

# Physical Education (Senior Secondary)

## *1. Introduction*

The physical education curriculum plays a very important role as it contributes to the total development of the individual. Apart from sports and games, its clear goal is to contribute to the development of a student's physical, intellectual, emotional and social maturity. We strongly believe that it is beneficial for students to acquire good health, physical fitness and body coordination through an active lifestyle. In order to promote the awareness of health, we introduce some elements of sports into the Extended Learning Activities (ELA) for each level of students.

To meet the ever-changing needs, particularly as we are confronting the threat of COVID-19 in Hong Kong, we have tailor made the PE curriculum and created a new learning mode, including the online programme for students. Through this programme, students are encouraged to establish a self-regulation habit so as to build up their immunity healthily. For S1 and S2 students, we focus on doing aerobic exercises and core muscle development. S3 students will also focus on the sports nutrition, including how they can maintain a healthy diet and establish a good lifestyle.

For S4 students, we focus on sports nutrition, including how they can maintain a healthy diet and establish a good lifestyle. S5 & S6 students will focus on doing mindfulness exercises which is good for their mental health.

## **The aims and objectives of the physical education**

Teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'. It also develops positive sport-related values, attitudes and desirable moral behaviour, and transfers them to all walks of life.

## **Acquiring and developing skills**

1) Pupils are taught to:

- a. refine and adapt existing skills.
- b. develop them into specific techniques that suit different activities and perform these with consistent control.

## **Selecting and applying skills, tactics and compositional ideas**

2) Pupils are taught to:

- a. use principles to plan and implement strategies, compositional and organisational ideas in individual, pair, group and team activities.
- b. modify and develop their plans.
- c. apply rules and conventions for different activities.

## **Evaluating and improving performance**

3) Pupils are taught to:

- a. be clear about what they want to achieve in their own work, and what they have actually achieved
- b. take the initiative to analyse their own and others' work, using this information to improve its quality.

## **Knowledge and understanding of fitness and health**

4) Pupils are taught:

- a. how to prepare for and recover from specific activities
- b. how different types of activity affect specific aspects of their fitness
- c. the benefits of regular exercise and good hygiene
- d. how to go about getting involved in activities that are good for their personal and social skills
- e. the knowledge of sports injury
- f. the nutrition related to sports

## **2. Curriculum**

### **Game activities**

Pupils are taught to:

- a. play competitive invasion, net and striking/fielding games, using techniques that suit the games
- b. use the principles of attack and defense when planning and implementing complex team strategies
- c. respond to changing situations in the games.

## General Physical Fitness activities

Pupils are taught to:

- a. understand the importance of fitness.
- b. learn the setting for the fitness program of particular sports.
- c. get better performance in fitness tests, such as cardio-respiratory fitness training and endurance training.

### 3. Curriculum Mapping

S4	S5	S6
Basketball	Mindfulness Exercise	Mindfulness Exercise
Volleyball	Yoga	Yoga
Handball	Fitness	Fitness
Fitness		

### 4. Assessment Criteria (S4 only; S5 & S6 students will not be assessed)

Formative and Summative Assessments

<b>Criterion A</b>	Engagement	50%
<b>Criterion B</b>	Personal Fitness	30%
<b>Criterion C</b>	Participation & Contribution	20%
		Total: 100%

#### 5.1 Criterion A

Students are expected to strongly engage in a variety of physical activities. They should be able to perform and develop a range of skills, tactics and understanding in most activities covered in PE lessons.

#### 5.2 Criterion B

Students are expected to take the following fitness tests; norm-referenced assessment will be applied:

- Sit up test
- Sit & Reach test
- Indoor Rowing test

### 5.3 Criterion C

This criterion covers students' ability to work cooperatively while respecting themselves and their social and physical environment. They should also show the ability to support and encourage others, as well as develop appropriate attitudes and strategies for interrelating with others. Students will be assessed via attendance in PE lessons as well as the appropriateness of preparing PE kits and preparation for lessons.

Students who contribute to the college in terms of their participation in sports competitions or rope-skipping / dancing shows for service will be awarded additional marks in this criterion.

### ***6. The role of parents at home***

Parents are valuable assets to schools. Apart from donations, they can provide helpful advice on the implementation of PE. For instance, parents who are in the legal profession can be invited to share with students their experience of legal issues in PE and sport activities, and those from the medical or nursing professions can share their knowledge of the human body, fitness and nutrition.

### ***7. Conclusion***

Through these lessons, students will have a better understanding of the benefits of regular exercise; the lessons will also aim to further enhance students' knowledge and interest in various sports. The practical lessons will cultivate students' interest in sports and boost their confidence through fun-filled games and sports with modified rules.

## **S4 , S5 & S6 PE Elective**

### ***1. Introduction***

It is designed to help students to develop a good foundation for further studies in the areas of science, the humanities and the social sciences. It builds on the foundation of General PE and advances students' knowledge, understanding and skills in PE, sport and recreation, whether they aim to be elite athletes or are just interested in sport and physical activity.

### ***2. Objectives***

This module aims to develop students' interest and explore more about the knowledge of body maintenance. Students will learn how to build a strong and healthy body.

Being the sports ambassadors, students will take part in organizing some sports-related games and activities.

### ***3. Curriculum***

Pupils are taught to:

- a. broaden their knowledge and deepen their understanding of issues related to body maintenance;
- b. develop the knowledge, attitudes, skills and habits necessary for understanding the world of PE, sport, and recreation through reading;
- c. enhance their intellectual capacity by integrating physical skills into theoretical learning, using their physical experience to support and strengthen conceptual understanding and higher-order thinking, and to evaluate theories in authentic PE, sport and recreational contexts;
- d. connect the principles of PE, sport and recreation to related fields and disciplines, and become aware of the links to further education and career paths;
- e. develop aesthetic appreciation, generic skills, notably communication skills, critical thinking skills, collaboration skills and creativity, and apply them in real-life situations and
- f. develop desirable personal and social qualities, desirable sporting etiquette, commitment, a sense of responsibility as well as an understanding of and respect for different cultures in organizing events involving physical activities in the school or community.

#### 4. *Weighting of assessment components*

<b>Component</b>	<b>Weighting</b>
Continuous assessments ➤ Assignment ➤ Unit Test ➤ Practical Assessment ➤ Personal Fitness	40%
Examination ➤ Paper 1 ➤ Practical Assessment ➤ Personal Fitness	60%