



BOTSWANA
EXAMINATIONS
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

ASSESSMENT SYLLABUS

PHYSICAL EDUCATION
CODE 035



2013

035
CODE

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FOREWORD

The Botswana Examinations Council is pleased to release the assessment syllabus for the revised Junior Secondary Education curriculum implemented in January 2010.

The purpose of this assessment syllabus is to guide schools, teachers and other educational institutions on what will be assessed in the subject area and how the assessment will be carried out for certification of students completing the Junior Secondary Education.

The curriculum at junior secondary level, puts emphasis on understanding and application of concepts; development of high order thinking skills (HOTS) such as inquiry, decision making, reasoning, creative, analytical, problem solving and process skills. It also calls for the acquisition of hands on experience that should increase the participation and performance of all groups e.g. groups of different abilities, learners with special needs, girls and boys.

All these skills entail more practical and challenging content and tasks that require higher levels of engagement of a learner's cognitive ability. The assessment syllabus has been designed to allow these higher order thinking skills to be assessed. It assesses what candidates know, understand and can do, enabling them to demonstrate their full potential.

The assessment syllabus is intended to promote a variety of styles of teaching, learning and assessment to enable candidates to progress to higher levels of learning. Therefore, teachers must be proficient in planning and directing a variety of learning activities. They should be conscious of the need for the students to be accountable and responsible for their own learning to some extent. They must also take into account the widening different levels of achievement which they aspire to. This implies active participation by both students and teachers, the creation of rich and diverse learning environments and the use of relevant assessment procedures to monitor the development of each learner.

It is important then that we value the student's own experiences, build upon what they know and reward them for positive achievement. This assessment syllabus is the outcome of a great deal of professional consultation and collaboration. On behalf of the Botswana Examinations Council, I wish to express my sincere gratitude to all those who contributed to the development and production of this assessment syllabus.



Executive Secretary

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BEC would like to acknowledge the following for their contributions in the development of the Physical Education JCE Assessment syllabus.

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Finally the Council would like to thank those who contributed in any way towards the development of this syllabus.

1. Introduction

As part of the Botswana Junior Secondary Education Programme, this Physical Education syllabus is designed to provide a framework for the assessment of candidates who have completed the three-year course based on the revised Junior Secondary Physical Education teaching syllabus.

The Junior Secondary Education Physical Education Assessment Syllabus aims to afford the candidate an opportunity to fully demonstrate their potential and exhibit the knowledge and skills they possess through a variety of assessment modes. The syllabus also aims at providing information on what will be assessed and how it will be assessed with the intention of comparable standards from year to year.

Candidates will be assessed on a scale of A – E. Candidates who fail to meet the minimum requirement will be awarded a U.

This syllabus should be read in conjunction with:

- (a) the Junior Secondary School Physical Education Teaching syllabus;
- (b) the specimen question papers and marking schemes.

This syllabus is available to private candidates. Private candidates are allowed to carry over their coursework marks from a previous year.

The outcome of instruction in the content prescribed by the Physical Education teaching syllabus will be assessed through a written paper and centre-based assessment.

2. General Aims of Assessment

The syllabus embraces the subject aims defined in the Physical Education teaching syllabus.

The assessment syllabus has the following additional aims:

- To ensure proper assessment of all the important skills in the curriculum
- To enable both teaching and assessment to cater for all ability levels
- To provide an efficient evaluative mechanism of the curriculum
- To encourage an investigative approach to learning
- To provide internationally recognised standards
- To enable the students to realise their full potential

3. Assessment Objectives

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into broad skill areas known as assessment objectives. Brief descriptions of the assessment objectives are given below.

Assessment Objective 1: Knowledge and understanding

Candidates should be able to demonstrate knowledge and understanding of the;

- 1.1 factors affecting performance;
- 1.2 health and safety aspects of physical activity;
- 1.3 advantages and risks associated with a range of training strategies and techniques;
- 1.4 reasons for participating in physical activity;
- 1.5 human body and its function in relation to exercise.

Assessment Objective 2 Application

Candidates should be able to demonstrate application of:

- 2.1 the factors affecting performance;
- 2.2. the advantages and risks associated with a range of training strategies and techniques;
- 2.3 the reasons for participating in physical activity.
- 2.4 the human body and its function in relation to exercise

Assessment Objective 3: Performing and evaluating

Candidates should be able to;

- 3.1 demonstrate physical performance;
- 3.2 inter-relate planning, performing and evaluating whilst undertaking activity;
- 3.3 develop inter- personal skills and social skills through performance;
- 3.4 develop the ability to express ideas and ideas through movement;
- 3.5 demonstrate an ability to analyse and improve their own or others' performance.

4. Scheme of Assessment

The JCE Physical Education syllabus will be assessed through a written paper and centre-based assessment.

Paper 1		Short-Answer and Structured Items	
Time	1 hour 30 minutes	Marks	60
Weighting	55%		

This will be a written paper assessing knowledge and understanding of Physical Education principles and concepts as well as candidates' ability to evaluate real life situations. There will be two sections in the paper, that is, Sections **A** and **B**.

Section A: This section will present short-answer items focusing mainly on communicating knowledge and understanding of Physical Education concepts and application of skills. Candidates will be required to answer all questions. This section will be worth **40 marks**.

Section B: This section will present two structured items of 10 marks each focusing on analysis and evaluation of physical activities. Candidates will be required to answer all questions. This section will be worth **20 marks**.

