

Physical Education
within the
HEALTH & PHYSICAL EDUCATION AREA (N.C.F)

Introduction

The purpose of Physical Education is to make the learners physically and health literate so that they can build on such competences in a way that they can sustain active and healthy lifestyles. Learners should reach their full potential as they engage in activities that are both age and level specific. For this reason, the curriculum should not focus solely on what is taught (content) but how it is taught (pedagogy) and how this relates to the global world (authenticity).

Vision and Aims of Physical Education

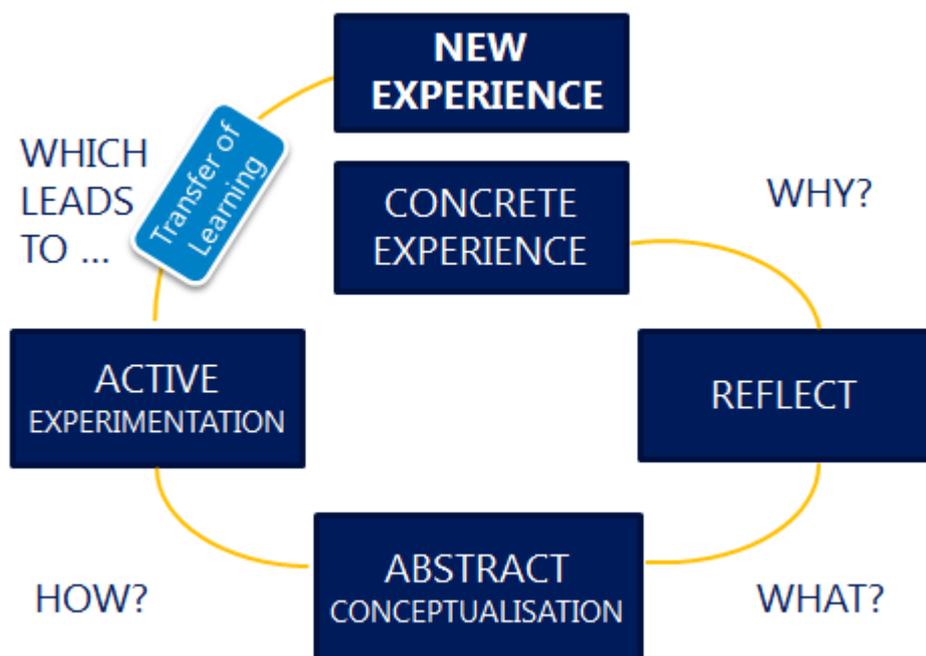
The vision of PE is to create and sustain more active and healthier citizens who take up sport and physical activity as a way of life and/or as a recreational activity. Within schools, it is vital that learners are supported at their level and helped to initiate or keep engaged in physical activity/sport to sustain an active lifestyle. So it is a prerequisite to make all learners both physically and health literate and helps the learner to develop more holistically.

The aims of PE are based on this vision and are expected to guide all learners to achieve their maximum potential to:

- develop a sense of commitment to participate in physical activities and lead a healthy and active lifestyle to be able to interact positively with others to achieve their goals.
- acquire knowledge, skills and competences in a spectrum of physical activities that will enable them to be healthy active citizens and to participate regularly and safely in physical activity.
- enhance a higher level of participation in competitive and/ or of one's own choice.
- acquire a deeper knowledge of the factors that contribute to a healthy and active lifestyle and to apply such competences in everyday life.

Relevance of PE

Learners learn by doing and learn from and with others so it is not intended that learners learn passively about concepts which could affect their lives. They need to be immersed in the activities, in the pitches, courts, gymnasia, pools, outdoors and through engaging in discussing topics that have personal meaning. This may require that informal theoretical aspects supplement practical lessons so that outcomes are achieved. All activities need to be highly contextualised so that the learners see relevance and are engaged in the process. So that the transfer of learning occurs, learning needs to be authentic and learners can identify it in realistic situations.



Through a structured content each learner moves along a learning continuum in a scaffolding manner. The learner focuses on the most salient characteristics that facilitate further development. The learner is guided to learn by doing (experiential learning) and to reflect on such practice. Through opportunities of social interaction, the learners speak and train about the common domain which interests them (communities of practice) and build on personal levels of performance. The learner continues to develop better insight and problem solving abilities and to appraise the self as he/she achieves higher self-esteem. As learners acquire growth mind-sets, they learn to be more competent.

Within this context, the learners are engaged to research and explore, analyse, think critically and solve problems, evaluate, produce and reflect. This approach which highlights

hands-on, problem-solving and decision-making exercises enhances creativity and autonomy and makes allowance for differentiation to meet the different needs and abilities of learners. In short, the underlying principles highlight the identification of a task, the planning, implementation and evaluation, the latter evident by an on-going reflective process which supports the development of lifelong learning within a framework which is built on the principle of a continuum of learning. This will be the framework of learning as the learners explore the interdependent relationships between food, health and resources within the individual and global environment.

Guiding Principles - PE

Physical and health education do not exist in a vacuum. Values acquired and nurtured through the PHE programme permeate throughout life and learners will develop other abilities amongst them:

Achievement – Learners invest in themselves. They feel stronger and healthier while they accumulate more hours of practice and develop their leadership skills. They determine their own level and commit to improve to achieve higher proficiency levels. Individual learners can achieve different levels of proficiency in different areas of sport. Some will continue to engage in sport at national and international level while others will still be active at a recreational level.



