



CARIBBEAN EXAMINATIONS COUNCIL

**Caribbean Advanced Proficiency Examination®
CAPE®**

PHYSICAL EDUCATION AND SPORT SYLLABUS

Effective for examinations from May-June 2015

Published in Jamaica, 2014

© 2014, Caribbean Examinations Council

ISBN ----- (pbk)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means electronic, photocopying, recording or otherwise without prior permission of the author or publisher.

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200
Facsimile Number: + 1 (876) 967-4972
E-mail Address: cxcwzo@cx.org
Website: www.cxc.org

Copyright © 2014 by Caribbean Examinations Council
The Garrison, St Michael BB14038, Barbados



Contents

INTRODUCTION	i
RATIONALE.....	1
AIMS	2
SKILLS AND ABILITIES TO BE ASSESSED	2
PREREQUISITES OF THE SYLLABUS	3
STRUCTURE OF THE SYLLABUS.....	3
APPROACHES TO TEACHING THE SYLLABUS	4
UNIT 1: FUNDAMENTALS OF PHYSICAL EDUCATION AND SPORT	
MODULE 1: FUNCTIONAL ANATOMY AND TRAINING THEORY	5
MODULE 2: SOCIOLOGICAL ASPECTS OF SPORT	9
MODULE 3: SPORT PSYCHOLOGY.....	12
UNIT 2: APPLICATIONS OF PHYSICAL EDUCATION AND SPORT	
MODULE 1: BIOMECHANICS.....	16
MODULE 2: SPORT MANAGEMENT	20
MODULE 3: TECHNOLOGY AND INNOVATION.....	25
OPTIONS	28
OUTLINE OF ASSESSMENT	55
REGULATIONS FOR PRIVATE CANDIDATES	68
REGULATIONS FOR RESIT CANDIDATES.....	68
ASSESSMENT GRID	68
APPENDIX I - GLOSSARY	70
APPENDIX II - RECOMMENDED READINGS	74

First issued in 2014

Please check the website www.cxc.org for updates on CXC's syllabuses.



Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE Diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.



Physical Education and Sport Syllabus

◆ RATIONALE

Physical Education as an integral part of the general education process contributes to an individual's awareness and understanding of the elements and dimensions of movement and forms the basis for the learning of sport skills. Sport, on the other hand, is viewed as a vehicle for the enhancement of fundamental motor skills and the development of complex skills learnt through a properly structured Physical Education and Sport programme. It is governed by formal or informal rules that involve competition and may be pursued for recreation or reward while promoting healthy lifestyle practices. Sport is recognised as an instrument for the promotion of peace and understanding. Consequently many local, regional and international sporting bodies have embraced shared values through sport.

The study of CAPE Physical Education and Sport, therefore, will allow students to be exposed to an essential and integral component of a balanced, active and healthy lifestyle. This should improve the quality of life and provide a multifaceted approach to solving cultural, emotional and social issues. Students will also be aware of the importance of equipping Caribbean persons with the knowledge, skills and competencies to undertake and sustain the development of the rapidly evolving sporting sector. This will lead to the goal of wealth creation by attracting investors, job creation and other economic opportunities. By pursuing this course, students will use the scientific approach to develop decision-making, problem solving and critical thinking skills and use of technology. This syllabus is designed to provide in depth knowledge, skills and competencies that are required for further studies and for the world of work.

This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government in the following areas: development of the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and to contribute to the health and welfare of the community and country; and nourishment in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embracing differences and similarities between females and males as a source of mutual strength. Based on the UNESCO Pillars of Learning, this course of study will also contribute to a person who will learn how to do, learn to live together and learn to transform themselves and society.

◆ AIMS

This syllabus aims to:

1. reinforce the knowledge, skills and values for the enhancement of performance in a wide range of movement and sport experiences;
2. promote optimal health and wellness through an understanding of healthy lifestyle practices and regular participation in physical activities;
3. provide a multifaceted approach to solving cultural, emotional and social issues;
4. develop the capacity for critical and creative thinking, technical competence, problem solving, leadership and cooperative behaviours through authentic learning experiences;
5. develop an appreciation of the importance of Physical Education and Sport in providing multiple pathways to employment and further education;
6. integrate information, communication and technological (ICT) tools and skills.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under three headings:

- (a) Knowledge and Comprehension (KC);
- (b) Application of Knowledge (AK);
- (c) Practical Skills (PS).

Knowledge and Comprehension (KC)

The ability to:

- Knowledge: identify, remember and grasp the meaning of basic facts, concepts and principles.
- Comprehension: select appropriate ideas, match, compare and cite examples and principles in familiar situations.

Application of Knowledge (AK)

- Application: The ability to use facts, concepts, principles and procedures in unfamiliar situations. The ability to analyse and interpret unfamiliar situations, and make reasoned judgements and recommendations.
- The ability to apply rules and regulations to maintain control in a competition.

The use of planning and organisational skills to develop programmes.
The ability to use directing and decision making skills in the process of implementation.

Practical Skills (PS)

The ability to produce coordinated movement in the demonstration of the basic technical model for specific skills in the selected sport.

◆ PREREQUISITES OF THE SYLLABUS

Any person with a good grasp of the contents of the Caribbean Secondary Education Certificate (CSEC) Physical Education and Sport or Integrated Science or Biology or Human and Social Biology or Food and Nutrition syllabuses or Certificate in Business Studies or equivalent, should be able to pursue the course of study defined by the syllabus. However, successful participation in the course of study will also depend on the possession of good verbal and written communication skills.

◆ STRUCTURE OF THE SYLLABUS

The Physical Education and Sport Syllabus is made up of a Compulsory Core and two Options. The Compulsory Core is organised in two (2) Units. A Unit comprises three (3) Modules each requiring fifty (50) hours. The total time for each Unit, is therefore, expected to be one hundred and fifty (150) hours. Each Unit can independently offer students a comprehensive programme of study with appropriate balance between depth and coverage to provide a basis for further study in this field.

A. CORE

UNIT 1: Fundamentals of Physical Education and Sport

Module 1	-	Functional Anatomy and Training Theory
Module 2	-	Sociological Aspects of Sport
Module 3	-	Sport Psychology

UNIT 2: Application of Physical Education and Sport

Module 1	-	Biomechanics
Module 2	-	Sport Management
Module 3	-	Technology and Innovation

B. OPTIONS

Each candidate must choose ONE sport from OPTION A for Unit 1 and ONE sport from OPTION B for Unit 2.

OPTIONS	SPORTS
A	(i) Dance (ii) Gymnastics (iii) Martial Arts/Combative Sports (iv) Swimming (v) Track and Field/Athletics (vi) Badminton (vii) Golf (viii) Squash (ix) Table Tennis (x) Tennis
B	(i) Basketball (ii) Cricket (iii) Football (iv) Hockey (v) Netball (vi) Rugby (vii) Volleyball (viii) Softball/Baseball

◆ APPROACHES TO TEACHING THE SYLLABUS

Teachers are advised to model the planning process for the practical component of the class and share this process with the students as an introduction to the programme. This guided approach will highlight the need for the fitness testing, exercise prescription and sport training periodisation aspects of the syllabus. Students may then make input in the planning of the delivery for the Option from Term 2. It is suggested that the sports practicals be included every week, and students may be assigned some independent study regarding aspects of their physical fitness preparation.

The following sequence of delivery is suggested:

Year 1 (Focus on Option A)

Unit 1 - Term 1 - Module 1
Term 2 - Module 2
Term 3 - Module 3

Year 2 (Focus on Option B)

Unit 2 - Term 1 - Module 1
Term 2 - Module 2
Term 3 - Module 3

Modules may be subdivided into the specific objectives to facilitate delivery by guest speakers. Enrich the classes by the use of technology and various laboratory-styled learning experiences.

◆ UNIT 1- FUNDAMENTALS OF PHYSICAL EDUCATION AND SPORT

MODULE 1: FUNCTIONAL ANATOMY AND TRAINING THEORY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the roles of body systems in the production of movement;
2. understand how the body is prepared for optimal physical performance;
3. know the relationship between lifestyle and health;
4. understand the processes of fitness assessment and exercise prescription;
5. appreciate the role of nutrition in fitness and sport performance.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. describe the role of body systems in the production of movement; | (a) Motor units (skeletal, muscular, circulatory, nervous, respiratory systems).
(b) Role of the circulatory and respiratory systems in producing movement.
(c) Basic description of the action potential. |
| 2. discuss the importance of the endocrine system in regulating performance; | (a) Role of the endocrine system in physical development and performance.
(b) Endocrine system adaptation to aerobic and anaerobic and strength training, for example, pancreas, pituitary gland.
(c) Feedback mechanism of the athlete to training, for example, testosterone, cortisol. |

UNIT 1

MODULE 1: FUNCTIONAL ANATOMY AND TRAINING THEORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|---|--|
| 3. | explain the relationship among nutrition, the energy systems and sport performance; | (a) Nutrients-types, sources and functions.
(b) Nutrition for performance and recovery:
<div style="margin-left: 20px;">(i) pre-event;
(ii) during event;
(iii) post-event.
(c) Ergogenic aids.
(d) Special diets.
(e) Adenosine triphosphate (ATP) - role, breakdown and re-synthesis: Calvin Cycle, Krebs Cycle.
(f) The energy continuum - intensity and duration of exercise.
(g) Classification of energy systems:
<div style="margin-left: 20px;">(i) anaerobic alactic;
(ii) anaerobic lactic;
(iii) aerobic.</div></div> |
| 4. | discuss the components of fitness; | (a) Definition of fitness.
(b) Classification and components of fitness:
<div style="margin-left: 20px;">(i) health related – strength, cardiovascular endurance, muscular endurance, flexibility, body composition;
(ii) performance related – speed, power, agility, balance, reaction time, coordination.
(c) Physical, mental and social benefits of exercise and recreation.
(d) Effects of lifestyle choices on health and fitness.</div> |

UNIT 1

MODULE 1: FUNCTIONAL ANATOMY AND TRAINING THEORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

5. evaluate methods of monitoring fitness;

Health related: 1 repetition maximum test or grip dynamometer, shuttle run test or paced muscular endurance test, goniometer test or sit-and-reach test, skin fold 8aliper test or bio-electrical impedance test.

Performance related: 30m sprint test, vertical jump, horizontal jump, Margaria Kalamen test, Illinois Agility test, stork stand test, ruler test, plate tapping test.

6. design programmes to improve performance;

(a) Principles of training: progression, overload (FITT), variety, adaptation, specificity, reversibility, active involvement, individual difference, maintenance.

(b) Training methods:

- (i) Continuous;
- (ii) Interval (*extensive-intensive*);
- (iii) Fartlek;
- (iv) Circuit.

(c) Periodisation of training:

- (i) macrocycles, mesocycles and microcycles;
- (ii) general preparation, specific preparation, pre-competition, main-competition, transition.

(d) Training sessions:

- (i) warm up (general and specific);
- (ii) development;

UNIT 1

MODULE 1: FUNCTIONAL ANATOMY AND TRAINING THEORY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Multimedia presentations and interactive activities to reinforce major concepts.
2. Practical fitness assessment/testing activities in pairs and in groups.
3. Evaluation of fitness components using norms.
4. Manipulation of heart rate monitors, skin-fold callipers and dynamometers.
5. Improvisation of fitness assessment equipment: construction of goniometers, benches for sit-and- reach tests, step-ups.
6. Field trips to fitness and sport facilities to examine how equipment is managed, people are accommodated, and decisions are made regarding individualised exercise programmes (IEPs), and group exercise programmes.
7. Panel discussions and case studies on approaches to selected social issues in sport, for example, anti-doping, the athlete with diabetes, HIV, disability, at-risk youth and sport for development.
8. Graphical representations showing the relationships among nutrition, endocrine and sport performance.
9. Planning and implementing exercise programmes, for example, strength development and weight management.
10. Evaluating exercise programmes.
11. Dietary guidelines for individual athletes for specific sports.
12. Conduct microcycle planning activities.

RESOURCES

Honeybourne, J. H., M. Hill, and H. Moors

Advanced P.E. and Sport, 3rd Edition. London: Nelson Thornes, 2004.

Sewell, D., P. Watkins, and M. Griffin

Sport and Exercise Science: An Introduction. London: Hodder Arnold, 2009.

Wesson, K., N. Wiggins-James, G. Thompson, and S. Hartigan.

Sport and P.E.: A Complete Guide to Advanced Level Study. London: Hodder Arnold, 2005.

UNIT 1

MODULE 2: SOCIOLOGICAL ASPECTS OF SPORT

GENERAL OBJECTIVES

On completion of this Module students should:

1. appreciate the value of sport and its impact on communities;
2. be cognisant of the role of sociological theory in understanding sport;
3. know the values of Olympism and its impact on sport;
4. be aware of the sociological issues related to physical education and sport;
5. appreciate the social significance of sport.

SPECIFIC OBJECTIVES

CONTENT

Student should be able to:

- | | |
|--|---|
| 1. explain the various roles of sport; | (a) As an institution.
(b) As recreation.
(c) As entertainment.
(d) As business/industry.
(e) Healthy nation.
(f) Legacy. |
| 2. discuss the theoretical perspectives from which the sociological aspects of sport are viewed; | (a) Sport theory.
(b) Theoretical perspectives on sport:

(i) Functionalist;
(ii) Interactionist;
(iii) Conflict;
(iv) Critical and Critical Feminist;
(v) Figuralional. |

UNIT 1

MODULE 2: SOCIOLOGICAL ASPECTS OF SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Student should be able to:

- | | | |
|----|---|---|
| 3. | discuss sociological issues in sport; | (a) Group/team dynamics. |
| | | (b) Crowd behaviours / sport fandom. |
| | | (c) Youth (primary level), junior (secondary level) sport, adult/ masters/seniors, gender, ethnicity (for example, race, religion and culture), minorities. |
| | | (d) Sport and special populations (disabilities, Special Olympics). |
| | | (e) Deviance: over-conformity, doping, cheating. |
| | | (f) Impact of media on sport: traditional, non-traditional and social media. |
| 4. | discuss Olympism and its role in sport development; | (a) History and development. |
| | | (b) Modern Olympics. |
| | | (c) Olympic and Paralympic values. |
| 5. | discuss the social significance of Sport. | (a) Sport as a social and transformational agent. |
| | | (b) Sport as a political tool for unification. |
| | | (c) Sport for community development. |

UNIT 1

MODULE 2: SOCIOLOGICAL ASPECTS OF SPORT

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Conduct research and compare the structure of the Olympic bodies of the region.
2. Dramatise the historical development and values of Olympism.
3. Participate in panel discussions on issues related to sport.
4. Debate topical issues in international sport.
5. Poster presentations on the impact of the Olympics on the Caribbean region.
6. Evaluate the impact of international sport participation on Caribbean communities.
7. Guest presentations on aspects of the Olympic movement.
8. Field trips to sport attractions.
9. Participation in Webinars on sport and Olympic presentations.
10. Research and poster presentations on the theories of sport.
11. Observe and document crowd behaviour at selected sports events.
12. Discuss issues of equity in sport (gender, ethnicity).

