



CARIBBEAN  
EXAMINATIONS  
COUNCIL

Caribbean Secondary  
Education Certificate®

# SYLLABUS

# PHYSICAL EDUCATION AND SPORT

CXC 33/G/SYLL 12

Effective for examinations from May–June 2014

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar  
Caribbean Examinations Council  
Caenwood Centre  
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200  
Facsimile Number: + 1 (876) 967-4972  
E-mail Address: [cxcwzo@cxc.org](mailto:cxcwzo@cxc.org)  
Website: [www.cxc.org](http://www.cxc.org)

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Prince Road, Pine Plantation Road, St Michael BB11091

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## NOTE TO TEACHERS AND LEARNERS

This document CXC 33/G/SYLL 12 replaces CXC 33/0/SYLL 03 issued in 2003.

Please note that the syllabus has been revised and amendments are indicated by italics.

First issued 2003  
Revised 2012

Please check the website [www.cxc.org](http://www.cxc.org) for updates on CXC's syllabuses.

**PLEASE NOTE**



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

# Physical Education and Sport Syllabus

## ◆ RATIONALE

*Movement is essential for daily functioning. Knowledge of what, where and how the body can move is critical for quality human existence. Physical Education, as an integral part of the general education process, contributes to an individual's awareness and understanding of the elements and dimensions of movement and forms the basis for the learning of sport skills. Sport, on the other hand, is viewed as a vehicle for the enhancement of fundamental motor skills and the development of complex skills learnt through a properly structured Physical Education and Sport programme. It is governed by formal or informal rules that involve competition and may be pursued for recreation or reward while promoting healthy lifestyle practices. Sport is recognised as an instrument for the promotion of international peace and understanding and many local, regional and international sporting bodies have embraced shared values through sport.*

*The study of Physical Education and Sport, therefore, not only allows students to work individually and cooperatively in the theoretical and practical components of the subject but also assists them in developing critical life skills. As a curricular inclusion, it provides students of varying abilities with experiences that facilitate physical, social, intellectual, cultural, spiritual and emotional growth. Twenty first century skills related to decision-making, creativity and innovation, communication, problem solving and critical thinking and the use of sport technology are acquired by students undertaking a course of study in Physical Education and Sport. Although this syllabus is primarily intended to meet the needs of Caribbean students, by providing opportunities for attaining a working knowledge of Physical Education and Sport and its component parts, it may have relevance and appeal at a more universal level. Acquired skills and knowledge can form the basis for further studies in Physical Education and related fields in health, recreation and sport. The syllabus takes into consideration the multicultural nature of Caribbean peoples and consequently endeavours to respond to a wide range of experiences relating to a healthy lifestyle.*

*This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government, who has the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and to contribute to the health and welfare of the community and country. In keeping with the UNESCO Pillars of Learning, this course of study will also contribute to a person who will learn how to do, learn to live together and learn to transform themselves and society.*

## ◆ AIMS

The syllabus aims to:

1. develop the knowledge, skills and values for the enhancement of performance in a wide range of movement and sport experiences;

2. promote optimal health *and wellness* through an understanding of healthy lifestyle practices and regular participation in physical activities;
3. develop the capacity for *creativity and innovation, communication, critical and creative thinking, technological competence, problem solving, leadership and cooperative behaviours* through authentic learning experiences;
4. Integrate information, communication and technological (ICT) tools and skills.

## ◆ CAREER CHOICES

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, Physical Education, Games or Sports. The professions include those below.

|                                     |  |
|-------------------------------------|--|
| Athlete                             | Sport Administrator                        |
| Coach                               | <i>Sport Analyst</i>                       |
| Curriculum Officer                  | Sport Equipment Dealer                     |
| Dietitian                           | Sport Journalist                           |
| Exercise Physiologist               | Sport Announcer                            |
| Masseur/Masseuse                    | Sport Lawyer                               |
| Physical Education teacher/lecturer | Sport Manager                              |
| Physical Training Instructor        | Sport Medicine/Practitioner                |
| Physiotherapist                     | Sport Official (referee, umpire, linesman) |
| Research Officer                    | Sport Organiser                            |
| Sport Agent                         | Sport Psychologist                         |

## ◆ SUGGESTED RESOURCES

*The following is a suggested list of resources that should be available to schools in their preparation of students for the examination:*

- (a) qualified staff;
- (b) playing field;
- (c) hard courts relative to each particular sport selected;
- (d) gym or access to indoor multi-purpose area;
- (e) swimming pool or access to community facility for schools that select the swimming activity;
- (f) basic equipment for each sport and game activity selected;
- (g) *multimedia devices*;
- (h) computer with internet access;
- (i) resource books and videos of sports, games and other Physical Education content;
- (j) *current international rules and regulations for the respective sports*.

## ◆ CANDIDATE POPULATION

This syllabus is designed for students who intend to pursue further studies in Physical Education and Sport at the tertiary level as well as students whose formal study of the subject is unlikely to proceed further.

Students who have benefited from a Physical Education programme equivalent to that undertaken in the first three years of secondary school will be better prepared to undertake this syllabus.

It is recommended that no more than twenty (20) students should be included in a class for practical exercises. It is recommended that teachers make the necessary adaptations to cater for candidates with disabilities.

## ◆ SUGGESTED TIMETABLE ALLOCATION FOR TEACHING

It is recommended that a *minimum of three hours per week* be allocated to the subject over a two-year period.

## ◆ ORGANISATION OF THE SYLLABUS

The Physical Education and Sport syllabus is made up of a Compulsory Core and three Options to be completed during the two-year course of study. **Each candidate must do the Compulsory Core and three sports from at least two different Options.**

| COMPULSORY CORE   | OPTIONS | SPORTS  |
|---|---------|---|
| 1. History and Development of Physical Education and Sport<br>2. Anatomy and Physiology<br>3. Fitness and Performance<br>4. Health and Nutrition<br>5. Trends and Social Issues | A       | (a) Dance<br>(b) Gymnastics<br>(c) <i>Martial Arts/Combative Sports</i><br>(d) Swimming<br>(e) Track and Field/Athletics                  |
|   | B       | (a) Badminton<br>(b) Golf<br>(c) Squash<br>(d) Table Tennis<br>(e) Tennis   |
|   | C       | (a) Basketball<br>(b) Cricket<br>(c) Football<br>(d) Hockey<br>(e) Netball<br>(f) Rugby<br>(g) Volleyball<br>(h) <i>Softball/Baseball</i> |

## ◆ CERTIFICATION AND DEFINITION OF PROFILE DIMENSIONS

The Physical Education and Sport syllabus will be examined at the General Proficiency only. Candidates will be awarded an overall grade reported on a 6-point scale. In addition to the overall grade, candidates' performance will be reported by a letter grade under profile dimensions of: Theory and Practical.

## ◆ FORMAT OF THE EXAMINATIONS

Candidates will be required to take Paper 01, Paper 02, and Paper 03.

### Paper 01

2 hours 30 minutes

#### Theory (90 marks)

A compulsory paper based on the Core: History and Development of Physical Education and Sport; Anatomy and Physiology; Fitness and Performance; Health and Nutrition; and Social Issues.

Section A: *Forty-five (45) compulsory multiple-choice items.* This section is worth 45 marks.

Section B: *Five (5) compulsory structured essay questions.* Each question is worth 9 marks. This section is worth 45 marks.

### Paper 02

(45 minutes)

#### Practical (45 marks)

An assessment of practical skills based on ONE of the Options selected by the candidate. Candidates will be required to perform basic and advanced skills chosen from **either** Option A **or** Option B **or** Option C. The assessment will be conducted on-site by an External Examiner appointed by the Council.

*In special circumstances, for example, in the absence of a candidate due to illness immediately prior to the examination, or where specialised skills are not available among candidates, the substitution of a non-examination student may be permitted to facilitate the assessment of the registered candidate.*

### Paper 03

#### School-Based Assessment (165 marks)

(a) Class Project (30 marks)

During the second, third and fourth terms of the course, each student will be required to undertake a Class Project. Relevant data must be collected and the student's reflections on the activities of the Class Project compiled and submitted in a portfolio for assessment at the end of the fourth term (see pages 39-43 for details of the Class Project).

(b) Practical Skills (135 marks)

This comprises performance of practical skills related to THREE sports from at least two different Options and assessed by the class teacher. The performance on each sport will be worth 45 marks.

## MARK AND WEIGHTING ALLOCATION FOR PROFILE DIMENSIONS

| PROFILE<br>DIMENSION | PAPER 01<br>(CORE) |           | PAPER 02<br>(OPTIONS) |           | PAPER 03<br>(SBA) |           | GRAND TOTAL |            |
|----------------------|--------------------|-----------|-----------------------|-----------|-------------------|-----------|-------------|------------|
|                      | Raw<br>Score       | %         | Raw<br>Score          | %         | Raw Score         | %         | Raw Score   | %          |
| Theory               | 90                 | 30        | -                     | -         | 30                | 10        | 120         | 40         |
| Practical            | -                  | -         | 45                    | 15        | 135               | 45        | 180         | 60         |
| <b>Total</b>         | <b>90</b>          | <b>30</b> | <b>45</b>             | <b>15</b> | <b>165</b>        | <b>55</b> | <b>300</b>  | <b>100</b> |

### ◆ REGULATIONS FOR PRIVATE CANDIDATES

1. Private candidates must be entered through institutions recognised by the Council.
2. Private candidates will be required to complete all aspects of the examination (Papers 01, 02 and 03).
3. The SBA activities of private candidates must be monitored by tutors in the institution through which they register.
4. Private candidates must submit their own work, which must be validated by their tutors.

### ◆ REGULATIONS FOR RESIT CANDIDATES

1. *Resit candidates must complete Papers 01, 02 and 03 of the examination for the year for which they re-register.*
2. *SBA scores can be carried forward only ONCE and only during the year immediately following the first sitting. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50% in a particular subject.*
3. *Candidates re-using SBA scores should register as "Re-sit candidates" and must provide the previous candidate number when registering.*
4. *Resit candidates must be entered through a school or other approved educational institution.*

## RECOMMENDED TEACHING TIME AND STRATEGY

| COMPONENTS    | TERM 1  | TERM 2   | TERM 3   | TERM 4  | TERM 5   | TERM 6  |
|---------------|---|--|--|---|--|---|
| CORE          | Theory  | Theory   | Theory   | Theory  | Theory   | Revision and External Examination (Paper 01 - Theory) |
| OPTIONS       | Preparation for 1 <sup>st</sup> Sport Option and Assessment of sport skills | Preparation for 1 <sup>st</sup> & 2 <sup>nd</sup> Sport Options and Assessment of sport skills | Preparation for 2 <sup>nd</sup> & 3 <sup>rd</sup> Sport Options and Assessment of sport skills | Preparation for 3 <sup>rd</sup> Sport Option and Assessment of Sport skills | Assessment of 3 <sup>rd</sup> Sport Option<br>Preparation for External Examination (Practical) | *External Examination (Paper 02 - Practical)          |
| CLASS PROJECT |   | Introduction of the Class Project  | Continue Class Project   | <i>Completion of Class Project</i>  |  |   |

**\*NB:** For the External Practical Examination (Paper 02), candidates should be encouraged to perform the sport in which they consider themselves BEST prepared.

