



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



**SEC 32 Syllabus**  
Physical Education

**2025**

Updated January 2023

**Syllabus Addendum**  
**for 2025 MATSEC Examinations Session**

**SEC 32 Physical Education**

| <b>Change in Scheme of Assessment</b>                                |   |
|--|---|
| <b>Paper I – School Based Assessment<br/>(30% of the total mark)</b> | The school-based assessment shall be marked out of 100 each year (years 10 and 11 only). The School-Based Assessment for years 10 and 11 will be reported to MATSEC by the school in Year 11. |

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## Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

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

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

## List of Learning Outcomes

**Note: All assessment criteria that make reference to game rules and techniques are referring to the appendix with game rules and techniques that is attached to this syllabus.**

At the end of the programme:

- **LO 1.** I can define the different sport skills and set SMART targets. I demonstrate an understanding of information processing and types of feedback and guidance provision. I can define between the various personality types and understand the effects of arousal, aggression and motivation in sport competition. (Paper 2: paper)
- **LO 2.** I can distinguish the difference between health and fitness and relate to different fitness components. I am able to apply and connect training principles in order to develop a

detailed training concept. I can test different aspects of performance and apply health and safety regulations in sport. (Paper 2: paper and practical)

- **LO 3.** I can demonstrate knowledge and understand the contribution which physical activity and sport make to health, fitness and wellbeing. (Paper 2: paper)
- **LO 4.** I can recognise the role of the musculoskeletal and cardiorespiratory systems in sport and physical activity. (Paper 2: paper)
- **LO 5.** I can understand and recognise the role of sports and sporting competitions in the culture and leisure time of society. I can recognise the local and international institutions that promote and regulate sporting events and activities. (Paper 2: paper)
- **LO 6.** I can perform swimming and athletics; skills, techniques, tactics, rules and meet timings through active participation. (Paper 2: paper and practical)
- **LO 7.** I can practice outdoor skills whilst trekking a set distance during school hours. I can enhance cooperative and leadership skills through team building activities.  
(Paper 1 & Paper 2: paper)
- **LO 8.** I can perform with precision and accuracy in a team sport (Volleyball, Netball and Handball). I can observe a performance, collect relevant data and interview the athlete. I can present in a structured and understandable manner, the rules, tactics, and techniques. I can officiate team sports, following the official rules and regulations. I can prepare (planning and writing a session plan), deliver and evaluate a training session or PE lesson.  
(Paper 1 & Paper 2: paper)
- **LO 9.** I can perform with precision and accuracy in a team sport (Football, Rugby and Basketball). I can observe a performance, collect relevant data and interview the athlete. I can present in a structured and understandable manner, the rules, tactics, and techniques. I can officiate team sports, following the official rules and regulations. I can prepare (planning and writing a session plan), deliver and evaluate a training session or PE lesson.  
(Paper 1 & Paper 2: paper)
- **LO 10.** I can perform with precision and accuracy in an individual sport. I can observe a performance, collect relevant data and interview the athlete. I can present in a structured and understandable manner, the rules, tactics, and techniques. I can prepare (planning and writing a session plan), deliver and evaluate a training session or PE lesson. (Paper 1 & Paper 2: paper)

## List of Subject Foci

1. Skill Acquisition & Sport Psychology
2. Theory of Training and Fitness Testing
3. Health, Fitness and Wellbeing
4. Anatomy and Physiology
5. Sport and Society
6. Swimming and Athletics
7. Outdoor Trekking
8. Team Sport, Officiating and Training
9. Individual Sport

## Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Physical Education at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Physical Education (level 1 being the lowest and level 3 the highest).

**Level 1:** At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

**Level 2:** At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

**Level 3:** At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidate will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

## Learning Outcomes and Assessment Criteria

|                            |  |
|----------------------------|--|
| <b>Subject Focus 1:</b>    | <b>Skill Acquisition &amp; Sport Psychology</b>  |
| <b>Learning Outcome 1:</b> | <b>I can define the different sport skills and set SMART targets. I can demonstrate an understanding of information processing and types of feedback and guidance provision. I can define the various personality types and understand the effects of arousal, aggression and motivation in sport competition.</b> |
| <b>(Paper 2 - written)</b> |  |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)                              | Assessment Criteria (Level 3)                              |
|--|--|--|
| 1.1a Define key terms in sport.<br><i>skill, ability, trait.</i>               | 1.2a Give examples of skill, ability and/or trait.         |  |
| 1.1b Recognise a basic and/or complex skill.                                   | 1.2b Differentiate between basic and complex skills.       | 1.3b Compare and contrast basic and complex skills.        |
| 1.1c Identify types of skills.<br><i>Open, closed, self, externally paced.</i> | 1.2c Describe skills in sport.                             | 1.3c Explain skills in sport.                              |
| 1.1d Define movement skills.<br><i>Gross, fine</i>                             | 1.2d Differentiate between gross and fine movement skills. | 1.3d Discuss gross and/or fine movement skills in context. |
| 1.1e Define types of goals.<br><i>Performance, outcome.</i>                    | 1.2e Give examples of types of goals.                      | 1.3e Discuss goals in context.                             |
| 1.1f Define SMART targets.   | 1.2f Classify SMART targets.                               | 1.3f Design SMART targets.                                 |



| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)   |
|--|---|---|
| 1.1g Define guidance and/or feedback.  | 1.2g Explain guidance and/or feedback.  | 1.3g Examine guidance and feedback in context.  |
| 1.1h List guidance methods.<br><i>Visual, verbal, manual, mechanical.</i>  | 1.2h Give examples of guidance methods.   | 1.3h Analyse guidance methods in sports contexts.   |
| 1.1i List forms of feedback.<br><i>Positive, negative, knowledge of results, knowledge of performance, extrinsic, intrinsic.</i>                   | 1.2i Give examples of feedback provisions.  | 1.3i Analyse feedback provisions in sports contexts.  |
| 1.1j List psychological factors that influence sports performance.<br><i>Aggression, personality type (introvert &amp; extrovert), motivation.</i> | 1.2j Describe psychological factors that influence sports performance.<br><i>Aggression, personality type (introvert &amp; extrovert), motivation, arousal (stress management).</i> | 1.3j Discuss psychological factors that influence sports performance in context.<br><i>Including the inverted U theory.</i> |

|  |   |
|--|---|
| <b>Subject Focus 2:</b>  | <b>Theory of Training and Fitness Testing</b>   |
| <b>Learning Outcome 2:</b><br><br>(Paper 2 -written & practical) | <b>I can understand different fitness components. I am able to apply and connect training principles in order to develop a detailed training concept. I can test different aspects of performance and apply health and safety regulations in sport.</b> |

| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|---|--|--|
| 2.1a Define fitness.  | 2.2a Explain the benefits of fitness in relation to age, gender and/or somatotype. | 2.3a Apply the different aspects of fitness to sports participation.   |
| 2.1b List training principles.<br><br>(S.P.O.R.T.)  | 2.2b Describe the training principles.   | 2.3b Apply the training principles to specific sports disciplines.   |
| 2.1c List the components of fitness.<br><br><i>Agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power, reaction time, strength and speed.</i> | 2.2c Describe a/the component/s of fitness.  | 2.3c Discuss components of fitness within a context of a particular sport/s.   |
| 2.1d Define agility.  | 2.2d Explain agility in terms of sports in which it is a predominant component.    | 2.3d Plan an agility training session.<br><br><i>Training exercise, testing- Illinois test, health &amp; safety aspects (including warm up and cool down).</i> |
| 2.1e Perform <i>the Illinois test</i> .<br><br><i>Ref. to Appendix 1 norms.</i>   | 2.2e Perform <i>the Illinois test</i> .<br><br><i>Ref. to Appendix 1 norms.</i>    | 2.3e Perform <i>the Illinois test</i> .<br><br><i>Ref. to Appendix 1 norms.</i>  |
| 2.1f Define balance.  | 2.2f Explain balance in terms of sports in which it is a predominant component.    | 2.3f Design a balance training session.<br><br><i>Training exercise, testing (stork test), health and safety aspects.</i>                                      |

| Assessment Criteria (Level 1)                                    | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|--|--|---|
| 2.1g Define cardiovascular endurance.                            | 2.2g Explain cardiovascular endurance in terms of sports in which it is a predominant component. | 2.3g Design a cardiovascular endurance training session.<br><br><i>Training exercise, testing (Multistage test/Cooper Test), health and safety aspects.</i> |
| 2.1h Define coordination.  | 2.2h Explain coordination in terms of sports in which it is a predominant component.             | 2.3h Design a coordination training session.<br><br><i>Training exercise, testing (wall toss test), health and safety aspects.</i>                          |
| 2.1i Define flexibility.   | 2.2i Explain flexibility in terms of sports in which it is a predominant component.              | 2.3i Design flexibility training session.<br><br><i>Training exercise, testing (sit and reach test), health and safety aspects.</i>                         |
| 2.1j Define muscular endurance.                                  | 2.2j Explain muscular endurance in terms of sports in which it is a predominant component.       | 2.3j Plan a muscular endurance training session.<br><br><i>Training exercise, testing (plank core test), health and safety aspects.</i>                     |
| 2.1k Define power.   | 2.2k Explain power in terms of sports in which it is a predominant component.                    | 2.3k Design a power training session.<br><br><i>Training exercise, testing (Sargent jump test), health and safety aspects.</i>                              |
| 2.1l Perform a Sargent jump.<br><br><i>Ref Appendix 1 norms.</i> | 2.2l Perform a Sargent jump.<br><br><i>Ref Appendix 1 norms.</i>                                 | 2.3l Perform a Sargent jump.<br><br><i>Ref Appendix 1 norms.</i>  |
| 2.1m Define reaction time.                                       | 2.2m Explain reaction time in terms of sports in which it is a predominant component.            | 2.3m Design a reaction time training session.<br><br><i>Training exercise, testing (ruler drop test), health and safety aspects.</i>                        |

