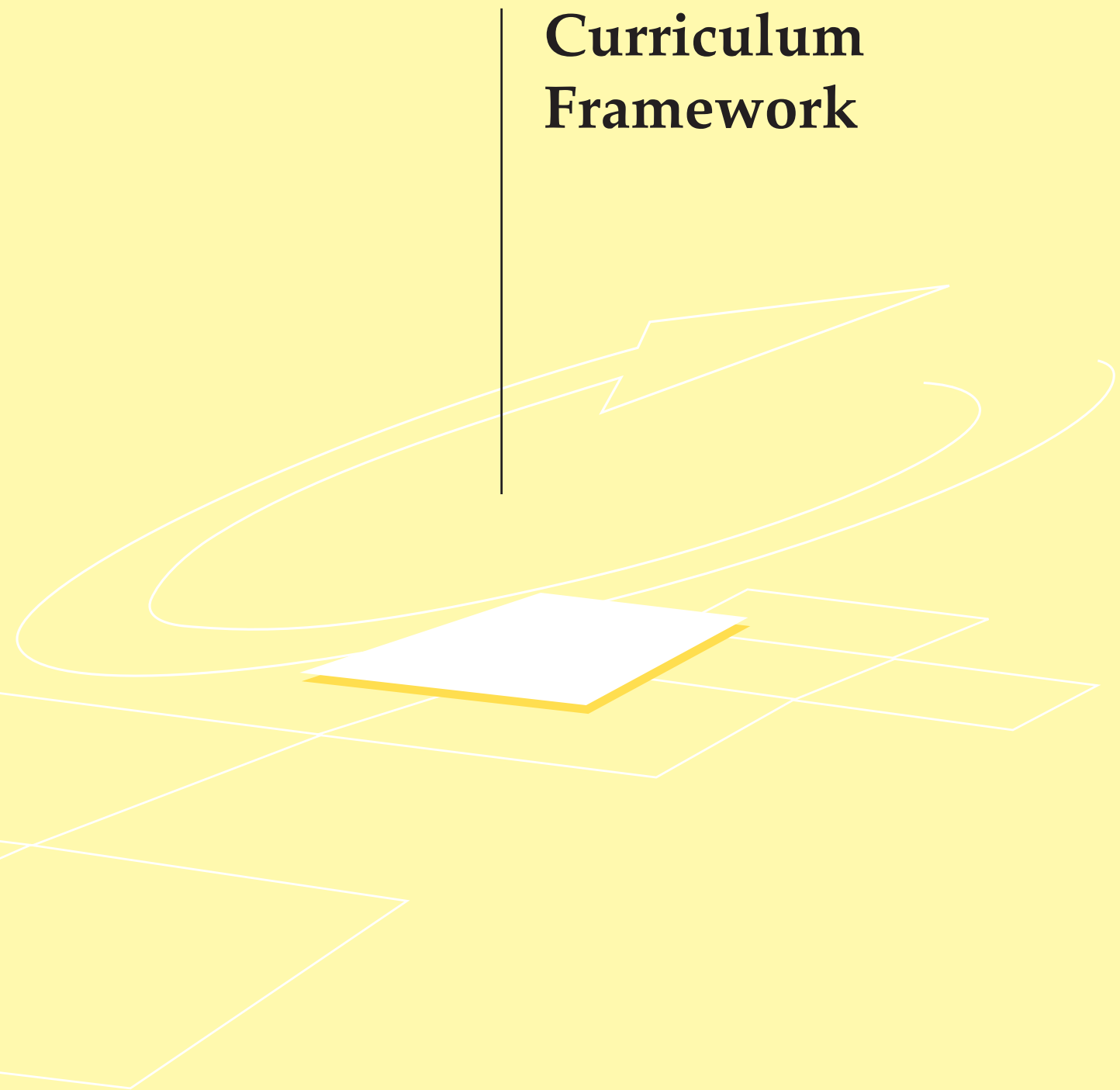


## Chapter 2

# Curriculum Framework



# The Hong Kong School Curriculum



## 2. CURRICULUM FRAMEWORK

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### 2.1 Curriculum Aims of Physical Education (PE)

The PE curriculum aims to help students:

- ◆ develop motor skills and acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle;
- ◆ acquire good health, physical fitness and body coordination through an active lifestyle; and
- ◆ promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movements.

