

SEC SYLLABUS 2019

PHYSICAL EDUCATION

SEC 32

SYLLABUS

Physical Education SEC 32

(Not available in September)

Syllabus

Paper I: Practical Performance + Coursework Project +Paper II (2hrs) Written

Introduction

1. This syllabus is designed:
 - 1.1 To complement and strengthen the requirements of the 'National Minimum Curriculum' through participation in a variety of practical activities and related theoretical studies.
 - 1.2 To educate towards a genuine commitment to lifelong participation in sport as management of a healthy lifestyle.
 - 1.3 To form the basis for further studies in areas related to Physical Education and leading to careers in Physical Education and Sport.

Aims

2. A course based on this syllabus should enable candidates:
 - 2.1 To acquire techniques necessary to perform a variety of physical activities.
 - 2.2 To experience the enjoyment of participation in physical activity.
 - 2.3 To understand through theory and practice the implications of and benefits from participation in physical activity.
 - 2.4 To value the contribution that physical activity can make to a healthy lifestyle and to positive social relationships.

Assessment Objectives

3. The examination will assess the candidate's ability:
 - 3.1 To demonstrate competency in a variety of skills in different forms of physical activity, including the ability to design, refine and perform movement forms.
 - 3.2 To demonstrate a knowledge and understanding of different forms of movement and physical activities.
 - 3.3 To describe, analyse and improve health-related-fitness (HRF) and movement factors affecting performance.
 - 3.4 To demonstrate knowledge and understanding of the structures and functions of the human body related to movement.
 - 3.5 To demonstrate knowledge and understanding of the social aspects of sport and of leisure activities.

Scheme of Assessment

- 4.1 All candidates are assessed on two components:

| Component | Description | Weighting | |
|----------------|--|---|------------|
| Paper 1 | Practical Performance & Coursework Project | 45% 15% | 60% |
| Paper 2 | Written Paper (2 hours) Section A: Movement and physical activities Section B: Health Related Fitness Body systems and performance Section C: Sport in Society | 8% 8% 18% 6% | |

4.2 Scheme of Assessment

| Assessment Objective | Final Examination | | Coursework Project | Total |
|----------------------|-------------------|------------|--------------------|-------------|
| | Paper 1 Practical | Paper 2 | | |
| 3.1 | 45% | | 15% | 60% |
| 3.2 | | 8% | | 8% |
| 3.3 | | 8% | | 8% |
| 3.4 | | 18% | | 18% |
| 3.5 | | 6% | | 6% |
| Total | 45% | 40% | 15% | 100% |

4.3 Paper 1 Practical performance (45% of the total mark)

4.3.1 Candidates are assessed on the practical performance of three activities chosen from the four Areas of Activity (further information is found on the following pages). The assessment of the practical performance is to be carried out (at particular Centres) by qualified examiners appointed by the MATSEC Board.

4.3.2 In Athletics and Swimming areas the result of time/distance/height will carry 40% of the mark. Technique will carry 60% of the mark. In Games, technique is assigned 100% of the mark. In Gymnastics, technique will carry 60% of the mark, the over all execution will carry 40% of the mark. In Dance, technique will carry 50% of the mark, over-all execution will carry 30% of the mark, and contrast between the two dances will carry 20% of the mark.

4.4 Coursework Project (15% of the total mark)

4.4.1 Coursework should consist of a Project. The candidate's Project is to be corrected by the P.E. teacher under whose guidance the candidate is carrying out the programme of studies. The Project must be made available to the moderator on demand.

4.4.2 Candidates who are re-sitting the subject may carry forward the coursework mark from the previous session.

4.4.3 Candidates who have covered the coursework privately will be expected to present their coursework to the MATSEC Board by the date stipulated by the Board. Candidates may be called for an interview about their work.

4.4.1 Candidates can only qualify for grades 1-5 if they obtain at least 45% of the mark allotted to each of paper 1 and 2. (See Note 6.2).

5. Paper 1: Practical Performance (60%)

5.1 Choice of Activities

Each candidate must select activities from three out of the four different Areas. Each Area has its own choice of activities and conditions.

Example of a student's choice:

- Area 1 (Games) Basketball*
- Area 3 (Athletics) Middle Distance, Long Jump, Discus*
- Area 4 (Swimming) Butterfly, Front Crawl, Breast-stroke*

| | | |
|--|--|--|
| Area 1: Games | | |
| Candidates will be examined in one activity of their choice. Two (2) years preceding the Exam sitting, the SEC Syllabus Panel will officially establish the three specific activities to be assessed from which such choice can be made. | | |
| <ol style="list-style-type: none"> 1. Badminton 2. Basketball 3. Football/ Netball 4. Hockey 5. Team Handball 6. Volleyball | | |
| Area 2: Gymnastics & Dance Activities | | |
| Candidates will be examined in one activity of their own choice. | | |
| <ol style="list-style-type: none"> 1. Artistic Gym 2 different vaults and a floor sequence 2. Educational Dance | | |
| Area 3: Athletics | | |
| Candidates will be examined in one running activity, one jumping activity and one throwing activity of their own choice. | | |
| Section A: Running | Section B: Jumping | Section C: Throwing |
| <ol style="list-style-type: none"> 1. Sprinting (100m) 2. Middle Distance (800m) | <ol style="list-style-type: none"> 1. High Jump 2. Long Jump | <ol style="list-style-type: none"> 1. Shot Put 2. Discus |
| Area 4: Swimming | | |
| Candidates will be examined in three swimming strokes of their own choice. | | |
| <ol style="list-style-type: none"> 1. Breast-stroke 2. Butterfly 3. Backstroke 4. Front Crawl | | |

5.2 Candidates are expected to have practical experience in the various activities mentioned in 5.1.

5.3 Specific content and marking criteria for practical performances in each activity:

Area 1: Games: Badminton

Candidates are assessed on the following individual skills and techniques:

- Service: long serve, short serve.
- Overhead Clear: forehand, backhand
- Smash
- Drop shots
- Net shots
- Service return

Assessment criteria for practical performance

| Level | Description: The candidate will be able to demonstrate: | Marks |
|-------|---|-------|
| 5 | A limited ability to execute the basic skills in a non-rally situation. | 0 12 |
| 4 | An ability to execute basic skills with a reasonable amount of control without the ability to prolong a rally or to play attacking strokes. | 13 24 |
| 3 | An ability to prolong a rally and execute satisfactorily a variety of skills. | 25 36 |
| 2 | An ability to prolong a rally and select and use appropriate strokes of attacking play with good control, accuracy, and co-ordination. | 37 48 |
| 1 | An ability to select the best shots in defending and attacking play with very good control, accuracy and co-ordination | 49 60 |

Area 1: Games: Basketball

Candidates are assessed on the following:

