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Caribbean Secondary
Education Certificate®

SYLLABUS PHYSICAL EDUCATION AND SPORT

CXC 33/G/SYLL 26

Effective for examinations from May–June 2028



CSEC®

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NOTE TO TEACHERS AND LEARNERS

This document CXC 33/G/SYLL 26 replaces CXC 33/0/SYLL12 issued in 2012.

Please note that the syllabus has been revised and amendments are indicated by italics.

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PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

Contents

RATIONALE	1
AIMS.....	2
CAREER CHOICE.....	2
SUGGESTED TIMETABLE ALLOCATION FOR TEACHING	3
ORGANISATION OF THE SYLLABUS.....	3
<i>APPROACHES TO TEACHING THE SYLLABUS</i>	4
<i>QUALIFICATION OVERVIEW</i>	5
CERTIFICATION	5
SKILLS AND ABILITIES TO BE ASSESSED	6
FORMAT OF THE EXAMINATIONS	6
<i>ASSESSMENT GRID</i>	8
REGULATIONS FOR PRIVATE CANDIDATES	8
<i>MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT</i>	10
<i>SPORT OPTION A (Paper 031)</i>	20
<i>MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE</i>	47
<i>SPORT OPTION B (Paper 03)</i>	55
<i>MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS</i>	69
<i>SPORT OPTIONS (Paper 031)</i>	75
SCHOOL-BASED ASSESSMENT	113
RATIONALE	113
MARK SCHEME FOR PRACTICAL SKILLS.....	114
SUGGESTED RESOURCES.....	117
RESOURCE MATERIAL.....	118
GLOSSARY.....	119

Physical Education and Sport Syllabus

◆ RATIONALE

Movement is essential for daily functioning *therefore an understanding of what, where and how the body can move is critical for quality human existence.* As an integral part of the general education process, *Physical Education* contributes to an individual's awareness and understanding of the elements and dimensions of *movement, forms the basis for the learning of sport skills, as well as an increased awareness of health and wellness principles.* 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 international peace and understanding and many local, regional and international sporting bodies have embraced shared values through sport.

The study of Physical Education and Sport, therefore, not only allows students to work *individually, cooperatively, and collaboratively* in the theoretical and practical components of the subject but also assists them in developing critical life skills. As a curricular inclusion, it provides students of varying abilities with experiences that facilitate physical, social, intellectual, cultural, spiritual and emotional growth. *This syllabus encourages the use of learner-centred teaching, learning and assessment strategies, as well as creates opportunities for the development of Twenty-First Century skills related to decision-making, creativity and innovation, communication, problem solving, collaborative leadership, critical thinking and the use of sport technology. It also promotes the use of a variety of instructional approaches to support diverse learners, recognising learner variability and fostering inclusive, flexible and accessible learning experiences. Guided by the principles of Universal Design for Learning (UDL), the syllabus supports multiple means of engagement, representation, action and expression to ensure that all learners can access, participate in and demonstrate their understanding of Physical Education and Sport through both theoretical and practical experiences.* This syllabus is primarily designed to support the educational needs of Caribbean students by providing opportunities to *develop foundational knowledge and understanding of Physical Education and Sport and its component parts. However, its structure and content may also resonate with a broader, global audience. The knowledge and skills gained can form the basis for further studies in Physical Education and related fields such as health, recreation and sport. Additionally, the syllabus takes into consideration the multicultural nature of Caribbean peoples and aims to address a wide range of experiences relating to a healthy lifestyle.*

This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government. *This individual has a positive work ethic; demonstrates multiple literacies, independent and critical thinking skills; has the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and contributes to the health and welfare of the community and country. This individual also seeks to nourish in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength.* In keeping with the UNESCO Pillars of Learning, this course of study will also contribute to a person who will learn how to *know, learn to do, learn to be, learn to live together, and learn to transform themselves and society.*

◆ AIMS

The syllabus aims to:

1. *understand the historical relevance of physical education and sport and the relationships that exist between each, as well as the relationships among sporting organisations;*
2. *develop the knowledge, skills, values and attitudes for the enhancement of performance in a wide range of movement and sport experiences;*
3. *promote optimal health and wellness through an understanding of the human body and healthy lifestyle practices, including regular participation in physical activities;*
4. *develop the capacity for the application of Twenty-First Century skills and the integration of information and communication technological (ICT) tools through authentic learning experiences; and,*
5. *develop the capacity to provide a multifaceted approach to addressing various trends and issues in Physical Education and Sport.*

◆ CAREER CHOICE

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, Physical Education, Games or Sports. The professions include those below.

Professional Athlete		Sport Administrator
Coach		<i>Sport Analyst</i>
Curriculum Officer		Sport Equipment Dealer
Dietitian		Sport Journalist
Exercise Physiologist		Sport Announcer
Masseur/Masseuse		Sport Lawyer
Physical Education teacher/lecturer		Sport Manager
Physical Training Instructor		Sport Medicine/Practitioner
Physiotherapist		Sport Official
Research Officer		Sport Organiser
Sport Agent		Sport Psychologist

◆ SUGGESTED TIMETABLE ALLOCATION FOR TEACHING

It is recommended that a minimum of *thirty-six hours per term* or three hours per week over two *academic years* be allocated to the *teaching of Physical Education and Sport*.