## ◆ CORE (Compulsory Paper – Paper 01)

### GENERAL OBJECTIVES

On completion of the CORE, students should:

1. appreciate the historical significance of Physical Education and Sport;
2. know the structure and functions of the body in relation to movement;
3. understand the factors that affect physical performance;
4. appreciate the need for healthy lifestyle practices;
5. be aware of the various points of view on issues related to physical education and sport;
6. improve skills of critical thinking, creative thinking, problem solving, leadership, co-operative behaviours *and technical competencies*.

### SPECIFIC OBJECTIVES

### CONTENT

#### 1. *History and Development of Physical Education and Sport*

Students should be able to:

- |  |  |
|--|--|
| 1.1 explain the relationship between Physical Education and Sport;   | (a) The nature and meaning of Physical Education.<br>(b) The nature and meaning of Sport.<br>(c) The relationship between Physical Education and Sport.  |
| 1.2 examine the major historical developments of Physical Education and Sport;   | Physical Education and Sport in ancient societies.<br>Examples: Ancient Greece, Ancient Rome Renaissance period.<br>(a) Ancient and Modern Olympic Games.<br>(b) Twentieth Century.<br>(c) Physical Education and Sport in the Caribbean.<br>(d) Major Sporting Events (for example, Commonwealth Games, Pan American Games, CARIFTA, World Cup, Paralympics, Special Olympics). |
| 1.3 explain the relationship that exists among the local, regional and international Physical Education and Sport organisations. | Hierarchical relationships among sporting organisations, for example, ICC/WICB/local cricket boards, FIFA/ CONCACAF/ local football associations.  |

| SPECIFIC OBJECTIVES   | CONTENT  |
|---|--|
| <b>2. Anatomy and Physiology</b>  |  |
| Students should be able to:   |  |
| 2.1 describe the structure and organisation of the human body;            | <i>Cells -&gt; Tissues -&gt; Organs -&gt; Systems -&gt; Organisms</i>  |
| 2.2 analyse the structure and functions of the systems of the human body. | <ul style="list-style-type: none"> <li>(ii) The skeletal system<br/>Bones: types, names, structure, function, growth.<br/>Joints: types, names, structure, function, movement.</li> <li>(iii) The muscular system<br/>Muscles: types (muscle fibre), names of major muscle groups, structure, function.</li> <li>(iv) The circulatory system<br/>Names of major organs (heart and blood vessels), structure, function, heart-rate, stroke volume, cardiac output, blood pressure.</li> <li>(v) The respiratory system<br/>Names of major organ (lungs), structure, function, respiratory rate, tidal volume, minute volume, vital capacity, residual volume, total lung capacity, maximum aerobic capacity.</li> <li>(vi) The nervous system<br/>Central, peripheral, autonomic, types of nervous tissue (sensory, motor and relay), structure, function, voluntary and involuntary actions, reflex actions.</li> <li>(vii) The digestive system<br/>Names of organs, structure, function.</li> <li>(viii) The excretory system<br/>Relate structure of the kidney to its excretory function.<br/>Kidneys – excretory function only; osmo regulation; homeostasis.</li> <li>(ix) The integumentary system: skin, hair, nails and associated glands.<br/>Skin: structure (diagram required), function.</li> </ul> |

| <b>SPECIFIC OBJECTIVES</b>   | <b>CONTENT</b>  |
|--|---|
| <b>3. Fitness and Performance</b>  |   |
| Students should be able to:  |   |
| 3.1 explain the concept of fitness;  | <ul style="list-style-type: none"> <li>(a) Definition of fitness.</li> <li>(b) Classification and components of fitness:           <ul style="list-style-type: none"> <li>(i) health related - strength, cardiovascular endurance, muscular endurance, flexibility, body composition;</li> <li>(ii) performance related - speed, power, agility, balance, reaction time, coordination.</li> </ul> </li> <li>(c) Physical, mental and social benefits of exercise and recreation.</li> </ul> |
| 3.2 apply tests for assessing and evaluating fitness;                              | Include: Standing broad jump, 1 minute sit-up test, grip strength dynamometer, sit and reach, agility run, alternate hand-wall throw, shuttle runs, Cooper Test, Bleep/Beep Test, 3 minute step test.   |
| 3.3 explain the major principles of training and conditioning;                     | Principles of training and conditioning: <ul style="list-style-type: none"> <li>(a) Progression.</li> <li>(b) Specificity.</li> <li>(c) Reversibility.</li> <li>(d) Overload.</li> <li>(e) Variation and recovery.</li> </ul>   |
| 3.4 describe the major methods of training;  | <ul style="list-style-type: none"> <li>(a) Continuous.</li> <li>(b) Interval (extensive-intensive).</li> <li>(c) Fartlek.</li> <li>(d) Circuit.</li> </ul>  |
| 3.5 design simple short-term training plans for improving fitness and performance; | Components of a training session: <ul style="list-style-type: none"> <li>(a) warm-up, main activities, cool-down;</li> <li>(b) physical preparation;</li> <li>(c) psychological preparation;</li> <li>(d) tactical preparation;</li> <li>(e) technical preparation.</li> </ul>  |
| 3.6 describe the body's response to training;                                      | <ul style="list-style-type: none"> <li>(a) Energy Systems: aerobic and anaerobic, maximum heart rate, an aerobic target zone, aerobic target zone.</li> <li>(b) Muscle development: Hypertrophy and atrophy.</li> </ul>   |

| <b>SPECIFIC OBJECTIVES</b>  | <b>CONTENT</b>   |
|---|--|
| 3.7 explain the concept of skill learning;                                  | (a) Definition of skill.<br>(b) Classification of skills: open and closed continuum.<br>(c) Phases of skill learning: Cognitive, Associative and Autonomous.   |
| 3.8 explain some of the factors that affect performance;                    | (a) Physiological, for example, body type, diet, age, fitness.<br>(b) Psychological, for example, motivation, stress.<br>(c) Environmental, for example, altitude, weather, playing surface.   |
| 3.9 classify movements according to muscle action;                          | (a) Muscle contractions: isotonic and isometric.<br>(b) Types of movement: Flexion/extension, abduction/adduction, rotation, circumduction, inversion/eversion, pronation/supination.  |
| 3.10 apply principles of movement to enhance performance;                   | (a) Skilled Movement: Muscles and joints used in specific ways, knowledge of skills used in activities; observation, analysis, improvement.<br>(b) Motion and Force: striking; throwing, propulsion, catching, receiving, landing.<br>(c) Stability: Base of support; centre of gravity. |
| 3.11 identify major causes of sport related injuries;                       | Overuse, environment, violence, accidental, lack of fitness, improper technique, knowledge of rules.   |
| 3.12 describe procedures for the prevention of injuries;                    | Adherence to principles of training, safety rules, appropriate equipment, appropriate playing area, appropriate playing gear, fitness level, proper warm-up/cool down, hydration.  |
| 3.13 identify common sport-related injuries;                                | Include:<br><br>(a) fractures, joint injuries, unconsciousness/concussion, soft tissue injuries;<br>(b) skin damage: cuts/grazes/blisters, dehydration and hyperthermia, cramps, winding.  |
| 3.14 outline procedures for the treatment of common sport-related injuries. | Include:<br>Rest, Ice, Compression and Elevation (RICE), Heimlich manoeuvre, bandages, slings, moving a victim, the recovery position.   |

**SPECIFIC OBJECTIVES****CONTENT****4. Health and Nutrition**

Students should be able to:

- |     |  |  |
|-----|--|--|
| 4.1 | explain health-related terms;  | Definitions: good health (physical, mental, social), nutrients, malnutrition, wellness.  |
| 4.2 | identify nutrients and the main food groups;                         | (a) Nutrients: protein, carbohydrates, fats, minerals, vitamins, fibre, water.<br>(b) Caribbean food groups: staples, legumes, fruits, vegetables, food from animals, fats and oils. |
| 4.3 | <i>select appropriate foods for health and athletic performance;</i> | High energy foods, high protein foods, pre-activity meal, post-activity meal, fluid replacement.   |
| 4.4 | <i>evaluate different types of diet;</i>                             | Balanced diet, factors affecting diet, planning meals.   |
| 4.5 | <i>identify eating disorders.</i>                                    | Anorexia, bulimia, binging.  |

**5. Trends and Social Issues**

Students should be able to:

- |     |  |  |
|-----|--|--|
| 5.1 | evaluate various issues related to Physical Education and Sport. | (a) Politics: role of government (policy, funding).<br>(b) Gender: equity.<br>(c) Violence: hooliganism, terrorism.<br>(d) Drugs: social drugs, performance enhancing drugs, anti-doping (methods, testing, banned substances).<br>(e) Special populations: inclusion, accessibility.<br>(f) Cultural influences: customs and traditions.<br>(g) Media: influence of the mass media.<br>(h) Technology: officiating, statistics and analysis of performance.<br>(i) Commercialisation: sponsorship, endorsement, marketing.<br>(j) Ethics: fairplay and sportsmanship, racism.<br>(k) Legal issues: contracts.<br>(l) Environment: relationship between sport and the environment. |
|-----|--|--|

## ◆ **OPTIONS (Paper 02 and Paper 03)**

### **GENERAL OBJECTIVES**

On completion of the OPTIONS, students should:

1. apply the rules or laws of the game, including those of specific competitions;
2. develop tactics and strategies of competitive play and adapt these to the strengths and limitations of other players;
3. understand the need for regular and appropriate practice in an effort to improve technique;
4. *develop competencies in planning and implementing an intra-mural event;*
5. develop leadership qualities and cooperative behaviours through group activities.

### **SPECIFIC OBJECTIVES**

Students should be able to:

1. execute a full range of skills that are required in competitive situations;
2. apply the principles of defense and offense in competitive situations;
3. explain the rules/laws of the games;
4. demonstrate correct use of the laws or rules of the sport or game and their application;
5. interpret feedback on their performance and on others' performance and general play;
6. *demonstrate competencies in one (1) selected ROLE for an intra-mural event;*
7. *demonstrate leadership and cooperative behaviours.*

### **CONTENT**

#### **OPTION A**

##### **1. DANCE**

Each candidate will be required to perform, compose and demonstrate an appreciation for different types of dance.

This option may be studied in relation to any appropriate dance style, for example, contemporary, ballet, jazz, modern and ethnic. Any style of dance can be used as a stimulus

or idea. Steps from folk dance and ballroom dance may be incorporated into a candidate's own composition and performance.

**(a) Performance:** a study of the mechanical and expressive nature of dance.

(i) Basic Principles

- Posture and placement; alignment; flow of energy; co-ordination; balance; control and mobility; and strength.

(ii) The Body

- Locomotion and elevation; movement involving the flexion; rotation; use of individual body parts in isolation and combination.

(iii) Dynamics

- Speed, energy, continuity, rhythm.

(iv) Spatial aspects

- Shaping and projecting the body in space through size level direction and pathway.

**(b) Dance Composition**

(i) A study and appreciation of dances through participating in composing solo, duo and group dances.

(ii) The exploration of a range of dance ideas, styles and accompaniments.

(iii) The selection and development of appropriate actions, spatial and dynamic content.

(iv) The use of choreographic devices as appropriate to the chosen dance style.

(v) The use of expression and communication.