- Dribbling including changing hands, speed and direction
- Passing and receiving: chest, javelin and bounce pass
- Defensive footwork: sliding.
- Offensive footwork: shaking off defence on 'v cut', pivoting, faking/feinting and driving to the basket, jump stop
- Shooting the lay up shot, the set shot and the jump shot from different angles and positions

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate: | Marks |
|-------|--|-------|
| 5 | An ability to pass, catch, and shoot from a static position but not accurately and with only some regard to the critical elements of skill. An ability to dribble the ball with satisfactory control but with poor execution of the footwork fundamentals. | 0 12 |
| 4 | An ability to shoot, dribble and pass with a reasonable amount of control and accuracy. The lay up shot still lacks fluency, and is frequently taken from the wrong leg. | 13 24 |
| 3 | An ability to shoot quite well including a satisfactory drive to a lay up shot. An ability to dribble the ball with either hand with a good measure of control. | 25 36 |
| 2 | An ability to pass, dribble and shoot with considerable accuracy from a distance as well as near the basket, including a satisfactory fake and drive to a lay up shot. | 37 48 |
| 1 | An ability to pass, dribble and shoot with very good control, accuracy and co-ordination, including jump shots and left and right handed lay-up shots. | 49 60 |

Area 1: Games: Football

Candidates are assessed in the following individual skills:

- Passing: Ground passes using both feet - inside push pass, outside of the foot pass, instep pass, the wall pass; Flighted - instep pass.
- Receiving: Ground passes – inside of the foot; High passes – instep; thigh; chest
- Dribbling and feinting to beat an opponent; slalom dribbling using either foot; screening (shielding);
- Running with ball for speed.
- Shooting: instep drive shot with either foot; full-volley shot.
- Heading in attack
- Defensive stance and movement: jockeying the attacker; block and poke tackles.

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|---|---------|
| 5 | A limited ability to execute (with the dominant foot) only some of the basic skills. When performed at varying speed the basic skills lack, accuracy, and total control. Only some regard of the critical elements of skill is shown. | 0 – 12 |
| 4 | An ability to execute (with dominant foot), at considerable speed basic skills with some amount of accuracy and control and with adequate regard to the critical elements of skill. | 13 – 24 |
| 3 | An ability to execute (with either foot) at considerable speed a variety of skills with consistency, with appropriate accuracy and control and with considerable regards to the critical elements of skill. | 25 – 36 |
| 2 | An ability to show to a good standard a variety of skills with accuracy and good control, even when the skills are executed at varying speed and against passive opposition. | 37 – 48 |
| 1 | An ability to show to a high standard a variety of skills with accuracy and very good control, even when the skills are executed at varying speed and against passive opposition. | 49 – 60 |

Area 1: Games: Netball

Candidates are assessed in the following individual skills:

- Passing and Catching: chest, overhead, bounce, underarm and shoulder
- Shooting: standing, on the move/running shot, and rebounding
- Dodging and Marking
- Footwork: landing, pivoting, and running step.

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|---|---------|
| 5 | An ability to throw, catch and shoot but not necessarily accurately A limited understanding of the footwork rule | 0 – 12 |
| 4 | An ability to throw, catch and shoot but not necessarily accurately, particularly when moving. An ability to apply the footwork rule with a reasonable degree of success. An ability to mark an opponent. | 13 – 24 |
| 3 | An ability to show a variety of passes but not always accurately and appropriately. An ability to mark and dodge an opponent. | 25 – 36 |
| 2 | An ability to show accurate and varied passes and shots and equally good catching skills. An ability to show good dodging and marking skills and consistent footwork. | 37 – 48 |
| 1 | A full range of throwing, catching and shooting skills with very good control, accuracy and co-ordination. An ability to show very good reactions, change of direction and change of speed. | 49 – 60 |

Area 1: Games: Hockey

Candidates are assessed on the following skills and techniques:

- Ball control: running, dribbling and dodging, Indian dribble and feinting
- Passing / receiving: push, reverse stick push, and slap.
- Shooting: hit, push shot.

Assessment Criteria for Practical Performance

| Level | Description: The Candidates will be able to demonstrate: | Marks |
|-------|---|-------|
| 5 | An ability to dribble, pass and shoot with only some regard to the fundamentals of the skills. An ability to dribble the ball however lacking in flow and with difficulty in carrying out the Indian dribble, passing, receiving on the closed stick. An ability to use limited basic footwork. | 0 12 |
| 4 | An ability to dribble, pass and shoot with a reasonable amount of control and accuracy although reverse stick control is still weak. The level and flow are interrupted by occasional faults. An ability to show some basic footwork principles. | 13 24 |
| 3 | An ability to move forward showing good form in passing and reverse stick control. Flow in movement, receiving and shooting is satisfactory. | 25 36 |
| 2 | An ability to move, pass, dribble and shoot accurately and with flow showing good form and appropriate footwork. | 37 48 |
| 1 | An ability to move, pass and shoot with very good control, accuracy and flow. Ball control on Indian dribble, receiving and passing, are effectively carried out. | 49 60 |

Area 1: Games: Team Handball

Candidates are assessed on the following basic skills and techniques:

- Passing: overarm, wrist and bounce
- Catching: static and whilst moving
- Shooting: jump shot, running shot and side arm shot
- Dribbling: steps cycle (maximum of 3 steps, unrestricted dribble, maximum of 3 steps, pass or shoot)
- Feinting: ball feints and body feints
- Defending: fall out (shuffle step), checking and tying up

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|--|-------|
| 5 | An ability to throw the ball with one hand over a short distance with some accuracy, catch and bounce the ball and perform an accurate shooting attempt from 6 metres. | 0 12 |
| 4 | An ability to throw the ball over an extended distance (8 metres) to a static target, catch the ball cleanly and pass again without violating the 3 steps/3seconds rule. An ability to perform a jump shot with a reasonable degree of accuracy. An ability to execute a dribble around obstacles/opponents. | 13 24 |
| 3 | An ability to pass accurately over a short distance and be able to execute a shot from a favoured wing position with power and accuracy. An ability to feint and shoot at goal effectively. An ability to execute a dribble, using the steps cycle. | 25 36 |
| 2 | An ability to select and execute a variety of passes quickly over a medium range. An ability to execute a variety of shots with a reasonable degree of accuracy. An ability to execute a fast dribble, including faking. An ability to block shots at goal effectively. | 37 48 |
| 1 | An ability to combine a number of basic skills at considerable speed. An ability to shoot at goal from various angles and to block shots at goal. An ability to combine the basic skills and techniques at considerable speed, with very good control, accuracy and coordination. | 49 60 |

Area 1: Games: Volleyball

Candidates are assessed on the following basic skills and techniques:

- Volley: volley and set up
- Dig: fore-arm pass
- Serve: under-arm and over-arm.
- Spike
- Block

