

3.6 Learning Outcomes Framework

Sprinting

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to 1. coordinate their limbs. 2. be familiar with the starter's order. 3. swing their arms in rhythm.	<ul style="list-style-type: none"> Natural running movement Familiarity with the start signal 	<ul style="list-style-type: none"> The development and history of athletics Sprinting events Rules and regulations of sprinting Start posture and position at the bend of a track Terminology of sprinting such as: <ul style="list-style-type: none"> All weather track Stride frequency Stride False start In lane Leg lift Leg thrust Crouch start Acceleration The run Forward swing Leg drive
4	Students are able to 1. coordinate their limbs. 2. swing their arms in rhythm. 3. react accurately to signals. 4. master the correct skills for a lunge finish.	<ul style="list-style-type: none"> Maintain a natural running posture with speed Act properly on signals Go for the finish in the correct position 	
5	Students are able to 1. master change of speed. 2. know about leg lift and leg thrust. 3. take the correct crouch start at the signal.	<ul style="list-style-type: none"> Show acceleration Show correct skills of high leg lift and leg thrust Show the correct crouch start 	
6	Students are able to 1. understand stride, stride frequency and running posture. 2. master the correct posture for the finish.	<ul style="list-style-type: none"> Run with rhythm according to target Show suitable stride and stride frequency Show shrug finish skills 	
7	Students are able to accelerate after the start and during the run.	<ul style="list-style-type: none"> Show correct position of the body and change of speed after the start 	
8	Students are able to 1. know about leg drive and forward swing. 2. regulate speed.	<ul style="list-style-type: none"> Show correct leg drive and forward swing Show correct change of speed throughout the race 	

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

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Relay (4 x 100 m)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p>Students are able to</p> <ol style="list-style-type: none"> swing their arms on spot in groups of two, and make a downward baton exchange. stand in the proper position to receive with arm straight. 	<ul style="list-style-type: none"> The passer passes the baton from a high to a low position to the hand of the receiver A right-handed receiver should stand to the left whereas a left-handed receiver should stand to the right side (alternate method) 	<ul style="list-style-type: none"> Rules and regulations of relay races Terminology of relay such as: <ul style="list-style-type: none"> Upward exchange Downward exchange Take over zone Acceleration zone Check mark
4	<p>Students are able to</p> <ol style="list-style-type: none"> exchange the baton smoothly in groups of two (while running). hold arms straight with palm facing upwards. 	<ul style="list-style-type: none"> The passer gives a signal at an appropriate distance On receiving the signal, the receiver stretches back his arm for the baton and does not look back Receiver stands with straight arm and palm facing upwards 	
5	<p>Students are able to</p> <ol style="list-style-type: none"> hold the baton and start in the correct posture. master the key points for starting at a bend. 	<ul style="list-style-type: none"> Show a correct start posture while holding the baton Run in a straight line at the beginning of the start 	
6	<p>Students are able to start (as receiver) to run when the oncoming runner reaches the check mark and maintain the correct posture.</p>	<ul style="list-style-type: none"> When starting, the receiver lowers his centre of gravity, leans forward and takes note of the check mark and the oncoming runner 	
7	<p>Students are able to set an appropriate check mark and complete (as receiver) the baton exchange smoothly.</p>	<ul style="list-style-type: none"> Start running when the oncoming runner reaches the check mark Receive the baton within the take over zone 	
8	<p>Students are able to (as passer) exchange the baton at high speed.</p>	<ul style="list-style-type: none"> Give the passing signal at an appropriate distance Pass the baton to the receiver by downward exchange within the take over zone Demonstrate correct receiving skills 	