Teamwork – Whenever skills, strategies and rules are applied all members of the group need to come together to achieve greater synergy. Eventually, learners support each other in the achievement of a particular goal. The learner makes the required commitments necessary to prevail and achieve the target.

Entrepreneurship – The learner is prepared to try out new strategies, techniques and skills in a particular game or routine, to take new paths or try new tasks, always bearing the safety factors in mind. The learner knows how to take calculated risks.

Commitment – Commitment is the key to achievement. Learners learn to set goals which will enhance and require commitment leading to self-resilience.

Overview of Strand: Movement Competence

Movement competence is subdivided into 4 sub strands –

- i. Safety in Physical activity and Sport
- ii. Skills, Techniques and Rules,
- iii. Strategies, Tactics and Compositional Ideas,
- iv. Active for Life

In **level 1** knowledge of movement competence requires learners to recall and memorise basic terms to their action. They recall basic rules of the sports activity they play and are guided to consider the safety aspects of their sports. Skills and strategies are developed under guidance and are concerned with helping the learners to deal with basic situations of the sport they are engaged in. They learn how to derive fun from various activities and how to perform basic exercises. They can organise equipment under guidance to benefit their sport and to use it for the intended purpose. They learn how to improve their performance by acquiring and refining physical literacy and learn to play many different sports and physical activities. They participate in recreational activities using the appropriate gear and equipment while they learn about the dangerous effects of piercing in sports situations.

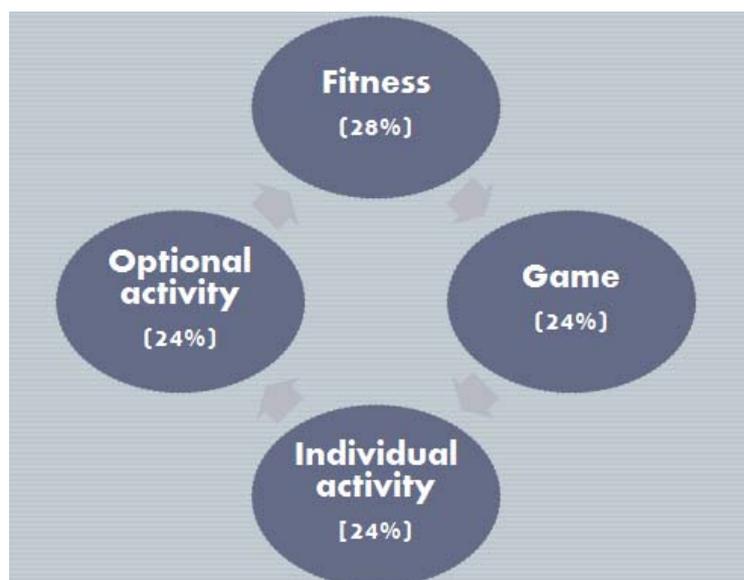
In **level 2**, knowledge of movement competence requires learners to classify, plan and categorise basic skills and tactics such that they can make more sense of the sport they are engaged in. They can detect own weaknesses and are helped to improve. They learn how good quality equipment helps to prevent injuries and promote safety rules and improve performance. Through experimentation apply skills to solve problems and make appropriate decisions. Competences relate to establish the cause and effect of certain decisions and discover new ways of doing things. Learners are able to work with minimum supervision and can relate the work they do at school with authentic sport situations. They can transfer skills from one sport to another and from familiar situations to novel ones.

In **level 3**, knowledge of movement competence comprises application and evaluation of skills. Learners are able to work autonomously and are responsible for the decisions taken. They know technical terms and are able to apply such concepts within the sports/physical activities. They evaluate the difference between active and sedentary lifestyles. Learners have the required technical and tactical skills to be able to participate in the sports/physical activities with a high degree of consistency. They can use technology to determine and record one's level of fitness. They apply the principles of training, knowledge of results (K.O.R) and knowledge of performance (K.O.P) to improve performance. Plan basic fitness programmes to maintain a healthy lifestyle.

Assessment of PE

The learner will be assessed in 4 areas per year. Throughout each scholastic year the subject is allotted 100 marks. These areas are Game, Individual Activity, Fitness and another optional activity (either Game, Individual or Outdoor). Marks will be assigned as indicated in the diagram below.

Each sports area will have its distinctive assessment criteria which will relate to its particular outcomes and content. Each area will be assessed through a practical manner.



In each of these levels, assessments take the form of formative and summative assessment. It is very important that the teachers give positive specific feedback to learners throughout the learning process and guide them to achieve specific outcomes. In on-going assessment, the teacher collects evidence of the performance of learners throughout each year such that both the teacher and the learner can determine the progress achieved. In summative assessment, the learner is assessed towards the end of the unit/topic so that the level of the student is determined.

Learners within the same class might have different goals to achieve. This highlights the importance of differentiation as the learner is learning through and about the gradual process to achieve an outcome. In the same way the learner is experiencing change and is able to work to cooperate with others to achieve the desired goal.