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|---|-------|
| 5 | A limited ability to select the appropriate technique to return a ball. A limited ability to execute the volley and dig in a passive situation. | 0 12 |
| 4 | A limited ability to execute the volley and dig in a rally of passes. An ability to execute the under arm serve. | 13 24 |
| 3 | An ability to move in space for a reception of a serve. An ability to perform the volley, dig and spike to a reasonable standard but not always accurately. An ability to serve underarm well although dealing with the over arm serve causes problems | 25 36 |
| 2 | An ability to move in space for a reception of a serve and making the right choice of technique. An ability to perform the volley, dig, spike and block accurately. An ability to serve using both types of serves. | 37 48 |
| 1 | An ability to set-up accurately for positions 2 and 4. An ability to control served balls of various speeds using appropriate methods. An ability to spike from positions 2 and 4 accurately. An ability to block effectively and to use both types of serve. | 49 60 |

Area 2: Gymnastics and Dance Activities:**Artistic Gymnastics (Floorwork)**

Candidates are assessed on the performance of individual skills in a **floorwork** routine of 60 to 90 seconds.

Examples of Skills:

- Balances: shoulder stand, headstand, handstand.
- Jumps: spike, straddle, tuck, straight, split.
- Rolls: forwards, backwards, sideways, dive forward.
- Turns: forwards/backwards, walk-overs, cartwheel.
- Twists: round off.
- Rotations/Springs: flic-flac, aerial cartwheel, front/back somersault, head spring, hand spring.

The mat area for the floorwork will be 6m x 6m. Surrounding floor area may be used. The rule for stepping out will not be applied.

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|--------------|---|----------------|
| 5 | A limited ability to perform a simple sequence of at least 6 different linked movements (rolls, jumps, and inverted balance) with insufficient body control, resilience, extension and clear body positions. | 0 – 6 |
| 4 | A basic ability to perform a simple sequence of at least 6 different linked movements (rolls, jumps, inverted balance on hands only) with considerable body control, resilience, extension and clear body positions. | 7 – 12 |
| 3 | An ability to perform a sequence of at least 8 different linked movements (which include three of: forward roll to straddle, handstand to forward roll, backward roll to astride, backward roll to handstand) with considerable body control, resilience, extension and clear body positions. | 13 – 18 |
| 2 | An ability to perform a sequence of at least 8 different linked movements (which include turns and twists) with effective body control, resilience, extension, and clear body positions throughout. | 19 – 24 |
| 1 | An ability to perform a sequence of at least 8 different linked movements requiring a high degree of gymnastic skill. At least one of the movements will be rotational/spring movement performed with effective body control. | 25 – 30 |

Area 2: Gymnastics and Dance Activities:**Artistic Gymnastics (Vaulting)**

Candidates are assessed on the ability to perform two vaults with poise and co-ordination. Candidates will be allowed two attempts at each vault, the better in each case being assessed. A candidate may opt not to make use of the second attempt. Assessment is made on the various phases of the vault and on the type of vaults the candidate has chosen.

- i. Height of Horse/Box: 110cm or 120cm.
- ii. The Horse/Box may be used either lengthways or width-wise
- iii. Candidates may use spring boards
- iv. Spotters may stand in a position to ensure safety, but candidates will lose marks if they are supported.

| PHASES OF VAULT | TWO TYPES OF VAULTS |
|--|--|
| Run-up Hurdle Step Take-off Pre-flight Strike (Thrust) Post-flight Landing | <p>Category A Horizontal/Linear vaults in which the heels do not rise after the strike (thrust) phase beyond the horizontal plane <i>Straddle, Squat, Thief, Flank, Horizontal astride vault</i></p> <p>Category B Rotational vaults in which the heels continue to rise beyond the horizontal plane after the strike (thrust) phase and pass over the head to the floor <i>Handspring, Headspring, Cartwheel/half twist, one and a half somersault.</i></p> |

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks per vault |
|-------|---|-----------------|
| 5 | A limited ability to perform two vaults from category A with insufficient poise and co-ordination in the various phases of the vault. | 0 – 3 |
| 4 | A basic ability to perform two vaults from category A with considerable poise and co-ordination in the various phases of the vault. | 4-6 |
| 3 | An ability to perform two vaults, one from each category, with a good measure of speed, balance, and control over the apparatus and on landing. | 7-9 |
| 2 | An ability to perform two vaults from category B with a good measure of speed, balance and control over the apparatus and on landing | 10-12 |
| 1 | An ability to perform two vaults from category B with very good poise and co-ordination throughout. | 13-15 |

Area 2: Gymnastics and Dance Activities:

Educational Dance

Candidates are assessed on the performance of two (2) contrasting dances (90 to 120 seconds each). An understanding of Laban's principles of movement must be evident.

Prior to their performance, the themes of both dances are to be communicated (verbally or otherwise) to the examiners.

Examples of techniques:

Basic principles: Posture/placement, alignment, flow of energy, co-ordination, balance, control, mobility, strength

Body actions: gesture, stepping, turning, stillness, jumping, travelling

Dynamics: time changes, degrees of energy, phrasing

Spatial awareness: level, direction, use of floor space, including pathways on the floor and in the air, personal and general space

Body awareness: use of whole, use of part, awareness of shape in motion and stillness

Assessment Criteria for Practical Performance

| Level | Descriptions: The candidate will be able to demonstrate: | Marks for each sequence |
|-------|--|-------------------------|
| 5 | An ability to perform simple elements of dance composition using basic body action A limited awareness of space An ability to move in rhythm with the style of accompaniment | 0 – 6 |
| 4 | An ability to perform appropriate movements with some technical precision An awareness of personal and general space An ability to move rhythmically | 7 – 12 |
| 3 | An ability to perform with technical accuracy, style and expression An ability to perform a coherent dance | 13 – 18 |
| 2 | An ability to perform with clear bodily competence, projections, presentation and musicality An ability to use pathways, levels and directions effectively | 19 – 24 |
| 1 | An ability to produce a dance performance demonstrating clear bodily competence, projection of style and expression and clear musicality An ability to perform movements rhythmically with strong sensitivity to the style of accompaniment | 25 – 30 |

Area 3: Athletics: Running Events (Sprinting: 100m)

Candidates are assessed on the following techniques and times.

