

# Introduction

## Rationale of Learning Outcomes Framework (LOF)

PE is “to educate students through physical activities”. Through engaging students in a wide range of activities, PE helps students acquire knowledge in six relevant strands, develop generic skills and form positive values and attitudes. It enhances students’ interest in learning, cultivates positive attitudes towards physical activities, promotes an active and healthy lifestyle, supports learning to learn, encourages lifelong and life-wide learning, and prepares students to face the challenges of the 21<sup>st</sup> century.

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes, etc. Therefore, effective assessment helps teachers reflect on and review the effectiveness of teaching, understand the learning difficulties of students, and revise the learning objectives and the curriculum. It also acts as a basis for counselling, providing feedback for students in understanding their own strengths and weaknesses, and adjusting their personal learning progress and goals accordingly. Conventionally, schools usually adopt summative assessment to assess students’ performance in PE. However, it contributes little to understanding the learning process, diagnosing learning difficulties or reviewing the effectiveness of the curriculum and teaching. To improve student learning, teachers can use formative assessment to collect evidence and provide quality feedback for students to improve learning. Therefore, teachers should strike a balance between utilising summative and formative assessment so that the overall assessment serves the purposes of promoting learning as well as reflecting the progress and achievement of students.

Many countries in the world, such as the United States and Germany, link up summative and formative assessment to evaluate the performance of students. In Japan, teachers not only give grades to students, but also provide written feedback on their work. When evaluating the overall performance of students, the teachers also consider students’ attitudes and learning progress. Diversified modes of assessment, such as self assessment and peer assessment, are encouraged in the United States, Germany and Japan. Mawer (1995) claims that the use of different modes of collecting evidence of student learning progress, makes students more involved in the assessment process, and promotes learning and development. Radford et al. (1995) also state that through self assessment and peer assessment, students can strengthen their self management skills and learn to respect and appreciate others’ performance.

Some countries, such as the United States, Canada, Australia and China, have developed learning standards and outcomes to guide students setting personal learning goals. Radford et al. (1995) suggest that clear goals and criteria can effectively enhance student learning. Teachers may also invite parents to participate in the assessment process so that they can have a better understanding of the learning of their children. Undoubtedly, the development of clearly specified standards and learning outcomes can facilitate school-based curriculum planning and support self-regulated learning.

According to the report “*Learning To Learn – The Way Forward in Curriculum Development*” (CDC, 2001), assessment for learning is an integral part of the learning and teaching cycle. In 2003, the PE Section launched a collaborative research and development (“Seed”) project which used LOF to promote assessment for learning. The project confirmed that the LOF and assessment for learning have a positive impact on school-based curriculum, and can enhance learning and teaching. Through sharing and exchange, relevant good practices and suggestions were disseminated to schools for widening teachers’ horizons on curriculum design and assist them in developing their own school-based PE curriculum.

## **Objectives**

The LOF proposes a learning and assessment framework for use from KS1 to KS3. Schools can use it flexibly according to students’ needs and abilities. For instance, in the strand of Motor and Sports Skills, the assessment criteria are in fact the key learning and teaching points. Not only do they help make clear to students the requirements of the movement tasks but they also help both students and teachers to evaluate and improve the effectiveness of learning and teaching through reflection. The LOF spells out the learning objectives in the six strands, and the generic skills, values and attitudes involved in various activities. It also specifies the roles of teachers and provides some examples of assessment for learning. The LOF can help in the development of a school-based curriculum. Teachers may consider their own situations, facilities and resources and then selectively use the information provided in this LOF to develop their school-based curriculum. Teachers may also add related concepts taken from other key learning areas in their school-based curriculum, as appropriate.

We hope that the LOF can help teachers gain a better understanding of assessment for learning and strengthen their confidence in the teaching and assessment of PE. We hope that the LOF can create learning space for students to engage in self-learning activities beyond PE lessons.

## **Key Issues**

Besides providing examples for teachers’ reference, the LOF also aims at promoting assessment for learning (*Please refer to Booklet 5 on School Policy on assessment – Changing Assessment Practices in the Basic Education Curriculum Guide – Building on strengths* (CDC, 2002)). Assessment is an integral part of the learning and teaching cycle. It is the practice of collecting evidence of student learning performance, by means of which students can know themselves better and understand what to improve, and teachers can evaluate their teaching and make appropriate adjustment.

In this LOF, learning outcomes are categorized into different levels that reflect the progress of students’ physical and mental development. Levels 1 and 2 are appropriate for KS1 students. Levels 3 to 8 are appropriate for KS2 and KS3 (*Please refer to the framework on p.15 – 16*). Assessment criteria for each learning outcome are suggested. However, teachers may use all or only some of the criteria and decide on how frequently the assessment should be used, based on their own judgment. It is suggested that the criteria can be used in diversified assessment modes to improve learning, inside or outside the classroom, in assessment forms, written examinations, project work, portfolios, etc. Teachers may involve different stakeholders such as

other teachers, students, parents, etc in the assessment process to help them gain a better understanding of the students' performance in the learning process. In such cases, teachers should explain the learning outcomes and assessment criteria clearly to the assessors so that valid assessment results can be assured.

Teachers should realise that students are different in disposition, physique, physical fitness and progress of learning and that the levels do not correspond to year grades. Students of the same class need not have reached the same level. Individual differences must be catered for.

## **Extended Tasks**

Extended tasks provide further development for students who are beyond Level 8 of the LOF, no matter to which key learning stage they belong. Therefore, KS4 students may be allowed to continue developing Levels 1 to 8 learning outcomes if they prefer.

Apart from mastering and improving on the skills learnt and developing an interest in physical activities, students can understand the important relationship between physical activities and individual/community development through extended tasks. Teachers may encourage students to join and organise activities to enrich their learning experience and develop their abilities in specific events using different challenges, environments, resources and opportunities. Moreover, extended tasks offer students opportunities to develop life skills and leadership and to serve the community.

## **Components of the LOF**

The LOF is made up of a series of booklets that give recommendations and examples for teaching different physical activities (including open skills and closed skills). Teachers may selectively use the materials according to their own needs or make adaptation for use in other activities, when appropriate. The respective titles of the booklets are:

1. Fundamental Movement
2. Aquatics - Swimming
3. Athletics - Sprinting, Relay, Hurdling, Long Jump, High Jump, Shot Put, Softball Throw, Javelin Throw, Discus Throw
4. Ball Games - Badminton, Basketball, Volleyball
5. Outdoor Pursuits - Canoeing

# Layout of this Framework

The mode adopted in each booklet is similar. The following is an example:

Theme of the activity booklet; introduction to the importance of this theme to student development

Indication of the learning objectives of the six strands

Explanation of the importance of generic skills and aesthetic appreciation; introduction to related learning and teaching activities and examples of assessment criteria

## 2. Aquatics - Swimming

### 2.1 Introduction

Swimming includes various swimming events, lifesaving, survival in the water, synchronised swimming, etc.

Swimming is a very popular aquatic sport and the foundation of other aquatic sports. Swimming not only cultivates the overall development of the physique, but also serves as a survival skill.

Through swimming, students may not only learn to master various swimming strokes, but also learn about the rules and regulations, characteristics of different strokes, safety precautions and also the history and development of the sport. In addition to developing motor and sports skills, students also build up their self-confidence. Swimming is therefore very important to the growth of students.

### 2.2 Learning Objectives in the Six Strands

#### Motor and sports skills

Through various kinds of simple activities or modified games, students may understand the characteristics of swimming and acquire the basic swimming techniques. This equips them with the confidence and competence to participate in other aquatic sports.