Centre-Based Assessment

Time	September Form 1 to July Form 3	Marks	180
Weighting	45%		

The purpose of this component is to afford candidates a wider opportunity to demonstrate their skills and technique through physical performance as well as their ability to inter-relate planning, performing and evaluation over a period of time. Candidates will be assessed by teachers throughout the course of study starting in Form 1. The assessment will be in two sections; **A** and **B**.

Section A: Performance

Each candidate will be expected to choose activities from each of the following categories:

- **Category 1: Games (Candidate s choose one activity)**
- **Category 2: Track and Field (Candidates choose three activities)**
- **Category 3: Gymnastics and Dance (Candidate s choose one activity)**

Candidates should be allowed to choose their own activities.

This section will be worth **150 marks**.

Section B: Evaluation

Candidates will be expected to demonstrate their ability to plan, analyse theirs or other's performance in each of the three activities chosen in Section A as well as recommend ways of improving the performance. This section will be worth **30 marks**.

Note: See Appendix A for criteria for marking performance of each activity offered by the centre and Appendix B for marking the workbook

5. Assessment Grid

The grid below shows the assessment objectives that will be mainly assessed in each paper.

Papers	Assessment Objectives			TOTAL
	AO 1	AO 2	AO 3	
Paper 1	30	25	-	55%
Paper 2	-	10	35	45%
TOTAL	30	35	35	100%

6. Grade Descriptors

The descriptions below provide a general indication of the standards of achievement expected of the candidates for the award of key grades A, C and E.

GRADE A

Candidates should be able to;

- demonstrate effectively, through performance, a high ability to inter-relate planning, performing and evaluating whilst undertaking activity;
- demonstrate a high level of competence in all their chosen physical activities;
- recall, select and communicate detailed knowledge and thorough understanding of a wide range of the factors affecting performance and participation and the relationship between them;
- select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities with effective refinement, precision, control and fluency;
- identify and explain potential risks related to physical activity and how to manage these effectively;
- demonstrate thorough understanding of the principles behind, and benefits of regular, safe exercise and its impact on performance, fitness and health;
- demonstrate a deep understanding of all factors affecting exercise and training and their influence on a wide range of practical performances;
- critically analyse and evaluate their own and others' performance and identify clearly the strengths and weaknesses evident.

GRADE C

Candidates should be able to;

- demonstrate, through performance, a moderate ability to inter-relate planning, performing and evaluating whilst undertaking an activity;
- recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity;

- show a clear understanding of the principles behind, and the benefits of regular, safe exercise and its impact on performance fitness and health;
- identify and explain long-term effects of exercise and activity on physical, mental and social health.
- identify potential risks involved in different activities and demonstrate basic skills of risk assessment;
- analyse effectively their own or others' performance, showing an understanding of the factors that affect the quality and effectiveness of performance and plan effective ways to improve others' performance.

GRADE E

Candidates should be able to;

- demonstrate through performance inadequate ability to inter-relate planning, performing and evaluating whilst undertaking activity;
- recall, select and communicate basic knowledge of the factors affecting performance and participation in physical activity;
- explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health;
- select and apply a small range of appropriate skills, techniques and ideas in moderately challenging activities;
- recognize some of the risks involved in different activities;
- provide a basic analysis of other's performance, and can identify some strengths and weaknesses in observed performance.

7. Inclusive Assessment

BEC intends to ensure all assessment offered is inclusive of all candidates regardless of their ability or challenges. This will afford all candidates the opportunity to display what they know without fear or prejudice. The assessment will therefore ensure that in the written papers items cater for all ability levels. Special needs candidates will be catered for through modification of assessments to suit visually challenged candidates, learners with hearing impairment as well as learners with learning disabilities. Candidates will also be accommodated as much as possible to gain access into the practically oriented syllabuses.

Centres are however requested to;

- inform BEC of any candidates who need special arrangements by March every year;
- ensure familiarity with the BEC special arrangements manual;
- make the necessary accommodations for learners with disabilities during the teaching and learning;
- modify learners assessments according to their various needs during the teaching and learning.

This will ensure that the special arrangements carried out by BEC do not come as a shock to candidates during examination time.

8. Coursework

Centres are expected to mark candidates' work according to the marking criteria provided by BEC (*see Appendices A and B*). The marking criteria is intended to ensure standardised marking at a national level. It is essential that the marking criteria is adhered to in order to facilitate the moderation of centre scores by BEC. Where there are indications that the marking criteria has not been adhered to, centres will be required to re-mark. BEC is responsible for the training of teachers on the application of the marking criteria.

Where there is more than one teacher in a centre, teachers are expected to standardise their marking before marking their individual students to ensure that all students are marked to a common standard. It is essential that the marking from different teaching groups in a centre is standardised for the whole centre entry. The centre marks will then be externally moderated by BEC.

Centres are required to ensure that the work presented is the candidate's own work and that the work is only carried out within the school premises.

Moderation of coursework

BEC will send individual marksheets and summary marksheets to centres around April every year. Centres are expected to transfer candidate's standardised marks into the individual mark sheets and the summary marksheets by the end of September in preparation for the moderation in October. The completed and signed marksheets should be submitted to the Head of Centre by 30 September. Video clips (in VHS format), workbooks, Individual and Summary Marksheets should be packaged together and sent to BEC to arrive not later than 31 October.

Before conducting the moderation, the moderator will ensure that:

- the marking criteria have been applied;
- the marking is accurate and consistent;
- the marking has been standardised if more than one marker has been used.

9. Appendix A: Marking Criteria for Performance Assessment

Volleyball Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for highly successful team play; • a good understanding of tactics with the ability to plan strategies appropriate to all phases of the game; • an ability to successfully perform complex skills in isolation with control, consistency and accuracy • an ability to select the best tactics and techniques in a game situation and produce very good attacking shots with control, consistency and accuracy; • an ability to analyse techniques and make informed suggestions, based on sound knowledge of how performance may be improved; • an ability to successfully perform complex skills in a game situation.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for highly successful team play; • a sound understanding of positions, roles and conditions of play and the knowledge to use them in a game; • an ability to perform selected skills in isolation with some control consistency and accuracy; • an ability to select and use the correct strokes (dig, volley) effectively in a game situation and produce sound attacking strokes; • an ability to apply tactics successfully to overcome opponents' weaknesses; • an ability to analyse in detail on one's errors and others and make judgments on how improvements to performance can be made; • An ability to perform complex skills with some success in a game situation.
	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a satisfactory understanding of the rules and regulations for successful team play; • a satisfactory understanding and specific role awareness;

21-30	<ul style="list-style-type: none"> • an ability to make sensible choices when choosing the best shot and understand the principles of attacking space; • an ability to select and perform correct shots effectively in a game situation; • an ability to perform selected skills in isolation with reasonable standard but not always accurately or consistently; • an ability to perform moderate skills but finds it difficult to perform complex skills in a game situation; • an ability to apply simple tactics with a measure of success in a game; • an ability to analyse identify one's and others errors and make suggestions to improve performance.
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game; • ability to organize him/herself and others well in a game situation and understand the principle of rotation; • an ability to perform moderate skills in isolation; • an ability to make appropriate simple choices in an attempt to outwit opponents; • an ability to perform basic skills but finds it difficult to perform moderate skills; • an awareness of simple tactics to overcome opponents' weaknesses at a basic level in a game situation.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a limited understanding of the rules and regulations of the game; • a limited ability to organise him/herself and others in order to improve simple techniques in practice; • a limited ability to select the appropriate shots in order to return the ball and/or maintain the rally sequence of passes; • a limited ability to perform selected skills in isolation but finds it difficult to perform a game situation; • a limited ability to understand the principle of rotation.

Badminton Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games; • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game; • an ability to select the best shots to play in isolation and match situations and produce very good attacking strokes with control, consistency and accuracy.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play in both singles and doubles games; • a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in a game; • an ability to select and use the correct strokes effectively in isolation and game situations, in singles and doubles, and produce good attacking strokes; • an ability to apply tactics successfully to overcome opponents' weaknesses.
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play in both singles and doubles games; • a sound understanding of positioning and specific role awareness; • an ability to make sensible choices when choosing the best shot and understand the principle of attacking space; • an ability to execute a variety of shots in a game situation; • an ability to apply simple tactics with a measure of success in a game situation; • an ability to perform moderate skills but finds it difficult to perform complex skills in a game situation.

11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a basic understanding of the rules/regulations in order to play a recognized version of the game; • an ability to organize him/herself and others well in a game situation; • an ability to make appropriate simple choices in an attempt to outwit opponents; • an ability to execute basic shots with a reasonable amount of control in a game, without the ability to prolong a rally or play attacking strokes; • an awareness of simple tactics to overcome opponents' weakness at a basic level; • an ability to perform basic shots in isolation but finds it difficult to perform moderate shots in a game situation.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a limited understanding of the rules/regulations of the game; • a limited ability to organize him/herself and others in order to improve simple techniques in a game; • a limited ability to select the appropriate shots in order to return the shuttlecock; • a limited ability to execute the basic shots in isolation but finds it difficult to perform them in a game situation.

Table Tennis Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play; • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game; • an ability to produce all the strokes with consistency in isolation a game situation; • an ability to display complex strokes and can play random with a variety of serves; • an ability to move quickly into position in order to enable him/her to maximise his/her effectiveness and also to show a good element of disguise in the serve.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play; • a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game; • an ability to combine the basic strokes in isolation; • an ability to use spin effectively in most strokes and the serve; • an ability to effectively use footwork in both isolation and game situations and can use it to good effect in attacking shots; • an ability to apply tactics successfully to overcome opponents' weaknesses.
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play; • a sound understanding of positioning and specific role awareness; • an ability to combine the three basic strokes in a game but not necessarily alternating from one stroke to another in the same practice drill; • an ability to apply top spin on the some footwork technique and can use it in isolation but has difficulties in a game situation; • an ability to apply simple tactics with some success in a game situation;
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game; • an ability to perform basic skills in a rally; • an ability to organise him/herself and others well for a game; • an ability to perform basic strokes in isolation a simple rally; • a limited ability to perform basic serve where he/she concentrates on variations in speed

	<p>of serve rather than spin;</p> <ul style="list-style-type: none"> • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a limited understanding of the rules and regulations in a game; • a limited ability to organise him/herself and others in order to improve simple techniques in a game situation; • an ability to produce a simple serve in isolation; • an ability to perform a forward push shot with a measure of consistency but inability to maintain a basic rally in a game situation.

Softball Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful team play; • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game; • an ability to successfully perform complex skills in isolation and game situation with control, consistency and accuracy
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful team play; • a detailed understanding of positioning, specific role awareness and field placing; • an ability to perform many of the skills with accuracy and consistency in isolation and game situation. • an ability to use tactics and strategies to good effect in batting, bowling and fielding situations;
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful team play; • a sound understanding of positioning, specific role awareness and field placing; • an ability to perform many of the basic skills with a fair measure of consistency in isolation and game situation; • an ability to apply simple tactics with a measure of success;
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game; • an ability to organise him/herself quite well in a game situation; • an ability to execute the basic skills in isolation and game situation; • an ability to throw accurately but over short distances; • an ability to make simple tactical decisions and apply them to outwit opponents;

0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none">• a limited understanding of the rules/regulations of the game;• a limited ability to organise him/herself and others in order to improve simple techniques in game;• an ability to adopt the correct batting stance but difficulty in striking a bowled ball consistently;• an ability to catch a ball with a glove when thrown gently and an ability to throw over a short distance but not necessarily accurately;• an ability to plan and execute very simple tactics to outwit opponents;
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Netball Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play; • a very good understanding of tactics with the ability to apply strategies appropriate to all phases of the game; • an ability to dominate an opponent whilst playing a competitive game at a high level; • an ability to successfully perform complex skills in isolation with control, consistency and accuracy; • an ability to fulfill three stages of marking; the player, the ball and the space; • an ability to analyse techniques in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved; • an ability to perform complex skills with some success in a game situation.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play; • a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game; • an ability to perform complex skills with some success in isolation and game situation; • an to perform complex skills with some control, consistency and accuracy; • an ability to apply tactics successfully to overcome opponents' weaknesses.
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play; • a sound understanding of positioning and specific role awareness; • an ability to show a variety of skills but not always accurately and appropriately in isolation and game situation; • an ability to apply simple tactics with a measure of success in a game situation.
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game; • an ability to organise him/herself and others well for a game; • an ability to pass the ball into space and to apply the footwork rule with a reasonable degree of success; • an ability to mark players, but not consistently; • an awareness of simple tactics to overcome opponents' weaknesses at a basic level;

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	<ul style="list-style-type: none"> • an ability to perform basic skills in isolation and game situation; • an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a limited understanding of the rules and regulations of the game; • a limited ability to organise him/herself and others in order to improve simple techniques in a game; • a limited ability to perform basic skills in isolation and game situation; • a limited recognition of player and court positions.

Football Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful team play; • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game; • an ability to show a high standard full range of skills, understanding and, 'vision', in respect of an individual position and also relating to the reading of the game; • an ability to perform complex skills both in game and in isolation with total consistency, control and accuracy; • an ability to analyse techniques in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations of successful team play; • a good understanding of positioning and specific role awareness; • an ability to show the full range of skills in relation to an individual position but not always relating these to the 'reading' of the game; • an ability to perform complex skills in isolation and game situation with some control, consistency and accuracy; • an ability to apply tactics to overcome opponents' weaknesses; • an ability to analyse in detail what one and others have done and take action to improve performance.
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful team play; • a sound understanding of positioning and specific role awareness; • an ability to make sensible choices but not always having the time to execute the required skill well; • an ability to execute a variety of individual skills but show inconsistency in technique execution particularly when under pressure; • an ability to minimally analyse what he/she and others have done and take action to improve performance; • an ability to apply simple tactics with a measure of success in a game.
	<p>A candidate should demonstrate, under applied conditions;</p>

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11-20	<ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognized version of the game; • an ability to organize him/herself and others well in a game situation; • an ability to make appropriate simple choices in an attempt to outwit opponents; • an ability to execute some skills relative to an individual position, but not always having the control to make a positive contribution to team play; • an awareness of simple tactics to overcome opponents' weakness at a basic level; • an ability to appreciate what he/she and others have done and make some simple observations; • a basic ability to perform skills in isolation but not always accurately or consistently.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a limited understanding of the rules and regulations of the game; • a limited ability to organize him/herself and others in order to improve simple techniques in a game; • a limited ability to select the appropriate basic skills in order to contribute to the game; • a limited ability to execute the basic skills in isolation and game situation.

Basketball Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful team play; • a full range of skills in a competitive game relative to his/her age group, showing good reactions and an element of disguise in play; skills to include left and right handed lay-up shots. • an ability to fulfill positional requirements with sufficient flexibility to change roles depending upon the situation; • an awareness of tactics and strategies necessary for successful team play including the ability to set a pick (screen) and roll situation; • an ability to analyse techniques in detail and make informed suggestions, based on sound knowledge of how performance may be improved; • an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful team play; • an ability to play strongly in an individual position and make a good contribution in a game relative to his/her age group; • an ability to display good ball handling, retention and distribution skills with some minor faults; • an ability to shoot consistently well from a distance and mark the basket using a variety of techniques and rebound effectively; • an ability to show good balance and determination in different forms of defensive play; • an ability to analyse in detail what he/she has done and make judgments on how improvements to performance can be made; • an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound understanding of the rules/regulations for successful play; • a sound understanding of positioning and specific role awareness; court circulation is noticeable and he/she moves to support colleagues in offensive play; • an ability to dribble the ball with either hand and choose the most appropriate pass effectively; • an ability to shoot quite well, feint and drive to a lay-up shot in practice but less consistently well in a game situation; • an ability to apply tactics with a measure of success; • an ability to analyse in detail what he/she and others have done and make suggestions

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	<p>in order to improve;</p> <ul style="list-style-type: none"> an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> a basic understanding of the rules/regulations in order to play a recognised version of the game; an ability to organise him/her quite well for a practice game but difficulty in integrating some of the skills into the game and occasionally infringing double dribble and traveling rules; an ability to pass the ball into a space ahead of colleagues but not always able to support the receiver in offensive play; an ability to shoot, dribble and pass with partial success, but limited by his/her technique; an awareness of simple tactics to overcome opponents' weaknesses at the basic level; an ability to appreciate what he/she and others have done and make some simple observations; an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> a limited understanding of the rules/regulations of the game; a limited ability to organise him/herself and others in order to improve simple techniques in practice; an ability to throw, catch and shoot, more frequently from a static position, though not accurately; a ability to dribble the ball whilst stationary but showing poor application of the footwork rule, leading to consistent violation; a limited ability to use space and showing little awareness of others on court; an ability to appreciate what he/she and others have done; an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.

Track and Field Athletics Assessment

Marks	Description
36-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to distinguish and apply skills, techniques and ideas consistently showing sound standards of precision, control and fluency; • the ability to perform showing very good technique and consistently high standards of control and fluency, and where appropriate power, speed and stamina; • the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team; • the ability to evaluate their own work and independently make adjustment to technique in response to changing circumstances; • a thorough understanding of the role of rules and conventions of the activity.
30-35	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to select and combine techniques, adapt these to the demands of the athletic activity; • an ability to modify their technique in the light of changing circumstances, and where appropriate showing speed, power and stamina; • the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance; • the ability to plan the ways in which their own and others' performance may be adjusted to achieve specified performance; • a sound understanding of the role of rules and conventions of the activity.
21-29	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to perform with some fluently and with confidence in at least three events in athletic showing the relationship between fitness, technique and strategy; • the ability to adjust their technique as a result of analysis of both their own and others' performance, and use tactics effectively; • the ability work independently to monitor improvements in performance; • the ability to carry out specific roles in a team effectively;

	<ul style="list-style-type: none"> • a sound understanding of the role of rules and conventions of the activity.
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to perform with fair technique in a limited number of athletics events; • the ability to appreciate the different fitness demands in a variety of events/exercises and use basic tactics; • the ability to master technical aspects of the events; • a limited ability to carry out specific roles in a team effectively • a basic understanding of the role of rules and conventions of the activity.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to perform basic requirements of various events; • a limited ability to master technical aspects of events; • the ability to carry out practices and ideas given to them by others and use simple tactics in order to help to improve their performance; • a limited ability to perform phases of selected activities; • limited understanding of the role of rules and conventions of the activity.

TRACK AND FIELD SCORING TABLE

Points	SPRINTS			DISTANCE			JUMPS			THROWS		
	100m	200m	400m	800m	1500m	3000m	High jump	Long jump	Triple jump	Shot	Discus	Javelin
100	11.3	23.0	52.0	2.00	4.03	8.50	1.88	6.50	13.45	13.80	44.00	52.00
99	11.4	23.2	52.4	2.02	4.06	9.00	1.86	6.40	13.30	13.60	43.00	51.00
98	11.5	23.4	52.7	2.04	4.09	9.10	1.84	6.30	13.15	13.40	42.00	50.00
97	11.6	23.6	53.0	2.06	4.12	9.20	1.82	6.20	13.00	13.20	41.00	49.00
96	11.7	23.8	53.4	2.08	4.15	9.30	1.80	6.10	12.85	13.00	40.00	48.00
95	11.8	24.0	53.7	2.10	4.18	9.35	1.78	6.00	12.70	12.80	39.00	47.00
94	11.9	24.2	54.0	2.11	4.21	9.40	1.76	5.90	12.55	12.60	38.00	46.00
93	12.0	24.4	54.4	2.12	4.24	9.45	1.74	5.80	12.40	12.40	37.00	45.00
92	12.1	24.6	54.7	2.13	4.27	9.50	1.72	5.70	12.25	12.20	36.00	44.00
91	12.2	24.8	55.0	2.14	4.30	9.55	1.70	5.60	12.10	12.00	35.00	43.00
90	12.3	25.0	55.5	2.15	4.33	10.00	1.68	5.50	11.95	11.80	34.00	42.00
89	12.4	25.2	56.0	2.16	4.30	10.05	1.66	5.40	11.80	11.60	33.00	41.00
88	12.5	25.4	56.5	2.17	4.27	10.10	1.64	5.35	11.65	11.40	32.00	40.00
87	12.6	25.6	57.0	2.18	4.24	10.15	1.62	5.30	11.50	11.20	31.00	39.00
86	12.7	25.8	57.5	2.19	4.21	10.20	1.60	5.25	11.35	11.00	30.00	38.00
85	12.8	26.0	58.0	2.20	4.48	10.25	1.58	5.20	11.20	10.80	29.00	37.00
84	12.9	26.2	58.5	2.21	4.51	10.30	1.56	5.15	11.05	10.60	28.00	36.00
83	13.0	26.4	59.0	2.22	4.54	10.35	1.54	5.10	10.90	10.40	27.00	35.00
82	13.1	26.6	59.5	2.23	4.57	10.40	1.52	5.05	10.75	10.20	26.50	34.00
81	13.2	26.8	1.00.0	2.24	5.00	10.45	1.50	5.00	10.60	10.00	26.00	33.00
80	13.3	27.0	1.00.5	2.25	5.03	10.50	1.48	4.90	10.45	9.80	25.50	32.00
79	13.4	27.2	1.01.0	2.26	5.06	10.55	1.46	4.80	10.30	9.60	25.00	31.00
78	13.5	27.4	1.01.5	2.27	5.09	11.00	1.44	4.70	10.15	9.40	24.50	30.00
77	13.6	27.6	1.02.0	2.28	5.12	11.05	1.42	4.60	10.00	9.20	24.00	29.00
76	13.7	27.8	1.02.5	2.29	5.15	11.10	1.40	4.50	9.90	9.00	23.50	28.00
75	13.8	28.0	1.03.0	2.30	5.18	11.15	1.39	4.40	9.80	8.80	23.00	27.00

PHYSICAL EDUCATION ASSESSMENT SYLLABUS

74	13.9	28.2	1.03.5	2.32	5.21	11.20	1.38	4.30	9.70	8.60	22.50	26.00
73	14.0	28.4	1.04.0	2.34	5.24	11.25	1.37	4.20	9.60	8.40	22.00	25.00
72		28.6	1.04.5	2.36	5.27	11.30	1.36	4.10	9.50	8.20	21.75	24.00
71	14.1	28.8	1.05.0	2.38	5.30	11.35	1.35	4.00	9.40	8.00	21.50	23.00
70		29.0	1.05.5	2.40	5.33	11.40	1.34	3.97	9.30	7.90	21.25	22.00
69	14.2	29.2	1.06.0	2.42	5.36	11.45	1.33	3.93	9.20	7.80	21.00	21.00
68		29.4	1.06.5	2.44	5.39	11.50	1.32	3.90	9.10	7.70	20.75	20.75
67	14.3	29.6	1.07.0	2.46	5.42	11.55	1.31	3.87	9.00	7.60	20.50	20.50
66		29.8	1.07.5	2.48	5.45	12.00	1.30	3.84	8.90	7.50	20.25	20.25
65	14.4	30.0	1.08.0	2.50	5.48	12.05	1.29	3.81	8.80	7.40	20.00	20.00
64		30.2	1.08.5	2.52	5.51	12.10	1.28	3.78	8.70	7.30	19.75	19.75
63	14.5	30.4	1.09.0	2.54	5.54	12.15	1.27	3.75	8.60	7.20	19.50	19.50
62		30.6	1.09.5	2.56	5.57	12.20	1.26	3.72	8.50	7.10	19.25	19.25
61	14.6	30.8	1.10.0	2.58	6.00	12.25	1.25	3.69	8.40	7.00	19.00	19.00
60		31.0	1.11	3.00	6.03	12.30	1.24	3.66	8.30	6.90	18.75	18.75
59	14.7	31.2	1.12	3.02	6.06	12.35	1.23	3.63	8.20	6.80	18.50	18.50
58		31.4	1.13	3.04	6.09	12.40	1.22	3.60	8.10	6.70	18.25	18.25
57	14.8	31.6	1.14	3.06	6.12	12.45	1.21	3.57	8.00	6.60	18.00	18.00
56		31.8	1.15	3.08	6.15	12.50	1.20	3.54	7.90	6.50	17.75	17.75
55	14.9	32.0	1.16	3.10	6.18	12.55	1.19	3.51	7.80	6.40	17.50	17.50
54		32.2	1.75	3.12	6.21	13.00	1.18	3.48	7.70	6.30	17.25	17.25
53	15.0	32.4	1.18	3.14	6.24	13.10	1.17	3.45	7.60	6.20	17.00	17.00
52		32.6	1.19	3.16	6.27	13.20	1.16	3.42	7.50	6.10	16.75	16.75
51	15.1	32.8	1.20	3.18	6.30	13.30	1.15	3.39	7.40	6.00	16.50	16.50
50		33.0	1.21	3.20	6.33	13.40	1.14	3.36	7.30	5.90	16.25	16.25
49	15.2	33.2	1.22	3.22	6.36	13.50	1.13	3.33	7.20	5.80	16.00	16.00
48	15.3	33.4	1.23	3.24	6.39	14.00	1.12	3.30	7.10	5.70	15.75	15.75
47	15.4	33.6	1.24	3.26	6.42	14.10	1.11	3.27	7.00	5.60	15.50	15.50
46	15.5	33.8	1.25	3.28	6.45	14.20	1.10	3.24	6.90	5.50	15.25	15.50
45	15.6	34.0	1.26	3.30	6.48	14.30	1.09	3.21	6.80	5.40	15.00	15.00

PHYSICAL EDUCATION ASSESSMENT SYLLABUS

44	15.7	34.2	1.27	3.32	6.51	14.40	1.08	3.18	6.70	5.30	14.75	14.75
43	15.8	34.4	1.28	3.34	6.54	14.50	1.07	3.15	6.60	5.20	14.50	14.50
42	15.9	34.6	1.29	3.36	6.57	15.00	1.06	3.12	6.50	5.10	14.25	14.25
41	16.0	34.8	1.30	3.38	7.00	15.10	1.05	3.09	6.40	5.00	14.00	14.00
40	16.1	35.0	1.31	3.40	7.03	15.20	1.04	3.06	6.30	4.90	13.75	13.75
39	16.2	35.2	1.32	3.42	7.06	15.30	1.03	3.03	6.20	4.80	13.50	13.50
38	16.3	35.4	1.33	3.44	7.09	15.40	1.02	3.00	6.10	4.70	13.25	13.25
37	16.4	35.6	1.34	3.46	7.12	15.50	1.01	2.97	6.00	4.60	13.00	13.00
36	16.5	35.8	1.35	3.48	7.15	16.00	1.00	2.97	5.95	4.50	12.75	12.75
35	16.6	36.0	1.36	3.50	7.18	16.10	0.99	2.91	5.90	4.40	12.50	12.50
34	16.7	36.2	1.37	3.52	7.21	16.20	0.98	2.88	5.85	4.30	12.25	12.25
33	16.8	36.4	1.38	3.54	7.24	16.30	0.97	2.85	5.80	4.20	12.00	12.00
32	16.9	36.6	1.39	3.56	7.27	16.40	0.96	2.82	5.75	4.10	11.75	11.75
31	17.0	36.8	1.40	3.58	7.30	16.50	0.95	2.79	5.70	4.00	11.50	11.50
30	17.1	37.0	1.41	4.00	7.35	17.00	0.94	2.76	5.65	3.90	11.25	11.25
29	17.2	37.2	1.42	4.02	7.40	17.10	0.93	2.73	5.60	3.80	11.00	11.00
28	17.3	37.4	1.43	4.04	7.45	17.20	0.92	2.70	5.55	3.70	10.75	10.75
27	17.4	37.6	1.44	4.06	7.50	17.30	0.91	2.67	5.50	3.60	10.50	10.50
26	17.5	37.8	1.45	4.08	7.55	17.40	0.90	2.64	5.45	3.50	10.25	10.25
25	17.6	38.0	1.46	4.10	8.00	17.50	0.89	2.61	5.40	3.40	10.00	10.00
24	17.7	38.5	1.47	4.12	8.05	18.00	0.88	2.58	5.35	3.30	9.75	9.75
23	17.8	39.0	1.48	4.14	8.10	18.10	0.87	2.55	5.30	3.20	9.50	9.50
22	17.9	39.5	1.49	4.16	8.15	18.20	0.86	2.52	5.25	3.10	9.25	9.25
21	18.0	40.0	1.50	4.18	8.20	18.30	0.85	2.49	5.20	3.00	9.00	9.00
20	18.1	40.5	1.51	4.20	8.25	18.40	0.84	2.46	5.15	2.90	8.50	8.50
19	18.2	41.0	1.52	4.22	8.30	18.50	0.83	2.43	5.10	2.80	8.00	8.00
18	18.3	41.5	1.53	4.24	8.35	19.00	0.82	2.40	5.05	2.70	7.50	7.50
17	18.4	42.0	1.54	4.26	8.40	19.10	0.81	2.37	5.00	2.60	7.00	7.00
16	18.5	42.5	1.55	4.28	8.45	19.20	0.80	2.34	4.95	2.50	6.50	6.50

PHYSICAL EDUCATION ASSESSMENT SYLLABUS

15	18.6 43.0 1.56	4.30 8.50 19.30	0.79 2.31 4.90	2.40 6.00 6.00
14	18.7 43.5 1.57	4.32 8.55 19.40	0.78 2.28 4.85	2.30 5.50 5.50
13	18.8 44.0 1.58	4.34 9.00 19.50	0.77 2.25 4.80	2.20 5.00 5.00
12	18.9 44.5 1.59	4.36 9.05 20.00	0.76 2.22 4.75	2.10 4.50 4.50
11	19.0 45.0 2.00	4.38 9.10	0.75 2.19 4.70	2.00 4.00 4.00
10	19.2 45.5 2.01	4.40 9.15	0.74 2.16 4.65	
9	19.4 46.0 2.02	4.42 9.20	0.73 2.13 4.60	
8	19.6 46.5 2.03	4.44 9.25	0.72 2.10 4.55	
7	19.8 47.0 2.05	4.46 9.30	0.71 2.07 4.50	
6	20.0 47.5 2.06	4.48 9.35	0.70 2.05 4.45	
5	20.2 48.0 2.06	4.50 9.40	0.69 2.03 4.40	
4	20.4 48.5 2.07	4.52 9.45	0.68 2.00 4.35	
3	20.6 49.0 2.08	4.54 9.50	0.67 1.97 4.30	
2	20.8 49.5 2.09	4.56 9.55	0.66 1.93 4.25	
1	21.0 50.0 2.10	4.56 10.00	0.65 1.90 4.20	
POINTS	100M 200M 400M	800M 1500M 3000M	High Long Triple jump jump jump	ShotDiscus Javelin

PHYSICAL EDUCATION ASSESSMENT SYLLABUS

The ten (10) marks from track and field scoring table will be achieved using the table below:

POINTS /100		MARKS /10
BOYS	GIRLS	
73-100	60-100	10
48-60	39-48	8
38-47	29-38	6
28-37	19-28	4
18-27	9-18	2
1-17	1-8	1

Dance Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing higher standards of precision, control, fluency. • the ability to show initiative and originality in composing dances and employ sound choreographic principles and demonstrate a good understanding of choreographic form; • the ability to develop and refine more advanced agilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of higher skills, selecting from them well to suit the needs of the event and the audience. Performances will have a high level of control and flair; • the ability to take a number of roles in a group and show some planning and leadership skills; • a good understanding of the role of rules and conventions of dance.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to compose and perform a wide range of technical and expressive skills separately and in combination; • the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas; • the ability to work effectively with others in adapting ideas and actions to incorporate the level of skill that others have and make clear, accurate judgments of the quality of their own and others' work, prioritising and taking action to develop, define and improve it; • the ability plan and implement warming up and cooling down exercises that effectively take in the needs of conditioning; • a detailed understanding of the role of rules and conventions of the dance.
	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention; • the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a reasonable knowledge of safe practice in dance and of movement principles underpinning specific dance techniques;