Start off the blocks
Sprinting technique

Assessment Criteria for Practical Performance

| Level | Descriptions: The candidate will be able to demonstrate | Marks |
|-------|---|-------|
| 5 | An ability to assume the right starting positions, moving into the right fundamental positions on the calls, however the push on the block lacks power. The lean is minimal and the sprinter assumes an upright position at once. Stride pattern is adequate but knee lifts are minimal. <i>Time: Boys 21.0 secs Girls 23.5 secs</i> | 0 4 |
| 4 | A good push off the block with an adequate forward lean. High knee lifts are used however posture of head and arms are still evidently out of control. <i>Time: Boys 18.0 secs or under Girls 20.0 secs or under</i> | 5 8 |
| 3 | A good push off the blocks and a progressive straightening up of the body. Head posture and arm action are fine. A considerable amount of knee lifts are exerted which seem however to create a bounding effect instead of a pushing effect. Technique shown is sufficient however candidate shows a lack in stride cadence and acceleration in the sprint <i>Time: Boys 16.0 secs or under Girls 18.0 secs or under</i> | 9 12 |
| 2 | Good technique of sprinting with adequate power off the blocks followed by good posture, arm action and good knee lifts. An adequate push is seen which gives the candidate acceleration. <i>Time: Boys 14.6 secs or under Girls 16.4secs or under</i> | 13 16 |
| 1 | An outstanding ability to push off the block progressing well into a straight posture with adequate lean towards the end of the sprint. Arm action, cadence of stride and posture are excellent. <i>Time: Boys 13.2 secs or under Girls 14.8 secs or under</i> | 17 20 |

Area 3: Athletics: Running Events (Middle Distance 800m)

Candidates are assessed on the following:

- Running technique
- Practical application of the breaking rule
- Pacing of the run
- Timing

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|---|-------|
| 5 | An adequate start of the run with a good pace. This pace cannot be kept long enough and candidate falls behind. Pace and tempo of run are effected. This is even more evident towards the end of the run <i>Time: Boys 4'35" Girls 5'09"</i> | 0 4 |
| 4 | A good start with adequate fighting for position including application of breaking rule. Pace and tempo are adequate however these are effected towards the end of the run. <i>Time: Boys 4'05" or under Girls 4'34" or under</i> | 5 8 |
| 3 | Good cadence of stride which is kept for most of the run. Adequate tactical fundamentals are evident. <i>Time: Boys 3'23" or under Girls 3'48" or under</i> | 9 12 |
| 2 | Good tactical and technical abilities. Ability to finish run in good posture showing good pace and accelerating finish <i>Time: Boys 2'35" or under Girls 2'48" or under</i> | 13 16 |
| 1 | An outstanding demonstration of technical and tactical strategies. Very good cadence of stride with ability to control the pace and accelerate to finish line. <i>Time: Boys 2'14" or under Girls 2'30" or under</i> | 17 20 |

Area 3: Athletics: Jumping Events (High Jump)

Candidates are assessed on the following techniques and heights:

- Phases: Approach, take-off, bar clearance and landing
- Style: Scissors, Straddle, Fosbury or other conventional styles

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|--|-------|
| 5 | An adequate approach, however, lacks power for take-off. Vertical lift is lacking and is more of a horizontal drive. <i>Height: Boys and Girls: 1.00m or over</i> | 0 4 |
| 4 | A relatively good approach however lacking in lift and form in the air <i>Height: Boys 1.15m or over Girls 1.10m or over</i> | 5 8 |
| 3 | Good run up and adequate push into a good vertical jump. Form in the air is however lacking. <i>Height: Boys 1.25m or over Girls 1.15m or over</i> | 9 12 |
| 2 | Good approach with good speed and a good lift into a vertical Jump. Form in the air is good. <i>Height: Boys 1.35m or over Girls 1.25m or over</i> | 13 16 |
| 1 | An outstanding approach and lift which allows for a good clearance Very good form in the air is evident. <i>Height: Boys 1.45m or over Girls 1.35m or over</i> | 17 20 |

Area 3: Athletics: Jumping Events (Long Jump)

Candidates are assessed on the following techniques and distances:

Technique: Approach, take-off, flight (hang, sail, hitch-kick), landing.

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks |
|-------|--|-------|
| 5 | Adequate speed approaching the board however marking is inaccurate. Use of free leg lift and use of arms are inappropriate. <i>Distance: Boys 3.00m Girls 2.50m</i> | 0 4 |
| 4 | A relatively good approach. Marking is still inaccurate. Reach and backward drive are seen, however, they lack required fundamentals. <i>Distance: Boys 3.50m or over Girls 3.00m or over</i> | 5 8 |
| 3 | Good approach with relative accurate marking. Reach and drive are present and proper use of arms is evident. <i>Distance: Boys 4.00m or over Girls 3.50m or over</i> | 9 12 |
| 2 | Good approach and accurate marking. The reach and backward drive are emphasised and use of arms is prominent. Lift is vertical and form in air is good. <i>Distance: Boys 4.50m or over Girls 4.00m or over</i> | 13 16 |
| 1 | An outstanding approach, excellent take off, good reach and backward drive of take off leg. Proper use of arms throughout the jump. <i>Distance: Boys 5.00m or over Girls 4.50m or over</i> | 17 20 |

Area 3: Athletics: Throwing Events (Shot Put)

Implement weight: Boys - 4 kilos / Girls - 3 kilos

Candidates are assessed on the following technique and distance:

Technique: Grip and preparation, glide, throwing action, and recovery.

Assessment Criteria for Practical Performance

| Level | Description: The Candidate will be able to demonstrate: | Marks |
|-------|--|-------|
| 5 | Adequate grip and stance. Movement across circle lacks power. Recovery is not carried out correctly. <i>Distance thrown: Boys 6.00m Girls 5.50m</i> | 0 4 |
| 4 | An adequate execution of movement with some power and speed. However movement lacks flow and continuity. <i>Distance thrown: Boys 6.50m or over Girls 6.00m or over</i> | 5 8 |
| 3 | Good movement across circle. Release and recovery are correct however flow of movement is lacking. <i>Distance thrown: Boys 7.00m or over Girls 6.50m or over</i> | 9 12 |
| 2 | Good movement across circle. Speed and power are included. Recovery is appropriately performed. Release is good and shows flow. <i>Distance thrown: Boys 9.00m or over Girls 7.90m or over</i> | 13 16 |
| 1 | Outstanding movement across circle, with good execution of release and reverse. <i>Distance thrown: Boys 11.00m or over Girls 9.00m or over</i> | 17 20 |

Area 3: Athletics: Throwing Events (Discus)

Implement weight: Boys - 1.25 kilos / Girls - 1 kilo

Candidates are assessed on the following techniques and distances

Technique: grip and preparation, preliminary swings, movement across the circle - turning, throwing action and recovery