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| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|---|--|--|
| 2.1n Define strength.   | 2.2n Explain strength in terms of sports in which it is a predominant component.<br><br><i>Dynamic, static, explosive, maximal</i> | 2.3n Design a strength training session.<br><br><i>Training exercise, testing (handgrip manometer test), health and safety aspects.</i>          |
| 2.1o Define speed.  | 2.2o Explain speed in terms of sports in which it is a predominant component.  | 2.3o Design speed training session.<br><br><i>training exercise, testing (30metre speed test), health and safety aspects.</i>                    |
|   | 2.2p Give examples of health and safety measures in the context of sport.<br><br>(Example: in relation to weight lifting)          | 2.3p Discuss health and safety measures and/or training program designs in the context of sport.<br><br>(Example: in relation to weight lifting) |
| 2.1q Perform a Cooper test.<br><br><i>Ref Appendix 1 norms.</i>   | 2.2q Perform a Cooper test.<br><br><i>Ref Appendix 1 norms.</i>  | 2.3q Perform a Cooper test.<br><br><i>Ref Appendix 1 norms.</i>  |
|   | 2.2r Link the components of fitness to different sports.   | 2.3r Compare and contrast different sports based on the components of fitness.   |
| 2.1s List methods (types) of training.<br><br><i>circuit, continuous, interval, 'fartlek', weight, plyometric, altitude training.</i> | 2.2s Describe methods (types) of training.   | 2.3s Explain the methods (types) of training in the context of different sports.   |
| 2.1t List types of sports injuries.<br><br><i>Head injuries, fractures, dislocation, sprains, strains, cuts, bruises and cramps.</i>  | 2.2t Describe types of sports injuries and/or how they are incurred.   | 2.3t Explain ways how sports injuries can be prevented and/or treated.<br><br><i>First Aid, RICE treatment, professional medical help.</i>       |

| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3) |
|---|--|-------------------------------|
| 2.1u Mention ways to prevent sports injury.<br><i>Training, warm-up, use of proper attire</i> | 2.2u Describe how preventive measures contribute to avoid sports injury. |                               |

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| <b>Subject Focus 3:</b>    | <b>Health, Fitness and Wellbeing</b>  |
| <b>Learning Outcome 3:</b> | <b>I can demonstrate knowledge and understand the contribution which physical activity and sport make to health, fitness and wellbeing.</b> |
| <b>(Paper 2 - written)</b> |   |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|--|--|---|
| 3.1a Define health.<br><i>WHO definition</i>   | 3.2a Give examples of a healthy lifestyle.   | 3.3a Discuss the ways that a healthy lifestyle impacts society.   |
| 3.1b Define types of health.<br><i>physical health, mental health, social health, wellbeing.</i>   | 3.2b Describe the importance of maintaining a healthy lifestyle.   | 3.3b Explain how participation in physical activity and sport can improve health in a range of different people.        |
| 3.1c List the benefits of physical, mental and/or social health.   | 3.2c Describe the benefits of physical, mental and/or social health.   | 3.3c Discuss the benefits of physical, mental and/or social health.   |
| 3.1d Identify basic elements of personal hygiene and/or prevention of infections.<br><br>(Example: Showering, changing into clean clothes, nail care, foot care etc.). | 3.2d Describe a range of personal hygiene considerations one must take in sports.<br><br>(Example: not sharing water bottles during sporting activities, clean sports gear etc.) | 3.3d Discuss prevention, symptoms and/or treatment of sport related infections.<br><br><i>athlete's foot; verrucae.</i> |
| 3.1e Define sedentary lifestyle.   | 3.2e Give examples of consequences resulting from leading a sedentary lifestyle.   | 3.3e Discuss how an active lifestyle in early childhood encourages an active lifestyle in adulthood.                    |
| 3.1f Define somatotype.  | 3.2f Describe the characteristics of the different somatotypes.<br><br><i>Ectomorph, mesomorph, endomorph.</i>   | 3.3f Evaluate the relationship between somatotypes and sports practiced and/or the roles within a sport.                |

| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|---|--|--|
| 3.1g State the unit of measurement for energy.  | 3.2g Describe caloric-energy intake vs. expenditure.   | 3.3g Explain the effects of energy balance in relation to body weight.   |
| 3.1h Define BMR.  | 3.2g Describe a range of independent factors that may affect an individual's caloric intake.<br><i>Age, gender, height and energy expenditure.</i> |  |
| 3.1h Define balanced diet and/or nutrition.   | 3.2h Describe what constitutes a balanced diet.  | 3.3h Explain how correct and/or incorrect individual dietary behaviours affect a balanced diet.  |
| 3.1i List nutrients and/or foods rich in particular nutrients.<br><br><i>proteins, carbohydrates, minerals, fats, vitamins.</i> | 3.2i Describe the Eatwell plate.<br><br>(Including the Maltese version il-platt Malti)   | 3.3i Discuss dietary requirements for different sporting activities.<br><br>(Example: carb-loading in marathon running, the timing of nutrient-intake) |
| 3.1 List body measurements.<br><br><i>Height, Weight, Body Mass Index (BMI)</i>   | 3.2 Calculate BMI.   | 3.3 Explain the uses and/or limitations of BMI as an indicator of health.  |
| 3.1j Define obesity, overweight and/or underweight.   | 3.2j Explain how obesity can be avoided.   | 3.3j Discuss the relation between diet and obesity, overweight and underweight including the use of BMI .  |
| 3.1k Define hydration, dehydration and/or rehydration.  | 3.2k Describe the importance of maintaining water balance (hydration) and/or the consequences of dehydration.                                      | 3.3k Explain the importance of re-hydrating after exercise.  |
| 3.1l List eating disorders.<br><br><i>Anorexia nervosa, bulimia nervosa.</i>  | 3.2l List the symptoms of eating disorders.<br><br><i>Anorexia nervosa, bulimia nervosa.</i>   | 3.3l Explain how dietary disorders and/or obesity may affect performance in physical activity and sport.   |

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| <b>Subject Focus 4:</b>    | <b>Anatomy and Physiology</b>  |
| <b>Learning Outcome 4:</b> | <b>I can recognise the role of the musculoskeletal and cardiorespiratory systems in sport and physical activity.</b> |
| <b>(Paper 2 - written)</b> |  |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)                                      | Assessment Criteria (Level 3)   |
|--|--|---|
|  | 4.2a Define skeletal system  |   |
| 4.1b List the major bones of the human skeleton.<br><br><i>Cranium, Mandible, Clavicle, Sternum, Ribs, Vertebrae, Pelvis, Femur, Patella, Tibia, Fibula, Sacrum, Ulna, Radius, Humerus, Scapula, Talus, Tarsals, Metatarsals, Metacarpals, Carpals, Phalanges.</i> | 4.2b Label the major bones of the human skeleton.                  |   |
|  | 4.2c Define articulating bones.                                    |   |
| 4.1d List the types (categories) of bones in the human body.<br><br><i>Flat, long, short, irregular.</i>   | 4.2d Categorise the major bones in their respective type of bones. | 4.3d Explain the function of the types of bones.  |
| 4.1e List the functions of the skeletal system.<br><br><i>support, protection, movement, shape and structure, blood cell production, storage of mineral salts.</i>   | 4.2e Describe the functions of the skeletal system.                | 4.3e Explain the importance of the functions of the skeletal system in sport contexts.                                |
| 4.1f Define synovial/freely moveable joints.   | 4.2f Label a diagram/s of the synovial/freely moveable joints.     | 4.3f Explain the function of synovial/freely moveable joints in sport contexts.<br><br><i>Ball and socket, hinge.</i> |



| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|---|--|--|
|   | <i>shoulder, elbow, hip, and/ or knee. Ball and socket, hinge.</i>   |  |
| <p>4.1g List structural features in the knee.</p> <p><i>Tendons, cartilage, synovial fluid, ligaments, synovial membrane, joint capsule.</i></p>  | <p>4.2g Describe the structural features in synovial/freely moveable joints.</p> <p><i>Tendons, cartilage, ligaments.</i></p>          | <p>4.3g Explain the purpose of the structural features in synovial/freely moveable joints.</p>   |
| <p>4.1h List movement patterns at synovial/freely moveable joints.</p> <p><i>Flexion, extension, abduction, adduction, rotation.</i></p>  | <p>4.2h Describe movement patterns at synovial/freely moveable joints.</p>   | <p>4.3h Relate different types of movements at synovial/freely moveable joints to sports contexts.</p> <p><i>(Example: an overarm throw involves rotation at the shoulder joint)</i></p> |
| <p>4.1i Identify the major muscle groups in the body.</p> <p><i>Biceps, triceps, deltoids, pectorals, trapezius, abdominals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius, tibialis anterior, hip flexors.</i></p> | <p>4.2i Describe the action of major muscle groups that operate at the joints in sporting movements.</p>                               |  |
| <p>4.1j Define antagonistic and/or agonistic muscle action.</p>   | <p>4.2j Differentiate between the prime mover (agonist) and antagonist in antagonistic pairs.</p>                                      | <p>4.3j Relate antagonistic muscle action to physical or sporting activity.</p>  |
| <p>4.1k Define isotonic, concentric, eccentric and/or isometric contraction.</p>  | <p>4.2k Describe the changes in the muscle shape during muscle movement.</p> <p><i>Isotonic, concentric, eccentric, isometric.</i></p> | <p>4.3k Explain muscle contractions in the context of sport activities.</p>  |
| <p>4.1l Define cardio-respiratory system.</p>   | <p>4.2l Describe the effects of exercise on the cardio-respiratory system.</p> <p><i>Immediate, short-term, long-term.</i></p>         |  |

|   |  |   |
|---|--|---|
| <p>4.1m Label a diagram of the respiratory system.</p> <p><i>Nose, mouth, trachea, right and left bronchi, bronchioles, alveoli, diaphragm, intercostal muscle, rib cage, lungs, capillaries.</i></p> | <p>4.2m Describe the function of the respiratory system</p>  | <p>4.3m Explain the role of the different parts of the respiratory system.</p> <p><i>Nose, mouth, trachea, right and left bronchi, bronchioles, alveoli, diaphragm, intercostal muscle, rib cage, lungs, capillaries.</i></p> |
| <p>4.1n Define gaseous exchange.</p>  | <p>4.2n Describe the process of gaseous exchange.</p>  | <p>4.3n Explain the process of gaseous exchange.</p>  |
| <p>4.1o Define inhalation/inspiration and/or exhalation/expiration.</p>   | <p>4.2o Describe the mechanics of breathing.</p> <p><i>Inhale/inspire, exhale/expire in relation to changes to the diaphragm, lung volume, rib cage, intercostal muscles</i></p> | <p>4.3o Explain why the breathing rate is increased during exercise.</p>  |
| <p>4.1p Define cardiovascular system.</p>   | <p>4.2p Describe the main parts of the cardiovascular system.</p> <p><i>Blood, heart, blood vessels.</i></p>   | <p>4.3p Explain the role of the main parts of the cardiovascular system</p>   |
| <p>4.1q Label a diagram of the heart.</p>   | <p>4.2q Describe the heart's action.</p>   |   |
| <p>4.1r Define heart rate.</p>  | <p>4.2r Describe how exercise changes one's heart rate.</p>  | <p>4.3r Explain how heart rate is influenced by exercise.</p> <p><i>Resting heart rate, maximum heart rate.</i></p>   |
| <p>4.1s List the four points where to measure the heart rate</p>  | <p>4.2s Describe how to measure the heart rate (pulse).</p>  |   |

