



Solomon Islands Government

SECONDARY PHYSICAL EDUCATION SYLLABUS



Years 7 - 9

Ministry of Education and
Human Resources Development

Secondary Physical Education Syllabus

Years 7 - 9



CURRICULUM DEVELOPMENT DIVISION



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MEHRD

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Foreword

The Solomon Islands Education System is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Programme (ESIRP) and Education Strategic Plans (ESP). Curriculum Review and Reform Program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the vision and national goals of the education system advocated in the National Education Action Plans (NEAP 2007 – 2009 & 2010 – 2012) and Education Strategic Framework (2007 – 2015).

The new Physical Education Syllabus is to be used by Secondary school teachers to teach Years 7 to 9 in Secondary Schools in Solomon Islands. It is developed as a guiding framework to meet the teaching and learning needs in all secondary schools. The programme of study presented in this syllabus contributes significantly towards the holistic development of the learner as an individual and the achievement of human integral development.

This is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. This is an outcomes based education model and curriculum approach based on the achievement of learning outcomes through a learner centered, problem posing and the use of multiple intelligence education philosophy.

This syllabus builds upon concepts, skills, attitudes and values from the primary Physical Education learning as well as from the learners home environment and links them to the concepts, skills, attitudes and values in this syllabus. It also forms a background for further learning beyond Year 9 as well as preparing individual learners for future life in the Solomon Islands.

The development and implementation of this syllabus is a step towards providing relevant and meaningful learning experiences for our children. It is important that all policy makers, teachers, education authorities and other important education stakeholders support the implementation of this syllabus.

As the Minister responsible for the provision of education services in the Solomon Islands, I now endorse this syllabus as the official document for teaching and learning of Physical Education in Secondary Schools throughout the Solomon Islands.



Hon. Reuben Inoana Dick Ha'amori
Honourable Minister of Education, 2013
Ministry of Education and Human Resources Development

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Subject Advisory Committee and Workshop participants

- Secondary Physical Education Advisory Committee members (2004 – 2009)
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- Secondary Physical Education Working Group members (2007-2010)

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Section 1. INTRODUCTION

The National Curriculum states that Education is a lifelong learning process. In Solomon Islands, an outcome based education approach was adapted to develop the Physical Education syllabus and learning and teaching materials. The Physical Education Syllabus has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all Learners should achieve and demonstrate by the end of Year Nine [9]. The syllabus integrates practical activities skills, as well as cultural sports activities. It is a continuity of Physical Education learning movement experiences designed to help learners gain skills and concepts that will enhance learners' ability to function effectively and happily in all his/her life experiences.

This syllabus emphasizes learners working individually and in groups in planning and conducting investigations. They evaluate issues and problems, identify questions for enquiry and draw evidenced based conclusion from their investigations. Through this problem solving process they develop their critical thinking skills and creativity. Learners are provided with experiences in making informed decisions about the technological world and in communicating their understanding, ideas and perceptions. The practical nature of the subject must be emphasized through hands on activities that will occupy a substantial amount of time. All learners will be required to undertake research projects, hands, on practical investigations and other individual tasks.

The Physical Education Curriculum is designed to encourage all learners to continue their participation in Physical Education as a compulsory subject and beyond. With ability and interest in Physical Education, some will continue to study and engaged in Physical activities in sports and further advanced to sports science. Assessment is an important component of teaching and learning and is integrated into the teaching and learning activities in Physical Education. The emphasis is on continuous assessment and as such will provide feedback to learners and the teacher on learner's progress towards achievements of the learning outcomes. It helps learners improve their standards of achievements by knowing what they need to do well and where they need to improve. In Physical Education, teachers will gather evidence from learner's work during the course of the term and use continuous assessments to improve their teaching and learner's learning.

To promote a contemporary and comprehensive Physical Education, this curriculum has been organized into learning strands. The five strands in Physical Education are: Basic First Aid in Sports Injuries, Fitness, Human Anatomy, Indoor Games and Outdoor Games. These strands provide the broad learning context and are further subdivided into units and topics in the Physical Education curriculum. Information is presented in a way that will interest and motivate years 7-9 students while giving them the knowledge and skills essential to their happy, healthy and productive development. The activities included in each chapter can be used to introduce, reinforce or assess the content of each strand as either homework, an assessment or class work.

Section 2. RATIONALE

Physical Education are the key to a healthy life style or healthy living. They play a vital role in the well being of Solomon Islanders. Physical fitness is an important part of human existence physically, psychologically, socially, economically and spiritually.

The Physical Education syllabus provides opportunities for learners to develop skills, attitudes, values, to enhance understanding and knowledge, for individual development and the development of the nation. Through participation in sports, recreation and other physical activities learners will improve their physical skills and fitness and become aware of the important role these activities play in motivating enthusiasm, initiative, self discipline, self respect, team work and taking the responsibility in contributing to a healthy society.

Physical Education promotes unity in diversity through good sportsmanship and encourages learners from different backgrounds, ethnicity, and religion to participate fully in all sports and activities. It also encourages learners to build on the traditional games and activities and exposes them to modern games with the aim of improving their potential and taking a positive approach in making a commitment towards a future sports career and setting a foundation for a wide range of pathways for life.

Section 3. AIMS

The aims of the secondary physical education syllabus are to enable learners to:

- understand the approaches and treatment of Basic First Aid in Sports Injuries
- develop and assess physical fitness as a basic human need for healthy living
- develop basic knowledge and understanding of human anatomy and physiology
- develop self discipline, cooperation, team work, and self control
- develop attitudes and good understanding of the rules of games
- accept winning and losing and referees decisions in all games
- understand the mechanical principles of movements
- understand mental involvement in the performance of skills
- understand the value of physical activities and movement for an enjoyable life
- develop strategies for team tactics and performance
- plan, organize, officiate and evaluate games in their community
- actively perform and participate in both indoor and outdoor games.

Section 4. SYLLABUS STRUCTURE

The syllabus for Years 7 to 9 for Secondary Physical Education is presented in Section 12. It is a series of Strand and Sub-strand sheets; each sheet has the same structure. This is a copy of the Strand and Sub-strand structure, with an explanation of each part.

Subject: Physical Education Year: 7		
<p>Strand : Title A Strand is the term for the main areas of study into which the subject is divided. In Physical Education there are five strands: <i>First Aid; Fitness; Human Anatomy; Indoor Games; Outdoor games</i> This section contains the Strand Title for that year.</p>		
<p>Sub-strand : Title (No. of periods) A Strand is divided into a Sub-strand. This is the specific study area of the <i>strand</i>. For example, within the Secondary Science “<i>Earth and Beyond</i>” Strand, there are four (4) Sub–strands in Year 7: This section contains the title of each Sub-strand.</p>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as <i>Knowledge, Understanding, Skills, Attitudes or Values</i>. The brackets after each Outcome refer to the kind of Outcome:</p> <ul style="list-style-type: none"> ■ know...(k) ■ understand...(u) ■ be able to ...(s) ■ appreciate...(a/v) 	<p>Learners should be able to</p> <p>Specific Learning Outcomes are specific statements that specify what learners can do and demonstrate if they have achieved the Learning Outcomes. They are usually observable and measurable.</p> <p>The specific learning outcomes are coded (numbered) in the syllabus, learner books, teacher’s guide, learner’s record sheet, learner’s monitoring sheet and learner’s report sheet.</p>	<p>Learners can be assessed on</p> <p>For selected Specific Learning Outcomes, there is a Suggested Assessment Event.</p> <p>This is a suggested way of assessing one or more Specific Learning Outcomes formally for the purposes of knowing and recording the learner’s achievement and progress.</p> <p>Other Specific Learning Outcomes will also be assessed but the assessment need not be recorded.</p> <p>Examples are given in this column</p> <p>Other activities or Assessment Events are also in the Learner’s Book.</p>

Section 5. STRAND STATEMENTS

This Physical Education Syllabus consists of five strands. A brief statement about each of the strands is outlined below.

Strand 1: Basic First Aid in Sports Injuries

This strand gives an opportunity for learners to develop and acquire knowledge, understanding and skills in first aid principles and applications and in managing minor injury or illness, as the first person to attend to cases in the field. Learners will be able to apply appropriate practices and safety in the diagnosis and treatment of sporting injuries.

Strand 2: Fitness

This strand will enable learners to develop and acquire knowledge, understanding and skills in fitness principles and their application. Learners will be able to experience the components of physical fitness and applications of strength, muscle endurance, flexibility, and cardio respiratory endurance. Learners will appreciate keeping fit for a healthy lifestyle.

Strand 3: Human Anatomy

This strand will assist learners develop basic knowledge and understanding of the human anatomy. Learners will learn about functions of the organs and systems in the human body and apply knowledge and skills in preventing injuries and appreciate maintaining a healthy body.

Strand 4: Indoor games

This strand will assist learners to acquire knowledge, understanding and skills in a variety of indoor games and activities such as dance, table tennis and gymnastics. Learners will develop skills and techniques that will enable them to have confidence to participate and perform indoor games and other activities. Learners will appreciate playing indoor games in applying the rules, safety measures and skills in organizing and officiating indoor games

Strand 5: Outdoor Games

This strand will assist learners to acquire knowledge, understanding and skills in a variety of outdoor games such as soccer, softball, netball, volleyball, basketball, baseball, lawn tennis, touch rugby, athletics and traditional games. Learners will develop skills and techniques that will enable them to have confidence to participate and perform outdoor games. Learners will appreciate playing outdoor games in applying the rules, safety measures and skills in organizing and officiating indoor games.