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrates: | Marks |
|-------|---|-------|
| 5 | Adequate grip, stance, and preliminary swings. Movement across circle is slow and lacks drive and momentum. <i>Distance thrown: Boys 8.00m Girls 6.00m</i> | 0 4 |
| 4 | Movement across circle is adequate however lacking the necessary drive and speed. Hip movement is lacking. <i>Distance thrown: Boys 12.00m or over Girls 10.00m or over</i> | 5 8 |
| 3 | Rotation and speed are evident in the movement across the circle. Good hip movement and angle of release. Power and speed seem to be more prominent than technique. <i>Distance thrown: Boys 16.00m or over Girls 14.00m or over</i> | 9 12 |
| 2 | Good grip, drive and correct movement across the circle. Good release and recovery are evident. <i>Distance thrown: Boys 20.00m or over Girls 18.00m or over</i> | 13 16 |
| 1 | Outstanding rotation across circle with good momentum and release. Technique shows speed, flow, and power. <i>Distance thrown: Boys 24m or over Girls 22.00m or over</i> | 17 20 |

Area 4: Swimming

Candidates are assessed on the following techniques and times:

- Body position: proper alignment and co-ordination
- Leg action: propulsion, balance and rhythm
- Arm action: entry and recovery
- Breathing: lateral and bilateral
- Timing: set distance under maximum time
- Starts and turns: related to different strokes

Assessment Criteria for Practical Performance

| Level | Description: The candidate will be able to demonstrate | Marks per stroke |
|--------------|--|-------------------------|
| 5 | Good stand on block and push off and entry. Head and shoulders rather lifted. Leg and arm action lack propulsion. Irregular pattern of breathing. Turns not properly executed. <i>Time for 50m:</i> <i>Females: FR 1'12", BK 1'24", BR 1'26", FLY 1'22"</i> <i>Males: FR 1'15", BK 1'25", BR 1'25", FLY 1'20"</i> | 0 4 |
| 4 | Good start and proper entry. Slow to start stroke. Legs too deep and arms lack proper action. Adequate propulsion. Head position not in line with arm level. Breathing pattern still irregular. Turned smoothly but slowed down off the wall. <i>Time for 50m:</i> <i>Females: FR 1'05", BK 1'18", BR 1'16", FLY 1'15"</i> <i>Males: FR 1'00", BK 1'15", BR 1'14", FLY 1'10"</i> | 5 8 |
| 3 | Good start and entry. Good co-ordination between leg and arm action. Arm recovery lacks final push. Shoulders not completely effective. Regular breathing pattern. Retains technique even at a fast pace. Fast turn but still rather deep. <i>Time for 50m:</i> <i>Females: FR 56 sec., BK 1'04", BR 1'10", FLY 1'08"</i> <i>Males: FR 52 sec., BK 1'00", BR 1'06", FLY 1'02"</i> | 9 12 |
| 2 | Good entry gaining distance and acceleration. Powerful kick and co-ordinated arm and shoulder action. Still lacks smooth arm entry. Head still a bit high. Whole body rides water well using drag to favour acceleration. Efficient breathing pattern. Turns effectively executed. <i>Time for 50m:</i> <i>Females: FR 48 sec., BK 56 sec., BR 1'00", FLY 59 sec.</i> <i>Males: FR 45 sec., BK 52 sec., BR 56 sec., FLY 52 sec.</i> | 13 16 |
| 1 | Perfect start and recovery. Powerful propulsion. Smooth entry of wrist followed by high elbow. Continuous rhythm. Relaxed roll of body. Efficient and relaxed breathing pattern. Turns effectively executed. <i>Time for 50m:</i> <i>Females: FR 42 sec., BK 49 sec., BR 54 sec., FLY 52 sec.</i> <i>Males: FR 40 sec., BK 45 sec., BR 50 sec., FLY 48 sec.</i> | 17 20 |

5.4 Coursework Project

Candidates are required to present a coursework project. The project will take the form of a 'showcase project' whereby the candidates carry out the following tasks. **Tasks 1 and 2 must be selected from two of the four areas of activities of the syllabus. Task 3 must be chosen from the prescribed list of sport activities (see appendix 3); however, the sport activity chosen must be different from those chosen for Task 1 and 2. Guidelines for the Coursework Project may be found in appendix 4 of this document.**

TASK 1**Skills Analysis and Improvement**

Candidates are required to choose one area of activity, identify one activity within that area, and select **one skill** within that activity. Candidates are to treat one skill **EITHER** through self-analysis **OR** through partner analysis.

Example:

| | Example 1 | Example 2 |
|-----------------|-------------------------------|------------------|
| Area | Athletics | Games |
| Activity | Long Jump | Volleyball |
| Skill | All or any of the four phases | Service |

TASK 2**Scouting Report**

Candidates are required to follow the performance of an individual athlete in a specific activity under competitive conditions on three different occasions and write a summative report on his/her performances.

TASK 3**Interview**

Candidates are required to conduct an interview with an athlete of one's choice.

The interview should focus on the athlete's career, the major influences, achievements and disappointments in his/her career development, training practices and skill development. Candidates are to present the transcript of the interview.

Assessment for each task of the Coursework Project

| | Level | Mark |
|---|--------------|-------------|
| Task is exemplary in terms of contents and quality. | 1 | 5 |
| Task is fully developed but there is room for improvement. | 2 | 4 |
| Task includes all required items, meets all minimum expectations. | 3 | 3 |
| Task is not fully developed, quality is below expectations. | 4 | 2 |
| Task is incomplete. | 5 | 1 |
| Task is not presented | 5 | 0 |

6. Paper 2 (40% of total marks)**6.1 There will be two versions of Paper 2:**

Paper 2 Level A and Paper 2 Level B each of two hours duration. Paper 2A will comprise questions that are more demanding than those in Paper 2B. Candidates are required to indicate, on the registration form, which Paper 2 they wish to sit for. No change in the choice of paper will be allowed after this registration period.

The examination questions will be set in English and candidates are required to answer in English, except where otherwise indicated.

6.2 Results

Candidates sitting for Paper 1 and Paper 2A may qualify for Grades 1, 2, 3, 4 or 5. The results of candidates who do not obtain at least a Grade 5 shall remain Unclassified (U). Candidates sitting for Paper 1 and Paper 2B may qualify for grades 4, 5, 6, 7 or U. (See Note 4.5)

6.3 Paper 2: Scheme of assessment

| Written Paper 2 Description | | Mark Weighting | |
|------------------------------------|--|-------------------------|------------|
| Section A | Movement and physical activities | 8% | 40% |
| Section B | Health Related Fitness Body systems and performance | 8% 18% | |
| Section C | Sport in Society including the local context | 6% | |

6.4 The Theoretical Areas for Section A, B and C of Paper 2

All Topics shall be assessed in both Paper A and B.

Section A**MOVEMENT AND PHYSICAL ACTIVITIES (8%)****Part One:****1.1 Rules, Tactics, and Techniques of the four areas of Physical Activities in the Practical Performance Section.****Part Two:****2.1 Acquisition of Skill****2.2 Officials****2.3 Rules****2.4 The Role of the Teacher and Trainer****2.5 The Role of the Coach**

Section B

1. HEALTH-RELATED-FITNESS (8%)

1.1 Health

Health as defined by W.H.O.

