**Annex X**

**Primary School Information Technology**

**Requirements of Basic Academic Attainments**

## 1. Basic rationale

Apart from promoting cross-regional communications and emergence of the interdependent world, the rapid development and popularisation of information technology is also changing the patterns of human communication, learning and work. In the information-based society, nurturing students to correctly master, apply and manage information technology has become an essential knowledge and ability of modern education. Therefore, this curriculum aims to provide students with diverse learning opportunities to promote the development of their personality and potential, and pave the way for their lifelong learning. To this end, the requirements of basic academic attainments for primary school Information Technology shall comply with the following basic rationale:

(1) Cultivating students' ability to apply and fostering their attitude toward information technology

Facing the social life of information, the curriculum should strive to cultivate each and every student's ability to obtain, transmit, process and apply information; foster their correct attitude to and sense of responsibility for application of information technology; and divert students' attention to issues relating to the development of information technology, information ethics and security, etc.

(2) Guiding students to apply information technology and to enhance their learning effectiveness

In order to arouse students' enthusiasm and motivation for learning and strengthen their learning capacity, the curriculum should pay attention to the needs of students' learning life, as well as the needs for information technology of other subject, and guide students to apply information technology in learning. Through the application of multimedia, students' imagination and creativity are promoted to enhance the overall effectiveness of learning.

(3) Enabling students to make wise use of information technology in their daily life

As computers and internet spread rapidly, information technology has a major impact on social development. The curriculum should provide students with guidance to help them understand the application of information technology in life and their positive and negative effects, as well as the importance of information technology in daily life. Meanwhile, it should enable students to solve various problems encountered in their everyday life by correct application of information technology through practice.

## 2. Curriculum Goals

(1) Enable students to acquire basic knowledge and skills relating to information technology.

(2) Cultivate students' ability to effectively solve problems encountered in their daily life and learning by using information technology.

(3) Lead students to use information technology as a means of their learning, information sharing and communications, and improve their cooperative and communicative abilities.

(4) Inspire students' thinking, imagination and creativity.

(5) Foster students' initiative to learn through information technology.

(6) Nurture students' attitude and values on applying information technology correctly.

(7) Guide students to take note of the development of information technology as well as other major issues in the social life of human beings.

## 3. Requirements of Basic Academic Attainments in Various Domains

Explanation of coding:

The English capital letters refer to the domains for the requirements of basic academic attainments, e.g. A-Concept and Cognition, B- Application and Creation, C-Communication and Cooperation, D-Morality and Responsibility;

The first number after the English letter refers to the serial number of the learning stages, 1-Stage 1 (P1 to P3), 2-Stage 2 (P4 to P6);

(3) The second number after the English letter refers to the serial number for the requirements of basic academic attainments in that learning scope.

## Learning Scope A: Concept and Cognition

A-1-1  Be able to cite examples on the application of information technology in their daily life.

A-1-2  Know the proper posture for computer work.

A-1-3  Be able to identify the key hardware of computer.

A-1-4  Be able to identify the input and output devices of computers.

A-1-5  Recognise the operating system of computer.

A-1-6  Know the uses of internet.

A-1-7  Be able to tell the basic operation process of computer.

A-1-8  Know the basic equipment required for internet access.

A-1-9  Know the methods of using information technology for learning.

A-1-10  Understand the significance of setting user name and password.

A-1-11  Recognise the consequence of over or improper use of information technology.

A-2-1  Be able to select appropriate software in accordance with the need.

A-2-2  Be able to distinguish different file types.

A-2-3  Be able to identify the characteristics of different storage devices.

A-2-4  Be able to tell the characteristics of different input methods.

A-2-5  Understand the basic concepts and functions of computer networks.

A-2-6  Know the characteristics of computer viruses.

A-2-7  Understand the security protection of computer and network information.

A-2-8  Be able to cite, with examples, the impact of information technology on personal life, learning and communication.

A-2-9  Know the functions of key computer hardware.

A-2-10  Know the electronic file sharing methods.

A-2-11  Be able to know that there is both true and false information on the internet.

## Learning Scope B: Application and Creation

B-1-1  Be able to use the operating system of computers.

B-1-2  Be able to input English or Portuguese through the keyboard.

B-1-3  Be able to store, search and read computer files.

B-1-4  Know how to obtain information by using browsers.

B-1-5  Be able to create images by using drawing software.

B-1-6    Be able to use multimedia resources to learn.

B-1-7    Be able to take initiative to try various functions of computer software.

B-2-1    Be able to use different storage devices to store and retrieve data.

B-2-2    Students of schools with Chinese as the medium of instruction can input Chinese characters.

B-2-3    Know how to edit texts with software.

B-2-4    Be able to print with printers.

B-2-5    Be able to search information with browsers by using different browsing techniques.

B-2-6    Be able to skillfully input English or Portuguese through keyboards.

B-2-7    Be able to configure, manage and use internet communication tools.

B-2-8    Be able to use multimedia resources to design, create and display works.

B-2-9    Be able to use information technology to learn and explore.

B-2-10   Know how to use computer software to enhance their thinking and creation abilities.

B-2-11   Be able to search appropriate electronic resources actively in accordance with the need.


## Learning Scope C: Communication and Cooperation

C-1-1    Share information with others through computer.

C-1-2    Carry out cooperative learning with computers.

C-1-3    Be willing to discuss experience in using information technology with others.

C-2-1    Share information through computer networks.

C-2-2    Be able to use internet resources to learn cooperatively with others.

C-2-3    Express opinions through internet communication tools.


## Learning Scope D: Morality and Responsibility

D-1-1    Know the importance of personal data protection.

D-1-2    Be able to observe the rules for computer classrooms.

D-1-3    Know the importance of respecting intellectual property rights.

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| D-1-4 | Refuse to browse unhealthy information. |
| D-1-5 | Reasonably allocate time for computer and internet uses. |
| D-2-1 | Respect intellectual property rights. |
| D-2-2 | Protect personal data. |
| D-2-3 | Respect others' privacy. |
| D-2-4 | Be able to observe the principle of reasonable use of information technology. |
| D-2-5 | Understand that it is necessary to be responsible for their words and behaviour on the internet. |
| D-2-6 | Refuse to release unhealthy information. |
| D-2-7 | Attach importance to the impact of virtual information on the internet. |