RESOURCES

- | | |
|---|--|
| Coakley, J. | <i>Sport In Society: Issues and controversies.</i> New York: McGraw Hill, 2008 |
| Parks, J., J. Quarterman, and L. Thibault | <i>Contemporary Sport Management. Champaign:</i> Human Kinetics, 2010. |

UNIT 1

MODULE 3: SPORT PSYCHOLOGY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the theories of motivation in sport with a focus on the Caribbean context;
2. be aware of the relationship between arousal and performance;
3. know the factors that affect motor skills learning;
4. appreciate the importance of effective leadership in sport;
5. be aware of ethical issues in sport.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|--|
| 1. discuss the nature of psychology as related to sport; | (a) Introduction to sport and exercise psychology: definitions, importance, history and development, roles, careers, emphases, approaches, training and certification. |
| 2. apply major theories of motivation; | (a) Definition and role of motivation.
(b) Motivation to participate in sport and exercise:
<div style="margin-left: 20px;">(i) extrinsic factors – family influence, peers, school, clubs, prizes, media;
(ii) intrinsic factors – achievement need (McClelland-Atkinson), self-efficacy (Bandura), drive models (Hull and Spence), equity theory, attribution (Weiner);
(iii) Participation and retention in exercise and fitness clubs – the Health Belief model (Rosenstock, 1974).
(c) Gender differences in motivation.
(d) Strategies in motivation: positive and negative feedback; reinforcement; social activity; pep talks.</div> |

UNIT 1

MODULE 3: SPORT PSYCHOLOGY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|--|--|
| | (e) | Goal setting – types of goals, the SMARTER process. |
| 3. | discuss the relationship between arousal/activation and performance; | (a) Differentiate among arousal, activation, stress and anxiety in relation to sport.
(b) Inverted 'U' theory (Yerkes-Dodson), Drive theory, multi-dimensional theory.
(c) The control of arousal: cognitive versus somatic approaches. For example, concentration, imagery, self-monitoring, massage and physical activity. |
| 4. | discuss the relationship between learning and performance; | (a) Theories of learning: Behaviourism, Social Learning, Cognitive approach to skill learning.
(b) Stages of learning:
(i) cognitive;
(ii) associative;
(iii) autonomous.
(c) Factors influencing motor skill learning:
(i) individual differences, psychosocial aspects;
(ii) task complexity and type (open, closed skills);
(iii) styles of instruction, presentation style;
(iv) types of practice – massed, distributed. |
| 5. | explain the importance of effective leadership; | (a) Influencing others: sources of power, issues in the use and abuse of power, effective leadership.
(b) Theories of leadership with reference to: Great Man theory and Chelladurai's Multi-dimensional theory.
(c) Manager, coach, team captain, player leadership. |

UNIT 1

MODULE 3: SPORT PSYCHOLOGY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | | |
|----|---|-----|--|
| 6. | discuss the effects of group dynamics on sport performance; | (a) | Definition of team, social cohesion, task cohesion. |
| | | (b) | Group dynamics: Forming, storming, norming, performing, disbanding/adjourning (McPherson). |
| | | (c) | Productivity and groups. |
| | | (d) | The influence of cohesion on team performance. |
| | | (e) | Social facilitation. |
| 7. | discuss the role of sport in moral development. | (a) | Definition of values, morals, beliefs. |
| | | (b) | Kohlberg's Theory of moral development: |
| | | (c) | Sport and character development; the impact of sport participation on moral development. |
| | | (d) | Ethical issues and the athlete: cheating; doping; gamesmanship; deviance; commercialisation. |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Organise debates and group discussions on the theories of leadership.
2. Conduct role playing of goal setting, strategies for improving performance.
3. Analyse and discuss audio-visual presentations on international athletes and performance.
4. Analyse and discuss case studies on international athletes and performance.
5. Conduct research projects on task and group cohesion.
6. Make observation of the local sport environment to ascertain psychological variables.

UNIT 1

MODULE 3: SPORT PSYCHOLOGY (cont'd)

RESOURCES

Cox, R. H.	<i>Sport Psychology: Concepts and Applications</i> , Boston: McGraw-Hill, 2009.
Honeybourne, J. H., M. Hill and H. Moors	<i>Advanced P.E. and Sport</i> , 3 rd Edition. London: Stanley Thornes, 1996.
Sewell, D., P. Watkins, and M. Griffin	<i>Sport and Exercise Science: An Introduction</i> . London: Hodder Arnold, 2009.
Wann, D. L.	<i>Sport Psychology</i> . New Jersey: Prentice-Hall, 1997.
Weinberg, R., and D. Gould	<i>Foundations of Sport and Exercise Psychology</i> . Champaign: Human Kinetics, 2011.
Wesson, K., N. Wiggins-James, G. Thompson, and S. Hartigan	<i>Sport and P.E.: A Complete Guide to Advanced Level Study</i> . London: Hodder Arnold, 2005.

Journals

Athletic Insight (Online Journal)

Journal of Exercise Physiology Online. <http://www.asep.org/journals/JEPonline/>

Websites

<http://www.athleticinsight.com/>

◆ UNIT 2 – APPLICATION OF PHYSICAL EDUCATION AND SPORT

MODULE 1: BIOMECHANICS

GENERAL OBJECTIVES

On completion of this Module, students should:

1. know the basic principles of sports biomechanics and appreciate the role of biomechanics in the evaluation and improvement of performance in sport;
2. appreciate the role of biomechanics in the production of movement;
3. understand the forces operating on the human body in stillness and motion and be aware of the relationship between force and sport performance;
4. know the factors that affect motor skills development and production including projectiles;

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. explain the utility and roles of biomechanics in the context of sport; | <ol style="list-style-type: none"> (a) Definitions of: biomechanics, clinical biomechanics, occupational biomechanics, sports biomechanics. (b) Sub-branches of biomechanics: <ol style="list-style-type: none"> (i) statics; (ii) dynamics. (c) Biomechanical models: particle, stick figure, rigid segment body models: <ol style="list-style-type: none"> (i) role of the sports bio-mechanist - teaching, researching, consulting; (ii) role of biomechanics in the study of human movement. |
| <ol style="list-style-type: none"> 2. describe the statics in biomechanics; | <ol style="list-style-type: none"> (a) Equilibrium, stability and balance in sport. (b) Anatomical reference axes and planes: sagittal, transverse, longitudinal, frontal. (c) Centre of mass, establishing centre of mass in different planes. (d) Directional terminology. (e) Fluid biomechanics – buoyancy. |

UNIT 2
MODULE 1: BIOMECHANICS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|--|--|
| 3. | discuss the relationship among forces acting on the moving body; | <ul style="list-style-type: none"> (a) Forces: internal and externally generated. (b) Force: <ul style="list-style-type: none"> (i) gravity; (ii) friction; (iii) ground reaction; (iv) resultant force; (v) centrifugal; (vi) centripetal; (vii) resistive forces – drag, air resistance/aerodynamics, aquadynamics. (c) Newton's Laws: <ul style="list-style-type: none"> (i) first law – Inertia; (ii) second Law – Acceleration; (iii) third – Action / Reaction. (d) Levers: functions, 3 types, turning effects. |
| 4. | discuss the concept of energy | <ul style="list-style-type: none"> (a) Definition of energy, work and power and the units in which they are expressed. (b) Forms of energy: chemical, kinetic and potential. |
| 5. | describe the principles of motion relevant to sports; | <ul style="list-style-type: none"> (a) Principles of motion: Linear motion; rotary; translator; momentum; continuity; transfer of momentum; maximum acceleration and efficiency of motion; counterforce; leverage; follow-through; force application; angular motion. (b) Gravity and the body in motion. (c) Velocity, acceleration, maximum velocity, deceleration. |

UNIT 2

MODULE 1: BIOMECHANICS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|--|
| 6. apply the principles of force and motion to specific movements in sport. | (a) Biomechanical principles related to specific sport skills (related to Options A and B).

(b) Parabolic curves for specific sport skills.

(c) Graphical representations of motion – interpreting research results.

(d) Measurement of force, stride length and frequency. |
|---|--|

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Conduct debates and have group discussions on technique and style issues.
2. Use specific technologies, for example, Dartfish, HyTech meet manager for the analysis of movement.
3. Use advanced technology and stick figure diagrams to analyse movement.
4. Arrange sessions to do video analysis of sport movement, for example, on the biomechanics of running and projectiles.
5. Use of audio-visual presentations.
6. Examine case studies on biomechanical analyses from international research sources.
7. Conduct research projects on movement in exercise and sport scenarios.
8. Discuss fault-reason-correction exercises on specific sports movements.
9. Observe video recording and photography for analysis in the local sport environment.

UNIT 2

MODULE 1: BIOMECHANICS (cont'd)

RESOURCES

Davis, B., J. Roscoe, D. Roscoe, and R. Bull

Physical Education and the Study of Sport. London: Mosby, 2005.

Honeybourne, J. H., M. Hill, and H. Moors

Advanced P.E. and Sport, 3rd Edition. London: Nelson Thornes, 2004.

Sewell, D., P. Watkins, and M. Griffin

Sport and Exercise Science: An Introduction. London: Hodder Arnold, 2009.

Wesson, K., N. Wiggins-James, G. Thompson, and S. Hartigan

Sport and P.E.: A Complete Guide to Advanced Level Study. London: Hodder Arnold, 2005.

Websites

http://www.utwente.nl/cw/theorieenoverzicht/Theory%20Clusters/Health%20Communication/Health_Belief_Model.doc/

[www.doi.](http://www.doi.org/)

UNIT 2

MODULE 2: SPORT MANAGEMENT

GENERAL OBJECTIVES

On completion of this Module students should:

1. understand the key concepts and major theoretical frameworks of Sport Management and Human Resource Management;
2. understand the key elements of financial management of sport referencing specific models
3. be aware of the role of marketing as a tool that is used to link a sporting organisation's mission to achievement of its goals;
4. be aware of the legal ramifications of sport management and its impact on the institution of sport;
5. appreciate the value of ethics to sport management.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. discuss the key elements of management and leadership as they relate to sport management; | (a) Theories of Human Resource Management: Management and Leadership – Behavioural, Multidimensional, Chaos, Kaizen, attributing and identifying leadership styles used. |
| | (b) Key functions and factors of management within a sporting organisation: using structures, goal setting, mission and vision statements; strategic planning, implementation, monitoring and evaluation. Example IOC, ICC, IFNA, FIFA. |
| | (c) Management processes to include planning, organising, staffing – roles of executives, coordinating, directing. |
| | (d) Role of Government and Non-Government organisations, policy on sport, funding opportunities, bidding process for major events. |

UNIT 2

MODULE 2: SPORT MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|---|
| 2. create budgets and financials for sporting events and organisations; | (a) Relevance/importance of financial management to sporting organisations.

(b) Revenue streams for sport organisations, for example, sponsorship, grants, merchandising, ticketing, television, broadcast rights.

(c) Accounting principles applied to events. |
| 3. evaluate the contribution of sport to the economy; | (a) Measurement of financial value of the sporting event to a community or its stakeholders.

(b) The value of sport to an economy: contribution to GDP, number of employees (technical, management and marketing) in the sector, average salaries, linkage sectors to sport (For rental example, hotels, concessionaires, car agencies and security agencies). |
| 4. devise strategic marketing plans related to sporting events; | (a) Identification of the most suitable markets for sport: domestic, local, regional and international.

(b) Behaviour of consumers in sport.

(c) Assessment and evaluation of marketing and sponsorship plans.

(d) Role of Media in marketing.

(e) Promotional activities. |

UNIT 2

MODULE 2: SPORT MANAGEMENT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | | |
|----|--|-----|--|
| 5. | evaluate the legal issues in sport; | (a) | Definition of sport law. |
| | | (b) | Examination of legal principles and how they can be used in sport. |
| | | (c) | Existing policies and contracts for sport in the region: Revised Treaty of Chaguaramas; CARICOM Sport Development Policy, UNESCO Sport for Peace; UN Millennium Goals. |
| | | (d) | The Memoranda of Understanding (MOU), Contracts: acknowledgement of procedures for an MOU and/or contract for athletes and sporting organisations. |
| | | (e) | Intellectual property and rights – use of image, sponsorship, branding, concession, licensing. |
| 6. | discuss ethical issues in Sport Management; | (a) | Concepts in ethics – fair play, morals and values (doping; discrimination based on religion, gender, sexual orientation, race, ethnicity, disability); sexual harassment; transparency; democracy. |
| | | (b) | Rules and regulations – Code of ethics. |
| 7. | discuss the principles of facilities management. | (a) | Guidelines in managing a facility – types, care, use, maintenance, safety. |
| | | (b) | Choosing the most suitable event, selection of location for a specific event including site visits and set up required. |
| | | (c) | Ticketing, seating, security, parking, solid waste disposal, toilet accessories, noise levels, environmental impact. |
| | | (d) | Awareness of design and construction. |
| | | (e) | Risk Management. |

UNIT 2

MODULE 2: SPORT MANAGEMENT (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Visit the National Olympic Association's office and interview the chief administrator on how the organisation functions.
2. Use of group discussions to compare models in different international sporting federations.
3. Invite a treasurer of a major sporting federation to speak to the class and analyse and assess budgets which were used for hosting of events.
4. Create a sponsor package for a sporting event.
5. Attend seminars, workshops, event launches by major sponsors of sport.
6. Participate in online sessions put on by international firms with specific focus on sport.
7. Discuss specimen contracts for athletes (endorsement, employment, scholarship).
8. Discuss case studies of sport arbitration, players' rights, and competition rules.
9. Debate the topical issues in sport arbitration.
10. Invite a sport lawyer to speak to the class on issues in sport
11. Examine case studies on ethics cases related to sport management.
12. Use of the World Anti-Doping Agency (WADA) website to gather information on the substances in sport.
13. Field trips to a school, community and/or national sporting facility.

UNIT 2

MODULE 2: SPORT MANAGEMENT (cont'd)

RESOURCES

Beech, J. and S. Chadwick	<i>The Business of Sport Management</i> . Essex: Pearson Education Limited, 2004.
Coakley, J. and E. Pike	<i>Sport In Society: Issues and Controversies</i> . New York: McGraw-Hill, 2009.
Parkhouse, B. L.	<i>The Management of Sport: Its Foundation and Application</i> . New York: McGraw-Hill, 2005.
Parks, J., J. Quarterman, and L. Thibault	<i>Contemporary Sport Management</i> . Champaign: Human Kinetics, 2010.
Masteralexis, L. P., C. Barr, and M. Hums	<i>Principles and Practice of Sport Management</i> . Burlington, Massachusetts: Jones and Bartlett Learning, LLC 2012.

Websites

<http://www.wada-ama.org/>
<http://nassm.com>
<http://www.youtube.com>

UNIT 2

MODULE 3: TECHNOLOGY AND INNOVATION

GENERAL OBJECTIVES

On completion of this Module students should:

1. be aware of the development of technology and how it has been used to advance sport as a consumer driven activity;
2. examine the tools associated with technology and how they can be used to improve performance and provide feedback in sport;
3. explore the role of traditional, non-traditional and Social Media as means by which sport is being promoted and delivered to the general audience;
4. demonstrate how technology can be used to encourage innovation in sport.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|--|
| 1. discuss the historical development of the use of technology in sport; | (a) Hand timing to electronic to FAT. |
| | (b) Analogue timing devise to digital. |
| | (c) Sport apparel (shoe, suits, balls). |
| | (d) Recording of results. |
| | (e) Seeding and ranking of teams. |
| 2. state the methods used to disseminate sport information to target markets; | (a) Information gathering. |
| | (b) Distribution of information. |
| | (c) Awareness: e-mail, telegram, telex, fax. |
| | (d) Event branding. |
| | (e) Advertising. |
| | (f) Video exposure. |
| | (g) Online streaming of events. |
| | (h) Promotional games-FIFA, NBA, BOLT, NFL. |

UNIT 2

MODULE 3: TECHNOLOGY AND INNOVATION (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|---|--|
| 3. | discuss the use of the technological tools available for training and performance in sport; | (a) Training: <ul style="list-style-type: none">(i) Bowling machine, ball machine, cradle;(ii) Computer programmes for post-game analysis;(iii) Projections. |
| | | (b) Performance/Diagnosis/Treatment: <ul style="list-style-type: none">(i) Stimulation, TENS;(ii) Reaction equipment;(iii) Biofeedback;(iv) Wired/wireless monitor. |
| 4. | describe how technology is used to enhance the various aspects of sport event management; | <ul style="list-style-type: none">(a) Database management.(b) Game communication.(c) Strategy.(d) Results and distribution.(e) Scheduling.(f) Rosters.(g) Creation of website.(h) Entries/registration.(i) Rankings/seeding.(j) Teleconferencing - Skype, Lync. |

UNIT 2

MODULE 3: TECHNOLOGY AND INNOVATION (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | | |
|----|---|-----|-------------------------------|
| 5. | discuss the use of social media in sport. | (a) | Social media applications. |
| | | (b) | Types of audience. |
| | | (c) | Advantages and disadvantages. |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Research technological tools available for use in sport.
2. Employ the use of the available technological tools in class presentations and training sessions.
3. Post-game analysis using technological tools.
4. Present a marketing plan or advertisement using a technological tool.
5. Research and display the historical development of technology used in sport.
6. Use technology to simulate the enhancement of apparel and equipment.
7. Use technology to promote a sporting event.

