

Glossary

This glossary aims to help the reader better understand the meaning of some key terms used in this Learning Outcomes Framework.

School-based Curriculum

Schools have to provide necessary learning for students according to the basic requirements of the core curriculum. Schools and teachers are encouraged to adopt and modify the core curriculum to develop their own school-based curriculum to help students achieve the stated educational aims and objectives. Such modifications may include altering the learning objectives, adopting different modes to organise learning content, providing different subject choices, and implementing different strategies for learning, teaching and assessment. Therefore, the school-based curriculum is the result of striking a balance between observing the guidelines set out by the CDC and maintaining the autonomy of teachers.

Assessment for Learning

Assessment is the practice of collecting evidence of student learning. It is an integral part of the learning and teaching cycle rather than a separate stage at the end of teaching. It helps provide information for both students and teachers to improve learning and teaching.

Self assessment

This type of assessment engages students in reflection on their own performance. This helps them understand their strengths and weaknesses, and improve.

Peer assessment

This type of assessment engages students in evaluation of the learning performance of their peers. This helps develop reflective thinking skills and encourages students to strive for continuous improvement, thus turning them into active and motivated learners.

Key Stage

The 4 stages of schooling from primary to secondary: Key Stage 1 (P1 – P3), Key Stage 2 (P4 – P6), Key Stage 3 (S1 – S3) and Key Stage 4 (S4 and above).

Learning Targets

Learning targets outline the aims and directions for the general expectations of students in skills, knowledge, generic skills, values and attitudes required in the six strands of PE.

Levels	Learning outcomes are listed by levels, from easy to difficult, to show a progress map that students may likely follow.
Learning Outcomes	What students are expected to demonstrate at the completion of a learning stage.
Assessment Criteria	These are the descriptors of what students are able to do in relation to the learning targets and objectives set out in the school-based curriculum. They could be used by teachers to make judgment on student progress, and inform students of their progress.
Co-curricular Activities	Activities that provide students with learning experiences gained inside or outside the classroom, including the actual environment in the community and work place. Conventionally known as extra-curricular activities, they form an integral part of the school curriculum complementing formal classroom learning.
Extended Tasks	Extended tasks provide further development to students who are beyond Level 8 of the LOF, no matter to which key stage they belong. Teachers are advised to provide opportunities to help students understand how physical activities relate to personal and community development, and help them develop life skills and leadership, get along with others and serve the community.

List of Abbreviations

AC	Assessment Criteria
CDC	Curriculum Development Council
CDCC	Curriculum Development Council Committee
CDI	Curriculum Development Institute
ED	Education Department
EDB	Education Bureau
FM	Fundamental Movement
KLA	Key Learning Area
KS	Key Stage
LOF	Learning Outcomes Framework
P	Primary
PE	Physical Education
S	Secondary