The teacher is the sole assessor of the learners and needs to gather the required evidence to record achievement/progress. The assessment will help the teacher to improve not just in assessment procedures but also in the delivery of the course content. Heads of Department within the P.E, will act as moderators. Moderators will focus on the process with which marks are being awarded to ensure that the required standards are being met.

The content that should be covered over the 5 scholastic years is subdivided into 3 levels as outlined in the table below. Each level is associated with specific forms/years. This is intended to provide guidance on what is expected to be achieved during each year, with room for adaptation according to the level of ability of the learners and previous experience.

Level 1	Level 2	Level 3
Form 1 – 2 Year 7-8	Form 3-4 Year 9-10	Form 5 Year 11

Level Attainment

A student's final level is determined by the end of Form 5. The course is designed in such a way that marks are accumulated during each scholastic year. Every year, the teacher allots 100 marks. The maximum number of marks attainable are 500 (100 x 5 years) which are translated into level 3. The levels are awarded according to this table:

Level 1	Level 2	Level 3
40% - 55% of 500	56% - 75% of 500	76%+ of 500

Content for the strand of Movement Competence

The Learning Areas are :

- Individual Sport (Athletics, Gymnastics, Dance and Swimming)
- Invasion Games
- Net Games
- Fitness
- Outdoor

Athletics		
Level 1	Level 2	Level 3
<p>Running Proper running technique according to distance covered / event: body lean; strides length/frequency; co-ordinated movement.</p> <p>Sprint distances up to 50m. Start to different acoustic stimuli and from different positions (standing / 3-point start) facing forwards.</p> <p>Run distances of 400m up to 1km by maintaining the same rhythm.</p> <p>Jumping The 4 phases of the jump: approach, take off, flight and landing. Determining one's take off foot for jumping. Use run up to jump further / higher. High Jump and / or long jump.</p> <p>Throwing Experimentation of different throws using different equipment such as medicine balls, hoops, quoits and other adapted equipment. Development of basic throws starting from stationary positions.</p>	<p>Running</p> <p>Sprint a range of distances from 50m to 100m. Crouch start – Starting blocks.</p> <p>Run distances of 600m up to 1.5km by maintaining the same rhythm.</p> <p>Jumping <i>Jumping techniques increase in complexity, variation and detail as the student progresses from one level to the other.</i></p> <p>Throwing <i>Throwing techniques increase in complexity, variation and detail as the student progresses from one level to the other.</i> Progression from adapted to actual implement. <i>Shot Put: Boys 3 kg / Girls 2kg.</i> <i>Discus: Boys & Girls 1kg.</i></p>	<p>Running</p> <p>Sprint any of the events 60, 150m. Crouch start – Starting blocks.</p> <p>Run distances of 800m up to 2km by maintaining the same rhythm.</p> <p>Jumping <i>Jumping techniques increase in complexity, variation and detail as the student progresses from one level to the other.</i></p> <p>Throwing <i>Throwing techniques increase in complexity, variation and detail as the student progresses from one level to the other.</i></p> <p><i>Shot Put: Boys 4kg / Girls 3kg.</i> <i>Discus: Boys 1.25kg / Girls 1kg.</i></p>

Assessment – the learner is assessed on 2 runs, a throw and a jump.

Reference to Kid's Athletics document: <http://www.iaaf.net/development/kids/index.html>

Dance		
Level 1	Level 2	Level 3
<p>Compositional Concepts/Skills</p> <p>Different body actions and movement ideas:</p> <p>Gestures - (movements that do not involve a transference of weight eg. non-locomotor movements like Bending, Curling, Stretching, Twisting etc.)</p> <p>Turning - (movements where a change of front is made)</p> <p>Stillness - (holding balances or positions)</p> <p>Locomotion - (Moving from one space to another ex. running, walking, hopping, skipping, galloping)</p> <p>Jumping - (Movements when the body is launched in the air, flight and landing)</p> <p>Body awareness Use of whole body Use of body part to body part and the relationship of body parts: twisted, round or curved, narrow/wide, symmetrical/ asymmetrical</p> <p>Movements varying spatial areas-(High, medium, low, pathways - straight, spiral and directions – up-down, right-left, forward-backward)</p> <p>Movements varying weight or force - (strong-heavy, firm light, fine-gentle). Movements varying time qualities- (fast-slow, sharp-smooth, sudden- sustained, acceleration-deceleration)</p> <p>Relationships with a partner or group - (meeting-parting, unison-canon, matching-mirroring, contrasting, leading-following)</p>	<p><i>Compositional concepts & Skills increase in complexity, variation and detail as the student progresses from one level to the other.</i></p>	<p><i>Compositional concepts & Skills increase in complexity, variation and detail as the student progresses from one level to the other.</i></p>

<p>Simple movement vocabulary (eg. body actions, body awareness, time, weight, space, flow)</p> <p>Executorial Concepts/Skills Awareness of rhythm Timing of the music Expression of a movement idea or feeling Posture and body control (extension or contraction)</p>	<p>Executorial Concepts/Skills Rhythm and timing of the music Co-ordination, continuity and flow of movements Communication of the feeling or mood of the dance Posture and body control (extension or contraction) Co-operation with other students when planning and presenting the dance</p>	<p>Executorial Concepts/Skills Rhythm, timing and phrasing of the music Co-ordination, continuity and flow of movements Communication of the feeling or mood of the dance Posture and body control (extension or contraction) Co-operation with other students when planning and presenting the dance</p>
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Assessment – the learner is assessed either individually or in a group. The duration of the dance depends on the level in which the learner is in.