RESOURCES

Parks, J., and J.
QuartermanQuarterman,
J.

Contemporary Sport Management, 7th Edition. Champagne:
Human Kinetics, 2012.

Journals

The Sport Journal.

Websites

<http://www.wada-ama.org/>
www.forbes.com

◆ OPTIONS

PREAMBLE

Students are required to select one option from Option A, and one option from Option B. It is expected that the students will participate in a thorough examination of the chosen sport, fully exploring the requirements for optimal performance in the sport, and the rules and regulations governing the sport at developmental levels and international competitions. They will be required to show a high level of competency in skills, and demonstrate an understanding of the preparation process for successful performance in that sport.

Additionally the School-based assessment will focus on the planning and realization of an extra-mural competition among at least three institutions.

GENERAL OBJECTIVES

On completion of these Options, students should be able to:

1. appreciate the intent of rules or laws of the sport at domestic, junior and international level events;
2. develop tactics and strategies of competitive play and adapt these to the strengths and limitations of other players;
3. understand the physical demands of the preparation of athletes for competition;
4. develop competencies in managing small groups during sport events;
5. develop leadership qualities and cooperative behaviours through group activities;
6. demonstrate high level competence in skills in a selected sport.

SPECIFIC OBJECTIVES

Students should be able to:

1. officiate a game, match or contest in the selected sport;
2. plan training for a mesocycle of an annual plan in their chosen sport;
3. coach small groups in their chosen sport (use minor games to reinforce);
4. execute a full range of skills required in competitive situations;
5. apply the principles of defense and offense in competitive situations;
6. design tournament fixtures following varied formats;
7. demonstrate correct use of the laws or rules of the sport or game and their application;

8. interpret feedback on their performance and on others' performance and general play;
9. demonstrate competencies in one (1) selected ROLE for an extra-mural triangular event;
10. demonstrate leadership and cooperative behaviours.

OPTION A

1. DANCE

Each candidate is required to demonstrate and teach different types of dance.

This module may be studied in relation to any appropriate dance style, for example, contemporary, ballet, jazz, modern and ethnic. Any style of dance can be used as a stimulus or idea. Steps from folk dance and ballroom dance may be incorporated into a candidate's own teaching or demonstrations.

(a) **Performance:** a study of the mechanical and expressive nature of dance.

(i) Basic Principles

- Posture and placement; alignment; flow of energy; co-ordination; balance; control and mobility; and strength.

(ii) The Body

- Locomotion and elevation; movement involving the flexion; rotation; use of individual body parts in isolation and combination.

(iii) Dynamics

- Speed, energy, continuity, rhythm.

(iv) Spatial aspects

- Shaping and projecting the body in space through size level direction and pathway.

(b) **Dance Composition**

(i) A study and appreciation of dances through participating in composing solo, duo and group dances.

(ii) The exploration of a range of dance ideas, styles and accompaniments.

(iii) The selection and development of appropriate actions, spatial and dynamic content.

(iv) The use of choreographic devices as appropriate to the chosen dance style.

- (v) The use of expression and communication.

(c) **Dance Appreciation**

A study of the meaning and significance of dances, both those composed by the candidate and those composed by professional choreographers. This will include the consideration of such features as: type of dance, for example, lyrical, abstract, dramatic; style of the dance; number and gender of dancers; theme or subject matter of the dance; dynamic, spatial, and action content of the dance; set, design, lighting, costume and accompaniment; structure and form; interpretation resulting from the way in which elements are perceived.

2. **GYMNASTICS**

Each candidate will be required to:

- (a) teach (demonstrate) a floor routine including a combination of at least eight different skills;
- (b) teach (demonstrate) at least four different vaults;
- (c) teach (demonstrate) competencies in one other category:
 - (i) rhythmic Gymnastics using selected apparatus (ball, hoop, baton);
 - (ii) trampolining;
 - (iii) rings;
 - (iv) parallel bars;
 - (v) uneven bars;
 - (vi) horizontal bar;
 - (vii) balance beam;
 - (viii) pommel horse;
 - (ix) floor Exercise Skills (Balances and tumbles).

(d) **Floor Exercise**

Each candidate will be required to teach (demonstrate) a floor routine including a combination of at least eight different skills.

- (i) Handstand.
- (ii) Rolls (forward, backward, dive forward).
- (iii) Headstand.
- (iv) Cartwheel.
- (v) Round off.
- (vi) Kip.
- (vii) Handspring.
- (viii) Headspring.
- (ix) Back handspring.
- (x) Front somersault.

(e) **Vaulting Skills**

Each candidate will be required to teach (demonstrate) at least four different vaults.

- (i) Squat vault.
- (ii) Straddle vault.
- (iii) Flank vault.
- (iv) Rear vault.
- (v) Front vault.
- (vi) Shoulder/Neck spring vault.
- (vii) Headspring vault.
- (viii) Handspring vault.

(f) **Rhythmic Gymnastics Skills**

Each candidate will be required to teach (demonstrate) at least four different skills from one of the categories listed below:

Body Movement Skills

- (i) Steps
 - Variety in step patterns.
- (ii) Jumps and leaps
 - Take offs, landings, shapes in flight, rotations.
- (iii) Pivots
 - On different body parts, with different body/limb shapes.
- (iv) Balances
 - On different body parts, with different shapes, levels.
- (v) Waves
 - With different body parts, in different directions, levels.
- (vi) Bends
 - Of different body parts, while in different positions.
- (vii) Rolls/Splits
 - Different directions.

(g) Trampolining Skills

- (i) Tuck jumps.
- (ii) Pike jumps.
- (iii) Straddle jumps.
- (iv) Seat drop.
- (v) Half twist.
- (vi) Full twist.
- (vii) Front drop.
- (viii) Front somersault.
- (ix) Back somersault.
- (x) Combinations.

(h) Suspended Rings Skills

- (i) Inverted hang.
- (ii) Nest hang.
- (iii) Forward single leg cut.
- (iv) Backward double leg cut dismount.
- (v) Combinations.

(i) Parallel Bars Skills

- (i) Forward hand walk.
- (ii) Hip roll.
- (iii) Corkscrew mount.
- (iv) Flank dismount.
- (v) Combinations.

(j) Balance Beam Skills

- (i) Squat mount.
- (ii) Chasse.
- (iii) Back shoulder roll.
- (iv) Arabesque.
- (v) Leap.
- (vi) Forward roll.
- (vii) Cartwheel dismount.
- (viii) Combinations.

(k) Pommel Horse Skills

- (i) Feint.
- (ii) Front support and swing.
- (iii) Single leg circle forward.
- (iv) Simple travel.
- (v) Combinations.

(l) **Laws/rules of the event and their application**

knowledge of the laws and rules and their application.

3. COMBAT SPORTS

Each candidate will be required to select **Boxing**, Karate, taekwondo **or** Judo for Combat Sports.

Each candidate will be required to teach (demonstrate) all the skills listed in the selected discipline:

(a) **Boxing**

(i) Stance

- Right hand stance.
- Left hand stance.

(ii) Footwork

- Attack.
- Defence.

(iii) Punches

- Jab.
- Cross.
- Hook.
- Upper cut.
- Combinations.

(iv) Defence

- Slip.
- Bob and weave.
- Parry/block.
- Cover-up.
- Clench.
- Counter attack.

(v) Tactics

- Toe to toe.
- Counter attack.
- Fighting in close.
- Feinting.

(b) **Rules**

Laws/rules of the event and their application

- knowledge of the laws and rules of the sport and their application.

4. Karate

(a) Foundations of Karate

- (i) Historical background.
- (ii) Styles, vocabulary.
- (iii) Karate in everyday life.
- (iv) Application to modern living.
- (v) Breathing methods.
- (vi) Postures.

(b) Basics of Karate Training

- (i) Karate etiquette.
- (ii) Health and well-being through correct diet and healthy lifestyle.
- (iii) Awareness of legal and ethical implications of the use of force.

(c) Warming-up.

- Stretching; Aerobic exercises.

(d) Falls and Rolls

- On to back and side to side from squatting position.

(e) Stances

- (i) Walking.
- (ii) Hand positions.
- (iii) Front-leaning.
- (iv) Side-fighting.

(f) Hand Techniques

- (i) Punches (form of a punch, straight punch, reverse punch).
- (ii) Blocks (Eight basic).

(g) Leg Techniques

- (i) Snap kicks.
- (ii) Stretching straight leg.
- (iii) Thrust kicks.
- (iv) Side kicks.
- (v) Round house.

- (h) Forms
 - The First cause katas.
- (i) Self-Defense
 - (i) Against punches, grabs and strikes.
 - (ii) Against basic weapons (knife, club sticks).
- (j) Sparring
 - (i) One step for middle punch.
 - (ii) High punch and groin punch.
(Defended by appropriate block from eight basic blocks).
- (k) Laws/rules of the event and their application
 - knowledge of the laws and rules and their application.

5. Taekwondo

- (a) Foundations of Taekwondo
 - (i) Definition of Taekwondo.
 - (ii) Historical background.
 - (iii) Tenets of Taekwondo.
 - (iv) Taekwondo etiquette.
 - (v) Taekwondo counting and commands (in Korean).
 - (vi) Belt system.
- (b) Fundamental movements
 - (i) Sitting stance punch (Annunso Jirugi).
 - (ii) Single Punch (6).
 - (iii) Double Punch (4).
 - (iv) Triple Punch (3).
- (c) Punching skills from sparring position
 - (i) Front-fist punch (2).
 - (ii) Rear fist punch (2).
 - (iii) Double Punch (2).
 - (iv) Four combination Punch.
- (d) Stances
 - (i) Walking.
 - (ii) Extending walking.
 - (iii) L Stance.
 - (iv) Cat Stance.

(e) Foot Techniques

Standing kicks (Soseo Chagi)

- (i) Front stretching downward kick (AP Olier Naeryo Chagi).
- (ii) Abduction downward kick (Oejun Dollyo Naeryo Chagi).
- (iii) Adduction downward kick (Naejun Dollyo Chagi).
- (iv) Front kick (Ap Chagi).
- (v) Arc kick (Bandal Chagi).
- (vi) Side kick (Yeop Chagi).
- (vii) Turning kick (Dollyo Chagi).
- (viii) Back kick (Twit Chagi).
- (ix) Reverse turning kick (Bandae Dollyo Chagi).

(f) Jump Kicks (Twimyo Chagi)

- (i) Jump front kick (Twimyo Ap Chagi).
- (ii) Jump side kick (Twimyo Yeup Chagi).
- (iii) Jump turning kick (Twimyo Dollyo Chagi).
- (iv) Jump back kick (180 and 360 degree turn).
- (v) Jump reverse turning kick (180 and 360 degree turn).

(g) Poomsae (Forms)

- (i) Definition of Taegeuk and its Symbol.
- (ii) Poomsaes in the Taegeuk System: Jang (1); Yi Jang (2); Sam Jang (3); Sa Jang (4); O Jang (5); Yook Jang (6); Chil Jang (7); Pal Jang (8):
 - fundamental movements;
 - eye control;
 - concentration of spirit;
 - speed control;
 - strength control;
 - flexibility;
 - balance;
 - variety in techniques.

(h) Kyorugi (Sparring)

One Step Sparring:

- (i) 5 hand techniques;
- (ii) 5 foot techniques;
- (iii) 5 self defense techniques;
- (iv) combination kicks.

Free Sparring.

(i) Kyokpa (Board Breaking)

- Eye control.
- Balance.
- Power control.
- Speed.
- Point of attack.

(j) **Rules**

Knowledge of the rules of the discipline/sport and their application.

6. Judo

(a) Foundations of Judo

- (i) Historical background.
- (ii) Styles, vocabulary.
- (iii) Judo in everyday life.
- (iv) Application to modern living.
- (v) Breathing methods.
- (vi) Postures.

(b) Basics of Judo Training

- (i) Judo etiquette.
- (ii) Health and well being through correct diet and healthy lifestyle.
- (iii) Awareness of legal and ethical implications of the use of force.

(c) Warming-up

- Stretching; Aerobic Exercises.

(d) Falling: why, when, how.

(e) Throws and Break falls

- (i) Foot, leg, body and shoulder throws.
- (ii) Rear, side, and forward rolling break falls.
- (iii) Balance breaking techniques.
- (iv) The importance of hand holds.

(f) Mat Work (Groundwork)

- (i) Sash hold.
- (ii) Shoulder hold.
- (iii) Side four corner hold.
- (iv) Upper four corner hold.
- (v) Straight four corner hold.
- (vi) Turnover techniques.

- (vii) Balance breaking techniques.
- (g) Locks
 - (i) Elbow locks.
 - (ii) Arm locks.
- (h) Chokes
 - (i) Naked strangle.
 - (ii) Single wing sleeper.
 - (iii) Collar choke.
 - (iv) Opposite cross.
- (i) Laws/rules of the event and their application
 - knowledge of the laws and rules of the sport and their application.

7. SWIMMING

Each candidate will be required to teach (demonstrate) the five swimming skills, three of the four swimming strokes and all of the life saving skills listed below and an appropriate rescue.

- (a) **Swimming Skills**
 - (i) Respiration.
 - (ii) Submersion.
 - (iii) Flotation.
 - (iv) Locomotion.
 - (v) Jumps.
- (b) **Swimming Strokes (including starts and turns)**
 - (i) Breaststroke.
 - (ii) Backstroke.
 - (iii) Freestyle.
 - (iv) Butterfly.
- (c) **Life Saving Skills**
 - (i) Side stroke.
 - (ii) Life Saving leg kick.

- (iii) Entry into water.
- (iv) Landing a casualty.
- (v) Assessing life support skills.
- (v) Demonstrate CPR (Cardio-Pulmonary Resuscitation).
- (vi) Recovery position.
- (d) **Rescues:** (Using appropriate technique)
 - land based; reach; throw;
 - water based; wade; accompanied rescue, non-contact rescue; contact; rescue; (Select 2 from the following)
 - extended tow;
 - clothing tow;
 - wrist tow;
 - chin/head tow;
 - double shoulder tow;
 - cross chest tow.
- (e) **Laws/rules of the event and their application**
 - knowledge of the laws of swimming and lifesaving, the rules of the sport and their application.

8. TRACK AND FIELD

Each candidate will be required to teach (demonstrate) skills involved in **three** events but no more than two events from any group of Running, Jumping and Throwing events.

- (a) **Running Events**
 - (i) Sprints
 - Starts.
 - Transition.
 - Acceleration to maximum speed.
 - Finish.
 - 60 metres.
 - 100 metres.
 - 200 metres.
 - 400 metres.
 - (ii) Middle and Long Distance
 - Starts.
 - Transition.
 - Strategy.
 - Finish.
 - 800 metres.

- 1500 metres.
- 5000 metres.
- 3000 metres Steeplechase

(iii) Hurdles

- Hurdle start.
- Lead leg action.
- Trail leg action.
- Running to first hurdle.
- Running between hurdles.
- 100 metres.
- 110 metres.
- 400 metres.
- Finish.

(b) **Jumping Events**

(i) Long Jump

- Approach.
- Take off.
- Technique (hitch kick/hang, sail).
- Tele-mark landing.

(ii) Triple Jump

- Approach.
- Sequence (Hop/Step/Jump).
- Flight.
- Landing.

(iii) High Jump

- Approach.
- Take Off.
- Flight (Bar clearance).
- Landing.

(iv) Pole Vault

- Grip and carry.
- Approach/run-up.
- Plant and take-off.
- Penetration and flight.
- Turn and clearance.
- Landing.

(c) **Throwing Events**

(i) Shot Put

- Stance, Grip, standing, frontal throws.
- Movement sequence (Glide/Spin).
- Power position and execution.
- Follow through/recovery.

