

4.6.2 Basketball

4.6.2.1 Learning Outcomes Framework

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	Students are able to play passing, catching, and dribbling games with fellows.	<ul style="list-style-type: none"> • Pass the ball towards targets • Catch the ball firmly • Continue dribbling with either hand 	<ul style="list-style-type: none"> • The development and history of basketball • Rules and regulations of basketball • Competition etiquette • Equipment and facilities of basketball • Knowledge of simple tactics • Terminology of basketball
4	Students are able to play shooting games with fellows.	<ul style="list-style-type: none"> • Pass the ball to a moving teammate • Catch the ball successfully • Dribble towards the target • Shoot towards the target 	
5	Students are able to participate in modified games.	<ul style="list-style-type: none"> • Move into appropriate positions for support • Make a successful pass under pressure • Take advantage of opportunities to shoot • Move into appropriate positions for defence • Protect the ball under control 	
6	Students are able to appropriately apply passing, catching, and dribbling techniques in modified games.	<ul style="list-style-type: none"> • Use appropriate passing skills • Break the defence with dribbling skills • Control of the ball under pressure • Shoot accurately 	
7	Students are able to apply simple tactics with teammates in modified games.	<ul style="list-style-type: none"> • Shake off a defender to support teammates • Create offensive opportunities for teammates • Cover teammates appropriately • Use appropriate passing and dribbling skills in different situations 	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
8	Students are able to organise simple defensive and offensive play with teammates in game situations.	<ul style="list-style-type: none"> • Give signal to teammates on tactics • Run offensive plays • Execute defensive plays 	

* 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.

4.6.2.2 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may develop their abilities in specific events through making use of different environments, resources and opportunities. Through information technology, project learning, reports, exhibitions, etc, they will be able to analyse and study the characteristics of basketball. These help deepen their learning.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> • Revision and strengthening of the skills learnt • Application of tactics • Footwork 	<ul style="list-style-type: none"> • Development and history of basketball • Rules and regulations of the game • Terminology of basketball • Analysis of skills • Refereeing • Score keeping • Equipment and facilities • Safety knowledge 	<ul style="list-style-type: none"> • Spirit of serving others • Responsibility • Ability to make independent decisions • Commitment • Respect for others • Perseverance • National identity • Team spirit • Courage to face success and failure 	<ul style="list-style-type: none"> • Leadership • Generic skills • Aesthetic appreciation

4.6.2.3 Example of Teaching through Games

(This is an example implemented 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

- Teach the skills of passing, dribbling and shooting through games
- Enhance the generic skills of students and cultivate positive values and attitudes

Background of the School

- A co-educational primary school
- With one non-standard basketball court

LOF Level

- Level 3 or 4

Content

- Two students in a group, take turns to shoot, pass and receive the ball
- In one minute, students choose different positions worth different numbers of points (figure 1), to shoot from
- The level of difficulty can be varied by modifications to the rules; for example, restrictions on the passing methods or directions

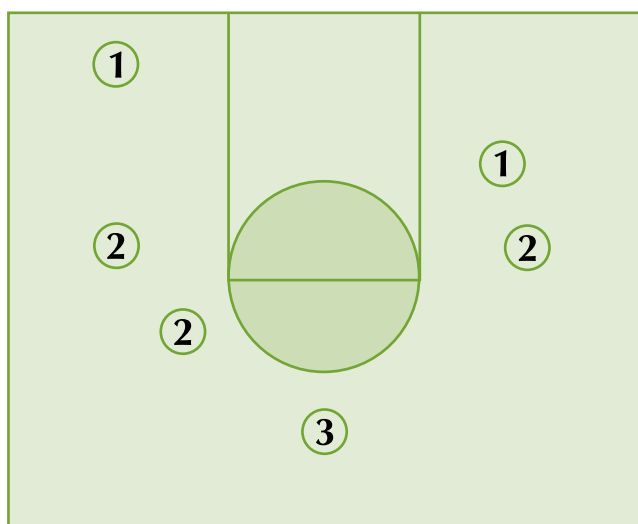
Period	1 st Period	2 nd Period	3 rd Period	4 th Period
Focus				
Skills	<ul style="list-style-type: none"> • Passing, catching and shooting 	<ul style="list-style-type: none"> • Different methods of passing • Catching the ball while moving • Showing ready position before shooting 	<ul style="list-style-type: none"> • Increased intensity of passing • Quick switch to shooting position • Adjusting the passing distance by dribbling 	<ul style="list-style-type: none"> • Different methods of passing • Catching the ball while moving • Showing ready position before shooting
Generic skills *	<ul style="list-style-type: none"> • Communication skills • Collaboration skills 	<ul style="list-style-type: none"> • Communication skills • Collaboration skills 	<ul style="list-style-type: none"> • Critical thinking skills • Aesthetic appreciation 	<ul style="list-style-type: none"> • Critical thinking skills • Communication skills

Period	1 st Period	2 nd Period	3 rd Period	4 th Period
Focus				
Values and attitudes	<ul style="list-style-type: none"> • Respect for others • Commitment 	<ul style="list-style-type: none"> • Responsibility • Respect for others 	<ul style="list-style-type: none"> • Perseverance 	<ul style="list-style-type: none"> • Commitment
Assessment method	<ul style="list-style-type: none"> • Self assessment (see assessment form 1) 	<ul style="list-style-type: none"> • Peer assessment (see assessment form 2) 	<ul style="list-style-type: none"> • Self assessment (see assessment form 3); • Worksheet (see worksheet) 	<ul style="list-style-type: none"> • Peer assessment / teacher assessment (see assessment form 4)