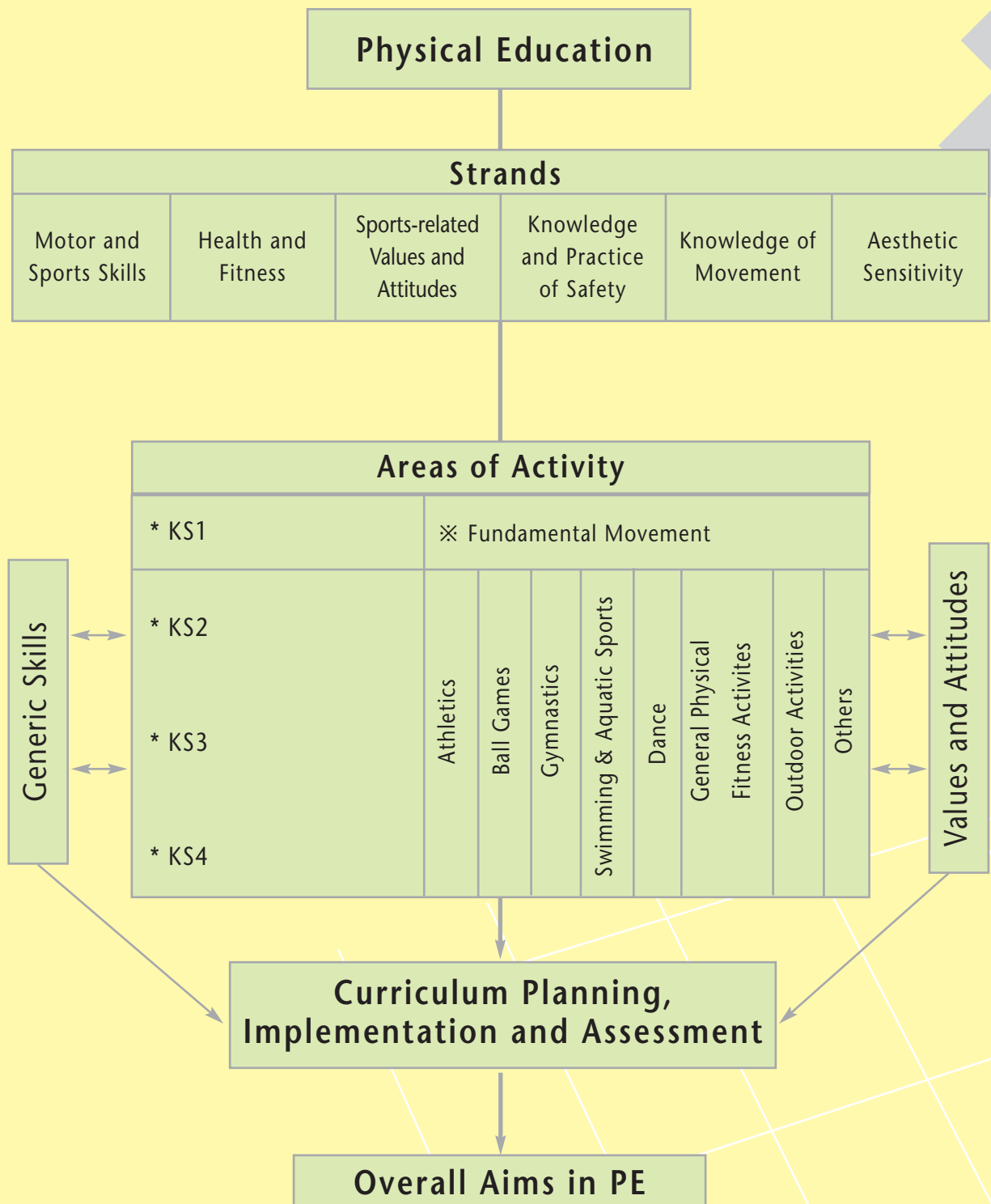
## 2. CURRICULUM FRAMEWORK

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### 2.2 The Curriculum Framework

This curriculum framework is structured to ensure students enjoy a balanced programme featuring a variety of movement experiences. The six strands are inextricably intertwined. The objectives of these strands could be realised through student participation in various activities of the four key stages. It is hoped that through purposeful and systematic curriculum planning, implementation and assessment, students can acquire knowledge and skills, develop generic skills as well as desirable values and attitudes, and ultimately achieve the overall aims of PE.