Gymnastics		
Level 1	Level 2	Level 3
<p>Self space and shape – extended, flat, wide, long, twisted, curled, narrow</p> <p>General space – use of mat area.</p> <p>Levels - Low, medium and high related to specific skills</p> <p>Directions - Forward, backward, sideways, diagonally up and down.</p> <p>Pathways - Curved, straight, zigzag, use of diagonals on mat.</p> <p>Speed – fast/slow, strong, stillness, powerful, using actions to prolong / accelerate time.</p> <p>Effort – strong/light</p> <p>Travelling actions: walking, running, jumping, hopping, skipping, sliding, pushing, swinging, pulling, rolling, rocking, wheeling.</p> <p>Body Actions- -Jumps such as straight, tuck, star, pike, straddle, back-kick.</p> <p>-Rolls such as egg, pencil, shoulder, forward, backward, straddle ...</p> <p>-Balances such as bridge/crab, shoulder stand, front scale, side-scale.</p>	<p><i>General & self-space, shape, speed, effort, body actions, levels, directions and pathways increase in complexity and detail as the student progresses from one level to the other.</i></p> <p>Body Actions- -Jumps such as straight, tuck, star, pike, straddle, back-kick, half-turn, half-split</p> <p>-Rolls such as forward, backward, sideways and dive. Vary rolls to have different start and end positions such as straddle forward roll and pike backward roll.</p> <p>-Balances such as bridge/crab, shoulder stand, front scale, side-scale.</p>	<p><i>General & self-space, shape, speed, effort, body actions, levels, directions and pathways increase in complexity and detail as the student progresses from one level to the other.</i></p> <p><i>Jumps, roll, balance, inverted balances and taking weight on hands increase in complexity, variation and detail as the student progresses from one level to the other.</i></p>

<p>-Inverted balance such as tripod, bridge, shoulder stand, headstand and handstand.</p> <p>-Taking weight on hands Inverted skills such as cartwheel, half twist.</p> <p>-Vaults: (ability to perform 2 linear vaults) E.g. Straddle; Through; Side.</p>	<p>-Inverted balances such as tripod, headstand and handstand. Vary the start and end positions in the balances such as handstand to crab and handstand to forward roll.</p> <p>-Taking weight on hands (tumbling) where body weight is supported by the upper body such as cartwheel, one-handed cartwheel, dive cartwheel, round off, headspring to a seat position.</p> <p>Vaults: (ability to perform 2 linear vaults) E.g. Straddle; Through; Side; Horizontal stride.</p> <p>(ability to perform 1 rotational vaults) E.g. Head Spring; Hand Spring; Half Twist.</p>	<p>Vaults: (ability to perform 3 linear vaults) E.g. Straddle; Through; Side; Horizontal stride.</p> <p>(ability to perform 2 rotational vaults) E.g. Head Spring; Hand Spring; Half Twist.</p>
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Assessment – the learner is assessed by (Option A) performing an individual sequence within a specific set area and time, or alternatively (Option B) the learner may perform an individual sequence and vaulting- (Level 1- Two linear vaults, Level 2- One linear vault and One rotational vault, Level 3- Two rotational vaults)

Swimming		
Level 1	Level 2	Level 3
<p>Warm up exercises that are specifically related to swimming.</p> <p>Propulsion (feet and arms). Gliding.</p> <p>Strokes Front Crawl Technique using B.L.A.B.T.* Backstroke Technique using B.L.A.B.T. Basic starts for Front Crawl and Backstroke. Submersion activities using sinkers and hoops.</p> <p>Starts Basic starts</p> <p>Safety Water safety: water entry and exit, hygiene and pool rules.</p>	<p>Warm up exercises that are specifically related to swimming.</p> <p>Propulsion (feet and arms) activities to consolidate stroke development and refinement.</p> <p>Strokes Front Crawl Technique using B.L.A.B.T. Backstroke Technique using B.L.A.B.T. Breaststroke Technique using B.L.A.B.T. Submersion games.</p> <p>Starts Starts and turns.</p> <p>Safety Water safety skills (e.g. reaching with an aid, throwing an aid).</p>	<p>Warm up exercises that are specifically related to swimming.</p> <p>Strokes Front Crawl Technique using B.L.A.B.T. Backstroke Technique using B.L.A.B.T. Breaststroke Technique using B.L.A.B.T. Submersion games.</p> <p>Starts Starting techniques for each stroke.</p> <p>Safety Water safety/survival skills (e.g. H.E.L.P.** and Huddle positions).</p>
<p><i>*B-Body Position; L-Legs; A-Arms; B-Breathing; T-Timing</i></p> <p><i>**H-Heath; E-Escape; L-Lessoning; P-Position</i></p>		

Assessment – the learner is assessed by swimming specific distances in particular strokes and other water related activities.