Factors that influence Health: Nutrition, Personal hygiene, Health-related Exercise, Safe environments, Family life education, Attitudes for an appropriate lifestyle

1.2 Nutrition, Diet and Physical Activity

A balanced diet: Carbohydrates, Fats, Proteins, Vitamins (A, C and D), Minerals (calcium, iodine, iron), Water, Fibre.

Beneficial effects of these substances in the body, and foods rich in these substances

Definition of basal metabolic rate (BMR)

Caloric intake, caloric expenditure

Diet related to physical activity performed

Diet before, during and after physical activity

Dietary problems: obesity, anorexia

1.3 Exercise and Fitness

Benefits of exercise

Amount of exercise and general guidelines for type and quantity

Fitness related to age, sex and somatotype

Components of H-R-F: flexibility, muscular strength, muscular endurance, cardiovascular endurance

Components of Skill-Related Fitness (for the performance): speed, agility, power, strength, flexibility

1.4 Strength

Types of strength: (static, explosive, dynamic) with reference to sports

Practices to improve each type of strength

1.5 Flexibility

Other terminology used: “suppleness”, “mobility”.

Examples from sports where flexibility is essential

Ways of improving flexibility (static, passive, dynamic)

1.6 Endurance

Muscular endurance

Cardio-vascular endurance, training zone, aerobic zone

Improving levels of fitness

Oxygen uptake, aerobic and anaerobic capacity

1.7 Speed, Power and Agility

Difference between Movement Time and Reaction Time

Definition of Speed/Power/Agility

Factors affecting Speed/Power/Agility

Examples of physical activities/sports/events that require speed/power/agility

Other factors required for effective power: co-ordination and balance

1.8 Factors Affecting Performance

Age: physical maturation; suitability for certain activities prior to maturity
In sports/events for different age groups: effects on performance at various ages up to retirement age
Somatotype: Sheldon's body typing: Endomorph, Mesomorph and Ectomorph
Somatotype and sport
Individual differences: personal, social, environmental
Physiological: illness, medical condition and fatigue
Psychological: tension, stress, pressure, motivation
Psyching up for competition/performance

2. BODY SYSTEMS AND PERFORMANCE (18%)

2.1 The Skeletal System

Functions: support, protection, shape, movement, production of blood cells, storage of mineral salts.
Classification of bones: structure, names of five regions of spinal column
Definition and examples of the three types of joints: immovable, slightly movable and freely movable

2.2 Types of Movements at Joints

Abduction, Adduction, Extension, Flexion, Rotation
Function of cartilage, tendons, ligaments
The three types of levers

2.3. The Muscular System

Muscle groups: skeletal, smooth, cardiac
Muscle action: agonists, antagonists
Types of muscle contraction: Isotonic, Isometric
Muscle tone and Posture: static posture, dynamic posture
Muscle fatigue, cramp, atrophy
Location and action of the following muscles: biceps, triceps, deltoids, pectorals, trapezius, abdominals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius

2.4 Circulatory / cardiovascular system

Identification and labelling of diagram showing main parts of the circulatory system: heart, blood vessels, blood
Main functions of the circulatory system
Composition and function of the blood
Effects of exercise on the circulatory system
Pulse rate: the four pulse points of the body, resting pulse rate and maximum pulse rate
Aerobic and anaerobic training zones

2.5 Respiratory system

Identification and labelling of diagram showing main parts of the respiratory system: nasal cavity, mouth, trachea, alveoli, lungs, diaphragm, ribs, and intercostal muscle
Function of the various parts of the respiratory system
Action of breathing
Gaseous exchange
Exercise and the respiratory system

2.6 Principles of Training

Knowledge and understanding of principles and terminology: specificity, overload, progression, reversibility
FIT: frequency, intensity, duration (time)

2.7 Training Sessions, Practice and Drills

Warm-up
Fitness phase
Skill phase (individual / group)
Cool down

2.8 Training Methods

Suitability and application of various training methods
Weight training
Circuit training
Interval training
Fartlek training
Continuous training
Plyometrics

2.9 Fitness Testing

Flexibility testing
Strength testing
Muscular endurance testing
Cardiovascular and endurance testing: Progressive shuttle run, Cooper 12 minute run, Harvard step test
Power testing (explosive strength)
Agility testing (shuttle run)
Body measurements and body composition (e.g. BMI and skinfold reading)

2.10 Drugs in Sport

IOC Classification
Doping Control
Drug use in Sport

2.11 Safety in Training and Competition

Analysis of cause of injury; preparation, participation, equipment and environment
Internally and externally caused injuries
General rules of First Aid for the following: head injuries, fractures, dislocations, sprains, strains, cuts and bruises, shock, concussion and cramp.

Section C

1. SPORT IN SOCIETY (6%)

1.1 Organisation of Sport

Aims and functions of the National Sport Governing Bodies (*Kunsill Malti ghall-iSport, Kumitat Olimpiku Malti*)
Aims and functions of the International Olympic Committee
Structure and functions of Clubs

1.2 Types of Competitions

Knock Out
Ladders
Round Robin
League
Combined Competitions

1.3 Facilities

Outdoor/Indoor
Private/Public Sectors as providers of facilities

1.4 International Sport: The Olympic Games (1896 to date)

The Modern Olympic Games
Problems related to the Modern Games

1.5 Sponsorship in Sport

What is sponsorship
Types of sponsorships
Advantages and disadvantages of Sponsorship

1.6 The Media

Television / Radio / Press / Internet
Advantages and disadvantages of Media influences

1.7 Leisure Time and Recreation Time

Leisure time Leisure
provision Recreation
and Leisure

1.8 Politics and Sport Politics

assisting Sport Political issues
affecting Sport Discrimination
in Sport

Appendix 1

Recommended textbooks

- Bizley, K. (1996). *Examining Physical Education*. Oxford: Heinemann. (*Not in print*)
- Bizley, K. (1996). *Examining Physical Education: Teachers' resource pack*. Oxford: Heinemann. (*Not in print*)
- Bizley, K. (2001) *Examining Physical Education for AQA – A (2nd Ed)*. Oxford: Heinemann. (*In print*)