* The generic skills shown in the figure are covered in each PE lesson and assessment is made in different periods

Assessment

- Scores awarded to the two students
- Number of missed passes
- Number of shots taken
- Self assessment
- Peer assessment
- Teacher assessment by sampling



(Figure 1)

- * ① = 1 point
- ② = 2 points
- ③ = 3 points

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

Basketball Assessment

Assessment Form 1

Date: 19/3 Class: 5A Name: CHAN Tai Man (5)

Items	Scores			
	Lowest		Highest	
Skills				
Passing and Catching				
• Pass towards targets	1	2	3	4
• Catch the ball firmly	1	2	3	4
Generic Skills/Values and Attitudes	No attempt		Frequent attempt	
• Give signals to partner	1	2	3	4
• Actively retrieve the ball and pass it to partner	1	2	3	4
• Suggest ways of improving to partner	1	2	3	4
• Encourage partner; demonstrate sportsmanship	1	2	3	4
Violation				
• Travelling	Yes		No	
• Illegal dribble	Yes		No	

* Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

Basketball Assessment

Assessment Form 2

Name of assessor: WONG Man Hong (30)

Date: 25/3 Class: 5A Name: CHAN Tai Man (5)

Items	Peer assessment		Self assessment		Teacher assessment (if necessary)	
	Lowest	Highest	Lowest	Highest	Lowest	Highest
Passing and Catching						
• Pass the ball towards targets	1	(2) 3 4	1	2 (3) 4	1	2 3 4
• Catch the ball firmly	1	(2) 3 4	1	(2) 3 4	1	2 3 4
• Shoot towards targets	1	(2) 3 4	1	(2) 3 4	1	2 3 4
• Pass the ball to a moving teammate	1	(2) 3 4	1	2 (3) 4	1	2 3 4
	Rarely	Frequent	Rarely	Frequent	Rarely	Frequent
Generic Skills/Values and Attitudes						
• Give signals to partner	1	2 (3) 4	1	2 3 (4)	1	2 3 4
• Actively retrieve the ball	1	2 (3) 4	1	2 (3) 4	1	2 3 4
• Encourage teammates	1	2 (3) 4	1	2 (3) 4	1	2 3 4
	Rarely	Frequent	Rarely	Frequent	Rarely	Frequent
Violation						
• Travelling	(Yes)	No	(Yes)	No	Yes	No
• Illegal dribble	Yes	(No)	(Yes)	No	Yes	No

*Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

Basketball Assessment

Assessment Form 3

Date: 1/4

Name: CHAN Tai Man (5)

Items	Scores			
	Lowest		Highest	
Skills				
Passing and Catching				
• Pass with appropriate power so that partner can easily catch it	1	2	3	4
• Dribble to an appropriate position before passing	1	2	3	4
• Switch quickly to the shooting position	1	2	3	4
Generic Skills/Values and Attitudes	No attempt		Frequent attempt	
• Identify the tactics of opponents	1	2	3	4
• Discuss with partners when deciding the strategy for the shooting game	1	2	3	4
• Work hard throughout the game	1	2	3	4
• Give feedback to each other for improvement	1	2	3	4
Violation				
• Travelling	Yes		No	
• Illegal dribble	Yes		No	

* Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

Worksheet for Basketball Lesson

(Please return to the PE teacher before the 4th lesson)

Name: CHAN Tai Man (5)

Class: 5A

1. Describe the strengths and weaknesses of partner and yourself, e.g. better at shooting, weaker in dribbling, etc.

I am better at shooting but not as good at catching the ball.

My partner does better at dribbling but not so well at shooting.

2. Discuss with partner the tactics for the next assessment, e.g. choose the high score area first and then the low score area.

Choose the high score area first, then the low score area, and then the high score area.

Knowledge

3. Name three types of passes.

Chest pass, bounce pass, shoulder pass.

4. Name one member of the Chinese National Team.

YAO Ming

Attitudes	Circle the appropriate answers	
1. Self-disciplined	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2. Whole-hearted and responsible	<input checked="" type="radio"/> Yes	<input type="radio"/> No
3. Never discouraged	<input checked="" type="radio"/> Yes	<input type="radio"/> No

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

Basketball Assessment

Assessment Form 4

Name of assessor: WONG Man Hong (30)

Date: 10/4 Class: 5A Name: CHAN Tai Man (5)

Items	Peer assessment		Self assessment		Teacher assessment (if necessary)			
	Lowest	Highest	Lowest	Highest	Lowest	Highest		
Passing and Catching								
• Pass the ball towards targets	1	2	3	4	1	2	3	4
• Catch the ball firmly	1	2	3	4	1	2	3	4
• Shoot towards target	1	2	3	4	1	2	3	4
• Pass the ball to a moving partner	1	2	3	4	1	2	3	4
Generic Skills/Values and Attitudes								
	Rarely	Frequently	Rarely	Frequently	Rarely	Frequently	Rarely	Frequently
• Execute the agreed tactics	1	2	3	4	1	2	3	4
• Encourage and support partner	1	2	3	4	1	2	3	4
Violation								
• Travelling	Yes	No	Yes	No	Yes	No	Yes	No
• Illegal dribble	Yes	No	Yes	No	Yes	No	Yes	No

*Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)