**(c) Dance Appreciation**

A study of the meaning and significance of dances, both those composed by the candidate and those composed by professional choreographers. This will include the consideration of such features as: type of dance, for example, lyrical, abstract, dramatic; style of the dance; number and gender of dancers; theme or subject matter of the dance; dynamic, spatial, and action content of the dance; set, design, lighting, costume and accompaniment; structure and form; interpretation resulting from the way in which elements are perceived.

## **Rules**

Knowledge of the rules of the discipline/sport and their application.

***See pages 46 - 47 for Mark Scheme***

## **2. GYMNASTICS**

Each candidate will be required to:

- (a) perform a floor routine including a combination of at least eight different skills;
- (b) perform at least four different vaults;
- (c) demonstrate competencies in one other category:
  - (i) Rhythmic Gymnastics using selected apparatus (ball, hoop, baton).
  - (ii) Trampolining.
  - (iii) Rings.
  - (iv) Parallel bars.
  - (v) Uneven bars.
  - (vi) Horizontal bar.
  - (vii) Balance beam.
  - (viii) Pommel horse.
  - (ix) Floor Exercise Skills (Balances and tumbles).

### **(a) Floor Exercise**

Each candidate will be required to perform a floor routine of at least eight different skills.

- (i) Handstand.
- (ii) Rolls (forward, backward, dive forward).
- (iii) Headstand.
- (iv) Cartwheel.
- (v) Round off.
- (vi) Kip.
- (vii) Handspring.
- (viii) Headspring.
- (ix) Back handspring.
- (x) Front somersault.

### **(b) Vaulting Skills**

Each candidate will be required to perform at least four different vaults.

- (i) Squat vault.
- (ii) Straddle vault.
- (iii) Flank vault.
- (iv) Rear vault.
- (v) Front vault.

- (vi) Shoulder/Neck spring vault.
- (vii) Headspring vault.
- (viii) Handspring vault.

**(c) Rhythmic Gymnastics Skills**

Each candidate will be required to perform a routine using at least four different skills from one of the categories listed below.

**Body Movement Skills**

- (i) Steps
  - Variety in step patterns.
- (ii) Jumps and leaps
  - Take offs, landings, shapes in flight, rotations.
- (iii) Pivots
  - On different body parts, with different body/limb shapes.
- (iv) Balances
  - On different body parts, with different shapes, levels.
- (v) Waves
  - With different body parts, in different directions, levels.
- (vi) Bends
  - Of different body parts, while in different positions.
- (vii) Rolls/Splits
  - Different directions.

**(d) Trampolining Skills**

- (i) Tuck jumps.
- (ii) Pike jumps.
- (iii) Straddle jumps.
- (iv) Seat drop.
- (v) Half twist.
- (vi) Full twist.
- (vii) Front drop.
- (viii) Front somersault.
- (ix) Back somersault.
- (x) Combinations.

**(e) Suspended Rings Skills**

- (i) Inverted hang.
- (ii) Nest hang.
- (iii) Forward single leg cut.
- (iv) Backward double leg cut dismount.
- (v) Combinations.

**(f) Parallel Bars Skills**

- (i) Forward hand walk.
- (ii) Hip roll.
- (iii) Corkscrew mount.
- (iv) Flank dismount.
- (v) Combinations.

**(g) Uneven Bars**

- (i) Pull over mount.
- (ii) Back hip circle.
- (iii) Free hip circle.
- (iv) Stride Front hip circle.
- (v) Front hip circle.
- (vi) Squat on jump to high bar.
- (vii) Sole circle dismount.

**(h) Horizontal Bar**

- (i) Pull over mount.
- (ii) Back hip circle.
- (iii) Free hip circle.
- (iv) Stride Front hip circle.
- (v) Front hip circle.
- (vi) Swing 1/2 turn.
- (vii) Kip.
- (viii) Sole circle dismount.

**(i) Balance Beam Skills**

- (i) Squat mount.
- (ii) Chasse.
- (iii) Back shoulder roll.
- (iv) Arabesque.
- (v) Leap.
- (vi) Forward roll.
- (vii) Cartwheel dismount.
- (viii) Combinations.

**(j) Pommel Horse Skills**

- (i) Feint.
- (ii) Front support and swing.
- (iii) Single leg circle forward.
- (iv) Simple travel.
- (v) Combinations.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**3. MARTIAL ARTS/COMBATIVE SPORTS**

Each candidate will be required to select, either Boxing, Karate, Taekwondo, or Judo for Martial Arts.

**(a) Boxing**

Each candidate will be required to demonstrate all the skills listed below.

- (i) Stance
  - Right hand stance.
  - Left hand stance.
- (ii) Footwork
  - Attack.
  - Defense.
- (iii) Punches
  - Jab.
  - Cross.
  - Hook.
  - Upper Cut.
  - Combinations.
- (iv) Defense
  - Slip.
  - Bob and Weave.
  - Parry/Block.
  - Cover Up.
  - Clinch.
  - Counter attack.
- (v) Tactics
  - Toe To Toe.
  - Counter Attack.
  - Fighting in close.
  - Feinting.
  - Rules

## **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

### **(b) Karate**

#### **(i) Foundations of Karate**

- *Historical* background.
- Styles, vocabulary.
- Karate in everyday life.
- Application to modern living.
- Breathing methods.
- Postures.

#### **(ii) Basics of Karate Training**

- Karate etiquette.
- Health and well-being through correct diet and healthy lifestyle.
- Awareness of legal and ethical implications of the use of force.

#### **(iii) Warming-up**

Stretching; Aerobic exercises.

#### **(iv) Falls and Rolls**

On to back and side to side from squatting position.

#### **(v) Stances**

- Walking.
- Hand positions.
- Front-leaning.
- Side-fighting.

#### **(vi) Hand Techniques**

- Punches (form of a punch, straight punch, reverse punch).
- Blocks (eight basic).

#### **(vii) Leg Techniques**

- Snap kicks.
- Stretching straight leg.
- Thrust kicks.
- Side kicks.
- Round house.

#### **(viii) Forms**

The First Cause Katas.

#### **(ix) Self -Defense**

- Against punches, grabs and strikes.
  - Against basic weapons (knife, club sticks).
- (x) Sparring
- One step for middle punch.
  - High punch and groin punch.  
(Defended by appropriate block from eight basic blocks).

### **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**(c) Taekwondo**

(i) *Foundations of Taekwondo*

- *Definition of Taekwondo.*
- *Historical Background.*
- *Tenets of Taekwondo.*
- *Taekwondo Etiquette.*
- *Taekwondo Counting and Commands (in Korean).*
- *Belt System.*

(ii) *Fundamental Movements*

- *Sitting stance punch (Annunso Jirugi)*
  - *Single Punch (6).*
  - *Double Punch (4).*
  - *Triple Punch (3).*
- *Punching Skills from sparring position*
  - *Front-Fist Punch (2).*
  - *Rear Fist Punch (2).*
  - *Double Punch (2).*
  - *Four Combination Punch.*
- *Stances*
  - *Walking.*
  - *Extending Walking.*
  - *L Stance.*
  - *Cat Stance.*

(iii) *Foot Techniques (Balgisul)*

- *Standing kicks (Soseo Chagi)*

- *Front stretching downward kick (AP Olier Naeryo Chagi).*
  - *Abduction downward kick (Oejun Dollyo Naeryo Chagi).*
  - *Adduction downward kick (Naejun Dollyo Chagi).*
  - *Front kick (Ap Chagi).*
  - *Arc kick (Bandal Chagi).*
  - *Side kick (Yeop Chagi).*
  - *Turning kick (Dollyo Chagi).*
  - *Back kick (Twit Chagi).*
  - *Reverse turning kick (Bandae Dollyo Chagi).*
- *Jump Kicks (Twimyo Chagi)*
- *Jump front kick (Twimyo Ap Chagi).*
  - *Jump side kick (Twimyo Yeup Chagi).*
  - *Jump turning kick (Twimyo Dollyo Chagi).*
  - *Jump back kick (180 and 360 degree turn).*
  - *Jump reverse turning kick (180 and 360 degree turn).*

(iv) *Poomsae (Forms)*

- *Definition of Taegeuk and its Symbol.*
- 
- *Poomsae in the Taegeuk System: Jang (1); Yi Jang (2); Sam Jang (3); Sa Jang (4); O Jang (5); Yook Jang (6); Chil Jang (7); Pal Jang (8):*

  - *fundamental movements;*
  - *eye control;*
  - *concentration of spirit;*
  - *speed control;*
  - *strength control;*
  - *flexibility;*
  - *balance;*
  - *variety in techniques.*

(v) *Kyorugi (Sparring)*

- *One Step Sparring:*

  - *5 hand techniques;*
  - *5 foot techniques;*
  - *5 self defense techniques;*
  - *combination kicks.*

- *Free Sparring.*

(vi) *Kyokpa (Board Breaking)*

- *Eye control.*
- *Balance.*
- *Power control.*
- *Speed.*
- *Point of attack.*

## **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

### **(d) Judo**

#### **(i) Foundations of Judo**

- Historical background.
- Styles, vocabulary.
- Judo in everyday life.
- Application to modern living.
- Breathing methods.
- Postures.

#### **(ii) Basics of **Judo** Training**

- Judo etiquette.
- Health and well-being through correct diet and healthy lifestyle.
- Awareness of legal and ethical implications of the use of force.

#### **(iii) Warming-up**

Stretching; Aerobic Exercises.

#### **(iv) Falling: why, when, how.**

#### **(v) Throws and Break falls**

- Foot, leg, body and shoulder throws.
- Rear, side, and forward rolling break falls.
- Balance breaking techniques.
- The importance of hand holds.

#### **(vi) Mat Work (Groundwork)**

- Sash hold.
- Shoulder hold.
- Side four corner hold.
- Upper four corner hold.
- Straight four corner hold.
- Turnover techniques.
- Balance breaking techniques.

#### **(vii) Locks**

- Elbow locks.
- Arm locks.

#### **(viii) Chokes**

- Naked strangle.

- Single wing sleeper.
- Collar choke.
- Opposite cross.

## **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

## **4. SWIMMING**

Each candidate will be required to select three of the four strokes and all of the life saving skills listed below.

**(a) Swimming Skills**

- (i) Breaststroke.
- (ii) Backstroke.
- (iii) Front crawl.
- (iv) Butterfly.

**(b) Tactic**

Turning

- Flip;
- touch.

**(c) Life Saving Skills**

**Strokes:**

- (i) Side stroke.
- (ii) Life saving leg kick.
- (iii) Elementary backstroke.
- (iv) Entry into water:

- stride entry;
- stride jump;
- straddle jump.

- (v) Rescues:

- land based; reaching assists; throw;
- water based; wade; accompanied rescue, non-contact rescue; contact rescue (Select 2 from the following):

- extended tow;
  - clothing tow;
  - wrist tow;
  - chin/head tow;
  - double shoulder tow;
  - cross chest tow.
- (vi) Landing a casualty.
- (vii) Assessing life support skills.
- (viii) Demonstrate CPR (Cardio-Pulmonary Resuscitation).
- (ix) Recovery position.

### **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

## **5. TRACK AND FIELD/ATHLETICS**

Each candidate will be required to undertake **three** events but no more than two events from any group of Running, Jumping and Throwing events.

### **(a) Running Events**

- (i) Sprints
- Starts.
  - Transition.
  - Acceleration to maximum speed.
  - Finish.
  - 60 metres.
  - 100 metres.
  - 200 metres.
  - 400 metres.