Section 6. PROCESSES AND SKILLS

In this syllabus the same processes and skills are learnt in the context of different sports in each year. They learn and experienced how to plan, organize, perform, practice, monitor, evaluate, and self manage with decision making.

Y E A R	Planning	Organizing, Officiating and ommunication	Performing and Practice	Monitoring and Evaluation	Self Management & Decision Making
7	Plan fitness exercises Plan indoor and outdoor fixtures	Organize and communicate game skills and competition	apply fitness exercises interpret and apply game rules and skills apply bandage	monitor and evaluate fitness monitor and evaluate game progress and results	safety measures in games correct use of equipment accept defeat and criticism time management for games
8	Plan indoor and outdoor games and fixtures	Organize fitness exercises Organize indoor and outdoor games Game umpire and referee and signs Team communication and management	apply first aid treatment interpret and apply game rules and skills observe body parts	monitor and evaluate fitness monitor and evaluate game progress and results	safety measures in games correct use of equipment accept defeat and criticism time management for games
9	Plan indoor & outdoor games and fixtures	Organize indoor and outdoor games Know umpire and referee and signs Team communication and management Share ideas on fitness exercises	Interpret and apply game rules and skills Apply fitness exercises Observe body parts	monitor and evaluate fitness monitor and evaluate game progress and results	create specific fitness program safety measures in games accept defeat and criticism time management for games

Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES

Physical Education contributes towards the learning and wellbeing of all Solomon Islanders as stated below.

Key Learning Outcomes	Physical Education contribution
1. Culture promotion Awareness of the Solomon Islands culture ; in particular, the promotion of the concept of ‘unity in diversity’, the need for equity, and inclusiveness	Promote unity in diversity through games and sports, creating good sporting attitudes that are gender balanced with equal opportunity and participation in our diverse communities. Promote traditional games and activities.
2. Lifelong learning Realization that learning is a lifelong experience ; encouragement of innovation, creativity, and a positive view of learning post-school	Create positive attitudes, fitness and healthy life styles in individuals and communities in promoting good sporting attitudes and good sports management, coaching and officiating.
3. Ethics and good citizenship Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility ; focused on : values education ; civics and citizenship ; peace and reconciliation	The development of good morals, values and attitudes in good care, use, and respect for others and equipment and to be responsible and become useful citizens to be accountable for use of resources.
4. Peace and Reconciliation Development of positive attitudes with the mind and heart to create peace, reconciliation and be able to live in harmony in a multi ethnic diverse community	Promotion of positive attitudes for creating unity in diversity in our multi ethnic community, be able to practice peace and an attitude of mind for reconciliation
5. Technology Use of appropriate traditional and modern technology to improve livelihoods and community standards of living	Promotion of good understanding of how to use and apply good care of equipment.
6. Entrepreneurship The development of entrepreneurial skills for job creation through initiative and creativity.	Promotion of skills and improvement of learners interests and talents for the use of sport for fund raising, as well as building a future sporting career.
7. Environment, Conservation and Climate Change Development of interactive skills, social sensitivity, environmental and health awareness and good practices	Promoting values and positive attitudes towards good sporting attitudes and healthy well being and the ability to influence others in the communities
8. Development of the Whole person Development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.	This can be achieved by building an active lifestyle improving confidence succeeding new tasks building self discipline and using energy in a positive way.

Section 8. LEARNING, TEACHING AND ASSESSMENT

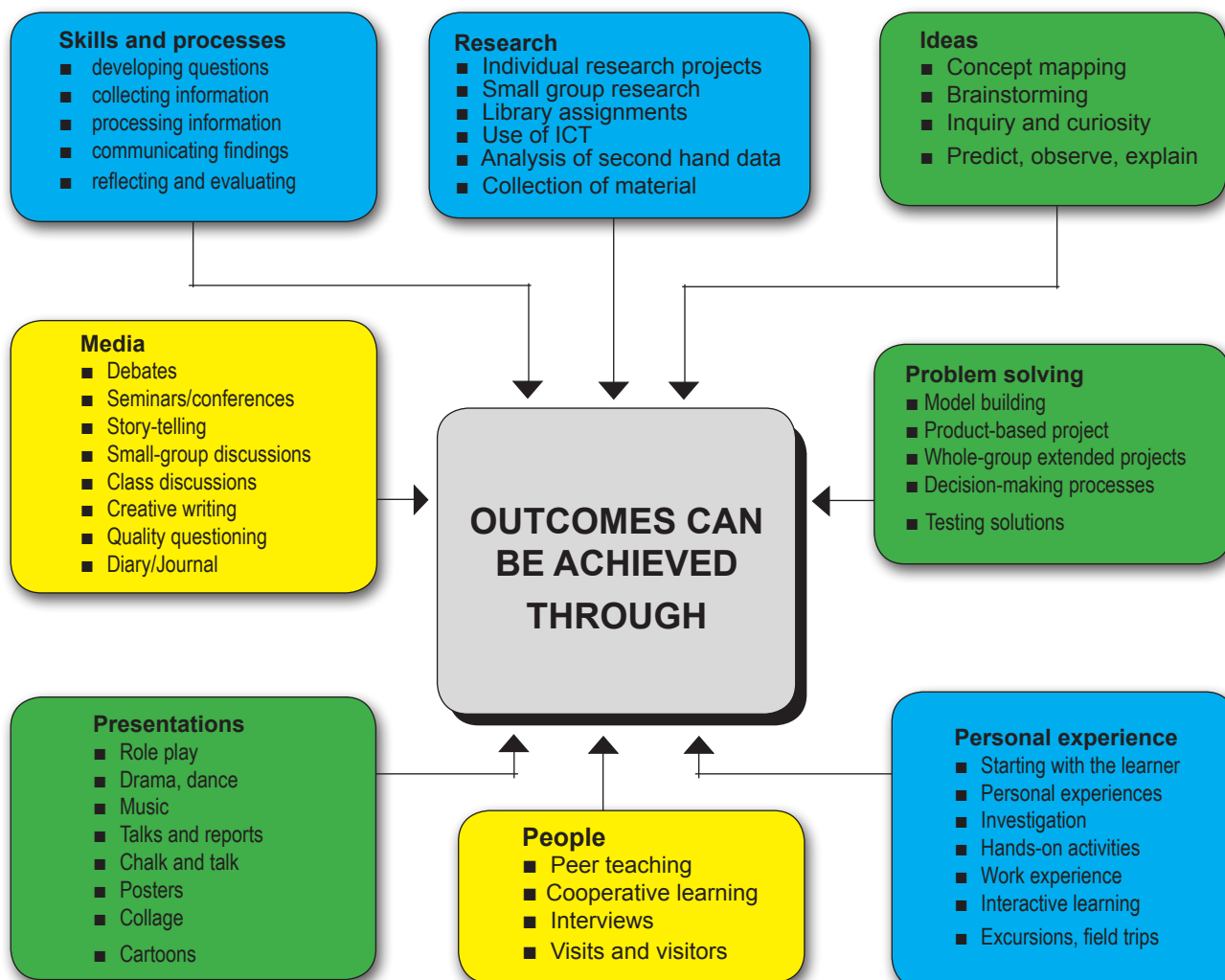
8.1 Learning and Teaching Approaches

Physical Education is a practical subject in which learners understand things by doing demonstrations or practical work and investigation involving hands-on projects to ensure learning of both theory and practical skills. Teachers must be practical, creative, innovative and imaginative in their approach to teaching Physical Education in any given situation. Dedication, commitment and a desire to grow in the profession is required of teachers to guide learners to develop knowledge, understanding, skills and attitude in sports for healthy lifestyle. Learners are also encouraged to be innovative and creative for lifelong learning after they leave school. This is emphasized through involvement of learners in planning, organizing, officiating and managing sports in their schools and communities. It also creates an individual well being and positive attitude in promoting good sportsmanship and healthy lifestyle.

Appropriate teaching approaches or learning experiences that can be used to assist learners to develop skills and processes of Physical Education. Appropriate teaching or learning approaches need to be considered each time a lesson is planned to help learners achieve intended outcomes in the syllabus and to maintain learners' interest.

Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



8.2 Links with other subjects

Physical Education can also be linked with other subjects in which relevant topics could also be taught.

Subject	Links with other subjects in the secondary school curriculum
Health	The understanding of healthy habits and safety is essential for developing a healthy lifestyle
Home Economics	The understanding of food and nutrition will assist the gaining of knowledge towards having to be fit and developing a healthy life style
Science	The understanding of the parts and functions of the human anatomy is essential for developing a sound knowledge in the physiology of systems and various movements in the human body.
Arts and Culture	The understanding of norms, beliefs and our culture will have much influence on traditional games and how it is played in our communities
English	The understanding and use of English as a medium of instructions is fundamental to the understanding and applying health knowledge, skills and attitudes and values in real life situations. The rules of sports are also written mainly in English.
Mathematics	The understanding of mathematical calculation is fundamental to the understanding and applying of calculation of fitness training and assessment

8.3 Sensitive Issues

Gender

Gender is one of the controversial issues in Solomon Islands. Roles for males and females are defined. It can be seen in sports and games where some games are considered as for females only and some are considered for males only.

These kind of stereotypical ideas about what learners can do, can limit our expectations of their ability or limit their access, participation and learning outcomes.