Class size

To create greater opportunities for effective instruction and supervision, it is recommended that no more than twenty (20) students be included in a class for practical exercises. Teachers are also encouraged to implement appropriate adaptations to cater for candidates with special educational needs or differing abilities.

◆ ORGANISATION OF THE SYLLABUS

The Physical Education and Sport syllabus is *arranged into three MODULES, designed to be completed over a two-year course of study. Each module consists of a Compulsory Core and one selected Sport. Additionally, each module is defined by General Objectives, Specific Objectives, Content and Suggested Teaching and Learning activities. To qualify for the intermediate credential candidates are required to complete the Compulsory Core and a total of THREE Sports chosen from two different Options, A and B.*

COMPULSORY CORE	SPORTS OPTIONS A	SPORTS OPTIONS B
<i>Module 1: Foundations of Physical Education and Sport:</i> - History and Development of Physical Education and Sport. - <i>Fundamentals of Anatomy and Physiology.</i> - <i>Basics of Health, Nutrition, Fitness and Performance.</i> <i>Module 2: Body Mechanics, Training and Performance:</i> - <i>Applied Anatomy and Physiology.</i> - <i>Training and Performance.</i> - <i>Nutrition and Athletic Performance.</i>	(a) <i>Archery</i> (b) <i>Badminton</i> (c) <i>Cycling</i> (d) <i>Dance</i> (e) <i>Fencing</i> (f) <i>Golf</i> (g) <i>Gymnastics</i> (h) <i>Martial Arts/Combative Sports</i> (i) <i>Squash</i> (j) <i>Swimming</i> (k) <i>Table Tennis</i> (l) <i>Track and Field/Athletics</i>	(a) <i>Basketball</i> (b) <i>Cricket</i> (c) <i>Football</i> (d) <i>Handball</i> (e) <i>Hockey</i> (f) <i>Lacrosse</i> (g) <i>Netball</i> (h) <i>Rugby</i> (i) <i>Softball/Baseball</i> (j) <i>Volleyball</i> (k) <i>Water Polo</i>

COMPULSORY CORE	SPORTS OPTIONS A	SPORTS OPTIONS B
<i>Module 3: Issues and Perspectives in Sports:</i> - <i>Prevention and Care of Injuries.</i> - <i>Social Issues in Physical Education and Sport.</i>		

◆ APPROACHES TO TEACHING THE SYLLABUS

This syllabus uses a sequential approach to guide how the modules are completed. As a result, it is recommended that the modules be taught in a sequential order to provide opportunities for students to gain foundational knowledge before progressing to more complex content.

The general and specific objectives delineate the scope of the content and the activities that should be covered over a two-year period. It is expected that students would be able to master the specific objectives and related content after pursuing this course of study. Teachers are encouraged to integrate concepts and guide students to apply skills in various contexts. Additionally, teachers are also encouraged to employ a collaborative, learner centred and highly practical approach to facilitate students' learning and assessment.

RECOMMENDED TEACHING TIME AND STRATEGY

COMPONENTS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
CORE	Theory	Theory	Theory	Theory	Theory	Revision and External Examination (Paper 01 and Paper 02 Theory)
OPTIONS/ PRACTICAL ASSESSMENT	Preparation for 1 st Sport and Assessment of sport skills	Preparation for 1 st & 2 nd Sport and Assessment of sport skills	Preparation for 2 nd & 3 rd Sport and Assessment of sport skills	Preparation for Assessment of 3 rd Sport	Preparation for External Examination (Practical)	*External Examination (Paper 04 - Practical)

*NB: For the External Practical Examination (Paper 03), candidates should be encouraged to perform the sport in which they consider themselves BEST prepared.

◆ QUALIFICATION OVERVIEW

Credentialing is defined as the issuing of formal certification for successful achievement of a defined set of outcomes targeting specific knowledge, skills, and competencies. It includes the granting of an award or digital unit of measurement for learning. CXC® offers three categories of credentials across all levels of qualifications:

1. *A micro-credential is awarded after successful completion of a module. The Caribbean Targeted Education Certificate® (CTEC®) is a stackable micro-credential that allows individuals to achieve an intermediate or macro qualification.*
2. *An intermediate credential is awarded after successful completion of a set of defined modules that together, make up a CSEC® subject.*
3. *A macro-credential is awarded after successful completion of a combination of intermediate (subjects) and micro-credentials (modules) that culminate in the award of credits for a certificate, diploma or associate degree.*

A total of three micro-credentials may be obtained from pursuing the discrete modules captured in CSEC® Physical Education and Sport. Candidates who pursue the requirements of individual modules of the syllabus may qualify for micro-credentials while those who pursue all the modules in one sitting (the regular examination) may qualify for micro-credentials (if they earn Grades A-D) and the intermediate credential. The modules in this syllabus should be pursued in a sequential order.