- (ii) Middle and Long Distance
- Starts.
  - Transition.
  - Strategy.
  - Finish.
  - 800 metres.
  - 1500 metres.
  - 5000 metres.

- (iii) Hurdles
- Hurdle start.

- Lead leg action.
- Trail leg action.
- Running to first hurdle.
- Running between hurdles.
- 100 metres.
- 110 metres.
- 400 metres.
- Finish.

**(b) Jumping Events**

(i) Long Jump - Approach.

- Take off.
- Flight (hitch kick, hang, sail).
- Landing (tele-mark).

(ii) Triple Jump

- Approach.
- Sequence (Hop/Step/Jump).
- Flight.
- Landing.

(iii) High Jump

- Approach.
- Take Off.
- Flight (Bar clearance).
- Landing.

**(c) Throwing Events**

(i) Shot Put

- Stance, Grip, standing frontal throws.
- Movement sequence (Glide/Spin).
- Power position and execution.
- Follow through and recovery.

(ii) Discuss

- Grip, stance, preliminary swings, standing frontal throws, *throws from a side on stance*.
- Power position and execution
- Movement sequence (rotation: 1-turn, 1½ -turns).
- Follow through and recovery.

(iii) Javelin

- Grip and approach run.
- Transition (cross steps).

- Power position and execution.
- Follow through and recovery.

### **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

### **OPTION B**

#### **1. BADMINTON**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

##### **(a) Skills**

###### **(i) Grips**

- Forehand.
- Backhand.

###### **(ii) Service**

- High.
- Low.
- Forehand.
- Backhand.
- Flick.
- Drive.

###### **(iii) Clears**

- Over-head.
- Around head.
- Underarm.
- Backhand.
- Attacking.
- Defensive.

###### **(iv) Drops shots**

- Slow.
- Fast.
- Forehand.
- Backhand.
- Around head.

- (v) Smash
  - Forearm.
  - Backhand.
  - Around head.
  
- (vi) Drives
  - Forehand.
  - Backhand.
  
- (vii) Net shots
  - Hair pin.
  - Kill.
  - Lift.

**(b) Tactics**

- (i) Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.
  
- (ii) Tactics for service: serving strategy; varying the service; receiving service in singles; receiving service in doubles/mixed.
  
- (iii) Formations: front and back; side-by-side.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**2. GOLF**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Stance: open; closed; position of ball.
  
- (ii) Grip: weak/strong; overlapping (Vardon); interlocking (Hogan).
  
- (iii) Swing: backswing; downswing.
  
- (iv) Use of woods, irons and putters.
  
- (v) Strokes: tee shot; drive; approach shots; chip; pitch; putt.
  
- (vi) Playing from hazards: shots from bunkers and from the rough.

**(b) Tactics**

- (i) Selection of club.
- (ii) Use and control of: draw; fade; backspin; topspin; lofting.
- (iii) Taking account of conditions: lie; distance; wind and weather.
- (iv) Using the run of fairway.
- (v) Slopes and green.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**3. SQUASH**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Basic Shots
  - The forehand and backhand drives: grip, swing, racquet head up, follow through.
  - The service: forehand lob (floating service), forehand hard hit service, backhand service, return of service.
- (ii) Attacking and defensive shots (forehand and backhand): the volley; the boast; the drop shot; the lob.
- (iii) Fundamentals of movement: watching – footwork – balance – readiness; returning to the 'T'; anticipation; deception.

**(b) Tactics**

- (i) Use of side walls and angles to out-manoeuvre an opponent.
- (ii) Width and length (switching).
- (iii) Use of the nick.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

#### **4. TABLE TENNIS**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Services using a variety of length, direction and spin; forehand and backhand.
- (ii) Return of service; attacking and defensive returns with and without spin.
- (iii) Push shots: backhand push; forehand push.
- (iv) The block.
- (v) Half volleys: using forehand and backhand.
- (vi) Back spin defensive returns using forehand and backhand; the chop.
- (vii) Top spin driving using forehand and backhand.
- (viii) Drop shots.
- (ix) Loop: fast forehand; slow forehand; backhand loop.
- (x) Lob: forehand and backhand.

**(b) Tactics**

- (i) Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.
- (ii) Tactics for service: serving strategy; receiving service in singles; varying the service; receiving service in doubles/mixed.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

#### **5. TENNIS**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Service
  - Basic Service.
  - Service variations (Sliced, Top Spin, Flat).
- (ii) Ground Strokes

- Forehand.
  - Backhand.
  - Variations (Drives, Topspin, Slice).
- (iii) Volleys
- Backhand.
  - Forehand.
  - Variations (Slice, Drop).
- (iv) Overhead Smash - Basic.
- Jump Smash.
- (v) Lobs - Backhand.
- Forehand.

**(b) Tactics**

- (i) Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.
- (ii) Tactics for service: serving strategy; receiving service in singles; varying the service; receiving service in doubles/mixed.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**OPTION C**

**1. BASKETBALL**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Passing: chest pass; bounce pass; baseball pass (long) and overhead pass.
- (ii) Catching: one-hand/block and trap; two-hand catch/funnel;
- (iii) Dribbling: either hand (*right, left*); *alternate hands*; *change of direction* and *change of pace*; high, low and *cross-over* (reverse, front cross-over, between the legs, behind the back);
- (iv) Shooting: lay-up shots; set shot; jump shot; hook shot.
- (v) Footwork: stance; pivoting; changes of pace and direction; sliding; jumping; stopping.

**(b) Playing Positions**

*Point guard; shooting guard; forward; power forward; centre.*

**(c) Tactics**

**(i) Offence**

***Individual***

- one-on-one;
- one-on-zero;
- post play (pivot).

***Group***

- two-on-one;
- two-on two;
- three-on-three;
- three-on-two.

***Team***

- five-on-five.

*Special Situations: in-bound pass; jump ball; free throws.*

**(ii) Defense**

***Individual***

- one-on-one;
- one-on-zero;
- post play (pivot).

***Group***

- two-on-one;
- two-on two;
- three-on-three;
- three-on-two.

***Team***

- zone;
- man-to-man;
- mixed (zone and man-to-man).

*Special situations: press and trap defense.*

## **Rules**

Knowledge of the rules of the *discipline/sport* and their application.

### **2. CRICKET**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

#### **(a) Skills**

##### **(i) Batting**

- Approach: grip; stance; the backlift.
- The forward and back strokes: in defense – use of feet; in attack – the drives; leg glance.
- Strokes played with vertical bat.
- Strokes played with horizontal bat: hitting a full pitch to leg; the pull; the hook; the sweep; the cut.
- Running between the wickets; calling and backing up.
- Reading the bowling: spin; speed; in swing; out swing.

##### **(ii) Bowling**

- The basic action: grip; run up; delivery stride; release; follow through.
- The basic action: side-on, front-on, semi-open, mixed action.
- Length and direction.
- Swing: out swing (grip, rotation at shoulders, use of out swing); in swing (grip, bowling action, use of in swing).
- Cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action, when to use).
- Medium and fast pace bowling: run up; action; grip; variation of pace.
- Spin: grip; action; when to use spin, googly; top spin; off spin.

##### **(iii) Fielding**

- Concentration; backing up; getting behind ball; moving onto the ball.
- Two hand interception, underarm flick.
- Stopping and returning: barrier position.
- Throwing: long, high, flat, hard – at the wicket.
- Chasing and retrieving: over short distance; over long distance.
- Catching: high catching; slip catching; medium catching, low catch.
- Positions: away from wicket; close to wicket; specialist positions.
- Wicket keeping: stumping; run outs; receiving the ball from bowling and fielding; catching; use of pads.

**(b) Tactics**

- (i) Field placing for attacking and defensive fields.
- (ii) Bowling changes.
- (iii) Reading the wicket (pitch) – when to bat or bowl.

**(c) Laws of the discipline/sport and their application**

- (i) Knowledge of field dimensions.
- (ii) Umpiring.

**3. FOOTBALL**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Control
  - Using static practices: use of chest, thigh, feet and head.
  - Pressurised situations: use of chest, thigh, feet and head.
- (ii) Passing
  - Short pass: including use of both feet; use of the inside and the outside of the foot, *instep*.
  - Long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot, the chip pass.
  - Body pass: use of head and chest.
- (iii) Shooting: power shots (short and long range); shots with inside and outside of foot (swerving shots); first time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.
- (iv) Tackling: block tackle; side tackle; sliding tackle.
- (v) Dribbling: close control; use of either foot; feints; changes of pace and direction, *against opponents*.
- (vi) Heading: defensive and attacking; for distance and for accuracy.
- (vii) Jockeying: pressurising and attacking; closing down a player.
- (viii) Goalkeeping skills: *Distribution* - throwing for distance and accuracy, punching, palming, handling of shots and crosses (to include pressurised situations; kicking dead ball and clearance; narrowing the angle and diving saves).

**(b) Tactics**

- (i) Attack: depth, width and penetration in attack; use of space and timing; mobility; support play; positional sense, *improvisation*.
- (ii) Defense: close marking; lateral running; covering; depth, width and concentration in defense; delay in defense; man to man and zonal marking.
- (iii) Set pieces: direct and indirect free kicks, *corner kicks*.
- (iv) Throw-in and goalkeeper's kicks.
- (v) Systems of play.

**(c) Laws of the discipline/sport and their application.**

- (i) Knowledge of field dimensions.
- (ii) Refereeing.

**4. HOCKEY**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Use of the stick:  
grip, movement of hands.
- (ii) Passes:  
the drive (hitting from left to right, right to left, footwork); the push (straight, from right to left, left to right, footwork); the flick (straight, right to left; left to right, footwork); the scoop; the reverse stick pass; the hit-on; the self-pass; the sweep (forearm, reverse); the drag/drag flick, *slap shot*.
- (iii) Receiving the ball: grip; position of body; receiving from right and left, in front, behind and side, *receive reverse stick*.
- (iv) Stopping the ball:  
hands on stick; position of feet.
- (v) Dribbling: grip; footwork; head position, *body position*.
- (vi) *Types (Indian, push, tap, aerial)*.
- (vii) Defense:
  - Stick side; non-stick side; lunge; jab; from front, behind and side; shave.
  - Goalkeeping/Kicking Back skills: kicking; use of hand; use of stick.

(viii) Attack:

- Evading an opponent: stick side; non-stick side; scoop; pull back and touch/*drag* stop; lift; bully.
- Shooting: from forward line attack; from penalty corner, from long corner.

**(b) Tactics**

(i) Principles of attack and defense: triangular passes; through and square passes; zonal defense; one to one marking; attacking through left and right; attacking in the 23m area.

(ii) Corners (*long corner, short corner*):

- *attack*;
- *defense*.

(iii) Attacking goalkeeping; defensive goalkeeping; *body position; diving*.

(iv) Systems of play.

(v) The link system.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**5. NETBALL**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

(i) Catching: one handed, two handed, with feet grounded, in flight.

(ii) Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).

(iii) Footwork: landing on one foot; landing on two feet; pivot; running pass.

(iv) Shooting: one hand; two hands; forward step shot; backward step shot.

(v) Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.

(vi) Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).

(vii) Intercepting: pass; shot.

(viii) The toss-up.