(ii) Discus

- Grip, stance, standing, frontal throws.
- Preliminary swings.
- Movement sequence (rotation).
- Power position and execution.
- Follow through and recovery.

(iii) Javelin

- Grip and approach run.
- Transition (cross steps).
- Power position and execution.
- Follow through and recovery.

(iv) Hammer

- Grip and preliminary swings.
- Turns.
- Power position and execution.
- Follow through and recovery.

(d) **Laws/rules of the event and their application**

- Knowledge of the laws of rules of the event categories.
- Officiating.

9. BADMINTON

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) **Skills**

(i) Service

- Basic serve.
- Long serve.
- Short serve.
- Variations.

(ii) Overhead forehand strokes

- Defensive and attacking clear.
- High clear.
- Low clear.
- Drop shots.
- Smash.

(iii) Overhead Backhand Strokes

- Clear.
- High clear.
- Drop shots.

(iv) Sidearm strokes

- Forehand and backhand drives.
- Push return.
- Dab.

(v) Underarm Strokes

- Lob.
- Block.
- Return of smash.
- Net shots.

(b) **Tactics**

- (i) Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.
- (ii) Tactics for service: serving strategy; varying the service; receiving service in singles; receiving service in doubles/mixed.
- (iii) Formations: front and back; side-by-side.

(c) **Laws/rules of the game and their application**

- (i) Knowledge of court layout.
- (ii) Scoring and umpiring.

10. GOLF

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) **Skills**

- (i) Stance: open; closed; position of ball.
- (ii) Grip: weak/strong; overlapping (Vardon); interlocking (Hogan).
- (iii) Swing: backswing; downswing.
- (iv) Use of woods, irons and putters.
- (v) Strokes: tee shot; drive; approach shots; chip; pitch; putt.
- (vi) Playing from hazards: shots from bunkers and from the rough.

(b) **Tactics**

- (i) Selection of club.
- (ii) Use and control of: draw; fade; backspin; topspin; lofting.
- (iii) Taking account of conditions: lie; distance; wind and weather.
- (iv) Using the run of fairway.
- (v) Slopes and green.

(c) **Laws/rules of the game and their application**

- (i) Rules, etiquette and procedures.
- (ii) Types of play: stroke play; match play.

11. **SQUASH**

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) **Skills**

- (i) Basic Shots.
 - The forehand and backhand drives: grip, swing, racquet head up, follow through.
 - The service: forehand lob (floating service), forehand hard hit service.
- (ii) Attacking and defensive shots (forehand and backhand): the volley; the boast; the drop shot; the lob.

- (iii) Fundamentals of movement: watching – footwork – balance – readiness; returning to the ‘T’; anticipation; deception.

(b) Tactics

- (i) Use of side walls and angles to out-manoeuve an opponent.
- (ii) Width and length (switching).
- (iii) Use of the nick.

(c) Laws/rules of the game and their application

- (i) Knowledge of court layout and use.
- (ii) Scoring and refereeing.

12. TABLE TENNIS

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Services using a variety of length, direction and spin; forehand and backhand.
- (ii) Return of service; attacking and defensive returns with and without spin.
- (iii) Push shots: backhand push; forehand push.
- (iv) The block.
- (v) Half volleys: using forehand and backhand.
- (vi) Back spin defensive returns using forehand and backhand; the chop.
- (vii) Top spin driving using forehand and backhand.
- (viii) Drop shots.
- (ix) Loop: fast forehand; slow forehand; backhand loop.
- (x) Lob: forehand and backhand.

(b) Tactics

- (i) Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.

- (ii) Tactics for service: serving strategy; receiving service in singles; varying the service; receiving service in doubles/mixed.

(c) **Laws/rules of the game and their application**

- (i) Knowledge of table dimensions.
- (ii) Scoring and umpiring.

13. TENNIS

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) **Skills**

- (i) Service
 - Basic Service.
 - Service variations (Sliced, Top Spin, Flat).
- (ii) Ground Strokes
 - Forehand.
 - Backhand.
 - Variations (Drives, Topspin, Slice).
- (iii) Volleys
 - Backhand.
 - Forehand.
 - Variations (Slice, Drop).
- (iv) Overhead Smash
 - Basic.
 - Jump Smash.
- (v) Lobs
 - Backhand.
 - Forehand.

(b) **Tactics**

- (i) Tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense; correct angles.

- (ii) Tactics for service: serving strategy; receiving service in singles; varying the service; receiving service in doubles/mixed.
- (c) **Laws/rules of the game and their application**
 - (i) Knowledge of court layout.
 - (ii) Scoring and umpiring.

OPTION B

1. BASKETBALL

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Passing: chest pass; bounce pass; baseball pass (long) and overhead pass.
- (ii) Receiving and rebounding.
- (iii) Dribbling: either hand; using changes of hand; direction and pace; high, low and reverse dribble.
- (iv) Shooting: lay-up shots; set shot; jump shot; hook shot and free shots.
- (v) Footwork: pivoting; changes of pace and direction; stopping.
- (vi) Fakes: for example, fake shot and drive.
- (vii) Positions: guard; forward; post play (pivot).

(b) Tactics

- (i) Defense: one to one; pressing defense; zone defense 1-2-2, 2-1-2, 1-3-1; half zone press; double teaming.
- (ii) Offence: one to one; fast-break offence; zone offence: 2 on 1 situations; overload offence; post plays; screen plays; offence against half court; zone presses.
- (iii) Special situations: jump ball; out of bounds ball.

(c) Laws/rules of the game and their application

- (i) Knowledge of court dimensions.
- (ii) Scoring and Refereeing.

2. CRICKET

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

(i) Batting

- Approach: grip; stance; the backlift.
- The forward and back strokes: in defense – use of feet; in attack – the drives; leg glance.
- Strokes played with vertical bat.
- Strokes played with horizontal bat: hitting a full pitch to leg; the pull; the hook; the sweep; the cut.
- Running between the wickets; calling and backing up.
- Reading the bowling: spin; speed; in swing; out swing.

(ii) Bowling

- The basic action: grip; run up; delivery strides; release; follow through.
- The basic action: side-on, front-on, semi-open, mixed action.
- Length and direction.
- Swing: out swing (grip, rotation at shoulders, use of out swing); in swing (grip, bowling action, use of in swing).
- Cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action, when to use).
- Medium and fast pace bowling: run up; action; grip; variation of pace.
- Spin: grip; action; when to use spin, googly; top spin; off spin.

(iii) Fielding

- Concentration; backing up; getting behind ball; moving onto the ball.
- Two hand interception, underarm flick.
- Stopping and returning: barrier position.
- Throwing: long, high, flat, hard – at the wicket.
- Chasing and retrieving: over short distance; over long distance.
- Catching: high catching; slip catching; medium catching.
- Positions: away from wicket; close to wicket; specialist positions.

(iv) Wicket keeping

- stumping; run outs; receiving the ball from bowling and fielding; catching; use of pads.

(b) Tactics

(i) Field placing for attacking and defensive fields.

- (ii) Bowling changes.
- (iii) Reading the wicket (pitch) – when to bat or bowl.

(c) Laws/rules of the sport and their application

- (i) Knowledge of pitch/wicket dimensions.
- (ii) Umpiring signals.
- (iii) Scoring.
- (iv) Ways of dismissal.

3. FOOTBALL

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Control
 - Using static practices: use of chest, thigh, feet and head.
 - Pressurized situations: use of chest, thigh, feet and head.
- (ii) Passing
 - Short pass: including use of both feet; use of the inside and the outside of the foot.
 - Long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot, the chip pass.
 - Body pass: use of head and chest.
- (iii) Shooting: power shots (short and long range); shots with inside and outside of foot (swerving shots); first time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.
- (iv) Tackling: block tackle; side tackle; sliding tackle.
- (v) Dribbling: close control; use of either foot; feints; changes of pace and direction.
- (vi) Heading: defensive and attacking; for distance and for accuracy.
- (vii) Jockeying: pressurizing and attacking; closing down a player.

- (viii) Goalkeeping skills: throwing for distance and accuracy, punching, palming, handling of shots and crosses – to include pressurized situations; kicking dead ball and clearance; narrowing the angle and diving saves.

(b) Tactics

- (i) Attack: depth, width and penetration in attack; use of space and timing; mobility; support play; positional sense.
- (ii) Defense: close marking; lateral running; covering; depth, width and concentration in defense; delay in defense; man to man and zonal marking.
- (iii) Set pieces: direct and indirect free kicks.
- (iv) Corner kicks.
- (v) Throw-in and goalkeeper's kicks.
- (vi) Systems of play.

(c) Laws/rules of the game and their application.

- (i) Knowledge of field dimensions.
- (ii) Refereeing.

4. HOCKEY

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Use of the stick; grip, movement of hands.
- (ii) Passes: the drive (hitting from left to right, right to left, footwork); the push (straight, from right to left, left to right, footwork); the flick (straight, right to left; left to right, footwork); the scoop; reverse stick pass; the hit-on.
- (iii) Receiving the ball: grip; position of body; receiving from right and left, in front, behind and side.
- (iv) Stopping the ball: hands on stick; position of feet.
- (v) Dribbling: grip; footwork; head position.
- (vi) Tackling: stick side; non stick side; lunge; jab; from front, behind and side.

- (vii) Beating an opponent: stick side; non stick side; scoop; pull back and touch stop; bully.
- (viii) Shooting: from forward line attack; from penalty corner, from long corner.
- (ix) Goalkeeping skills: kicking; use of hand; use of stick.

(b) Tactics

- (i) Principles of attack and defense: triangular passes; through and square passes; zonal defense; one to one marking; attacking through left and right.
- (ii) Corners; in attack from left and right; in defense from left and right.
- (iii) Attacking goalkeeping; defensive goalkeeping.
- (iv) Systems of play.
- (v) The link system.

(c) Laws/rules of the sport and their application

- (i) Knowledge of court dimensions.
- (ii) Umpiring.

5. NETBALL

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Catching: one handed, two handed, with feet grounded, in flight.
- (ii) Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- (iii) Footwork: landing on one foot; landing on two feet; pivot; running pass.
- (iv) Shooting: one hand; two hands; forward step shot; backward step shot.
- (v) Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- (vi) Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- (vii) Intercepting: pass; shot.

- (viii) The toss-up.

(b) Tactics

- (i) Attacking: system of centre passes; set patterns of play; throw-in; toss-up; holding the space; back up on the circle edge.
- (ii) Defending: blocking; zoning; defending the space; the throw-in; the toss-up; back up on the circle edge.
- (iii) Role of individual players.

(c) Laws/rules of the sport and their application

- (i) Knowledge of court dimensions.
- (ii) Scoring.
- (iii) Umpiring.

6. RUGBY

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Passing: grip on ball; body position; accuracy of pass; orthodox; short and long; passing at speed; lob and reverse; pendulum pass; diving and spin passes.
- (ii) Receiving: high balls; balls at speed; ground pick-up.
- (iii) Tackling: basic technique; low tackle from side, rear, front and smother, hand off.
- (iv) Kicking: place; punt; drop; dribble; screw; grubber.
- (v) Beating opponents: side-step; feint; swerve; change of pace and direction; dummy pass.
- (vi) Scissors; switch; loop and kick ahead.

(b) Team Skills

- (i) Set scrummaging: binding; position of feet; angle of drive for front row, second row and back row.

- (ii) Line out play: jumping and catching; binding; throwing in.
- (iii) Ruck and maul.

(c) Tactics

- (i) Forward play: scrum; line out.
- (ii) Three quarter play: handling; kicking; running; tackling.
- (iii) Role of individual players.
- (iv) Positional play.

(d) Laws of the game and their application

- (i) Knowledge of court dimensions.
- (ii) Refereeing.

7. VOLLEYBALL

Each candidate will be required to teach (demonstrate) all of the skills listed below in a game situation.

(a) Skills

- (i) Service: underarm; top-spin float.
- (ii) Service reception.
- (iii) Defense: two armed defense; (one armed diving).
- (iv) Set: front volley; reverse volley; jump volley.
- (v) Attack: spike (hard or soft) tactical; tip; dump.
- (vi) Blocking.

(b) Team Skills and Tactics

Attacking and Defending: block (one person, two persons, three persons); systems of play (3: 3 system, 2: 2: system, 5: 1 system); role of individual players; team formation when serving; team formation when receiving; switching and penetration; setting up attack and block; defending attack and block.

(c) Laws/rules of the game and their application

- (i) Knowledge of court dimensions.
- (ii) Refereeing.

8. Baseball/Softball

Each candidate will be required to teach (demonstrate) all the skills listed below in a game situation:

(a) Skills

(i) Batting

- Grip: standard; choke grip.
- Batting: Swing; blunts.

(ii) Pitching

- Baseball: slider; fast pitch; curve ball; drop ball; rise ball; change up; knuckle ball; screw ball.
- Softball: windmill; sling shot.
- Starting position: wind up; set.

(iii) Fielding

- Catching: Basics to catch fly hits; rolling hits.
- Throwing: over arm; side arm.

(iv) Base running

- Base running: single; double; triple; home run.
- Sliding: Bent leg slide; hook slide; head first slide.

(b) Tactics

- (i) Defensive: pitchout; intentional walk; infield fly; pop fly coverage; cuts off and relays; rundown; double and triple play; signals.

- (ii) Field set up and positions.

(c) Laws/Rules of the sport and their application

- (i) Knowledge of baseball field/dimensions.
- (ii) Scoring and umpiring.
- (iii) Ways of dismissals.

◆ OUTLINE OF ASSESSMENT

Each unit of the syllabus will be assessed separately and grades will be awarded independently for each Unit. The Assessment will comprise two components — external and internal.

EXTERNAL ASSESSMENT

(60%)

Paper 01

The paper will consist of multiple-choice items, 15 items on each Module. Each item will be allocated 1 mark. The paper will contribute 30 per cent (90 marks) to the total score.

This paper will allow for a broader coverage of the syllabus. The questions will test knowledge and application of factual information, procedures and processes comprehension and the understanding of concepts and issues.

Paper 02

This paper will consist of three compulsory structured essay questions, one question on each Module. Each question will be worth 25 marks. This paper will contribute 30 per cent (75 marks) to the total score.

The paper will require greater in-depth knowledge of the syllabus. The questions on Paper 02 will focus on the assessment of higher-order such as application, analysis synthesis and evaluation.

SCHOOL-BASED ASSESSMENT

(40%)

Paper 03 (120 marks)

Unit 1

Candidates will be required to develop a coaches' training programme and to demonstrate their skills in a coaching activity and also officiating a practical activity.

Unit 2

Candidates will be required to plan and implement a one-day sporting event for not less than five teams of the same age group to include school and/or community teams. The planning is to take place in conjunction with a community group and/or a National Federation. The necessary permissions and permits should be sought from the local authorities and the time frames should be stated clearly. Candidates will be required to interact with the officials from the community group and/or National Federation to understand the history of the event and how it has impacted on the community in the past. Some examples of events are: fair, exhibition, conference, workshop and seminar

Moderation of School-Based Assessment

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of Marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). The School Based Assessment for Unit 1 and Unit 2 will be moderated by external moderators. Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

Unit 1

Paper 01

1. Composition of Paper

This paper will comprise forty-five multiple-choice items, fifteen items based on each module.

2. Syllabus Coverage

The items will assess candidates' knowledge and understanding across the entire unit.

3. Mark Allocation

The total number of marks available for this component is 90. Each module will be allocated 30 marks. The paper contributes 30 per cent of the marks for the examination.

Paper 02

1. Composition of Paper

This paper will consist of three compulsory structured essay questions. Each module will have one question. Each question will be worth 25 marks.

2. Syllabus Coverage

The items will assess candidates' knowledge and understanding across the entire unit.

3. Mark Allocation

The total number of marks available for this component is 75. Each module will be allocated 25 marks. The paper contributes 30 per cent of the marks for the examination.

Paper 03

1. Composition of Paper

This paper comprises of a training programme developed by the candidates together with the candidates demonstrating coaching and officiating skills to an external examiner.

2. Syllabus Coverage

The SBA will focus on Functional Anatomy and Training Theory, and Sport Psychology.