Reference Books

- Beashel, P (1997). *The World of Sport Examined (2nd Ed.)*. Surrey: Nelson.
- Fountain S., Gee L (2000) *P.E. to Sixteen*. Oxford University Press.
- Fountain S., Gee L, Gallagher RM. (1997) *P.E. through Diagrams*. Oxford University Press
- Hodgson, B. (1998). *Sport and PE: A complete guide to GCSE*. London: Hodder & Stoughton.
- Hodgson, B. (1998). *Sport and PE: A complete guide to GCSE Teacher's Pack*. London: Hodder & Stoughton.
- Honeybourne J, Hill M, Wyse J. (1998) *PE for you*. Cheltenham Nelson Thornes
- Hill M, (1999) *PE for you: Teacher's Resource Pack* Cheltenham Nelson Thornes
- Neate, D. (1996). *P.E. essentials*. New Milton: Feltham Press.
- Neate, D. (1996). *P.E. essentials: Teacher's Support Pack*. New Milton: Feltham Press.
- Scott, T. (2001). *GSCE PE for Edexcel (2nd Ed)*. Oxford: Heinemann
- Scott. T (1999). *GSCE PE for Edexcel (2nd Ed) – Teachers' Resource File*. Oxford: Heinemann

Appendix 2

Specimen Candidate's Assessment Sheet – Paper 1 (Practical Performance)

Candidate's Surname and Name

Candidate's Number

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Centre Number

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

| Area | Activity | Maximum Mark | Mark | Examiner |
|--------------------|----------|--------------|------|----------|
| Area 1: Games | Game | 60 | | |
| | | | | |
| Area 2: Gymnastics | Floor | 30 | | |
| | Vaults | 15 x 2 | | |
| | | | | |
| Area 2: Dance | Sequence | 30 x 2 | | |
| | | | | |
| Area 3: Athletics | Running | 20 | | |
| | Jumping | 20 | | |
| | Throwing | 20 | | |
| | | | | |
| Area 4: Swimming | Stroke 1 | 20 | | |
| | Stroke 2 | 20 | | |
| | Stroke 3 | 20 | | |
| | | | | |
| Total Mark | | 180 | | |

Final Result for Paper 1: $\frac{\text{Total Mark}}{3} \times \frac{45}{60}$

Authentication by Chief Examiner

Chief Examiner's Name (Block Letters)

Signature

Date

Appendix 3

Prescribed List of Sports Activities

Archery
Athletics
Badminton
Baseball/Softball
Basketball
Bocci
Canoeing
Cricket
Cycling
Dance (different forms)
Fencing
Football
Golf
Gymnastics
Handball
Hockey
Lotta
Martial Arts (Judo, Aikido, Tai Chi, Taekwando, Karate, Spirit Combat)
Netball
Rowing (including Regatta)
Rugby
Shooting
Springboard Diving
Squash
Swimming
Table-Tennis
Tennis
Tenpin Bowling
Triathlon
Volleyball
Waterpolo
Weightlifting
Windsurfing
Yachting and Sailing

Appendix 4

Teacher Support Materials and Guidelines: Coursework Project

1.1 Introduction

The Coursework Project is aimed at forming the basis for further studies in areas related to Physical Education and leading to careers in Physical Education and Sport as stated in the introduction of the syllabus (1.3).

1.2: Areas of activities and Tasks

The Coursework Project will assess the candidates' abilities in three different tasks; *Task 1- Skills Analysis and Improvement – Self OR Partner Analysis; Task 2: Scouting Report; Task 3: Interview.* Task 1 and 2 must be selected from two of the four areas of activities of the syllabus namely **Area 1: Games, Area 2: Gymnastics and Dance, Area 3: Athletics and Area 4: Swimming. Task 3 must be selected from the prescribed list of sport activities (refer to appendix 3 of the SEC PE Syllabus); however, the sport activity chosen must be different from those chosen for Task 1 and 2..**

E.g.:

| | |
|--|------------------|
| Task 1: Skills Analysis and Improvement: | Area 4: Swimming |
| Task 2: Scouting Report: | Area 1: Games |
| Task 3: Interview: Windsurfing | |

1.3: Preparing the student

The class teacher is responsible for the facilitation and organisation of Task 1: **Skill analysis and improvement.** It is suggested that learning experiences where candidates can practise the skills of observing, recording data and analysis of results of self **OR** partner is carried out a few times before the final activity for the project. For examples of tasks, see 1.7.1.

In the case of Task 2: **Scouting Report**, the teacher guides the candidates to ensure that the requirements of the syllabus are met (i.e. areas of activities and physical activities from the syllabus only). It is suggested that adequate guidelines and criteria for what to observe for the Scouting Report will be provided to the candidates according to the area of activities and physical activities selected. A learning experience such as a class “scouting session” of a live performance is most appropriate. For guidelines of content of the summative report see 1.7.2.

In the case of Task 3: **Interview**, candidates can choose to interview an athlete from any of the prescribed list of sport disciplines (refer to appendix 3 of the SEC PE Syllabus). A session covering types of questions to be used for interviews, and what to ask/not to ask is recommended. A peer training session within the “protected” environment of the class is appropriate. For guidelines see 1.7.3.

The teacher needs to provide learning activities that prepare the candidates sufficiently to carry out Tasks 2 and 3 on their own. Teachers are expected to assist the candidates by facilitating and recommending athletes and events as necessary.

1.4: Letter of Reference

It is suggested that the school provides an official letter of recommendation for the candidates as evidence that they are required and authorised to carry out Task 2: Scouting report and Task 3: Interview.

1.5: Planning a Timeframe

The SEC PE 2008 syllabus suggests that the three tasks need to be staggered over the last two years of the course. Teachers need to guide their candidates by planning and communicating in writing a clear timeframe of when these tasks need to be completed.

1.6: Assessment

Each candidate is required to submit a Coursework Project in the form of a file, presenting each task clearly. The File is to be supplied by the candidate. It is hoped that the candidates will incorporate a variety of methods of presenting their material, including the use of diagrams, tables, graphs, photographs, audio/visual-recording etc. Where material other than a written work is presented, it must be accompanied by a written commentary (stating the contents in detail). It should be stressed that it is the quality of the coursework rather than the quantity produced that will be basis of the award of marks.

The three tasks must be the candidate's own work and be assessed by the teacher according to the criteria stated in Paragraph 5.4: Assessment for each task of the Coursework Project.

| | Level | Mark |
|---|-------|------|
| Task is exemplary in terms of contents and quality. | 1 | 5 |
| Task is fully developed but there is room for improvement. | 2 | 4 |
| Task includes all required items, meets all minimum expectations. | 3 | 3 |
| Task is not fully developed, quality is below expectations. | 4 | 2 |
| Task is incomplete. | 5 | 1 |
| Task is not presented | 5 | 0 |

Each task can be carried out and communicated either in English or in Maltese. Candidates are to be assessed on the accuracy of language used (written and verbal) in Level 3 of the criteria for assessment: Project "...meets all minimum expectations".

It is recommended that each of the three tasks is marked according to the scheme outlined above. The three separate marks are then added together.

Coursework Projects need to be marked by the teachers and be ready for the moderation process by **mid-March of each year of the examination**. Every year, the MATSEC Board will notify Heads of Schools and Private candidates of the exact dates. E.g. 2007 10-14th March. The official "School Assessment Form" of the MATSEC Office, needs to be completed by this date. These forms will be supplied to schools at a later date.