In the implementation of the Physical Education Syllabus, teachers should promote:

- equal access to all learners
- equal participation of all learners
- equal learning outcomes for all learners

All learners must have access to resources such as teacher time, space in the classrooms, play grounds, equipment and opportunities. Teachers should:

- encourage girls as well as boys
- help the girls as much as the boys
- distribute resources like books and papers fairly
- rotate tasks and responsibilities so that all learners have opportunities to do a range of different tasks
- provide opportunities for girls and boys to take up leadership roles
- encourage learners to think about their own learning and set tasks for themselves
- encourage students to develop skills to work together
- show females and males as competent in all aspects of life etc

Disabilities

Disabilities with learners must be considered when planning and teaching physical education. Teachers must be cautious when involving learners in contact games and proper use of sports equipment.

Religion, Cultural beliefs, Race and Ethnicity

Learners with different religion, cultural beliefs race and ethnicity must be considered when planning and teaching of physical education. Teachers must be mindful of these differences to give equal opportunities for learners to participate meaningfully in sports and activities

These issues are debatable and involve range of views, opinions, interests and values. Teachers must be sensitive and able to make adjustments in dealing with such issues with the learners

8.4 Assessment, Recording, Monitoring and Reporting

8.4.1 General

The main purpose of assessment is to improve student learning. Assessment needs to be for learning, as learning as well as of learning. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to Learners on their progress. Assessment measures Learners' achievement of, as and for learning outcomes as described in this syllabus. It is the ongoing process of identifying, gathering and interpreting information about Learners' achievement of the learning outcomes. Assessments can be conducted as formative, diagnostic and summative assessments. The recommended weighting for formative and summative assessment is 70% and 30% respectively. For Formative assessment, it is recommended that teachers assess at least for four (4) assessment events to evaluate the domains of knowledge, understanding, skills and attitudes/values for each sub strand or chapter. This is done as the learner's continuous assessment for the purposes improving the learning and teaching processes. A summative assessment can be conducted at the end of each semester during the year and will involve the assessment of Specific Learning Outcomes that are not assessed during the semester. Such summative assessment should not be confused with the National Summative Examination at the end of Year 9. For teaching and learning to be outcome-based, teachers need to plan their teaching and assess learner performances in relation to outcomes using selected criteria derived from those outcomes. Assessment in this syllabus involves focusing less on whether a learner has "passed" or "failed" and more on what outcomes a learner has achieved and in which areas further support is required.

8.4.2 Assessment in Physical Education

A learner's achievement in Physical Education at the end of year 9 will be assessed by a Practical Activity and written examination against the General and Specific Learning Outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout years 7, 8 and 9 using specific outcomes for each unit. The national examination will be sat by all year 9 Learners throughout the Solomon Islands. During the course of each sub strand, learners must complete the suggested assessment event specified for the unit or each sub strand. Teachers will expand each task and provide clear guidelines to Learners for how the task will be completed and how the criteria will be applied.

The assessment tasks and criteria in each unit of the Teacher's Guide textbook ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. A variety of tasks are specified to give Learners the opportunity to demonstrate all the General and Specific learning outcomes in different ways and to improve the validity and reliability of the assessment. The authenticity of learners assessment is an important part of the assessment process. This places the importance of assessing the learners own work. It is not fair to assess learners work with the assistance or input of teachers. It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately after the relevant section of the unit has been covered.

8.4.3 Suggested Assessment Strategy and Criteria

Type of assessment	Assessment Strategy	Assessment Criteria Learners can be assessed on
<ul style="list-style-type: none"> Practical Experiments 	<ul style="list-style-type: none"> Weigh or measure an object Read a chart or thermometer Use a piece of equipment Demonstrate a technique Perform an experiment Perform and apply certain skills in sports 	<p>The ability to write appropriate titles, aims and objectives; brief statements of what to do and what the learner is expected to find; the ability to follow instruction; the ability to design and use a product, the ability to collect, record, calculate, analyze and interpret data; the ability to use equipment correctly; accurately and clearly, draw scientific conclusions and recommendations.</p>
<ul style="list-style-type: none"> Research Investigation 	<ul style="list-style-type: none"> Conduct research or an investigation 	<p>Brief statements on aims and objectives; and what to do and what the learner is expected to find; the ability to follow instruction; the ability to design and use a product, the ability to collect, record, calculate and analyze and interpret data; the ability to use equipment correctly; accurately and clearly, draw scientific conclusions and recommendations.</p>
<ul style="list-style-type: none"> Oral Presentation 	<ul style="list-style-type: none"> Make a verbal report Explain an event or procedure 	<p>The ability to make clear introduction; clarity of voice; clear instruction; clear explanation; link to scientific concepts and clear summary on scientific conclusion and recommendations</p>
<ul style="list-style-type: none"> Written test Assignments Home work Quiz 	<ul style="list-style-type: none"> Provide a written report Write short answer in response to questions Complete a written test Perform a calculation from data provided 	<p>The ability to answer questions correctly; apply correct use of formula and units; clear explanations and link with scientific concepts and clear scientific conclusion.</p> <p>The ability to perform tasks according to the rules of the games</p>

8.4.4 Recording, Monitoring and Reporting

Teachers must keep accurate and consistent records of learner's achievements of the specific learning outcomes by recording the results of the suggested assessment events. They must report these achievements in fair and accurate way to parents, guardians, teachers and Learners. The teacher must have a particular format/design in which recording of learners achievements are kept. Suggested recording methods includes anecdotal notes in a journal or diary, checklists, portfolios of learners work, progressive records and work samples with comments written by the teacher. See samples in the Teachers Guides.

Teachers should use the records to properly monitor the learners achievements, progress and performances on a consistent way in allowing the teacher to provide effective guidance for the learner during his/her learning process. Such records should also guide the teacher to plan and implement remedial teaching to assist learners to acquire the learning outcomes required by the approved national school curriculum.

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also gives feedback to teachers and parents. For every sub strand, the learning and teaching situation will have many assessment activities. Each sub strand of this syllabus presents at least one example of an assessment event. Teachers are encouraged to design assessment tasks to evaluate the four domains of knowledge, understanding, skills and attitudes or values.

Teachers are encouraged to use an effective recording, monitoring and reporting system. This is a requirement and is important that teachers to keep accurate records of Specific Learning Outcomes assessed for both individual students and the entire class as a group. It is essential for teachers to keep accurate and updated record of all assessments for the purposes of monitoring and reporting of results from formative assessment. This is also known as the continuous assessment. This is the teacher's reference to measure learner's performances, progress and achievements. The learning outcomes in the syllabus are coded.

Recording of Assessment events should be described in the appropriate columns in the recording form. Teachers must take note of how to record the learner's achievement using following the approved format. Learners achievement should be described as achieved, partially achieved and not achieved.

A	=	Specific Learning Outcome Achieved
PA (1 - 4)	=	Specific Learning Outcome Partially Achieved
NA	=	Specific Learning Outcome Not Achieved

The assessment events will be used to build a report on the learner's achievement over a period of time. A record of the learner's achievement of specific learning outcomes must be recorded in the form of a report. Teachers' must use specific recoding, monitoring and reporting samples or forms described in the National Curriculum Statement Teacher Guides and other official documents for effective recording, monitoring and reporting of learners achievements, progress and performances. Samples of recording, monitoring and reporting forms are explained in detailed in the Teacher Guides.

Type of Assessment	Strategy	Suggested Assessment Criteria
	Learner could :	
<ul style="list-style-type: none"> ▪ Practicals ▪ Group work ▪ Demonstration ▪ Excursions and visiting speakers 	<ul style="list-style-type: none"> ▪ Plan, design and perform a fitness program ▪ Apply first aid procedures and treatment ▪ Demonstrate skills or techniques ▪ Demonstrate or use of body parts ▪ Role play or simulation ▪ Complete a safety procedure ▪ Participate in games ▪ Complete record books 	<ul style="list-style-type: none"> ▪ Ability to plan, design and present activities ▪ Ability to observe and follow instructions ▪ Ability to interpret and apply rules ▪ Ability to perform appropriate skills ▪ Ability to demonstrate relevant techniques ▪ Ability to use equipment correctly ▪ Ability to apply safety
<ul style="list-style-type: none"> ▪ Written tests ▪ Assignments ▪ Examination 	<ul style="list-style-type: none"> ▪ Answer a single question ▪ Ask a question ▪ Make a verbal report ▪ Explain an event or procedure ▪ Provide a written report ▪ Write a short answer in response to a single question ▪ Complete a written test 	<ul style="list-style-type: none"> ▪ Ability to ask appropriate and relevant questions ▪ Ability to answer questions correctly ▪ Ability to give a correct description on the aim, methodology, results and conclusion

A good way to assess a particular skill or set of skills in P.E. is to use a list of **criteria** i.e. a list of the various components which go to make up the skill. This is used as a check-list to judge whether a learner has achieved each part of the skill or not. This is sometimes called a **competence** approach.

In the examples below you would have a card or paper for each learner with their name on and record their achievements on this. Different ways of recording are suggested: by achievement, levels or dates achieved.

Example 1: Skill: Basketball Dribbling

No	Tasks	Achieved	Not achieved
1	Dribble the ball with the right hand, bouncing it to knee level, ten times in a row (set).		
2	Dribble the ball as before three sets of ten, with 10 second intervals between sets.		
3	Repeat #1 with the left hand		
4	Repeat #2 with the right hand		
5	Dribble the ball with either hand between any two points while walking 10 steps.		
6	Repeat #5 with light jogging.		