Team Game: Choose **ONE** or **TWO** games. This depends on whether the school has chosen two or one Individual Activity. The game is taught from a tactical perspective and the technical aspects taught have to make sense within the game context.

Invasion Game: Basketball, Football, Handball, Hockey, Netball, Rugby.		
Level 1	Level 2	Level 3
<p>Skills Passing Receiving Running with ball & dribbling Intercepting Marking Anticipation Fakes / Feints <i>Skills progress from a closed to an open context with an incremental emphasis on game situations.</i></p> <p>Tactical Concepts <i>In possession</i> Keeping possession (width and depth, creating support angles and passing options) Attacking to score.</p> <p><i>Opponents in Possession</i> Defending own goal / space Defending in 1v1 situation, progressing to 2v2 (press and cover) and to numerical disadvantage (delay)</p> <p>Progression can be achieved by alternating the following variables: a. Numerical advantage / parity / disadvantage (3v0, 3v1, 2v2, 4v2 up to 4v4) b. Size of the pitch c. Conditioned activities (two touch passing, no dribbling)</p>	<p>Skills & Tactical Concepts <i>Skills and tactical concepts are refined to a higher order and increase in complexity to reflect intensity and demands of the open game situation.</i></p>	<p>Skills & Tactical Concepts <i>Skills and tactical concepts are refined to a higher order and increase in complexity to reflect intensity and demands of the open game situation.</i></p>

Assessment – the learner is assessed in both attacking and defending phases of play as per assessment sheets.

Net Game: Badminton, Tennis, Volleyball.

Level 1	Level 2	Level 3
<p>Tactical Concepts</p> <p><i>Offense</i> Movement to and from base Maintain a rally (cooperation) Placing shuttle/ball in a specific area.</p> <p>Scoring</p> <p><i>Defense</i> Defending space in predictable situations.</p> <p>Skills Service (underhand/backhand) (backhand short serve in badminton) Strokes (forehand, backhand) Strokes (offensive, defensive) Basic footwork such as receiving stance. Setting / Dig (in volleyball)</p> <p><i>Skills progress from a closed to an open context with an incremental emphasis on game situations.</i></p>	<p>Tactical Concepts</p> <p><i>Offense</i> Movement to and from base Maintain a rally (cooperation and competition) Placing shuttle/ball to exploit uncovered area.</p> <p>Scoring</p> <p><i>Defense</i> Defending space in unpredictable situations.</p> <p>Skills Service (under/overhand) (backhand short serve in badminton) Strokes (forehand, backhand) Strokes (offensive, defensive) Footwork Dig / Set from service (in volleyball)</p>	<p>Tactical Concepts</p> <p><i>Offense</i> Movement to and from base Maintain a rally Setting up an attack Devising strategies aimed at moving/catching opponent in unguarded areas/ weak positions.</p> <p>Scoring</p> <p><i>Defense</i> Defending space in unpredictable / competitive situations.</p> <p>Skills Service (overhand) (backhand short serve in badminton) Strokes (forehand, backhand) Strokes (offensive, defensive) Footwork (all kinds of footwork required in chosen game) Dig / Set / Spike from service (in volleyball)</p>

Assessment – the learner is assessed in both technical and tactical situations as per assessment sheets.

Fitness		
Level 1	Level 2	Level 3
<p>Fitness Components: Strength, Speed & Agility, Stamina and Suppleness.</p> <p>Principles of training: Perform each of the above components using the following Principles of Training: Progression and Overload.</p> <p>Strength: Perform basic functional body weight exercises using good posture and technique.</p> <p>Speed/Agility: Perform various activities to improve speed and agility; different basic starts and proper acceleration phase; reaction time using different stimuli.</p> <p>Stamina: Perform various activities which are aimed to improve stamina as interval runs/training, fartlek runs, speed endurance runs, small sided games, dance, or other stamina based activities.</p> <p>Suppleness: Perform various static and dynamic stretching exercises with the proper technique.</p> <p>Monitor fitness: Monitor fitness using R.P.E. (Rate of perceived exertion-Borg's Scale) in order to evaluate if</p>	<p>Fitness Components: Strength, Speed & Agility, Stamina and Suppleness.</p> <p>Principles of training: Perform fitness components using the following Principles of Training: Individualisation, Progression and Overload.</p> <p>Strength: Perform basic functional body weight exercises using good posture and technique; Perform various balancing exercises (proprioceptive exercises); Experience explosive strength (power), static strength (isometric strength), dynamic strength (strength endurance).</p> <p>Speed/Agility: Perform various activities to improve speed and agility; basic starts and proper acceleration phase; reaction time using different stimuli.</p> <p>Stamina: Perform various activities which are aimed to improve stamina as interval runs/training, fartlek runs, speed endurance runs, small sided games, dance, or other stamina based activities.</p> <p>Suppleness: Perform various static and dynamic stretching exercises with the proper technique.</p> <p>Monitor fitness: Monitor fitness using R.P.E. (Rate of perceived exertion-Borg's Scale) to evaluate</p>	<p>Fitness Components: Strength, Speed & Agility, Stamina and Suppleness. Devise a personal fitness program with sets, repetitions and loading.</p> <p>Principles of training: Individualisation, Progression and Overload, together with the FITT principle of conditioning.</p> <p>Strength: Perform basic functional body weight exercises using good posture and technique; Perform various balancing exercises (proprioceptive exercises); Experience explosive strength (power), static strength (isometric strength), dynamic strength (strength endurance).</p> <p>Speed/Agility: Perform various activities to improve speed and agility; different basic starts and proper acceleration phase; reaction time using different stimuli.</p> <p>Stamina: Perform various endurance exercises which include both aerobic and anaerobic endurance exercises/activities.</p> <p>Suppleness: Static and dynamic stretching exercises; warm up and cool down routines specific to the activity held.</p> <p>Monitor fitness: Besides using R.P.E. include also an experience of the effects of physical activity on the heart</p>