- \* KS1 denotes Key Stage 1, Primary 1-3
- \* KS2 denotes Key Stage 2, Primary 4-6
- \* KS3 denotes Key Stage 3, Secondary 1-3
- \* KS4 denotes Key Stage 4, Secondary 4 and above
- ※ Fundamental Movement includes locomotor movement skills, stability movement skills, and manipulative movement skills.

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### 2.2.1 Strands and Learning Targets

Through the suggested activities in 3.3.2 Selection of Content and other physical activities, students are to acquire the expected skills, knowledge, generic skills, values and attitudes related to the six strands. The learning targets of each key stage listed below are coherent to each other and continuous in nature. They are the basic scope for the learning and teaching in PE.

Strands Learning Targets Key Learning Stages	Motor and Sports Skills; Health and Fitness; Sports-related Values and Attitudes; Knowledge and Practice of Safety; Knowledge of Movement; Aesthetic Sensitivity
Key Stage One (P1 - P3)	<ul style="list-style-type: none"> <li>• To develop locomotor movement skills, stability movement skills and manipulative movement skills through fundamental movement activities and physical play.</li> <li>• To acquire basic knowledge about fundamental movement and know the health benefits of physical activities.</li> <li>• To be able to express oneself and be creative in physical activities.</li> <li>• To develop positive attitudes towards participation in physical activities.</li> </ul>
Key Stage Two (P4 - P6)	<ul style="list-style-type: none"> <li>• To develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games, and engage regularly in at least one PE-related co-curricular activity.</li> <li>• To acquire basic knowledge about physical activities and their contribution to health.</li> <li>• To communicate effectively and be co-operative with others.</li> <li>• To follow rules and regulations and demonstrate fair play.</li> </ul>



*Primary students acquire basic motor skill through physical play, fundamental movement and introductory activities.*

*Students learn to cooperate with others through team games and competitive activities.*



Strands Learning Targets Key Learning Stages	Motor and Sports Skills; Health and Fitness; Sports-related Values and Attitudes; Knowledge and Practice of Safety; Knowledge of Movement; Aesthetic Sensitivity
Key Stage Three (S1 - S3)	<ul style="list-style-type: none"> <li>• To acquire and apply basic skills in at least eight different physical activities from not less than four areas which include games and competitions, as well as to participate actively and regularly in at least one PE-related co-curricular activity.</li> <li>• To be able to apply theories of physical activities and training principles in a health-related fitness programme.</li> <li>• To be able to think critically about debating issues in PE and sport.</li> <li>• To demonstrate appropriate etiquette and sportsmanship in physical activities.</li> </ul>
Key Stage Four (S4 and above)	<ul style="list-style-type: none"> <li>• To refine learnt skills and acquire skills of novel events of diversified activities, and participate actively and regularly in at least one PE-related co-curricular activity.</li> <li>• To be able to analyse physical movement and evaluate the effectiveness of a health-related fitness programme.</li> <li>• To be able to apply problem-solving skills when facing problems in a PE learning context.</li> <li>• To take the role of sports leader or junior coach and to demonstrate responsibility and leadership in school and the community.</li> <li>• To maintain and transfer the attributes of perseverance, sportsmanship, the ability to face difficulties, and other personal qualities to daily and social life.</li> </ul>

## 2. CURRICULUM FRAMEWORK

### 2.2.2 Generic Skills

Generic Skills are students' basic ability in learning. They include collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self management skills and study skills. These skills can be transferred to different learning context. PE focuses specially on the first four skills. Besides, aesthetic appreciation is also of utmost importance. Teachers can create a suitable environment in daily learning and teaching activities, and cultivate students with these skills. The development of generic skills in PE in different Key Stages is illustrated as follows:

#### Collaboration Skills

Problem solving, planning and making decisions in a small group require collaboration skills, namely, the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgement, as well as influencing and motivating others. Learners with these skills will be able to effectively engage in tasks and teamwork as well as working with others. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of the learners in this generic skill cannot be suitably classified according to Key Stages)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
<p><i>Understanding working relationships</i> Learners will learn to:</p> <ul style="list-style-type: none"><li>clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules.</li><li>recognise that individuals as well as the team have to take the consequences for their own actions.</li></ul>	<p>Learners:</p> <ul style="list-style-type: none"><li>learn different roles and responsibilities of players, captains, coaches, and referees in team games.</li><li>develop the sense of individual responsibility and team spirit through sports training and competition.</li><li>understand the effects of individual performance on team performance.</li></ul>



Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
<p><i>Developing attitudes which contribute to good working relationships</i></p> <p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others.</li> <li>• be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas.</li> <li>• recognise and avoid stereotyping; withhold premature judgement until the facts are known.</li> <li>• be willing to adjust their own behaviour to fit the dynamics of various groups and situations.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• actively express and communicate personal beliefs and opinions as well as accept and cooperate with fellow students' views in project learning, so as to complete tasks smoothly.</li> <li>• accept others' performance, respect others' rights, and care others' feelings when participating in physical activities.</li> </ul>
<p><i>Achieving effective working relationships</i></p> <p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• select a strategy and plan cooperatively to complete a task in a team.</li> <li>• understand the strengths and weaknesses of members and build on the strengths to maximise the potential of the team.</li> <li>• liaise, negotiate and compromise with others.</li> <li>• reflect on and evaluate the strategy used by the group work and make necessary adjustments.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• maximise strengths and improve weaknesses of individual players to enhance team performance.</li> <li>• summarise different views through discussions and negotiations, and adopt suitable strategies to maximise the teams' potentials.</li> </ul>

## 2. CURRICULUM FRAMEWORK

### Communication Skills

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively according to their audience / interlocutor(s). They should learn to select the most appropriate means to convey a message in accordance with the purpose and context of the communication. They should use accurate and relevant information and organise it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage One (P1 - P3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>comprehend and act appropriately on spoken instructions.</li> <li>use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings.</li> <li>read and write simple texts.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>understand and follow teachers' instructions during PE lessons.</li> <li>use appropriate language to express the feelings of tiredness in physical activities.</li> <li>write simple texts on experiences of participating in physical activities.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>comprehend and respond to different types of texts.</li> <li>use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas.</li> <li>work and negotiate with others to develop ideas and achieve goals.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>express views on TV sports programme or article in sports magazine.</li> <li>discuss with team-mates to find out the best ways in completing the activities.</li> </ul>

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage Three (S1 - S3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• understand, analyse, evaluate and respond to a range of different types of text.</li> <li>• use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings.</li> <li>• reflect and improve on the effectiveness of their own communication.</li> <li>• work and negotiate with others to solve problems and accomplish tasks.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• describe different sports advertisements and discuss the messages behind.</li> <li>• discuss strategies, evaluate the gains and loss, and identify ways of improvement in competitions.</li> </ul>
Key Stage Four (S4 and above)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• listen and read critically, and speak and write fluently for a range of purposes and audiences.</li> <li>• use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes.</li> <li>• critically evaluate the effectiveness of their communication.</li> <li>• resolve conflicts and solve problems with others to accomplish tasks.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• debate the impact of commercial sponsorship on sports promotion in a logical and convincing way.</li> <li>• act as school sports reporters.</li> </ul>

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### Creativity

Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. Creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. A person's creative performance may not correspond to his/her developmental stage.

Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity<sup>6</sup>. These principles can be employed in all KLAs.

(The expected achievements of the learners in this generic skill cannot be suitably classified according to Key Stages.)

<sup>6</sup> Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflict, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>strengthen their creative abilities and display: fluency<sup>7</sup>, flexibility<sup>8</sup>, originality<sup>9</sup>, elaboration<sup>10</sup>, sensitivity to problems<sup>11</sup>, problem defining<sup>12</sup>, visualisation<sup>13</sup> imagination, analogical thinking<sup>14</sup>, analysis, synthesis, evaluation, transformation<sup>15</sup>, intuition, logical thinking, etc.</li> <li>develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/ approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc.</li> <li>use and apply the Creative Problem Solving Model and creative thinking techniques: brainstorming, 6W thinking technique, 6 hats method, attribute listing<sup>16</sup>, idea checklists, synectics<sup>17</sup> mind mapping, etc.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>express themselves through dance movements.</li> <li>create movement sequences in educational gymnastics.</li> <li>transfer throwing skills to the actions of spiking and smashing.</li> <li>practise “mental rehearsal” on shooting in basketball to improve their performance.</li> <li>enhance aesthetic sensitivity through watching gymnastics and dance performance.</li> <li>compose slogans for the cheering teams and design the programme for the sports days.</li> <li>use “mental map” to design sports competition plans.</li> </ul>

<sup>7</sup> Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.

<sup>8</sup> Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.

<sup>9</sup> Originality: Uniqueness, nonconformity in thought and action.

<sup>10</sup> Elaboration: The ability to add details to a given idea, to develop and embellish the idea.

<sup>11</sup> Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.