Module	Duration	Credit Weighting
Module 1: Foundations of Physical Education and Sport	36 hours	1
Module 2: Body Mechanics, Training and Performance	36 hours	1
Module 3: Issues and Perspectives in sport	36 hours	1

◆ CERTIFICATION

The Physical Education and Sport Syllabus will be examined at the General Proficiency only. Candidates will be awarded an overall grade reported on a 6-point scale. In addition to the overall grade, candidates' performance will be reported by a letter grade under profile dimension of: Theory and Practical.

◆ SKILLS AND ABILITIES TO BE ASSESSED

On completion of the syllabus, students are expected to develop skills under two dimensions:

1. Theory:

(a) *Knowledge and Comprehension (KC)*

The ability to:

- (i) *recall facts; and define terms and concepts;*
- (ii) *explain and interpret actions and situations related to Physical Education and Sport; and,*
- (iii) *use knowledge in familiar contexts.*

2. Practical:

(b) *Application/Use of Knowledge*

The ability to:

- (i) *use knowledge in unfamiliar circumstances;*
- (ii) *design and complete sporting related activities; and,*
- (iii) *develop strategies to solve problems in Physical Education and Sport.*

◆ FORMAT OF THE EXAMINATIONS

Candidates will be required to take Paper 01, Paper 02 and *Paper 03*.

The examination will consist of three papers: Paper 01, an objective type paper, Paper 02, a structured type paper, and Paper 03, a practical skills assessment. CXC® will offer candidates the following three options for sitting the Paper 01 and Paper 02.

Option A – Regular Sitting

For the regular sitting, candidates will be required to complete Paper 01, comprising of 60 multiple-choice questions from across all THREE modules with 20 questions on each module. Paper 02 consists of six compulsory structured type questions (two from each module) across three sections.

Option B – Modular Sitting (One Module)

Candidates attempting one module are required to complete a modular Paper 01 and a modular Paper 02. Paper 01 comprises of 20 multiple-choice questions from the selected module; Paper 02 comprises of two compulsory structured type questions from the selected module.

Option C – Modular Sitting (Two Modules)

Candidates attempting two modules are required to complete a modular Paper 01 and a modular Paper 02. Paper 01 comprises of 40 multiple-choice questions from the selected modules and Paper 02 comprises of four compulsory structured type questions, two from each of the modules selected.

All candidates will be required to attempt the Paper 031 at the first sitting regardless of the option of sitting chosen.

Paper	Assessment Requirement												
Paper 01 <i>Regular (1 hour 15 minutes)</i> Modular <i>One Module (25 minutes)</i> <i>Two Modules (50 minutes)</i>	<table><tr><th>Module</th><th>Number of Items</th><th>Marks</th></tr><tr><td>Module 1</td><td>20</td><td>20</td></tr><tr><td>Module 2</td><td>20</td><td>20</td></tr><tr><td>Module 3</td><td>20</td><td>20</td></tr></table> <i>Each item will be allocated one mark</i>	Module	Number of Items	Marks	Module 1	20	20	Module 2	20	20	Module 3	20	20
Module	Number of Items	Marks											
Module 1	20	20											
Module 2	20	20											
Module 3	20	20											
Paper 02 Regular <i>(1 hour and 30 minutes)</i> Modular <i>One Module (30 minutes)</i> <i>Two Modules (1 hour)</i>	<i>The paper consists of six compulsory questions drawn from all areas of the syllabus organised under the three modules. There are two questions for each module. A question may require knowledge of several topics. However, all topics may not be given equal emphasis.</i> <table><tr><th>Module</th><th>Number of Items</th><th>Marks</th></tr><tr><td>Module 1</td><td>2</td><td>20</td></tr><tr><td>Module 2</td><td>2</td><td>20</td></tr><tr><td>Module 3</td><td>2</td><td>20</td></tr></table>	Module	Number of Items	Marks	Module 1	2	20	Module 2	2	20	Module 3	2	20
Module	Number of Items	Marks											
Module 1	2	20											
Module 2	2	20											
Module 3	2	20											
Paper 031 (45 minutes)	<i>Paper 03, the School-Based Assessment (SBA), is an assessment of practical skills in THREE sports.</i> <i>Candidates will be required to perform basic and advanced skills chosen from Option A and Option B. TWO sports will be assessed by the teacher, while the third sport will be assessed on-site by an External Examiner appointed by the Council. The performance in each sport is worth 60 marks.</i> <i>In special circumstances, where specialised skills are not available among candidates, the inclusion of non-examination student(s) may be permitted solely to facilitate the assessment of the registered candidate.</i>												

◆ ASSESSMENT GRID

The Assessment Grid shows the weighted marks assigned to Papers and to Modules, and percentage contributions of each paper to the total scores for the subject.

Papers	Module 1	Module 2	Module 3	Total Weighted marks	Total %
Paper 01	20	20	20	60	20
Paper 02	20	20	20	60	20
Paper 031	60	60	60	180	60
Total	100	100	100	300	100

The marks assigned to papers and to skills and abilities, and the percentage contributions of each paper to the total score for EACH Module are shown in the table below.

