

Physical Education (Senior Secondary)

1. Introduction

The physical education curriculum plays a very important role as it contributes to the holistic 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 wellbeing. 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 health awareness, we introduce some elements of sports into the Extended Learning Activities (ELA) for each level of students. Recently, Hong Kong athletes have had some outstanding achievements in certain sports; they have encouraged students' participation and we invite some outstanding athletes to coach our students to encourage their participation and excellence in sport, nurturing positive attributes such as perseverance.

2. The aims and objectives of 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, leading to their adoption and application in daily life.

Acquiring and developing skills

1) Students 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) Students 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 plans.
- c. apply rules and conventions for different activities.

Evaluating and improving performance

3) Students 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 and feedback (peer to peer & teacher to student) to make improvements in quality.

Knowledge and understanding of fitness and health

4) Students 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. to get involved in activities that are good for personal and social aspects.
- e. knowledge about potential sports injuries.
- f. about nutrition related to sports and a healthy lifestyle.

2. Curriculum

Dance

Students will:

- a. create and perform dances using a range of complex movement patterns and techniques.
- b. use a range of dance styles and forms.
- c. use compositional principles when composing their dances [for example, motif development, awareness of group relationships, spatial awareness].
- d. apply performance skills in their dances.

Games

Students will:

- 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.

Athletics

Students will:

- a. set and meet personal and group targets in a range of athletic events, challenges and competitions.
- b. use a range of running, jumping and throwing techniques.

General Physical Fitness

Students will:

- a. learn the importance of fitness.
- b. learn the setting for fitness programmes related to a particular sport.
- c. learn how to improve performance in fitness tests like cardio-respiratory fitness training and endurance training.

3. *Curriculum Map*

| S4 | S5 | S6 |
|--------------|-------------------|----------------|
| Athletics | Athletics | Athletics |
| Kinball | Basketball | Ballroom Dance |
| Dodgeball | Handball | Yoga |
| Badminton | Dance – Funk Jazz | Fitness |
| Table Tennis | Table Tennis | |
| Football | Fitness | |
| Fitness | | |

4. *Assessment Criteria*

Formative and Summative Assessments

| | | |
|--------------------|------------------------------|--------------------|
| Criterion A | Focused Skill | 40% |
| Criterion B | Personal Fitness | 40% |
| Criterion C | Participation & Contribution | 20% |
| | | Total: 100% |

5.1 Criterion A

Students are expected to display motor skills learned 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 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 developing appropriate attitudes and strategies for interrelating with others. Students will be assessed via attendance in lessons as well as the appropriateness of preparing PE kits and preparation for lessons. "Robocoach" is an AI app that detects and analyzes your student's movements. This app can determine the accuracy of their movements and track their progress effectively. When students log into the app, they will find daily missions. According to the scoring system, students will gain higher scores if they are very active in doing the exercises by using this app. Students are expected to meet the basic requirements, and PE teachers will take follow-up actions if students are unable to complete them.

| Participation | points |
|-------------------------------|---------------|
| 70% or above (>5 days a week) | 10/10 |
| 50%-69% (3-4 days a week) | 7/10 |
| 30%-49% (2-3 days a week) | 5/10 |
| 15%-29% (1-2 days a week) | 3/10 |
| 14% or lower (<1day a week) | 0/10 |

6. The role of parents at home

Parents are valuable assets to student development. With the vast majority of time spent at home, students can use this opportunity to develop their daily habits with family and friends. Parents are a great resource for helping students build up these regular habits by modelling the expectations and making healthy choices that benefit all. It is hoped that students and parents will discuss choices and nurture growth.

7. Conclusion

Through these lessons, students will have a better understanding of the positive effects of regular exercise; will also aim to further enhance students' knowledge and interest in various sports. The practical lessons will enhance the 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*

| Component | Weighting |
|---|------------------|
| Continuous assessments ➤ Assignment ➤ Unit Test ➤ Practical Assessment ➤ Personal Fitness | 40% |
| Examination ➤ Paper 1 ➤ Practical Assessment ➤ Personal Fitness | 60% |