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Hurdling

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to run slowly to leap over a low obstacle.	<ul style="list-style-type: none"> Lift the knee and stretch the leg to leap over a low obstacle Continue to run forward after crossing a low obstacle 	<ul style="list-style-type: none"> Rules and regulations of hurdling Terminology of hurdling such as: <ul style="list-style-type: none"> - Leading leg - Trailing leg - Hurdle stride
4	Students are able to leap over three low obstacles quickly.	<ul style="list-style-type: none"> Lift the leg at an appropriate distance before leaping over the low obstacles After lifting the knee of the leading leg, stretch the calf and land on the ball of the foot of the leading leg 	
5	Students are able to <ol style="list-style-type: none"> demonstrate hurdling skills with the leading leg and the trailing leg. perform a crouch start, run 8 to 10 strides quickly to approach the first hurdle. 	<ul style="list-style-type: none"> After lifting the knee of the leading leg, stretch the calf and land on the ball of the foot of the leading leg Lift the trailing leg towards the side with the calf crossing low hurdles by pulling forward Keep the body balanced 	
6	Students are able to take 3 or 5 strides between hurdles and clear low hurdles with the same leading leg; or take 4 strides between hurdles using alternate leading legs.	<ul style="list-style-type: none"> After the trailing leg has crossed the hurdle, continue to swing it forward actively for landing Complete the movement in 3, 4 or 5 strides between hurdles Run with smooth strides between hurdles maintaining speed in a straight line 	
7	Students are able to <ol style="list-style-type: none"> demonstrate well coordinated body movement at clearance. demonstrate a crouch start and practise hurdling skills (clear more than one hurdle). 	<ul style="list-style-type: none"> Start off in position, run with speed to the hurdle and start the clearance action Lean forward when clearing the hurdles with the arm opposite to the leading leg stretched forward After clearing the hurdles, keep running and maintain balance 	
8	Students are able to demonstrate complete hurdling skills and clear 3 to 5 hurdles with speed.	<ul style="list-style-type: none"> 8 strides to the first hurdle 3 strides between hurdles 	

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Long Jump

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to perform a single-leg take-off after a short run-up, then land on both legs.	<ul style="list-style-type: none"> • Smooth run-up/approach run • Take off on one leg • Land on both legs and bent knees • Move forward to leave the pit 	<ul style="list-style-type: none"> • The differences between track and field events • Layout of the landing area • Rules and regulations of long jump • Safe environment for practice • Terminology of long jump such as: <ul style="list-style-type: none"> - Take-off leg - Take-off board - Sail - Hang - Hitch kick
4	Students are able to demonstrate acceleration before take-off and lift both knees after take-off.	<ul style="list-style-type: none"> • Speed up the stride frequency before take-off • Keep the body upright while stepping on the take-off board • Lift both knees to waist height • Landing with both legs 	
5	Students are able to combine lifting of the arms and hitting the take-off board to jump with speed and strength to a certain height.	<ul style="list-style-type: none"> • Leg extend fully after hitting the take-off board • Swing both arms forward • Swing both arms upwards at appropriate time 	
6	Students are able to determine the run-up distance and perform the take-off within the take-off area.	<ul style="list-style-type: none"> • Know how to set the take-off mark • Hit on the designated take-off area • Bring both legs simultaneously forward just before landing 	
7	Students are able to hit the take-off board accurately, jump up with both arms lift up to chest height, and arch the body backwards in the air	<ul style="list-style-type: none"> • Hit the take-off board accurately • Lift both arms with chest up • Extend the body fully in the air (the 'hang' style) • Lean forward and both legs forward just before landing 	
8	Students are able to perform the long jump smoothly, and counter-balance the leg action by swinging the arms forward to lift up the knees and legs for landing.	<ul style="list-style-type: none"> • Pull the take-off leg forward in the hang/hitch-kick • Swing both arms forward and upwards 	

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High Jump (using the right leg to take off)