|  |   |   |
|--|---|---|
| <p>4.1t List the blood vessels.</p> <p><i>Arteries, veins, capillaries.</i></p>  | <p>4.2t Describe the blood vessels.</p>   | <p>4.3t Explain the functions of the blood vessels.</p>   |
|  | <p>4.1u Label a diagram of the pathway of the blood.</p>  | <p>4.2u Describe the pathway of the blood.</p> <p><i>Systemic, Pulmonary Circulation</i></p>  |
|  | <p>4.2v Define blood pressure.</p>  | <p>4.3v Describe systolic and/or diastolic blood pressure.</p>  |
| <p>4.1w Define aerobic and/or anaerobic exercise.</p>  | <p>4.2w Differentiate between sports and/or physical activities that are of low, moderate and high intensity.</p> | <p>4.3w Explain what occurs to our body during aerobic and/or anaerobic exercise.</p> <p><i>Lactic acid, EPOC, DOMS.</i></p>  |
| <p>4.1x List the different methods of recovery.</p> <p><i>Cool down, manipulating or controlling diet, ice baths or massage.</i></p> | <p>4.2x Describe the different methods of recovery.</p>   | <p>4.3x Explain how the methods of recovery help the recovery process.</p> <p>(example: appropriate timing of protein intake is important for power athletes by providing their body with the nutrients it needs to heal torn muscle and build muscle).</p> |

|                            |   |
|----------------------------|---|
| <b>Subject Focus 5:</b>    | <b>Sport in Society</b>   |
| <b>Learning Outcome 5:</b> | <b>I can understand and recognise the role of sports and sporting competitions in the culture and leisure time of society. I can recognise the local and international institutions that promote and regulate sporting events and activities.</b> |
| <b>(Paper 2 -written)</b>  |   |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|--|--|--|
| 5.1a Identify <i>Recreational and/or Competitive sport</i> .   | 5.2a Give examples of activities organised at a recreational and/or competitive level.   | 5.3a Discuss the role of entities involved at the different levels at which sport may be organised.  |
| 5.1b List the different levels of sport.<br><i>Amateur, professional</i>   | 5.2 b Describe the different levels of sport.  |  |
| 5.1c List the different types of competitions organised in sport.<br><i>Knockout, round robin, league, combined competitions.</i>  | 5.2c Explain the advantages and/or disadvantages of competition type/s.<br>(Example; between league and knockout. Example; advantage and disadvantages of a league.) | 5.3c Apply a type of competition type to a given situation.  |
| 5.1d List different forms of sponsorship in sport.   | 5.2d Describe the advantages and/or disadvantages of sponsorship in sport, for the sponsor and/or the beneficiary.   | 5.3d Discuss ways how sport may be influenced by sponsorship.  |
| 5.1e List major local and/or international sports bodies.<br><i>SportMalta, MOC, IOC, MFA, UEFA, FIFA, MAAA, IAAF, ASA, FINA, MBA, FIBA, Malta Paralympic Committee (MPC), International Paralympic Committee (IPC).</i> | 5.2e Give examples of national and international sporting bodies.<br><i>Athletics, Football, Swimming, Basketball.</i>   | 5.3e Discuss the role of major national and/or international sporting bodies.<br><i>SportMalta, MOC, IOC, MFA, UEFA, FIFA, MAAA, IAAF, ASA, FINA, MBA, FIBA, Malta Paralympic Committee (MPC), International Paralympic Committee (IPC).</i> |

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| <p>5.1f List major international competitions.</p> <p><i>Olympic Games, Commonwealth Games, Mediterranean Games, Games for Small States of Europe.</i></p>   |   | <p>5.3f Discuss the functions of international competitions.</p>   |
| <p>5.1g List countries that participate in the GSSE.</p>   | <p>5.2g Describe the history of the national participation in the GSSE.</p> <p><i>Hosting, Renowned Athletes,</i></p> |  |
| <p>5.1h Recognise symbols and/or mottos and principles of the Olympics.</p> <p><i>the Olympic Creed (guiding principle and motto), Olympic Symbol (The 5 Rings), The Olympic Flame, and/or The Athlete's Oath.</i></p> | <p>5.2h Describe the Olympic symbols and/or mottos and principles of the Olympics.</p>                                | <p>5.3h Discuss controversial episodes and/or issues related to the Olympic Games.</p> <p><i>Berlin 1936, Munich 1972, Rio 2016 (expenditure and negative impact on residents and society), Tokyo 2020 (Covid-19), doping, racism, over-commercialisation.</i></p> |
|  | <p>5.2i Describe how media influences sporting activities.</p>  | <p>5.3i Compare and contrast the advantages and/or disadvantages of media involvement in sport.</p>  |
| <p>5.1j List the members within a sports club committee.</p> <p><i>President, Vice-President, Secretary, Treasurer, Committee Members.</i></p>   | <p>5.2j Describe the roles of the members within a sports club committee.</p>   |  |
| <p>5.1k List reasons for the formation of sports clubs in society.</p>   | <p>5.2k Outline the social benefits of sports clubs in society.</p>   | <p>5.3k Discuss the aims and functions of local sports clubs.</p> <p><i>Sports context, social context.</i></p>  |
| <p>5.1l List the values associated to sports</p> <p><i>Sportsmanship, Fair Play</i></p>  | <p>5.2l Define with the use of examples the values associated to sports.</p>  | <p>5.3l Discuss how sporting values are a positive contribution to society.</p>  |

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| <p>5.1m List threats to sport.</p> <p><i>Doping, betting, corruption, commercialisation.</i></p>  | <p>5.2m Describe cases where threats to sport is evident.</p>  | <p>5.3m Discuss how sport is affected by threats.</p>  |
| <p>5.1n List the different types of performance enhancing drugs or processes prohibited in sport.</p> <p><i>Stimulants, anabolic steroids, narcotics, beta blockers, diuretics, blood doping.</i></p> | <p>5.2n Describe the effects on performance of different types of performance enhancing drugs and processes prohibited in sport.</p> | <p>5.3n Discuss the side effects (short and long term) on performance of different types of performance enhancing drugs and processes prohibited in sport.</p> |

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| <b>Subject Focus 6:</b>                    | <b>Swimming and Athletics</b>   |
| <b>Learning Outcome 6:</b>                 | <b>I can perform and demonstrate swimming and athletics skills, techniques, tactics, rules and meet timings through active participation.</b> |
| <b>(Paper 2 – practical &amp; written)</b> |   |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)  |
|--|---|--|
| 6.1a Demonstrate a basic stance on the block.  | 6.2a Demonstrate a good stance and start on the block.<br><i>Track start, grab start. Push-off, entry, glide.</i> | 6.3a Demonstrate a very good execution stance and start on the block.<br><i>Track start, grab start. Push-off, entry, glide.</i> |
| 6.1b Perform a 50m frontcrawl stroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i> | 6.2b Perform a 50m frontcrawl stroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>          | 6.3b Perform a 50m frontcrawl stroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>                         |
| 6.2c Perform a 50m breaststroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>      | 6.2c Perform a 50m breaststroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>               | 6.3c Perform a 50m breaststroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>                              |
| 6.1d Demonstrate a basic backstroke stance in the water.   | 6.2d Demonstrate a good stance and start in the water.<br><i>Push-off, entry, glide.</i>                          | 6.3d Demonstrate a very good execution stance and start in the water.<br><i>Push-off, entry, glide.</i>                          |
|  | 6.2e Perform a 50m backstroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>                 | 6.3e Perform a 50m backstroke.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>                                |
|  | 6.2f Perform a 50m butterfly.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>                  | 6.3f Perform a 50m butterfly.<br><i>Ref Appendix 1 norms – technique (incl. finish), timing.</i>                                 |

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| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|--|--|--|
|  | 6.2g Demonstrate a stance and block start.   | 6.3g Demonstrate a good stance and block start.  |
|  | 6.2h Sprint 100m.<br><i>Ref Appendix 1 norms – technique (incl. block start, finish), timing.</i>  | 6.3h Sprint 100m.<br><i>Ref Appendix 1 norms – technique (incl. block start, finish), timing.</i>                                      |
|  | 6.2i Run 800m.<br><i>Ref Appendix 1 norms – technique (incl. block start, finish), timing.</i>   | 6.3i Run 800m.<br><i>Ref Appendix 1 norms – technique (incl. block start, finish), timing.</i>   |
| 6.1j Perform a Shot-put.<br><i>Ref Appendix 1 norms – technique (stance, release) short distance.</i>  | 6.2j Perform a Shot-put.<br><i>Ref Appendix 1 norms – technique (stance, release) short distance.</i>                                      | 6.3j Perform Shot-put.<br><i>Ref Appendix 1 norms – technique (stance, release) distance.</i>  |
| 6.3k Throw a Discus.<br><i>Ref Appendix 1 norms – technique (stance, release) distance.</i>  | 6.2k Throw a Discus.<br><i>Ref Appendix 1 norms – technique (stance, release) short distance.</i>  | 6.3k Throw a Discus.<br><i>Ref Appendix 1 norms – technique (stance, release) distance.</i>  |
| 6.1l Perform a basic Long Jump.<br><i>Ref Appendix 1 norms – technique (run-up, take-off, flight, landing) short distance.</i>                   | 6.2l Perform a Long Jump.<br><i>Ref Appendix 1 norms – technique (run-up, take-off, flight, landing) short distance.</i>                   | 6.3l Perform a Long Jump.<br><i>Ref Appendix 1 norms – technique (run-up, take-off, flight, landing) distance.</i>                     |
| 6.1m Perform a basic High Jump (Fosbury flop).<br><i>Ref Appendix 1 norms – technique (run-up, take-off, bar-clearance, landing) low height.</i> | 6.2m Perform a High Jump (Fosbury flop).<br><i>Ref Appendix 1 norms – technique (run-up, take-off, bar-clearance, landing) low height.</i> | 6.3m Perform a High Jump (Fosbury flop).<br><i>Ref Appendix 1 norms – technique (run-up, take-off, bar-clearance, landing) height.</i> |



