

Physical Education (Junior 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 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.

3. 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.

4. Curriculum Map

S1	S2	S3
Athletics	Athletics	Athletics
Fencing	Fencing	Kinball
Archery	Archery	Lacrosse
Volleyball	Volleyball	Dance - Funk Jazz
Rope Skipping Single	Rope Skipping Group	Dodgeball
Rugby	Rugby	Sport stacking
Fitness	Fitness	Handball
		Shuttlecock
		Volleyball
		Table Tennis
		Badminton
		Yoga
		Fitness

5. Assessment Criteria

Formative and Summative Assessments

S1 & S2

Criterion A	Focused Skill	30%
Criterion B	Personal Fitness	40%
Criterion C	Participation & Contribution	20%
Criterion D	Self Enhancement Assessment	10%
		Total: 100%

S3

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 lessons.

5.2 Criterion B

Students are expected to take the following fitness tests. Norm-referenced assessment will be applied for the following tests:

- 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

5.4 Criterion D

After using "Robocoach" for a period, students should design a self-enhancement program to improve their physical fitness. For example, if they wish to build abdominal muscles, they should create a fitness program to strengthen their core. Students will need to submit their work in Google Classroom.

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.

S3 Sports Science Module

1. Introduction

It is designed to help students develop a good foundation for further studies in the areas of science, humanities and social sciences. It builds on the foundation of General PE and advances students' knowledge, understanding and skills in PE, sports 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 Sports Science. Students will take part in organizing some sports-related games and activities as the sports ambassadors.

3. Curriculum

Students will:

- a. organize and conduct sports related activities.
- b. promote healthy living in Hong Kong as the sports ambassadors.
- c. learn how to get better performance in fitness tests like cardio-respiratory fitness and endurance training.
- d. explain the role of nutrition in maintaining health and enhance physical performance.
- e. demonstrate correct methods to evaluate physical fitness.
- f. critically analyse the various kinds of keep-fit programmes available.
- g. acquire some knowledge of the human body.