Papers	Theory	Practical	Total Weighted Marks	Total %
Paper 01	20	-	20	20
Paper 02	20	-	20	20
Paper 031		60	60	60
Total	40	60	100	100

◆ REGULATIONS FOR PRIVATE CANDIDATES

1. Private candidates must be entered for examination through the Local Registrar's Office in their respective territories.
2. Private candidates will be required to complete all aspects of the examination (Papers 01, 02, and 031).
3. The SBA activities of private candidates must be monitored by tutors in the institution through which they register.
4. The name, school, and territory of the identified teacher or tutor should be submitted to the Council on registration for the subject.
5. Private candidates must submit their own work, which must be validated by their tutors.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01 and 02 and Paper 031 of the examination for the year for which they reregister.

Candidates may reuse any moderated SBA score within a four-year period. 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 preliminary results if a candidate's Paper 032 score or any moderated SBA score is less than 50% in a particular subject.

Candidates reusing SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering.

All resit candidates may register through schools, recognised educational institutions, or the Local Registrar's Office. A candidate who sat the regular examinations may opt to resit only the Module/s in which they were unsuccessful. That is, candidates may reuse their modular performance if they earned Grades A-D for any Module/s when they register to resist.

◆ GUIDELINES FOR MODULAR CANDIDATES

*Candidates opting to sit the modular examinations must complete a Modular Paper 01 and a Modular Paper 02, and at their first sitting the Paper 031. Candidates who are using a modular approach must successfully complete all modules within a four-year period to be awarded the full **CSEC®** award.*

Candidates using a modular approach may reuse their moderated SBA score within a four-year period when attempting the other modules. 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 preliminary results if a candidate's moderated SBA score is less than 50 per cent in the particular subject.

Modular candidates may enter through schools or recognised educational institutions, or as private candidates through the Local Registrar's Office.

◆ **MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT CORE (Paper 01 and Paper 02)**

SKILLS AND ABILITIES:

- (a) ***Knowledge and Comprehension***
- (b) ***Use of Knowledge***

DURATION: *A minimum of thirty-six hours*

CREDIT WEIGHTING: **1**

GENERAL OBJECTIVES

On completion of the CORE, students should:

1. appreciate the historical significance of Physical Education and Sport;
2. *be aware of the relationships that exist between Physical Education and Sport, as well as the relationships among various sport organisations;*
3. know the structure and functions of the body;
4. appreciate the need for healthy lifestyle practices; *and,*
5. *develop competencies in ICT, critical thinking and creative thinking, problem solving, leadership, co-operative behaviours and technical skills related to Physical Education and Sports.*

SPECIFIC OBJECTIVES

CONTENT

1. *History and Development of Physical Education and Sport*

Students should be able to:

- | | |
|--|---|
| 1.1 explain the relationship between Physical Education and Sport; | (a) <i>Definition and characteristics of key terms:</i> <ul style="list-style-type: none">(i) physical education; <i>and,</i>(ii) sport. |
| | (b) <i>Similarities and differences between Physical Education and Sport and how one influences the other.</i> |

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

History and Development of Physical Education and Sport (cont'd)

Students should be able to:

- 1.2 explain the importance of Physical Education in schools;

Importance of Physical Education and Sport with a focus on benefits including:

- (a) Social Skills;
- (b) Mental and Emotional Health;
- (c) Spiritual Wellbeing;
- (d) Physical Skills and Health;
- (e) Career Development; and,
- (f) Academic Skills.

- 1.3 examine the major historical developments of Physical Education and Sport in ancient and modern societies;

Major historical developments:

- (a) Ancient (Prehistoric, Ancient Greece, Ancient Rome, Middle Ages and Renaissance);
- (b) Modern - Industrial Revolution to the Twenty-First Century:
 - (i) introduction and growth of organised sports.
 - (ii) introduction of physical education to schools:
 - move from basic physical training to a structured approach; and,
 - introduction of a regional assessment for physical education and sport at the secondary level.

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

History and Development of Physical Education and Sport (cont'd)

Students should be able to:

- | | | |
|-----|--|--|
| 1.4 | <i>discuss the relationship among different sports organisations; and,</i> | <div style="margin-left: 20px;"><p>(c) <i>Ancient and Modern Olympic Games.</i></p><div style="margin-left: 20px;"><p>(i) <i>origin;</i></p><p>(ii) <i>significance (values, motto, symbols); and,</i></p><p>(iii) <i>social issues (Politics, Terrorism and Racism).</i></p></div></div> |
| | | <p><i>Relationship among sports organisations.</i></p> <div style="margin-left: 20px;"><p>(a) <i>Definition and functions of sports organisations;</i></p><p>(b) Hierarchical relationships among sporting organisations, <i>to include and not limited to:</i></p><div style="margin-left: 20px;"><p>(i) <i>Local:</i></p><ul style="list-style-type: none">• <i>sports clubs;</i>• <i>associations/federations; and,</i>• <i>National Olympic Committee (NOC).</i><p>(ii) <i>Regional:</i></p><ul style="list-style-type: none">• <i>Cricket West Indies (CWI), Caribbean Football Union (CFU), North American, Central American and Caribbean Athletic Association (NACAC), Caribbean Netball Association (CNA).</i></div></div> |

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

History and Development of Physical Education and Sport (cont'd)

Students should be able to:

		Caribbean Association of National Olympic Committees (CANOC).
	(iii)	<i>International:</i> International Cricket Council (ICC), World Athletics (WA), Federation International Football Association (FIFA), World Netball (WN).
	(iv)	<i>International Olympic Committee (IOC).</i>
1.5	<i>distinguish among the major sporting events.</i>	Major Sporting Events (frequency, multi-sport event or single sport event): (a) <i>Regional (CARIFTA, Caribbean Premier League (CPL), CONCACAF Caribbean Cup); and,</i> (b) <i>International (Commonwealth Games, Pan American Games, World Cup, Paralympics, Special Olympics, Winter Olympics).</i>
2.	<i>Fundamentals of Anatomy and Physiology</i>	
2.1	describe the structure and organisation of the human body;	<i>Structure and organisation of the human body to include:</i> <i>Cells -> Tissues -> Organs -> Systems -> Organism</i>

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Fundamentals of Anatomy and Physiology (cont'd)

Students should be able to:

- | | | |
|-----|---|---|
| 2.2 | analyse the structure and functions of the <i>skeletal</i> system of the human body; | <i>Structure and functions of the skeletal system of the human body to include:</i>

(a) Bones: types, names, structure (<i>long bone</i>), function <i>and</i> growth; and,

(b) Joints: types, names of <i>Synovial Joints</i> , structure, function (<i>include ligaments and tendons</i>) <i>and</i> movement. |
| 2.3 | <i>analyse the structure and functions of the muscular system of the human body;</i> | <i>Structure and functions of the muscular systems of the human body to include:</i>

(a) Types of muscles;

(b) Basic structure (<i>skeletal muscle</i>);

(c) <i>Muscle fibre (slow twitch and fast twitch); and,</i>

(d) Functions <i>and</i> names of major <i>muscles</i> . |
| 2.4 | <i>analyse the structure and functions of the circulatory system of the human body;</i> | <i>Circulatory system of the human body.</i>

(a) Heart:

(i) structure; <i>and,</i>

(ii) function.

(b) Blood vessels:

(i) types; <i>and,</i>

(ii) function.

(c) Blood:

(i) composition; <i>and,</i>

(ii) function. |

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Fundamentals of Anatomy and Physiology (cont'd)

Students should be able to:

- 2.5 analyse the structure and functions of the respiratory system of the human body;

Respiratory System of the human body with focus on:

Major organ (lungs):

- (a) Structure; and,
- (b) Function.

- 2.6 analyse the structure and functions of the nervous system of the human body;

Nervous System of the human body.

- (a) Structure:
 - (i) nerve cell; and,
 - (ii) central nervous system.
- (b) Function:
 - (i) central nervous system (brain and spinal cord); and,
 - (ii) peripheral nervous system.
- (c) Types of nervous tissue:
 - (i) sensory;
 - (ii) motor; and,
 - (iii) relay.

- 2.7 analyse the structure and functions of the digestive system of the human body;

Digestive system of the human body:

- (a) Structure; and,
- (b) Function.

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Fundamentals of Anatomy and Physiology (cont'd)

Students should be able to:

- 2.8 analyse the structure and functions of the excretory system of the human body; and,

The excretory system of the human body:

- (a) Components;
- (b) Structure and function:
 - (i) kidney; and,
 - (ii) relate structure of the kidney to its excretory function only.
- (c) Basic function of other components:
 - (i) ureter;
 - (ii) urethra; and,
 - (iii) bladder.

- 2.9 explain the structure and functions of the integumentary system of the human body.

Structure and functions of the integumentary system of the human body:

- (a) Skin;
- (b) Hair;
- (c) Nails;
- (d) Associated sweat glands; and,
- (e) Diagram (of the skin) is required.

3. Basics of Health Nutrition, Fitness and Performance

- 3.1 explain the concept of fitness;

Concept of fitness.

- (a) Definition of fitness;
- (b) Classification and components of fitness:

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Basics of Health Nutrition, Fitness and Performance (cont'd)

Students should be able to:

- (i) health related - strength, cardiovascular endurance, muscular endurance, flexibility, body composition; *and*,
- (ii) performance related- speed, power, agility, balance, reaction time, coordination.

3.2 *explain* the major principles of training and conditioning;

Major principles of training and conditioning:

- (a) Progression;
- (b) Specificity;
- (c) Reversibility;
- (d) Overload;
- (e) Variation; *and*,
- (f) Recovery.

3.3 *describe* the major methods of training;

Major methods of training:

- (a) Continuous;
- (b) Interval (extensive-intensive);
- (c) Fartlek; *and*,
- (d) Circuit.

3.4 *explain* health-related terms;

Health-related terms to include:

- (a) Health *and* wellness (physical, mental, social); *and*,
- (b) Malnutrition.

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Basics of Health Nutrition, Fitness and Performance

Students should be able to:

- 3.5 *explain the benefits of exercise and physical recreation; and,*

Benefits of exercise and physical recreation:

- (a) *Physical;*
- (b) *Mental; and,*
- (c) *Social.*

- 3.6 *examine nutrients and the main Caribbean food groups.*

Nutrients and the main Caribbean food groups:

- (a) *Definition, types of nutrients and their functions:*
 - (i) *micro (minerals and vitamins); and,*
 - (ii) *macro (carbohydrates, fats, protein, fibre, water).*
- (b) *Caribbean food groups: staples, legumes, fruits, vegetables, food from animals, fats and oils; and,*
- (c) *Consequence of improper nutrient intake (excess or deficiency).*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to promote inquiry-based learning and, through the principles of Universal Design for Learning (UDL), support learner variability by providing multiple pathways for engagement, learning, and demonstrating understanding.

Students should be encouraged to:

1. *Work in small groups to research the history, development and evolution of physical education and sport using a variety of sources. Each group will demonstrate its findings by creating a timeline in a format of their choice, such as a poster, infographic, digital presentation or interactive display, highlighting key milestones, influential figures, and major global developments in the field.*

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT (cont'd)

Suggested Teaching and Learning Activities (cont'd)

2. *Work in small groups to investigate the role and significance of physical education in schools. Students will then communicate their position on the moot “Physical Education and Sport is a valuable asset to health and wellness, and economic development”, through a structured debate, panel discussion, recorded presentation or podcast, supported by relevant evidence and logical reasoning.*
3. *Collaborate to create detailed models, labelled diagrams, digital animation or interactive presentation of selected body systems, for example the skeletal or muscular systems, using a variety of materials. Students may explain their work through an oral presentation, written report, audio recording or video narration.*
4. *Design a balanced food plate or meal plan tailored to the needs of a specific athlete for example, a long-distance runner or for a non-athlete (male or female). Plans may include pre- or post-activity meal and should reflect an understanding of dietary requirements, energy needs and performance goals. Students may present their work as a written meal plan, infographic, digital menu, poster, video explanation or slide presentation.*

SPORT OPTION A (Paper 031)

Candidates will be required to select one sport from Option A

GENERAL OBJECTIVES

On completion of the OPTIONS, students should:

1. *demonstrate an understanding of the rules or laws of the game, including those of specific competitions;*
2. *develop tactics and strategies of competitive play and adapt these to the strengths and limitations of other players;*
3. *understand the need for regular and appropriate practice in an effort to improve technique and effectively execute skills;*
4. *develop competencies in planning and implementing an intra-mural event; and,*
5. *develop leadership qualities, as well as cooperative and collaborative behaviours through feedback and group activities.*

SPECIFIC OBJECTIVES

Students should be able to:

1. *execute a full range of skills that are required in competitive situations;*
2. *apply the principles of defence and offense in competitive situations;*
3. *apply the laws or rules of a sport or game in a competitive situation;*
4. *interpret feedback on their performance and on others' performance and general play;*
5. *demonstrate competencies in one (1) selected ROLE for an intra-mural event; and,*
6. *demonstrate leadership and cooperative and collaborative behaviours.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

CONTENT

OPTION A

1. **ARCHERY**

Each candidate will be required to demonstrate all the skills listed below in a competitive situation including stringing the bow and compulsory safety practices.

(a) Skills:

- (i) stance;
- (ii) nock;
- (iii) set draw hand;
- (iv) set bow hand;
- (v) pre-draw;
- (vi) draw;
- (vii) anchor;
- (viii) aim;
- (ix) shot set-up;
- (x) release; and,
- (xi) follow-through and reflect.

(b) Tactics:

- (i) *creating and maintaining form – rhythm and consistency of form to improve precision through grip, stance, posture and hip alignment;*
- (ii) *maintaining head position to assist with string alignment;*
- (iii) *using shoulder, arm, wrist and finger technique variations;*
- (iv) *mental practice for concentration, vision training and focus;*
- (v) *balancing of stability with smooth motion;*
- (vi) *selection of equipment and accessories; and,*
- (vii) *maintaining shooting line etiquette.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

Rules/laws and their application

- (a) Knowledge of the rules of safety, the sport and their application; and,
- (b) Identifying similarities and differences in rules/laws among international competitions and their categories.

NOTE:

*Safety is of utmost importance in archery and all safety rules and guidelines must be followed. **Not adhering to a safety rule can get a competitive archer immediately disqualified from the competition.***

2. BADMINTON

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

(a) Skills:

- (i) grips:
 - forehand; and,
 - backhand.
- (ii) service:
 - high;
 - low;
 - forehand;
 - backhand;
 - flick; and,
 - drive.
- (iii) clears:
 - over-head;
 - around head;
 - underarm;
 - backhand;
 - attacking; and,
 - defensive.
- (iv) drops shots:
 - slow;
 - fast;
 - forehand;
 - backhand; and,
 - around head.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- (v) smash:
 - forearm;
 - backhand; and,
 - around head.
- (vi) drives:
 - forehand; and,
 - backhand.
- (vii) net shots:
 - hair pin;
 - kill; and,
 - lift.

(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; and,
- (iii) formations: front and back; side-by-side.