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| <b>Subject Focus 7:</b>   | <b>Outdoor Trekking</b>  |
| <b>Learning Outcome 7:</b><br><br>(Paper 1 and Paper 2:<br>written) | <b>I can practice outdoor skills whilst trekking a set distance during school hours. I can enhance cooperative and leadership skills through team building activities. I can evaluate the skills learnt during the outing.</b> |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|--|--|--|
| 7.1a Trek a distance of 6km.   | 7.2a Identify hazards along a trekking route.  | 7.3a Describe possible hazards along a trekking route.   |
|  | 7.2b Identify the main landmarks on a map.<br><br><i>footpath, viewpoint, trunk or main road, cliff, contours</i>  | 7.3b Locate landmarks on the map.<br><br><i>footpath, viewpoint, trunk or main road, cliff, contours</i>   |
| 7.1c Identify the contents of a First Aid kit for outdoor activities.<br><br><i>triangular bandages, elastic bandages of varying widths, non-stick dressings of varying widths, disposable gloves, thermal blanket</i> | 7.2c Match the First Aid kit item to a specific injury.<br><br><i>triangular bandages, elastic bandages of varying widths, non-stick dressings of varying widths, disposable gloves, thermal blanket</i> | 7.3c Prepare a check-list and First Aid kit for outdoor activities.<br><br><i>triangular bandages, elastic bandages of varying widths, non-stick dressings of varying widths, disposable gloves, thermal blanket</i> |
| 7.1d Recognise soft tissue injuries.<br><br><i>Sprains, strains, bruises, cuts and abrasions.</i>  | 7.2d Describe the way to treat a soft tissue injury.<br><br><i>Sprains, strains, bruises, cuts and abrasions.</i>  | 7.3d Treat soft tissue injuries with the use of a first aid kit.<br><br><i>Sprains, strains, bruises, cuts and abrasions.</i>  |
| 7.1e Participate in team activities as part of the trekking experience.<br><br>(example: abseiling, canoeing, paddle-surfing, winter-sport, green-promotion, clean up, tent pitching, fire-starting)                   | 7.2e Fulfil the role that has been assigned to them during the team activity.  | 7.3e Actively contribute towards the success of the team in an activity, as part of the trekking experience.   |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)   |
|--|---|---|
| 7.1f Describe my outdoor experience.   | 7.2f Evaluate my outdoor experience.  | 7.3f Evaluate ways how to improve in my outdoor skills.   |
| 7.1g List outdoor activities.<br><br>(Example: abseiling, canoeing, paddle-surfing, winter-sport, green-promotion, clean up, tent pitching, fire-starting) | 7.2g List the benefits of participating in outdoor activities.<br><br><i>Social, physical activity (incl. skills), environment, health and wellbeing.</i> | 7.3g Explain the importance and contribution of outdoor experiences to an active life.<br><br><i>Social, physical activity (incl. skills), environment, health and wellbeing.</i> |

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| <b>Subject Focus 8:</b>   | <b>Team Sport (Volleyball, Netball, Handball), Officiating &amp; Training</b>  |
| <b>Learning Outcome 8:</b><br><br><b>(Paper 1 and Paper 2: written)</b> | <b>I can perform with precision and accuracy in a team sport. I can observe a performance, collect relevant data and interview the athlete. I can evaluate my experience of the games. I can present in a structured and understandable manner, the rules, tactics, techniques and the contextual history of the game. I can officiate team sports following the official rules and regulations. I can prepare (planning and writing a session plan), deliver and evaluate a training session.</b> |

| Assessment Criteria (Level 1)                              | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)  |
|--|---|--|
| 8.1a Demonstrate forms of running/dribbling with the ball. | 8.2a Demonstrate forms of running/dribbling with the ball changing speed and direction. | 8.3a Demonstrate forms of running/dribbling with the ball with precision and accuracy in an attacking situation with passive opposition. |
| 8.1b Define dribbling.                                     | 8.2b Describe forms of running/dribbling (with the ball).                               | 8.3b Evaluate the forms of dribbling required in different game situations.  |
| 8.1c Demonstrate forms of passing the ball.                | 8.2c Demonstrate forms of passing the ball with accuracy and precision.                 | 8.3c Demonstrate forms of passing the ball with precision and accuracy in an attacking situation with passive opposition.                |
| 8.1d Identify forms of passing.                            | 8.2d Describe forms of passing.   | 8.3d Evaluate the forms of passing in game situation/s.  |
| 8.1e Demonstrate forms of ball control.                    | 8.2e Demonstrate forms of ball control with a passive opposition.                       | 8.3e Demonstrate forms of ball control with accuracy in game situations.   |
| 8.1f Demonstrate forms of shooting/scoring.                | 8.2f Demonstrate forms of shooting/scoring with passive opposition.                     | 8.3f Demonstrate forms of shooting/scoring with accuracy in game situations.   |

| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)  |
|---|---|--|
| 8.1g Name the types of scoring/shooting.  | 8.2g Identify forms of shooting/scoring.  | 8.3g Use appropriate forms of shooting/scoring in game situations.   |
| 8.1h Demonstrate defensive skills.  | 8.2h Demonstrate defensive skills against an opponent.  | 8.3h Demonstrate defensive skills in game situations.  |
| 8.1i Identify forms of defensive play.  | 8.2i Describe forms of defensive play.  | 8.3i Compare and contrast forms of defensive play in game scenarios.   |
| 8.1j Name ways of providing team support.<br><i>teamwork, moral support, encouragement.</i> | 8.2j Describe the benefits of team support in game situations.  | 8.3j Demonstrate ability to support the team in game situations.<br><i>teamwork, moral support, encouragement.</i>       |
| 8.1k Describe one athlete's performance during a competitive match (senior game).           | 8.2k Keep record of the athlete's performance (game statistics) during a competitive match (senior game).       | 8.3k Analyse the athlete's performance using the collected data.   |
| 8.1l Prepare a set of interview questions based on the game statistics.                     | 8.2l Formulate interview questions that obtain information on the career and/or training of the chosen athlete. | 8.3l Formulate critical questions gathering the athlete's observations on his/her performance and/or training programme. |
|   | 8.2m Interview the chosen athlete using the prepared questions.   | 8.3m Prepare a transcript of the interview with the chosen athlete.  |
| 8.1n Describe my practical experience of the game.  | 8.2n Evaluate my practical experience of the game.  | 8.3n Evaluate ways how to improve my skills in the game.   |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|--|--|---|
| 8.1o Present basic rules of the game.  | 8.2o Present techniques of the game.   | 8.3o Present the tactics of the game.   |
| 8.1p Demonstrate basic practical knowledge of basic rules of the game.   | 8.2p Demonstrate practical knowledge of most rules of the game.  | 8.3p Demonstrate ability to play according to the full rules of the game.                             |
| 8.1q List the qualities an official should have.   | 8.2q Describe the qualities an official should have.   | 8.3q Explain including examples, the qualities that an official should have.                          |
| 8.1r List governing bodies responsible for the laws of the game in the respective sport.<br><i>handball, volleyball, netball</i> | 8.2r Describe the role of the governing bodies responsible for the laws of the game.                   | 8.3r Explain using examples how governing bodies change rules.  |
| 8.1s List the different members of an officiating team in different sports   | 8.2s Describe the roles of different members of an officiating team in different sports.               | 8.3s Explain using examples the role of different members of an officiating team in different sports. |
| 8.1s List basic rules in different sports.   | 8.2s Describe basic rules in different sports.   | 8.3s Explain using examples rules of the game in different sports.                                    |
|  | 8.2t Assist the leader of the officiating team, applying the relevant rules, in a competitive context. | 8.3t Apply officiating rules in a competitive context.  |
| 8.1u Describe an official's performance during a competitive match (senior game).  | 8.2u Keep record of an official's performance during a competitive match (senior game).                | 8.3u Analyse the official's performance using the collected data.                                     |

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| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|--|--|---|
| 8.1v Prepare a set of interview questions based on the official's performance. | 8.2v Conduct an interview with an official.<br><i>Performance, career.</i> | 8.3v Conduct a critical interview based on the official's performance.<br><i>Performance.</i> |
| 8.1w Collect simple game data.   | 8.2w Compile officiating report.<br><i>Games.</i>                          | 8.3w Analyse officiating report.<br><i>Games.</i>   |
|  | 8.2x Interview the chosen official using the prepared questions.           | 8.3x Prepare a transcript of the interview with the chosen official.                          |
| 8.1y Write a training session.   | 8.2y Deliver a training session, under supervision.                        | 8.3y Evaluate the delivery of the training session.   |
| 8.1z Describe my experience delivering a training session.                     | 8.2z Evaluate my experience delivering a training session.                 | 8.3z Evaluate ways how to improve my experience delivering a training session.                |
| 8.1aa Present part/s of a training session.                                    | 8.2aa Present a complete training session showing aims and intentions.     | 8.3aa Present a complete training session also showing alternative training methods.          |

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| <b>Subject Focus 8:</b>   | <b>Team Sport (Basketball, Football, Rugby) Officiating and Training</b>   |
| <b>Learning Outcome 9:</b><br><br><b>(Paper 1 and Paper 2: written)</b> | <b>I can perform with precision and accuracy in a team sport. I can observe a performance, collect relevant data and interview the athlete. I can evaluate my experience of the games. I can present in a structured and understandable manner, the rules, tactics, techniques and the contextual history of the game. I can officiate team sports following the official rules and regulations. I can prepare (planning and writing a session plan), deliver and evaluate a training session.</b> |

| Assessment Criteria (Level 1)                               | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)  |
|---|---|--|
| 9.1a Demonstrate forms of running/dribbling with the ball.  | 9.2a Demonstrate forms of running/dribbling with the ball changing speed and direction. | 9.3a Demonstrate forms of running/dribbling with the ball with precision and accuracy in an attacking situation with passive opposition. |
| 9.1b Define dribbling.                                      | 9.2b Describe forms of running/dribbling (with the ball).                               | 9.3b Evaluate the forms of dribbling required in different game situations.  |
| 9.1c Demonstrate forms of passing the ball.                 | 9.2c Demonstrate forms of passing the ball with accuracy and precision.                 | 9.3c Demonstrate forms of passing the ball with precision and accuracy in an attacking situation with passive opposition.                |
| 9.1d Identify forms of passing.                             | 9.2d Describe forms of passing.   | 9.3d Evaluate the forms of passing in game situation/s.  |
| 9.1e Demonstrate forms of ball control.                     | 9.2e Demonstrate forms of ball control with a passive opposition.                       | 9.3e Demonstrate forms of ball control with accuracy in game situations.   |
| 9.1f List the body platforms.<br><br><i>(Football only)</i> | 9.2f Describe forms of ball control.  | 9.3f Evaluate the quality of ball control in game situations.  |

