

Assessment Criteria	Put a “✓” in the appropriate boxes.								
	First observation				Second observation				
	1	2	3	4	1	2	3	4	
Get to know swimming news related to China									
Complete assigned tasks									
Help fellow students who are confronted with difficulties									

1 - Not willing to show the behaviour

2 - Willing to show the behaviour

3 - Take the initiative to show the behaviour

4 - Eager to show the behaviour

2.5 Role of Teachers

- Teachers should have a good grasp of the learning targets and the progression of skills in various strokes, and the relevant generic skills, values and attitudes when developing a school-based curriculum.
- Teachers should design co-curricular activities that match with daily PE lessons. In this way, students may enrich their learning experience, have more opportunities to join activities and develop their interests. For example, students may be encouraged to participate in water sports workshops and swimming training courses, or to assist teachers in outside school competitions.
- Teachers need to set clear learning objectives for each lesson and help the majority of or the whole class to master related skills, knowledge, values and attitudes.
- When designing teaching activities, teachers have to consider the levels, abilities and interests of students, school/community resources and safety matters. Through organising simple activities and games, they can help students develop basic swimming techniques, and, at the same time, an interest in swimming and other aquatic sports.
- When teaching aquatic sports, teachers may make use of technology such as motion analysis computer software to enhance learning. They may also ask students to work on projects for enquiry study. Such learning activities can help students develop generic skills and better understand aquatic sports.

- For novice swimmers, teachers may use various kinds of water games to help them develop an interest in the activity and the confidence to move around in water. Teachers must make clear to them the importance of safety precautions in aquatic sports.
- Teachers may adopt appropriate levels and standards according to their school contexts. This not only caters for learner diversity but also enables them to make the most accurate assessment to enhance learning.
- Teachers should refer to Education Bureau Circular No. 1/2000B - *Safety precautions in School Swimming Galas, Lessons and Training*, and ensure that all safety measures have been taken.

Remark: If swimming lessons are not feasible due to environmental conditions, teachers should help students learn some basic knowledge about swimming. For instance, students may work on projects and worksheets, or watch videos to gain an understanding of the characteristics of different swimming strokes.

2.6 Learning Outcomes Framework

(Learning outcomes at Level 3 refer to the basic competence. Learning outcomes from Level 4 to Level 8 refer to specific requirements of different swimming strokes)

Basic Competence

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p>Students are able to</p> <ol style="list-style-type: none"> 1. stand and move around in the pool with water about chest depth. 2. start from a prone float position and resume a standing position in a pool of waist depth. 3. emerge and submerge in the water with confidence and ease. 4. control exhalation and breath-holding in the water, and inhale above water quickly. 	<ul style="list-style-type: none"> • Enter the water with the feet first • Hold on to the side of the pool after getting in the water • Keep body balance and move in different directions • Keep the body floating without touching the bottom of the pool or holding on to anything • Keep steady when resuming the standing position • Exhale in the water and inhale above it 	<ul style="list-style-type: none"> • Swimming gear and equipment • Water safety • Rules and regulations of swimming pool • Knowledge of hygiene • Appropriate use of changing rooms • Handling personal items • Use of lockers

* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

** It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes