



BOTSWANA  
EXAMINATIONS  
COUNCIL

BOTSWANA GENERAL CERTIFICATE  
OF SECONDARY EDUCATION

# ASSESSMENT SYLLABUS

PHYSICAL EDUCATION  
CODE 0616



Effective for examination from 2019

0616  
CODE

## **Changes to Syllabus effective from 2019**

### **Syllabus content**

The syllabus has been updated by numbering the objectives but there are **no** changes in the content of the syllabus.

### **Structure of assessment**

The assessment structure has **not** changed.

There is detailed information on the relationship between the assessment objectives and the components indicating the weight and/or marks for each assessment objective in each component.

### **Reporting**

The Grade descriptors have been revised to make them communicate better.

The grade descriptors for F have been replaced by grade descriptors for E.

There are new grade descriptors for G.

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## 1. INTRODUCTION

As part of the Botswana General Certificate of Secondary Education, this Physical Education Assessment Syllabus is designed to assess the outcome of instruction for candidates who have completed a two year course based on the Senior Secondary Physical Education Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to show what they know, understand and can do.

This syllabus will be used in conjunction with: (a) the Senior Secondary Physical Education Teaching Syllabus and (b) the specimen question papers and marking schemes.

The assessment consists of two components, details of which are given, in section 4 and 6.

Differentiation will be achieved by task and outcome, with both components based on common content.

Candidates will be graded on a scale of A\* - G. As a guide to what might be expected of a candidate's performance, grade descriptions are given in section 7.

### **Progression**

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

## 2. SCHEME OF ASSESSMENT

Candidates will be assessed on one written paper and coursework. Both papers are described below.

### The Components

<b>Paper</b>	<b>12 hours</b>
<b>Written</b>	<b>80 marks</b>
<b>Section A</b>	
This section will have compulsory short questions from units 1, 2, 5 and 7 and will be marked out of 20.	
<b>Section B</b>	
This section will have three compulsory structured questions on different modules in the syllabus. Question B1 will be set on areas of study in unit 2; question B2 will be set on areas of study in unit 7; B3 will be set on areas of study in unit 1 and unit 5. B1 will carry 25 marks; B2 20 marks and B3 15 marks.	
Differentiation will be achieved by the use of structured questions each of which incorporate an incline of difficulty. The questions will be designed to allow candidates to demonstrate what they know, understand and can do.	
This paper will test Assessment Objectives 1, 2 and 3.	
<b>Paper 2</b>	<b>5 Terms</b>
<b>Coursework</b>	<b>180 marks</b>
Candidates should be able to demonstrate physical performance and the ability to inter-relate planning, performing and evaluating whilst undertaking the activity in <b>three</b> activities in each of the following areas: Games, Track and Field, Dance, Gymnastics Swimming.	
Candidates will be required to submit a workbook relating to each selected activity. Each selected practical activity will each be marked out of 50, and the workbook for each activity will be marked out of 10. The criteria for assessing the workbook is outlined in each of the practical activity modules.	
This paper will test Assessment Objectives 2 and 3.	

### 3. SYLLABUS AIMS AND ASSESSMENT OBJECTIVES

#### 3.1 Aims

Candidates following this syllabus should acquire and develop

1. desirable attitudes and behavioural patterns in interacting with the environment for recreational purposes;
2. knowledge and confidence as well as ability to assess their personal strengths and weaknesses and be realistic in choosing appropriate career opportunities, further training and /or active pursuits;
3. pre-vocational knowledge and skills such as manipulative, locomotor, non-locomotor, stability, emotional, inquiry and problem solving , interpersonal and sport to enable them to be productive, adaptive and survive in a changing world;
4. developed personal interests, talents and skills pertaining to performance for voluntary participation, productivity and employment;
5. positive attitudes and values to allow for execution of human rights, roles and responsibilities as good citizens in keeping with the spirit of Botho;
6. knowledge that will encourage safe practices and minimise the effects of diseases such as HIV/AIDS in the context of physical activity;
7. an appreciation of the benefits of participating in physical education, health related activities, sports and recreation;
8. knowledge, skills and attitudes necessary to lead an active healthy life style;
9. developed co-operative and motor skills to create and evaluate physical activities;
10. developed ability to plan, perform, analyse and improve physical activities.

The aims will be reflected in the Assessment Objectives. However, some of them cannot be readily assessed.

## 3.2 Assessment Objectives

There are three main Assessment Objectives:

### AO1 Knowledge and Understanding

### AO2 Analysis and Problem Solving (Evaluation)

### AO3 Application (Planning and Performing)

A description of each assessment objective is as follows:

#### 1. Knowledge and Understanding

Candidates should be able to:

- 1.1 define, describe and explain physical education concepts;
- 1.2 identify and explain factors that affect performance in sports context;
- 1.3 identify reasons and opportunities for participating in physical activities;
- 1.4 identify and explain concepts of leisure and recreation;
- 1.5 examine the impact of participating in physical activities on other aspects of day to day life;
- 1.6 explain ways of improving individual performance in any physical activities.

Questions testing these objectives will often begin with words such as *define, state, describe outline, list, name, give etc.* (See appendix C, Glossary of Terms).

#### 2. Analysis and Problem Solving (Evaluation)

Candidates should be able to:

- 2.1 identify a range of skills, rules, techniques, styles in selected activities;
- 2.2 plan and evaluate personal and peer performance using selected criteria;
- 2.3 assess and evaluate personal and peer performance in any selected activity using selected criteria.

Questions assessing these objectives will often begin with one of the following words: *calculate, evaluate, measure, demonstrate, contrast, interpret, plan etc* (See appendix C, Glossary of Terms).

### 3. Application (Planning and performing)

Candidates should be able to:

- 3.1 plan and perform advanced movement skills in selected activities;
- 3.2 demonstrate ability to lead others through activities such as officiating, running, supervising training sessions;
- 3.3 initiate and participate actively in physical activities of their choice;
- 3.4 demonstrate an understanding of attitudes and values of participating in physical activities;
- 3.5 interpret information based on scenarios and situations in physical activities in the context of sport.

### 3.3 Relationship between Assessment Objectives and Components

The table shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

Assessment Objectives	Marks for Skills Areas and Weightings per paper		Syllabus Weighting of AO
	Paper 1	Paper 2	
AO1: Knowledge and Understanding	50 ± 2 (50%)		30%
AO2: Analysis and Problem Solving (Evaluation)	15 ± 2 (30%)	55 ± 2 (20%)	15%
AO3: Application (Planning and Performing)	15 ± 2 (20%)	125 ± 2 (80%)	55%
<b>Total Marks</b>	80	180	
<b>Weighting of paper in overall qualification</b>	40%	60%	100%



## 5. CONTENT

***The content is organised in eight modules:***

1. Introduction to Physical education
2. Health and Fitness
3. Ball Games
4. Track and Field
5. Adventure Education
6. Creative Dance
7. Sport and Society
8. Gymnastics

All the sub-sections for the modules are presented in four columns:

- Topics

These are the strands of the subject which candidates should have studied. These are shown in the first column.

- General Objectives

Each topic is defined in the second column in terms of the General Learning Objectives which specify the knowledge, understanding and skills on which candidates may be assessed.

- Specific Learning Objectives

The Specific Learning Objectives in the third column address the topic and the General Objectives. These objectives may be assessed practically or by means of a written examination.

- Amplification

The information in the amplification column sets out in more detail what may be examined in each module.

## UNIT 1

### INTRODUCTION TO PHYSICAL EDUCATION

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<i>Physical Education</i>	1.1 appreciate physical education as a discipline	1.1.1 discuss the history of physical education in Botswana;	1.1.1.1 discuss the history of physical education in Botswana;
		1.1.2 discuss benefits of studying physical education;	1.1.2.1 discuss benefits of studying physical education which include career opportunities, health and physical fitness, active participation
		1.1.3 discuss components of physical education	1.1.3.1 components of physical education which include games, health and fitness, gymnastics, dance, track and field, swimming, and adventure education
		1.1.4 explain how physical education can be used for combating HIV infections	1.1.4.1 explain how physical education can be used for combating HIV infections.
		1.1.5 explain different careers related to the study of physical education	1.1.5.1 explain different career opportunities related to the study of physical education which include sport medicine, sport nutrition, sports marketing, teaching and media

<p><i>Physical Education</i></p>	<p>1.1 appreciate physical education as a discipline</p>	<p>1.1.6 differentiate between physical education, sport, play, games, leisure and recreational activities;</p>	<p>1.1.6.1 differentiation between physical education, play, recreation, games, sports and leisure. physical education as a subject in the national curriculum . physical education preparing students for life physically, mentally and socially;</p> <p>1.1.6.2 play as a physical activity in which there are: no formal rule, no pressure, no winner, no loser, no set time, no defined playing area. Involvement in play is just for fun of it. play is just for fun of it. play is an enjoyable, spontaneous physical activity.</p> <p>1.1.6.3 recreation as an activity which is more planned than play but also has no winner or loser and is not highly organised. Examples of recreation activities are none competitive activities such as fishing, walking, surfing, skiing, <i>mmele</i>, <i>morabaraba</i>, and boating;</p> <p>1.1.6.4 games as activities which are more organised than recreation and play. They involve an agreed area of play and agreed time limit. Higher level of skill is needed than is need for play. It has rules that change. Games are a contest between two people or between two groups, where one person or group is the winner;</p> <p>1.1.6.5 sport as an activity which is more organised than play, recreation or games. Sports involve set rules, area and time; set position for team player and usually vigorous physical activity. It involves complex physical skills which are applied throughout the set time. There is an element of serious training and preparation. It is a competition between individuals or teams where winning is very important. Satisfaction for players comes not only from enjoyment of playing the sport but also from winning awards, prizes and even applause from supporters;</p> <p>1.1.6.6 leisure as the free time a person has when not working or sleeping. Factors which determine what people do during leisure time are their age, interest, social circumstances, facilities available and where people live.</p>
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<i>Physical Education</i>	1.1 appreciate physical education as a discipline	1.1.7 explain the value of physical education to an individual and to society;	1.1.7.1 the value of physical education to an individual include careers opportunities, health and physical fitness, active and increased participation in sporting activity. The values of physical education to society include healthy population, more productivity, less spending on health, generation of job opportunities in areas related to sport.
		1.1.8 discuss the role technology has in relationship between physical activities and overall well-being	1.1.8.1 discuss the role technology has in relationship between physical activities and overall well-being
		1.1.9 discuss the use of different ICT application in physical education	1.1.9.1 discuss the use of different ICT applications in physical education

**UNIT 2**  
**HEALTH AND FITNESS**

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<p><b>2.0 Cardio-vascular and skeletal-muscular systems</b></p>	<p>2.1 understand the functions of the cardiovascular and skeletal-muscular systems in relation to exercise.</p>	<p>2.1.1 discuss functions of the cardiovascular and skeletal-muscular systems;</p>	<p>2.1.1.1 <b>cardio-vascular system.</b> Discuss functions of parts that comprise the system which are: heart, blood and blood vessels.</p> <p>Functions of the cardiovascular system include transporting oxygenated blood, nutrients, water around the body. Transport waste products from the working tissues. The other functions of the system are to regulate body temperature during exercise and to wade off infections and to help fight diseases;</p> <p>2.1.1.2 <b>skeletal system.</b> All the bones of the body, joints and ligaments form the skeletal system. The functions of the skeletal system are to provide shape and/or a framework of the body, support, protection, manufactures blood cells, stores minerals especially calcium;</p> <p>2.1.1.3 <b>muscular system.</b> All the muscles in the body form the muscular system. The functions of the muscular system include movement, heat generation, support and posture.</p>

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<b>2.0 Cardio-vascular and skeletal-muscular systems</b>	2.1 understand the functions of the cardiovascular and skeletal-muscular systems in relation to exercise.	2.1.2 discuss types of muscles as smooth, skeletal and cardiac;	2.1.2.1 discuss types of muscles; smooth, skeletal and cardiac
		2.1.3 discuss types of muscle contraction; as isometric, isotonic and eccentric	2.1.3.1 discuss isometric, isotonic and eccentric contractions
		2.1.4 explain characteristics of a skeletal muscle that enables movement;	2.1.4.1 muscles attached to bones, cylindrical, and they are stripped across.
		2.1.5 explain properties of a skeletal muscles that enables movement;	2.1.5.1 extensibility, elasticity, contractility and excitability.
		2.1.6 discuss types muscle fibre as slow twitch and fast twitch	2.1.6.1 discuss basic characteristics of main fibre types; slow twitch and fast twitch. 2.1.6.2 discuss fast twitch subdivisions Type 2a (fast oxidative glycolytic fibres (F.O.G) and Type 2b (fast twitch glycolytic(F.T.G)
		2.1.7 describe the response of cardio-vascular system to an increased level of physical activity	2.1.7.1 improve endurance, stronger heart muscles, increased stroke volume and cardiac output, lower resting heart rate, oxygen debt tolerance
		2.1.8 describe the anatomy of synovial /freely movable joints;	2.1.8.1 has joint capsule, synovial membrane, synovial fluid, joint cavity, cartilage and ligaments.
		2.1.9 identify different types of joints;	2.1.9.1 types of joints to include fixed, slight and freely movable. Examples of freely movable joints include ball and socket, hinge, pivot, gliding, condyloid and saddle. Examples of fixed or fibrous joints include skull and the cranium. Slightly or cartilaginous joints include vertebrae and the pelvic joints.

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>2.0 Cardio-vascular and skeletal-muscular systems</b>	2.1 understand the functions of the Cardiovascular and skeletal-muscular systems in relation to exercise.	2.1.10 explain factors that can affect movement around a joint;	2.1.10.1 factors to include injury, age, structure of the joint, body type, etc.
		2.1.11 explain types of movements around a joint;	2.1.11.1 types of movement around a joint include extension, flexion, abduction, adduction, rotation and circumduction
		2.1.12 identify types of injuries to muscular–skeletal systems;	2.1.12.1 injuries to the skeletal system including fractures (simple/closed, open/compound and complicated);
			2.1.12.2 other types of injuries to the skeletal system including dislocations and sprains;
			2.1.12.3 injuries to the muscular system including strains and cuts;
			2.1.12.4 other injuries such as concussion, cramps, shock and skin infections (blisters and athlete's foot).
		2.1.13 explain how muscular-skeletal injuries can be minimised during participation in physical activities;	2.1.13.1 more serious injuries are less acceptable and may be avoided. Prevention of some injuries may be possible if the participants; warm up and cool down correctly, use the correct equipment, know the rules and regulations, check if the surface and facilities are safe to use, does not participate when tired and ensures that a teacher is always present.
2.1.14 explain primary treatment of muscular-skeletal system;	2.1.14.1 the standard treatments that can be applied to ligaments and muscles injuries (RICE; rest, ice, compression and elevation).		
2.1.15 discuss the concept of oxygen exchange	2.1.15.1 define excess post-exercise oxygen consumption (EPOC).		
	2.1.15.2 discuss the alactacid debt (fast replenishment) and the lactacid debt (slow replenishment), oxygen deficit.		
	2.1.15.3 draw a graph to express oxygen debt and deficit during low intensity and high intensity exercise		

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>2.0 Cardio-vascular and skeletal-muscular systems</b>	2.1 understand the functions of the Cardiovascular and skeletal-muscular systems in relation to exercise.	2.1.16 explain the process of gaseous debt	2.1.16.1 define gaseous exchange, external respiration, breathing mechanics. 2.1.16.2 discuss inspiration, expiration, pulmonary diffusion, partial pressure of gases, gaseous exchange, at the lungs and muscles.
		2.1.17 define aerobic and anaerobic energy systems	2.1.17.1 define the alactic or ATP- PC system, the lactic acid system and the aerobic system, energy continuum
		2.1.18 differentiate between aerobic and anaerobic energy systems;	2.1.18.1 aerobic energy system provides energy for prolonged activity. It uses oxygen brought to the working muscles from the cardiovascular-respiratory system; 2.1.18.2 anaerobic energy system; provides energy without the presence of oxygen in two ways, CP system and the breakdown of glycogen stored in the muscles. 2.1.18.3 define the alactic or ATP- PC system, the lactic acid system and the aerobic system. 2.1.18.4 explain fuels used for ATP resynthesis; carbohydrates, fats, and proteins. 2.1.18.5 describe food fuels supplied against time. 2.1.18.6 discuss the Krebs's cycle 2.1.18.7 presence/absence of oxygen in energy production 2.1.18.8 aerobic recovery slow intake exceeds rate of use removal of lactic acid exceeds rate of accumulation, sustain over long time; 2.1.18.9 anaerobic working without oxygen utilises energy stored in muscles sustained for only a few seconds.
		2.1.19 identify hypo-kinetic diseases	2.1.19.1 explanation of the term hypokinetic diseases and identify hypokinetic diseases such as hyper/ hypo tension, diabetes, stroke, cancer and chronic back pains



TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>3.0 Diet and Physical Activity</b>	3.1 understand the concepts of health, skill and fitness.	3.1.1 differentiate between health and fitness;	3.1.1.1 health as a complete state of physical, mental and social wellbeing; 3.1.1.2 fitness as the ability of an individual to cope with the demands of everyday life.
		3.1.2 describe components of health - related fitness;	3.1.2.1 muscular strength, cardiovascular endurance, muscular endurance, body composition, and flexibility.
		3.1.3 describe components of skill - related fitness	3.1.3.1 agility, speed, balance, reaction time, coordination and power.
		3.1.4 explain the importance of maintenance of good health;	3.1.4.1 the importance of maintaining a good health is that an individual who is healthy is less likely to be sick and is ensured to cope with the demands of everyday life
		3.1.5 describe conditions and diseases associated with poor nutrition, alcohol, drug abuse(substance abuse) and sedentary living.	3.1.5.1 to include obesity, malnutrition, high blood pressure, stroke, general weakness and brain damage.
	3.2 understand the contribution of lifestyle to health and fitness.	3.2.1 explain the effects of nutrition, alcohol, drugs(including tobacco) and the level of physical activity on long term good health;	3.2.1.1 good nutrition, less alcohol consumption, correct use of drugs and tobacco, and participation physical activities ensures long- term good health;
		3.2.2 discuss factors affecting fitness;	3.2.2.1 discuss factors affecting fitness such as age, health, environment, gender, diet, social and economic status, education.
		3.2.3 discuss the long term effects of a physically active lifestyle on the body systems and therefore on good general health;	3.2.3.1 discuss the long term effects effects of a physically active lifestyle on the body systems: reduces body weight; strengthens the bones; improves cardiovascular functions; tones up the body and muscles leading to improvement in posture; helps to prevent heart disease, high blood pressure, back pain and cancer.

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>3.0 Diet and Physical Activity</b>	3.2 understand the contribution of lifestyle to health and fitness.	3.2.4 define physical exercise.	3.2.4.1 structured and planned physical activity; healthy physical exertion; a single acute bout of bodily exertion; a muscular activity which requires an expenditure of energy above resting level and which generally results in voluntary movement.
	3.3 understand concepts related to improving levels of fitness through safe and effective training programmes.	3.3.1 discuss principles of training;	3.3.1.1 discuss principles of training such as overload, maintenance, progression, warm up/cool down, specificity, reversibility/ plateau/ retrogression, adaptation, and individualisation.
		3.3.2 demonstrate safety precautions in any physical activity;	3.3.2.1 demonstrate safety precautions in any physical activity;
		3.3.4 design a health related fitness programme;	3.3.4.1 design a health related fitness programme
	3.4 evaluate physical fitness for selected games, track and field events.	3.4.1 explain physical fitness components relevant to performance;	3.4.1.1 explain both health and skill related fitness components that influence performance such as speed, endurance, strength, agility, balance and flexibility.
			3.4.1.2 evaluate physical fitness levels using field tests, e.g. sit and reach test, step test, cooper's test, sergeant/vertical jump, multistage fitness test, sit-up test, grip strength, agility run, stork stand ruler-drop test, etc.
		3.4.2 describe components of training for specific games, track and field events;	3.4.2.1 describe components of training for specific games, track and field events;
3.4.3 plan programmes for fitness training in a specific sport or track and field event.	3.4.3.1 plan programmes for fitness training in a specific sport or track and field event.		

**UNIT 3**  
**BALL GAMES**

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>Types of games</b>	Perform skills and techniques in games.	<ul style="list-style-type: none"> <li>- categorise sport games;</li> <li>- participate in different sport games;</li> <li>- discuss sending and receiving skills for the selected game;</li> <li>- demonstrate sending and receiving skills;</li> <li>- recognise court dimensions and positions for the selected game.</li> </ul>	<ul style="list-style-type: none"> <li>- show essential skills in their chosen game in both individual and small group situations;</li> <li>- play a full recognised version of a competitive game;</li> <li>- implement rules and regulations of the game;</li> <li>- apply tactics and strategies in order to outwit opponent(s);</li> <li>- devise simple practices to improve performance;</li> <li>- teachers should refer to the detailed content in appendix A of this syllabus.</li> </ul>
	develop skills, techniques, strategies and tactics in games.	<ul style="list-style-type: none"> <li>- demonstrate skills, techniques, tactics and strategies for the selected game;</li> <li>- demonstrate strategic play in the selected game;</li> <li>- describe sending and receiving skills for the selected game;</li> <li>- apply skills, rules, tactics and scoring system for the selected games;</li> <li>- integrate skills and techniques in a game.</li> </ul>	<p>candidates must compile a workbook to show their ability to analyse and improve either their own performance or the performance of others. The workbook should be set out as follows:</p> <ul style="list-style-type: none"> <li>- choose a member of the school activity group;</li> <li>- identify the activity;</li> <li>- state their role/position in the activity;</li> <li>- identify the skills techniques for a participant in his/her position/role in detail;</li> <li>- identify the strengths and weaknesses</li> <li>- suggest ways in which any strengths or weaknesses might be improved or corrected;</li> <li>- suggest activities/practices to be used to improve weaknesses;</li> <li>- discuss with the player/competitor/participant your findings and record his/her views/reactions.</li> </ul>

	<p>plan, perform, analyse, improve and evaluate games.</p>	<ul style="list-style-type: none"> <li>- identify strategies/ formation /systems for the selected games;</li> <li>- play various positions for selected games;</li> <li>- evaluate individual and peer performance in selected activities;</li> <li>- plan for individual performance in closed skills for selected games;</li> <li>- officiate in selected activities.</li> </ul>	
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## UNIT 4

### ATHLETICS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>Track and Field</b>	participate in track and field events	<ul style="list-style-type: none"> <li>- categorise track and field activities;</li> <li>- participate in selected athletics activities to improve personal fitness;</li> <li>- perform track and field events;</li> <li>- demonstrate refined key phases for track and field events;</li> <li>- appraise personal strengths and limitations in track and field events;</li> <li>- explain similarities and differences in putting, throwing and slinging actions using a variety of implements</li> </ul>	<ul style="list-style-type: none"> <li>- candidates should demonstrate knowledge and understanding in order to:-</li> <li>- show the essential skills in their chosen area of track and field</li> <li>- being able to participate in track and field competitions apply tactics and strategies in order to outwit opponent(s)</li> <li>- devise simple practices to improve performance show increasingly advanced skills and techniques in their chosen events</li> </ul>

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should be able to:	Learners should be able to:	Learners should develop knowledge and understanding of:
<b>Track and Field (continued)</b>	participate in track and field events (continued)	<ul style="list-style-type: none"> <li>- apply appropriate principles, techniques, styles and rules to enhance performance.</li> </ul>	<ul style="list-style-type: none"> <li>- apply/implement rules and regulations of track and field events;</li> <li>- observe safety rules and practices in track and field events.</li> <li>- Teachers should refer to the detailed content in appendix A of the syllabus.</li> </ul>
	follow through at least three track and field events.	<ul style="list-style-type: none"> <li>- demonstrate progressive stages in any selected track and field events</li> <li>- develop rhythm and clear</li> </ul>	<ul style="list-style-type: none"> <li>- candidates must compile a work book to show:</li> <li>- their ability to analyse and improve either their own or others performance;</li> <li>- The workbook should be set out as follows;</li> </ul>

		<p>approach to a variety of track and field events</p> <ul style="list-style-type: none"> <li>- demonstrate preparatory and recovery measures for the selected activities</li> <li>- refine existing skills in field events and apply them to new situations.</li> </ul>	<ul style="list-style-type: none"> <li>- choose a member of the school activity group;</li> <li>- identify them by name;</li> <li>- Identify the activity;</li> <li>- state their role/position in the activity;</li> <li>- identify the important, skills, techniques needed for a participant in his/her events(s);</li> <li>- describe in detail strengths and weaknesses identified;</li> <li>- suggest ways in which any strength and weaknesses might be improved or corrected;</li> <li>- suggest activities/practices to be used to improve weaknesses;</li> <li>- discuss with the competitor/participant your findings and record his/her views/reactions.</li> </ul>
	<p>plan, perform and evaluate training and performance in selected track and field events.</p>	<ul style="list-style-type: none"> <li>- evaluate individual and peer performance in the selected track and field events;</li> <li>- apply skills, techniques and principles in the selected track and field events;</li> <li>- identify officials and their roles in selected activities;</li> <li>- officiate in selected track and field events.</li> </ul>	

## UNIT 5

### LIESURE AND RECREATION

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<b>5.0 Leisure and Recreation</b>	5.1 appreciate the value of leisure and recreational activities.	5.1.1 differentiate between leisure and recreation; 5.1.2 participate in leisure and recreational activities;  5.1.3 explain the benefits of positive use of leisure time; 5.1.4 analyse data relating to leisure and recreational activities in a given area;  5.1.5 share skills of leisure and recreational activities with others;	5.1.1.1 leisure time as the free time a person has when not working or sleeping; 5.1.1.2 recreation as any voluntary activity a person might do during leisure time;  5.1.3.1 improvements in health, people live longer, relief from stress, social benefits. 5.1.4.1 analyse data showing activities, and number/percentage of population utilises in a specific location/working hours a day/time and facilities; 5.1.4.2 explain information/data on use of facilities; 5.1.4.3 geographical location, distance, long working hours, lack of facilities and equipment etc.;
<b>Leisure and Recreation</b>	5.1 appreciate the value of leisure and recreational activities.	5.1.6 explain how individuals and communities utilise physical recreational facilities in a given environment;  5.1.7 discuss factors that exclude different groups of people from participating in physical recreational activities;  5.1.8 discuss ways of bringing the communities to leisure /recreational centres;	5.1.6.1 explain how recreational facilities such as parks, game reserves, community halls, stadiums, museums cinemas and play grounds are used in a particular/ given environment;  5.1.7.1 discuss factors that exclude different groups to take part in physical recreational activities such as religion, education, gender social and economic status, age, disability, skill and locality;  5.1.8.1 Giving information, advertise the programmes they have, promote competition;

		5.1.9 discuss ways of promoting physical recreation in a selected area.	5.1.9.1 Involve prominent sports personality, giving incentives. improving facilities, clubs, promoting formation of clubs.
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## UNIT 6

### CREATIVE DANCE

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<b><i>Dance and Choreography</i></b>	Use dance as a communication tool and appreciate a range of dance movements.	<ul style="list-style-type: none"> <li>- identify and explain different forms of dance;</li> <li>- apply refined movement skills for dance to new situations;</li> <li>- describe aspects of body movements;</li> <li>- explain and demonstrate elements of dance;</li> <li>- compose dances using related principles of: motif, aspects of body movements, genre, style, form, structure;</li> <li>- perform dances using narratives with variations in type, genre, style, form and expression with / without accompaniment;</li> <li>- reflect different social and cultural context in group dances;</li> <li>- identify weak areas in composition and find ways of improving them;</li> <li>- communicate the intent of the</li> </ul>	<ul style="list-style-type: none"> <li>- show the essential aspects of body movement and dance elements both in an individual situation and/or small group situation;</li> <li>- demonstrate a choreographed piece of dance showing both the aspects of body movement and dance elements;</li> <li>- perform any type of dance with a theme, rhythm and aesthetic form/quality;</li> <li>- candidates must compile a workbook to show their ability to analyse and improve either own or others performance;</li> <li>- the workbook should be set out as follows: <ul style="list-style-type: none"> <li>- choose a member of the school activity group;</li> <li>- identify the activity;</li> <li>- state their role/position in the activity;</li> </ul> </li> <li>- identify the important skill techniques needed for a participant in his/her position/role;</li> <li>- discuss in detail the strengths and weakness of the observed;</li> <li>- suggest ways in which any strength or weaknesses might be improved or corrected;</li> <li>- suggest activities/practices to be used to improve weaknesses;</li> <li>- discuss with the participant your findings and record his/her views/reactions.</li> </ul>



		dance; - evaluate personal and peer dances.	
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## UNIT 7

### SPORT AND SOCIETY

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<b>7.0 Sport Participation</b>	7.1 Understand organisational aspects related to sport and society.	7.1.1 define sport in the context of society;	7.1.1.1 define sport in the context of society;
		7.1.2 identify sporting activities in society;	7.1.2.1 identify sporting activities in society;
		7.1.3 describe organisational structure of sporting activities in society;	7.1.3.1 describe structures sporting bodies i.e. local ( sport club), national ( BNSC BISA,), and international (IOC, FIFA, CAF);
		7.1.4 recognise various levels of participation in sport;	7.1.4.1 school, club, district/regional, national and international;
		7.1.5 voluntarily organise and run sports activities at local level;	7.1.5.1 sport organising committee which deal with fixtures, finance, facility and equipment, publicity promotion, coordinate sport, advice government on sport matters, provide a channel for participation and at national and international levels;
		7.1.6 discuss the role of National Sports Organising bodies;	7.1.6.1 bring people together, provides opportunities for members to participate at high levels of competitions;
		7.1.7 discuss the functions of sports clubs;	7.1.7.1 membership is free and voluntary, clubs have to affiliate to sport associations, participate in different competitions, etc.;
		7.1.8 explain the role of the local authority in sport.	7.1.8.1 provides facilities and equipment for schools and communities for recreation
	7.2 Understand factors affecting participation in sport	7.2.1 explain factors which affect participation in sport such as motivation, level of skill, gender, age, physique, stress, facilities	<b>7.2.1.1 Motivation</b> <ul style="list-style-type: none"> <li>- the meaning of motivation, types of motivation;</li> <li>- intrinsic, extrinsic, rewards and incentives;</li> <li>- arousal and performance how one is affected by the other;</li> <li>- physiological responses of the body, arousal, production of</li> </ul>

			<p>adrenalin, increased heart rate, increased respiration , muscles tense in readiness for action causes of over arousal , can cause of decline in performance; need for relaxation and visualisation mental rehearsal.</p> <p><b>7.2.1.2 Media</b></p> <ul style="list-style-type: none"> <li>- type of media (television, radio, books, newspapers, magazines), positive influence of the media coverage, promotes sport, more people can see, hear, and read about sport, creates sports stars, which can have positive and negative effects on youngsters, can inform and entertain, if seen on television, sports can attract sponsorship, improving facilities, training and equipment;</li> <li>- drawbacks of media coverage: more pressure on managers and teams to do well, players adopt a win at all cost attitude rather than playing for enjoyment, some may resort to cheating or the use of drugs, sports stars have less privacy due to media attention, media may demand changes in the law/rules of some sports, media may become very critical of referees/officials' decisions;</li> <li>- impact of television on sport; sport occupies a large percentage of viewing time, television allows viewers to see the biggest competitions in the world;</li> <li>- event/match analysis allows the viewer to see the events in great detail e.g. slow motion replays;</li> <li>- television companies contribute to event prize money;</li> </ul>
	7.2 Understand factors affecting participation in sport	7.2.1 explain factors which affect participation in sport such as motivation, level of skill, gender, age, physique, stress, facilities;	<ul style="list-style-type: none"> <li>- colour TV allows some sports to be clearly seen which were not possible with black and white TV e.g. snooker, bowls;</li> <li>- television companies often decide, due to their financial support, which sports will be shown, minority sports; positive and negative effects;</li> </ul> <p><b>7.2.1.3 Gender</b></p> <ul style="list-style-type: none"> <li>- women encouraged to take part in sport. Funds for facilities available , growth in popularity of certain activities targeted at women, e.g. step aerobics, swing into shape, and emergence of role models;</li> </ul>

			<ul style="list-style-type: none"> <li>- recognition that women can compete in events which, in the past, were considered too strenuous for women e.g. marathon, triple jump, pole vault;</li> <li>- men and women competing on equal terms e.g. equestrian sport;</li> </ul> <p><b>7.2.1.4 Facilities</b></p> <ul style="list-style-type: none"> <li>- facilities for physical activities vary depending on where people live;</li> <li>- urban areas may have leisure centres, sports stadiums, and specialist sports clubs;</li> <li>- rural areas and remote areas are unlikely to have purpose built sports facilities but may have natural facilities for such activities as sailing, hill walking, rock climbing etc.;</li> <li>- sport and recreation facilities may be controlled and run by; local authorities, private companies, voluntary organisations;</li> <li>- local authority facilities normally own sports facilities but do not always run them;</li> <li>- Companies compete for chances to run the facilities;</li> <li>- Dual use facilities are often school sports facilities which are also used by the local community;</li> </ul> <p><b>7.2.1.5 Physique</b></p> <ul style="list-style-type: none"> <li>- understand the term physique;</li> <li>- describe the three extreme body types; endomorph, mesomorph, ectomorph. Examples of each type from different sports;</li> <li>- advantages of certain body types for certain sports e.g. gymnastics, high jump, weightlifting, etc.;</li> </ul> <p><b>7.2.1.6 Skill</b></p> <ul style="list-style-type: none"> <li>- define skill, types of skill, basic and complex, fine and gross motor skills open and closed, continuous;</li> <li>- discuss factors affective variations in skill level, age and maturity, motivation, anxiety, arousal conditions, facilities, environment, teaching/ coaching;</li> </ul>
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		<p>7.2.2 explain societal perceptions and attitudes towards participation in sport</p> <p>7.2.3 discuss the importance of sport and its place in society;</p> <p>7.2.4 explain the role of sport in society;</p>	<p>7.2.2.1 positive and negative attitudes on the bases of gender, religion, culture, and age.</p> <p>7.2.3.1 creation of jobs, recreation, fitness, cultural exchange , unity, economical boost, political boost, sponsorship, scholarship</p> <p>7.2.4.1 explain the role of sport in society;</p>
	7.3 Understand factors affecting participation in sport	<p>7.3.5 differentiate between positive and negative aspects of sport through issues such as:</p> <ul style="list-style-type: none"> <li>- doping</li> <li>- substance abuse</li> <li>- good/bad sportsmanship</li> <li>- tolerance</li> <li>- racism</li> <li>- gender</li> <li>- media influence</li> <li>- hooliganism</li> <li>- religion</li> </ul>	<p>7.3.5.1 <b>Doping/substance abuse</b></p> <ul style="list-style-type: none"> <li>- by definition drugs are any chemical introduced to the body which affects how the body works.</li> <li>- doping is the term used to improve performance by taking drugs;</li> <li>- reasons why sports persons take drugs;</li> <li>- types of drugs identified as performance enhancing and banned by the International Olympic Committee; stimulants, narcotic-analgesics, anabolic agents, diuretics, anxiety reducing drugs, peptide hormones analogues;</li> <li>- drugs subject to certain restrictions; alcohol, marijuana, beta blockers;</li> </ul> <p>7.3.5.2 <b>Good/bad sportsmanship</b></p> <ul style="list-style-type: none"> <li>- in sports there are many performers who are regarded as great sportspersons but not all of them show the necessary qualities or attitudes;</li> <li>- Examples of general good sporting attitudes including welcoming opponents, congratulating opponents on good play, shaking hands after a game, especially with officials and accepting the officials decisions without arguing;</li> </ul>

#### **7.3.5.3 Racism**

- racism is a set of beliefs or ideas based on the assumption that races have distinctive cultural and to some extent intellectual characteristics determined by hereditary factors, and that this endows some races with an intrinsic superiority. These ideas might lead to lack of equal opportunities in sport. Example in the former South Africa blacks were not allowed to take part in cricket and rugby the evidence of which are still visible;

#### **7.3.5.4 Hooliganism/ Spectator violence**

- sports hooliganism is a specific form of deviant behaviour. It is disorderly, destructive, violent behaviour displayed by spectators. Hooligans go to matches to engage in aggressive and violent behaviour before during or after game;

#### **7.3.5.5 Religion and sport**

- discuss certain restrictions that are perpetuated by one's religious beliefs. Certain religions do not allow females to take a leading role in sports and participation and do not allow them either to wear clothes that are user friendly. Certain groupings do not allow their members to take part in sporting activities in particular days;

## UNIT 8

### GYMNASTICS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<b>Gymnastic Movements</b>	Understand and appreciate gymnastic movements.	<ul style="list-style-type: none"> <li>- refine movement skills for gymnastics;</li> <li>- apply movement skills for gymnastics;</li> </ul>	<ul style="list-style-type: none"> <li>- show individual essential skill and safety in gymnastics;</li> <li>- plan a complex sequence of movements on balancing, travelling, landing and linking;</li> </ul>
	Understand and appreciate gymnastics movements;.(continued)	<ul style="list-style-type: none"> <li>- identify and explain the two main forms of gymnastics as rhythmic and artistic;</li> <li>- perform a variety of movements with accuracy and aesthetic form/quality;</li> <li>- apply safety principles in gymnastics;</li> <li>- demonstrate skills of balancing , travelling, landing ,linking landing and linking;</li> <li>- identify skills of balancing , travelling landing , linking, landing and linking in gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>- show individual essential skill and safety in gymnastics.</li> <li>- plan a complex sequence of movements on balancing, travelling, landing and linking</li> <li>- demonstrate a sequence of 6 to 8 floor movements</li> <li>- showing good body positions, control, flow, transfer of weight, balance and aesthetic value (beauty)</li> <li>- implement rules and regulation of gymnastics</li> <li>- Teachers should refer to the detailed content in appendix A of this syllabus.</li> </ul>
	perform and evaluate performance in gymnastics	<ul style="list-style-type: none"> <li>- evaluate performance through analysing, describing, observing and comparing;</li> <li>- analyse performance by observing and describing;</li> <li>- evaluate performance by comparing and describing.</li> </ul>	<ul style="list-style-type: none"> <li>- candidates must compile a work book to show:</li> <li>- their ability to analyse and improve either their own or others performance;</li> <li>- the work book should be set out as follows:</li> <li>- choose a member of the school activity group;</li> <li>- identify them by name;</li> <li>- identify the activity;</li> <li>- state their role/position in the activity;</li> <li>- identify the important skills, techniques needed for a participant in</li> </ul>

			<p>his/her position;</p> <ul style="list-style-type: none"> <li>- discuss in detail the strength and weakness identified;</li> <li>- suggest ways in which any strengths or weaknesses might be improved or corrected;</li> <li>- suggest activities/practises to be used to improve weaknesses;</li> <li>- discuss with the player/competition/participant the findings and record his/her views/reactions.</li> </ul>
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## UNIT 9

### WATER ENVIRONMENT AND HYGIENE

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	AMPLIFICATION
	Learners should being able to:	Learners should being able to:	Learners should develop knowledge and understanding of:
<b>Swimming</b>	Develop skills in swimming.	<ul style="list-style-type: none"> <li>- identify swimming strokes</li> <li>- define sculling, floating and treading in water</li> <li>- discuss buoyancy</li> <li>- demonstrate buoyancy in water</li> <li>- demonstrate how to rest, float, tread, scull, and adapt in water</li> <li>- perform a range of recognise swimming strokes such as the front crawl, breast and back stroke, and butterfly</li> <li>- swim at least 20m in a straight line unaided</li> <li>- analyse performance in swimming</li> <li>- tread water for at least 1 minute when out of depth</li> <li>- participate in a range of confidence building activities in water</li> </ul>	<ul style="list-style-type: none"> <li>- show individual essential skill and safety in swimming.</li> <li>- plan a complex sequence of movements on crawl, breast stroke, back stroke and butterfly</li> <li>- implement rules and regulation of swimming</li> </ul> <p><b>Teachers should refer to the detailed content in appendix A of this syllabus.</b></p>
	Develop proper hygiene and	- perform survival techniques such	- candidates must compile a work book to show:;

	<p>safety habits within water environment</p>	<p>as sculling, trading water and floating changing direction and surface diving</p> <ul style="list-style-type: none"> <li>- demonstrate safety and hygiene standards in and around water</li> <li>- discuss safety procedures in and around water</li> </ul>	<ul style="list-style-type: none"> <li>- their ability to analyse and improve either their own or others performance;</li> <li>- the work book should be set out as follows:</li> <li>- choose a member of the school activity group;</li> <li>- identify them by name;</li> <li>- identify the activity;</li> <li>- state their role/position in the activity;</li> <li>- identify the important skills, techniques needed for a participant in his/her position;</li> <li>- discuss in detail the strength and weakness identified;</li> <li>- suggest ways in which any strengths or weaknesses might be improved or corrected;</li> <li>- suggest activities/practises to be used to improve weaknesses;</li> <li>- discuss with the player/competition/participant the findings and record his/her views/reactions.</li> </ul>
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## 6. COURSEWORK

Candidates should be able to demonstrate physical performance including the ability to inter-relate planning, performing and evaluating whilst undertaking the activity and the ability to analyse and improve their own performance in **three** selected practical activities. Each selected practical activity plus its workbook will be worth **20%** of the syllabus total. This is expected to start by the second term of form four and be completed during the second term of form five.

Candidates are expected to demonstrate ability to plan, analyse and improve their or others performance in selected activities. This will take a form of workbook (see appendix B for more details). At all the levels, candidates should be encouraged to undertake what they have planned, performed and evaluated.

Athletics	Track and field
Games	Football, Badminton, Softball, Volleyball, Table- tennis, Netball and Basketball
Dance	Various styles
Gymnastics	Artistic Gymnastics (floor) and Rhythmic Gymnastics
Swimming	Swimming, Personal Survival, and Life Saving

The **two** of the **three** practical activities must be each chosen from games and athletics and the third activity from either dance, gymnastics or swimming.

### Weighting of Marks for the practical activities

Planning, Performing and Evaluating	50
Workbook	10

Candidates' work will be marked by the Centre and moderated by **BEC**

Module 5 (Adventure education) will not be assessed practically.

### MODERATION

All coursework is marked by the teacher and internally moderated by the centre. Coursework mark sheets, video recorded evidence of candidates' performance in practical activities and evidence of their analysing ability are then submitted to the BEC for moderation. The final date for submission of this evidence will normally be end of October in the year of the examination.

The purpose of moderation is to ensure that the standard for the award of marks in course work is the same for each Centre and that each teacher has applied the standard appropriately across the range of candidates within the centre.

Centres will be expected to provide recorded evidence of performance of a sample of six candidates from across the ability range in all the practical activities offered by the Centre. In addition, Centres must submit written evidence to show candidates' ability to analyse their or others performance and being able **to suggest ways in which the performance might be improved**. This evidence needs to be provided for a sample of six candidates from across the ability range across the activities.

## **MINIMUM COURSEWORK REQUIREMENTS**

If a candidate submits no work for the course work component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to the BEC. If a candidate does not complete any work at all for the course work component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero (0).

## **SPECIAL ARRANGEMENTS**

For candidates who are unable to complete the full assessment of course work or whose performance may be adversely affected through no fault of their own, schools should consult with BEC as early as possible so that special arrangements can be made.

## **CANDIDATES WITH DISABILITIES**

It is expected that no candidates will be prevented from participating in the practical activities on the grounds of disability. It is anticipated that within the range of practical activities offered, candidates with disabilities will be capable of achievement in the assessment objectives with or without adaptation in their chosen activities.

Where a candidate with a disability chooses an activity, which needs adaptation to meet their needs, steps must be taken to ensure that they are not penalised. In such instances, and before beginning to teach the course, Centres must inform BEC indicating the nature of the candidate's disability and suggesting ways in which the activity might be adapted. The matter will be then be considered by BEC and the Principal Moderator.

## **AUTHENTICATION**

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the candidate's own work.

## **DIFFERENTIATION**

Differentiation in coursework will be by outcome.

## 7. OTHER INFORMATION

### 7.1 GRADING AND REPORTING

Grade descriptions are provided to give indication of the standards of achievement expected of candidates for the award of particular grades. The grade awarded will depend on the extent to which the candidate has met the Assessment Objectives.

BGCSE results are reported on a scale of A\* – G, A\* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

### 7.2 GRADE DESCRIPTIONS

#### GRADE A

Candidates should be able to:

- ✓ Show knowledge and understanding of most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.
- ✓ Recognise scientific relationships and relate a range of scientific concepts to scientific principles and theories.
- ✓ Demonstrate effectively, through performance, the ability to interrelate planning, performing and evaluating whilst undertaking activity.
- ✓ Demonstrate a high level of competence in all their chosen physical activities.
- ✓ Analyse and improve others or their performance accurately

#### GRADE C

Candidates should be able to:

- ✓ Show knowledge and understanding of many of the factors affecting performance; many of the health and safety aspects of physical activity including several advantages and risks associated with a range of training strategies and techniques; many of the reasons for participating in physical activity.
- ✓ Demonstrate a sound ability to interrelate planning, performing and evaluating whilst undertaking activity.
- ✓ Demonstrate competence in their chosen physical activity.
- ✓ Analyse and improve their performance with some success and understanding.

## GRADE E

Candidates should be able to:

- ✓ Show knowledge and understanding of some of the factors affecting performance; some of the health and safety aspects of physical activity including few advantages and risks associated with a range of training strategies and techniques; some of the reasons for participating in physical activity.
- ✓ Demonstrate a limited ability to interrelate planning, performing and evaluating whilst undertaking activity.
- ✓ Demonstrate limited competence in their chosen physical activity.
- ✓ Analyse and improve their performance with minimal understanding.

## GRADE G

Candidates should be able to:

- ✓ Show knowledge and understanding of few factors affecting performance; **few** of the health and safety aspects of physical activity including **few** advantages and risks associated with a range of training strategies and techniques; **few** of the reasons for participating in physical activity
- ✓ Demonstrate a basic ability to interrelate planning, performing and evaluating whilst undertaking activity.
- ✓ Demonstrate basic competence in their chosen physical activity.
- ✓ Analyse and improve their performance with basic understanding.

## 8. APPENDICES

### APPENDIX A – ASSESSMENT OF PRACTICAL ACTIVITIES

Planning, performing and evaluating (50% of the total mark)

Planning, performing and evaluating should be seen as a continuous, interrelated process and should be assessed accordingly. Central to the teacher's assessment of a candidate's ability to plan, perform and evaluate must be performance level of the candidate. Therefore, the candidate must first of all meet the performance assessment descriptors at a particular level. The candidate's mark, within the range of marks for that level will be decided by his/her ability to meet the other assessment objectives at the level.

Other Considerations Concerning Assessment

All centres are required to provide video-recorded evidence of Planning, Performing and Evaluating for all the practical activities. Centres are reminded that if practical activities are taught on a modular basis over a two-year period, video evidence of candidate's ability may be recorded at the end of a module, and retained for moderation purposes.

The teachers must ensure that all work produced by candidates and records of assessment are retained and are available of inspection, if required, by the BEC.

Guidance on the requirements for video evidence of coursework

*All Centres are required to provide video-recorded evidence of their candidates' practical performance. The video-recorded evidence should be sent to BEC deadline October 30<sup>th</sup> of the examination year.*

*The following guidelines are offered to Centres to assist them in the production of the videotape.*

- ✓ *There should be no need to submit more than one 3 hour videotape.*
- ✓ The videotapes should ideally be on the VHS format.
- ✓ Each activity should be between 10 and 15 minutes duration.
- ✓ Up to 6 candidates should be identified by large numbers bibs or cards numbers pinned back and front. The candidates should be from across the ability range.
- ✓ Individual Marksheets and Summary Marksheets showing the candidates' marks in centre number order for activity should accompany the tape. Candidates shown on the tape (sampled) should be identified on the Individual Marksheets.
- ✓ In each activity different candidates should be seen demonstrating their ability to perform the essential skills in the activity. For example, in Soccer the ability to dribble, pass and receive the ball, and perform different methods of trapping or shooting in an unopposed situation should be shown. It may be possible to place the candidates in a small game or group situation where team skills, if applicable, can be demonstrated. Finally, in a game activity the candidates should be ideally in full game situation. This latter point may not always be possible. However, if this is possible within a game situation the identified candidates should be tracked by the camera.

- ✓ In activities that are objectively tested for example Track and Field video recorded evidence should be accompanied by all recorded times and distances in support of the mark awarded (**to be done after teachers have trained**).
- ✓ A running commentary, constantly identifying candidates in the activity is also very helpful to the Moderator. By commentating the teacher can identify candidates' strength and weakness.
- ✓ The video recorded evidence for indoor activities should be shot in good light.
- ✓ The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a television screen.
- ✓ Accompanying notes are useful. An accurate description of how well candidates are performing should be given because the marks of unseen candidates will be affected. If a candidate is off form the reasons should be stated.

### **Activities**

This section of the assessment syllabus contains five categories of activities covered at BGCSE as track and field, games, dance, gymnastics and swimming.

### **General Requirements**

Candidates following the BGCSE course should be continuously involved in the process of planning, performing and evaluating.

The following general requirements apply to the teaching of Physical Education at all levels.

1. To promote physical activity and healthy lifestyles, pupils should be taught:
  - ✓ to be physically active;
  - ✓ to adopt the best posture and the appropriate use of the body;
  - ✓ to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance;
  - ✓ the increasing need for personal hygiene in relation to vigorous physical activity.
  
2. To develop positive attitudes, learners should be taught:
  - ✓ to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.
  - ✓ how to cope with success and limitations in performance;
  - ✓ to try hard to consolidate their performance;
  - ✓ to be mindful of others and the environment.

3. To ensure safe practice, learners should be taught:

- ✓ to respond readily to instructions;
- ✓ to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions;
- ✓ about the safety risks of wearing inappropriate clothing and why particular clothing are worn for different activities;
- ✓ to warm up for and recover from exercise.

# CATEGORY 1

## GAMES

Candidates should demonstrate knowledge and understanding order to:

- ✓ play the full recognised version of a competitive game and to undertake a variety of roles, for example; performer, coach, official;
- ✓ use increasingly advanced strategies and tactics to the strengths and limitations of other players;
- ✓ perform increasingly advanced techniques in any game and know how to improve performance;
- ✓ cooperate with others in regular practices in order to refine their techniques;
- ✓ implement the rules of games including those governing specific competitions;
- ✓ plan, undertake and evaluate a safe health-promoting exercise programme.

## VOLLEYBALL

### Basic skills and techniques

**Volley:** Two handed pass played above the forehead. The most accurate way of passing. Player must be ready to move to the ball, anticipate flight of the ball, be balanced and facing the direction he/she wants to play the ball, have his/her body under the ball with knees bent and arms held relaxed and ready to receive the ball. e she should use 1-2 rhythm to play the ball, finishing by using whole body by extending knees, arms and hands. Practice volley to self, partner and through the angle.

**Forearm pass:** This is a general term used to describe several similar but slightly different techniques, namely: first pass, defensive dig, free ball pass. Player must watch the ball and anticipate where it is going, move quickly to interception point, ball well in front of body and between waist and knees. Feet should be slightly more than shoulder width apart, knees bent, arms extended in front of the body, hips back. The ball is played on the forearms.

The speed of the incoming ball will determine how it is to be played;

- if slow, player extends his/her knees and plays the ball with the whole body weight in the direction of the target;
- if medium paced, the player acts as a wall and allows the ball to bounce off the forearms;
- if very fast, the player absorbs some of the speed of the ball by moving the whole body backwards as the ball contacts the forearms.

**The serve:** Underarm, overarm float, overarm top spin, round house jump

In the early stages of learning the serve, player should aim for accuracy and consistency with the underarm serve, later developing the other, more difficult serves.



**The smash:** This is the principal attack shot and this should be incorporated into the sequence – pass, set, smash.

Players should learn to:

- Smash a high set cross court or down the line
- Smash a quick set
- hit a controlled off speed smash
- tip the ball just over the block.

**The block:** This is the first line of defence against the smash.

Player should:

stand half a metre from the net, feet apart, knees slightly bent with hands poised in front of shoulders; be balanced and ready to move to either side depending upon where the ball is set; watch the opposition develop their attack and be prepared to move to where the ball will cross the net; bend knees to ninety degrees and extend arms forcefully to assist jumping.

### **Tactics and team skills**

Points to include:

**Defence in volleyball:** Candidates must understand the basic positions in volley-ball when receiving service, how to control space, how to defend against a smash.

**Attack in volleyball:** Candidates should be aware that the most powerful attacks are made from above the height of the net and close to it. This position gives the attacker the greatest range of options. The ability of a setter to disguise the identity of the attacker to whom he/she will set the ball, set accurately and at different heights to the available attacker is important for success.

**Team work:** This is important both in defence and attack. It involves understanding who is responsible for particular areas of the court, the ability to perform a three touch rally and an understanding of rotation.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game** (to include rules / regulations)

## Volleyball Assessment

### Planning, performing and evaluating

Marks	Description
41- 50	<p>A candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a detailed understanding of the rules and regulations for highly successful team play;</li><li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game;</li><li>• the ability to select the best shot/pass to play in a game situation and produce very good attacking shots with control, consistency and accuracy. Amongst players of similar ability he/she would be able to perform a three-touch routine with comparative ease. He/she would also being able to control a served ball at a variety of speeds using appropriate methods, set and reverse set from 3, serve to a standard and block effectively;</li><li>• the ability to analyse techniques in the detail and made informed suggestions, based on sound knowledge of how performance may be improved;</li><li>• the ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li></ul>
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a good understanding of the rules and regulations for highly successful team play;</li><li>• a good understanding of positions, roles and conditions of play and the knowledge to use them in a game;</li><li>• the ability to select and use the correct strokes (dig, volley) effectively in a game situation and produce good attacking stokes. He/she is able to use more than one method of serving and amongst players of similar ability can set from 3 and use the three-tough (dig, set, smash) routine consistently and effectively. He/she will being able to show good control both in the dig and volley through the angle, can set the ball accurately and effectively defend by blocking;</li><li>• the ability to apply tactics successfully to overcome opponents' weaknesses;</li><li>• the ability to analyse in detail what he/she and others have done and make judgments on how improvements to performance can be made.</li><li>• the ability to plan, undertake and evaluate inconsiderable detail a safe health-promoting exercise programme.</li></ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a sound understanding of the rules and regulations for successful team play;</li><li>• a sound understanding and specific role awareness;</li><li>• the ability to make sensible choices when choosing the best shot and understand the principles of attacking space;</li><li>• the ability to perform the volley pass, dig and smash to a reasonable standard but not always accurately or consistently. Amongst players of similar ability he/she would being able to play a three touch routine, understand the principles of blocking with moderate success. He/she is likely to being able to serve underarm consistently well although dealing with angled or fast serves frequently causes problems;</li><li>• the ability to apply simple tactics with a measure of success in a game;</li><li>• the ability to analyse what he/she and others have done and make suggestions to improve performance;</li><li>• the ability to plan, undertake and evaluate basic terms a safe health-promoting exercise programme.</li></ul>

11 - 20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a a recognised version of the game;</li> <li>• the ability to organize him/herself and other well for a practice game and understand the principle of rotation;</li> <li>• the ability to make appropriate simple choices in an attempt to outwit opponents;</li> <li>• the ability to execute the volley and dig but more in a practice session than a game. He/she will being able to serve underarm and make a small contribution to team play but is unlikely to being able to smash, preferring to volley and dig instead. Amongst players of similar ability he/she would find it difficult to establish a three touch rally sequence;</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level;</li> <li>• the ability to appreciate what he she and others have done and made some simple observations;</li> <li>• the ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions;</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game;</li> <li>• a limited ability to organise him/herself and others in order to improve simple techniques in practice;</li> <li>• a limited ability to select the appropriate shots in order to return the ball and/or maintain the rally sequence of passes;</li> <li>• a limited ability to execute the volley and dig in a passive situation as distinct from a game situation;</li> <li>• the ability to appreciate what he/she and others have done;</li> <li>• the ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

## BADMINTON

### Basic skills and techniques

**Strokes / shots:** Forehand or backhand as appropriate, correct grips, forehand, backhand, tapping grip.

Forehand and backhand high and low clear, forehand smash, forehand drop shot, forehand and backhand drives, net play, return upshots and low/high/flick serves.

**Technical Points:** Grip, preparation of the shot (body position), execution of the shot, to include footwork and arm action as well as general body position, follow through, recovery from the shot, flight and direction of the shot, selection of the shot.

### Tactics and team skills

**Singles:** Basic positioning, movement around the court, tactics during rallies, shot selection, variety in play and shots, attacking space.

**Doubles:** Basic positioning for men's and women's doubles, and mixed doubles, tactics adopted during rallies to gain the attack, variety of shots, variety in play.

**Serving:** Serving strategy (low/high), receiving and returning service, varying the service.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game** (to include rules / regulations)

## Badminton Assessment

### Planning, performing and evaluating

Marks	Description
41 - 50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games;</li><li>• a very good understanding of tactics with the ability plan strategies appropriate to all phases of the game;</li><li>• the ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy;</li><li>• the ability to analyse techniques in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved;</li><li>• the ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li></ul>
31 - 40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a good understanding of the rules and regulations for successful play in both single and doubles games;</li><li>• a good understanding positions, roles and conditions of play and the knowledge to use them to advantage in a game;</li><li>• the ability to select and use the correct strokes effectively in both practice and game situations, in single and doubles, and produce good attacking strokes;</li><li>• the ability to apply tactics successfully to overcome opponents' weaknesses;</li><li>• the ability to analyse in detail what he/she and others have done and make judgements on how improvements to performance can be made;</li><li>• the ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li></ul>
21 - 30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a sound understanding of the rules and regulations for successful play in both singles and doubles games;</li><li>• a sound understanding of positioning and specific role awareness;</li><li>• the ability to make sensible choices when choosing the best shot and understand the principle of attacking space;<ul style="list-style-type: none"><li>• the ability to execute a variety of shots in a game situation;</li><li>• the ability to apply simple tactics with a measure of success in a game situation.</li></ul></li><li>• the ability to analyse in detail what he/she and others have done and make suggestions to improve performance;</li><li>• the ability to plan, undertake and evaluate</li></ul>

11 - 20	<p>A candidate should demonstrate under applied conditions;</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules/regulations in order to play a recognized version of the game;</li> <li>• the ability to organize him/herself and others well for a practice game;</li> <li>• the ability to make appropriate simple choices in an attempt to outwit opponents;</li> <li>• the ability to execute basic shots with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes;</li> <li>• an awareness of simple tactics to overcome opponents' weakness at a basic level;</li> <li>• the ability to appreciate what he/she and others have done and make some simple observations;</li> <li>• the ability to plan; undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0 - 10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of the game;</li> <li>• a limited ability to organize him/herself and others in order to improve simple techniques in practice;</li> <li>• a limited ability to select the appropriate shots in order to return the shuttlecock;</li> <li>• a limited ability execute the basic shots in a passive situation;</li> <li>• the ability to appreciate what he/she and others have done;</li> <li>• the ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

## TABLE TENNIS

### Basic skills and techniques

Points to include:

The bat grip, the shakehands grip, the penhold grip

The stance and footwork - feet shoulder width apart, knees slightly bent, crouch forward, and square onto the table.

The basic strokes

**The backhand push Bat** in the open angle, facing the direction of the push, feet shoulder width apart, avoid using wrist in early stages, move bat forward on a downward trajectory and stroke the back of the ball at the peak of the bounce.

**The forehand drive:** Move to side-square position, left leg forward if right handed player. Bat is held in the slightly closed position, elbow at about 90°, move bat forwards and upwards using shoulders, hitting through the back of the ball at the peak of the bounce. The bat should finish its follow through roughly in line with player's nose. Upper body should rotate slightly from side to square position to finish the stroke.

**Backhand drive:** Stance-square and facing the area of the table in which you wish the ball to land. Shot is played over the ball with a slightly closed bat angle.

**Forward push:** Stance as for forehand drive, open bat, make contact with the ball at the peak of the bounce and follow through.

**The service:** The two bounce serve - basic serve where the aim is to bounce the ball on opponent's side of the table midway between the net and the base line.

- High toss serve - used to use the accelerating, descending ball and convert its speed into spin. Also used as a distracting psychologically threatening techniques and to conceal the contact point.
- Forehand spin - brushing the side of the ball to impart spin, causing the ball to curve in the air.
- Backhand side spin - used as a variation to confuse opponent.
- Long serve - Ball struck just above the table height, bounce needs to be nearer to baseline, causes the ball to bounce deep in opponent's half of the table. It needs to be performed fast. Receiving service Watch the bat not the ball. Aim should be to cancel out any advantage server might have. Balanced stance, on toes, positioned so that you can cover 2/3 of the table with forehand and the rest with the backhand

**Producing spin:** Produced by brushing the bat along the ball. Top spin causes the ball to dip, forces opponent to produce strokes which either miss the table, are high or which can be killed.

Forehand topspin - source of power is the legs, rotating the waist, use of shoulders and closing of the extended angle at the elbow. Can be slow or fast.

Backhand topspin - bring bat upward from knee.

Chopping and backspin - Bat is brushed down the back of the ball, just after peak of the bounce and at about table height. Stance should be square to the line of play.

Blocking       forehand and backhand.

Lobbing        Aim to play ball high with lots of top spin to land on opponent's base line.

### **Tactics and strategies**

Points to include    attacking the cross - the player is trying to produce a weak shot from opponent by cross over point forcing him to try to play a shot from the hip. (The cross over point is the area of indecision between choice of backhand and forehand).

                          third ball attack - method used to try to win the point as quickly as possible without playing rash strokes.

                          Singles and doubles

                          Games

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game** (to include rules/regulations)

# Table Tennis Assessment

## Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play;</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game;</li> <li>• the ability to produce all the strokes with consistency in a match situation. He/she can display topspin and backspin and can play all strokes at random with a variety of services. A feature of his/her play is the ability to move quickly into position in order to enable him/her to maximise his/her effectiveness and also to show a good element of disguise in the serve;</li> <li>• the ability to analyse techniques in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved;</li> <li>• the ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play;</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game;</li> <li>• the ability to combine the basic strokes in a singles practice drill. He/she can use spin effectively in most strokes and the serve. He/she effective footwork in both practice and match situations and can use it to good effect in attacking shots;</li> <li>• the ability to apply tactics successfully to overcome opponents' weaknesses;</li> <li>• the ability to analyse in detail what he/she and others have done and make judgements on how improvements to performance can be made;</li> <li>• the ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play;</li> <li>• a sound understanding of positioning and specific role awareness;</li> <li>• the ability to combine the three basic strokes in practice but not necessarily alternating from one stroke to another in the same practice drill. He/she is able to apply top spin on the some footwork technique and can use it in practice situations but has difficulties in a match situation. He/she can perform the short and long serve with restricted us of spin;</li> <li>• the ability to apply simple tactics with a measure success in a game situation;</li> <li>• the ability to analyse what he/she and others have done and make suggestions to improve performance;</li> <li>• the ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>



11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game;</li> <li>• the ability to organise him/herself and others well for a practice game; the ability to perform three basic strokes, namely the backhand push, forehand drive in a simple rally. He/she can adopt the basic stance but his/her inability to 'read' the game and his/her lack of footwork result in frequent ineffective returns. He/she is limited to the basic serve where he/she concentrates on variations in speed of serve rather than spin;</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level;</li> <li>• the ability to appreciate what he/she and others have done and make some simple observations;</li> <li>• the ability to plan, undertake and evaluate in considerable in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• limited understanding of the rules and regulations of the game;</li> <li>• limited ability to organise him/herself and others in order to improve simple techniques in practice;</li> <li>• the ability to perform a backhand push shot with a measure of consistency but inability to maintain a basic rally in practice. He/she is able to produce a simple serve</li> <li>• the ability to appreciate what he/she and others have done;</li> <li>• the ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

# SOFTBALL

## Basic skills and techniques

Points to include:

- Batting** Demonstration of the two handed grip;  
Use of the correct stance in the batter's box to effect a smooth strike of the ball;  
Ability to direct the ball in the strike in different directions in fair territory.
- Running** Being able to follow the correct course round the bases; being able to call instructions to team mates when running between bases.
- Pitching** Being able to take a measured approach to pitch the ball underarm to the strike zone (The strike zone is an imaginary zone the width of the home plate, directly above it and between the knees and shoulder of the batter);  
Being able to pitch the ball at the correct speed and height to the strike zone.
- Fielding** Being able to catch the ball in the glove, and field on the ground;  
Being able to throw the ball over arm and underarm with accuracy and consistency;  
Being able to chase, pick up and field on the ground;  
Being able to tag the base and a player running between bases;  
Being able to adopt the correct stance/position when receiving a ball if fielding at a base.

## Tactics and team skills

Being able to set a field placing for a right handed and left handed batsman or a particular batting strength.

Being able to analyse opponents' weaknesses with batsman or pitcher and being able to exploit them.

## Minimum dimensions of the Softball pitch for assessment purposes.

	Bases Apart	Pitching Distance	Boundary Fences Minimum Distances
Boys and Girls	19.81m	14.02m	83.82m

Candidates should be taught to evaluate and improve their performance

**Basic laws of the game** (including rules and regulations)

## Softball Assessment

### Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play;</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game;</li> <li>• the ability to perform the following skills in a competitive game: hit the ball accurately and consistently into the outfield (if necessary) and exploit opponents' fielding weaknesses, catch and throw very accurately and with speed and power over different distances, pitch the ball accurately and to a particular field placing;</li> <li>• the ability to analyse techniques in detail and make informed suggestions, based on sound judgement of how performance may be improved;</li> <li>• the ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play;</li> <li>• a detailed understanding of positioning, specific role awareness and field placing;</li> <li>• the ability to perform many of the following skills with accuracy and consistency: hit the ball into the outfield, catch balls hit or thrown at different speeds and heights, throw the ball to bases from the outfield to cut off opponents, pitch the ball well;</li> <li>• the ability to use tactics and strategies to good effect in batting, bowling and fielding situations;</li> <li>• the ability to analyse in detail what he/she has done and make judgements on how improvements to performance can be made;</li> <li>• the ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play;</li> <li>• a sound understanding of positioning, specific role awareness and field placing;</li> <li>• the ability to perform many of the following with a fair measure of consistency: strike the ball well, occasionally hitting it out of the infield, catch the ball easily in the glove when thrown strongly over a short distance, show the proper technique when fielding a ground ball, throw to bases within the infield with accuracy, use the correct pitching technique;</li> <li>• the ability to apply simple tactics with a measure of success;</li> <li>• the ability to analyse in detail what he/she and others have done and make suggestions in order to improve;</li> <li>• the ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>

11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game;</li> <li>• the ability to organise him/herself quite well for a practice game;</li> <li>• the ability to execute the basic skills in the game: striking about half of the balls bowled, catching in the glove about 70% of the balls thrown, fielding ground balls and throwing accurately but only over short distances;</li> <li>• the ability to make simple tactical decisions and apply them to outwit opponents;</li> <li>• the ability to appreciate what he/she and others have done and make simple observations;</li> <li>• the ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of the game;</li> <li>• a limited ability to organise him/herself and others in order to improve simple techniques in practice;</li> <li>• the ability to adopt the correct batting stance but difficulty in striking a bowled ball consistently;</li> <li>• the ability to catch a ball in the glove when thrown gently and ability to throw overarm over a short distance but not necessarily accurately;</li> <li>• the ability to plan and execute very simple tactics to outwit opponents;</li> <li>• the ability to appreciate what he/she and others have done;</li> <li>• the ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

# NETBALL

## Basic skills and techniques

Points to include:

Ball Familiarisation	Ball high in the air; Ball at medium level; Ball in contact with ground; Ball at floor level.
Foot Awareness	Setting the body in motion; Stopping; Pivoting; Running footwork.
Ball Handling	
Receiving – Catching	Eye on the ball; Where to receive.
Distribution – Passing	The preparation, point of release, flight, path of the ball, result Analyse throwing action: use of chest, overhead, bounce, one handed shoulder pass; Taking the ball on the run.
Basic shooting	Base – support – focus – preparation – release – result; Shooting on the run; Step-up penalties; Tactics – division; Circle – shooting; Strengths and weaknesses.
Defending skills	Footwork – body position – concentration; Marking a moving player; Marking a static player; Blocking; Defending the pass; Defending the shot.
Attacking Skills	Assessing opponent; Self assessment; Timing the move; Moving off the ball; Footwork and speed of reaction; Getting free - change of speed, - change of direction.

## **Tactics and team skills**

Points to include

Building a game	Grid system 2 v 2, 3 v 3, 5 v 5, 7 v 7.
Attack	Continuity, Surprise; Anticipation, breadth; Timing, flexibility.
Defence	One to one; Zone – half court and full court.
Full court Play	Horizontal banding – each player responsible for the passage of the ball through his/her band; Vertical banding – aids spacing, emphasise width of attack.
Set Plays	Centre pass; Throw up; Penalty pass or shot; Side and goal line throw in.

Candidates should be taught to evaluate and improve their performance.

## Basic laws of the game (include rules/regulations)

### Netball Assessment

#### Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a detailed understanding of the rules and regulations for highly successful play;</li><li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game;</li><li>• the ability to dominate an opponent whilst playing a competitive game at a high level relative to his/her age group;</li><li>• very good ball handling skills, a full range of throwing/passing skills and very good movement about court. He/she also shows very good reactions, change of direction, change of speed and can fulfil positional requirements with flexibility;</li><li>• the ability to fulfil three stages of marking; the player, the ball and the space;</li><li>• the ability to analyse techniques in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved;</li><li>• the ability to plan, undertake and evaluate a safe health-promoting exercise programme.</li></ul>
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a good understanding of the rules and regulations for successful play;</li><li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game;</li><li>• the ability to play strongly in an individual position. He/she shows consistently accurate and varied passes and equally good catching skills. He/she shows good dodging ability and consistent footwork;</li><li>• the ability to mark players and the ball and to play an effective role in a game relative to his/her age group;</li><li>• the ability to apply tactics successfully to overcome opponents' weaknesses;</li><li>• the ability to analyse in detail what he/she and others have done and make judgements on how improvements to performance can be made;</li><li>• the ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li></ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a sound understanding of the rules and regulations for successful play;</li><li>• a sound understanding of positioning and specific role awareness;</li><li>• the ability to show a variety of passes but not always accurately and appropriately. He/she has the ability and time to free him/herself from an opponent and to find space. In a defensive role he/she can mark a player consistently but finds it difficult to mark the ball and space. He/she is alert to interception and moves quickly in response to his/her team gaining possession of the ball;</li><li>• the ability to apply simple tactics with a measure of success in a game situation;</li><li>• the ability to analyse what he/she and others have done and make suggestions to improve performance;</li></ul>

	<ul style="list-style-type: none"> <li>the ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>a basic understanding of the rules and regulations in order to play a recognised version of the game;</li> <li>the ability to organise him/herself and others well for a practice game;</li> <li>the ability to pass the ball into space ahead of a colleague and to apply the footwork rule with a reasonable degree of success;</li> <li>the ability to mark players, but not consistently;</li> <li>an awareness of simple tactics to overcome opponents' weaknesses at a basic level;</li> <li>the ability to appreciate what he/she and others have done and make some simple observations;</li> <li>the ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>a limited understanding of the rules and regulations of the game;</li> <li>a limited ability to organise him/herself and others in order to improve simple techniques in practice.</li> <li>the ability to throw and catch but not necessarily accurately, particularly when moving;</li> <li>a limited appreciation of positioning and the appreciation of the obstruction rule;</li> <li>the ability to appreciate what he/she and others have done;</li> <li>the ability to plan, undertake and evaluate in a very simple terms a safe health-promoting exercise programme</li> </ul>



# FOOTBALL

## Basic skills and techniques

Passing: Types of pass, ground, lofted chip, volley, position at each pass, and uses of the passes in the game, use of either foot, inside or outside;

Accuracy and weight of the pass;

Angles of the pass, ability of get free for a pass, selection of the appropriate pass, communication between players.

Control: Use of various surfaces, (head, chest, foot, thigh), relax and retract the surface used;

Control away from a defender or towards a team-mate, control under pressure; get into line with the ball, eyes on the ball throughout.

Dribbling: Running with the ball, with and without pressure, changing rhythm and pace, direction, using different parts of the foot, use of feints, body swerves. Beating an opponent, in particular positions (wing) and shooting.

Screening to gain time for a pass.

Heading: Attacking – head down and to wrong-foot goalkeepers;

Defending – head high, wide and for distance contact with the ball in attack or defence;

Jumping to head the ball, heading as a pass, heading while being marked.

Shooting: With either foot, inside or outside, short and long-range shots, swerving shots, volleys, side-on or facing the goal, penalty kicks;

Position to shoot after control, the accuracy of the first touch;

Power versus accuracy;

General technique, head down, good contact, follow through.

Tackling: Interception before tackle, jockeying for position, front tackle, side tackle, slide tackle, recovery after the tackle, transfer of weight during the tackle.

Goalkeeping: Collecting the ball at various heights, body position, shot stopping, dealing with crosses, narrowing of angle, punch or catch, body behind the ball throughout. Throwing, place kicking, kicking from the hands, punching (two hands if possible), diving at players' feet, anticipation, distribution.

Communication with other players

Positioning at various set pieces.

## **Tactics and team skills**

To include individual positions, roles of the players

Principles of play: Attack, depth and width, penetration (route one), mobility of all players but particularly attackers, improvisation;

Defence, depth in defence, concentration, delay to allow defender to recover, balance both in position and individual team players;

Defence – control and restraint.

Systems of play: 4-4-2, 4-3-3, 4-2-4, sweeper systems, one to one and zonal marking, advantages / disadvantages of the systems used in particular situations, systems reflecting conditions of play.

Set play: Positions for attack and defence at dead ball situations, e.g. kick-offs, corners, throw-ins, goal kicks, free kicks (direct or indirect). Positions, as they vary in different parts of the field.

Other aspects: Overlapping play, diagonal running, cross-over plays, tactical use of offside, blind side running.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game** ( to include rules / regulations)

# Football Assessment

## Planning performance and evaluation

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play;</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game;</li> <li>• an ability to show to a high standard a full range of skills, understanding and, 'vision, in respect of an individual position. Also, as a result of his/her 'reading' of the game and good position sense he/she is able to perform the skills, if required, at varying speed with consistency, accuracy and with total control;</li> <li>• an ability to analyse techniques in fine detail and made informed suggestions, based on sound knowledge of how performance may be improved;</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
31-40	<p>A candidate should demonstrate under applied conditions;</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations of successful tem play;</li> <li>• a good understanding of positioning and specific role awareness;</li> <li>• an ability to show the full range of skills in relation to an individual position but not always relating these to the 'reading' of the game. He/she would display many of the following good balance in running, dribbling and distribution skills; ability to turn sharply, show good speed off the mark; ability to dummy an opponent; show good timing in kicking, heading and tackling and instinctively passing and moving to support play. In the case of a goalkeeper he/she would display good catching, kicking and throwing skills;</li> <li>• an ability to apply tactics to overcome opponents' weaknesses;</li> <li>• an ability to analyse in detail what he/she and others have done and make judgements on how improvements to performance can be made;</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme..</li> </ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play;</li> <li>• a sound understanding positioning and specific role awareness;</li> <li>• an ability to make sensible choices but not always having the time to execute the required skill well;</li> <li>• an ability to execute a variety of individual skills relative to an individual position but possible inconsistency in technique execution particularly when under pressure;</li> <li>• an ability to analyse in detail what he/she and others have done and make suggestions to improve performance;</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>

11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognized version of the game;</li> <li>• an ability to organize him/herself and others well for a practice game;</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents;</li> <li>• an ability to execute some skills relative to an individual position, but not always having the control to make a positive contribution to team play;</li> <li>• an awareness of simple tactics to overcome opponents' weakness at a basic level;</li> <li>• an ability to appreciate what he/she and others have done and make some simple observations;</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game;</li> <li>• a limited ability to organize him/herself and others in order to improve simple techniques in practice;</li> <li>• a limited ability to select the appropriate basic skills in order to contribute to the game;</li> <li>• a limited ability to execute the basic skills in a practice and game situation;</li> <li>• an ability to appreciate what he/she and others have done.</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

# **BASKETBALL**

## **Basic skills and techniques**

Basic Stance Triple thread position for passing, dribble or shoot, feet shoulder width apart, knees slightly bent.

Shooting Set shot, 90 shoulder, elbow, wrist, fingers spread out underneath ball, position of ball, basic stance, extension of joints, wrist height of shot;

Jump shot – above plus jump;

Lay up – footwork, high release, drills;

Hook shot – bowling action, high release, footwork.

Passing Chest pass, bounce pass, overhead pass, javelin pass;

Use of pass, signalling, receiving (moving, footwork, feinting);

Dribbling/footwork;

Both hands, hand position, head up, body between opponent and ball, waist height.

Footwork Pivoting, 1 count stop, 2 count stop.

## **Tactics and team skills**

Points to include

Offence 1 x 1 - moves, fake and drive, cross-over step;

2 v 2 – above plus pass and cut, backdoor move;

3 v 3 – above plus pick and roll, on the ball, off the ball.

Defence 1 v 1 – basic stance, step and slide, reverse pivot, between ball and basket, arm's length away and a bit, force opponent onto weak hand;

2 v 2 – above plus, denying pass, land in passing lane, position on court, help defence;

Full Court – denying the pass;

Zone Defence – types of zone defence (positions, positional responsibilities, reasons why it is used). Fast Break – methods (use of fast break methods).

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game** (to include rules/regulations)

# Basketball Assessment

## Planning, performing evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play;</li> <li>• a full range of skills in a competitive game relative to his/her age group, showing good reactions and an element of disguise in play; skills to include left and right handed lay-up shots.</li> <li>• The ability to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation;</li> <li>• An awareness of tactics and strategies necessary for successful team play including the ability to set a pick (screen) and roll situation;</li> <li>• The ability to analyse techniques in detail and make informed suggestions, based on sound knowledge of how performance may be improved;</li> <li>• The ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
31-40	<p>A candidate should demonstrate under applied conditions</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play;</li> <li>• the ability to play strongly in an individual position and make a good contribution in a game relative to his/her age group;</li> <li>• the ability to display good ball handling, retention and distribution skills with some minor faults;</li> <li>• the ability to shoot consistently well from a distance and mark the basket using a variety of techniques and rebound effectively.</li> <li>• the ability to show good balance and determination in different forms of defensive play;</li> <li>• an ability to analyse in detail what he/she has done and make judgements on how improvements to performance can be made;</li> <li>• the ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
21-30	<p>A candidate should demonstrate under applied conditions</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules/regulations for successful play;</li> <li>• a sound understanding of positioning and specific role awareness; court circulation is noticeable and he/she moves to support colleagues in offensive play;</li> <li>• the ability to dribble the ball with either hand and choose the most appropriate pass effectively;</li> <li>• the ability to shoot quite well, feint and drive to a lay-up shot in practice but less consistently well in a game situation;</li> <li>• the ability to apply tactics with a measure of success;</li> <li>• an ability to analyse in detail what he/she and others have done and make suggestions in order to improve;</li> <li>• the ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>

11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules/regulations in order to play a recognised version of the game;</li> <li>• the ability to organise him/her quite well for a practice game but difficulty in integrating some of the skills into the game and occasionally infringing double dribble and travelling rules;</li> <li>• the ability to pass the ball into a space ahead of colleagues but not always able to support the receiver in offensive play;</li> <li>• the ability to shoot, dribble and pass with partial success, but limited by his/her technique.</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at the basic level;</li> <li>• the ability to appreciate what he/she and others have done and make some simple observations;</li> <li>• the ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions;</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of the game;</li> <li>• a limited ability to organise him/herself and others in order to improve simple techniques in practice;</li> <li>• the ability to throw, catch and shoot, more frequently from a static position, though not accurately;</li> <li>• a ability to dribble the ball whilst stationary but showing poor application of the footwork rule, leading to consistent violation;</li> <li>• a limited ability to use space and showing little awareness of others on court;</li> <li>• the ability to appreciate what he/she and others have done;</li> <li>• the ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

## **CATEGORY 2: TRACK AND FIELD**

### **Track and Field Events:**

Candidates should perform in three different events and show an understanding of:

- how to prepare thoroughly, both mentally and physically, before each of the events of the events and work at an optimal level;
- how to employ any tactics (if appropriate) during the events. Tactics might include those used in a middle distance race or opting to enter a competition at a particular height (high jump);
- the correct technique throughout each of the events. Times, distances and heights will show a high level of performance;
- how to evaluate the quality of their own and others' performance and priorities action which leads to improvement.

### **Track and Field Athletics**

Candidates must attempt three different events, no more than two should be from the same group.

#### **Basic skills and techniques**

Points to include:

#### **Running Events**

Sprints: 100 metres, 200 metres, 300 metres (girls), 400 metres:

start, length and cadence of stride, pacing, running from the front, racing tactics, and finish;

Distance: 800 metres, 1 500 metres, 3 000 metres:

start, length and cadence of stride, pacing, running from the front, racing tactics, maintaining form and finish;

Relays: Start, methods of changing baton (upsweep/downsweep), the changeover box, acceleration zone, signals/check points, running order, non-visual (100m) versus visual (400m) change, position and stand in the lane.

#### **Jumping Events**

Long Jump: Approach run (accurate marking), speed onto the board, reach and drive off take-off foot, lift of free leg, flight (hang, hitch kick, stride), landing, use of the arms throughout

Triple Jump: Approach run (accurate marking) speed onto the board, hop, thing parallel to the ground, ration of the hop to other phases, active free leg, truck upright throughout landing;

High Jump: Style: Fosbury or straddle: approach, take-off position, vertical lift, form in the air, landing.

#### **Throwing Events**

Shot **Put**: Grip, stance, movement across the circle, execution of the put, hip thrust, release, reverse, details regarding correct weights;

Discus: Grip, stance, preliminary swings, the 'run' across the circle, balance at the centre, active right hip (for right-hand throwers) release and recovery, details regarding correct weights.



Javelin: Grip, carry, run-up and withdrawal, position at release including wide stance and hip thrust, javelin alignment throughout the angle of release, flight and recovery, details regarding correct weights.

## Rules for each event

### Track and Field Athletics Assessment

#### Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions;</p> <ul style="list-style-type: none"> <li>• the ability to distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality;</li> <li>• the ability to perform in three events in athletics (no more one any group) showing very good technique and consistently high standards of control and fluency, and where appropriate power, speed and stamina. (for boys, 220 points, for girls, 180 points);</li> <li>• the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team;</li> <li>• the ability to evaluate their own work and independently make adjustment to technique in response to changing circumstances, show sound leadership skills;</li> <li>• a thorough understanding of the role of rules and conventions of the activity.</li> </ul>
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to select and combine advanced techniques, adapt these to the demands of the athletic activity and modify their technique in the light of changing circumstances, and where appropriate showing speed, power and stamina. (For boys, 180 points, for girls, 145 points)</li> <li>• the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance;</li> <li>• the ability to plan the ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance and health outcomes;</li> <li>• the ability to show good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly;</li> <li>• a detailed understanding of the role of rules and conventions of the activity.</li> </ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform fluently and with confidence in at least three events in athletic showing the relationship between fitness, technique and strategy. (for boys, 140 points, for girls, 90 points);</li> <li>• the ability to adapt and modify their technique as a result of analysis of both their own and others' performance, and use tactics effectively;</li> <li>• the ability work independently on their training programme and monitor improvements in performance;</li> <li>• the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas;</li> <li>• a sound understanding of the role of rules and conventions of the activity.</li> </ul>

11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform with good sound technique in a limited number of athletics events. (For boys, 85 points, for girls, 55 points);</li> <li>• the ability appreciate the different fitness demands in a variety of events/exercises and use basic tactics;</li> <li>• the ability to design and implement a basic training programme for their chosen events/activities and work with others in supporting them in organizing small competitions/events;</li> <li>• the ability to draw on ideas given to them in order to warm up and cool down safely;</li> <li>• a basic understanding of the role of rules and conventions of the activity.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform the basic requirements of various events. (For boys, 65 points, for girls, 40 points);</li> <li>• the ability to attempt to master technical aspects of events;</li> <li>• the ability to carry out practices and ideas given to them by others and use simple tactics in order to help to improve their performance;</li> <li>• the ability to plan a training programme with assistance and understand the benefits of effective warm up and cool down and attempt to improve their ability by observing and copying other pupils' performance;</li> <li>• some understanding of the role of rules and conventions of the activity.</li> </ul>

## ALLOCATION OF POINTS

The following table should be used to calculate the points total for each candidate.

points	sprints			distance			jumps			throws		
	100m	200m	400m	800m	1500m	3000m	high jump	long jump	triple jump	shot	discus	javelin
100	11.3	23.0	52.0	2.00	4.03	8.50	1.88	6.50	13.45	13.80	44.00	52.00
99	11.4	23.2	52.4	2.02	4.06	9.00	1.86	6.40	13.30	13.60	43.00	51.00
98	11.5	23.4	52.7	2.04	4.09	9.10	1.84	6.30	13.15	13.40	42.00	50.00
97	11.6	23.6	53.0	2.06	4.12	9.20	1.82	6.20	13.00	13.20	41.00	49.00
96	11.7	23.8	53.4	2.08	4.15	9.30	1.80	6.10	12.85	13.00	40.00	52.00
95	11.8	24.0	53.7	2.10	4.18	9.35	1.78	6.00	12.70	12.80	39.00	47.00
94	11.9	24.2	54.0	2.11	4.21	9.40	1.76	5.90	12.55	12.60	38.00	46.00
93	12.0	24.4	54.4	2.12	4.24	9.45	1.74	5.80	12.40	12.40	37.00	45.00
92	12.1	24.6	54.7	2.13	4.27	9.50	1.72	5.70	12.25	12.20	36.00	44.00
91	12.2	24.8	55.0	2.14	4.30	9.55	1.70	5.60	12.10	12.00	35.00	43.00
90	12.3	25.0	55.5	2.15	4.33	10.00	1.68	5.50	11.95	11.80	34.00	42.00
89	12.4	25.2	56.0	2.16	4.30	10.05	1.66	5.40	11.80	11.60	33.00	41.00
88	12.5	25.4	56.5	2.17	4.27	10.10	1.64	5.35	11.65	11.40	32.00	40.00
87	12.6	25.6	57.0	2.18	4.24	10.15	1.62	5.30	11.50	11.20	31.00	39.00
86	12.7	25.8	57.5	2.19	4.21	10.20	1.60	5.25	11.35	11.00	30.00	38.00
85	12.8	26.0	58.0	2.20	4.48	10.25	1.58	5.20	11.20	10.80	29.00	37.00
84	12.9	26.2	58.5	2.21	4.51	10.30	1.56	5.15	11.05	10.60	28.00	36.00
83	13.0	26.4	59.0	2.22	4.54	10.35	1.54	5.10	10.90	10.40	27.00	35.00
82	13.1	26.6	59.5	2.23	4.57	10.40	1.52	5.05	10.75	10.20	26.50	34.00
81	13.2	26.8	1.00.0	2.24	5.00	10.45	1.50	5.00	10.60	10.00	26.00	33.00
80	13.3	27.0	1.00.5	2.25	5.03	10.50	1.48	4.90	10.45	9.80	25.50	32.00
79	13.4	27.2	1.01.0	2.26	5.06	10.55	1.46	4.80	10.30	9.60	25.00	31.00
78	13.5	27.4	1.01.5	2.27	5.09	11.00	1.44	4.70	10.15	9.40	24.50	30.00
77	13.6	27.6	1.02.0	2.28	5.12	11.05	1.42	4.60	10.00	9.20	24.00	29.00
76	13.7	27.8	1.02.5	2.29	5.15	11.10	1.40	4.50	9.90	9.00	23.50	28.00
75	13.8	28.0	1.03.0	2.30	5.18	11.15	1.39	4.40	9.80	8.80	23.00	27.00
74	13.9	28.2	1.03.5	2.32	5.21	11.20	1.38	4.30	9.70	8.60	22.50	26.00
73	14.0	28.4	1.04.0	2.34	5.24	11.25	1.37	4.20	9.60	8.40	22.00	25.00
72		28.6	1.04.5	2.36	5.27	11.30	1.36	4.10	9.50	8.20	21.75	24.00
71	14.1	28.8	1.05.0	2.38	5.30	11.35	1.35	4.00	9.40	8.00	21.50	23.00

points	sprints			distance			jumps			throws		
	100m	200m	400m	800m	1500m	3000m	high jump	long jump	triple jump	shot	discus	javelin
70		29.0	1.05.5	2.40	5.33	11.40	1.34	3.97	9.30	7.90	21.25	22.00
69	14.2	29.2	1.06.0	2.42	5.36	11.45	1.33	3.93	9.20	7.80	21.00	21.00
68		29.4	1.06.5	2.44	5.39	11.50	1.32	3.90	9.10	7.70	20.75	20.75
67	14.3	29.6	1.07.0	2.46	5.42	11.55	1.31	3.87	9.00	7.60	20.50	20.50
66		29.8	1.07.5	2.48	5.45	12.00	1.30	3.84	8.90	7.50	20.25	20.25
65	14.4	30.0	1.08.0	2.50	5.48	12.05	1.29	3.81	8.80	7.40	20.00	20.00
64		30.2	1.08.5	2.52	5.51	12.10	1.28	3.78	8.70	7.30	19.75	19.75
63	14.5	30.4	1.09.0	2.54	5.54	12.15	1.27	3.75	8.60	7.20	19.50	19.50
62		30.6	1.09.5	2.56	5.57	12.20	1.26	3.72	8.50	7.10	19.25	19.25
61	14.6.	30.8	1.10.0	2.58	6.00	12.25	1.25	3.69	8.40	7.00	19.00	19.00
60		31.0	1.11	3.00	6.03	12.30	1.24	3.66	8.30	6.90	18.75	18.75
59	14.7	31.2	1.12	3.02	6.06	12.35	1.23	3.63	8.20	6.80	18.50	18.50
58		31.4	1.13	3.04	6.09	12.40	1.22	3.60	8.10	6.70	18.25	18.25
57	14.8	31.6	1.14	3.06	6.12	12.45	1.21	3.57	8.00	6.60	18.00	18.00
56		31.8	1.15	3.08	6.15	12.50	1.20	3.54	7.90	6.50	17.75	17.75
55	14.9	32.0	1.16	3.10	6.18	12.55	1.19	3.51	7.80	6.40	17.50	17.50
54		32.2	1.75	3.12	6.21	13.00	1.18	3.48	7.70	6.30	17.25	17.25
53	15.0	32.4	1.18	3.14	6.24	13.10	1.17	3.45	7.60	6.20	17.00	17.00
52		32.6	1.19	3.16	6.27	13.20	1.16	3.42	7.50	6.10	16.75	16.75
51	15.1	32.8	1.20	3.18	6.30	13.30	1.15	3.39	7.40	6.00	16.50	16.50
50		33.0	1.21	3.20	6.33	13.40	1.14	3.36	7.30	5.90	16.25	16.25
49	15.2	33.2	1.22	3.22	6.36	13.50	1.13	3.33	7.20	5.80	16.00	16.00
48	15.3	33.4	1.23	3.24	6.39	14.00	1.12	3.30	7.10	5.70	15.75	15.75
47	15.4	33.6	1.24	3.26	6.42	14.10	1.11	3.27	7.00	5.60	15.50	15.50
46	15.5	33.8	1.25	3.28	6.45	14.20	1.10	3.24	6.90	5.50	15.25	15.50
45	15.6	34.0	1.26	3.30	6.48	14.30	1.09	3.21	6.80	5.40	15.00	15.00
44	15.7	34.2	1.27	3.32	6.51	14.40	1.08	3.18	6.70	5.30	14.75	14.75
43	15.8	34.4	1.28	3.34	6.54	14.50	1.07	3.15	6.60	5.20	14.50	14.50
42	15.9	34.6	1.29	3.36	6.57	15.00	1.06	3.12	6.50	5.10	14.25	14.25
41	16.0	34.8	1.30	3.38	7.00	15.10	1.05	3.09	6.40	5.00	14.00	14.00

points	sprints			distance			jumps			throws		
	100m	200m	400m	800m	1500m	3000m	high jump	long jump	triple jump	shot	discus	javelin
40	16.1	35.0	1.31	3.40	7.03	15.20	1.04	3.06	6.30	4.90	13.75	13.75
39	16.2	35.2	1.32	3.42	7.06	15.30	1.03	3.03	6.20	4.80	13.50	13.50
38	16.3	35.4	1.33	3.44	7.09	15.40	1.02	3.00	6.10	4.70	13.25	13.25
37	16.4	35.6	1.34	3.46	7.12	15.50	1.01	2.97	6.00	4.60	13.00	13.00
36	16.5	35.8	1.35	3.48	7.15	16.00	1.00	2.97	5.95	4.50	12.75	12.75
35	16.6	36.0	1.36	3.50	7.18	16.10	0.99	2.91	5.90	4.40	12.50	12.50
34	16.7	36.2	1.37	3.52	7.21	16.20	0.98	2.88	5.85	4.30	12.25	12.25
33	16.8	36.4	1.38	3.54	7.24	16.30	0.97	2.85	5.80	4.20	12.00	12.00
32	16.9	36.6	1.39	3.56	7.27	16.40	0.96	2.82	5.75	4.10	11.75	11.75
31	17.0	36.8	1.40	3.58	7.30	16.50	0.95	2.79	5.70	4.00	11.50	11.50
30	17.1	37.0	1.41	4.00	7.35	17.00	0.94	2.76	5.65	3.90	11.25	11.25
29	17.2	37.2	1.42	4.02	7.40	17.10	0.93	2.73	5.60	3.80	11.00	11.00
28	17.3	37.4	1.43	4.04	7.45	17.20	0.92	2.70	5.55	3.70	10.75	10.75
27	17.4	37.6	1.44	4.06	7.50	17.30	0.91	2.67	5.50	3.60	10.50	10.50
26	17.5	37.8	1.45	4.08	7.55	17.40	0.90	2.64	5.45	3.50	10.25	10.25
25	17.6	38.0	1.46	4.10	8.00	17.50	0.89	2.61	5.40	3.40	10.00	10.00
24	17.7	38.5	1.47	4.12	8.05	18.00	0.88	2.58	5.35	3.30	9.75	9.75
23	17.8	39.0	1.48	4.14	8.10	18.10	0.87	2.55	5.30	3.20	9.50	9.50
22	17.9	39.5	1.49	4.16	8.15	18.20	0.86	2.52	5.25	3.10	9.25	9.25
21	18.0	40.0	1.50	4.18	8.20	18.30	0.85	2.49	5.20	3.00	9.00	9.00
20	18.1	40.5	1.51	4.20	8.25	18.40	0.84	2.46	5.15	2.90	8.50	8.50
19	18.2	41.0	1.52	4.22	8.30	18.50	0.83	2.43	5.10	2.80	8.00	8.00
18	18.3	41.5	1.53	4.24	8.35	19.00	0.82	2.40	5.05	2.70	7.50	7.50
17	18.4	42.0	1.54	4.26	8.40	19.10	0.81	2.37	5.00	2.60	7.00	7.00
16	18.5	42.5	1.55	4.28	8.45	19.20	0.80	2.34	4.95	2.50	6.50	6.50
15	18.6	43.0	1.56	4.30	8.50	19.30	0.79	2.31	4.90	2.40	6.00	6.00
14	18.7	43.5	1.57	4.32	8.55	19.40	0.78	2.28	4.85	2.30	5.50	5.50
13	18.8	44.0	1.58	4.34	9.00	19.50	0.77	2.25	4.80	2.20	5.00	5.00
12	18.9	44.5	1.59	4.36	9.05	20.00	0.76	2.22	4.75	2.10	4.50	4.50
11	19.0	45.0	2.00	4.38	9.10		0.75	2.19	4.70	2.00	4.00	4.00

points	sprints			distance			jumps			throws		
	100m	200m	400m	800m	1500m	3000m	high jump	long jump	triple jump	shot	discus	javelin
10	19.2	45.5	2.01	4.40	9.15		0.74	2.16	4.65			
9	19.4	46.0	2.02	4.42	9.20		0.73	2.13	4.60			
8	19.6	46.5	2.03	4.44	9.25		0.72	2.10	4.55			
7	19.8	47.0	2.05	4.46	9.30		0.71	2.07	4.50			
6	20.0	47.5	2.06	4.48	9.35		0.70	2.05	4.45			
5	20.2	48.0	2.06	4.50	9.40		0.69	2.03	4.40			
4	20.4	48.5	2.07	4.52	9.45		0.68	2.00	4.35			
3	20.6	49.0	2.08	4.54	9.50		0.67	1.97	4.30			
2	20.8	49.5	2.09	4.56	9.55		0.66	1.93	4.25			
1	21.0	50.0	2.10	4.56	10.00		0.65	1.90	4.20			

## **CATEGORY 3: DANCE**

### **DANCE**

Candidates should demonstrate knowledge and understanding in order to:

- ✓ Compose and perform accurately and expressively increasingly complex and technically demanding dances that successfully communicate the artistic intention;
- ✓ Perform and create dances in a range of styles, showing understanding of form and content;
- ✓ Design and evaluate aspects of production for their own composition;
- ✓ Evaluate aspects of dance, including choreography, performance, cultural and historical contexts and productions;
- ✓ Plan, undertake and evaluate a safe, health-promoting exercise programme.

#### **Types of dance**

Traditional dances, including borankana setapa, phatisi, woso, kapi and other traditional dances. These dances may be performed individually or as a member of a group.

Types of social dances, including sequence dancing and other dances used on the stage. These might be performed individually or as a member of a group.

The types of music to which a candidate is dancing should be appropriate to the type of dance. This might be of any type, such as kwaito, kwasa-kwasa, jazz or jive, disco popular type or traditional type music.

#### **Pointes to look for in assessment**

##### **Performance**

The technical and expressive nature of dance skills through the performance of short and complete dances. The dances should last between two minutes 30 seconds and three minutes, but may be determined by the length of the music.

Principles	posture /placement, alignment, co-ordination, balance, control and mobility;
The body	the use of different parts of the body in isolation and combination;
Dynamics	speed, energy, continuity, rhythm;
Spatial	shaping and projecting the body.
Dance combination	exploring a range of dance ideas, styles and accompaniments;
Dance appreciation	appreciating the meaning and significance of different types of dance.

##### **Composition**

- ✓ A study and appreciation of dances through participating in and composing solo, duo and group dances;
- ✓ Exploration of a range of dance ideas, styles and accompaniments; development of appropriate actions, spatial and dynamic content; choreographic devices as appropriate to dance style; expression and communication;
- ✓ Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequences);

- ✓ A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), idea based (stories, poetry).

### **Appreciation**

- ✓ Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers;
- ✓ Features of movement, style (lyrical, abstract, dramatic), subject, dynamic, spatial and action content, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills);
- ✓ Interpretation of choreographer's intention; meaning of parts or all of the dance;
- ✓ How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Rules of the activity and safety regulations



# Dance Assessment

## Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing highly standards of precision, control, fluency and originality;</li> <li>• the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form;</li> <li>• the ability to develop and refine more advanced abilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of advanced skills, selecting from them well to suit the needs of the event and the audience. Performances will have a high level of control and flair;</li> <li>• the ability to take a number of roles in a group and show some planning and leadership skills;</li> <li>• a detailed understanding of the role of rules and conventions of dance.</li> </ul>
31-40	<p>A candidate should demonstrate under applied conditions.</p> <ul style="list-style-type: none"> <li>• the ability to compose and perform a wide range of technical and expressive skills separately and in combination;</li> <li>• the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas;</li> <li>• the ability to work effectively with others in adapting ideas and actions to incorporate the level of skill that others have and make clear, accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, define and improve it;</li> <li>• the ability plan and implement warming up and cooling down exercises that effectively take in the needs of conditioning;</li> <li>• a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention;</li> <li>• the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques;</li> <li>• the ability to analyse critically performance, choreography and aspects of production with some knowledge of social, historical and cultural contexts;</li> <li>• the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes;</li> <li>• a sound understanding of the role of rules and conventions of the dance.</li> </ul>
11-20	<p>A candidate should demonstrate under applies conditions:</p> <ul style="list-style-type: none"> <li>• sound performance skills in a range of styles;</li> <li>• the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances;</li> <li>• the ability to describe, analyse, interpret and evaluate dances demonstrating an understanding style, context and artistic intention and reflect upon their own work and that of their peers to improve the quality of performance and compositions;</li> <li>• the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely;</li> <li>• a basic understanding of the role of rules and conventions of the dance.</li> </ul>

0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• the ability to use simple compositional principles with help; they may also need support in devising and presenting dances. They find dance styles challenging to perform;</li><li>• the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views;</li><li>• the ability to identify some strengths and weaknesses in their own compositions and performances, needing support when researching community dance opportunities;</li><li>• the ability to have some sense of what they need to do to warm up and cool down;</li><li>• some understanding of the role of rules and conventions of the dance.</li></ul>
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## CATEGORY 4: ARTISTIC GYMNASTICS

### Gymnastics

Candidates should demonstrate knowledge and understanding in order to:

- plan and implement a training schedule relevant to the gymnastic activity undertaken;
- perform increasingly advanced techniques and know how to improve performances;
- apply the principles, rules and criteria for evaluating performances;
- extend their gymnastic ability;
- plan, undertake and evaluate safe health-promoting exercise program.

### Artistic Gymnastics (floor)

#### Floor sequence

Basic Skills		Advanced Skills	
	kick up to handstand		flic flac
	forward roll tucked		back somersault
	forward roll to straddle		front somersault
	half and full turn jumps		Arab spring followed by somersault
	dive forward roll		Arab spring followed by headstand
	backward roll to straddle		
	flic flac		
	handstand forward roll		handstand (hold for 3 seconds)
	backward walkover		
	forward walkover		fly spring
	cartwheel		
	splits (forward and sideways)		
	Arab spring or round off		
	handspring		
	headspring		
	straight leg forward roll		
	backward roll through handstand		
	Valdez		

#### Floor sequence

Candidates will be expected to devise their own sequence of between 6 and 8 floor movements. In addition, candidates may use linking movements to help the overall flow and impression of the sequence of movements. The floor movements will largely be selected from those listed. Rotational movements do not simply refer to forward and backward somersaults, but include such movements as handsprings, flic flacs etc.

Candidates aiming to achieve the highest levels would be expected to incorporate some of the more advanced skills listed.

#### Points to look for when assessing the floor sequence

The following sequence is offered as an example:

Handspring: One foot take off; extended arms; hollow back flight; two footed, upright landing;

Dive forward roll: Two footed take off; height; distance; pike-tuck; stand up without using hands;

Headstand: Triangle head and hands; lift both legs together; extended position; toes pointed; controlled return to mat;

Back roll to straddle: Two feet together; roll over; open legs as wide as possible, straight legs, push up to standing position;

Forward roll: Two footed take-off; tuck position; stand up without using hands;

Arab spring: One foot-take-off; arms/body extended; sideways movement, flight; quarter turn to two footed landing.

### **Rules and regulations**

## Safety Procedures

Candidates should understand the necessity to warm up and to warm down when performing gymnastic movements. General safety principles for the use of mats, long and cross boxes should be introduced, as well as the need for safety at all stages of skill development and performances. This should be a part of the practical sessions.