21-30	<ul style="list-style-type: none"> the ability to analyse critically performance, choreography and aspects of production with some knowledge of social, historical and cultural contexts; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a limited'; understanding of the role of rules and conventions of the dance..
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> basic performance skills in a range of styles; the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances; basic ability to describe, analyse, interpret and evaluate dances demonstrating an understanding style, context and artistic intention and reflect upon their own work and that of their peers to improve the quality of performance and compositions; the ability to plan and implement appropriate warming up and cool down activities with support and direction, and perform exercises safely; a basic understanding of the role of rules and conventions of the dance.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> the ability to use simple compositional principles with help; they may also need support in devising and presenting dances. The find dance styles challenging to perform; limited ability to use appropriate terminology to comment on their own and professional dance works and attempt to support their views; the ability to identify some strengths and weaknesses in their own compositions and performances, needing support when researching community dance opportunities; limited knowledge to have some sense of what they need to do to warm up and cool down; limited understanding of the role of rules and conventions of the dance.

Artistic Gymnastics (floor) Assessment

Marks	Description
41-50	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound knowledge of the principles, rules and regulations as they apply to practices and competitions; • an ability to plan in the in detail a sequence of movements involving advanced techniques and incorporate them into an effective training schedule; • an ability to perform a sequences of at least 8 different linked floor movements requiring a degree of gymnastic skill. At least 3 of the movements will be forward and/or backward rotational movements. The whole sequence will show good body positions, control, flow and balance; • an ability to analyse technique in time detail and make informed suggestions, based on sound knowledge of how performance may be improved; • an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.
31-40	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a detailed knowledge of the principles, rules and regulations; • an ability to plan a sequence of movements involving advanced techniques and incorporate them into an effective training schedule; • an ability to perform a sequence of at least 8 different linked floor movements requiring effective, control, balance, flow throughout. Three of the movements will be rotational movements and all should show clear body positions; • an ability to analyse what he/she and others have done and make judgments on how improvements might be made; • an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.
21-30	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a sound knowledge of the principles, rules and regulations; • an ability to plan a sequence of movements and incorporate them into a training schedule; • an ability to perform a sequence of at least 6 different linked floor movements requiring control, balance, transfer of weight, flow and clear body positions; • an ability to analyse what he/she and others have done and make useful suggestions to improve subsequent movements; • an ability to plan, undertake and evaluate in basic terms a safe health-promoting

	exercise programme.
11-20	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a basic knowledge of some of the principles, rules and regulations; • an ability to plan a basic sequence of movements and incorporate them into an imaginative floor plan; • a basic ability to perform a sequence of at least 5 different linked floor movements requiring balance, flow and some transference of weight; • an ability to appreciate what he/she and others have done and make simple observations improve performance; • a limited ability to observe safety procedures while performing.
0-10	<p>A candidate should demonstrate, under applied conditions;</p> <ul style="list-style-type: none"> • a limited understanding of some of the principles, rules and regulations of gymnastics; • an ability to plan a simple sequence of basic movements and incorporate them into a floor plan; • an limited ability to perform basic skills in isolation; • a limited ability to perform a simple sequence of at least 5 different linked movements; • a limited ability to appreciate what he/she and others have done and suggest in simple in simple terms how improvements might be made; • a limited ability to perform basic movements with distinct qualities.

**10. Appendix B: Marking Criteria for
Workbook Assessment**

Description	Marks
<p>A candidate should be able to;</p> <ul style="list-style-type: none"> • identify a limited number of basic skills in the activity; • identify some strengths and weakness in his/her own or others performance but will find it difficult to offer solutions to improve skills or techniques with guidance; • produce a simple workbook but will lack some structure and contents. 	0-2
<p>A candidate should be able to;</p> <ul style="list-style-type: none"> • identify the basic skills in the activity with guidance; • identify weaknesses and good performances in him/herself and can offer ways of improving with guidance; • produce simple workbook but some obvious sections in the lay-out are likely to be missing or there will be a noticeable lack of detail. 	3-4
<p>A candidate should be able to;</p> <ul style="list-style-type: none"> • identify the essential skills in the activity and know when they might be used; • appreciate strengths and weaknesses in his/her or others performances and make informed comments on how improvements may be made; • produce a workbook showing a clear recognition of the various sections in the lay-out, with considerable detail. 	5-6
<p>A candidate should be able to;</p> <ul style="list-style-type: none"> • identify and analyse a sequence of skills involving sound techniques and incorporate them into an effective training schedule; • recognise in detail the strength and weaknesses in his/her or others performance and make informed decision on how performances may be consolidated and improved through repetition and practice; • produce a detailed workbook clearly identifying all sections and factors affecting performance. 	7-8

<p>A candidate should be able to;</p> <ul style="list-style-type: none">• plan and analyse in detail complex sequence of skills involving advanced technique and incorporate them into a highly effective training schedule;• recognise strengths and weaknesses in his/her own or others performance detail;• demonstrate a detailed knowledge of the methods and techniques which can be used to refine/modify subsequent attempts/practices in order for the performer to achieve success;• produce a detailed workbook clearly defining all sections. The section on improving performance will reflect understanding and knowledge of the principles and methods of training and practices.	9-10
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