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| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)  |
|---|---|--|
| 9.1g Demonstrate forms of shooting/scoring.   | 9.2g Demonstrate forms of shooting/scoring with passive opposition.   | 9.3g Demonstrate forms of shooting/scoring with accuracy in game situations.                                       |
| 9.1h Name the types of scoring/shooting.  | 9.2h Identify forms of shooting/scoring.  | 9.3h Use appropriate forms of shooting/scoring in game situations.   |
| 9.1i Demonstrate defensive skills.  | 9.2i Demonstrate defensive skills against an opponent.  | 9.3i Demonstrate defensive skills in game situations.  |
| 9.1j Identify forms of defensive play.  | 9.2j Describe forms of defensive play.  | 9.3j Compare and contrast forms of defensive play in game scenarios.   |
| 9.1k Name ways of providing team support.<br><i>teamwork, moral support, encouragement.</i> | 9.2k Describe the benefits of team support in game situations.  | 9.3k Demonstrate ability to support the team in game situations.<br><i>teamwork, moral support, encouragement.</i> |
| 9.1l Describe one athlete's performance during a competitive match (senior game).           | 9.2l Keep record of the athlete's performance (game statistics) during a competitive match (senior game).       | 9.3l Analyse the athlete's performance using the collected data.   |
| 9.1m Prepare a set of interview questions based on the game statistics.                     | 9.2m Formulate interview questions that obtain information on the career and/or training of the chosen athlete. | 9.3m Formulate critical questions gathering the athlete's observations on his/her performance and/or training.     |
|   | 9.2n Interview the chosen athlete using the prepared questions.   | 9.3n Prepare a transcript of the interview with the chosen athlete.  |



| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|---|--|---|
| 9.1o Describe my practical experience of the game.  | 9.2o Evaluate my practical experience of the game.   | 9.3o Evaluate ways how to improve my skills in the game.  |
| 9.1p Present basic rules of the game.   | 9.2p Present techniques of the game.   | 9.3p Present the tactics of the game.   |
| 9.1q Demonstrate basic practical knowledge of basic rules of the game.  | 9.2q Demonstrate practical knowledge of most rules of the game.  | 9.3q Demonstrate ability to play according to the full rules of the game.                             |
| 9.1r List the qualities an official should have.  | 9.2r Describe the qualities an official should have.   | 9.3r Explain including examples, the qualities that an official should have.                          |
| 9.1s List governing bodies responsible for the laws of the game in the respective sport.<br><i>basketball, football, rugby.</i> | 9.2s Describe the role of the governing bodies responsible for the laws of the game.                   | 9.3s Explain using examples how governing bodies change rules.  |
| 9.1t List the different members of an officiating team in different sports.   | 9.2t Describe the roles of different members of an officiating team in different sports.               | 9.3t Explain using examples the role of different members of an officiating team in different sports. |
| 9.1q List basic rules in different sports.  | 9.2u Describe basic rules in different sports.   | 9.3u Explain using examples rules of the game in different sports.                                    |
|   | 9.2v Assist the leader of the officiating team, applying the relevant rules, in a competitive context. | 9.3v Apply officiating rules in a competitive context.  |

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| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)   |
|---|---|---|
| 9.1w Describe an official's performance during a competitive match (senior game). | 9.2w Keep record of an official's performance during a competitive match (senior game). | 9.3w Analyse the official's performance using the collected data.                             |
| 9.1x Prepare a set of interview questions based on the official's performance.    | 9.2x Conduct an interview with an official.<br><i>Performance, career.</i>              | 9.3x Conduct a critical interview based on the official's performance.<br><i>Performance.</i> |
| 9.1y Collect simple game data.  | 9.2y Compile officiating report.<br><i>Games.</i>                                       | 9.3y Analyse officiating report.<br><i>Games.</i>   |
|   | 9.2z Interview the chosen official using the prepared questions.                        | 9.3z Prepare a transcript of the interview with the chosen official.                          |
| 9.1aa Write a training session.   | 9.2aa Deliver a training session, under supervision.                                    | 9.3aa Evaluate the delivery of the training session.  |
| 9.1ab Describe my experience delivering a training session.                       | 9.2ab Evaluate my experience delivering a training session.                             | 9.3ab Evaluate ways how to improve my experience delivering a training session.               |
| 9.1ac Present part/s of a training session.                                       | 9.2ac Present a complete training session showing aims and intentions.                  | 9.3ac Present a complete training session also showing alternative training methods.          |

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| <b>Subject Focus 10:</b>  | <b>Individual Sport (Artistic Gymnastics, Educational Dance, Badminton, Table-tennis, Tennis)</b>   |
| <b>Learning Outcome 10:</b><br><br><b>(Paper 1 and Paper 2)</b> | <b>I can perform with precision and accuracy in an individual sport. I can observe a performance, collect relevant data and interview the athlete. I can evaluate my experience of the games. I can present in a structured and understandable manner, the rules, tactics, techniques and the contextual history of the game. I can prepare (planning and writing a session plan), deliver and evaluate a training session.</b> |

| Assessment Criteria (Level 1)                                      | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|--|--|---|
| 10.1a Demonstrate forms of serving the ball/shuttle.               | 10.2a Demonstrate forms of serving the ball/shuttle in relation to the position of the opponent    | 10.3a Demonstrate forms of serving the ball/shuttle in relation to the position of the opponent with precision, accuracy and consistency.   |
| 10.1b List forms of serving the ball/shuttle                       | 10.2b Describe forms of serving the ball/shuttle.  | 10.3b Analyse the forms of serving the ball/shuttle in relation to the position of the opponent.  |
| 10.1c Demonstrate forms of returning the ball/shuttle.             | 10.2c Demonstrate forms of returning the ball/shuttle in relation to the position of the opponent. | 10.3c Demonstrate forms of returning the ball/shuttle in relation to the position of the opponent with precision, accuracy and consistency. |
| 10.1d List forms of returning the ball/shuttle                     | 10.2d Describe forms of returning the ball/shuttle.  | 10.3d Analyse the forms of returning the ball/shuttle in relation to the position of the opponent.  |
| 10.1e Identify forms of serving and/or returning the ball/shuttle. | 10.2e Outline the type of serve/return in particular game situations.                              | 10.3e Analyse the type of serve/return in particular game situations.   |
| 10.1f Demonstrate forms of positioning for receiving ball/shuttle. | 10.2f Demonstrate forms of positioning for receiving ball/shuttle in relation to the opponent.     | 10.3f Demonstrate forms of positioning for receiving ball/shuttle in game situations.   |
| 10.1g Demonstrate attacking skills.                                | 10.2g Demonstrate attacking skills against an opponent.  | 10.3g Demonstrate forms of attacking skills with accuracy against an opponent in game situations.   |

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)   | Assessment Criteria (Level 3)  |
|--|---|--|
| 10.1h Demonstrate defensive skills.  | 10.2h Demonstrate defensive skills against an opponent.   | 10.3h Demonstrate defensive skills against an opponent in game situations.   |
| 10.1i Identify forms of attacking and/or defending.  | 10.2i Outline the type of attacking and/or defending.   | 10.3i Analyse the type of attacking and/or defending.  |
| 10.1j Identify the 3 movement planes and levels.<br><i>Planes: Sagittal, Frontal and Transverse.</i><br><i>Levels: High, Medium, Low</i> | 10.2j Demonstrate movement along the 3 movement planes and levels.  | 10.3j Categorize movement according to movement planes and levels.   |
| 10.1k Mention the number of artistic gymnastic events for males (6) and/or females (4)   | 10.2k List artistic gymnastics events for males and/or for females  | 10.3k Describe the equipment required for artistic gymnastics events for males and/or for females                            |
| 10.1l Demonstrate the ability to perform simple balances in gymnastics.<br><i>Standing, Support, Kneeling and Sitting, Inverted</i>      | 10.2l Demonstrate the ability to perform a variety of balances within a sequence with body control in gymnastics. | 10.3l Demonstrate the ability to perform a variety of balances within a sequence with precision and extension in gymnastics. |
| 10.1m Demonstrate the ability to perform basic jumps in gymnastics.<br><i>Straight, Tuck, Straddle, Split, Pike, Wolf</i>                | 10.2m Demonstrate the ability to perform a variety of jumps with body control within a sequence in gymnastics.    | 10.3m Demonstrate the ability to perform a variety of jumps within a sequence with precision and extension in gymnastics.    |
| 10.1n Demonstrate the ability to perform rolls in gymnastics.<br><i>Forward and Backward</i>   | 10.2n Demonstrate the ability to perform rolls with body control within a sequence in gymnastics.                 | 10.3n Demonstrate the ability to perform a variety of rolls within a sequence with precision and extension in gymnastics.    |
| 10.1o Demonstrate the ability to perform turns in gymnastics.<br><i>Half turn on one-foot, full turn on one-foot</i>                     | 10.2o Demonstrate the ability to perform turns with body control within a sequence in gymnastics.                 | 10.3o Demonstrate the ability to perform a variety of turns within a sequence with precision and extension in gymnastics.    |