(According to the "Safety Precautions in Physical Education for Hong Kong Schools" published in 1999, the flop should not be taught in athletics lessons in primary schools.)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to complete the jump in the scissor-kick style.	<ul style="list-style-type: none"> • Start the run-up/approach run from the left side • Smooth run-up • Take off on right foot • Swing and lift the arms 	<ul style="list-style-type: none"> • The difference between track and field events • The layout of the landing area • Rules and regulations of high jump
4	Students are able to locate the appropriate take-off point, demonstrate quick and strong steps to drive the body upwards, to clear the crossbar in the scissor-kick style.	<ul style="list-style-type: none"> • Increase the stride frequency before jumping • Swing and lift the lead leg to the waist level • Fully thrust the take-off foot • Keep the body upright to perform a vertical lift 	<ul style="list-style-type: none"> • Safe environment for practice • Terminology of high jump such as: <ul style="list-style-type: none"> - Take-off leg - Take-off point - Trials - Scissor kick - Straddle jump - Fosbury Flop
5	Students are able to starting from a stationary position, clear the crossbar with a flop; increase the take-off speed by swinging both arms upwards and forward.	<ul style="list-style-type: none"> • Arms swing forward and upwards quickly to the forehead at take-off • At clearance, thrust hips upwards to produce a back arch over the bar • Tuck the knees to the chest once the hips have cleared the bar • Land on the mat with upper back. 	
6	Students are able to apply a short run-up, using fast and strong strides, to clear the crossbar with a flop.	<ul style="list-style-type: none"> • Start the run-up on the left side • Take-off vertically on the right foot • Swing the leading leg and lift it quickly to the waist level • Swing and pull the arms upwards and forward • At clearance, thrust the hips to arch the body over the crossbar 	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
7	Students are able to locate the appropriate take-off point, and take a curved approach run (“J” approach) to demonstrate flop techniques.	<ul style="list-style-type: none"> • Set an appropriate take-off point • Perform quick run-up with the body leaning inwards on entering the curved approach route • During take-off, keep the shoulder line perpendicular to the crossbar with the left shoulder close to the crossbar • After take-off, the body turn and lean backwards to the crossbar 	
8	Students are able to demonstrate the flop technique smoothly.	<ul style="list-style-type: none"> • Perform smooth run-up with the last stride fast and powerful • Position take-off foot on the ground completely and fully extended to drive the body upwards. • Swing arms and the leading leg forward and upwards to increase the height at take-off • Once the hips have cleared the crossbar, lift the heels up and tuck the chin towards the chest to prepare for landing. 	

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Shot Put (putting with the right hand)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to hold and put the shot properly starting from a stationary position.	<ul style="list-style-type: none"> Hold the shot at the base of the three-middle fingers, clear of the palm of the hand, with the thumb and little finger giving control at the side Spread the fingers evenly to hold the shot Lift the putting elbow and keep the shot close to the chin, put the shot above the shoulder 	<ul style="list-style-type: none"> Introduction to the throwing events Layout of the putting area Rules and regulations of shot put Safe environment for practice Terminology of shot put such as: <ul style="list-style-type: none"> Wooden stop board Front half of the circle Back half of the circle O'Brien/ Conventional style
4	Students are able to put the shot at a release angle of around 40°.	<ul style="list-style-type: none"> The release angle is around 40° Chest up when putting the shot Put the shot upwards at a slanting angle 	
5	Students are able to put the shot after a quarter turn.	<ul style="list-style-type: none"> Quick quarter turn Rest the body on a bent rear leg Turn the trunk to the rear and lower it slightly When putting the shot, coordinate the thrusting of lower limbs and the movements of the upper limbs 	
6	Students are able to put the shot after a quick glide.	<ul style="list-style-type: none"> Keep the shot close to the chin and in front of the shoulder Make a quick gliding step followed by a quarter turn to put the shot After turning, thrust the leg with chest up to put the shot away quickly 	
7	Students are able to put the shot using the O'Brien style.	<ul style="list-style-type: none"> Swing the free leg to lead the shift smoothly Quick shift towards the direction of the throw Put the shot quickly on turning Keep balance after putting the shot 	
8	Students are able to put the shot smoothly using the O'Brien style.	<ul style="list-style-type: none"> Swing the arms quickly on turning When putting the shot, use all the power of whole body induced by the legs, hips, arm and a 'flip' of the wrist Relevant joints should be extended quickly when pushing away the shot After putting the shot, quickly reverse the foot position to keep balance 	