one is participating in moderate to vigorous physical activities (M.V.P.A.)	participation in moderate to vigorous physical activities (M.V.P.A.)	rate during exercise, during the recovery phase and at rest; Use technology to assess/maintain/improve physical fitness, when available.
<p>NOTE: During the Fitness unit, many modalities and activities may be used to work on the outlined fitness components. For example, Zumba, step aerobics, power/strength training, circuit training, pilates, obstacle courses, sprint relays, etc. Team sports such as volleyball, basketball, football, etc. may also be used during this unit, keeping in mind that here the emphasis is on fitness.</p>		

Assessment – the learner is assessed in each of the four fitness components as per assessment sheets.

Outdoor: learners are encouraged to experience the outdoors and its vast opportunities. This could range from trekking to cycling to canoeing, to climbing or abseiling. Learners will be active in the outdoors while securing sustainability of the environment.

Level 1	Level 2	Level 3
<p>Team building games.</p> <p>Basic knots: 1 Reef knot; 2 Constrictor Knot; 3 Half hitch knot.</p> <p>First aid: Basic first kit components and their use; the purpose of first aid; cleaning of wounds and bandaging.</p> <p>Cycling: ride a bike for a minimum distance of 50 metres.</p> <p>Outdoor manners: Rules of the road, enjoy the outdoors with no impact on the environment.</p> <p>Tent pitching: pitching a 2 man tent</p> <p>Compass: taking a bearing from point A to point B using the main eight compass points.</p> <p>Trekking a 6+ kilometres route.</p>	<p>Team building games.</p> <p>Basic knots: Learn the: 1 Double figure of eight; 2 Stop Knot; 3 Bowline knot.</p> <p>First aid: Basic treatment of soft tissue injuries.</p> <p>Cycling: cycle on different types of terrains.</p> <p>Backpacking. Preparing a backpack for an 8+ kilometer route according to the terrain chosen and any possible weather complications. Cookout: Proper cooking location selection and safety concerns.</p> <p>Plotting: Plotting an 8 kilometer+ route in the countryside.</p> <p>Trekking: Trekking an 8+ kilometres route.</p>	<p>Team building games.</p> <p>Knots: in practice.</p> <p>First aid: Environmental injuries.</p> <p>Cycling: rules of the road.</p> <p>Adventure activities (to choose two from the following): snorkeling, climbing/ abseiling, kayaking and cookout.</p> <p>Map reading and orienteering.</p> <p>Trekking: Trekking a 10+ kilometres route.</p>

Assessment – the learner is assessed in an individual and group activity, outdoor activities and safety and sustainability.

Active for Life		
Level 1	Level 2	Level 3
Application of basic rules of the games selected.	An informed critical analysis related to a specific sport or game.	Improvement of performance based on the principles of training.
Warm up & cool down activities under guidance.	Specific warm ups and cool downs.	Pre-event warm up and post event cool down
Personal and Social factors affecting motivation for physical activity.	Skill analysis for self-improvement under guidance.	Skill analysis for self / peer improvement.
Physical activity for a healthy lifestyle.		Life time participation in physical and / or recreational activity.
Activities according to age and ability.		Technology and fitness.

Safety		
Level 1	Level 2	Level 3
Basic sports attire required for particular physical activities.	Sportswear and equipment used for injury prevention.	Rules to safeguard the participants' well-being.
Static (post-exercise) and dynamic (pre-exercise) stretching.	Dealing with first aid situations.	Injury prevention exercises and dealing with basic sports related injuries.
Safety requirements for each particular activity.	Fouls and misconduct in sports.	Safety & risk assessment.
Posture (static / dynamic) in basic activities such as sitting, standing, walking and running.	Postural positions for weight bearing activities.	Doping and associated health risks.

Note: These sections should neither be taught as separate units nor assessed, but included within the most appropriate area/s.

Level 1 Movement Competence Exemplars			
Area	Knowledge	Skills	Competences
Technique, Skill & Rules	<ul style="list-style-type: none"> • Link basic terms to their actions such as cartwheel to its movement. • Differentiate between different skills required such as a low and a high level in <i>dance</i> and passing to different distances in a <i>team game</i>. • Recall basic such as using the mat area in <i>gymnastics</i> and the 3 second rule in <i>handball</i>. 	<ul style="list-style-type: none"> • Combine movements together such as running and catching a ball in a <i>team game</i> or jumping and turning with the required coordination in <i>dance</i>. • Demonstrate proper movement and technique in basic <i>fitness</i> exercises. • Link two skills together to achieve an intended outcome under guidance such as linking movements together in <i>gymnastics</i> and passing and dribbling in a <i>basic game situation</i> in numerical advantage. • Perform technique to throw various implements at a distance in <i>athletics</i>. 	<ul style="list-style-type: none"> • Follow basic indications to improve own performance such as having a triangular base in a headstand in <i>gymnastics</i> and pass the ball at an angle in a <i>team game</i>. • Practice on given instructions to improve performance such as jumping high upon take-off in the long jump in <i>athletics</i> and perform passes with the non-dominant hand / foot in a given direction. • Vary weight time and space qualities in <i>dance</i>. • Follow a path on a familiar map and move from point A to point B.