<sup>12</sup> Problem defining: The capability to 1) identify the “real” problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify sub-problems, 5) propose alternative problem definitions, and 6) define a problem broadly.

<sup>13</sup> Visualisation: The ability to fantasise and imagine, “see” things in the “mind’s eye” and mentally manipulate images and ideas.

<sup>14</sup> Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.

<sup>15</sup> Transformation: The ability to adapt something to a new use, to “see” new meanings, implications, and applications, or to change an object or idea into another creatively.

<sup>16</sup> Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements in the various attributes.

<sup>17</sup> Synectics: The joining together of apparently unrelated elements. This technique utilises analogies and metaphors to help the thinker analyse problems and form different viewpoints.

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### Critical Thinking Skills

Critical Thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and enquiry we engage into judge what to believe and what not to.

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage One (P1 - P3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• extract, classify and organise information from a source.</li> <li>• identify and express main ideas, problems or central issues.</li> <li>• understand straightforward cause-and-effect relationships.</li> <li>• distinguish between obvious fact and opinion.</li> <li>• recognise obvious stereotypes, assumptions, inconsistencies and contradictions.</li> <li>• formulate questions, make predictions / estimations and hypotheses.</li> <li>• draw simple but logical conclusions not contradictory to given evidence and data.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• identify the effects of smoking and alcohol consumption on performance in physical activity and health.</li> <li>• understand the causal relationship between risky actions and sports injuries.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• understand and make deductions/ inferences from sources.</li> <li>• cross reference other sources to determine the reliability of a source.</li> <li>• understand the concepts of relevance and irrelevance.</li> <li>• distinguish fact and opinion as well as source and evidence.</li> <li>• question obvious bias, propaganda, omissions, and the obvious fallacies.</li> <li>• formulate appropriate questions, make reasonable predictions and hypotheses.</li> <li>• draw logical conclusions based on adequate data and evidence, and make predictions about consequences.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• judge the reliability of sports news.</li> <li>• understand the relationship between sports gears and performance.</li> <li>• question the propaganda and appeal of commercial fitness plans for obese people and distinguish their practicability.</li> </ul>

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage Three (S1 - S3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>compare different sources, note contrasts and similarities, and determine their reliability.</li> <li>distinguish fact, opinion and reasoned judgment.</li> <li>be aware that value orientations and ideologies would affect the perspective of a source.</li> <li>recognise and challenge stereotypes, inconsistencies, emotional factors, and propaganda.</li> <li>draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>make judgments on the issue of drug abuse related to sports.</li> <li>examine the benefits of sports participation to individuals, and predict the associated outcomes.</li> <li>study different fitness plans, understand personal needs and make appropriate choices.</li> </ul>
Key Stage Four (S4 and above)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence.</li> <li>recognise and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies.</li> <li>distinguish among sophisticated fact, opinion and reasoned judgment.</li> <li>be aware that the selection and deployment of information/ facts is affected by personal perspective.</li> <li>draw warranted conclusions, predict and assess probable consequences and make reasoned judgment in reading, writing, and speech.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>analyse different opinions given by different people on sports matters, distinguish the myths and facts, and make personal judgment.</li> <li>distinguish the inconsistency between referee's decision and replay, challenge the rationale of the rules and suggest solutions.</li> <li>analyse the values and feasibility of organising major international sports events in Hong Kong, and present their views through debates and project works.</li> </ul>

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### Information Technology Skills

IT skills include the ability to use IT to seek, absorb, analyse, manage and present information critically and intelligently. In addition, IT will motivate and empower our learners to learn at their own pace and help them develop habits of independent learning, which will benefit them for life.

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage One (P1 - P3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>operate computers in school.</li> <li>input Chinese characters with a handwriting recognition device.</li> <li>use multimedia resources to support learning with the help of teachers.</li> <li>communicate and handle information with IT tools in learning activities.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>use computers to learn different sports activities and facilities.</li> <li>browse PE information on the internet.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>use a number of software packages for different purposes.</li> <li>input Chinese characters with devices and the aid of an input method.</li> <li>access information via computer networks and other media.</li> <li>process information using IT tools.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>use simple computer software to learn the relationship among food, exercise and health.</li> <li>use internet search to learn the safety precautions in physical activities that they participate.</li> <li>use computer to process data and information of participation in physical fitness activities.</li> </ul>
Key Stage Three (S1 - S3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>use appropriate IT tools to facilitate learning.</li> <li>use IT tools and strategies for processing and presenting information.</li> <li>communicate with others via e-mail</li> <li>verify and evaluate the accuracy and reliability of information.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>use IT tools to search sports observation checklists and to have interactive learning with teachers and peers.</li> <li>use computer to input data of anthropometric measures and present the results in the class.</li> <li>e-mail to gather PE information and exchange ideas with others.</li> </ul>



Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage Four (S4 and above)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• improve self productivity.</li> <li>• use and analyse information.</li> <li>• produce multimedia presentations.</li> <li>• integrate the uses of a wide range of IT tools to fulfil specific purposes.</li> <li>• select and apply appropriate IT tools in different aspects of study, like research, etc.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• design favourite sports web pages.</li> <li>• use digital video camera and other IT tools to analyse sports skills, and present the information in the class.</li> </ul>

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### Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in languages, to manage data, to handle money and do stock inventories.

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage One (P1 - P3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>perform basic computations.</li> <li>recognise and describe shape, position and direction.</li> <li>develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer.</li> <li>formulate and solve simple problems arising from collected data and constructed graphs.</li> <li>read and use simple quantitative information.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>demonstrate basic computation knowledge to calculate games scores.</li> <li>use Standard International Unit to measure body indices such as weight and height.</li> <li>use appropriate tools to measure the dimensions of fields and courts.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation.</li> <li>understand intuitively the properties of shape, position and direction.</li> <li>extend measurement skills to concept areas such as volume.</li> <li>collect, process, present and evaluate quantitative information.</li> <li>use mathematical concepts to solve simple real-life problems.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>use different mathematical concepts to calculate scores of a table-tennis match.</li> <li>apply mathematical concepts to understand the relationship between results and rank orders of long jump and sprinting.</li> <li>calculate the required time and court counts for multiple numbers of matches.</li> </ul>

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage Three (S1 - S3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>perform numerical manipulations and quick estimates of the accuracy of a calculation.</li> <li>understand properties of shape, position, direction and movement.</li> <li>apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement.</li> <li>use appropriate tools and strategies for collecting, processing and presenting quantitative information.</li> <li>estimate risks and chances through the use of elementary probability.</li> <li>solve real-life experiences utilising quantitative information.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>analyse the best position to get a basketball rebound with regard to the angle of reflection.</li> <li>use questionnaire to collect, analyse and describe the data of favourite physical activities of fellow students.</li> </ul>
Key Stage Four (S4 and above)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>solve problems involving numbers and symbols by using quantitative evidence and appropriate devices.</li> <li>evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information.</li> <li>adapt to new mathematical demands in various circumstances as needed .</li> <li>use quantitative information for personal organisation and planning, and for understanding social problems.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>use statistical results to calculate manpower, budget, venues and time for planning and organising school activities and competitions.</li> <li>use the norm tables to check and analyse the physical fitness test results, and design the individual exercise plan.</li> </ul>

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### Problem Solving Skills

Problem solving involves using thinking skills to resolve a difficulty. It assembles facts about the problem and determines the best course of action.

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage One (P1 - P3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>develop ideas about the problem and identify sources of information and help.</li> <li>identify, under guidance, different ways of tackling the problem.</li> <li>choose and implement a solution plan, using support and advice given.</li> <li>follow the given step-by-step methods to check and describe the outcomes.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>seek help from appropriate persons in case of injuries.</li> <li>observe safety precautions in physical activities and follow proper procedures in handling emergencies.</li> <li>evaluate own performance in the games day under teacher's guidance and find ways for improvement.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>identify the problem and describe its main features.</li> <li>propose alternative courses of action for solving it.</li> <li>plan and try out the selected option, obtain support and make changes when needed.</li> <li>develop an appropriate method to measure the outcomes and examine the approach chosen.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>identify the correctness of sports skills to make improvement.</li> <li>learn and refine sports skills through demonstrations.</li> <li>use observation checklist to reflect learning outcome, evaluate learning effectiveness, and to identify areas for improvement.</li> </ul>