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Throwing

Softball and Javelin Throw (throwing with the right hand)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to throw the softball.	<ul style="list-style-type: none"> Follow through with the wrist Angle of release (35° to 40°) 	<ul style="list-style-type: none"> Introduction to the throwing area and its layout The best throwing angle Rules and regulations of softball and javelin throw Safe environment for practice Terminology of throwing events such as: <ul style="list-style-type: none"> - Cross-over steps - Throwing steps - Javelin grip
4	Students are able to <ol style="list-style-type: none"> throw the softball with a short approach run. demonstrate follow through actions after throwing. 	<ul style="list-style-type: none"> Grip the softball above the shoulder during the approach run During the last 2 to 3 strides, draw the softball backwards to the side of the right shoulder to get ready to throw it Quickly throw the softball above the right shoulder After throwing, follow through by swinging the right arm to the left 	
5	Students are able to <ol style="list-style-type: none"> perform the approach run, followed by smooth cross-over steps to throw the softball. determine the approach run distance and make the throw while in the throwing area. 	<ul style="list-style-type: none"> place the check mark After the approach run, take cross-over steps; with the body arching back showing the power position (a C shape) finish in the throwing area 	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
6	<p>Students are able to</p> <ol style="list-style-type: none"> grip the javelin correctly. throw the javelin from a stationary position. 	<ul style="list-style-type: none"> Hold the javelin correctly Before throwing, draw the javelin straight back with the tip kept close to the right ear When throwing, extend the left arm towards the throwing direction, turning the chest to the front and “pulling over the top” Make the javelin throw from above the shoulder Show obvious wrist follow through action 	
7	<p>Students are able to</p> <ol style="list-style-type: none"> throw the javelin after a short approach run. demonstrate follow through actions after throwing. 	<ul style="list-style-type: none"> During approach run, grip the javelin above the right shoulder horizontally During approach run, stride evenly and accelerate rhythmically During the last 2 to 3 strides, draw the javelin back to the side of the right shoulder before delivery After throwing, follow through by swinging the right arm to the left 	
8	<p>Students are able to</p> <ol style="list-style-type: none"> perform a smooth approach run, followed by cross-over steps to throw the javelin. measure the approach run distance and complete the whole process in the throwing area. 	<ul style="list-style-type: none"> place the check mark correctly After the approach run, take cross-over steps; move the left foot forward powerfully with the body arched back for exerting its full force for delivery After delivery, move the right foot forward to keep balance Release the javelin at an angle of 30° to 35° with the ground Complete the throw within the throwing area 	

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Discus (throwing with the right hand)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p>Students are able to</p> <ol style="list-style-type: none"> hold the discus correctly and roll it on a line. demonstrate preliminary swings in a figure of 8 pattern. 	<ul style="list-style-type: none"> Place the discus in the throwing hand, spread fingers out evenly, with the finger tips gripping the edge of the discus, except for the thumb Roll the discus forward on a line Demonstrate preliminary swings in a figure of 8 pattern without dropping the discus 	<ul style="list-style-type: none"> The layout of the throwing area and the throwing direction Rules and regulations of discus throw Safe environment for practice Terminology of discus throw
4	<p>Students are able to</p> <p>hurl the discus from a stationary position.</p>	<ul style="list-style-type: none"> Keep the throwing arm straight The discus comes off from the index finger The discus rotates horizontally, in a clockwise direction in flight 	
5	<p>Students are able to</p> <p>throw the discus after preliminary swings and a twist of the waist so that it reaches the landing zone.</p>	<ul style="list-style-type: none"> Lift left leg from the ground as the trunk rotates to the rear Lead the throw with a powerful thrust of the lower limbs and a swing of the throwing arm The discus rotates in a clockwise direction and flies in an upward slanting direction 	
6	<p>Students are able to</p> <p>throw the discus after preliminary swings and a twist of the waist, from a sideways starting position.</p>	<ul style="list-style-type: none"> Make natural and smooth preliminary swings When the discus is swung to behind the body, shift the centre of gravity to the right leg Move the centre of gravity back to the left foot by powerful thrust of the right leg, as the discus is in front 	

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7	<p>Students are able to throw the discus after the left leg sweeps around in an arc and a turn of the waist, from a sideways starting position.</p>	<ul style="list-style-type: none"> • Shift the centre of gravity quickly towards the landing zone during the sweeping movement • After turning, throw the discus out quickly 	
8	<p>Students are able to</p> <ol style="list-style-type: none"> 1. throw the discus after a quick and smooth pivot, from a starting position with the back against the landing zone. 2. remain balanced after making the throw. 	<ul style="list-style-type: none"> • Turn quickly and smoothly • With the thrust of the lower limbs, hold the chest up to throw the discus with a straight arm • After releasing the disc, shift legs as a buffer to keep balance • Complete the throw within the throwing area 	

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