

Frequently Asked Questions on Key Performance Measures

1. How are the numbers of elective subjects offered by schools under “Subject choices at senior secondary levels” (KPM 9) calculated?

- Ans:
- i. Each Cat A subject is treated as one subject.
 - ii. All Cat B subjects of Applied Learning courses in totality are treated as one subject.
 - iii. Each Cat C subject (6 other languages subjects including French, German, Hindi, Japanese, Spanish, Urdu) is treated as one subject.

2. How are the percentages of students who have taken elective subjects under “Subject choices at senior secondary levels” (KPM 9) calculated?

- Ans:
- i. Each Cat A subject is treated as one subject.
 - ii. Each Cat B subject of Applied Learning courses is treated as one subject. For example, “Hotel Operations” and “Western Cuisine” taken by a student are treated as two subjects taken.
 - iii. Each Cat C subject (6 other languages subjects including French, German, Hindi, Japanese, Spanish, Urdu) is treated as one subject.

3. Can Applied Learning Chinese (ApL) (for non-Chinese speaking students) be considered as a senior secondary elective subject and count towards the percentage of students who have taken (an) ApL subject(s) or (an) Other Language subject(s) under “Subject choices at senior secondary levels” (KPM 9)?

ApL Chinese (for non-Chinese speaking students) is not to be counted towards the percentage of students who have taken (an) ApL subject(s) or (an) Other Language subject(s) of KPM 9 as it is not considered as a senior secondary elective subject but an alternative Chinese Language qualification for non-Chinese speaking students fulfilling the specified circumstances.

4. How are the “Number of active school days” (KPM 6) of a school calculated?

- Ans: The number of days with learning activities organised by the school at P1-P3, P4-P6 and S1-S3, including regular classes and learning activities such as school picnic, life-wide learning activities. Days allocated to tests, examinations and self-study by students should be excluded. For details, please refer to the related part of school curriculum planning in Chapter 2 of the “Primary Education Curriculum Guide (Pilot Version) (2022)” and Booklet 2 of the “Secondary Education Curriculum Guide (2017)”.

5. Why is it possible that the sum of “Percentage of lesson time for Key Learning Areas (KLAs)” (KPM 7) not equal to 100%?

Ans: In addition to the subjects in KLAs, different cross-KLA curricula could be implemented, such as Moral and Civic Education, guidance to complement values education across KLAs, additional common reading time, school assembly or class teacher period to complement values education across KLAs, remedial and enhancement studies within each KLA or across KLAs, other learning experiences such as community service, co-curricular activities, and aesthetic and physical activities to complement life-wide learning. Thus, “Percentage of lesson time for KLAs” does not represent the total lesson time of the overall curriculum. Learning time includes lesson time (teacher-student contact hours in settings not limited to the classroom), the time outside class at school (such as recess, lunch breaks, after-school time, open days, examination days) as well as the time spent outside school including holidays.) Apart from “Percentage of lesson time for KLAs” (KPM 7), schools should make reference to other data, and holistically plan the learning time of students in accordance with the curriculum.

For the percentage of lesson time of each KLA and across KLAs, please refer to the related part of school curriculum planning in Chapter 2 of the “Primary Education Curriculum Guide (Pilot Version) (2022)” and Booklet 2 of the “Secondary Education Curriculum Guide (2017)”.