The Head of Schools are responsible for sending the completed "School Assessment Form" to the MATSEC office. This is the normal practice for subjects that have projects etc. The Project will be kept at the school for the purpose of moderation. The Project can be returned to candidates following the moderation sessions.

Private candidates are required to submit their Coursework Project to the MATSEC Examinations Board for assessment by the Markers' Panel.

1.7: Guidelines for types of tasks and minimum requirements in Project presentations

The following suggestions and guidelines are specific to each task. The suggested examples of the type of tasks are only an indication of what would be suitable. It is emphasised that the list is neither prescriptive nor exhaustive.

1.7.1: TASK 1. Skills Analysis and Improvement: (Self OR Partner Analysis)

For the chosen skill, the candidate needs to identify the title and the aim of the skill under investigation. The method used to analyse the skill and the "tool" for improvement need to be given in detail. The results of the observations can include any or a combination of raw scores, averages (mean), totals and percentages and where appropriate comparisons. The analysis needs to record and discuss the findings. The recommendations for improvements need to be clearly stated. Any "tools" used to record the evidence need to be appended to the project.

Examples:

Area 1: Games

The skill selected can be from any physical activity in the syllabus, irrespective of the physical activity selected for the performance coursework or those designated for performance coursework assessment by the SEC Syllabus Panel.

1. Badminton

Skill: self analysis: Service: Analysing and improving the high serve

OR

Skill: partner analysis: Drives: Analysing and improving the forehand drive

2. Volleyball

Skill: self analysis: Serve: Analysing and improving the under-arm serve

OR

Skill: partner analysis: Block: success rate of blocking on the far right and far left sides of the net

3. Football

Skill: self analysis: Shooting: analysing and improving shooting for distance, a development of a training session

OR

Skill: partner analysis: Dribbling: analysing and improving possession while running with a ball along four passive obstacles over a distance of 24 meters.

4. Netball

Skill: self analysis: Standing shot: analysing and improving the standing shot at a radius of 1m, 2m, and 3m in the goal circle, over a 3 week training programme

OR

Skill: partner analysis: Marking: Improving and analysing marking of the GD in the goal third.

5. Team Handball

Skill: self analysis: Shooting: Analysing and improving the jump shot through video analysis

OR

Skill: partner analysis: Passing: Improving passing on the move to goal!

6. Basketball

Skill: self analysis: Dribbling: Increasing speed and control while dribbling over a 3 week training programme

OR

Skill: partner analysis: Feinting: Steps to improve feinting effectively and efficiently

7. Hockey

Skill: self analysis: Passing/Receiving Analysing and improving the Push Pass

OR

Skill: partner analysis: Passing/Receiving analysing and Improving the Flick and Scoop technique

Area 2: Gymnastics and Dance

The skill selected for Artistic Gymnastics can be from Floor Work, Vaulting, or Parallel Bars. The skill selected for Rhythmic Gym or for Educational Dance can be from any of the skills and techniques listed in the syllabus.

1. Artistic Gym - 2 different vaults and a floor sequence

Skill: self analysis: Floor work-Rotation/Springs: Improvement of aerial cartwheel in a floor work routine through video evidence

OR

Skill: partner analysis: Vaulting: Analysis of the Strike (Thrust) of the "Straddle vault", how can it be improved?

2. Educational Dance

Skill: self analysis: Space awareness: Analysing and improving levels or directions of a movement routine through video analysis

OR

Skill: partner analysis: Travelling: Analysing and improving travelling of a movement routine

Area 3: Athletics

In athletics, the skill can be selected from running, throwing or jumping as listed in the syllabus.

Skill: self analysis: Shot putting: improving the distance of shot putting: records of a 3 week training programme for improving strength

OR

Skill: partner analysis Running: Analysing and Improving the leg and arm action in the 100m sprint.

Area 4: Swimming

In swimming, the skill can be selected from one of the four strokes.

1. Breast-stroke

2. Butterfly

3. Backstroke

4. Front Crawl

Skill: self analysis; Breast stroke: improvement of leg action following two training sessions

OR

Skill: partner analysis: Front crawl: Improving timing.. a case of arm action and leg action?

1.7.2: TASK 2. Scouting Report

Candidates are required to follow the performance of an individual athlete in a specific discipline under competitive conditions on three different occasions and write a summative report on his/her performances.

Working Definition of Athlete and Competitive condition for this task:

An athlete is a performer who is engaged in organised or competitive physical activity. The athlete is expected to be engaged in organised training sessions. Competitive conditions are defined as events where standard competitive rules and regulations are being implemented. These could be at school, and at extra-curricular, club, national or international levels.

Assessment will be carried out on the written report. Candidates may provide any other supporting evidence.

Suggested content for the required summative report

Dates and titles of competitive events
Duration of each event
Artefacts: Programmes, photos, news paper clips
Name of athlete
Consent form signed by athlete
Log of events possibly signed by athlete

Items for observation as per areas of activities:

Examples:

Area 1: Games:

Positions played by player
Game statistics; possession time, number of attempted scores, number of infringement of rules etc
Positional strengths and weaknesses
Involvement in set-play situations and tactics of game
Other relevant issues

Area 2: Gymnastics and dance

Critical analysis of execution of gymnastics routine, highlighting strengths, weaknesses and areas of improvement of performer with relevance to basic and demanding skills, use of space and floor patterns, music and aesthetic components, other relevant issues.

Area 3: Athletics

Critical analysis of an athlete in any event from running, jumping and throwing (according to the activities of the syllabus only). The analysis can focus on the performance of the athlete during the event, highlighting the phases of the event, strengths, weaknesses, and areas of improvement of the performer.

Area 4: Swimming

Critical analysis of a swimmer in any event from Breast-stroke, Butterfly stroke, Backstroke, Front Crawl (according to the activities of the syllabus only). The analysis can focus on the performance during the event, highlighting the phases of the skills, strengths, weaknesses, and areas of improvement of the performer.

1.7.3: TASK 3. Interview

“Candidates are required to conduct an interview with an athlete of one’s choice. The interview should focus on the athlete’s career, the major influences, achievements and disappointments in his/her career development. Special focus should be directed towards training practices and skill development” (SEC PE, 2008).

Interviewees must be chosen from the prescribed list of sport activities (**see appendix 3**); however, the sport activity chosen **must be different** from those chosen for Task 1 and 2.

Candidates are to present the transcript of the interview. Any recordings of the interview can be appended.

Working Definition of Athlete for this task:

Athlete: an athlete is a performer who is or was engaged in organised or competitive physical activity. The athlete is expected to be, or have been engaged in organised training sessions. Competitive conditions are defined as events where standard competitive rules and regulations are being implemented. These could be at school, and at extra-curricular, club, national or international levels.