Rules

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

3. **CYCLING**

*Each candidate will be required to undertake any two (2) events from the track/Velodrome **or** one (1) event from the road **or** one (1) event from the mountain bike category.*

(a) Track/Velodrome Events;

- (i) **sprint events:**
 - *flying lap- 200 metres: (male/female);*
 - *keirin: 700 m;*
 - *1 kilometre: (male); and,*
 - *500 metres: (male/female).*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(ii) **endurance events:**

- *elimination (devil): (individual);*
- *individual pursuit: 4 km (male); and,*
- *individual pursuit: 3km (female).*

(iii) **road events:**

- *individual time trial: 5 miles/8 km;*
- *endurance events:*
 - *individual pursuit: 4 km (male);*
 - *individual pursuit: 3 km (female); and,*
 - *40 kilometre (male)/ 25 kilometre (female).*

(b) **Mountain Bike Events (should be done on a dirt surface):**

- (i) *mountain biking event: 30 minutes (male/female); and,*
- (ii) *individual time trial: 5 miles/8 km.*

(c) **Skill: Track/Velodrome:**

(i) **sprint:**

- *balance: track stand;*
- *bike handling skills: manoeuvring, finding gaps;*
- *arm sling;*
- *efficient and effective technical actions:*
 - *smooth pedal stroke; and,*
 - *gear selection.*
- *accelerating;*
- *consistency and control;*
- *skills executed at a high level, at high speeds;*
- *agility to maintain control in any position;*
- *turning, sharp at high speed;*
- *effective acceleration; and,*
- *quick transitions between skills and accelerations.*

(ii) **endurance:**

- *start;*
- *pedal stroke;*
- *aero position: slipstreaming;*
- *smooth line;*
- *consistency and control;*
- *arm sling;*
- *maximise efficiency; waste as little energy as possible; and,*
- *time trial skills- managing effort.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(d) Skill: Road:

(i) **endurance:**

- smooth and efficient pedal stroke;
- gear selection;
- pack riding and effective drafting (various winds);
- looking behind;
- sprinting/ accelerating;
- braking;
- climbing out of the saddle;
- ride straight line;
- bumping;
- taking a feed;
- echelons and pace lines;
- climbing; descending;
- best combination of aerodynamics and efficiency; and,
- high speed corner and 180° cornering.

(e) Skill: Mountain Bike:

- (i) pack riding;
- (ii) cornering;
- (iii) speed;
- (iv) pacing;
- (v) off-roading skills;
- (vi) braking; and,
- (vii) smooth fast pedal stroke:

efficient shifting/gear selection, interacting with bike and/or suspension.

(f) Tactics

- (i) lead-out;
- (ii) maximise efficiency; waste as little energy as possible;
- (iii) best combination of aerodynamics and efficiency;
- (iv) pack riding and effective drafting (various winds) except for individual time trial; and,
- (v) recovery to minimize technical deficiencies.

Laws/rules of the event and their application

Knowledge of the rules of the event and their application.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

4. DANCE

Each candidate will be required to perform, compose and demonstrate an appreciation for different types of dances.

This option 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 composition and performance.

(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; and,**

- (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; and,
- (v) the use of expression and communication.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(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:

- (i) type of dance (lyrical, abstract, dramatic);
- (ii) style of dance;
- (iii) number and gender of dancers;
- (iv) theme or subject matter of dance;
- (v) dynamic, spatial and action content of the dance;
- (vi) set, design, lighting, costume and accompaniment;
- (vii) structure and form; and,
- (viii) interpretation resulting from the way in which elements are perceived.

Rules

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

See pages 116–117 for Mark Scheme.

5. **FENCING**

Each candidate will be required to demonstrate all the skills listed below in a competitive situation.

(a) **Skills:**

- (i) *grip and salute;*
- (ii) *stance: on guard positions; sixte and quarte, septime and octave;*
- (iii) *footwork: steps forward and backward, the lunge;*
- (iv) *sparring with opponents: the lunge with hitting – direct attack;*
- (v) *parry with up to fifth counter riposte;*
- (vi) *combination circular parry with direct riposte and first counter-riposte;*
- (vii) *combination parry with step-forward lunge;*
- (viii) *engagements in sixte and quarte, septime and octave; and,*
- (ix) *disengagement on pressure.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(b) **Tactics:**

- (i) *using footwork to maintain fencing line and correct distances for attacking and retreating with riposte;*
- (ii) *redoublement, combined attack, counter-attacking and feinting or use of deception;*
- (iii) *advanced intelligence gathering on opponents for 15-touch bouts;*
- (iv) *fast adaptation for 5-touch bouts; and,*
- (v) *foil vs epee fencing footwork.*

Laws/rules of the game and their application

Knowledge of the laws and the rules of the sport and their application:

rules of etiquette, foil safety, engagement and disengagement.

6. GOLF

Each candidate will be required to demonstrate the skills listed below in a game situation.

(a) **Skills; and,**

- (i) *stance: open; closed; position of ball;*
- (ii) *grip: weak/strong; overlapping (Vardon); interlocking (Hogan);*
- (iii) *swing: backswing; downswing and follow-through;*
- (iv) *use of woods, irons and putters;*
- (v) *strokes: tee shot; drive; approach shots; chip; pitch and putt; and,*
- (vi) *playing from hazards: shots from bunkers and from the rough.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(b) Tactics.

- (i) selection of club;
- (ii) use and control of: draw; fade; backspin; topspin *and* lofting;
- (iii) taking account of conditions: lie; distance; wind and weather;
- (iv) using the run of fairway; and,
- (v) slopes and green.