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage Three (S1 - S3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• explore the problem and identify the issue(s) at stake.</li> <li>• suggest and compare the possible outcomes of each alternative course of action and justify the option selected.</li> <li>• execute the planned strategy, monitor progress and revise the approach when necessary.</li> <li>• evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• explore factors that affect the learning of sports skills and find ways for improvement.</li> <li>• examine the tactics in competitions, consider strengths and weaknesses of oneself and those of opponents to adjust the tactics.</li> <li>• adopt effective tactics to change the tides when the opponent is gaining the upper hand in competitions.</li> </ul>
Key Stage Four (S4 and above)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• recognise the complexity of the problem and search for appropriate information required to solve it.</li> <li>• formulate feasible strategies to achieve optimal results, considering both long term as well as short term objectives.</li> <li>• monitor and critically reflect on the progress in solving the problem.</li> <li>• evaluate the overall strategy and anticipate possible future problems related to the solution.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• formulate short-term and long-term plans to improve sports skills and keep a life-long interest of participation in physical activities.</li> <li>• Investigate within and outside school sports facilities in organising inter-class soccer competition, so as to maximise participation opportunities for fellow classmates.</li> <li>• design a practical and effective enrollment method, programme rundown, and prepare duty allocation when assist school in organising the sports day.</li> </ul>

## 2. CURRICULUM FRAMEWORK

### Self Management Skills

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguities.

(The expected achievements of the learners in this generic skill cannot be suitably classified according to Key Stages)

Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
<p>Learners will learn to:</p> <ul style="list-style-type: none"><li>• evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment).</li><li>• consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection).</li><li>• be confident in their own judgements, performance and capabilities (self-confidence).</li><li>• make informed decisions and safe choices in reaching goals and carrying tasks, develop good habits and maintain a healthy lifestyle (self-discipline).</li><li>• work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability).</li><li>• make decisions and initiate actions on their own and draw satisfaction from their own effort (self-motivation)</li><li>• keep promises and fulfil obligations (responsibilities).</li><li>• control their own emotions and impulses and maintain emotional balance (emotional stability).</li></ul>	<p>Learners:</p> <ul style="list-style-type: none"><li>• set goals for participation in physical activities according to their needs, develop an active lifestyle to relieve stress and control emotion.</li><li>• evaluate their sports performance and find ways for future improvements.</li><li>• are confident and brave to face challenges when participating in physical activities and competitions.</li><li>• motivate themselves in participating in physical activities and have the spirit of perseverance to exercise regularly.</li><li>• demonstrate sportsmanship in physical activities and transfer the spirit to daily life.</li></ul>

## Study Skills

Study skills help to improve the effectiveness and efficiency of learning. They underpin the learning habits, abilities and attitudes that form the essentials for life-long learning.

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage One (P1 - P3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>identify the main points and ideas in different types of straightforward reading material.</li> <li>use different forms of writing to present main ideas clearly.</li> <li>collect information from given sources, organise them into predetermined categories and analyse them according to preset guidelines.</li> <li>understand the need to set up a study plan and follow a given plan to meet short-term targets.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>read articles in PE and sport as well as understand the content and key points.</li> <li>collect information of different sport, identify and categorise them as individual, double or team sports.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points.</li> <li>use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing.</li> <li>locate required information from a variety of sources, organise it into self-defined categories and assess it for completeness, accuracy and relevance.</li> <li>develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>acquire sports-related information through television programmes and advertisements.</li> <li>conduct a project on “The History and Development of Football” and write a report to express ideas.</li> <li>identify elements in healthy lifestyle and apply the knowledge on food and nutrition to daily life.</li> </ul>

## 2. CURRICULUM FRAMEWORK

Key Stage	Descriptors of Expected Achievements across the School Curriculum	Exemplars of Implementation in Physical Education
Key Stage Three (S1 - S3)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions.</li> <li>• select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organising ideas and information clearly and coherently.</li> <li>• define purposes of collecting information, critically investigate sources to distil relevant information and evaluate its quality and validity.</li> <li>• review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• write a report after participating in or organising a competition to express views systematically.</li> <li>• select relevant materials and conduct learning projects.</li> <li>• refer to relevant materials and design physical fitness development plans, defence and offence tactics for individuals or teams.</li> </ul>
Key Stage Four (S4 and above)	<p>Learners will learn to:</p> <ul style="list-style-type: none"> <li>• evaluate key ideas, opinions and arguments identified from reading material and synthesise them to construct and develop their own interpretation and reflections.</li> <li>• assess their own writing strategies to ensure that information is relevant, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style.</li> <li>• explore alternative lines of enquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements.</li> <li>• evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• analyse, study and synthesise relevant materials on “Proper Use of Community Sports Facilities”.</li> <li>• analyse physical fitness data and design exercise programmes for specific group of people based on the results.</li> <li>• evaluate performance of school teams, set goals for the coming year, design training plans and formulate strategies to meet new requirements.</li> </ul>