3. Mark Allocation

The total number of marks available for this paper is 135. The paper contributes 40 per cent of the overall marks for the examination.

Unit 2

Paper 01

1. Composition of Paper

This paper comprises forty-five multiple-choice items, fifteen items based on each module.

2. Syllabus Coverage

The items will assess candidates' knowledge and understanding across the entire unit.

3. Mark Allocation

The total number of marks available for this component is 90. Each module will be allocated 30 marks. The paper contributes 30 per cent of the marks for the examination.

Paper 02

1. Composition of Paper

This paper will consist of three compulsory structured essay questions. Each module will have one question. Each question will be worth 25 marks.

2. Syllabus Coverage

The items will assess candidates' knowledge and understanding across the entire unit.

3. Mark Allocation

The total number of marks available for this component is 75. Each module will be allocated 25 marks. The paper contributes 30 per cent of the marks for the examination.

Paper 03

1. Composition of Paper

This paper comprises the planning and complementation of sport related events. Candidates are required to conduct community based research to determine the need for particular events in the community and to demonstrate the complementation of the event plan to an external examiner.

2. Syllabus Coverage

The SBA will focus on Sport Management and Technology and Innovation.

3. Mark Allocation

The total number of marks available for this paper is 75. The paper contributes 40 per cent of the overall marks for the examination.

SCHOOL-BASED ASSESSMENT (SBA)

School-Based Assessment is an integral part of the students' assessment of the course of study covered by this syllabus. It is intended to assist the students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the students to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to the students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are also intended to assist teachers in awarding marks that are reliable estimates of the achievements of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded are in line with the CXC standards, the Council undertakes the moderation of a sample of the School- Based Assessments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of the student. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which the students' performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of the relevant skills and the testing and rewarding of the student.

CRITERIA FOR THE SCHOOL-BASED ASSESSMENT

Unit 1

A. Assessing the coaching programme

Components of the coaching programme – 53 marks

1. Rationale.
2. Macro-cycle.
3. Meso-cycle.
4. Micro-cycle.
5. Daily plan.

Rationale	7 marks
<ul style="list-style-type: none"> • Identify sport activity • Goals and objectives Achievable Related to specific sport • Duration (period) • Age group • Gender • Date 	1 2 1 1 1 1
Macro-cycle	10 marks
<ul style="list-style-type: none"> • Table correctly laid out with title • The periods correctly arranged • The periods consistent with duration • Spreadsheet sequential and logical 	3 3 2 2
Meso-cycle	8 marks
<ul style="list-style-type: none"> • Table correctly laid out with title • Workload type arranged logically • Week • Days 	3 3 1 1
Micro-cycle	6 marks
<ul style="list-style-type: none"> • Table correctly laid out with title • Days • Activities set up logically 	3 1 2
Daily Plan	22 marks
<ul style="list-style-type: none"> • Duration • Date • Objectives related to daily activity • Resources (equipment and supplies) • Warm up (four activities 2 general and 2 specific) • Development (4 activities simple to complex and appropriate) • Cool down (2 cool down activities) 	1 1 3 3 4 8 2
Total	53 marks

B. Assessing the coaching and officiating practical sessions

Candidates would be required to attain a level of skill proficiency in their chosen sport so that they would be able to demonstrate the skills correctly in an instructional setting.

Practical Session - Coaching 62 Marks

Class/session plan:

Plan presented.	2
No plan presented.	0

Preparation:

Facility and equipment set-up appropriately.	3
Facility and equipment set-up but not appropriately.	1
Facility and equipment not set-up.	0

Safety considerations:

Environment safe for planned activity.	3
Environment is partially safe for planned activity.	1
Environment not safe for planned activity.	0

Dress code of code:

Appropriately dressed for planned activity.	2
Inappropriately dressed for planned activity.	0

Equipment:

Appropriate use of equipment at all times.	2
Appropriate use of equipment sometimes.	1
Inappropriate use of equipment.	0

Use of resources/technology:

Resources/technology (basic) always used.	2
Resources/technology (basic) not used.	0

Demonstration:

Demonstrations are accurate and repeated.	8-10
Demonstrations are accurate but not repeated.	5-7
Demonstrations are partially accurate and repeated.	2-4
Demonstrations are partially accurate but not repeated.	1
Demonstrations are inaccurate.	0

Positioning of Candidate:

Appropriate positioning of candidate with respect to the class and distractions for demonstration, instruction and observation at all times.	5-7
--	-----

Practical Session - Coaching	Marks
Appropriate positioning of candidate with respect to the class and distractions sometimes.	2-4
Inappropriate positioning of candidate with respect to the class and distractions.	0-1
Communication of information:	
Audible and information is clear.	3
Audible but information is not clear.	1
Inaudible.	0
Error Detection:	
Identify incorrect execution of skills most of the time.	5-8
Identify incorrect execution of skills at some times.	1-4
Cannot identify incorrect execution of skill.	0
Error Correction:	
Ability to correct most of the errors in skill execution.	5-8
Ability to correct some of the errors in skill execution.	1-4
Inability to correct errors.	0
Feedback:	
Feedback provided and appropriate.	2
Feedback provided but inappropriate.	1
No feedback provided.	0
On-task considerations:	
Students on-task for most of the times.	2
Students on-task for some of the times.	1
Students not on-task during the session.	0
Sequencing of activities:	
Sequence of activities is correct.	2
Sequence of activities is partially correct.	1
Sequence of activities is inappropriate.	0
Class engagement:	
Ability to command the attention of participants (Good class control).	2
Inability to command the attention of participants (Poor class control).	1
TOTAL	62 MARKS

Practical Session – Officiating**20 Marks**

Competition area set up:

Facility prepared and safe.	3
Facility prepared but unsafe.	2
Facility unprepared.	0

Dress code:

Appropriately attired for planned activity.	1
Inappropriately attired for planned activity.	0

Punctuality:

In place for officiating at least 15 minutes before the scheduled start time.	3
In place for officiating less than 15 minutes before the scheduled start time or at start time.	1
In place after the scheduled start time.	0

Equipment:

Appropriate use of equipment, (for example, whistle, flags,) at all times.	4
Appropriate use of equipment, (for example, whistle, flags,) some of the times.	2
Inappropriate use of equipment, (for example, Whistle, flags).	1

Knowledge of the rules and regulations of the game/sport:

Demonstrates the ability to apply the rules and regulations of the game/sport most of the times.	4-6
Demonstrates the ability to apply the rules and regulations of the game/sport some of the times.	1-3
Does not demonstrates the ability to apply the rules and regulations of the game/sport.	0

Control of game/activity:

In control of game/activity at all times.	
In control of game/activity sometimes.	3
No control of game/activity.	2
	1

TOTAL**20 MARKS**

Unit 2

Event Planning

Preamble

Students will conduct community based research to determine the need for specific sport related events and plan and implement a relevant event as determined by the research.

Criteria

Components of the event plan

Phase	Activities	Criteria	Mark Allocation 75 marks	
Research	Devise an instrument to collect information on the relevance and importance of a planned event to the community	Instrument appropriate for collecting information Not appropriate for collecting information No instrument	4 – 7 marks 1 – 3 marks 0 mark	7 marks
	Administration of instrument to collect information	Instrument administered to 20 – 25 persons Instrument administered to 10 – 19 persons Instruments administered to 1 – 9 persons Instruments not administered	9 – 12 marks 5 – 8 marks 1 – 4 marks 0 mark	2 marks
	Analysis of information	Use of appropriate qualitative and/or quantitative methods of analysis Use of qualitative and/or quantitative that are not appropriate No analysis	5 – 8 marks 1 – 4 marks 0 mark	8 marks
	Conclusions	Conclusions are supported by analysis Conclusions are not supported by analysis	4 – 8 marks 1 – 4 marks	

Phase	Activities	Criteria	Mark Allocation 75 marks	
		No conclusion	0 mark	8 marks
Rationale	Provide a brief rationale for event based on research analysis	Rationale logical and supported by research Rationale provided, not supported by research No rationale	2 marks 1 mark 0 mark	2 marks
Planning	1. Meetings	Output from meetings to include the following: (a) Notes from meetings; (b) letters of invitation; (c) schedule; (d) number of teams; (e) resources to be used; (f) budget; (g) venue for the event; (h) ordering of trophies/plaques; volunteer training.	Any 7 listed outputs 1 mark each	7 marks
	2. Public Relations (Media Launch)	The following should be presented: (a) Sponsors; (b) number of teams – format for competition; and (c) organizing committee	1 mark for presenting each	3 marks
	3. Pre-Competition	(a) Registration of teams- Spread sheet with name; age, date of birth, height; weight; position played; age verification with birth certificate.	Any 5 types of data- 1 mark for each type of data on spread sheet.	5 marks
		(b) Sponsor Set up- Mounting of banners and products.	3 marks if all sponsors are represented	

Phase	Activities	Criteria	Mark Allocation 75 marks	
			2 marks if some sponsors are represented and 0 marks if no sponsors are represented	3 marks
		(c) Technical set up- Set up of equipment	Equipment set-up timely and appropriate 2 marks equipment set up timely only or appropriate only 1 mark equipment set up not timely and inappropriate 0 mark	2 marks 10 marks
	4. Competition Schedule	(a) Team fixtures.	Team fixtures provided and logical 3 marks team fixtures provided but not logical 2 marks	
		(b) Volunteer and officials' schedule	No team fixtures 0 mark Volunteer and officials' schedules provided and	

Phase	Activities	Criteria	Mark Allocation 75 marks	
			logical 3 marks Volunteer and officials' schedules provided but not logical 2 marks no volunteer and official schedule provided 0 marks	6 marks
Implementation	1. Operational Logistics-	(a) Implementation of event schedule.	Efficient implementation of event schedule 2 marks schedule implemented but not efficiently 1 mark schedule not implemented 0 mark	
		(b) Updates with scores/results.	Updates provided for all activities 2 marks updates provided for some activities 1 mark no updates	

Phase	Activities	Criteria	Mark Allocation 75 marks	
			provided 0 mark	
		(c) Admission requirements for spectators, for example, tickets, money.	Admission requirements specified 1 mark No admission requirements 0 mark	5 marks
	2. Awards ceremony	(a) Display of awards (b) Presentation of awards (c) Recognising MVP/all-star (d) Acknowledgement of sponsors	1 mark each	4 marks
	3. Break down (return of venue to normal state)	(a) Removal of posted material (b) Garbage disposal		2 marks
	4. Evaluation (post-event review).	(a) Event. (b) Thank you letters. (c) Congratulatory letters	1 mark each	3 marks
TOTAL				75 MARKS

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be registered with an approved centre. Candidates who are registered privately will be required to sit Paper 01, Paper 02 and Paper 03. Detailed information on Papers 01, 02 and 03 is given on pages 24 to 27 of this syllabus.

◆ REGULATIONS FOR RESIT CANDIDATES

Re-sit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. A candidate who rewrites the examination within two years may reuse the moderated School-Based Assessment score earned in the previous sitting within the preceding two years.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be reused.

Candidates reusing SBA scores in this way must register as 'Resit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

Resit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for the Unit showing marks assigned to papers and to Modules, and percentage contributions of each paper to the total scores.

Unit 1

	Module 1	Module 2	Module 3	Total	(%)
External Assessment	15 (30)	15 (30)	15 (30)	45 (90)	30
Paper 01 Multiple-choice questions					
Paper 02 Structured essay	25 (30)	25 (30)	25 (30)	75 (90)	30
School-Based Assessment	45	45	45	135 (120)	40
Paper 03					
TOTAL				255 (300)	100

Unit 2

	Module 1	Module 2	Module 3	Total	(%)
External Assessment Paper 01 Multiple-choice questions	15 (30)	15 (30)	15 (30)	45 (90)	30
Paper 02 Structured essay	25 (30)	25 (30)	25 (30)	75 (90)	30
School-Based Assessment Paper 03	25	25	25	75 (120)	40
TOTAL				195 (300)	100

◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE PHYSICAL EDUCATION AND SPORT EXAMINATION

WORD/TERM	DEFINITION/MEANING	
annotate	Add a brief note to a label.	(Simple phrase or a few words only.)
apply	Use knowledge/principles to solve problems.	(Make inferences/conclusions.)
appraise	To judge the quality or worth of.	
assess	Present reasons for the importance of particular structures relationships or processes.	(Compare the advantages and disadvantages or the merits and demerits of a particular relationship or process.)
calculate	Arrive at the solution to a numerical problem.	(Steps should be shown; units must be included.)
classify	Divide into groups according to observable characteristics.	
comment	State opinion or view with supporting reasons.	
compare	State similarities and differences.	(An explanation of the significance of each similarity and difference stated may be required for comparisons which are other than structural.)
construct	Use a specific format to make and/or draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram.	(Such representations should normally bear a title, appropriate headings and legend.)
deduce	Make a logical connection between two or more pieces of information; use data to arrive at a conclusion.	

WORD/TERM	DEFINITION/MEANING	
define	State concisely the meaning of a word or term.	(This should include the defining equation/formula where relevant.)
demonstrate	Show clearly by giving proof or evidence; direct attention to.	
derive	To deduce; determine or extract from data by a set of logical steps some relationship, formula or result.	(This relationship may be general or specific.)
describe	Provide detailed factual information of the appearance or arrangement of a specific structure or the sequence of a specific process.	(Descriptions may be in words, drawings or diagrams or any appropriate combination. Drawings or diagrams should be annotated to show appropriate detail where necessary.)
determine	Find the value of a physical quantity.	
design	Plan, and present with appropriate practical detail.	(Where hypotheses are stated or when tests are to be conducted, possible outcomes should be clearly stated and/or the way in which data will be analysed and presented.)
develop	Expand or elaborate an idea or argument with supporting reasons.	
differentiate/distinguish (between/among)	State or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.	
Draw	Make a line representation from specimens or apparatus which shows an accurate relation between the parts.	In the case of drawings from specimens, the magnification must always be stated.
Estimate	Make an approximate quantitative judgement.	
Evaluate	Weigh evidence and make judgements based on given criteria.	The use of logical supporting reasons for a particular point of view is more important than the view held;

usually both sides of an argument should be considered.

Explain	Give reasons based on recall; account for.	
Find	Locate a feature or obtain as from a graph.	
Formulate	Devise a hypothesis.	
Identify	Name or point out specific components or features.	
Illustrate	Show clearly by using appropriate examples or diagrams, sketches.	
Interpret	Explain the meaning of.	
Justify	Explain the correctness of.	
Investigate	Use simple systematic procedures to observe, record data and draw logical conclusions.	
Label	Add names to identify structures or parts indicated by pointers.	
List	Itemise without detail.	
Measure	Take accurate quantitative readings using appropriate instruments.	
Name	Give only the name of.	No additional information is required.
Note	Write down observations.	
Observe	Pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically.	Observations may involve all the senses and/or extensions of them but would normally exclude the sense of taste.
Outline	Give basic steps only.	

Plan	Prepare to conduct an investigation.	
Predict	Use information provided to arrive at a likely conclusion or suggest a possible outcome.	
Record	Write an accurate description of the full range of observations made during a given procedure.	This includes the values for any variable being investigated; where appropriate, recorded data may be depicted in graphs, histograms or tables.
Relate	Show connections between; explain how one set of facts or data depend on others or are determined by them.	
Sketch	Make a simple freehand diagram showing relevant proportions and any important details.	
State	Provide factual information in concise terms outlining explanations.	
Suggest	Offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalization which offers a likely explanation for a set of data or observations.)	No correct or incorrect solution is presumed but suggestions must be acceptable within the limits of scientific knowledge.
	test to find out, following set procedures	

◆ RECOMMENDED READINGS

Magazines and Journals

Audio Visual Materials

Western Zone Office
19 March 2014

Caribbean Advanced Proficiency Examination®
CAPE®



Specimen Papers and Mark Schemes/Keys

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 2, Paper 01
- Unit 2, Paper 02

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 2, Paper 01
- Unit 2, Paper 02



TEST CODE **02152010**

SPEC 2013/02152010

CARIBBEAN EXAMINATIONS COUNCIL
CARRIBEAN ADVANCED PROFICIENCY EXAMINATION®

PHYSICAL EDUCATION AND SPORT

SPECIMEN PAPER

Unit 1 – Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This specimen paper consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. Each item in this specimen paper has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
3. Look at the sample item below.

Sample Item

To maintain self-balance during a routine, a gymnast must ensure that his/her centre of mass is

- (A) in the middle of the body
- (B) above the centre of the head
- (C) below the base of the support
- (D) above the base of the support

Sample Answer



The best answer to this item is “above the base of the support”, so answer space (D) has been shaded.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2012 Caribbean Examinations Council
All rights reserved.

1. Which of the following contribute(s) to the efficiency of the cardiovascular system and enhance(s) the performance of an athlete?

- I. Strengthening of the muscles of the heart
- II. Improvement in the delivery of oxygen from the lungs to the muscles
- III. Increase in cholesterol level

- (A) I only
- (B) III only
- (C) I and III only
- (D) I, II and III

2. Which pancreatic secretion regulates the concentration of glucose in the blood?

- (A) Lipase
- (B) Insulin
- (C) Trypsin
- (D) Amylase

3. The hormone erythropoietin (EPO) plays an important role in the performance of an athlete by regulating the production of

- (A) plasma
- (B) platelets
- (C) red blood cells
- (D) white blood cells

4. The respiratory process consists of the following four stages:

- I. The exchange of O_2 and CO_2 between deoxygenated blood and the alveoli
- II. Taking in atmospheric air and releasing alveolar air
- III. The exchange of O_2 and CO_2 between oxygenated blood and tissues and cellular respiration
- IV. The transport of O_2 and CO_2 throughout the body

What is the correct order of the stages in the respiratory process?

- (A) I, II, III, IV
- (B) II, I, III, IV
- (C) I, III, II, IV
- (D) II, I, IV, III

5. Ben is an athlete who runs the 100-metre race. He eats two bananas at 6:00 a.m. and his race is at 10:20 a.m. The amount of time between eating the bananas and running the race is important to Ben because

- (A) it will lower his blood glucose levels
- (B) it will allow him to eat a meal of eggs and bread
- (C) the time is adequate for him to empty his stomach
- (D) he will have adequate time to do a vigorous warm up

GO ON TO THE NEXT PAGE

6. Which of the following groups is made up of physiological factors that are directly proportional to oxygen consumption?

(A) Cardiac output, heart rate, work rate
 (B) Cardiac output, diastolic pressure, heart rate
 (C) Core temperature, erythrocyte count, work rate
 (D) Minute volume, erythrocyte count, respiration rate

Item 7 refers to the following characteristics of training for a specific athlete.

Duration	Health-related Component	Skill-related Component
> 75 minutes of aerobic fitness and muscular endurance	Strength, speed and power as well as some type of resistance work	Agility to dodge players, hand and foot coordination and hand and ball coordination

7. Which of the following athletes are these characteristics of training MOST suitable for?

(A) Rugby player
 (B) Tennis player
 (C) Striker in football
 (D) Goal keeper in football

8. A footballer has some problems with coordination skills. Which test is MOST appropriate to detect this problem?

(A) Beep test
 (B) Harvard step test
 (C) Illinois agility test
 (D) 30-metre sprint test

9. An overweight individual wishes to improve his/her health using fitness activities. Which type of activity is MOST suitable for this individual?

(A) Power
 (B) Speed
 (C) Coordination
 (D) Cardiovascular endurance

10. The formula for ATP synthesis is

(A) $ATP + P_i \longrightarrow ATP$
 (B) $ATP \longrightarrow AT + P_i$
 (C) $AT + P_i \longrightarrow ATP_2$
 (D) $ATP \longrightarrow ADP + P_i$

11. Which of the following is MOST likely to be developed by extensive tempo training?

(A) Speed
 (B) Flexibility
 (C) Endurance
 (D) Coordination

12. A football coach conducted a post-season analysis of his team. He found that the strength level of the footballers was low at the end of the football season although the team had done weight training in the pre-season. Which principle of training was MOST likely omitted by the football coach?

(A) Variety
 (B) Reversibility
 (C) Individualization
 (D) Active involvement

GO ON TO THE NEXT PAGE

13. A middle distance athlete was told that she needs to improve her anaerobic endurance capacity. Which of the following types of training is MOST suited for this?
- (A) Fartlek training
 - (B) Intensive intervals
 - (C) Extensive intervals
 - (D) Continuous training
14. Merlene is 47 years old and engages in regular physical activity which helps her to sleep better. As a result, her concentration levels at work have increased. This type of exercise is referred to as
- (A) social
 - (B) physical
 - (C) emotional
 - (D) intellectual
15. Which of the following is the MOST accurate method of measuring percentage body fat?
- (A) Skinfold test
 - (B) Bod Pod weighing
 - (C) Biological impedance
 - (D) Hydrostatic weighing
16. The image of Nelson Mandela presenting the South African Springbok rugby captain with the 1995 Webb Ellis cup is one of the most powerful images of South African history. This is an example of using sport as
- (A) a legacy
 - (B) an industry
 - (C) an institution
 - (D) entertainment
17. Sports has various roles. Which of these roles is MOST appropriate to a Caribbean footballer who has accepted a contract to play football for an English club?
- (A) Business
 - (B) Recreational
 - (C) Institutional
 - (D) Entertainment
18. An executive works closely with the manager of a gym to ensure that all of his staff are members of the gym and use the gym regularly. Which of the following roles of sports apply to this situation?
- I. Competition
 - II. Business
 - III. Recreation
 - IV. Health
- (A) I and II only
 - (B) II and III only
 - (C) I, II and III only
 - (D) II, III and IV only

19. A cricketer has just retired from playing professional cricket. What activities should he be encouraged to participate in to maintain his fitness?
- (A) Quick reaction activities
 - (B) High intensity activities
 - (C) Power based and contact sports
 - (D) Endurance based and non-contact activities
20. To which of the following theories is the argument that soccer hooliganism is caused by historical changes affecting working class men attributed?
- (A) Conflict
 - (B) Figurational
 - (C) Functionalist
 - (D) Interactionist
21. Situational factors that may result in spectator violence include
- (A) instinct, confidence
 - (B) personality, values
 - (C) structure of the game, rivalries
 - (D) high levels of testosterone, consumption of alcohol
22. Researchers have proposed that the relationship between heat and aggression is
- I. linear: less aggression as the temperature rises
 - II. curvilinear: more aggression as temperatures rise but less at higher temperatures
 - III. Stratified: linear at all times in the more tropical countries
- (A) I only
 - (B) II only
 - (C) I and II only
 - (D) I, II and III
23. Which of the following was put in place before and during every ancient Olympic game by the Greeks?
- (A) A truce
 - (B) A ban on taxes
 - (C) A public holiday
 - (D) Prohibition of alcohol
24. Which of the following athletes is NOT likely to enter into contractual arrangements?
- (A) Junior
 - (B) Master
 - (C) Amateur
 - (D) Professional

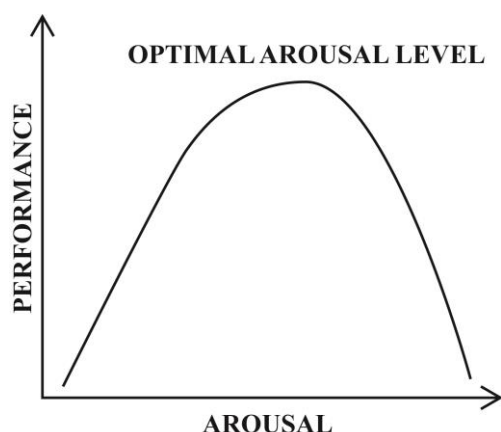
25. Which type of activities are seniors most likely to participate in?
- I. Power-based
 - II. Non-contact
 - III. Endurance-based
 - IV. Contact sports
- (A) I and II only
 - (B) II and III only
 - (C) I, II and III only
 - (D) II, III and IV only
26. Factors of ethnicity that are associated with the sociological aspects of sport are
- (A) race, religion, customs
 - (B) gender, race, minorities
 - (C) groups, religion, gender
 - (D) seniors, juniors, masters
27. The law that prohibits gender discrimination in North American school sports is called
- (A) Title IX
 - (B) Brighton Declaration
 - (C) Title VI
 - (D) Treaty of Chaguaramus
28. The incorporation of social class into social processes in society is referred to as
- (A) life chances
 - (B) class relation
 - (C) class structure
 - (D) social stratification
29. Athletes are MORE likely to experience upward social mobility if they are
- I. university graduates
 - II. world ranked in their sport
 - III. involved in low-income sports
- (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I and III only
30. In which three years were the Modern Olympic Games marred by large-scale boycotts?
- (A) 1968, 1976 and 1980
 - (B) 1972, 1976 and 1980
 - (C) 1976, 1980 and 1984
 - (D) 1976, 1980 and 1988
31. Sports psychology is BEST described as the study of
- (A) physiological preparation for athletic performance
 - (B) arousal and athletic performance
 - (C) skills development and performance
 - (D) how mental processes affect physical activity and athletic performance
32. Which of the following are examples of intrinsic factors of motivation?
- (A) Cups and money
 - (B) Medals and trophies
 - (C) Enjoyment and wellbeing
 - (D) Praise and companionship

GO ON TO THE NEXT PAGE

33. Gaining success and avoidance of failure can be attributed to which theory of motivation?

- (A) Equity theory
- (B) Drive model theory
- (C) Self-efficacy theory
- (D) Achievement need theory

Item 34 refers to the following graph which was put forward by Yerkes and Dodson to support the inverted 'U' theory.



34. The graph shows that

- (A) arousal is not essential to performance
- (B) performance will decrease under pressure
- (C) there is a linear relationship between performance and arousal
- (D) performance will improve to an optimal level after which it gradually decreases

35. Which theory of motivation proposes that athletes seek homeostasis and avoid disequilibrium?

- (A) Attribution
- (B) Goal theory
- (C) Drive theory
- (D) Self-determination theory

36. Which of the following factors is LEAST likely to help in the learning of skills?

- (A) Practice
- (B) Feedback
- (C) Competing
- (D) Experience

37. During which of the following stages of learning a skill is teacher demonstration the MOST important factor?

- I. Cognitive
- II. Associative
- III. Autonomous

- (A) I only
- (B) II only
- (C) I and II only
- (D) II and III only

38. Which theory of learning emphasizes both positive and negative reinforcement?

- (A) Cognitivism
- (B) Behaviourism
- (C) Social learning
- (D) Constructivism

GO ON TO THE NEXT PAGE

39. During a game of cricket a batsman expertly played several shots through the slips and covers for four runs. In which phase of skill learning is the batsman?
- (A) Affective
 - (B) Cognitive
 - (C) Associative
 - (D) Autonomous
40. A coach organized a training session in which all of the basketball players took turns at shooting a hundred baskets without taking any breaks. Which mode of practice is the coach using?
- (A) Closed skill
 - (B) Mass practice
 - (C) Varied practice
 - (D) Distributed practice
41. Which leadership theory states that leaders are born not made?
- (A) Great man theory
 - (B) Normative theory
 - (C) Fielder's contingency theory
 - (D) Chelladurai's multi-dimensional theory
42. Social cohesion can BEST be defined as
- (A) a group sharing the same values
 - (B) the bonds that bind people in society
 - (C) a selected group of persons working by themselves all the time
 - (D) a group of persons who live and work together sometimes
43. The MOST appropriate definition of task cohesion is the degree to which
- (A) a group is able to get along
 - (B) a group is able to realize success
 - (C) group members work together to achieve common goals and objectives
 - (D) the team or group is able to get along with the coach

44. In team formation, during which stage do members bond together to channel their energies for team success?

- (A) Forming
- (B) Norming
- (C) Storming
- (D) Performing

45. Which of the following is defined as “Important and long-lasting beliefs or ideals shared by members of a culture about what is good or bad, desirable or undesirable”?

- (A) Mores
- (B) Ethics
- (C) Values
- (D) Morals

END OF TEST

Unit 1 - Paper 01

Item	Specific Objective	Key	Cognitive Skill	Item	Specific Objective	Key	Cognitive Skill
1	1.1	C	KC	26	2.3	A	KC
2	1.2	B	KC	27	2.3	A	KC
3	1.2	C	KC	28	2.5	D	KC
4	1.1	D	KC	29	2.5	C	AK
5	1.3	B	AK	30	2.4	C	KC
6	1.1	A	KC	31	3.1	D	KC
7	1.4	B	AK	32	3.2	C	KC
8	1.5	C	AK	33	3.2	D	KC
9	1.5	D	AK	34	3.3	D	AK
10	1.3	A	KC	35	3.2	C	KC
11	1.6	C	AK	36	3.4	C	KC
12	1.6	B	AK	37	3.4	A	KC
13	1.6	B	AK	38	3.4	B	KC
14	1.4	D	AK	39	3.4	D	AK
15	1.5	B	KC	40	3.4	B	AK
16	2.1	A	AK	41	3.5	A	KC
17	2.1	A	AK	42	3.6	B	KC
18	2.1	D	AK	43	3.6	C	KC
19	2.1	D	KC	44	3.6	D	AK
20	2.2	C	KC	45	3.7	C	KC
21	2.3	B	AK				
22	2.3	B	KC				
23	2.4	A	KC				
24	2.3	C	KC				
25	2.3	B	AK				



TEST CODE **02152020**

SPEC 2013/02152020

C A R I B B E A N E X A M I N A T I O N S C O U N C I L
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

PHYSICAL EDUCATION AND SPORT

SPECIMEN PAPER

UNIT 1 – Paper 02

2 hours

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions, ONE from EACH module.
2. Answer ALL questions.
3. Write your answers in the spaces provided.
4. You may use silent, non-programmable, calculators to answer questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2013 Caribbean Examinations Council
All rights reserved.

MODULE 1: FUNCTIONAL ANATOMY AND TRAINING THEORY

- 1. (a) (i) Name TWO components of the circulatory system. [2 marks]**

.....

.....

- (ii) Define the term ‘cardiac output’.**

.....

.....

.....

[3 marks]

- (iii) Explain how participation in physical activity by an athlete results in an increase in his/her cardiac output.**

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) (i) Name THREE components of fitness that are important to athletes. [3 marks]**

.....

.....

.....

- (ii) Which component of fitness does 'extensive tempo training' help to develop?

[1 mark]

.....

- (iii) Outline THREE reasons why it is important for a coach to maintain the principles of progression when designing coaching programmes to improve fitness.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (c) An athlete who is in the general preparation stage of a training programme decides to do a 30-metre sprint heat; his results are poor. Should the athlete be worried about these results? Explain your answer.

[4 marks]

.....

.....

.....

.....

.....

.....

Total 25 marks

MODULE 2: SOCIOLOGICAL ASPECTS OF SPORTS

2. Define the following terms:

- (i) Olympism
- (ii) Paralympic Games
- (iii) Deviant over-conformity

[6 marks]

.....

.....

.....

.....

.....

.....

(b) Using conflict theory, outline THREE reasons why Caribbean sports administrators are likely to discourage Caribbean student athletes from pursuing athletic scholarships in the United States of America.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

- c) Discuss TWO reasons that a sociologist, using the interactionist theory, is likely to give in support of Caribbean student athletes pursuing athletic scholarships in the United States of America.

[4 marks]

.....

.....

.....

.....

.....

.....

- (d) Mr Brown is a two-time Olympic gold medallist. His family members are influenced by his achievements and his enthusiasm for sporting activities. Suggest FIVE different ways in which the members of his family can demonstrate their understanding of the various roles of sports.

[5 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- e) The Olympics have expanded to include more sports in which women can participate. Discuss TWO ways in which the media can help to promote gender equality in sports at the Olympic level.

[4 marks]

.....

.....

.....

.....

.....

.....

Total 25 marks

MODULE 3: SPORTS PSYCHOLOGY

3. (a) Name TWO different types of motivation as they relate to sports, and give ONE example of EACH type. **[4 marks]**

.....