<p>Tactics, Strategies & Compositional Ideas</p>	<ul style="list-style-type: none"> Recall the strategy used such as knowing own routine in <i>gymnastics</i> and as a 3v1 situation in a <i>team sport</i>. Make decisions in basic situations such as choosing the best steps to compliment the music in a <i>dance</i> routine or selecting whether to pass or dribble in a numerical advantage situation in a <i>team game</i>. Take a bearing from a point to another using the 8 main compass points. 	<ul style="list-style-type: none"> Use a strategy under guidance such as pacing a long distance run in <i>athletics</i> or keep possession in numerical advantage in a <i>team game</i>. Combine different movements and ideas in a <i>dance</i> routine or a basic tactic in such as playing a give and go against an opponent in a team game. Copy and perform a basic circuit with a predetermined duration and work recovery ratio in <i>fitness</i>. 	<ul style="list-style-type: none"> Move in space to receive a pass a <i>team game</i>. Recognise different time and space qualities in <i>dance</i> routine and a come and go in a <i>team game</i>. Follow basic indications to find clues in a treasure hunt using basic landmarks in a familiar map in <i>outdoor adventure</i>.
<p>Active for Life</p>	<ul style="list-style-type: none"> Explain how physical activity contributes to overall health. Know how activities are devised according to age and ability. 	<ul style="list-style-type: none"> Demonstrate fun and enjoyment for being active in various physical activities. Perform warm up and cool down under guidance. Copies and performs various exercises within the session under guidance. 	<ul style="list-style-type: none"> Participate in physical activity in school and other settings. Describe the factors that motivate them to participate in physical activity. Work under guidance to improve own performance in various physical activities.

Safety	<ul style="list-style-type: none"> • Describe basic sports attire required in a particular sport or physical activity. • Differentiate between static and dynamic stretching. • Explain how the training area needs to be free from unnecessary equipment and how any equipment needs to be used in its proper use. 	<ul style="list-style-type: none"> • Perform static and dynamic stretches under guidance. • Organise and use equipment according to instructions given. • Correct lifting techniques and posture in basic situations such as sitting, walking, 	<ul style="list-style-type: none"> • Choose the right footwear and training gear for the activity that is being practised. • Relate piercing and other jewellery with harmful situations in physical activity. • Identify unnecessary equipment from training area under guidance and take action accordingly.
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Level 2 Movement Competence Exemplars			
Area	Knowledge	Skills	Competences
Technique, Skill & Rules	<ul style="list-style-type: none"> Describe and explain the various types of passing techniques available in the sport practiced. Demonstrate and explain how to pack a back pack and discuss why certain items are indispensable. Distinguish between sets and repetitions. Differentiate between exercises to determine which major muscle groups they are targeting. 	<ul style="list-style-type: none"> Explain and show how accuracy and distance can be improved through the development of the correct throwing sequence, e.g. preparation / glide / throw / recovery in shot put. Adapt skills by identifying common or related elements (jumps, balances, rolls) with increased control and fluency. Apply a skill within a game situation such as dribbling to shoot, passing to build up an attacking strategy. 	<ul style="list-style-type: none"> Explore different start positions and determine the leading foot in sprint starts. Identify and describe the qualities, the idea, the relationships and group formations in the given sport. Plot a route on a basic topographical map, recognize directions and follow them to reach a given destination. Perform a fitness circuit and adapt it to individual needs. e.g. select an easier or more difficult version of the exercise performed such as push ups.