Example 2: Skill - athletics – start and short sprints

No	Tasks	Dates Achieved	Not achieved
1	10 starts as fast as you can 3 – 5 running steps		
2	10 starts with ten running steps		
3	10 starts with 10 fast running steps followed by 10 slow steps followed by 10 fast steps.		
4	6 fastest starts with 3 fast steps		
5	6 starts followed by 60m sprint		

Example 3: Skill Fitness

Task	Level 1	Level 2	Level 3	Feedback Comments
Perform the push up keeping the body straight throughout, and placing your hands under your shoulder				

Example 4: Skill Passing (Soccer)

No	Tasks	Dates Achieved					
1	Use the inside of your foot and pass the ball to your partner standing 10m away from you. Partner returns ball to you. Repeat 5 times.						
2	Use the outside of your foot and pass the ball to your partner standing 10m away from you. Repeat 5 times.						

Recording

Teachers must keep accurate and consistent records of learner's achievement of the learning outcomes by recording the results of the suggested assessment events and results. They must report these achievements in fair and accurate way to parents, guardians' teachers and learners. The recording format or style is to be designed by the teacher to serve the purpose of keeping the learners achievements. Suggested recording methods include anecdotal notes in a journal or diary, checklists and progressive records. Other suggestions are given above.

Reporting

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also gives feedback to teachers and parents. For every sub strand, the learning and teaching situation will have many assessment activities. Each sub strand of this syllabus presents at least one example of an assessment event.

The assessment events will be used to build a report on the learner's achievement over of period of time.

A record of the learner's achievement of learning outcomes must be recorded in the form of a report. One format is given below.

Semester 1				Semester 2		
Assessment event	1	2	End of semester test (out of 20)	1	2	End Of Semester 2 (test out of 30)
Name	SLO 7.2.4	SLO 7.3.1		SLO 7.5.4	SLO 7.6.1	
Peter	A	PA 2	14	A	PA 4	20
Jerome	PA 1	A	15	PA 3	NA	15
Alice	PA 2	PA 3	15	PA 2	PA 1	14

Key: A = Learning Outcome Achieved
PA 1 - PA 4 = Learning Outcome Partially Achieved
NA = Learning Outcome Not Achieved

Section 9. CURRICULUM PROFILE

This section contains a brief explanation on the required time allocation and the number of periods per day and per week. It also outlines the time allocation for teaching the secondary Physical Education syllabus.

Notes:

- 1) All periods are 40 minutes. There should be 8 periods per day, 40 periods per week.
- 2) All subjects are compulsory. All subjects must be continuously assessed through the Suggested Assessment Events in the main syllabuses. At present only English, Maths, Science and Social Science are assessed nationally in year 9.
- 3) All learners will take Core Home Economics and Core Technology, 2 periods per week each, and will have a choice between Extension Home Economics and Extension Technology for a further 2 periods.
- 4) Personal development subjects are grouped together. Schools may either timetable 2 periods per week for each through out the course or block the periods so learners take more periods of one subject at one time and more periods of another subject later e.g. 4 periods of P.E. one semester and 4 periods of Health the next semester.

Suggested Secondary Curriculum profile: Years 7 - 9

Subject	Periods per week	Total time in minutes per week	% of total timetable (1600 mins)	Status
Academic subjects				
English	5	200	12.5	Compulsory assessed
Mathematics	5	200	12.5	Compulsory assessed
Science	4	160	10.0	Compulsory assessed
Social Studies	4	160	10.0	Compulsory assessed
Total Academic	18	720	45.0	Compulsory assessed
Practical/vocational subjects				
Agriculture	4	160	10.0	Compulsory assessed
Business Studies	4	160	10.0	Compulsory assessed
Home Economics/ Technology	2 core each = 4 plus 2 extension, either H.E. or Technology	160 80	10.0 5.0	Compulsory assessed
Total Practical/ vocational	14	560	35.0	Compulsory assessed
Personal development subjects: Christian Education Arts and Culture Physical Education Health	8	320	20.0	Compulsory assessed
Total	40	1600	100	

Section 10. SCOPE AND SEQUENCE

Scope and Sequence table for Years 7 to 9 – Secondary Physical Education this scope and sequence table shows the over view of the contents covered in the three years of learning PE in the Secondary Schools.

Year	Strand: First Aid	Strand: Fitness	Strand: Human Anatomy	Strand: In - door Games	Strand: Out-door Games
7	Basic first aid, to understand the meaning of first aid and its definition, and the application of the first aid kit and treatment	Understand the concepts and warm down exercises. The definition of fitness, and the concept of warm up and warm down and its importance	Learners know the skeletal system, the definition of skeletal system and its functions. Locate and identify the parts of the skeletal system of the human body	Assist learners to acquire knowledge and developing their skills in; dancing, table tennis, and gymnastics for this first year	Learners will acquire knowledge, understanding of skills in: softball, traditional games, touch rugby, soccer, netball, athletics, [field & track] jumps, throws, and sprinting events
8	Understanding the knowledge and the skills in dealing with common injuries and application of RICE treatment	To acquire knowledge, understanding of fitness, and perform fitness tests	Learners understand the different types of muscles, their functions and their connections to the tendons and ligaments and bones	Assist learners to acquire knowledge and skill in performing confidently two and three men balancing in gymnastics.	Learners acquire knowledge, understanding and applying of rules, for: Basketball, Soccer. Lawn Tennis Softball, Volley ball and Athletics
9	The application of [DRABC] mouth to mouth resuscitation, and its definition	Learners develop and acquire knowledge in fitness and training	Learners know and understand the meaning of the Circulatory and Respiratory Systems its definitions and the functions, the heart, lung, and blood vessels	Continuation of the skills in gymnastics and Dancing from years 7&8 using pairs comfortably in performing	Learners advanced in their knowledge of the games Lawn Tennis, Basketball, Netball, Soccer, Volleyball

Section 11. LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Secondary Social Studies course and the suggested teaching times based on **17 Teaching Weeks per Semester and 34 Teaching weeks per Year** in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 weeks only, due to year 9 National Examinations. In the table **the title in bold is the title of the strand for that year**; the smallest titles are for the sub-strands or main topics of the sub-strands.

SEMESTER ONE

Year 7																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 7		First Aid (3 weeks)			Fitness (3 weeks)			Human Anatomy (3 weeks)			Indoor games (8 weeks)							Revision and Exams		
		7.1 Basic first Aid			7.2 Conditioning			7.3 Skeletal System			7.4 Dance		7.5 Table Tennis		7.6 gymnastics Or Aerobics					
Year 8																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 8		First Aid (3 weeks)			Human Anatomy (3 weeks)			Fitness (3 weeks)			Indoor Games (4 weeks)			Outdoor Games (4 weeks)				Revision and Exams		
		8.1 First Aid Diagnosis			8.2 Muscular System			8.3 Principles of Training			8.4 Gymnastics Or Aerobics			8.5 Volleyball						
Year 9																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 9		First Aid (3 weeks)			Fitness (4 weeks)			Human Anatomy (6 weeks)						Indoor Games (4 weeks)				Revision and Exams		
		9.1 First aid Application			9.2 Principles of training			9.3 Circulatory System			9.4 Respiratory System			9.5 Gymnastics Or Aerobics						

SEMESTER TWO

Year 7																					
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Y E A R 7		Outdoor games (17 weeks)																	Revision and Exams		
		7.7 Softball Or Beach soccer		7.8 Traditional Games Or Cricket		7.9 Touch Rugby		7.10 Soccer Or Futsal		7.11 Netball Or Volleyball		7.12 Athletics Field Events: Jumps		7.13 Athletics Field Events: Sprints							
Year 8																					
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Y E A R 8		Outdoor Games (11 weeks)											Track and Field Events (6 weeks)						Revision and Exams		
		8.1 Lawn Tennis Or Cricket		8.2 Soccer Or AFL		8.3 Basket ball Or futsal		8.4 Middle Distance running		8.5 Throws											
Year 9																					
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Y E A R 9		Indoor games (3 weeks)			Outdoor games (9 weeks)									NATIONAL EXAMINATION							
		9.1 Gymnastics Or Martial arts			9.7 Lawn tennis Or Baseball Or Cricket			9.8 Netbal Or Soccer		9.9 Volley ball Or basket ball											

NOTE ON CHOICE OF TOPICS AND SKILLS

The Physical Education syllabus is not like the syllabus for 'academic' or 'content' subjects. The main aim is for learners to acquire and practice skills, and the knowledge taught in physical Education, and in sports activities

Physical Education, therefore, does not need to be taught in the exact order of sub-strands suggested in this syllabus. Even if some topics are missed out altogether it will not affect the rest of the syllabus. There are four additional sided games added to the sub-strands in year 8. They can be taught at any level where it is fitting and relevant. They are: cricket, AFL, Futsal, Beach soccer.

Teachers, therefore, may choose sub-strands for which they themselves have the skills and for which their school has the necessary equipment. If, for instance you have never played softball or baseball, or you do not have equipment for lawn tennis, you may leave these sub-strands out and give more time to other sub-strands.

What is important is that you actually teach the skills of each sport, not just allow learners to play on their own. Physical education must be more than just 'playing games'.

Teachers should choose those sub-strands that they can teach properly and leave the others.

