

2.9 An Example of a Swimming Syllabus

(This is a successful and authentic case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

Objectives

- Promote student learning through different forms of assessment
- Match syllabus and assessment criteria for different purposes including:
 - Swimming teaching plan and record form (Form 1)
 - Teacher assessment form (Form 2)
 - Student self assessment/peer assessment form (Form 3)

Background of the School

- A secondary boys' school
- Regular swimming lessons are arranged annually for secondary 1 to 7 students
- A public swimming pool is near the school

Organisation of Swimming Lessons

- Arrange four swimming lessons for each class in early September each year
- Each lesson lasts about 45 minutes
- Around 35 students in each class; the "buddy" system is adopted and groups are divided according to student ability

Implementation

- Before commencement of the swimming unit, the teacher introduces the learning outcomes, contents and assessment criteria to students
- During teaching, the teacher arranges some formative assessment to help students improve their learning
- Before completion of the unit, the teacher conducts summative assessment to understand the overall performance of students
- For junior secondary classes, teaching is mainly focused on front crawl, breast stroke and back crawl
- For senior secondary classes, teaching concentrates on revising and improving performance of front crawl and breast stroke
- The theory part is taught along with the strokes
- Starts, turns and advanced skills of swimming are parts of the extended tasks. The teacher picks out students at higher levels to attempt these tasks to further develop their abilities in special fields

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)

Swimming Teaching Plan and Record Form (Form 1)

Items to be taught are marked in the plan as “O”. On completion of the swimming unit, the taught items are marked as “Ø”. If time permits, it is possible to teach extra items to be marked as “ / ”. A detailed record form can be used as reference for drawing up the swimming unit for the next academic year.

Items	Levels		
	Secondary 1	Secondary 2	Secondary 3
Swimming			
(A) Water safety	Ø	Ø	Ø
(B) Methods of safe entry into water			
1. From the steps	Ø		
2. From the side of the pool	Ø		
(C) Water confidence exercises			
1. Breathing	Ø		
2. Exhalation and inhalation	Ø		
3. Breath holding	Ø		
(D) Floating			
1. Jellyfish float and resuming the standing position	Ø		
2. Mushroom float and resuming the standing position	Ø		
3. Prone float and resuming the standing position	Ø		
4. Supine float and resuming the standing position			Ø
(E) Front crawl			
1. Leg action	Ø		
2. Arm action	Ø		
3. Leg and arm coordination	Ø		
4. Breathing technique	Ø		
5. Full stroke	Ø		

Items	Levels		
	Secondary 1	Secondary 2	Secondary 3
Swimming			
(F) Breast stroke			
1. Leg action		Ø	
2. Arm action		Ø	
3. Leg and arm coordination		Ø	
4. Breathing technique		Ø	
5. Full stroke		Ø	
(G) Back crawl			
1. Leg action			Ø
2. Arm action			Ø
3. Leg and arm coordination			Ø
4. Breathing technique			Ø
5. Full stroke			Ø
(H) Theory			
1. History and development of swimming	Notes		
2. Rules and regulations of swimming competitions	Ø	Ø	Ø
3. Equipment and facilities	Ø	Ø	Ø
4. Terminology of swimming	Ø	Ø	Ø
5. Analysis of basic skills	Ø	Ø	Ø

Key: "O" Items planned
 "Ø" Items taught
 "/" Additional items taught

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)

Teacher Assessment Form (Form 2)

Name of student : CHAN Tai Man

S.1 A (4)

S.2 B (5)

S.3 ()

Levels Attained	Secondary 1	Secondary 2	Secondary 3	
	Front crawl: Level 4	Breast stroke: Level 6		
(A) Water safety	4			
(B) Methods of safe entry into water				
1. From the steps	4			
2. From the side of the pool	4			
(C) Water confidence exercises	14/9/2001			
1. Breathing	3			
2. Exhalation and inhalation	4			
3. Breath holding	4			
(D) Floating				
1. Jellyfish float and resuming the standing position	4			
2. Mushroom float and resuming the standing position	4	21/9/2001		
3. Prone float and resuming the standing position	4			
4. Supine float and resuming the standing position				
(E) Front crawl				
1. Leg action	3			
2. Arm action	3			
3. Leg and arm coordination	2	5/10/2001		
4. Breathing technique	2			
5. Full stroke	2			
(F) Breast stroke				
1. Leg action		4		
2. Arm action		3		
3. Leg and arm coordination		3	30/9/2002	
4. Breathing technique		4		
5. Full stroke		4		
(G) Back crawl				
1. Leg action				
2. Arm action				
3. Leg and arm coordination				
4. Breathing technique				
5. Full stroke				

Remark: 1 – Cannot meet the requirements
3 – Meets most of the requirements

2 – Meets some of the requirements
4 – Meets all the requirements

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)

Student Self Assessment/Peer Assessment Form (Form 3)

Name of student making assessment: CHAN Tai Man Class: S. 1 A Student No.: 4
 Name of student being assessed: LEE Siu Keung Class: S. 1 A Student No.: 3
 Topic: Front crawl Date: 5/10/2001

Front Crawl	Assessment Criteria	Grade* (Please circle the appropriate number)			
1. Leg action	• Kick in the water starting from the thighs	1	②	3	4
	• Knees slightly bent	1	2	③	4
	• Quick kick in the water with straight, whipping legs	1	2	3	④
	• The body in a flat position	1	2	③	4
2. Arm action	• While pulling and pushing, the body in a flat position	1	2	③	4
	• Correct pull and push actions	1	2	③	4
	• After pushing, the recovery over the water surface	1	②	3	4
3. Leg and arm coordination	• Legs keep kicking in the water to keep the lower part of the body afloat	1	②	3	4
	• The body in a flat position and level throughout	1	②	3	4
4. Breathing technique	• The head turned to one side for breathing	1	②	3	4
	• Legs and arms coordinated while taking breaths	1	②	3	4
5. Full stroke	• Arms and legs fully extended when entering the water	1	②	3	4
	• All smooth movements	1	②	3	4
	• Streamlined body posture maintained	1	②	3	4

Remark: 1 – Cannot meet the requirements 2 – Meets some of the requirements
 3 – Meets most of the requirements 4 – Meets all the requirements

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)