<p>Tactics, Strategies & Compositional Ideas</p>	<ul style="list-style-type: none"> • Identify the role of attack and defence in an individual and team game. • Describe how the skills of the particular sport have been linked in a strategy, tactic or compositional idea to achieve particular outcomes. • Describe the rules of the individual and team sport practised. • Differentiate between a fitness session that is sport specific and one that focuses on general fitness. 	<ul style="list-style-type: none"> • Select, combine and perform a range of movement patterns such as the pathway and levels in a dance or gymnastics and as in a 4v2 in both attack and defence in a team game. • Identify and perform specific exercises according to the components of fitness within a circuit, e.g., squats, press ups and V sit. • Select the required skills for the specific situation in a team sport such as fast dynamic movements for the diagonal in gymnastics. 	<ul style="list-style-type: none"> • Make sense of space and time, with and without the ball in both attack and defence by attacking it at the right time through basic strategies such as a give and go in a team game. • Recommend a host of exercises which are specific to a given activity or sport such as to improve the vault in gymnastics or to improve upper body strength through a fitness routine. • Design to improve a basic fitness component performance in a particular activity such as improving endurance so as not to get tired in a dance routine. • Work as a team to find the best route to follow using a map and compass.
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Active for Life	<ul style="list-style-type: none"> • Identify the factors that enhance enjoyment in outdoor and indoor activities • Identify own weaknesses in a particular area and identify a few factors how to improve. • Know basic technical and tactical knowledge about at least one sport / physical activity. 	<ul style="list-style-type: none"> • Transfer skill from one sport to another such as running in space in handball and running in space in football. • Show how to adapt particular equipment for required progressions. • Improve fitness by engaging in an activity of M.V.P.A. or similar activity • Develop warm up and cool down routines to have a more focused approach to exercise. 	<ul style="list-style-type: none"> • Participate regularly in physical activity in one or more sports or physical activities. • Demonstrate positive and responsible behaviour and a good attitude to improve.
Safety	<ul style="list-style-type: none"> • Describe how good quality equipment and appropriate sportswear helps to prevent injury. • Recall the road safety rules when driving a bike and the protective gear that should be worn while driving the bike. 	<ul style="list-style-type: none"> • Deal with simulations that deal with real first aid situations. • Use equipment appropriately, wearing proper attire, using appropriate facilities and wearing proper attire. • Model various good postural positions and how these contribute to healthier weight bearing activities. 	<ul style="list-style-type: none"> • Identify three fouls or misconducts in a game / physical activity and analyse how rules enhance better safety in that particular activity.

Level 3 Movement Competence Exemplars			
Area	Knowledge	Skills	Competences
Technique, Skill & Rules	<ul style="list-style-type: none"> Describe fitness components and relate to the fitness methods used to improve such fitness components. Apply concepts and principles in strategies, tactics and compositional ideas. Demonstrate a sound knowledge of the RICE components (Rest, Ice, Compression, Elevation) for basic injuries. Demonstrate a deep knowledge of facts, rules and terms about the sport practised. 	<ul style="list-style-type: none"> Perform movement skills with the required competence such as performing all the phases of vaulting in gymnastics and a layup in basketball in a game situation from different positions using the correct technique. Analyse own technical performance and suggest ways how this can be improved. Prepare warm ups and cool downs for fitness and sport activities and apply proper breathing patterns when performing fitness exercises with or without weights. Show competency in performing various outdoor activities such as cycling, making knots, reading a map with various grid references, using a compass to find directions... 	<ul style="list-style-type: none"> Apply individual and or group tactics to benefit the team. Demonstrate the required procedure to perform a basic rescue. Perform various roles within own sport such as player, coach, game official, president, PRO... Apply FITT principle to work out routines to determine overload through progression.
Tactics, Strategies & Compositional	<ul style="list-style-type: none"> Describe how to attack and to defend in specific situations in individual and team games such as 	<ul style="list-style-type: none"> Show how to overcome opponents in specific attack and defensive situations such as creating a 2v1 	<ul style="list-style-type: none"> Demonstrate a critical analysis for an individual sport activity such as dance, athletics or gymnastics which

<p>Ideas</p>	<p>3v3 or 4v4 situations.</p> <ul style="list-style-type: none"> • Explain how 4 S's can be integrated in one training session and their order within the session. • Evaluate the plan decided to run a middle distance and its effect on performance. • Evaluate and use maps provided to choose the best route in a given situation, moving from one checkpoint to another following a bearing. 	<p>situation in 4v4 play.</p> <ul style="list-style-type: none"> • Show originality when performing an individual sport such as dance or gymnastics and show the required precision and coordination in an individual activity such as clearing a hurdle in athletics. • Perform an outdoor activity that consists of multiple tasks such as cycling on rough terrain, orienteering & climbing. 	<p>is created and performed by self and others.</p> <ul style="list-style-type: none"> • Distinguish between various strategies within an individual sport and explain why a particular strategy was chosen. • Plan and coordinate various sports calendars such as a league, knock-out and mixed competition. • Evaluate logistics involved in an outdoor activity and prepares to the required detail.
<p>Active for Life</p>	<ul style="list-style-type: none"> • Know how young people are recreating themselves in a healthy way. • Determine lifetime activities and how elderly people are still active. • Evaluate how active and sedentary lifestyles impact on different sectors of the population. 	<ul style="list-style-type: none"> • Use various methods to evaluate one's intensity in an activity. • Devise a strategy for a small community such as the family or class to be more active in sustainable activities. • Use knowledge of results and / or of performance to make particular progressions in sport / physical activity. • Argue about the differences between 90' exercising and 90' sitting in front of TV munching junk food. 	<ul style="list-style-type: none"> • Perform self and peer analysis to improve performance. • Apply Principles of Training in physical activity and Sports.

Safety	<ul style="list-style-type: none"> • Determine the length and content of a pre-event warm up. • Know the rules of the sport or physical activity practised and how these safeguard the health and well-being of the participants. 	<ul style="list-style-type: none"> • Use spotting technique in weight training. • Lead a pre-event warm up taking care of particular details. • Perform injury prevention techniques to avoid injuries during physical activity. 	<ul style="list-style-type: none"> • Perform skill or fitness related circuits and plan for all safety factors. • Evaluate athletes who have chosen to compete fairly and those who chose to use doping to take unfair advantage.
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