#### Health and fitness...

### 2.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Collaboration Skills</b>	Students learn to coordinate with each other through group practices and competitions. For example, they help fellow students who have difficulty to do a prone float, use both hands to support a fellow's back to assist him to do a back float, hold the hands of fellows to help them return to a standing position.	<ul style="list-style-type: none"> <li>Prepare equipment before lessons and put it away afterwards</li> <li>Help fellows practise floating by holding swimming aids</li> <li>Cooperate with partners during practice and exercise team spirit</li> <li>Give advice to others during practice</li> <li>Help partners solve difficulties</li> <li>Cooperate with partners and teach each others</li> </ul>
<b>Communication Skills</b>	Students learn the skills of communication with others through practices and competitions ...	<ul style="list-style-type: none"> <li>Listen to the views of others...</li> </ul>

Explanation of the importance of nurturing values and attitudes; introduction to relevant learning and teaching activities and examples of assessment criteria

## 2.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning behaviour and decision-making, whereas attitudes support cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through aquatic events, students learn the achievements of Chinese athletes and so develop their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, students will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> <li>• Get to know about famous swimmers of China</li> <li>• Get to know swimming news related to China.</li> <li>• Get to know China's success in Asian and international swimming events</li> <li>• Take pride when Chinese athletes win international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities ...	<ul style="list-style-type: none"> <li>• Keep the surroundings clean ...</li> </ul>

Summary of the role of teachers with important reminders

## 2.5 Role of Teachers

- Teachers should have a good grasp of the learning targets and the progression of skills in various strokes, and the relevant generic skills, values and attitudes when developing a school-based curriculum.
- Teachers should design co-curricular activities that match with daily PE lessons. In this way, students may enrich their learning experience, have more opportunities to join activities and develop their interests. For example, students may be encouraged to participate in water sports workshops and swimming training courses, or to assist teachers in outside schools competitions...

The focus of each activity booklet; includes the learning outcomes of different levels, assessment criteria and relevant knowledge. Teachers may promote assessment for learning by referring to these criteria and adopting self/peer assessment

## 2.6 Learning Outcomes Framework

*(Learning outcomes at Level 3 refer to the basics competence. Learning outcomes from Level 4 to level 8 refer to specific requirements of different swimming strokes)*

### Basic competence

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
<b>3</b>	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. stand and move around in the pool with water about chest depth.</li> <li>2. start from a prone float position and resume a standing position in a pool of waist depth...</li> </ol>	<ul style="list-style-type: none"> <li>• Enter the water with the feet first</li> <li>• Hold on to the side of the pool after getting in the water</li> <li>• Keep body balance and move in different directions</li> <li>• Keep the body floating without touching the bottom of the pool or holding on to anything...</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming gear and equipment</li> <li>• Water safety</li> <li>• Rules and regulations of swimming pool</li> <li>• Knowledge of hygiene</li> <li>• Appropriate use of changing rooms</li> <li>• Handling personal items</li> <li>• Use of lockers...</li> </ul>

Content is divided into levels to indicate the spectrum of difficulties

Learning outcomes provide learning targets for students to refer to

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15-16 of Main Volume

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the learning outcomes.

Students, teachers and parents can have a better understanding of students' performance in the learning process by referring to the assessment criteria

An example of swimming style

Enhancement of student understanding of the activities and mastery of skills through the knowledge transmission process

### Front Crawl

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge **
4	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>kick while holding a kickboard in the water and proceed for a distance (for example, the width of the pool) without stopping midway.</li> <li>push-off from edge of the pool and glide forward.</li> </ol>	<ul style="list-style-type: none"> <li>Kick in the water starting from the thighs</li> <li>Knees are slightly bent</li> <li>Kick quickly in the water with straight, whipping legs</li> <li>Keep the body in a straight line</li> <li>Glide and kick in the water to proceed</li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations of front crawl</li> <li>Knowledge about dive start</li> <li>Knowledge about turns in front crawl</li> <li>Terminology of swimming such as:               <ul style="list-style-type: none"> <li>- Pull</li> </ul> </li> </ul>
5	<p><b>Students are able to</b></p> <p>swim 10 metres and stop to breathe only once.</p>	<ul style="list-style-type: none"> <li>During arm pulls, keep the body in a straight line (keep body streamlined)</li> <li>Both arms take turns to pull and thereby propel the body forward</li> <li>Arms should swing forward above water during recovery</li> </ul>	
6	<p><b>Students are able to</b></p> <p>swim 10 metres with co-ordination of arms and legs.</p>	<ul style="list-style-type: none"> <li>Using flutter kick in order to maintain the lower part of body afloat</li> <li>Breathing on one side</li> <li>Legs and arms should be coordinated when taking breaths</li> <li>Keep the body in a straight line and level throughout</li> </ul>	
7	<p><b>Students are able to</b></p> <p>swim 15 metres without stopping.</p>	<ul style="list-style-type: none"> <li>All movements are smooth</li> <li>The body posture remains streamlined</li> </ul>	
8	<p><b>Students are able to</b></p> <p>start with plunge/flat dive and swim 25 metres.</p>	<ul style="list-style-type: none"> <li>Keep arms and legs fully extended when entering the water</li> <li>All movements are smooth</li> <li>The body posture remains streamlined</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.



Provision of suggested activities for related theme. After achieving the suggested levels, teacher may select appropriate teaching materials from the extended activities to promote the continued development of students

### 2.7 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students can understand the important relationship between physical activities and personal and social development.

Students may join various kinds of aquatic sports and make use of the environment, resources and opportunities to develop their talents in specific events. They may study the characteristics of various swimming activities or conduct an in-depth enquiry about swimming, through applying information technology and engaging in related projects and exhibitions.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>Revision and strengthening of the skills learnt</li> <li>Butterfly stroke</li> <li>Competitive swimming skills</li> <li>Starts and turns of various swimming strokes</li> <li>Treading water</li> <li>Diving</li> </ul>	<ul style="list-style-type: none"> <li>History and development of swimming</li> <li>Rules and regulations of swimming</li> <li>Terminology of swimming</li> <li>Analysis of skills</li> <li>Safety knowledge</li> <li>Rules and regulations of pool</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Ability to make independent decisions</li> <li>Commitment</li> <li>Respect for others</li> <li>Perseverance</li> <li>National identity</li> <li>Spirit of serving others</li> <li>Team spirit</li> <li>Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Generic skills</li> <li>Aesthetic appreciation</li> </ul>

Explanation of the importance of co-curricular activities; suggestions of activities for related themes enabling students to gain PE learning experience outside class

### 2.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their learning experience. For example, they may take part in their school's swimming interest groups, workshops, training, school teams, referee training courses or assist in organising such activities. They may also gain experience in external water sports and join different challenge programmes. From these, they will learn the organisation and leadership skills to serve the community and gain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
1. Interest group	<ul style="list-style-type: none"> <li>Attend swimming fun days</li> <li>Invite guests to give demonstrations</li> <li>Join the swimming club...</li> </ul>
2. Service	<ul style="list-style-type: none"> <li>Act as helpers</li> <li>Assist in organising swimming activities, take up the roles of referees, assistant coaches, etc</li> <li>Assist in lifesaving work in school swimming galas...</li> </ul>
3. Spectatorship	<ul style="list-style-type: none"> <li>Watch a swimming gala on video or on TV</li> <li>Watch a performance and demonstrations...</li> </ul>

Giving examples of related themes

### 2.9 An Example of a Swimming Syllabus

*(This is a successful and authentic case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)*

#### Objectives

- Promote student learning through different forms of assessment
- Match syllabus and assessment criteria for different purposes including:
  - Swimming teaching plan and record form (Form 1)
  - Teacher assessment form (Form 2)
  - Student self assessment/ peer assessment form (Form 3)

#### Background of the School

- A secondary boys' school
- Regular swimming lessons are arranged annually for S1 to 7 students
- A public swimming pool is near the school ...