## Artistic Gymnastics (floor) Assessment

### Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• A detailed knowledge of the principles, rules and regulations as they apply to practices and competitions;</li><li>• an ability to plan in the fine detail a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule;</li><li>• an ability to perform a sequences of at least 8 different linked floor movements requiring a high degree of gymnastic skill. At least 3 of the movements will be forward and/or backward rotational movements. The whole sequence will show good body positions, control, flow and balance;</li><li>• an ability to analyse technique in time detail and make informed suggestions, based on sound knowledge of how performance may be improved;</li><li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li></ul>
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a detailed knowledge of the principles, rules and regulations</li><li>• an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule;</li><li>• an ability to perform a sequence of at least 8 different linked floor movements requiring effective, control, balance, flow throughout. Three of the movements will be rotational movements and all should show clear body positions;</li><li>• an ability to analyse what he/she and others have done and make judgments on how improvements might be made;</li><li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li></ul>
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a sound knowledge of the principles, rules and regulations</li><li>• an ability to plan a complex sequence of movements and incorporate them into a training schedule;</li><li>• an ability to perform a sequence of at least 8 different linked floor movements requiring control, balance, transfer of weight, flow and clear body positions;</li><li>• an ability to analyse what he/she and others have done and make useful suggestions to improve subsequent movements.</li><li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li></ul>

11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of some of the principles, rules and regulations;</li> <li>• an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule;</li> <li>• a basic ability to perform: <ul style="list-style-type: none"> <li>a sequence of at least 6 different linked floor movements requiring balance, flow and some transference of weight;</li> <li>two vaults requiring a distinct measure of control;</li> </ul> </li> <li>• an ability to appreciate what he/she and others have done and make simple observations to improve performance;</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of some of the principles, rules and regulations of gymnastics;</li> <li>• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule;</li> <li>• a limited ability to perform a simple sequence of at least 6 different linked movements;</li> <li>• an ability to appreciate what he/she and others have done and say in simple terms how improvements might be made;</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

## CATEGORY 5: SWIMMING

### Swimming

Candidates should demonstrate knowledge and understanding in order to:

- implement the rules for competition and prepare for and participate in races in the various sprints, distance, medley and team events;
- develop further the application and evaluation of the principles and practice of rescue and resuscitation in water based activities;
- develop, apply and evaluate their skills in selected water based activities;
- extend their knowledge, understanding and swimming ability;
- plan, undertake and evaluate a safe, health-promoting exercise programme.

### Swimming Assessment

#### Planning, performing and evaluating

Marks	Description															
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very detailed knowledge and understanding of the rules as they apply to all swimming competitions;</li> <li>• an ability to plan in fine detail and carry out prior to competition a preparation programme covering every aspect of warm-up and training schedule ;</li> <li>• an ability to swim three different strokes with correct arm, leg, breathing technique in less than the following times</li> </ul>															
	<table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">Boys</td> <td style="text-align: center;">Girls</td> </tr> <tr> <td>Front Crawl</td> <td style="text-align: center;">47 secs</td> <td style="text-align: center;">49 secs</td> </tr> <tr> <td>Breast Stroke</td> <td style="text-align: center;">56 secs</td> <td style="text-align: center;">59 secs</td> </tr> <tr> <td>Back Crawl</td> <td style="text-align: center;">51 secs</td> <td style="text-align: center;">54 secs</td> </tr> <tr> <td>Butterfly</td> <td style="text-align: center;">49 secs</td> <td style="text-align: center;">52 secs</td> </tr> </table>		Boys	Girls	Front Crawl	47 secs	49 secs	Breast Stroke	56 secs	59 secs	Back Crawl	51 secs	54 secs	Butterfly	49 secs	52 secs
		Boys	Girls													
	Front Crawl	47 secs	49 secs													
	Breast Stroke	56 secs	59 secs													
	Back Crawl	51 secs	54 secs													
	Butterfly	49 secs	52 secs													
<ul style="list-style-type: none"> <li>• a detailed knowledge to make accurate assessment of a situation in order to plan the correct sequence of life saving procedures;</li> <li>• An ability to carry out very completely any land or water based rescue as required and use the appropriate life support skills;</li> <li>• An ability to analysis swimming and life saving techniques in fine details and make informed suggestions based on sound knowledge on how performance may be improved;</li> <li>• An ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>																

31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules as they apply to all swimming competitions;</li> <li>• an ability to carry out without supervision a preparation programme which includes warm-up and training schedule ;</li> <li>• an ability to swim three different strokes with correct arm, leg, breathing action in less than the following times;</li> </ul> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Front Crawl</td> <td>50 secs</td> <td>52 secs</td> </tr> <tr> <td>Breast Stroke</td> <td>59 secs</td> <td>62 secs</td> </tr> <tr> <td>Back Crawl</td> <td>54 secs</td> <td>57 secs</td> </tr> <tr> <td>Butterfly</td> <td>52 secs</td> <td>55 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• a sound knowledge to carry out the correct sequence of life saving procedures and nearly always make the correct decisions on the procedure to take;</li> <li>• an ability to carry out a wide range of land or water based rescue skills ( contact and non-contact) and life support skills;</li> <li>• an ability to analysis in detail what he/she and other have done and make judgement on how improvements to performance can be made;</li> <li>• An ability to plan, undertake and evaluate in considerate detail a safe health-promoting exercise programme.</li> </ul>		Boys	Girls	Front Crawl	50 secs	52 secs	Breast Stroke	59 secs	62 secs	Back Crawl	54 secs	57 secs	Butterfly	52 secs	55 secs
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21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules Of most swimming competitions</li> <li>• an ability to carry out with supervision a preparation programme which includes warm-up, practice and training schedule ;</li> <li>• an ability to swim 50 m using the correct arm, leg, breathing technique in three of the following strokes in less than the times stated;</li> </ul> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Front Crawl</td> <td>53 secs</td> <td>55 secs</td> </tr> <tr> <td>Breast Stroke</td> <td>62 secs</td> <td>65 secs</td> </tr> <tr> <td>Back Crawl</td> <td>57 secs</td> <td>60 secs</td> </tr> <tr> <td>Butterfly</td> <td>55 secs</td> <td>58 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• a sound knowledge to carry out with supervision the correct sequence of life saving procedures and frequently make the correct decisions on the procedure to take; ;</li> <li>• an ability to perform land or water based rescue (non-contact) skills land subject, carry out life support skills and disposal;</li> <li>• an ability to analyse what she/he and other have done and make useful suggestions to improve further action;</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>		Boys	Girls	Front Crawl	53 secs	55 secs	Breast Stroke	62 secs	65 secs	Back Crawl	57 secs	60 secs	Butterfly	55 secs	58 secs
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Butterfly	55 secs	58 secs														



11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an understanding of some of the rules of competition particularly those in which he/she participates;</li> <li>• an ability to carry out a simple warm-up and training schedule under close supervision;</li> <li>• an ability to swim distances of 50 m using two different strokes with correct arm, leg and breathing action, without a pause;</li> <li>• a basic knowledge to carry out, with supervision the correct sequence of life saving procedures and occasionally make the correct decision on the procedure to take;</li> <li>• an ability to execute a land-based rescue, land subject, carry out simulated resuscitation;</li> <li>• an ability to describe the reasons for course of action</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules of competitions;</li> <li>• a minimum knowledge of basic requirements of a warm up, practice and training schedule</li> <li>• an ability to move through water a distance of 50 m showing a form of stroke;</li> <li>• a minimum knowledge of the basic requirements of life-saving occasionally making the correct decision on the appropriate action to take;</li> <li>• an ability to appreciate what she/he and other have done;</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health- promoting exercise programme.</li> </ul>

## APPENDIX B: CRITERIA FOR ASSESSING WORKBOOK (10)

The ability of candidate to plan, analyses and improve her/ his performance in the selected activities will be assessed using the criteria below and marks awarded accordingly. Evidence in the form of a workbook must be provided by the Centres to support teachers' assessment of candidates' ability to plan, analyse and improve.

### The Workbook

This will consist of three pieces of work, one for each of the activities selected by each candidate. Each piece of work will examine candidates ability to analyse and improve their own or some one else s' performance and suggest ways in which any weakness might be improved.

The piece of work should be set out as follows, using the following as sub-headings;

Name of person to be observed (analysed) their role/position;

Activity in which they are participating;

Identify the key skills in the activity;

*observe the player/competitor (or self analysis) in a practice/game/activity situation;*

*identify any strengths in the persons performance (These will reflect aspects of the performance or skills in the activity that are seen to be performed well for example, the observer may be able to say that the performer is demonstrating consistently accurate shooting in basketball);*

*Identify any weaknesses in the person's performance (Weaknesses will be reflected in skills that are performed badly. For example a badminton player may be able to demonstrate a back-hand return shot, or will serve inconsistently. The observer may prioritise the weaknesses before suggesting an action plan).*

Suggest ways in which any weaknesses might be improved; in order to achieve the highest marks candidates should attempt to answer this well. The weakness is identified as a skill or tactical weakness he/she should try to offer suggestions on how this might be improved.

For example, if a football goalkeeper is conceding goals because he is not moving out from his goal– line to narrow the angle, a practice might be set up to improve this situation. This can be explained and even sketched. If the weakness is related to a health factor, such as lack of endurance in running 800m, a training programme should be suggested to improve this).

Other factors that might affect performers. (*These will be covered in the theory part of the course*)

Discuss your findings with the performer and note his reaction/response. (*Early identified strengths and weakness and an action plan to improve these should be carefully explained to the performer. Their response may indicate a course of action*)

If a candidate decides to carry out a self analysis he/she will either need video evidence of their performance in the activity or good feedback from the teacher.

## Presentation

Candidates should take care to ensure that the workbook is neatly presented. The workbook can be word processed or hand written. All three pages of work should be fastened together and the workbook should have a cover clearly showing the candidate's name, school and centre number. The workbook needs to have a title. This may be "analysing and improving" or a similar title.

Candidates are also encouraged to use graphics/diagrams/sketches wherever appropriate.

Marks	Description
0-2	<p><b>A candidate will be able:</b></p> <ul style="list-style-type: none"> <li>to identify a limited number of basic skills in the activity;</li> <li>observe some strengths and weakness in his/her own or others; performance but will find it difficult to offer solutions to improve skills or techniques with guidance;</li> <li>to produce a simple workbook but will lacking in structure and contents.</li> </ul>
3-4	<p><b>A candidate will be able:</b></p> <ul style="list-style-type: none"> <li>to identify the basic skills in the activity with guidance;</li> <li>to identify weaknesses and good performances in him/herself and can offer ways of improving with guidance;</li> <li>to produce simple workbook but some obvious sections in the lay-out are likely to be missing or there will be a noticeable lack of detail.</li> </ul>
5-6	<p><b>A candidate will be able:</b></p> <ul style="list-style-type: none"> <li>to identify the essential skills in the activity and know when they might be used;</li> <li>to appreciate strength and weakness in his/her performances and make informed comments on how improvements may be made;</li> <li>to produce a workbook showing a clear recognition of the various sections in the lay-out, with considerable detail.</li> </ul>
7-8	<p><b>A candidate will be able:</b></p> <ul style="list-style-type: none"> <li>to identify and analyse a complex sequence of skills involving advanced techniques and incorporate them into an effective training schedule;</li> <li>to recognise in detail the strength and weaknesses in his/her or other performance and make informed action plan on how performances may be consolidated and improved through repetition and practice;</li> <li>to produce a detailed workbook clearly identifying all sections and factors affecting performance.</li> </ul>
9-10	<p><b>A candidate will be able:</b></p> <ul style="list-style-type: none"> <li>to plan and analyse in this detail a complex sequence of skills involving advanced technique and incorporate them into a highly effective training schedule.</li> <li>to recognise strengths and weaknesses in his/her own or other performance in detail</li> <li>to demonstrate a detailed knowledge of the methods and techniques which can be used to refine/modify subsequent attempts/practices in order for the performer to achieve success</li> <li>to produce a detailed workbook clearly defining all sections. The section on improving performance will reflect in-depth knowledge of the principles and methods of training and practices.</li> </ul>

## APPENDIX C: GLOSSARY OF TERMS

Learning objectives in the content section of the syllabus are expressed in terms of what the candidates **know, understand and can do**. The words used on examination papers in connection with the assessment of these learning outcomes are contained in this glossary. This is neither exhaustive nor definitive but is meant to provide some useful guidance.

### 1. Written questions about what candidates are expected to know.

A lot of the marks are involved with recall. Words used on examination papers in connection with such questions may include: state; list; give name; define; draw; write; what; how; what is meant by, etc.

**State and Name:** implies a concise answer with little or no supporting argument.

**List:** requires a number of points generally each of one word, with no elaboration.

**Define:** is intended literally, only a formal statement or equivalent paraphrase being required.

**What is meant by:** normally implies that a definition should be given together with some relevant comment on the significance or context of term(s) concerned, especially when two or more are included in the question. The amount of supplementary comment intended should be interpreted in the indicated mark value.

### 2 Written questions about understanding

Understanding may be associated with simple factual recall. In this sense the candidates is required to recall the relevant part of the defined syllabus and use this recalled information to amplify and extend this in a wider context. This wider context will include situations or materials with which the candidates are familiar. Questions may include: *explain; complete; why; construct; which; etc.*

**Explain:** may imply reasoning or some reference to theory, depending on the context.

**Understand:** may also be associated with skills other than factual recall. It can be used to assess the candidates' abilities in problem solving, interpretation and evaluation, data handling and in communication of scientific ideas, principles and concepts. Words include: *Suggest; Work out, How would you know that; .etc.*

**Suggest:** used in two main contexts, i.e. either to imply that there is no unique answer or to imply that candidates are expected to apply their general knowledge to a novel situation, i.e. one that may not formally be in the syllabus. This would be related to the assessment objective 2- "Handling information, application and solving problems".

### 3. Written questions about be able to

The use of this phrase is often associated with higher-order skills of interpretation, evaluation, and communication. It involves the ability to recall the appropriate material from the content and apply this knowledge. Questions may well include: *deduce; relate; interpret; explain; carry out; evaluate; predict; discuss; construct, suggest; calculate; find; demonstrate; estimate; determine. etc.*

**Deduce:** used in a similar way to predict except that some supporting statement is required e.g., reference to a law or principle, or the necessary reasoning to be included in answer.

**Predict:** implies that the candidate is not expected to produce the required answer by recall but by making logical connection between other pieces of information. Such information may be wholly given in question or may depend on answers extracted in an early part of the question.

**Calculate:** used when a numerical answer is required. In general, working should be shown when two or more steps are involved.

**Find:** a general term that may be interpreted as *Calculate, Measure, Determine*, etc.

**Measure:** implies that the quantity concerned can be directly obtained from suitable measuring instruments.

**Estimate:** implies a reasoned order of magnitude statement or calculation of quantity concerned making such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise used in question.

**Discuss:** requires the candidates to give a critical account of the points involved in the topic.

**Determine:** Often implies that the quantity concerned cannot be measured directly but is obtained by calculation, substituting measuring or known values of other quantities into a standard formula.