SEC 32 SYLLABUS (2025): PHYSICAL EDUCATION

| Assessment Criteria (Level 1)  | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|--|--|--|
| 10.1p Identify basic skills in gymnastics.<br><br><i>Forward Roll, Backward Roll, Handstand, Cartwheel, Round-off, Front Walkover, Back Walkover, Handstand forward roll</i> | 10.2p Identify more difficult skills in gymnastics.<br><br><i>Back Extension Roll, Front Handspring, Back Handspring, Aerial Cartwheel, Front Tuck, Back Tuck, Back Pike, Back Layout.</i> | 10.3p Describe skills in gymnastics from 10.1p and 10.2p.  |
| 10.1q Demonstrate the ability to perform isolated movements and/or skills in gymnastics.   | 10.2q Demonstrate the ability to perform a sequence of <b>SIX</b> linked movements and/or skills in gymnastics.  | 10.3q Demonstrate the ability to perform a sequence of movements and/or skills for 60 seconds.   |
|  | 10.2r Identify a sequence of linked movements in gymnastics.   | 10.3r Describe a sequence of linked movements in gymnastics.   |
| 10.1s Demonstrate basic elements of the correct posture and body alignment for dance.  | 10.2s Demonstrate strong elements of the correct posture and body alignment within a dance.  | 10.3s Demonstrate strong elements of good posture and body alignment, with poise and confidence, within a dance.                                     |
| 10.1t Demonstrate a basic understanding of spatial awareness and/or body awareness within a dance.   | 10.2t Demonstrate a good understanding of spatial awareness and/or body awareness within a dance.  | 10.3t Demonstrate a good understanding of spatial awareness and/or body awareness within a dance through the effective use of space.                 |
| 10.1u Demonstrate a basic understanding of dynamics within a dance.  | 10.2u Demonstrate a good understanding of dynamics within a dance.   | 10.3u Demonstrate a good understanding of dynamics within a dance through the effective use of effort.   |
| 10.1v Demonstrate the ability to keep tempo during a dance.  | 10.2v Demonstrate the ability to apply movement to the correct tempo and rhythm during a dance.  | 10.3v Demonstrate the ability to apply movement to the correct tempo and rhythm during a dance showing excellent posture and effective use of space. |
| 10.1w Identify basic dance terminology.  | 10.2w Define dance terminology.<br><br><i>Dynamics, Use of floor, Eye-line, Gesture, Execution</i>   | 10.3w Describe dance terminology.<br><br><i>Posture/Alignment, Control, Coordination, Spatial awareness, Elevation, gesture, Turns, Stillness,</i>   |

| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)  |
|---|--|--|
| <i>Posture/Alignment, Control, Coordination, Spatial awareness, Elevation, Turns, Travelling, Use of whole/part.</i>  |  | <i>Travelling, Use of whole/part, Dynamics, Use of floor, Eye-line, Gesture, Execution Stillness, Tempo, Rhythm, 8-count, Accent</i> |
| 10.1x List the <b>FIVE</b> elements of dance.<br><br><i>Body, Action, Space, Time, Effort</i>   | 10.2x Define the <b>FIVE</b> elements of dance.  | 10.3x Compare and Contrast the FIVE elements of dance.   |
| 10.1y Describe one athlete’s performance during a competitive match (senior game).  | 10.2y Keep record of the athlete’s performance (game statistics) during a competitive match (senior game). | 10.3y Analyse the athlete’s performance using the collected data.  |
| 10.1z Prepare a set of interview questions based on the game statistics.  | 10.2z Formulate interview questions that obtain information on the career of the chosen athlete.           | 10.3z Formulate critical questions gathering the athlete’s observations on his/her performance.                                      |
|   | 10.2aa Interview the chosen athlete using the prepared questions.  | 10.3aa Prepare a transcript of the interview with the chosen athlete.  |
| 10.1ab Describe my practical experience.  | 10.2ab Evaluate my practical experience of the game/activity.  | 10.3ab Evaluate ways how to improve in my skills in the game/activity.   |
| 10.1ac Present basic rules of the game.   | 10.2ac Present basic rules and techniques of the game.   | 10.3ac Present the tactics of the game.  |
| 10.1ad List governing bodies responsible for the laws of the game in the respective sport.<br><br><i>badminton, table-tennis, tennis, artistic gymnastics</i> | 10.2ad Describe the role of the governing bodies responsible for the laws of the game.                     | 10.3ad Explain using examples how governing bodies change rules.   |

| Assessment Criteria (Level 1)   | Assessment Criteria (Level 2)  | Assessment Criteria (Level 3)   |
|---|--|---|
| 10.1ae List the different members of an officiating team in different sports.                               | 10.2ae Describe the roles of different members of an officiating team in different sports. | 10.3ae Explain using examples the role of different members of an officiating team in different sports. |
| 10.1af List basic rules in different sports.<br><i>badminton, table-tennis, tennis, artistic gymnastics</i> | 10.2af Describe basic rules in different sports.   | 10.3af Explain using examples rules of the game in different sports.                                    |
| 10.1ag Write a training session.  | 10.2ag Deliver a training session, under supervision.                                      | 10.3ag Evaluate the delivery of the training session.   |
| 10.1ah Describe my experience delivering a training session.  | 10.2ah Evaluate my experience delivering a training session.                               | 10.3ah Evaluate ways how to improve my experience delivering a training session.                        |
| 10.1ai Present part/s of a training session.  | 10.2ai Present a complete training session showing aims and intentions.                    | 10.3ai Present a complete training session also showing alternative training methods.                   |

## Scheme of Assessment

### School candidates

The assessment consists of Paper I and Paper II. Paper I, consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

**School-based assessment (SBA):** is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

**Controlled assessment:** is comprised of;

A two-hour written exam set at the end of the programme and differentiated between two levels:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

And a practical component comprised of;

- a. Fitness Test (compulsory)
- b. Swimming or Athletics

Candidates can obtain a level higher than Level 1 if they satisfy the examiners in both school-based assessment and controlled assessments, irrespective of the total marks obtained.

### Part I - School Based Assessment (30% of the total mark)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two levels:

- SBA at Level 1-2 must identify assessment criteria from these two levels. It is suggested that assessment criteria are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at Level 1-2-3 must identify assessment criteria from each of Levels 1, 2 and 3. It is suggested that assessment criteria are weighted at a ratio of 30% each at Levels 1 and 2, and 40% at Level 3.

The mark for SBA at Level 1-2 presented for a qualification at Level 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.



## **Part II – Controlled Assessment (70% of the total mark)**

### **Controlled Assessment – paper & practical (70% of the total mark)**

#### **Written Examination (100 marks; 2 hours) – 40%**

The controlled component of the assessment will consist of **ONE** paper having a two-hour duration which will carry 40% of the final mark and assessed externally. The paper will be set in English.

The controlled assessment is differentiated between two categories. Candidates must choose to sit either the examination paper at Level 1-2 or at Level 2-3.

The controlled exam paper is divided into SIX Sections:

Section A - LO6 till LO10 - All sports and activities including Swimming and Athletics - 20% - 5 questions of 4 marks each, multimodal (Can be one from each LO but not necessarily, will be left open)

Section B - Health and Wellbeing - 20% - 3 to 6 questions, multimodal.

Section C - Anatomy and Physiology - 20% - 8 to 10 questions, multimodal.

Section D - Theory of Training and Fitness Testing – 20% – 3 to 6 questions, multimodal.

Section E – Sport and society – 10% - 3 to 4 questions, multimodal.

Section F – Sport Psychology and Skills Acquisition – 10%- 3 to 4 questions, multimodal.

#### **Category Levels 1 – 2**

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1- 40%; Level 2- 60%. Questions will be objective and structured, requiring short responses. These can include: multiple choice questions, completion, true/false, cloze, matching *etc.* Questions may include stimulus materials such as graphs, diagrams and photographs. The questions set will assess the students' understanding and application of the main concepts of the programme and the acquisition of basic skills. All questions are compulsory and need to be answered in the space provided in the exam booklet.

#### **Category Levels 2 – 3**

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions will be varied and will include objective, problem solving and free response writing. Questions may include stimulus materials such as graphs, diagrams and photographs. The questions set will assess the students' understanding and application of the main concepts of the programme and the acquisition of basic skills. All questions are compulsory and need to be answered in the space provided in the exam booklet.

**Practical Component – 30%**

Compulsory: Fitness – 15% - Sargent jump, Cooper test or Multistage Test, Illinois Test.

Swimming or Athletics - 15% - To choose **ONE**

- Athletics (**THREE** activities)– Candidates are to choose one activity from each area (run, throw and jump)

(100m, 800m, discus, shot, high jump and long jump)

OR

- Swimming (Any **THREE** activities)

(50m freestyle, 50m breaststroke, 50m backstroke, 50m butterfly)

**Candidates are assessed on skills and techniques related to the practical component, these skills and techniques are categorised according to prescribed norms which are provided in Appendix A of this syllabus.**

## Private Candidates

Private candidates will not be expected to carry out any school-based assessment. Instead, private candidates will sit for another controlled paper (Paper I) as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, Paper II will be common with school candidates.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

### **Paper I – Controlled Assessment – Private Candidates Only (30% of the total mark)**

#### **Written Examination (100 marks; 2 hours)**

Paper I for private candidates shall be a controlled assessment assessing Levels 1-2-3 as described in the respective syllabus, which will be set and marked by MATSEC. The paper will be set in English. It shall mainly focus on the learning outcomes earmarked in the respective syllabi for school-based assessment.

#### **Paper 1 – Private Candidates Only (30% of the total mark)**

**FOUR** compulsory sections of 25 marks each. Each section will assess **ONE** of the LOs designated for coursework. This paper will focus on the Los designated for coursework and may include assessment criteria from all the syllabus.

Section A - LO7 - 20% - 4 to 8 questions

Section B - LO8 - 30% - 6 to 10 questions

Section C - LO9 - 30% - 6 to 10 questions

Section D - LO10 - 20% - 4 to 8 questions

#### **Levels 1-2-3**

The paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 30%; Level 2 30%; Level 3 40%. Questions may include multiple choice questions, true/false, matching, structured, short responses, analysis of text and/ or illustrated sources, and creative writing.