**(b) Tactics**

- (i) Attacking: system of centre passes; set patterns of play; throw-in; toss-up; holding the space; back up on the circle edge.
- (ii) Defending: blocking; zoning; defending the space; the throw-in; the toss-up; back up on the circle edge.
- (iii) Role of individual players.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**6. RUGBY**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Passing: grip on ball; body position; accuracy of pass; orthodox; short and long; passing at speed; lob and reverse; pendulum pass; diving and spin passes.
- (ii) Receiving: high balls; balls at speed; ground pick-up.
- (iii) Tackling: basic technique; low tackle from side, rear, front and smother, hand off.
- (iv) Kicking: place; punt; drop; dribble; screw; grubber.
- (v) Beating opponents: side-step; feint; swerve; change of pace and direction; dummy pass;
- (vi) Scissors; switch; loop and kick ahead.

**(b) Team Skills**

- (i) Set scrummaging: binding; position of feet; angle of drive for front row, second row and back row.
- (ii) Line out play: jumping and catching: binding; throwing in.
- (iii) Ruck and maul.

**(c) Tactics**

- (i) **Forward** play: scrum; line out.
- (ii) Three quarter play: handling; kicking; running; tackling.
- (iii) Role of individual players.
- (iv) Positional play.

**(d) Laws of the game and their application**

- (i) Knowledge of field dimensions.
- (ii) Refereeing.

**7. VOLLEYBALL**

Each candidate will be required to demonstrate all of the skills listed below in a game situation.

**(a) Skills**

- (i) Service: underarm; overarm (*float, top spin*).
- (ii) Service reception, *underarm, over head (volley)*.
- (iii) Defense: two armed defense, *pass/underarm pass*.
- (iv) Set: front volley; reverse volley, *back set*.
- (v) Attack: spike (hard or soft); tip.
- (vi) Blocking.

**(b) Team Skills and Tactics**

Attacking and Defending: block (one person, two persons, three persons); systems of play (4:2 system, 5:1 system); role of individual players; team formation when serving; team formation when receiving; serve switching and penetration *by the setter*; setting up attack and block; defending attack and block.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

**8. SOFTBALL/BASEBALL**

Each candidate will be required to demonstrate all the skills listed below in a game situation:

**(a) Skills**

- (i) Batting
  - Grip: standard; choke grip.
  - Batting: swing; bunts.
- (ii) Pitching
  - Baseball: slider; fast pitch; curve ball; drop ball; rise ball; change up; knuckle ball; screw ball.
  - Softball: windmill; sling shot.
  - Starting position: wind up; set.
- (iii) Fielding
  - Catching: basics to catch fly hits; rolling hits.
  - Throwing: over arm; side arm.

(iv) Base running

- Base running: single; double; triple; home run.
- Sliding: bent leg slide; hook slide; head first slide.

**(b) Tactics**

- (i) Defensive: pitchout; intentional walk; infield fly; pop fly coverage; cuts off and relays; rundown; double and triple play; signals.
- (ii) Offensive: batting order; switch hitters; the bunt; sacrifice fly; stealing; hit and run; substitution.
- (iii) Field set up and positions.

**Rules**

Knowledge of the rules of the *discipline/sport* and their application.

◆ **MARK SCHEME FOR PRACTICAL SKILLS**

**(Paper 02 - 45 marks)**

The assessment of practical skills for the ONE sport selected by the candidate shall be conducted onsite by an External Examiner appointed by the Council. The class teacher *should submit the names of candidates and selected sports to the Ministry of Education or Local Registrar on the appropriate form.*

The assessment criteria provided below are intended to assist the external examiners and teachers in awarding marks that are reliable assessments of the achievement of candidates.

| ELEMENTS ASSESSED                    | TOTAL MARKS | LEVELS OF PERFORMANCE  | RANGE OF MARKS  | MARKS GAINED |
|--------------------------------------|-------------|--|---|--------------|
| - Skills<br>(Individual performance) | 12          | <ul style="list-style-type: none"><li>• Demonstrates advanced standards of performance using correct technique all of the time.</li><li>• Demonstrates proficient standards of performance using correct technique most of the time.</li><li>• Demonstrates partially proficient standards of performance using correct technique occasionally.</li><li>• Demonstrates low standards of performance not using correct technique.</li><li>• Unable to demonstrate the required skill/technique.</li></ul> | 10 - 12<br><br>6 - 9<br><br>3 - 5<br><br>1 – 2<br><br>0 |              |

| - Application of skills in a competitive situation     | 11          | <ul style="list-style-type: none"> <li>Demonstrates advanced standards of performance using correct technique all of the time.</li> <li>Demonstrates proficient standards of performance using correct technique most of the time.</li> <li>Demonstrates partially proficient standards of performance using correct technique occasionally.</li> <li>Demonstrates low standards of performance not using correct technique.</li> <li>Unable to demonstrate the required skill/technique in a competitive situation.</li> </ul> | 9 – 11<br>6 – 8<br>3 – 5<br>1 - 2<br>0 |              |
|--|-------------|---|--|--------------|
| ELEMENTS ASSESSED                                      | TOTAL MARKS | LEVELS OF PERFORMANCE   | RANGE OF MARKS                         | MARKS GAINED |
| - Tactics: application in a competitive situation      | 11          | <ul style="list-style-type: none"> <li>Demonstrates advanced standards of performance using correct tactics all of the time.</li> <li>Demonstrates proficient standards of performance using correct tactics most of the time.</li> <li>Demonstrates partially proficient standards of performance using correct tactics occasionally.</li> <li>Demonstrates low standards of performance using inappropriate tactics.</li> <li>Unable to demonstrate the required standard of performance and tactics.</li> </ul>              | 9 – 11<br>6 – 8<br>3 – 5<br>1 - 2<br>0 |              |
| - Laws/Rules of the game/ event and their application. |             | <ul style="list-style-type: none"> <li>Demonstrates advanced knowledge of the laws/rules of the game/event and their application all of the time.</li> <li>Demonstrates good knowledge of the laws/rules of the game/event and their application most of the time.</li> </ul>   | 9 – 11<br>6 – 8<br>3 – 5               |              |

|              |           |  |       |           |
|--------------|-----------|--|-------|-----------|
|              |           | <ul style="list-style-type: none"> <li>• Demonstrates moderate knowledge of the laws/rules of the game/event and their application occasionally.</li> <br/> <li>• Demonstrates limited knowledge of the laws/rules of the game/event and their application.</li> <br/> <li>• Unable to demonstrate knowledge of the laws/rules of the game/event and their application.</li> </ul> | 1 - 2 |           |
| <b>TOTAL</b> | <b>45</b> |  | 0     |           |
|              |           |  |       | <b>45</b> |

## ◆ SCHOOL-BASED ASSESSMENT

### RATIONALE

The School-Based Assessment is an integral part of students' assessment in the Physical Education and Sport syllabus. It is intended to assist students in acquiring certain knowledge, skills and *attitudes* that are associated with the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable students to achieve the objectives of the syllabus.

During the course of study, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the assessments.

The SBA for the Physical Education and Sport syllabus is divided into two parts, namely, a Class Project and Practical Skills. The instructions provided in the syllabus are intended to assist teachers and students in selecting and completing these compulsory assignments of the syllabus. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA.

In order to ensure that the scores awarded by teachers are not out of line with CXC's standards, the Council will undertake the moderation of a sample of the Class Projects assessed by teachers.

### MODERATION OF SCHOOL-BASED ASSESSMENT

*School-Based Assessment Record Sheets* are available online via the CXC's website [www.cxc.org](http://www.cxc.org).

*All School-Based Assessment Record of marks must be submitted Online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.*

*Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.*

### **CONDUCT AND ASSESSMENT OF CLASS PROJECT (30 MARKS)**

The Class Project should take the form of an intramural event planned and conducted by the students themselves. Each student must take on the responsibilities of ONE role as an official (see roles listed below). Information collected on particular roles selected for study and students' written reflections on their respective roles should be included in a portfolio for assessment by the teacher. Suggested items to be included in the portfolio on Class Project are as follows:

1. information on event selected and role chosen, for example, rules of sport or event, competition formats, training schedules, correspondence, minutes of meetings, inventory, reports, *competition results, DVDs and photographs*;
2. reflections: students should also be encouraged to write brief reflections over the duration of the course, based on the items and experiences collected throughout the project.

### **ROLES**

#### **Competition Director**

1. Ultimately responsible for the conduct of the event being planned.
2. Convenes a series of meetings with the organising committee to plan and execute the game/event.
3. Provides guidance and support to members of the organising committee in execution of their duties.
4. In conjunction with the committee, selects the format and decides on the characteristics of the competition –team sizes – roles- modifications for game/event.
5. Develops rules and procedures for dealing with anticipated problems.

#### **Competition Manager**

1. Prepares a list of tasks for successful staging of events.
2. Primarily responsible for the conduct of the game/event on the day of competition.
3. Ensures that the decisions of the organising committee are executed.
4. Provides guidance and support to all officials involved in the event.
5. Liaises with Technical Manager to ensure successful organisation of facilities and equipment on competition day.

#### **Competition Secretary**

1. Deals with all correspondence related to the planning, organisation and execution of the game/event.
2. Must be present at all meetings and prepare the minutes for those meetings.
3. Collects the scores from all games and writes up results to be given to the press official.
4. Coordinates the provision of awards and recognition of achievements.
5. Prepares press release for all events.

### **Equipment Manager**

1. Carefully follows the advice of the organising committee, setting up and return of equipment for games.
2. Keeps an inventory of the equipment that is needed for the execution of the game/event and be responsible for the return of the equipment to the storeroom.
3. Performs simple maintenance of equipment.
4. Investigates and compiles a report about any damage or loss of equipment and reports findings to the Competition Manager.
5. Responsible for maintaining a tidy and efficient equipment storeroom.

### **Event Official**

1. Responsible for officiating at games/events ensuring that the conduct of the competition is fair.
2. Prepares score cards and statistical sheets for the tournament.
3. Records and tabulates scores and statistics on each game.
4. Allows the game/event to flow by calling only essential stoppage.
5. Signals appropriately so that participants recognise his/her decision.

### **Coach**

1. Responsible for planning training sessions.
2. Responsible for tactical and technical decisions.
3. Monitors and evaluates team performance.
4. Liaises with Team Manager to organise training sessions.
5. Liaises with the Manager, Captain and other players to work out ways of improving the team's performance.

### **Team Manager**

1. Arranges and attends training sessions required.
2. Ensures availability of all equipment and facilities for training session and competition.
3. Addresses all concerns that may affect team members and the coaches' participation and performance at training and game/event.
4. Motivates players and coaches.
5. Represents the team at meetings.

### **Sports Journalist**

1. Designs promotional and information material for display.
2. Features sports personalities in newsletters and magazines.
3. Highlights and reviews interesting, funny or informative news from each week's fixtures and training sessions.
4. Interviews players or coaches at the end of a training session or game/event.
5. Highlights the upcoming week's game/event and reports on its execution and the status of the competition.

### **First Aid Officer**

1. Responsible for maintaining a first aid kit and applying first aid when required.
2. Liaises with relevant personnel to devise appropriate procedures in event of serious injuries.
3. Collates and distributes information related to care and prevention of sport injuries.
4. Writes up reports of accidents, detailing causes, injuries and suggested action for future prevention.
5. Identifies possible hazards or causes of injuries and reports them to the Competition Manager.