.....

.....

.....

- (b) With the aid of a simple graph, discuss the inverted 'U' theory (Yerkes–Dodson) **[6 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (c) A coach puts together a number of players from different territories in the Caribbean. For these players to become a team, they must go through a number of progressive stages of development.

- (i) List the stages of development that these players must go through, in the correct order. **[5 marks]**

.....

.....

.....

- (ii) Explain the correlation between team cohesion and team success. **[4 marks]**

.....

.....

.....

.....

.....

.....

- (d) Explain the difference between the cognitive and associative stages in learning motor skills. **[6 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

Total 25 marks

END OF TEST

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N[®]

P H Y S I C A L E D U C A T I O N A N D S P O R T

U N I T 1 - P A P E R 0 2

K E Y A N D M A R K S C H E M E

S P E C I M E N

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
1 (a) (i)	1.1	Heart Arteries Veins Capillaries Blood cells Platelets Any TWO components 1 mark each	2	0	2
(ii)	1.1	The <u>volume of blood</u> (1) the <u>heart pumps</u> (1) through the circulatory system <u>in one minute</u> . (1) 1 mark for each underlined point	3	0	3
(iii)	1.1	<ul style="list-style-type: none"> An increase in physical activity <u>increases the demands</u> (1) of the cardiovascular system. The muscles <u>require more oxygen</u> (1) for <u>energy production</u>. (1) The muscles require <u>more nutrients</u>(glucose) (1) for energy production. Rate of <u>metabolic processes increases</u> (1) thus producing <u>more waste</u> to be eliminated. (1) Marks awarded for underlined points	0	6	6

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
1 (b) (i)	1.4	Speed Flexibility Endurance Balance Coordination Strength Any THREE components 1 mark each	3	0	3
(ii)	1.4	Endurance	0	1	1
(iii)	1.6	<ul style="list-style-type: none"> To ensure gradual development of the levels of fitness To ensure proper adaptation of the body to training loads To prevent reversibility, that is, if we do not use or maintain our fitness level we will lose it To prevent overtraining; too much training can cause muscle soreness, joint pains and extreme tiredness Any THREE reasons 2 marks each	0	6	6
1 (c)	1.5	No	0	1	4
	1.6	During this period, specific sprint training is not normally done (1) ; the volume of general activities will be at a high intensity (1) ; as a result he will not be able to perform well in speed activities. (1)		3	
			8	17	25

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
2 (a)	2.3 2.4	<p><u>Olympism</u> is a <u>philosophy of life</u>, exalting and combining in a <u>balanced whole</u> the <u>qualities of body, will and mind</u>.</p> <p><u>Paralympic Games</u> - <u>major international multisport events for athletes with physical, sensory, developmental and mobility disabilities</u>.</p> <p><u>Deviant over-conformity</u> - deviance based on the <u>unquestioned acceptance of norms</u>. <u>It involves training beyond accepted levels</u>.</p> <p>2 marks for each definition</p>	6	0	6
2 (b)	2.5	<p>Conflict theorists argue that:</p> <ol style="list-style-type: none"> 1. The athletes are powerless and are low-status persons at these institutions. 2. Athletes are used to achieve the objectives of the United States' universities. 3. The scholarships are worth a lot more than the athletes receive in benefits and tuition. 4. The social inequality between the Caribbean student athletes and the United States athletes is reinforced by these scholarships. 	0	6	6

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
2 (c)		<p>5. The countries lose the opportunity to have their athletes at their best for the most important international championships as they are all tired from NCAA competitions during the college semester.</p> <p>6. Foreign coaches control Caribbean athletes in that they do not train these athletes to the same level that they would train a United States athlete.</p> <p>7. Athletes are taken from their environment and placed in a foreign culture and this movement impacts on their performance.</p> <p>Any THREE reasons fully discussed 2 marks each; 1 mark for partial discussion</p>			
		<p>1. Student athletes will benefit from exposure to different cultures and environments.</p> <p>2. Student athletes would fit in and learn new skills in order to survive in the United States environment.</p> <p>3. The scholarships represent a valuable opportunity for achieving goals such as travel and educational opportunities.</p>	0	4	4

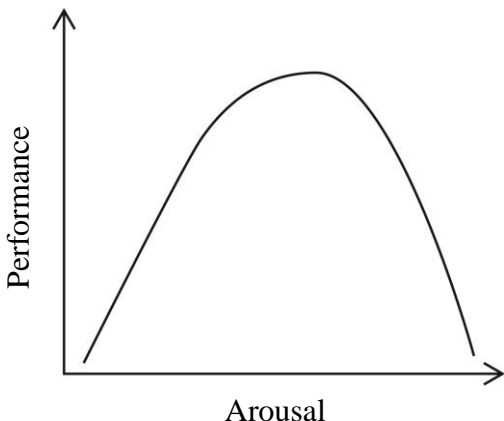
PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
2 (d)		<p>4. A sense of worth and new relationships develop through the college experience.</p> <p>5. Athletes improve their character and find meaning (for example, identifying with fraternities) through sports at these colleges.</p> <p>6. Athletes are socialized in a manner that enables them to improve their behavioural skills.</p> <p>Any TWO reasons fully discussed 2 marks each; 1 mark for partial discussion</p>			
		<p>1. They may be involved in sports to maintain a healthy lifestyle.</p> <p>2. They may be semi-professional or professional athletes and use sport as business/industry.</p> <p>3. They may be involved in sales, marketing and manufacturing for sport.</p> <p>4. The family may be spectators/supporters of sport and be recipients of the entertainment value of sport.</p> <p>5. The family may use sport as recreation, to enjoy the activity on family days together.</p>	0	5	5

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
2 (e)		<p>6. The family may use sport as a template for honest effort, work ethic, fair play and a whole value system for the younger members.</p> <p>Any FIVE ways suggested 1 mark each</p>	0	4	4
		<p>1. The photos and comments should emphasize the strength and skill of female athletes rather than an over-emphasis on physical attractiveness.</p> <p>2. The camera angles for the media photos should highlight the competitive aspects and not the physical characteristics.</p> <p>3. The accomplishments of women should be given more coverage/prominence.</p> <p>4. The language used should be gender neutral.</p> <p>5. The physical attractiveness of the fit human body can be emphasized for both sexes.</p> <p>Any TWO ways fully discussed 2 marks each; 1 mark for partial discussion</p>			

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
			6	19	25
3 (a)	3.2	<p>Intrinsic motivation, for example, satisfaction, enjoyment</p> <p>Extrinsic motivation, for example, trophies, prizes</p> <p>1 mark for each type of motivation and 1 mark for each example</p>	4	0	4
3 (b)	3.3	 <p>As arousal level increases, performance increases (1) to a maximum performance; (1) beyond optimal performance as arousal continues to increase, performance decreases (1)</p> <p>2 marks for labelling axes; 1 mark for curve; 3 marks for the discussion</p>	0	6	6
3 (c) (i)	3.6	<p>Forming, storming, norming and performing</p> <p>1 mark for each of the FOUR stages and 1 mark for the correct sequence</p>	5	0	5

PHYSICAL EDUCATION AND SPORT
UNIT 1 - PAPER 02
KEY AND MARK SCHEMES

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
(ii)	3.6	If there is <u>early success</u> of the team this will lead to <u>greater cohesion</u> of the team which can lead to a <u>greater feeling of self</u> and <u>group satisfaction</u> . 1 mark for each underlined point	0	4	4
3 (d)	3.4	The cognitive stage is the <u>beginning stage</u> , athlete is trying to learn the <u>basics of the skill</u> and <u>teacher demonstration</u> is vital. The associative stage is an <u>intermediate stage</u> ; the athlete takes <u>part in hours of practice</u> . The <u>fundamental basics of the skills</u> are <u>required</u> . 1 mark for each underlined point	0	6	6
			9	16	25



TEST CODE **02252010**

SPEC 2013/02252010

CARIBBEAN EXAMINATIONS COUNCIL
CARRIBEAN ADVANCED PROFICIENCY EXAMINATION®

PHYSICAL EDUCATION AND SPORT

SPECIMEN PAPER

Unit 2 – Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This specimen paper consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. Each item in this specimen paper has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
3. Look at the sample item below.

Sample Item

The force which causes a cyclist to lean into the curve while riding around it is called the

- (A) resultant force
- (B) resistive force
- (C) centripetal force
- (D) centrifugal force

Sample Answer



The best answer to this item is “centripetal”, so answer space (C) has been shaded.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2013 Caribbean Examinations Council
All rights reserved.

1. On leaving the starting blocks an athlete is forced to move quickly otherwise he will fall. This is because the
 - (A) swing leg is hyper-extended
 - (B) power leg is not fully extended
 - (C) first stride is very long and causes a loss of balance
 - (D) centre of mass is not over the base of the support
2. A footballer kicks a ball above waist height deliberately swerving it to the left. What is the BEST position on the ball for him to make contact with for this to occur?
 - (A) Through the centre of mass
 - (B) Below the centre of mass and to the left
 - (C) Below the centre of mass and to the right
 - (D) Directly below the centre of mass
3. What is the name of the force that pulls an athlete out of rotation when he/she is running around a bend during a 200-metre race?
 - (A) Resistive
 - (B) Resultant
 - (C) Centrifugal
 - (D) Centripetal
4. The branch of biomechanics that is concerned with zero motion and systems in constant motion is referred to as
 - (A) statics
 - (B) kinetics
 - (C) dynamics
 - (D) kinematics
5. One of the reasons that members of the 4 x 400-metre relay team usually carry the baton in the right hand is to counter the effects of the
 - (A) resultant force
 - (B) force of gravity
 - (C) centrifugal force
 - (D) centripetal force
6. John executed a perfect technique while throwing the javelin; his speed and angle of release were perfect. However, he did not achieve his best throw. Which force may have affected the distance thrown by John?
 - (A) Centrifugal
 - (B) Centripetal
 - (C) Aerodynamic
 - (D) Aquadynamic
7. Which lever system is depicted by the serving arm of a lawn tennis player while serving?
 - (A) First class
 - (B) Second class
 - (C) Third class
 - (D) Fourth class

GO ON TO THE NEXT PAGE

8. An athlete achieves optimum velocity along the run way for the long jump; he hits the take-off board with optimum force to achieve a record distance. Which law of motion is in effect as the athlete hits the take-off board?
- (A) Newton's 1st law of motion
 - (B) Newton's 2nd law of motion
 - (C) Newton's 3rd law of motion
 - (D) Newton's 4th law of motion
9. The acceleration of a sprinter at approximately 45 metres of a 100-metre race is
- (A) constant
 - (B) at its maximum
 - (C) approaching zero
 - (D) increasing significantly
10. Two netballers of different sizes collided while running for the ball. The smaller one was able to knock over the bigger one. This happened because the
- (A) bigger one had more inertia
 - (B) bigger one had more friction
 - (C) smaller one had more momentum
 - (D) smaller one had a higher centre of mass
11. A professional athlete running the 100-metre race is MOST likely to achieve maximum velocity between
- (A) 15 and 20 m
 - (B) 25 and 50 m
 - (C) 55 and 70 m
 - (D) 75 and 85 m
12. The average velocity of a sprinter who does a 200-metre in 20 seconds is
- (A) 4 m/s
 - (B) 10 m/s
 - (C) 20 m/s
 - (D) 40 m/s
13. Which of the following when combined determine propulsion?
- (A) Drag and lift
 - (B) Lift and gravity
 - (C) Drag and momentum
 - (D) Gravity and momentum
14. What is the MAJOR contributing factor to maximizing the velocity of a sprinter during a 100-metre race?
- (A) Type of running surface
 - (B) Inertia and air resistance
 - (C) Forward inclination of the torso
 - (D) Contractile power of the leg and thigh muscles

GO ON TO THE NEXT PAGE

- 15.** A long jumper adhering to proper biochemical principles to improve his/her jump will make sure that he/she
- I. maintains a stride length along the run way
 - II. maintains a stride frequency along the run way
 - III. reduces the force applied to the take-off board
 - IV. increases the force applied to the take-off board
- (A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and IV only
- 16.** Which of the following is the correct sequence for acquiring staff for a sporting organization?
- (A) Performance appraisal → training → selection → recruitment
(B) Selection → recruitment → performance appraisal → training selection
(C) Recruitment → selection → training → performance appraisal
(D) Training → performance appraisal → recruitment.
- 17.** The MOST important factors to be considered when choosing persons to staff a sporting organization are
- I. Background
 - II. Age
 - III. Experience
 - IV. Dress
- (A) I and II only
(B) I and IV only
(C) I, II and III only
(D) I, II, III and IV
- 18.** Sporting organizations receive funding from which of the following?
- I. Public sector
 - II. Private sector
 - III. Non-profit organizations
- (A) I only
(B) II only
(C) I and II only
(D) I, II and III
- 19.** Which post in a national federation is most likely to communicate with international federations?
- (A) President
 - (B) Treasurer
 - (C) Vice President
 - (D) General Secretary

20. The public sector is MOST likely to donate money to sports for
- I. marketing expenses
 - II. development and infrastructure
 - III. training of coaches
- (A) I only
(B) II only
(C) I and II only
(D) II and III only
21. Which of the following is NOT a critical event management function?
- (A) Event marketing
(B) Risk management
(C) Financial management
(D) Athlete's performance
22. The status of sports to an economy is elevated based on the contribution of sports to
- (A) GNP
(B) GDP
(C) ICC
(D) IOC
23. What type of public assembly facility is most appropriate for a cricket match?
- (A) Arena
(B) Theatre
(C) Stadium
(D) Auditorium
24. Which of the following forms part of a sponsorship evaluation?
- I. Input
 - II. Output
 - III. Cost
 - IV. Measures
- (A) I and II only
(B) II and III only
(C) II, III and IV only
(D) I, II, III and IV
25. Which of the following is NOT a component of the 'event triangle'?
- (A) Fan
(B) Media
(C) Event
(D) Sponsor
26. Which of the following is NOT one of the P's of marketing?
- (A) Price
(B) Product
(C) Promotion
(D) Performance
27. The use of an athlete's picture to promote products without the athlete's consent is a breach of
- (A) labour law
(B) image rights
(C) contract law
(D) licensing rights

GO ON TO THE NEXT PAGE

28. A Caribbean footballer designed a football boot for a shoe manufacturer to make and sell. The MOST important legal issue to be considered by the footballer is
- (A) contract
 - (B) labour law
 - (C) risk management
 - (D) intellectual property
29. Which of the following are ethical issues in sports?
- I. Doping
 - II. Disability
 - III. Ethnicity
 - IV. Gender discrimination
- (A) II and IV only
 - (B) I, II and III only
 - (C) II, III and IV only
 - (D) I, II, III and IV
30. In which two sports has there been a breakdown in gender barriers recently?
- (A) Boxing and rugby
 - (B) Hockey and netball
 - (C) Ice skating and hockey
 - (D) Gymnastics and netball
31. Which of the following correctly matches the characteristic of the sports clothing to the sport for which it is suited?
- (A) Waterproof — hiking
 - (B) Aerodynamic — sprint races
 - (C) Heat removing — long distance races
 - (D) Heat returning — sub-aqua sports
32. In which sport will goal-line technology be introduced in the year 2014?
- (A) Rugby
 - (B) Tennis
 - (C) Football
 - (D) Basketball
33. In which of the following international sports is ‘hawk-eye’ technology used to trace the ball’s trajectory?
- I. Cricket
 - II. Basketball
 - III. Tennis
- (A) I only
 - (B) I and II only
 - (C) I and III only
 - (D) I, II and III
34. Which of the following is the BEST reason for using an electronic timing device over a manual timing device?
- (A) Provides more accurate records
 - (B) Gives faster results
 - (C) It is easier to interpret
 - (D) Records more times
35. Scouting/recruitment has become more critical to the practice of modern sport. Which technological aid is MOST suitable to carry out this practice?
- (A) Radio
 - (B) Video
 - (C) Television
 - (D) Newspaper