2.2.3 Values and Attitudes

Positive values and attitudes are important elements in whole-person development, they serve as a platform for life-long learning. Though not exhaustive, the learning focuses related to the development of values and attitudes in PE are listed below:

Key Stage	Learning Focuses
Key Stage One (P1 - P3)	<p>Learners :</p> <ul style="list-style-type: none"> <li>• develop the sense of national identity by recognising outstanding sports and athletes of our motherland.</li> <li>• participate actively in physical activities, are keen on sharing with classmates, are willing to help others, and seek assistance from others.</li> <li>• take initiatives to participate in activities and complete the assigned tasks.</li> <li>• appreciate oneself and respect others’ performance in physical activities.</li> <li>• try hard in physical activities, and demonstrate self-confidence and persistence.</li> </ul>
Key Stage Two (P4 - P6)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• strengthen the sense of national identity by watching and participating in outstanding sport of our motherland.</li> <li>• are aware of safety measures during individual or group activities, and demonstrate expected responsibility.</li> <li>• are keen on representing a team to participate in activities or competitions, and show commitment.</li> <li>• demonstrate desirable behaviours, and concern others during activities.</li> <li>• try their best and keep going in physical activities.</li> </ul>
Key Stage Three (S1 - S3)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• support our nation to host and participate in international sports events.</li> <li>• recognise the importance of physical activities in personal development, and actively participate in activities so as to enhance their own qualities.</li> <li>• cooperate with team members, and deal with problems together in physical activities.</li> <li>• respect interests and needs of different people in physical activities.</li> <li>• develop the attributes of facing failure and success in competitions, unflinching spirit and apply these into daily life.</li> </ul>

## 2. CURRICULUM FRAMEWORK

Key Stage	Learning Focuses
Key Stage Four (S4 and above)	<p>Learners :</p> <ul style="list-style-type: none"><li>• explore the culture of our nation through physical activities.</li><li>• apply necessary skills to shoulder responsibilities in physical activities and competitions.</li><li>• accomplish rights and obligations while participating in physical activities in school and the community.</li><li>• respect sports culture of different countries and the influence on their people.</li><li>• apply the attribute of perseverance in daily life, and manage emotions and embrace life's challenges when facing adversities.</li></ul>



*Students exhibit creativity in designing cheering slogans and placards.*

The curriculum reform we are having prioritises the reinforcement of five concepts: national identity, responsibility, commitment, respect for others and perseverance. Through participating in PE activities, it is to nurture the right sets of values and attitudes in students. Teachers can instill these values and attitudes to students in the course of within and outside school activities, so as to facilitate the all round development of students. Here are some examples:

Values & Attitudes	Examples of Sports-related Behaviours	Examples of Activities
National Identity	Respecting national symbols	Arranging solemn ceremonies such as raising national flags and playing national anthems in major sporting events.
	Understanding the role of China in major international games	Knowing the effects of hosting the Olympics Games on the PE, political, economic and cultural development in China.
Responsibility	Actively participating in activities and being able to properly complete appointed tasks	Attending and finishing all enrolled activities or competitions. Responsible for completing the distribution, collection and tidying up of equipment.
	Planning and practising an active and healthy lifestyle	Participating in physical fitness development programmes and award schemes. Designing and achieving individual targets in physical activities.
Commitment	Physical activities and competitions	Willing to represent the class, the house and the school in activities and competitions.
	Assisting in the promotion and organisation of PE activities	Actively participating and organising physical activities within and outside schools. Senior students leading fellow students in activities.
Respect for Others	Adhering to rules and regulations and demonstration of fair play	Respecting referee judgments in competitions and demonstrating sportsmanship.
	Accepting strengths and shortcomings of others	Accepting and respecting performances of teammates and team members of opponent team.
Perseverance	Trying one's best effort	Trying one's best in completing physical fitness tests and measurements and achieving the goals set.
	Taking on difficult challenges and striving to meet the targets	Participating in various kinds of award schemes and striving for better results.

## 2. CURRICULUM FRAMEWORK



### *Example 2: National Identity*

*The national flag raising ceremony and playing of national anthem in the sports day help students develop the sense of national identity.*

*(Source: HKCWC Fung Yiu King Memorial Secondary School)*



### *Example 3: Responsibility, Respect for Others*

*The athletes take an oath in the sports day, commit to obey the rules of competition and to demonstrate sportsmanship during the competitions.*

*(Source: Ma On Shan Methodist Primary School)*