### **ASSESSMENT OF THE CLASS PROJECT – Paper 03 (30 marks)**

The assessment of the Class Project must be conducted by the class teacher. The assessment criteria provided below are intended to assist teachers in awarding marks that are reliable assessments of the achievements of students on the activity.

| ELEMENTS ASSESSED | MARKS | ASSESSMENT CRITERIA  | MARKS  | TOTAL MARK |
|-------------------|-------|--|--|------------|
| CLASS PROJECT     | 30    | <p><b><u>Planning and Organising</u></b></p> <ul style="list-style-type: none"> <li>• Effective leadership and knowledge initiative:           <ul style="list-style-type: none"> <li>- consistently displays leadership, responsibility and initiative in planning and organising activities;</li> <li>- occasionally displays initiative in planning and organising activities;</li> <li>- seldom displays initiative in planning and organising activities.</li> </ul> </li> </ul> <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>• Competent demonstration of selected role:           <ul style="list-style-type: none"> <li>- consistently displays appropriate knowledge and skills;</li> <li>- occasionally displays appropriate knowledge and skills;</li> <li>- seldom displays appropriate knowledge and skills.</li> </ul> </li> </ul> | (6)<br><br>5 - 6<br><br>3 - 4<br><br>1 - 2<br><br>(6)<br><br>5 – 6<br><br>3 - 4<br><br>1 – 2 | 18         |

| ELEMENTS ASSESSED | MARKS     | ASSESSMENT CRITERIA   | MARKS | TOTAL MARK |
|-------------------|-----------|---|-------|------------|
|                   |           | <p><b><u>Teamwork</u></b></p> <ul style="list-style-type: none"> <li>Contribution to overall success of the Class Project: <ul style="list-style-type: none"> <li>- consistently displays cooperation and involvement; 5 - 6</li> <li>- occasionally displays cooperation and involvement; 3 - 4</li> <li>- seldom displays cooperation and involvement. 1 - 2</li> </ul> </li> </ul> | (6)   |            |
|                   |           | <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>Portfolio contains pertinent and accurate information related to selected role and general organisation of event. 6</li> <li>Portfolio contains information in a variety of formats (at least two, for example, hard copy, diskette, videotape/CD, photographs). 3</li> </ul>                                     | (9)   | 12         |
|                   |           | <p><b><u>Organisation</u></b></p> <ul style="list-style-type: none"> <li>Portfolio contains a table of content. 1</li> <li>Portfolio contains a list of references. 1</li> <li>Content organised in a logical and presentable manner. 1</li> </ul>  | (3)   |            |
| <b>TOTAL</b>      | <b>30</b> | <b>TOTAL</b>  |       | <b>30</b>  |

## CONDUCT AND ASSESSMENT OF PRACTICAL SKILLS - Paper 03 (135 MARKS)

The assessment of Practical skills for each Option must be conducted by the class teacher. The criteria provided below are intended to assist teachers in making reliable assessment of students' achievement *in EACH* of the three sports *selected*. *This does not include Dance* (see pages 44 - 45 for mark scheme for Dance).

### MARK SCHEME FOR PRACTICAL SKILLS (45 marks for EACH)

| ELEMENTS ASSESSED                                | TOTAL MARKS | LEVELS OF PERFORMANCE   | RANGE OF MARKS  | MARKS GAINED |
|--|-------------|---|---|--------------|
| Skills (Individual performance)                  | 12          | <ul style="list-style-type: none"> <li>• Demonstrates advanced standards of performance using correct technique all of the time.</li> <li>• Demonstrates proficient standards of performance using correct technique most of the time.</li> <li>• Demonstrates partially proficient standards of performance using correct technique occasionally.</li> <li>• Demonstrates low standards of performance not using correct technique.</li> <li>• Unable to demonstrate the required skill/technique.</li> </ul>                            | 10 - 12<br><br>6 - 9<br><br>3 - 5<br><br>1 – 2<br><br>0 |              |
| Application of skills in a competitive situation | 11          | <ul style="list-style-type: none"> <li>• Demonstrates advanced standards of performance using correct technique all of the time.</li> <li>• Demonstrates proficient standards of performance using correct technique most of the time.</li> <li>• Demonstrates partially proficient standards of performance using correct technique occasionally.</li> <li>• Demonstrates low standards of performance not using correct technique.</li> <li>• Unable to demonstrate the required skill/technique in a competitive situation.</li> </ul> | 9 – 11<br><br>6 – 8<br><br>3 – 5<br><br>1 - 2<br><br>0  |              |

| ELEMENTS ASSESSED                                    | TOTAL MARKS | LEVELS OF PERFORMANCE   | RANGE OF MARKS                         | MARKS GAINED |
|--|-------------|---|--|--------------|
| Tactics: application in a competitive situation      | 11          | <ul style="list-style-type: none"> <li>• Demonstrates advanced standards of performance using correct tactics all of the time.</li> <li>• Demonstrates proficient standards of performance using correct tactics most of the time.</li> <li>• Demonstrates partially proficient standards of performance using correct tactics occasionally.</li> <li>• Demonstrates low standards of performance using inappropriate tactics.</li> <li>• Unable to demonstrate the required standard of performance and tactics.</li> </ul>  | 9 – 11<br>6 – 8<br>3 – 5<br>1 - 2<br>0 |              |
| Laws/Rules of the game/ event and their application. |             | <ul style="list-style-type: none"> <li>• Demonstrates advanced knowledge of the laws/rules of the game/event and their application all of the time.</li> <li>• Demonstrates good knowledge of the laws/rules of the game/event and their application most of the time.</li> <li>• Demonstrates moderate knowledge of the laws/rules of the game/event and their application occasionally.</li> <li>• Demonstrates limited knowledge of the laws/rules of the game/event and their application.</li> <li>• Unable to demonstrate knowledge of the laws/rules of the game/event and their application.</li> </ul> | 9 – 11<br>6 – 8<br>3 – 5<br>1 - 2<br>0 |              |
| <b>TOTAL</b>   | <b>45</b>   |   |  | <b>45</b>    |

**MARK SCHEME FOR DANCE**  
**(90 MARKS WEIGHTED TO 45 MARKS)**

| <b>Elements Assessed:</b>   | <b>MARKS</b>  |
|---|---|
| <b>PERFORMANCE</b>  |   |
| <b>BASIC PRINCIPLES</b>   |   |
| <ul style="list-style-type: none"> <li>• Posture and placement</li> <li>• Alignment</li> <li>• Flow of energy</li> <li>• Co-ordination</li> <li>• Balance</li> <li>• Control and mobility</li> <li>• Strength</li> </ul>  | 4 marks<br>2 marks<br>2 marks<br>1 mark<br>1 mark<br>1 mark<br>1 mark<br><b>12 marks</b>                |
| <b>THE BODY</b>   |   |
| <ul style="list-style-type: none"> <li>• Locomotion and elevation</li> <li>• Flexion</li> <li>• Rotation</li> <li>• Use of individual body parts           <ul style="list-style-type: none"> <li>- In isolation</li> <li>- In combination</li> </ul> </li> </ul>   | 1 mark<br>1 mark<br>1 mark<br>4 marks<br><b>7 marks</b>   |
| <b>DYNAMICS</b>   |   |
| <ul style="list-style-type: none"> <li>• Speed</li> <li>• Energy</li> <li>• Continuity</li> <li>• Rhythm</li> </ul>   | 1 mark<br>1 mark<br>1 mark<br>1 mark<br><b>4 marks</b>  |
| <b>SPATIAL</b>  |   |
| <ul style="list-style-type: none"> <li>• Shaping</li> <li>• Projecting Body</li> <li>• Use of Space</li> <li>• Size</li> <li>• Level</li> <li>• Direction</li> <li>• Pathway</li> </ul>   | 1 mark<br>1 mark<br>1 mark<br>1 mark<br>1 mark<br>1 mark<br>1 mark<br><b>7 marks</b><br><b>30 MARKS</b> |
| <b>DANCE COMPOSITION</b>  |   |
| <ul style="list-style-type: none"> <li>• Composing solo, duo and group dances</li> <li>• Exploration of dance ideas, styles and accompaniments</li> <li>• Selection and development of appropriate actions (spatial and dynamic).</li> <li>• Choreographic devices appropriate to chosen dance style</li> <li>• Expression and communication</li> </ul> | 8 marks<br>6 marks<br>5 marks<br>5 marks<br>6 marks<br><b>30 MARKS</b>                                  |

| <b>Elements Assessed:</b>      | <b>MARKS</b>                       |
|--------------------------------|------------------------------------|
| <b>DANCE APPRECIATION</b>      |                                    |
| • Type of dance                | 3 marks                            |
| • Style of dance               | 3 marks                            |
| • Number and gender of dancers | 3 marks                            |
| • Theme                        | 4 marks                            |
| • Dynamics                     | 3 marks                            |
| • Costume and accompaniment    | 3 marks                            |
| • Structure and form           | 3 marks                            |
| • Interpretation of elements   | 8 marks                            |
| <b>TOTAL</b>                   | <b>30 MARKS</b><br><b>90 MARKS</b> |

#### Note to the Teacher

To calculate the final mark, the candidates' total score should be divided by 2. For example, if a candidate gets 48 out of 90, divide the 48 by 2 and enter 24 on the SBA form.

#### **MODERATION OF SCHOOL-BASED ASSESSMENT**

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*Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination.*

## ◆ RESOURCE MATERIAL

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## ◆ GLOSSARY

| WORD/TERM | DEFINITION/MEANING  |  |
|-----------|---|--|
| annotate  | Add a brief note to a label.  | (Simple phrase or a few words only.)   |
| apply     | Use knowledge/principles to solve problems.   | (Make inferences/conclusions.)   |
| appraise  | To judge the quality or worth of.   |  |
| assess    | Present reasons for the importance of particular structures relationships or processes.   | (Compare the advantages and disadvantages or the merits and demerits of a particular relationship or process.)                                 |
| calculate | Arrive at the solution to a numerical problem.  | (Steps should be shown; units must be included.)   |
| classify  | Divide into groups according to observable characteristics.   |  |
| comment   | State opinion or view with supporting reasons.  |  |
| compare   | State similarities and differences.   | (An explanation of the significance of each similarity and difference stated may be required for comparisons which are other than structural.) |
| construct | Use a specific format to make and/or draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram. | (Such representations should normally bear a title, appropriate headings and legend.)  |
| deduce    | Make a logical connection between two or more pieces of information; use data to arrive at a conclusion.  |  |
| define    | State concisely the meaning of a word or term.  | (This should include the defining equation/formula where relevant.)  |

| <b>WORD/TERM</b>                             | <b>DEFINITION/MEANING</b>   |
|--|---|
| demonstrate                                  | Show clearly by giving proof or evidence; direct attention to.  |
| derive                                       | To deduce; determine or extract from data by a set of logical steps some relationship, formula or result.                                       |
| describe                                     | Provide detailed factual information of the appearance or arrangement of a specific structure or the sequence of a specific process.            |
| determine                                    | Find the value of a physical quantity.  |
| design                                       | Plan, and present with appropriate practical detail.  |
| develop                                      | Expand or elaborate an idea or argument with supporting reasons.  |
| differentiate/distinguish<br>(between/among) | State or explain briefly those differences between or among items which can be used to define the items or place them into separate categories. |
| discuss                                      | Present reasoned arguments; consider points both for and against; explain the relative merits of a case.  |
| draw   | Make a line representation from specimens or apparatus that shows an accurate relationship between the parts.                                   |
| estimate                                     | Make an approximate quantitative judgment.  |