# PE Learning Outcomes Framework

Strands Learning Outcomes Overall Levels	Motor and Sports Skills	Health and Fitness	Knowledge of Movement	Knowledge and Practice of Safety	*Sports-related Values and Attitudes	*Aesthetic Sensitivity
<b>1</b>	Acquire simple fundamental movement skills for games.	Understand the benefits of regular exercise and the general bodily responses to physical activities.	Acquire fundamental movement-related vocabulary and movement concepts.	Know that we should do physical activities in a safe manner and seek help when necessary.	Participate actively in and enjoy the activity.  Show willingness to work with others and follow rules and regulations.	Believe that clean and tidy are aesthetic.  Use terms related to aesthetics like “pretty”, “not pretty”, etc when describing things.
<b>2</b>	Acquire relatively more difficult fundamental movement skills for performance and games.	Recognise and describe the bodily responses to different activities.	Know the way of playing different kinds of modified games and performing movement sequences and be able to make use of relevant knowledge and movement concepts to develop skills.	Understand and observe the safety precautions for physical activities.	Show a spirit of assertiveness, perseverance and sharing.  Show respect and appreciation towards opponents.	Analyse their own and peers’ skills and techniques, and make recommendations for improvement.
<b>3</b>	Acquire basic sport skills and know when to apply them.	Realise that regular participation in physical activities is conducive to good health and regularly take part in physical activities.	Choose appropriate activities to enhance skill development.	Take appropriate warm-up exercises and understand why physical activities are good for health.	Adopt appropriate etiquette in activities.  Show an interest in physical activities.	Analyse their own and peers’ tactics and strategies, and make recommendations for improvement.
<b>4</b>	Show proficiency in sport skills.	Realise the importance of participating in activities and the effect of exercise on health and physical fitness.	Demonstrate simple tactics and strategies and be able to explain their importance.	Form good safety habits when participating in physical activities.	Show willingness to assist in organising activities for others.	Evaluate the effectiveness of their own and peers’ performance and make recommendations for improvement.

Key Stage 1: Overall Level 1 to 2

Key Stage 2 to 3: Overall Level 3 to 8

\* Values and attitudes, and aesthetic sensitivity are not listed by levels. Teachers may work out their own school-based curriculum to meet the needs of their students.



# PE Learning Outcomes Framework

Strands Learning Outcomes Overall Levels	Motor and Sports Skills	Health and Fitness	Knowledge of Movement	Knowledge and Practice of Safety	*Sports-related Values and Attitudes	*Aesthetic Sensitivity
5	Acquire combined and/or sequential skills and know when to apply them.	Be able to analyse in general the bodily responses to physical activities and the long-term effect of exercise on health and physical fitness.	Identify appropriate tactics and strategies for use, and acquire some general principles to guide skill execution.	Choose appropriate warm-up and cool-down exercises for different circumstances.		
6	Show proficiency in and application of combined and/or sequential skills.	Be able to compare the effect of participating in different types of physical activities on health and physical fitness.	Be able to give corrective feedback to enhance the execution of skills, tactics and strategies.	Be able to state the safety measures to be taken before and after physical activities.		
7	Acquire advanced skills and know when to apply them.	Acquire the principles of training and develop simple training plans to enhance personal health and fitness.	Be able to give corrective feedback to enhance the execution of advanced skills.	Plan and organise activities with appropriate precautions.		
8	Show proficiency in and application of advanced skills, well matched with tactics and strategies.	Apply the principles of training to help other people to plan, implement and evaluate health and fitness training programmes.	Evaluate the effectiveness of executing advanced skills, tactics and strategies.	Advise others on the safety measures to be taken in different types of physical activities.		

Key Stage 1 : Overall Level 1 to 2

Key Stage 2 to 3 : Overall Level 3 to 8

\* Values and attitudes, and aesthetic sensitivity are not listed by levels. Teachers may work out their own school-based curriculum to meet the needs of their students.