GO ON TO THE NEXT PAGE

36. Sporting activities have a large number of fans who must be consistently informed about what is going on in the sport. Which is the BEST method to constantly keep fans in touch?
- (A) E-mail
 - (B) Telephone
 - (C) Newspaper
 - (D) Online streaming
37. Which of the following devices are used to maintain muscle tone when treating injured athletes to ensure quick recovery?
- (A) X-ray
 - (B) TENS
 - (C) Monitor
 - (D) Ultrasound machine
38. After a game in which the team performed poorly, the coaching staff decided to do a critical analysis of the team's performance. Which of the following technological applications would be MOST suitable for use?
- (A) Television
 - (B) Still pictures
 - (C) Computer analysis
 - (D) Newspaper reports
39. Which of the following are BENEFITS of the bowling machine?
- I. Decrease in wear and tear on bowlers in training
 - II. Consistency of bowling during practice
 - III. Improvement in batting technique
- (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I, II and III
40. A coach has invested in a computer program to help in post-game analysis. In what way could this help the team's performance?
- (A) Enhances players' performance
 - (B) Increases arousal levels of players
 - (C) Produces computer literate players
 - (D) Identifies and corrects faults
41. Which of the following is MOST suitable for tracking an athlete's performance?
- (A) Scale
 - (B) Calculator
 - (C) Sport watch
 - (D) Heart wave monitor

- 42.** Which of the following are the MOST important benefits of using technology in sports?
- I. Greater attendance
 - II. Solutions to logistical problems
 - III. Accuracy of results
 - IV. Better record keeping
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I and IV only
- 43.** A governing body that needs to make competition information readily available to prospective participating teams should use a
- (A) poster
 - (B) website
 - (C) magazine
 - (D) newspaper
- 44.** Which of the following is the MOST efficient method that an event manager can use to facilitate the registration of a large number of teams from the Caribbean region?
- (A) Online registration
 - (B) On-site registration
 - (C) Mailing registration
 - (D) Telephone registration
- 45.** The technological tool that is most appropriate for Caribbean sporting associations which are required to meet from time to time is
- (A) telex
 - (B) facebook
 - (C) the telephone
 - (D) teleconferencing

END OF TEST

Unit 2 - Paper 01

Item	Specific Objective	Key	Cognitive Skill	Item	Specific Objective	Key	Cognitive Skill
1	1.2	D	AK	26	2.4	D	KC
2	1.2	C	AK	27	2.5	B	AK
3	1.3	C	AK	28	2.5	D	AK
4	1.1	D	KC	29	2.6	D	KC
5	1.3	D	AK	30	2.6	A	AK
6	1.3	B	AK	31	3.1	C	AK
7	1.3	A	AK	32	3.1	B	KC
8	1.3	B	AK	33	3.1	C	KC
9	1.5	C	AK	34	3.1	A	KC
10	1.5	C	AK	35	3.2	B	AK
11	2.2	D	AK	36	3.2	D	AK
12	2.1	B	AK	37	3.3	B	AK
13	1.3	C	AK	38	3.3	C	AK
14	1.5	D	AK	39	3.3	D	AK
15	1.6	D	AK	40	3.3	D	AK
16	2.1	C	KC	41	3.3	D	AK
17	2.1	C	KC	42	3.4	C	KC
18	1.5	B	KC	43	3.4	B	AK
19	1.5	B	KC	44	3.4	A	AK
20	2.2	D	KC	45	3.5	D	AK
21	2.1	D	KC				
22	2.3	B	KC				
23	2.7	B	AK				
24	2.4	D	KC				
25	2.4	B	KC				



TEST CODE **02252020**

SPEC 2013/02252020

C A R I B B E A N E X A M I N A T I O N S C O U N C I L
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

PHYSICAL EDUCATION AND SPORT

SPECIMEN PAPER

Unit 2 – Paper 02

2 hours

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions, ONE from EACH module.
2. Answer ALL questions.
3. Write your answers in the spaces provided.
4. You may use silent, non-programmable, calculators to answer questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2013 Caribbean Examinations Council
All rights reserved.

MODULE 1: BIOMECHANICS

1. (a) Define the term 'biomechanics'. [2 marks]

.....

.....

.....

- (b) Differentiate between static and dynamic equilibrium and give an example of EACH. [4 marks]

.....

.....

.....

.....

.....

.....

- (c) Figure 1 represents the performance of an athlete in a 100-metre race. Study the graph and answer the questions that follow.

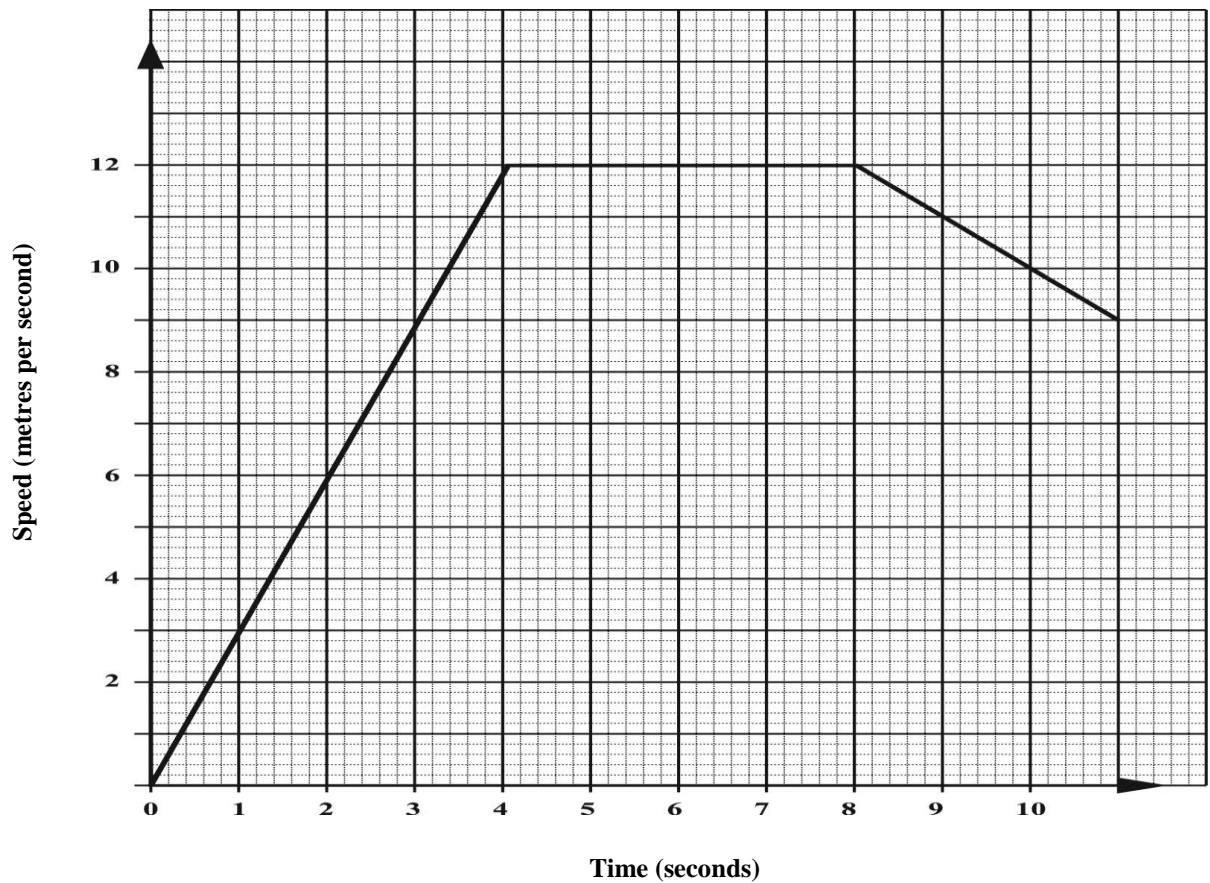


Figure 1: Velocity and acceleration graph for an athlete

- (i) How long did it take the athlete to accelerate to maximum velocity? **[1 mark]**
.....
- (ii) What is the maximum velocity achieved? **[1 mark]**
.....
- (iii) For how long does the athlete maintain maximum velocity? **[1 mark]**
.....
- (iv) What is the athlete's loss in velocity during the deceleration phase? **[1 mark]**
.....
- (v) Suggest TWO ways, related to velocity, by which the athlete could improve his performance. **[2 marks]**
.....
.....
.....
.....

- (d) An athlete who is running a 200-m race has a different posture when he is in the curve (bend) than when he is running on the straight. Give ONE explanation for this.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (e) (i) State the THREE factors that determine the parabolic curve of a discus.

[3 marks]

.....

.....

.....

- (ii) Explain why TWO of the factors stated in (i) are important to a discus thrower.

[4 marks]

.....

.....

.....

.....

.....

.....

Total 25 marks

MODULE 2: SPORT MANAGEMENT II

2. (a) (i) A sports club wants to commence the organization and implementation of its annual sports day. List the FOUR stages that must be managed by the planning committee, in the correct order. **[5 marks]**

.....

.....

.....

- (ii) State the role of the event manager in the organization of the sports day. **[2 marks]**

.....

.....

.....

- (iii) Use the headings below to create a marketing plan for the activities of the sports day. **[10 marks]**

Target market

.....

.....

.....

Objectives

.....

.....

.....

.....

Marketing Package

.....

.....

.....

.....

Budget

.....

.....

.....

.....

Implementation Plan

.....

.....

.....

.....

- (b) Discuss TWO key issues that should be documented in a sponsorship proposal designed to attract sponsorship funds. **[4 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (c) Explain TWO legal issues that may arise during the organization of any sporting activity.

[4 marks]

.....

.....

.....

.....

.....

.....

.....

Total 25 marks

MODULE 3: TECHNOLOGY AND INNOVATION

3. (a) Explain TWO ways in which the use of a bowling machine can enhance the batting skills of a cricketer. **[4 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) Outline FOUR ways in which technology may be used to ensure that the planning, organization and implementation of a track meet is successful. **[8 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (c) Discuss FIVE ways in which a sporting organization may use technology to keep its fans informed about its activities.

[10 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (d) State **THREE** types of information about an athlete that can be obtained by the use of monitors (wired/wireless) during sporting activities.

[3 marks]

.....

.....

.....

.....

Total 25 marks

END OF TEST

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N[®]

P H Y S I C A L E D U C A T I O N A N D S P O R T

U N I T 2 - P A P E R 0 2

K E Y A N D M A R K S C H E M E

S P E C I M E N

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
1 (a)		Biomechanics is the <u>sports science</u> that <u>applies the laws of mechanics</u> and physics to <u>human performance</u> Any two underlined points 1 mark each	2	0	2
(b)		Static equilibrium is balancing in a single plane, for example, a gymnast doing a hand stand. Dynamic equilibrium is balancing in more than one plane, for example, a footballer staying on his feet during a tackle. 1 AK mark for each example and 2 KC marks for differentiation	2	2	4
1 (c) (i) (ii) (iii) (iv)	1.4	4 s 12 m/s 4 s 2 m/s 1 mark each	0	4	4
(v)	1.4	<ul style="list-style-type: none"> • Take a shorter time to reach maximum velocity • Maintain maximum velocity for a longer period 1 mark for each point	0	2	2

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
1 (d)	1.3	<ul style="list-style-type: none"> On the straight, the athlete is vertical (1) while in the bend, his body is leaning to the in-field(1). In the bend, the athlete is leaning to counter (1) the centrifugal force that is pushing him out of the curve (1). In the curve, the right arm has a greater range of motion than the left (1) and this helps to keep his body leaning to the in-field (1) helping him to stay in his lane. <p>2 marks for each point</p>	0	6	6
(e) (i)	1.5	<p>Height Angle of release Speed of release</p> <p>1 mark for each factor</p>	3	0	3
(ii)	1.5	<p>Speed of release: The faster the speed the more momentum the discus will have.</p> <p>Angle of release: An angle of approximately 42 is an optimal angle because it takes advantage of the aerodynamic qualities of the implement.</p>	0	4	4

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
		<p>Height of release: The higher the height of release the less the effect of gravity on the discuss in the initial stages of the throw</p> <p>Any TWO explanations 2 marks each; 1 mark for partial discussion</p>			
			7	18	25

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
2 (a) (i)	2.2	1. Pre-event meeting 2. Press launch 3. Event 4. Post-event meeting 1 mark for each stage and 1 mark for the correct order	5	0	5
(ii)	2.3	The event manager will be responsible for the <u>organization</u> of the <u>entire event</u> on the day of the event. 1 mark for each underlined point	2	0	2
(iii)	2.4	Target market: athletes, community groups, sports enthusiasts. Objectives: <ol style="list-style-type: none"> To increase the awareness of the importance of fitness in the community To use sports to bring the community closer together Marketing Package: Use of media, branding, posters for advertising Budget: The budget will be an inexpensive one, most of the monies will be acquired through sponsorship in exchange for advertising	0	10	10

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
(b)	2.6	<p>Implementation plan:</p> <p>Time: Activity 1 Time: Activity 2 Time: Activity 3</p> <p>(Candidates should list at least three activities and their scheduled times.)</p> <p>Each section of the plan correctly completed 2 marks; 1 mark for partial completion.</p>			
		<ul style="list-style-type: none"> • Tax break: If your country offers tax concessions to companies that sponsor sporting activities this should be noted in the proposal. • Media exposure: Explain to potential sponsors that media coverage at the event will result in increased exposure of their product(s). • Increase in revenue: Increased exposure of product may lead to an increase in sales. • Loyalty: Some athletes may choose the product as the preferred brand and be consistently loyal. <p>2 marks for each issue fully discussed; 1 mark for partial discussion</p>	0	4	4

**PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME**

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
(c)	2.6	<ul style="list-style-type: none"> • A contract is an agreement and may be done for several reasons, for example, employment contracts and sponsorship contracts. • Players' rights: The request of a player to play for a particular team. • Intellectual property: This is associated with sports in many ways, for example, sporting gear, event promotions and merchandising. • Labour issues centred around the players' rights to form unions and associations to represent themselves in negotiations. <p>Any TWO legal issues fully explained 2 marks each; 1 mark for partial explanation</p>	0	4	4
			7	18	25

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
3(a)	3.3	<ul style="list-style-type: none"> • The bowling machine can help the batsman with playing fast pace deliveries as the machine can be adjusted to bowl at a faster pace than the bowlers. • The bowling machine allows the coach to analyse the batsman as he can play the same type of delivery repeatedly. • The bowling machine can help with the consistency of delivery, forcing the batsman to respond to a particular delivery. • The bowling machine may be used in the absence of a bowler. <p>2 marks for each way fully explained; 1 mark for partial explanation</p>	0	4	4
(b)	3.4	<ul style="list-style-type: none"> • Use of spreadsheets to prepare event schedule. • Set up a website where athletes can register for events or get information about events. • Use of teleconferencing for stakeholder meetings. 	0	8	8

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
(c)	3.2	<ul style="list-style-type: none"> • Use of database management system to record and disseminate information. • Use of communication devices for organizers to communicate with each other during the event. • Implementation of a photofinish system for results generation and management <p>2 marks for each way fully outlined; 1 mark for partial outline</p>			
		<ul style="list-style-type: none"> • Television: Use of TV sports channels such as ESPN to provide access to games and information about various sporting organizations. • E-mail: Organizations can create a list of email addresses for its fans and keep them updated by sending frequent emails. • Websites: Organizations can create websites where all of the information they want their fans to have access to can be placed. • Social media: Organizations can set up Facebook or Twitter accounts and have their fans follow them to access information. 	0	10	10

PHYSICAL EDUCATION AND SPORT
UNIT 2 - PAPER 02
KEY AND MARK SCHEME

Question No.	Syllabus Objective	Suggested Response	Mark Allocation		
			KC	AK	TOTAL
(d)	3.3	<ul style="list-style-type: none"> • Use of specialized software: For example, using video-streaming software to enable fans to have access to their games and conferences. <p>2 marks for each method fully discussed; 1 mark for partial discussion</p>	3	0	3
		Heart rate Oxygen intake Reaction time Blood pressure Stride rate Speed Stride length Distance covered 1 mark for each type of information			
			3	22	25