| <b>WORD/TERM</b> | <b>DEFINITION/MEANING</b>  |  |
|------------------|--|--|
| evaluate         | Weigh evidence and make judgments based on given criteria.   | (The use of logical supporting reasons for a particular point of view is more important than the view held; usually both sides of an argument should be considered.) |
| explain          | Give reasons based on recall; account for.   |  |
| find             | Locate a feature or obtain as from a graph.  |  |
| formulate        | To express in a formula or in a systematic manner.   |  |
| identify         | Name or point out specific components or features.   |  |
| illustrate       | Show clearly by using appropriate examples or diagrams, sketches.  |  |
| investigate      | Use simple systematic procedures to observe, record data and draw logical conclusions.                                       |  |
| justify          | To prove a statement or claim true.  |  |
| label            | Add names to identify structures or parts indicated by pointers.   |  |
| list             | Itemise without detail.  |  |
| measure          | Take accurate quantitative readings using appropriate instrument.  |  |
| name             | Give only the name of.   | (No additional information is required.)   |
| Note             | Write down observations.   |  |
| observe          | Pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically. | (Observations may involve all the senses and/or extensions of them, but would normally exclude the sense of taste.)  |

| <b>WORD/TERM</b>      | <b>DEFINITION/MEANING</b>   |
|-----------------------|---|
| plan                  | Prepare to conduct an exercise.   |
| predict               | Use information provided to arrive at a likely conclusion or suggest a possible outcome.  |
| record                | Write an accurate description of the full range of observations made during a given procedure.<br><br>(This includes the values for any variable being investigated where appropriate recorded data may be depicted in graphs, histograms or tables.) |
| relate                | Show connections between; explain how one set of facts or data depend on others or are determined by them.  |
| sketch                | Make a simple freehand diagram showing relevant proportions and any important details.  |
| state                 | Provide factual information in concise terms, omitting explanation.   |
| suggest               | Offer an explanation deduced from information or previous knowledge.<br><br>(No correct or incorrect solution is presumed but suggestions must be acceptable within the limits of scientific knowledge.)  |
| suggest an hypothesis | Provide a generalisation which offers a likely explanation for a set of data or observations.   |
| test                  | To find out by following set procedures.  |

**Western Zone Office**

# CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate®



## PHYSICAL EDUCATION AND SPORT

### Specimen Papers and Mark Schemes/Keys

Specimen Papers: - Paper 01, Section A  
Paper 01, Section B

Mark Schemes and Keys: - Paper 01, Section A  
Paper 01, Section B



TEST CODE **01252010**

## **FORM 01252010/SPEC/2011**

**CARIBBEAN EXAMINATIONS COUNCIL  
SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**PHYSICAL EDUCATION AND SPORT - General Proficiency**

**SPECIMEN PAPER**

**Paper 01 - SECTION A**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This test consists of 45 items. You will have 60 minutes to answer them.
2. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
3. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

**Sample Item**

As an athlete it is important to increase one's vital capacity as there will be

**Sample Answer**

- (A) less oxygen intake  
(B) more oxygen intake  
(C) less carbon dioxide released  
(D) more carbon dioxide released

(A)  (B)  (C)  (D)

The best answer to this item is "more carbon dioxide released", so answer space (D) has been shaded.

4. There will be a 10-minute break at the end of Section A, after the invigilator has collected this paper.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

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1. The Olympic games originated as a religious festival in
- (A) Greece  
(B) Egypt  
(C) Italy  
(D) China
2. Which female Olympian from the English-speaking Caribbean has won the HIGHEST number of medals in the Olympic Games?
- (A) Cydonie Mothersill  
(B) Debbie Ferguson  
(C) Veronica Campbell  
(D) Merlene Ottey
3. Which Summer Olympics was affected by student riots?
- (A) 1948–London  
(B) 1964–Tokyo  
(C) 1968–Mexico City  
(D) 1992–Barcelona
4. In which city was the Olympic stadium dubbed the ‘Bird’s Nest’?
- (A) 1996–Atlanta  
(B) 2000–Sydney  
(C) 2004–Athens  
(D) 2008–Beijing
5. Which of the following events are held every two years?
- I. CARIFTA  
II. CAC Championships  
III. World Athletic Championships  
IV. Pan American Games
- (A) I and II only  
(B) I and III only  
(C) II and III only  
(D) III and IV only
6. The integumentary system consists of
- (A) pancreas, hair and brain  
(B) hair, nails and skin  
(C) nails, sweat and blood  
(D) hair, blood and brain
7. When exposed to sunlight, our skin manufactures
- (A) Vitamin A  
(B) Vitamin B  
(C) Vitamin C  
(D) Vitamin D
8. Which of the following nutrients helps to repair muscle damage?
- (A) Fat  
(B) Protein  
(C) Mineral  
(D) Carbohydrate
9. Heat loss is associated with
- I. the movement of heat directly through the skin  
II. radiation from dilated blood vessels  
III. the secretion of sweat
- (A) I and II only  
(B) I and III only  
(C) II and III only  
(D) I, II and III
10. Which of the following athletes is MOST likely to have more fast twitch muscle fibres?
- (A) 100 m runner  
(B) 1500 m runner  
(C) Marathon runner  
(D) Long distance swimmer

GO ON TO THE NEXT PAGE

11. Which of the following is the correct sequence for the process of digestion?
- (A) Oesophagus, small intestines, stomach  
(B) Oesophagus, stomach, small intestines  
(C) Oesophagus, anus, small intestines  
(D) Stomach, oesophagus, anus
12. Which of the following structures prevents food from entering the lungs?
- (A) Larynx  
(B) Stomach  
(C) Epiglottis  
(D) Oesophagus
13. In humans, the purpose of cartilage is to
- (A) keep bones cool  
(B) attach bones to muscles  
(C) stop bones from growing long  
(D) protect the ends of the bones where they meet
14. Sugar is stored as glycogen in the
- (A) gall bladder  
(B) pancreas  
(C) stomach  
(D) liver
15. Which of the following processes is NOT a function of the digestive system?
- (A) Ingestion  
(B) Absorption  
(C) Inspiration  
(D) Mastication
16. Which of the following are functions of the nervous system?
- I. Allows us to be aware of our surroundings  
II. Provides us with the ability to think and act  
III. Allows us to control and coordinate movement
- (A) I and II only  
(B) I and III only  
(C) II and III only  
(D) I, II and III
17. When direct light shines into Peter's eyes, his pupils dilate. This is called
- (A) a reflex action  
(B) a normal action  
(C) a chain reaction  
(D) an automatic reaction
18. The parts of a neurone are
- (A) nucleus, synapse, axon  
(B) nucleus, synapse, dendrite  
(C) dendrite, axon, synapse  
(D) dendrite, axon, nucleus
19. Which of the following is NOT associated with the excretory system?
- (A) Kidney  
(B) Homeostasis  
(C) Tidal capacity  
(D) Osmoregulation

20. Which of the following is NOT a feature of the spinal cord?
- (A) Transmits messages to and from our brain  
(B) It is enclosed in vertebral column  
(C) It is flexible  
(D) It consists of bones
21. Which of the following identifies a chamber of the heart?
- (A) Front atrium  
(B) Left ventricle  
(C) Back atrium  
(D) Front ventricle
22. In the RICE procedure, what does the letter 'R' stand for?
- (A) Resuscitate  
(B) Remove  
(C) Renew  
(D) Rest
23. Unconsciousness, disorientation and memory loss following a blow to the head are ALL symptoms of
- (A) cramps  
(B) contusion  
(C) concussion  
(D) compound fracture
24. Strained muscles may be caused by
- (A) over-stretching  
(B) wearing tight gear  
(C) exercising too soon after eating  
(D) drinking insufficient water during exercise
25. A sprain may be defined as
- (A) a bone pulled from its normal position  
(B) ligament damage at a joint  
(C) damage to the tendon  
(D) bones rubbing at the joints
26. Specific fitness is the ability of the body to carry out set tasks effectively and efficiently. Which of the following is NOT an aspect of specific fitness?
- (A) Agility  
(B) Flexibility  
(C) Coordination  
(D) Speed and reaction
27. Which of the following activities BEST displays the fitness component of power?
- (A) Throwing the javelin  
(B) Tug of war  
(C) Marathon  
(D) Skipping
28. People are usually at their fittest at about
- (A) 10–19 years  
(B) 20–29 years  
(C) 30–39 years  
(D) 40–49 years
29. Which of the following are considered when assessing fitness?
- I. Age  
II. Equipment  
III. Environment
- (A) I and II only  
(B) I and III only  
(C) II and III only  
(D) I, II and III

30. Which of the following factors must be considered when designing training programmes?

- I. Weight
  - II. The particular sport
  - III. A specific level of ability
  - IV. An individual or group
- (A) I, II and III only  
(B) I and II and IV only  
(C) II, III and IV only  
(D) I, II, III and IV

31. Which of the following procedures must be followed in conducting training sessions?

- (A) Pre-competition, competition, recovery  
(B) Warm up, main activity, cool down  
(C) Warm up, recovery, main activity  
(D) Pre-competition, main activity, cool down

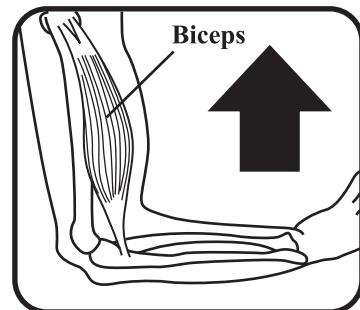
32. Which of the following would facilitate a stable posture?

- I. Feet close together
  - II. Feet shoulder width apart
  - III. Body in upright position
  - IV. Body in half-squat position
- (A) I and III only  
(B) II and III only  
(C) II and IV only  
(D) III and IV only

33. The falling of one's body temperature below 35 °C is called

- (A) hyperthermia  
(B) hypotrophy  
(C) heat exhaustion  
(D) hypothermia

Item 34 refers to the diagram of the muscles of the human arm.