**Paper 2 – Common with School Candidates (written examination -40% of the total mark, practical component – 30% of the total mark.**

## Appendix: Controlled Practical Assessment

### 1.1 Athletics (15% of controlled exam)

To choose **ONE RUN; ONE THROW; ONE JUMP**

Marks should be awarded at a ratio of **50% to 50%** on technique and timing/distance.

| <b>100 m SPRINT (5%) (one attempt)</b> |   |            |            |  |            |            |  |            |   |                |
|--|---|------------|------------|--|------------|------------|--|------------|---|----------------|
| <b>Technique</b>                       | <b>0%-30%</b>   |            |            | <b>31%-60%</b>   |            |            | <b>61%-80%</b>   |            | <b>81%-100%</b>   |                |
|  | <i>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> |            |            | <i>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 lift is exerted. Technique shown is sufficient however candidate shows a lack in stride cadence and acceleration in the sprint</i> |            |            | <i>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> |            | <i>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> |                |
| <b>MQF</b>                             | <b>LEVEL 1</b>  |            |            | <b>LEVEL 2</b>   |            |            | <b>LEVEL 3</b>   |            |   |                |
| <b>Time in sec</b>                     | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>   | <b>80%</b> | <b>90%</b>  | <b>100%</b>    |
| BOYS                                   | 19.1-18.5   | 18.4-17.6  | 17.7-17.1  | 17.0-16.4  | 16.3-15.7  | 15.6-15.0  | 14.9-14.3  | 14.2-13.6  | 13.5-12.9   | 12.8 and under |
| GIRLS                                  | 20.5-19.9   | 19.8-19.2  | 19.1-18.5  | 18.4-17.8  | 17.7-17.1  | 17.0-16.4  | 16.3-15.7  | 15.6-15.0  | 14.9-14.3   | 14.2 and under |

| <b>800 m RUN (5%) (one attempt)</b> |  |            |            |  |            |            |  |            |   |                |
|-------------------------------------|--|------------|------------|--|------------|------------|--|------------|---|----------------|
| <b>Technique</b>                    | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>   | <b>80%</b> | <b>90%</b>  | <b>100%</b>    |
|                                     | <i>An adequate start of the run with a good pace. This pace cannot be kept long enough and the candidate falls behind. Pace and tempo of run are effected towards the end of the run</i> |            |            | <i>Good cadence of stride which is kept for most of the run. Adequate tactical fundamentals are evident.</i> |            |            | <i>Good tactical and technical abilities. Ability to finish run in good posture showing good pace and accelerating finish.</i> |            | <i>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> |                |
| <b>MQF</b>                          | <b>LEVEL 1</b>   |            |            | <b>LEVEL 2</b>   |            |            | <b>LEVEL 3</b>   |            |   |                |
| <b>Time in sec</b>                  | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>   | <b>80%</b> | <b>90%</b>  | <b>100%</b>    |
| BOYS                                | 4:00-3:51  | 3:50-3:41  | 3:40-3:31  | 3:30-3:21  | 3:20-3:11  | 3:10-3:01  | 3:00-2:51  | 2:50-2:41  | 2:40-2:31   | 2:30 and under |
| GIRLS                               | 4:15-4:06  | 4:05-3:56  | 3:55-3:46  | 3:45-3:36  | 3:35-3:26  | 3:25-3:16  | 3:15-3:06  | 3:05-2:56  | 2:55-2:46   | 2:45 and under |

| <b>HIGH JUMP (5%)</b> (two attempts at every approached height) |   |            |            |   |            |            |   |            |  |               |
|---|---|------------|------------|---|------------|------------|---|------------|--|---------------|
| <b>Technique</b>  | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>   |
|   | <i>An adequate approach, however, lacks power for take-off. Vertical lift is lacking and is more of a horizontal drive without Forbury Flop</i> |            |            | <i>Good run up and adequate push into a good vertical jump. Form in the air is however lacking with fair Forbury Flop</i> |            |            | <i>Good approach with good speed and a good lift into a vertical Jump. Posture in the air is good including a good Forbury Flop</i> |            | <i>An outstanding approach and lift which allows for a good clearance Very good form in the air is evident including a very well executed Fosbury flop</i> |               |
| <b>MQF</b>  | <b>LEVEL 1</b>  |            |            | <b>LEVEL 2</b>  |            |            | <b>LEVEL 3</b>  |            |  |               |
| <b>Height in m</b>  | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>   |
| BOYS  | 1.00-1.04   | 1.05-1.09  | 1.10-1.14  | 1.15-1.19   | 1.20-1.24  | 1.25-1.29  | 1.30-1.34   | 1.35-1.39  | 1.40-1.44  | 1.45 and over |
| GIRLS   | 0.90-0.94   | 0.95-0.99  | 1.00-1.04  | 1.05-1.09   | 1.10-1.14  | 1.15-1.19  | 1.20-1.24   | 1.25-1.29  | 1.30-1.34  | 1.35 and over |

| <b>LONG JUMP (5%)</b> (two attempts) |  |            |            |   |            |            |  |            |  |               |
|--------------------------------------|--|------------|------------|---|------------|------------|--|------------|--|---------------|
| <b>Technique</b>                     | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>   | <b>80%</b> | <b>90%</b>   | <b>100%</b>   |
|                                      | <i>Adequate speed approaching the board however marking is inaccurate. Use of free leg lift and use of arms are inappropriate.</i> |            |            | <i>Good approach with relative accurate marking. Reach and drive are present and proper use of arms is evident.</i> |            |            | <i>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> |            | <i>An outstanding approach, excellent take off, good reach and backward drive of take-off leg. Proper use of arms throughout the jump.</i> |               |
| <b>MQF</b>                           | <b>LEVEL 1</b>   |            |            | <b>LEVEL 2</b>  |            |            | <b>LEVEL 3</b>   |            |  |               |
| <b>Distance in m</b>                 | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>   | <b>80%</b> | <b>90%</b>   | <b>100%</b>   |
| BOYS                                 | 2.75-2.99  | 3.00-3.24  | 3.25-3.49  | 3.50-3.74   | 3.75-3.99  | 4.00-4.24  | 4.25-4.49  | 4.50-4.74  | 4.75-4.99  | 5.00 and over |
| GIRLS                                | 2.25-2.49  | 2.50-2.74  | 2.75-2.99  | 3.00-3.24   | 3.25-3.49  | 3.50-3.74  | 3.75-3.99  | 4.00-4.24  | 4.25-4.49  | 4.50 and over |

| <b>DISCUS THROW (5%) (two attempts)</b> |  |            |             |   |             |             |   |             |  |                |
|---|--|------------|-------------|---|-------------|-------------|---|-------------|--|----------------|
| <b>Technique</b>                        | <b>10%</b>   | <b>20%</b> | <b>30%</b>  | <b>40%</b>  | <b>50%</b>  | <b>60%</b>  | <b>70%</b>  | <b>80%</b>  | <b>90%</b>   | <b>100%</b>    |
|   | <i>Adequate grip, stance, and preliminary swings. Movement across circle is slow and lacks drive and momentum. Without rotation.</i> |            |             | <i>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. Rotation fairly executed</i> |             |             | <i>Good grip, drive and correct movement across the circle. Good release and recovery are evident. Good rotational technique.</i> |             | <i>Outstanding rotation across circle with good momentum and release. Technique shows speed, flow, and power. Rotation very well executed.</i> |                |
| <b>MQF</b>                              | <b>LEVEL 1</b>   |            |             | <b>LEVEL 2</b>  |             |             | <b>LEVEL 3</b>  |             |  |                |
| <b>Distance in m</b>                    | <b>10%</b>   | <b>20%</b> | <b>30%</b>  | <b>40%</b>  | <b>50%</b>  | <b>60%</b>  | <b>70%</b>  | <b>80%</b>  | <b>90%</b>   | <b>100%</b>    |
| BOYS (1.25kg)                           | 6.00-7.99  | 8.00-9.99  | 10.00-11.99 | 12.00-13.99   | 14.00-15.99 | 16.00-17.99 | 18.00-19.99   | 20.00-21.99 | 22.00-23.99  | 24.00 and over |
| GIRLS (1kg)                             | 4.00-5.99  | 6.00-7.99  | 8.00-9.99   | 10.00-11.99   | 12.00-13.99 | 14.00-15.99 | 16.00-17.99   | 18.00-19.99 | 20.00-21.99  | 22.00 and over |

| <b>SHOT PUT (5%) (two attempts)</b> |   |            |            |   |            |            |   |            |   |                |
|-------------------------------------|---|------------|------------|---|------------|------------|---|------------|---|----------------|
| <b>Technique</b>                    | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>  | <b>100%</b>    |
|                                     | <i>Adequate grip and stance. Movement across circle lacks power. Recovery is not carried out correctly without glide or rotation.</i> |            |            | <i>Adequate movement across circle. Release and recovery are correct however flow of movement is lacking either glide or rotation fairly executed..</i> |            |            | <i>Good movement across circle. Speed and power are included. Recovery is appropriately performed. Release is good and shows flow, either good glide or rotation.</i> |            | <i>Outstanding movement across circle, with good execution of release and reverse, either glide or rotation very well executed.</i> |                |
| <b>MQF</b>                          | <b>LEVEL 1</b>  |            |            | <b>LEVEL 2</b>  |            |            | <b>LEVEL 3</b>  |            |   |                |
| <b>Distance in m</b>                | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>  | <b>100%</b>    |
| BOYS (4kg)                          | 5.50-5.99   | 6.00-6.49  | 6.50-6.99  | 7.00-7.49   | 7.50-7.99  | 8.00-8.49  | 8.50-8.99   | 9.00-9.49  | 9.50-9.99   | 10.00 and over |
| GIRLS (3kg)                         | 4.60-4.99   | 5.00-5.39  | 5.40-5.79  | 5.80-6.19   | 6.20-6.59  | 6.60-6.99  | 7.00-7.39   | 7.40-7.79  | 7.80-8.19   | 8.20 and over  |

1.2 Swimming (15% of controlled exam)

To choose **THREE STROKES**

Marks should be awarded at a ratio of **50% to 50%** on technique and timing.

| <b>50 m FRONT CRAWL including start and finish (5%)</b> |  |            |            |  |            |            |   |            |  |                |
|---|--|------------|------------|--|------------|------------|---|------------|--|----------------|
| <b>Technique</b>  | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>    |
|   | <i>Good stand on block and push off and entry. Head and shoulders rather lifted. Leg and arm action lack propulsion. Irregular pattern of breathing.</i> |            |            | <i>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.</i> |            |            | <i>Good entry gaining distance and acceleration. Powerful kick and coordinated arm and shoulder action. Still lacks smooth arm entry. Whole body rides water well using drag to favour acceleration. Efficient breathing pattern.</i> |            | <i>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</i> |                |
| <b>MQF</b>  | <b>LEVEL 1</b>   |            |            | <b>LEVEL 2</b>   |            |            | <b>LEVEL 3</b>  |            |  |                |
| <b>Time in min</b>                                      | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>    |
| BOYS  | 1:12-1:09  | 1:08-1:05  | 1:04-1:01  | 1:00-0:57  | 0:56-0:53  | 0:52-0:50  | 0:49-0:47   | 0:46-0:44  | 0:43-0:41  | 0:40 and under |
| GIRLS   | 1:16-1:12  | 1:11-1:08  | 1:07-1:04  | 1:03-1:00  | 0:59-0:56  | 0:55-0:53  | 0:52-0:50   | 0:49-0:47  | 0:46-0:44  | 0:43 and under |

| <b>50 m BREASTSTROKE including start and finish (5%)</b> |  |            |            |  |            |            |   |            |  |                |
|--|--|------------|------------|--|------------|------------|---|------------|--|----------------|
| <b>Technique</b>   | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>    |
|  | <i>Good stand on block and push off and entry. Head and shoulders rather lifted. Leg and arm action lack propulsion. Irregular pattern of breathing.</i> |            |            | <i>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.</i> |            |            | <i>Good entry gaining distance and acceleration. Powerful kick and coordinated arm and shoulder action. Still lacks smooth arm entry. Whole body rides water well using drag to favour acceleration. Efficient breathing pattern.</i> |            | <i>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</i> |                |
| <b>MQF</b>   | <b>LEVEL 1</b>   |            |            | <b>LEVEL 2</b>   |            |            | <b>LEVEL 3</b>  |            |  |                |
| <b>Time in min</b>                                       | <b>10%</b>   | <b>20%</b> | <b>30%</b> | <b>40%</b>   | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>    |
| BOYS   | 1:33-1:27  | 1:26-1:21  | 1:20-1:15  | 1:14-1:10  | 1:09-1:05  | 1:04-1:01  | 1:00-0:57   | 0:56-0:54  | 0:53-0:51  | 0:50 and under |
| GIRLS  | 1:37-1:31  | 1:30-1:25  | 1:24-1:19  | 1:18-1:14  | 1:13-1:09  | 1:08-1:05  | 1:04-1:01   | 1:00-0:58  | 0:57-0:55  | 0:54 and under |

| <b>50 m BACKSTROKE including start and finish (5%)</b> |   |            |            |   |            |            |   |            |  |                |
|--|---|------------|------------|---|------------|------------|---|------------|--|----------------|
| <b>Technique</b>                                       | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>    |
|  | <i>Good push off and entry. Head and shoulders rather lifted. Leg and arm action lack propulsion. Irregular pattern of breathing.</i> |            |            | <i>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</i> |            |            | <i>Good entry gaining distance and acceleration. Powerful kick and coordinated arm and shoulder action. Still lacks smooth arm entry. Whole body rides water well using drag to favour acceleration. Efficient breathing pattern.</i> |            | <i>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</i> |                |
| <b>MQF</b>   | <b>LEVEL 1</b>  |            |            | <b>LEVEL 2</b>  |            |            | <b>LEVEL 3</b>  |            |  |                |
| <b>Time in min</b>                                     | <b>10%</b>  | <b>20%</b> | <b>30%</b> | <b>40%</b>  | <b>50%</b> | <b>60%</b> | <b>70%</b>  | <b>80%</b> | <b>90%</b>   | <b>100%</b>    |
| BOYS   | 1:29-1:23   | 1:22-1:17  | 1:16-1:11  | 1:10-1:06   | 1:05-1:01  | 1:00-0:57  | 0:56-0:53   | 0:52-0:50  | 0:49-0:47  | 0:46 and under |
| GIRLS  | 1:33-1:27   | 1:26-1:21  | 1:20-1:15  | 1:14-1:10   | 1:09-1:05  | 1:04-1:01  | 1:00-0:57   | 0:56-0:54  | 0:53-0:51  | 0:50 and under |



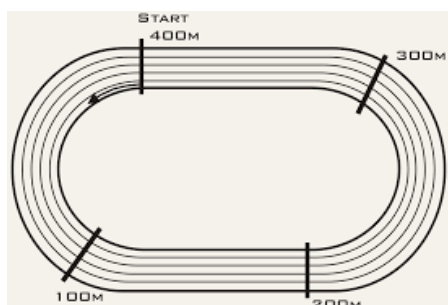
| <b>50 m BUTTERFLY including start and finish (5%)</b> |  |               |               |  |               |               |   |               |   |                      |
|---|--|---------------|---------------|--|---------------|---------------|---|---------------|---|----------------------|
| <b>Technique</b>                                      | <b>10%</b>   | <b>20%</b>    | <b>30%</b>    | <b>40%</b>   | <b>50%</b>    | <b>60%</b>    | <b>70%</b>  | <b>80%</b>    | <b>90%</b>  | <b>100%</b>          |
|   | <i>Good stand on block and push off and entry. Head and shoulders rather lifted. Leg and arm action lack propulsion. Irregular pattern of breathing.</i> |               |               | <i>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.</i> |               |               | <i>Good entry gaining distance and acceleration. Powerful kick and coordinated arm and shoulder action. Still lacks smooth arm entry. Whole body rides water well using drag to favour acceleration. Efficient breathing pattern.</i> |               | <i>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.</i> |                      |
| <b>MQF</b>  | <b>LEVEL 1</b>   |               |               | <b>LEVEL 2</b>   |               |               | <b>LEVEL 3</b>  |               |   |                      |
| <b>Time in min</b>                                    | <b>10%</b>   | <b>20%</b>    | <b>30%</b>    | <b>40%</b>   | <b>50%</b>    | <b>60%</b>    | <b>70%</b>  | <b>80%</b>    | <b>90%</b>  | <b>100%</b>          |
| BOYS  | 1:30-<br>1:24  | 1:23-<br>1:18 | 1:17-<br>1:12 | 1:11-<br>1:07  | 1:06-<br>1:02 | 1:01-<br>0:58 | 0:57-<br>0:54   | 0:53-<br>0:51 | 0:50-<br>0:48   | 0:47<br>and<br>under |
| GIRLS   | 1:34-<br>1:29  | 1:27-<br>1:22 | 1:21-<br>1:16 | 1:15-<br>1:11  | 1:10-<br>1:06 | 1:05-<br>1:02 | 1:01-<br>0:58   | 0:57-<br>0:55 | 0:54-<br>0:52   | 0:51<br>and<br>under |

1.3 Fitness (15% of controlled exam)

Marks should be awarded at **100%** on distance, time and height.

Either:

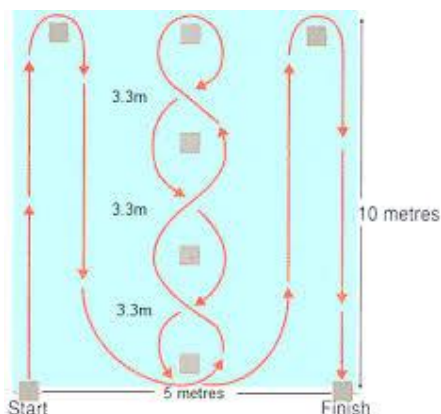
| <b>COOPER TEST (6%)</b>  |            |            |            |            |            |            |            |            |            |               |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|
| The athlete is to run as far as possible within 12 minutes. The test is meant to measure the endurance capacity and the candidate is supposed to run at a fast, but steady pace instead of various speed changes. (400m track - one attempt) |            |            |            |            |            |            |            |            |            |               |
| <b>Distance in m</b>   | <b>10%</b> | <b>20%</b> | <b>30%</b> | <b>40%</b> | <b>50%</b> | <b>60%</b> | <b>70%</b> | <b>80%</b> | <b>90%</b> | <b>100%</b>   |
| BOYS   | 1900-1999  | 2000-2099  | 2100-2199  | 2200-2299  | 2300-2399  | 2400-2499  | 2500-2599  | 2600-2699  | 2700-2799  | 2800 and over |
| GIRLS  | 1400-1499  | 1500-1599  | 1600-1699  | 1700-1799  | 1800-1899  | 1900-1999  | 2000-2099  | 2100-2199  | 2200-2299  | 2300 and over |



Or:

| <b>MULTISTAGE FITNESS ('BEEP') TEST (6%)</b>   |            |            |            |            |            |            |            |            |            |               |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|
| The athlete is to perform continuous 20m shuttle runs, whereby the individual must reach the opposite end of the 20m grid before the next beep sounds. The runs are synchronized with a pre-recorded tape, which plays beeps at set intervals. The test ends when the athlete fails to reach the opposite marker for two consecutive beeps. The final score is the last level and shuttle the athlete completed before missing a beep. (measured 20m distance - one attempt) |            |            |            |            |            |            |            |            |            |               |
| <b>Level/Shuttle</b>   | <b>10%</b> | <b>20%</b> | <b>30%</b> | <b>40%</b> | <b>50%</b> | <b>60%</b> | <b>70%</b> | <b>80%</b> | <b>90%</b> | <b>100%</b>   |
| BOYS   | 5/5        | 6/4        | 7/2        | 7/10       | 8/8        | 9/5        | 10/2       | 10/10      | 11/7       | 12/5 and over |
| GIRLS  | 3/2        | 4/2        | 5/1        | 6/0        | 6/8        | 7/5        | 8/3        | 9/0        | 9/8        | 10/5 and over |

| <b>ILLINOIS AGILITY TEST (6%)</b>  |            |            |            |            |            |            |            |            |            |                |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------------|
| The candidate is to run as fast as possible through a set of cones. The <i>test</i> is meant to show the ability to turn in different directions and at different angles. (Starting position by lying face down, 10m length, 5m width, 3.30m middle cone distance - one attempt) |            |            |            |            |            |            |            |            |            |                |
| <b>Time in sec</b>   | <b>10%</b> | <b>20%</b> | <b>30%</b> | <b>40%</b> | <b>50%</b> | <b>60%</b> | <b>70%</b> | <b>80%</b> | <b>90%</b> | <b>100%</b>    |
| BOYS   | 21.2-20.7  | 20.6-20.1  | 20.0-19.5  | 19.4-18.9  | 18.8-18.3  | 18.2-17.7  | 17.6-17.1  | 17.0-16.5  | 16.4-15.9  | 15.8 and under |
| GIRLS  | 22.6-22.1  | 22.0-21.5  | 21.4-20.9  | 20.8-20.3  | 20.2-19.7  | 19.6-19.1  | 19.0-18.5  | 18.4-17.9  | 17.8-17.1  | 17.2 and under |



| <b>SARGENT JUMP TEST (3%)</b>   |            |            |            |            |            |            |            |            |            |             |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| The candidate is to jump vertically and marking the highest point against a wall. The test is meant to measure lower limb explosive power by measuring the height a candidate is able to jump (two attempts). |            |            |            |            |            |            |            |            |            |             |
| <b>Height in cm</b>   | <b>10%</b> | <b>20%</b> | <b>30%</b> | <b>40%</b> | <b>50%</b> | <b>60%</b> | <b>70%</b> | <b>80%</b> | <b>90%</b> | <b>100%</b> |
| BOYS  | 20-24      | 25-29      | 30-34      | 35-39      | 40-44      | 45-49      | 50-54      | 55-59      | 60-64      | 65 and over |
| GIRLS   | 13-17      | 18-22      | 23-27      | 28-32      | 33-37      | 38-42      | 43-47      | 48-52      | 53-57      | 58 and over |