This does NOT apply to the sub-strands on First Aid, Human Anatomy and Fitness where you are teaching knowledge as well as skills. These sub-strands should be taught to all learners/student

Section 12. DETAIL SYLLABUS

12.1 Physical Education Year 7 Syllabus

Subject: Physical Education Year: 7		
Strand: Basic First Aid in Sport Injuries		
Sub-strand: 7.1 Basic First Aid Application (6 periods) This sub-strand helps learners to acquire knowledge and skills in the principles and safety in first aid in sports injuries.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.1.1 understand the meaning of first aid (u) 7.1.2 understand the importance and purpose of first aid (u) 7.1.3 understand the principles and practices of first aid (u) 7.1.4 appreciate the importance of first aid (a)	Learners should be able to 7.1.1.1 define the term first aid 7.1.1.2 explain a first aid kit and state its contents 7.1.2.1 explain the basic use of accessories in first aid kit 7.1.3.1 explain the principles and practices of first aid 7.1.4.1 discuss the importance of applying first aid skills	Learners can be assessed on 1. the immediate attention and treatment given when someone suffers an injury or illness 2. identifying the first aid kit and its use 3. the application of the accessories in the first aid kit 4. demonstrate or apply first aid using bandages, ice, cold water 5. properly apply first aid measures to meet the need of a victim

Subject: Physical Education Year: 7		
Strand: Fitness		
Sub-strand: 7.2 Conditioning (6 periods) This sub-strand helps learners to acquire knowledge and skills in physical participation or conditioning in fitness.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.2.1 understand the concepts and sequences of warm up and warm down exercises (u) 7.2.2 understand the concept of fitness and the importance of fitness in any game (u) 7.2.3 apply the correct sequence of warm up and warm down exercises (s) 7.2.3.4 appreciate the sequences in warm up and warm down (a)	<i>Learners should be able to</i> 7.2.1.1 define fitness 7.2.1.2 explain the concept and sequence of warm up and warm down exercises 7.2.2.1 explain the importance of fitness in any game or activity 7.2.3.1 discuss the effects of conditioning in fitness 7.2.4.1 describe and establish fitness program	<i>Learners can be assessed on</i> 1. demonstrate the correct sequence of warm up and warm down exercises 2. apply physical activities according to the program of fitness components 3. establish fitness program and apply

Strand: Human Anatomy**Sub-strand: 7.3 Skeletal System (6 Periods)**

This sub-strand helps learners to acquire knowledge in the structures and functions of the skeletal system.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.3.1 know the skeletal system (k)	7.3.1.1 define skeletal system	1. drawing and labeling of the different parts of the skeletal system. and the functions, the protection, and the support of the skeletal system
7.3.2 understand the main parts of the human skeletal system and its functions (u)	7.3.2.1 identify and illustrate the different parts of the human skeletal system 7.3.2.2 explain the functions of the skeletal system	2. demonstrate the parts of the skeletal system in their own body
7.3.3 draw the skeletal system (s)	7.3.3.1 draw and label parts of skeletal system and the types of bones 7.3.3.2 discuss the importance of the skeletal system in relation to tendons, ligaments and cartilages	
7.3.4 appreciate the co-ordination of the parts of the skeletal system (a)	7.3.4.1 discuss the importance of skeletal system and how it supports the whole body	

Subject: Physical Education Year: 7		
Strand: Indoor Games		
Sub-strand: 7.4 Dance (6 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in coordination of body movement in different types of dance.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.4.1 know varieties of movement (k) 7.4.2 understand the basic steps involved in dancing movement (u) 7.4.3 show confidence in general body control during performances with regards to speed, sequence and flexibility (s) 7.4.4 appreciate the patterns and formation in dancing activities (a)	Learners should be able to 7.4.1.1 demonstrate different types of movement with and without music 7.4.2.1 demonstrate the importance of flexibility and general body control in dancing 7.4.3.1 display dancing patterns without difficulties 7.4.4.1 follow through the patterns and formation in dancing	Learners can be assessed on 1. demonstrate movements using music or drum beat in a typical traditional or modern dance 2. performing the dance using the whole range of motion and perform according to signals 3. applying the right patterns during the performance in the dance

Subject: Physical Education

Year: 7

Strand: Indoor Games

Sub-strand: 7.5 Table tennis (4 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in table tennis.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.5.1 understand the rules and skills in table tennis (u) 7.5.2 demonstrate the proper way of serving and receiving in table tennis (u) 7.5.3 follow the rules and apply skills in table tennis (s) 7.5.4 appreciate the importance of playing the game with rules as a guide (a)	<i>Learners should be able to</i> 7.5.1.1 explain basic skills and rules of table tennis 7.5.2.1 explain the difference between bat and grip in table tennis 7.5.3.1 demonstrate batting, gripping, serving and receiving techniques 7.5.4.1 discuss the importance of rules in playing table tennis	<i>Learners can be assessed on</i> 1. organize a competition that involves applying the rules and techniques of table tennis 2. how learners grip the bat in table tennis 3. demonstrate serving and receiving techniques 4. apply rules during table tennis game

Subject: Physical Education

Year : 7

Strand: Indoor Games

Sub-strand: 7.6 Gymnastics (6 periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in gymnastics.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.6.1 understand the meanings of strength and endurance, and the difference between natured strength and endurance in gymnastics (u) 7.6.2 demonstrate the concept of one man balancing (s) 7.6.3 display skills in individual performances (s) 7.6.4 appreciate the importance of balancing skills and landing skill (a)	<i>Learners should be able to</i> 7.6.1 explain the meaning of strength and endurance in gymnastics 7.6.2.1 demonstrate correct balancing skills and position with elbow stand, head stand, hand stand 7.6.3.1 demonstrate jumping into the air with body turn using the different parts of the body 7.6.4.1 discuss the importance of balancing skills and landing skills in gymnastics	<i>Learners can be assessed on</i> 1. apply endurance skills and strength in gymnastics 2. perform elbow stand, head stand and hand stand correctly 3. taking off in the air and landing with feet or hands 4. apply the skills in balancing and landing either with feet or hands

Subject: Physical Education Year: 7		
Strand: Outdoor Games		
Sub-strand: 7.7 Softball (6 periods) This sub-strand helps to acquire knowledge, understanding and skills in soft ball.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.7.1 know the basic skills of softball (k) 7.7.2 understand the basic rules of softball (u) 7.7.3 demonstrate skills in soft ball (s) 7.7.4 appreciate the game softball (a)	<i>Learners should be able to</i> 7.7.1.1 explain basic skills of softball 7.7.2.1 demonstrate basic rules in softball 7.7.3.1 participate in a game of softball, demonstrating the skills of softball and playing according to the rules 7.7.4.1 demonstrate the skill of softball	<i>Learners can be assessed on</i> 1. demonstrate the following skills: in throwing, catching; batting and base running; Pitching; sliding and tug-out in soft ball game 2. play a game of softball applying the skills and rules of the game softball

Subject: Physical Education Year: 7		
Strand: Outdoor Games		
Sub-strand: 7.8 Traditional Games (4 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in traditional games.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.8.1 know the rules, skills and equipment used in any traditional game (k) 7.8.2 understand safety rules when competing in any traditional game (u) 7.8.3 demonstrate the skills in any traditional game (s) 7.8.4 appreciate the value of competing in any traditional game (a)	<i>Learners should be able to</i> 7.8.1.1 explain basic rules, skills and equipment used in canoe racing and playing a coconut shell game or any other traditional game 7.8.2.1 explain safety rules when competing in canoe racing and playing a coconut shell game or any other traditional game 7.8.3.1 show skills when competing in canoe racing and playing a coconut shell game or any other traditional game 7.8.4.1 discuss the importance and value of playing coconut shell game or any other traditional game	<i>Learners can be assessed on</i> 1. demonstrate the skills needed in any traditional game 2. applying safety rules in canoe race and coconut shell games 3. applying skills in canoe race and coconut shell and other traditional games 4. list the significance of playing coconut shell game, or any other traditional game

Subject: Physical Education

Year: 7

Strand: Outdoor Games

Sub-strand: 7.9 Touch Rugby (6 Periods)

This sub-strand helps learners to acquire knowledge, understand and skills in touch rugby.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.9.1 understand the basic rules and skills of touch rugby (u) 7.9.2 demonstrate the basic skills of touch rugby (s) 7.9.3 appreciate the importance of rules when playing touch rugby (a)	<i>Learners should be able to</i> 7.9.1.1 explain and apply the rules, skills and techniques used in playing touch rugby 7.9.2.1 perform the catching and passing techniques in rugby touch and select the correct ways of taking a tap 7.9.3.1 discuss reasons for the rules of touch rugby	<i>Learners can be assessed on</i> 1. participate in a touch rugby game and apply rules and skills correctly 2. participate in a touch rugby game in applying the skills of passing and catching 3. applying the correct skills of tap

Subject: Physical Education Year: 7		
Strand: Outdoor Games		
Sub-strand: 7.10 Soccer (6 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in soccer.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.10.1 understand the rules applied in a soccer game (u) 7.10.2 perform skills and techniques in ball control (s) 7.10.3 appreciate how the rules of the game limit what you can do in playing soccer (a)	<i>Learners should be able to</i> 7.10.1.1 apply the rules according to the laws of the game on the field 7.10.2.1 demonstrate skills and techniques in ball control in soccer 7.10.3.1 discuss the effects of rules in soccer	<i>Learners can be assessed on</i> 1. participate in a soccer game and apply rules and skills correctly 2. apply skills in ball control in a game of soccer 3. applying rules discussed in a soccer game

Subject: Physical Education

Year: 7

Strand: Outdoor Games

Sub-strand: 7.11 Netball (6 Periods)

This sub-strand helps learners to acquire knowledge, understand skills in netball.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.11.1 understand the rules, skills and techniques of netball (u) 7.11.2 understand the basic skills of movement in netball (u) 7.11.3 demonstrate the different skills and techniques of the game netball (s) 7.11.4 appreciate the skills, techniques, and rules of the game netball (a)	<i>Learners should be able to</i> 7.11.1.1 explain rules, skills and techniques of netball 7.11.2.1 show the basic skills of movement in netball 7.11.3.1 demonstrate the basic skills, techniques, and movement in netball 7.11.4.1 explain the skills, techniques and rules of the netball game	<i>Learners can be assessed on</i> 1. apply the rules, and techniques during a netball game: passing and receiving, shooting and catching and landing, dodging and marking, intercepting 2. apply the skills while playing the game net ball 3. apply correct method of skills, techniques in net ball

Subject: Physical Education Year: 7		
Strand: Outdoor Games		
Sub-strand: 7.12 Athletics – Field Events: jumps (6 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in jumping events.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.12.1 know the 3 types of jumping events (k) 7.12.2 know rules in high, long and triple jump (k) 7.12.3 demonstrate triple, long and high jumps (s) 7.12.4 appreciate the triple, long and high jumps (a)	Learners should be able to 7.12.1.1 identify the 3 types of jumps: triple jump, long jump and high jump 7.12.2.1 explain the rules in 3 types of jumps: triple jump, long jump and high jump 7.12.3.1 perform the correct or appropriate skills in high, long & triple jump 7.12.4.1 discuss the difficulties of participating in triple, long and high jumps	Learners can be assessed on 1. demonstrate the skills and techniques used in high jump, long jump and triple jump 2. applying the skills and rules of the triple jump, long jump, and high jump 3. the take off, the approach and the landing in the long, high and triple jumps 4. the approaches to the height of the flight and the length of the distance the broad jumps and the high jumps

Subject: Physical Education

Year : 7

Strand: Outdoor Games

Sub-strand: 7.13 Athletics - Sprinting (6 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in sprinting events.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.13.1 know the types of sprinting events in athletics (k) 7.13.2 understand the rules and techniques in sprinting events (u) 7.13.3 apply the skills in sprinting events (s) 7.13.4 appreciate types of sprinting events (a)	<i>Learners should be able to</i> 7.13.1.1 identify the sprinting events: (100 meters, 200 meters & 400 meters) 7.13.2.1 explain rules for the 3 types of sprinting events 7.13.3.1 demonstrate the basic skills in starting, speed running, techniques and styles and finishing a sprinting event 7.13.3.2 demonstrate styles in performing in a sprinting event during competitions 7.13.4.1 explain the importance of sprinting events	<i>Learners can be assessed on</i> 1. the starting and the finishing of the 100, 200, and 400 meters sprint 2. the starting points, and the running lanes a. applying the skills in starting, accelerate(stride), and the finishing styles (torso) b. performing the techniques applied in the sprinting, and to perform the 100, 200, and the 400m, dash 4. the start, speed and finish in applying the sprinting events

12.2 Physical Education Year 8 Syllabus

Subject: Physical Education Year: 8		
Strand: First Aid		
Sub-strand: 8.1 First Aid Sports Medicine (6 Periods) This sub-strands helps learners to acquire knowledge, understanding and skills in common injuries and the application of sports medicine.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.1.1 know the common types of injuries, resulting from playing sports (k) 8.1.2 understand the causes of common types of injuries (u) 8.1.3 know how to treat the common types of injuries (k) 8.1.4 appreciate how to treat the common injuries (a)	<i>Learners should be able to</i> 8.1.1.1 identify common types of injuries 8.1.2.1 explain the causes of common types of injuries 8.1.3.1 demonstrate treatment of common injuries 8.1.4.1 discuss the first aid in sports [sports medicine]	<i>Learners can be assessed on</i> 1. demonstrate how to apply treatment to common sporting injuries such as, bruises, strains and fractures [soft tissue injuries and hard tissue injuries] 2. explain the external forces, and moving objects that causes incidents, and the over use of muscles 3. demonstrate and apply the [RICE] treatment

Subject: Physical Education

Year: 8

Strand: Human Anatomy Sports physiology

Sub-strand: 8.2 Muscular System (6 Periods)

This sub-strand helps learners to acquire knowledge and understanding about muscles and tendons of the muscular system.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.2.1 know the meaning of muscles and tendons (k) 8.2.2 understand the different types of muscles and tendons (u) 8.2.3 understand the functions of each muscle and tendon (u) 8.2.4 show where the different types of muscles and tendons (s) 8.2.5 appreciate how the muscular system function and its connections (a)	<i>Learners should be able to</i> 8.2.1.1 define the muscles and tendons 8.2.2.1 name the different types of muscles and tendons 8.2.3.1 explain the functions of different types of muscles and tendons 8.2.4.1 describe the different types of muscles and tendons with their respective functions in supporting the muscular system 8.2.5.1 discuss how the muscular system function and its connection	<i>Learners can be assessed on</i> 1. explain muscular parts of the body aliening to tendons, and identify where the muscles and tendons are found 2. identify the frontal and dorsal muscles and tendons 3. explain the different functions of muscles and tendons on a chart 4. explain the types of muscles that support the muscular and skeletal system

Subject: Physical Education

Year: 8

Strand: Fitness

Sub-strand: 8.3 Principles of Training (6 Periods)

This sub-strand helps learners to develop and acquire knowledge, understanding and skills in training.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.3.1 know the meaning of speed, power and endurance (k) 8.3.2 understand exercises involving speed, power and endurance (u) 8.3.3 develop skills in speed, power and endurance (s) 8.3.4 appreciate the importance of fitness (a)	<i>Learners should be able to</i> 8.3.1.1 define speed, power and endurance 8.3.2.1 plan a training program and discuss the value of keeping fit 8.3.3.1 demonstrate and explain the specific training exercises for speed, power and endurance 8.3.4.1 identify and explain possible problems if no proper training is done	<i>Learners can be assessed on</i> 1. demonstrate the skills and abilities of power, speed and endurance 2. apply the training program during training sessions 3. apply the specific training exercise for speed, power and endurance 4. identify problems that will arise if no proper training is done

Subject: Physical Education

Year: 8

Strand: Indoor Games

Sub-strand: 8.4 Gymnastics (8 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills of balancing in gymnastics.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.4.1 know the principles of two or three man balancing (k) 8.4.2 understand the skills and techniques of balancing using different body parts (u) 8.4.3 perform balancing skills using different body parts (s) 8.4.4 appreciate skills of balancing using different body parts (a)	<i>Learners should be able to</i> 8.4.1.1 explain the principles of two or three man balancing 8.4.2.1 demonstrate the skills of balancing using: knee and shoulder, hands, feet on hand balance 8.4.3.1 perform two or three person balancing 8.4.4.1 discuss the importance of using balance skills	<i>Learners can be assessed on</i> 1. perform confidently two and three person balancing using appropriate body parts using the skills of balancing using knee, shoulder, feet and hand balancing 2. perform two or three person balancing in gymnastic 3. list the importance of using balance skills

Subject: Physical Education

Year: 8

Strand: Outdoor Games

Sub-strand: 8.5 Volleyball (8 Periods)

This sub-strand helps learners to acquire knowledge, understand and skills in volley ball.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.5.1 know the rules, skills and techniques of volleyball (k) 8.5.2 perform skills in serving, receiving, and passing in volleyball (s) 8.5.3 perform spiking and blocking in volleyball (s) 8.5.4 rotate players and apply scoring system in volleyball (s) 8.5.5 appreciate the game volleyball (a)	<i>Learners should be able to</i> 8.5.1.1 explain the basic rules, skills and techniques of volleyball 8.5.2.1 demonstrate the basic skills and techniques in serving, receiving, and passing, spiking and blocking in a volleyball game 8.5.3.1 demonstrate the rotation of players and apply scoring system correctly in a volleyball game 8.5.4.1 demonstrate scoring system in volley ball 8.5.5.1 demonstrate and apply rules in a volleyball game	<i>Learners can be assessed on</i> 1. apply the rules and basic skills and techniques of volley ball; serving, receiving, passing, spiking, and blocking in volleyball game 2. perform the rotation of players, in the game volleyball 3. apply the scoring umpiring correctly in the game of volley ball

Subject: Physical Education

Year: 8

Strand: Outdoor Games

Sub-strand: 8.6 Lawn Tennis (6 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in lawn tennis.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.6.1 know the rules and skills of lawn tennis (k) 8.6.2 understand the skills in serving and receiving (u) 8.6.3 demonstrate applying skills in serving and receiving in lawn tennis game fore and back strokes (s) 8.6.4 appreciate the game lawn tennis (a)	<i>Learners should be able to</i> 8.6.1.1 explain the rules and skills of lawn tennis 8.6.2.1 demonstrate different types of serving and receiving the ball in a lawn tennis game 8.6.3.1 participate in playing lawn tennis game 8.6.4.1 apply the rules and skills of lawn tennis in a game of lawn tennis	<i>Learners can be assessed on</i> 1. list the rules and skills of lawn tennis 2. perform different types of serving and receiving the ball in lawn tennis 3. perform and compete in a lawn tennis game

Subject: Physical Education Year: 8		
Strand: Outdoor Games		
Sub-strand: 8.7 Middle Distance Running (8 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in running middle distance.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.7.1 know the rules and skills for middle distance running (k) 8.7.2 understand the training techniques for middle distance running (u) 8.7.3 participate in middle distance running using the correct techniques (s) 8.7.4 appreciate the benefit of performing the middle distance running (a)	<i>Learners should be able to</i> 8.7.1.1 describe and apply the necessary skills and rules for middle distance running 8.7.2.1 demonstrate the skills and techniques for middle distance running 8.7.3.1 show confidence in running an event of the middle distances 800m and 1500meters 8.7.4.1 perform the middle distance running using the rules and skills in middle distance running	<i>Learners can be assessed on</i> 1. demonstrate skills and techniques in the 800 and 1500 middle distance running 2. participate in middle distance events [800,1500 meters]

Subject: Physical Education

Year: 8

Strand: Outdoor Games

Sub-strand: 8.8 Soccer (8 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills use in soccer.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.8.1 carry out dribbling skills in soccer (s) 8.8.2 demonstrate the skills of attacking and defending in soccer (u) 8.8.3 understand and be able to use the methods and skills of scoring goals (u) 8.8.4 understand the technique and use the methods and skills of goal keeping (u) 8.8.5 demonstrate the handling of the ball at different angles (s) 8.8.6 appreciate the benefit of soccer (a)	<i>Learners should be able to</i> 8.8.1.1 apply the skills of running, passing and dribbling the ball accurately 8.8.2.1 apply the skills of attacking and defending in a soccer match 8.8.3.1 explain the methods and skills of scoring goals 8.8.3.2 demonstrate accurate shooting 8.8.4.1 apply skills of goal keeping 8.8.5.1 demonstrate the different skills of handling the ball at different angles 8.8.6.1 demonstrate the rules and skills in the game of soccer	<i>Learners can be assessed on</i> 1. demonstrate the basic skills of running, passing, and dribbling the ball accurately 2. demonstrate the skills of attacking and defending in a soccer match 3. demonstrate the method and skills of scoring goals - demonstrate accurate shooting at the goal - demonstrate good keeping skills 4. demonstrate the skills of ball handling at different angles

Subject: Physical Education

Year: 8

Strand: Outdoor Games

Sub-strand: 8.9 Basketball (8 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in playing and officiating basketball.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.9.1 know the basic rules, skills and safety in basketball (k) 8.9.2 carry out rules in umpiring a basketball game (s) 8.9.3 demonstrate the main skills of basketball by proper body position, running and chasing positions (s) 8.9.4 apply box out and the triple threat position (s) 8.9.5 apply different body movement skills- jump stop, stride stop and pivot (s) 8.9.6 appreciate the benefit of basket ball (a)	<i>Learners should be able to</i> 8.9.1.1 explain the rules, and safety in basketball 8.9.2.1 demonstrate rules of umpiring a basketball game 8.9.3.1 show correct ball handing by proper body position, running and chasing positions 8.9.4.1 demonstrate box out and the triple threat position 8.9.5.1 demonstrate the different body movement skills- jump stop, stride stop and pivot 8.9.6.1 demonstrate the rules, techniques and skills in basket ball	<i>Learners can be assessed on</i> 1. apply the rules of playing basketball 2. demonstrate correct ball handling, positioning (pivot foot positioning) and running with ball in a basketball 3. demonstrate box-out and triple threat position 4. perform body movements, jumps, and stride and pivot foot skills

Subject: Physical Education

Year: 8

Strand: Out Door Game

Sub-strand: 8.10 Discus, Javelin and Shot Put (4 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in Discus Javelin and Shot Put.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.10.1 know the rules, skills and techniques of discus, javelin and shot put (k) 8.10.2 understand the safety rules and measures in discus, javelin and shot put (u) 8.10.3 understand correct sizes or weights of discus, javelin and shot put (u) 8.10.4 perform the skills in the throwing events (s) 8.10.5 appreciate how to handle the discus, javelin, and shot put (a)	<i>Learners should be able to</i> 8.10.1.1 explain the rules, skills and techniques of discus, javelin and shot put 8.10.2.1 demonstrate the safety rules and measures in discus, javelin and shot put 8.10.3.1 identify the correct sizes or weights of discus, javelin and shot put 8.10.4.1 identify the correct skills in the discus, javelin and shot put with confidence 8.10.5.1 throw discus, javelin and shot put correctly	<i>Learners can be assessed on</i> 1. demonstrating the skills of throwing the discus, javelin and shot put 2. applying safety rules in the discus, javelin and shot put 3. use various sizes and weights of large, medium, and small in the javelin, discus, and shot put 4. perform the correct techniques in throwing the discus, javelin and shot put 5. apply the correct skills of throwing the discus, javelin and shot-put in a competition

12.3 Physical Education Year 9 Syllabus

Subject: Physical Education Year: 9		
Strand: First Aid		
Sub-strand: 9.1 Advance First Aid (8 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in the application of first aid and CPR.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 9.1.1 know the meaning of mouth to mouth resuscitation (k) 9.1.2 understand the steps of applying mouth to mouth resuscitation (u) 9.1.3 apply mouth to mouth resuscitation to a shocked person (s) 9.1.4 appreciate the Cardio-Pulmonary Resuscitation [CPR] and Expired Air Resuscitation (EAR) as shock managements (a)	Learners should be able to 9.1.1.1 define mouth to mouth resuscitation 9.1.2.1 explain the steps of applying mouth to mouth resuscitation 9.1.3.1 demonstrate and apply mouth to mouth resuscitation 9.1.4.1 discuss the importance of CPR and EAR application as shock management	Learners can be assessed on 1. demonstrate the mouth to mouth resuscitation skill 2. demonstrate the actions/ steps in applying the mouth to mouth resuscitation 3. [CPR] Cardio Pulmonary Resuscitation as a combination of [EAR] Expired Air Resuscitation and external cardiac compression, or chest compression

Strand: Fitness**Sub-strand: 9.2 Principle of Training (6 Periods)**

This sub-strand helps learners to acquire knowledge, understanding and skills in performance capabilities in fitness.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.2.1 know the concept and types of fitness tests (<i>k</i>)</p> <p>9.2.2 understand the advantages of performing a fitness test (<i>u</i>)</p> <p>9.2.3 perform a fitness test correctly (<i>s</i>)</p> <p>9.2.4 appreciate required standard of fitness tests (<i>a</i>)</p>	<p><i>Learners should be able to</i></p> <p>9.2.1.1 define fitness test and explain the different types of fitness tests</p> <p>9.2.2.1 explain the advantages of performing a fitness test</p> <p>9.2.3.1 demonstrate a type of fitness test</p> <p>9.2.4.1 discuss various types of fitness test and their required standards</p>	<p><i>Learners can be assessed on</i></p> <p>1. describe and list the different types of fitness tests</p> <p>2. discuss and present the advantages of fitness test</p> <p>3. demonstrate running a fitness tests, carryout fitness test</p> <p>4. perform various fitness tests to a required standard</p>

Subject: Physical Education Year: 9		
Strand: Human Anatomy Sports Physiology		
Sub-strand: 9.3 Circulatory System (6 Periods) This sub-strand helps learners to acquire knowledge and understanding of organs and blood vessels and their functions in the circulatory system.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.3.1 know the meaning of the circulatory system, organs composed of the circulatory system (k) 9.3.2 know the different functions of blood vessels in the circulatory system, different blood vessels (k) 9.3.3 understand the functions of blood vessels (u) 9.3.4 appreciate the need to keep the circulatory system healthy (a)	<i>Learners should be able to</i> 9.3.1.1 define the circulatory system 9.3.2.1 identify the organs (heart & lungs) and blood vessels in the circulatory system 9.3.3.1 explain the functions of the heart and lung in relation to the blood circulation 9.3.4.1 explain the significant of keeping the circulatory system healthy	<i>Learners can be assessed on</i> 1. explain the importance of circulatory system 2. label the chart using Chart of the circulatory system, use the chart and label the circulatory system 3. explain the different functions of circulatory system 4. describe some ways of keeping the circulatory system healthy

Subject: Physical Education

Year: 9

Strand: Human Anatomy

Sub-strand: 9.4 Respiratory System (6 Periods)

This sub-strand helps learners to acquire knowledge and understanding on the organs and their functions in respiratory system.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.4.1 know the meaning of respiratory system (k) 9.4.2 understand the function of the respiratory (u) 9.4.3 know parts and functions of the respiratory system (k) 9.4.4 understand the function of the lung, and respiratory system (u) 9.4.5 understand the difference between circulatory system and respiratory system (u) 9.4.6. appreciate how the respiratory system works (a)	<i>Learners should be able to</i> 9.4.1.1 define respiratory system 9.4.2.1 state and explain the parts of the respiratory system: (<i>nostril, trachea, and lung</i>) 9.4.3.1 identify and explain the functions of lungs in relation to air sac, (oxygen) which enters into the lung and capillaries 9.4.4.1 justify the importance of lungs in relation to the respiratory system 9.4.5.1 state the difference between circulatory system and respiratory system 9.4.6.1 explain how the respiratory system works in the human body	<i>Learners can be assessed on</i> 1. explain diagrams of how the respiratory system works, and the functions of the lung in relation to the respiratory system and their parts 2. label Chart of the respiratory system and its parts 3. identify and explain the difference between circulatory and respiratory system

Subject: Physical Education Year: 9		
Strand: Indoor Games		
Sub-strand: 9.5 Gymnastics (8 Periods) This sub-strand helps learners to acquire the knowledge, understanding and skills in gymnastics.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.5.1 know the principles of forward and balancing techniques (k) 9.5.2 understand and use the basic forward and back ward rolls techniques (u) 9.5.3 perform partner balancing, tumbling and vaulting (s) 9.5.4 apply basic movements in gymnastic (s) 9.5.5 appreciate the benefit in playing gymnastics (a)	<i>Learners should be able to</i> 9.5.1.1 explain the principles of balancing techniques 9.5.2.1 demonstrate the basic forward and backward roll techniques 9.5.3.1 demonstrate partner balancing, tumbling and vaulting (with equipment) 9.5.4.1 perform the basic movements in gymnastic 9.5.5.1 demonstrate skills used in performing gymnastic	<i>Learners can be assessed on</i> 1. list the main concepts of balancing techniques 2. perform forward and backward roll 3. use partners to show balancing, tumbling and vaulting techniques with equipment 4. show the techniques of gymnastic through movements (whole sequence)

Subject: Physical Education

Year: 9

Strand: Indoor Games

Sub-strand: 9.6 Dance (6 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills associated with movements folk and traditional dances

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.6.1 know the different types of folk or traditional dance (k) 9.6.2 know the different types of movements involved in dancing (k) 9.6.3 understand how to perform traditional dances or folk dancing (u) 9.6.4 appreciate the significance of traditional and folk dances (a)	<i>Learners should be able to</i> 9.6.1.1 identify significance of traditional and folk dancing 9.6.2.1 explain different types of movements involved in dancing 9.6.3.1 demonstrate different types of movement applied in traditional dancing or folk dancing 9.6.4.1 perform traditional dances from various province	<i>Learners can be assessed on</i> 1. explain the significance of traditional and folk dance 2. describe the different movement patterns in dancing 3. perform the techniques and movements in dancing folk or traditional dancing 4. organize and participate traditional and folk dancing groups to perform during cultural activities

NOTE: THE FOLLOWING SUB-STRANDS, LAWN TENNIS AND BASEBALL, MAY BE TAUGHT AS ALTERNATIVES IF FACILITIES ARE AVAILABLE

Subject: Physical Education Year: 9		
Strand: Outdoor Games		
Sub-strand: 9.7 Lawn Tennis (6 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in organizing and officiating in Lawn Tennis.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.7.1 know how to organize and officiate in lawn tennis (k) 9.7.2 understand and apply rules as an umpire in small organized competition (u) 9.7.3 apply rules as an umpire in a small organized competition (s) 9.7.4 appreciate the benefit in playing lawn tennis (a)	<i>Learners should be able to</i> 9.7.1.1 organize and draw up competition fixtures 9.7.2.1 apply rules and officiate in lawn tennis competition 9.7.2.2 organize competitive tournament 9.7.3.1 demonstrate umpiring using rules in a competition 9.7.4.1 demonstrate how the game lawn tennis is played using rules of umpiring	<i>Learners can be assessed on</i> 1. organize tennis competition 2. officiate in a competition and apply rules

Subject: Physical Education			Year: 9		
Strand: Outdoor Games					
Sub-strand: 9.8 Baseball (6 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in basket ball.					
General Learning Outcomes		Specific Learning Outcomes		Suggested Assessment Events	
<i>Learners should</i> 9.8.1 know the basic rules, skills and techniques of baseball (k) 9.8.2 understand safety measures of baseball (u) 9.8.3 apply rules and perform skills and techniques in playing baseball (s) 9.8.4 appreciate the benefits of playing the game base ball (a)		<i>Learners should be able to</i> 9.8.1.1 explain the rules, skills and techniques of baseball 9.8.2.1 show the safety measures of baseball 9.8.3.1 demonstrate the following skills in baseball a. balls and throwing line format b. batting & base running c. pitching d. sliding & tug-out e. strike, fair and foul balls 9.8.4.1 participate in playing baseball		<i>Learners can be assessed on</i> 1. demonstrate the rules, skills and techniques of baseball 2. show the safety measures of playing basket ball 3. perform and apply the different skills and rules of the baseball game 4. organize a baseball competition	

NOTE: THE NEXT TWO SUB-STRANDS MAY BE TAUGHT AS ALTERNATIVES IN TWO GROUPS: MORE SKILLS IN NETBALL FOR ONE GROUP (possibly mainly girls) AND MORE SKILLS IN SOCCER FOR THE OTHER GROUP (possibly mainly boys)

Subject: Physical Education Year: 9		
Strand: Outdoor Games		
Sub-strand: 9.9 Netball (8 Periods) This sub-strand helps learners to acquire knowledge, understand and skills in organizing and officiating in netball.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.9.1 know the skills of attacking and defending in netball (k) 9.9.2 apply attacking and defending skills in netball (s) 9.9.3 understand the competition rules of netball (u) 9.9.4 appreciate the benefits of playing netball (a)	<i>Learners should be able to</i> 9.9.1.1 explain different skills of attacking and defending in netball 9.9.2.1 demonstrate the different skills of attacking and defending in netball 9.9.3.1 apply competition rules in a game of netball 9.9.4.1 umpire a netball game	<i>Learners can be assessed on</i> 1. describe different skills of attacking and defending in netball 2. perform different movements, attacking and defending in netball 3. organize a game of netball 4. apply the rules of netball in a netball competition

Subject: Physical Education

Year: 9

Strand: Outdoor Games

Sub-strand: 9.10 Soccer (8 Periods)

This sub-strand helps learners to acquire knowledge, understanding and skills in organizing and officiating in soccer.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.10.1 know and understand ground and game rules in soccer (k) 9.10.2 understand how to organize and officiate in Soccer (u) 9.10.3 apply regulations and rules in soccer competitions (s) 9.10.4 appreciate the importance in organizing a game soccer (a)	<i>Learners should be able to</i> 9.10.1.1 explain the basic ground rules and game rules of soccer 9.10.2.1 organize and draw game fixture 9.10.3.1 demonstrate skills in officiating in soccer competitions 9.10.4.1 organize and officiate soccer competitions	<i>Learners can be assessed on</i> 1. differentiate the ground rules and game rules of soccer 2. organize competition and draw fixtures of that competition 3. organizing and officiating soccer competition 4. apply skills and knowledge of organizing and officiating a soccer competition

Subject: Physical Education Year: 9		
Strand: Outdoor Games		
Sub-strand: 9.11 Volley ball (4 Periods) This sub-strand helps learners to acquire knowledge, understanding and skills in organizing and officiating in volley ball.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.11.1 know the ground rules and team competition for volleyball (k) 9.11.2 understand fixture draws for competitions in volleyball (u) 9.11.3 umpire and officiate a game of volleyball (s) 9.11.4 appreciate the benefits of organizing the game volleyball (a)	<i>Learners should be able to</i> 9.11.1.1 explain ground rules for volleyball competitions 9.11.2.1 draw volleyball fixtures for competition 9.11.3.1 demonstrate umpiring and officiating of volleyball competition 9.11.4.1 demonstrate how to perform the game of volleyball	<i>Learners can be assessed on</i> 1. differentiate the ground rules and game rules of volleyball 2. organize competition and draw fixtures of volleyball competition 3. apply skills and knowledge of umpiring and officiating a volleyball competition

Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of learner's books, teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Physical Education syllabus for years 7 to 9.

No	Title	Publication Date	Publisher
1	Solomon Islands Physical Education Year 7 Teacher's Guide	2012	Pearson Education, Australia
2	Solomon Islands Physical Education Year 8 Teacher's Guide	2013	Pearson Education, Australia
3	Solomon Islands Physical Education Year 9 Teacher's Guide	2014	Pearson Education, Australia

Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Physical Education syllabus for years 7 to 9.

	Description of item	Recommended number per school
1	First aid kit	1
	In door & Out door games	
2	Table tennis table	2
3	Table tennis bats	4 pairs
4	Table tennis nets	2
5	Table tennis balls	20
6	Lawn tennis raquets	4 pairs
7	Lawn tennis nets	2
8	Lawn tennis posts	4
9	Lawn tennis balls	20
10	Softball Cloves and back stopper guard	2 sets
11	Softball balls (practice and match balls)	20
12	Softball bats	5
13	Soft ball base mats	2 sets
14	Baseball Sets	2 sets
15	Baseball balls	20
16	Volley ball nets	2
17	Volley ball ball	20
18	Netball posts and nets	2 sets
19	Netball ball	20
20	Basketball posts, boxes and hops	2 sets
21	Basket ball ball	20
22	Gymnastic set	2 sets
23	Gymnastic mats	2 sets
24	Soccer balls & lines and corner flags	20
25	Rugby balls	20
	Athletics (fiel d and track events)	
26	Starting blocks	6
27	Relay buttons	20
28	Clock watch (stopper)	2
29	High Jump mattress, cross bar and posts	1 set
30	Discuss discs	1 set
31	Shot put balls or weights	1 set
32	Javelin Spears	1 set
33	Long & tripple jump (stepping boards)	1 set
33	Starting pistol & Caps	1
34	100 m tape	1
35	Whistles	10

	Biological Charts	Recommended number per School
1	Human Skeletal System	1
2	Bones and Muscles	1
3	Respiratory System	1
4	Circulatory System	1

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Secondary Physical Education Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about students learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in the summative and national examinations at the end of the term, semester or a year. Furthermore, such an assessment

approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Physical Education can be obtained from the subject prescription handbook.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment event

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Competency Levels

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving a financial risk.

Improvisation

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

Specific Learning Outcomes

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

Key Learning Areas

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

Learner

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

Learning material

The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

Learning Outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

Lesson

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

Outcomes-based

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

Period

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

Process skill

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

Programme of study

Detailed plan for teaching a course over a period of time.

Programme Planner

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scheme of work

Similar to a programme of study – usually linked to the syllabus.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

Sequence

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Strand year statement

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Strand theme statement

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Subject

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of a strand dealing with a particular topic within that strand.

Syllabus

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

Teaching material

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

Section 17. REFERENCES

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