34. The muscular contraction shown in the diagram above is

- (A) isometric  
(B) isotonic concentric  
(C) isotonic eccentric  
(D) isokinetic

35. A sport injury can be any injury caused to a sport person whilst in action. These injuries can be classified as

- I. overuse
  - II. chronic
  - III. acute
- (A) I only  
(B) II only  
(C) I and II only  
(D) II and III only

36. Sports persons need a balanced diet to keep healthy. A balanced diet is one which

- (A) matches your energy needs  
(B) uses equal portions of food  
(C) provides equal amounts of nutrients  
(D) contains a lot of fruit and vegetables

37. We should include fibre in our daily diet because it
- I. makes us feel full longer  
II. helps prevent constipation  
III. reabsorbs water  
IV. removes poisonous waste
- (A) I and II only  
(B) I and III only  
(C) II and III only  
(D) II and IV only
38. Jane is a netballer who does not eat meat. Which of the following combinations is a good replacement for meat?
- (A) Fish, peas, pasta and eggs  
(B) Beans, lentils, nuts and eggs  
(C) Nuts, bananas, beans and milk  
(D) Pasta, rice, nuts and bananas
39. Water is an essential agent for the many processes that keep us alive. Which of these statements is NOT true of water? It helps to
- (A) suppress appetite  
(B) maintain muscle tone  
(C) remove waste and toxins  
(D) prevent dehydration
40. Which of the following is NOT an eating disorder?
- (A) Binging  
(B) Anorexia  
(C) Obesity  
(D) Bulimia
41. What is the role of most Caribbean governments in sport?
- (A) Hosting national leagues  
(B) Supporting national sport  
(C) Selecting national athletes  
(D) Organizing coaching courses
42. Which of the following is the MOST appropriate way to address violence in sports?
- (A) Ban competitions that give financial awards  
(B) Educate athletes, coaches and spectators about the value and purpose of sport  
(C) Limit the number of spectators at sporting events  
(D) Increase the price of tickets for games
43. How do the mass media support the development of sport?
- I. Exposing the private lives of professional athletes  
II. Covering games for the wider audience  
III. Increasing financial support from media rights and advertising  
IV. Promoting positive values such as team spirit
- (A) I and II only  
(B) II and III only  
(C) I, II and III only  
(D) II, III and IV only

- 44.** A professional footballer may use a banned substance if
- (A) it is taken as medication prescribed by a doctor
  - (B) he/she stops using it at least one week before the competition
  - (C) he/she is not representing the national team
  - (D) it is part of his religious or cultural practice
- 45.** Which of the following games cater for persons with physical disabilities?
- I. Paralympics
  - II. Winter Olympics
  - III. Special Olympics
  - IV. Summer Olympics
- (A) I and II only
  - (B) I and III only
  - (C) I and IV only
  - (D) I, II, III and IV

**END OF TEST**

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE

PHYSICAL EDUCATION AND SPORT

PAPER 01, SECTION A

KEY

**CARIBBEAN EXAMINATIONS COUNCIL**

**SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**PHYSICAL EDUCATION AND SPORTS**

**SPECIMEN PAPER 2011**

| <b>Item No.</b> | <b>Key</b> |
|-----------------|------------|
| 1               | A          |
| 2               | D          |
| 3               | C          |
| 4               | D          |
| 5               | C          |
| 6               | B          |
| 7               | D          |
| 8               | B          |
| 9               | D          |
| 10              | A          |
| 11              | B          |
| 12              | C          |
| 13              | D          |
| 14              | D          |
| 15              | C          |
| 16              | D          |
| 17              | A          |
| 18              | D          |
| 19              | C          |
| 20              | D          |
| 21              | B          |
| 22              | D          |
| 23              | C          |

| <b>Item No.</b> | <b>Key</b> |
|-----------------|------------|
| 24              | A          |
| 25              | B          |
| 26              | B          |
| 27              | A          |
| 28              | B          |
| 29              | B          |
| 30              | D          |
| 31              | B          |
| 32              | C          |
| 33              | D          |
| 34              | B          |
| 35              | D          |
| 36              | A          |
| 37              | D          |
| 38              | B          |
| 39              | A          |
| 40              | C          |
| 41              | B          |
| 42              | B          |
| 43              | D          |
| 44              | A          |
| 45              | B          |



TEST CODE **01252010/SPEC**

**FORM TP 01252010/SPEC/2011**

**CARIBBEAN EXAMINATIONS COUNCIL**  
**SECONDARY EDUCATION CERTIFICATE EXAMINATION**  
**PHYSICAL EDUCATION AND SPORT**  
**GENERAL PROFICIENCY**  
**SPECIMEN PAPER**  
**Paper 01 – Section B**

***1½ hours***

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This paper consists of FIVE questions.
2. Answer ALL questions.
3. Write your answers in the answer booklet provided.
4. Each question is worth nine marks.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

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## SECTION B

**Answer ALL questions.**

**Write your answers in the answer booklet provided.**

### **History and Development of Physical Education (PE) and Sport**

- 1.** (a) Physical Education and Sport in ancient times served specific purposes in the lives of the people who practised the various sports.

State THREE purposes served by PE and Sport in ancient times.

**(3 marks)**

- (b) As captain of your school's Sports Club, you have been asked to make a speech at the school's orientation for new students about the benefits of physical education and sport to young people.

Discuss THREE of these benefits that you would include in your speech.

**(6 marks)**

**Total 9 marks**

### **Anatomy and Physiology**

- 2.** In a game of cricket Hans throws a ball to Mark.

- (a) Name THREE bones in Hans' upper limb which would enable the throw.

**(3 marks)**

- (b) Name TWO types of joints involved in the process of throwing the ball.

**(2 marks)**

- (c) Describe the difference in the movement produced by the joints named in (b) above.

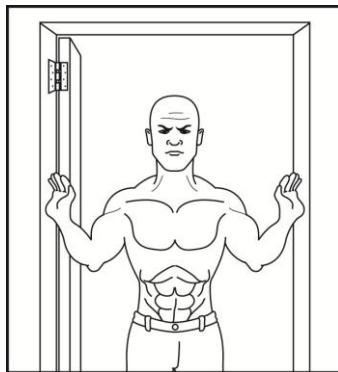
**(4 marks)**

**Total 9 marks**

**GO ON TO THE NEXT PAGE**

### **Fitness and Performance**

3. The sportsman in Figure 1 is performing an exercise with the edges of his palms pressed against the frame of his bedroom door.



**FIGURE 1: Diagram showing a sportsman pressing the edges of his palms against a door frame**

- (a) What name is given to the type of exercise that the sportsman is performing with his hands? **(1 mark)**
- (b) What role is the door frame performing in the exercise? **(1 mark)**
- (c) Explain the reactions in the biceps and triceps as the sportsman  
(i) presses against the frame  
(ii) stops pressing and relaxes his hands **(5 marks)**
- (d) State ONE advantage and ONE disadvantage of this type of exercise. **(2 marks)**

**Total 9 marks**

**GO ON TO THE NEXT PAGE**

### **Health and Nutrition**

4. On joining the school's football team, Joe has been told by the coach to eat more energy-giving foods.
- (a) Suggest TWO foods that can provide a lot of energy. **(2 marks)**
- (b) Joe undergoes very strenuous training sessions, and his muscles need to recover through the intake of a particular nutrient.
- (i) Identify the nutrient which would help Joe's body to repair itself. **(1 mark)**
- (ii) Suggest TWO foods which contain this nutrient. **(2 marks)**
- (iii) Justify why Joe must consume this nutrient daily. **(4 marks)**

**Total 9 marks**

### **Trends and Social Issues**

5. (a) Explain THREE ways in which the mass media can help to promote physical education and sports in the Caribbean. **(6 marks)**
- (b) Suggest THREE ways in which the mass media could affect sports NEGATIVELY through their activities. **(3 marks)**

**Total 9 marks**

**END OF TEST**



01252010/K/MS/2011

C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L  
H E A D Q U A R T E R S

S E C O N D A R Y   E D U C A T I O N   C E R T I F I C A T E  
E X A M I N A T I O N

P H Y S I C A L   E D U C A T I O N   A N D   S P O R T

P A P E R   0 1   S e c t i o n   B  
S P E C I M E N   P A P E R  
K E Y   A N D   M A R K   S C H E M E

PHYSICAL EDUCATION AND SPORT  
PAPER 01 Section B  
KEY AND MARK SCHEME

- 1 (a) • The purpose of survival  
• Health benefits  
• Religious reasons  
• Military preparedness  
• Contribution to education  
• Recreational pursuits  
**1 mark each for any 3 = 3 marks**
- 1 (b) • Development and improvement of physical skills and abilities  
• Development of fitness  
• Social development, team spirit, team work  
• Appreciation of rules  
• Appreciation for fair play and sportsmanship  
• Discipline, management of emotions  
• Experience, the joy of winning  
• Learning to accept defeat  
• Leadership  
**2 marks for any point fully discussed (point mentioned only = 1 mark)**  
**2 x 3 = 6 marks**
- 2 (a) • Humerus  
• Radius  
• Ulna  
• Metacarpals  
• Carpals  
• Phalanges  
**1 mark each for any 3 = 3 marks**
- 2 (b) • Hinge  
• Ball and Socket  
• Condyloid  
• Glyding  
**1 mark each = 2 marks**
- 2 (c) • The ball and socket joint undergoes **rotation** and **abduction/adduction**. This allows Hans to swing his arm when throwing the ball.  
• The hinge joint undergoes **flexion** and **extension**. This allows for the hand to be extended when throwing the ball, and pulled back when the action is completed  
• The Condyloid joint allows **abduction** and **adduction**, allowing **flexion** and **extension** and **accuracy**  
• The Gliding joint allows little movements in all directions allowing for stability and accuracy in direction.

**1 mark for each point = 4 marks**

PHYSICAL EDUCATION AND SPORT  
PAPER 01 Section B  
KEY AND MARK SCHEME

- 3 (a) Isometric exercise  
**1 mark**  
3 (b) Immovable resistance  
**1 mark**  
3 (c) (i) Pressing

The biceps muscles **expand** and the triceps muscles **contract**, generating the force which facilitates the push.

- (ii) Releasing

The biceps muscles **contract** and the triceps muscles **expand**. This causes the hand to lose pushing power. The hand then falls into a free position.

**Bold words - 1 mark each if used correctly;  
1 mark for any underlined comment = 5 marks**

- 3 (d) Advantage

Requires no specialized equipment  
Can be undertaken at no extra financial cost to the sportsman  
Can be undertaken in the sportsman's home at his/her leisure

**1 mark for any one point**

Disadvantage

Strength is developed only at a specific joint angle and not throughout the entire range of motion

**1 mark**

- 4 (a) Yam  
Flour  
Bread  
Rice  
Any other correct answer

**1 mark each for any 2 = 2 marks**

- 4 (b) (i) Protein

**1 mark**

- 4 (b) (ii) Meat  
Liver  
Fish  
Peas, beans, legumes, soy  
Any other correct answer

**1 mark each for any 2 = 2 marks**

PHYSICAL EDUCATION AND SPORT  
PAPER 01 Section B  
KEY AND MARK SCHEME

4 (b) (iii)

- From training, the muscles will be damaged/torn/worn. Protein is required for growth and repair or repair and rebuild.

**1 mark EACH for underlined terms  
(4 marks)**

5 (a)

- Media coverage promotes sport. People learn a sport and may want to try it out.
- The media help to educate and inform sports fans, which is healthy for sport.
- TV programmes, videos and books can help you learn and improve your sports skills.
- The media highlights the achievements of sport stars who inspire young athletes and act as role models for them.
- A sport with a lot of media coverage (especially TV) finds it easier to get sponsorship.

**2 marks EACH for any 3 full explanations = 6 marks  
(1 mark EACH for any 3 partial explanations)**

5 (b)

- The media put extra pressure on managers and captains to get results. They may be hounded out of their jobs if they fail.
- Sports stars lose privacy. Their private lives get reported on, causing disaffection to the sportsman at times.
- A sport may get too much exposure, such as in football to the discomfort of non-lovers of the particular sport.
- The media may over-sensationalize sports news and events to attract more viewers or readers. This may be a form of social exploitation.
- Sports that get little or no media attention find it very difficult to attract sponsorship.

**1 mark for any one point  
 $1 \times 3 = 3$  marks**

**Total 45 marks**



**Caribbean Examinations Council**  
Prince Road, Pine Plantation Road,  
St Michael BB11091  
Tel: (246) 227 1700  
Email: [cxezo@cxc.org](mailto:cxezo@cxc.org)