男生和女生何以要分開處理？

教育署斷言：

更改男生和女生比例會影響現行的計劃和設施。

調查小組發現：

現時學校的人口與教育署的派位不符。不滿意派位的家長會為子女轉校。校長顯然能應付基本設施和計劃方面的問題。

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Is SSPA a Fair System?

ED asserts:

That the discrimination elements are important as they are the only way to be fair to the boys.

Investigation Team Findings:

It is not fair to the boys nor to the girls.

Boys need higher scores to get into Band 1 in 7 school nets.

Girls need higher scores to get into Band 1 in 11 school nets

「中學學位分配辦法」公平嗎？

教育署堅稱：

這種歧視的成分很重要
唯有這樣做才對男生公平

調查小組發現：

這種做法對男生或女生都不公平

在七個校網中，男生要取得較高分數才可排入第一成績組別

在十一個校網中，女生要取得較高分數才可排入第一成績組別