Rules

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

7. GYMNASTICS

Each candidate will be required to:

- (a) Perform a floor routine including a combination of at least eight different skills;
- (b) Perform at least four different vaults; *and*,
- (c) 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; and,
 - (ix) floor exercise skills (balances and tumbles).

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(a) **Floor Exercise:**

Each candidate will be required to perform a floor routine 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; and,
- (x) front somersault.

(b) **Vaulting Skills:**

Each candidate will be required to perform 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; and,
- (viii) handspring vault.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(c) Rhythmic Gymnastics Skills:

Each candidate will be required to perform a routine using 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.
- (ii) pivots:
 - on different body parts, with different body/limb shapes.
- (iii) balances:
 - on different body parts, with different shapes, levels.
- (iv) waves:
 - with different body parts, in different directions, levels.
- (v) bends:
 - of different body parts, while in different positions.
- (vi) rolls/splits:
 - different directions.

(d) Trampolining Skills:

- (i) tuck jumps;
- (ii) pike jumps;
- (iii) straddle jumps;

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- (iv) seat drop;
- (v) half twist;
- (vi) full twist;
- (vii) front drop;
- (viii) front somersault;
- (ix) back somersault; and,
- (x) combinations.

(e) **Suspended Rings Skills;**

- (i) inverted hang;
- (ii) nest hang;
- (iii) forward single leg cut;
- (iv) backward double leg cut dismount; and,
- (v) combinations.

(f) **Parallel Bars Skills;**

- (i) forward hand walk;
- (ii) hip roll;
- (iii) corkscrew mount;
- (iv) flank dismount; and,
- (v) combinations.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(g) Uneven Bars;

- (i) pull over mount;
- (ii) back hip circle;
- (iii) free hip circle;
- (iv) stride front hip circle;
- (v) front hip circle;
- (vi) squat on jump to high bar; and,
- (vii) sole circle dismount.

(h) Horizontal Bar;

- (i) pull over mount;
- (ii) back hip circle;
- (iii) free hip circle;
- (iv) stride front hip circle;
- (v) front hip circle;
- (vi) swing 1/2 turn;
- (vii) kip; and,
- (viii) sole circle dismount.

(i) Balance Beam Skills; and,

- (i) squat mount;
- (ii) chasse;
- (iii) back shoulder roll;
- (iv) arabesque;
- (v) leap;

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- (vi) forward roll;
- (vii) cartwheel dismount; and,
- (viii) combinations.

(j) Pommel Horse Skills.

- (i) feint;
- (ii) front support and swing;
- (iii) single leg circle forward;
- (iv) simple travel; and,
- (v) combinations.

Rules

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

8. MARTIAL ARTS/COMBATIVE SPORTS

Each candidate will be required to select, either Boxing, Karate, Taekwondo, or Judo for Martial Arts.

(a) Boxing

Each candidate will be required to demonstrate all the skills listed below:

- (i) stance:
 - right hand stance (*orthodox*); and,
 - left hand stance (*southpaw*).
- (ii) footwork:
 - forward;
 - backward; and,
 - side.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(iii) punches:

- jab;
- cross;
- hook;
- upper cut; and,
- combinations.

(iv) defense:

- slip;
- bob and weave;
- parry/block;
- cover up;
- clinch; and,
- counterattack.

(v) tactics:

- toe to toe;
- counter attack;
- fighting in close;
- feinting; and,
- rules.

Rules

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

(b) Karate

(i) foundations of karate:

- historical background;
- styles, vocabulary;
- karate in everyday life;
- application to modern living;
- breathing methods; and,
- postures.

(ii) basics of karate training:

- karate etiquette;
- health and well-being through correct diet and healthy lifestyle; and,
- awareness of legal and ethical implications of the use of force.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- (iii) warming-up:
 - stretching; aerobic exercises.
- (iv) falls and rolls:
 - on to back and side to side from squatting position.
- (v) stances:
 - walking;
 - hand positions;
 - front-leaning; and,
 - side-fighting.
- (vi) hand techniques:
 - punches (form of a punch, straight punch, reverse punch); and,
 - blocks (eight basic).
- (vii) leg techniques:
 - snap kicks;
 - stretching straight leg;
 - thrust kicks;
 - side kicks; and,
 - round house.
- (viii) forms:
 - the first cause katas.
- (ix) self defense:
 - against punches, grabs and strikes; and,
 - against basic weapons (knife, club sticks).
- (x) sparring:
 - one step for middle punch; and,
 - high punch and groin punch.
(defended by appropriate block from eight basic blocks)

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

Rules

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

(c) Taekwondo

(i) *foundations of taekwondo:*

- definition of taekwondo;
- historical background;
- tenets of taekwondo;
- taekwondo etiquette;
- taekwondo counting and commands (in Korean); and,
- belt system.

(ii) *fundamental movements:*

- *sitting stance punch (Annunso Jirugi):*
 - *single punch (6);*
 - *double punch (4); and,*
 - *triple punch (3).*
- *punching skills from sparring position:*
 - *front-fist punch (2);*
 - *rear fist punch (2);*
 - *double punch (2); and,*
 - *four combination punch.*
- *stances:*
 - *walking;*
 - *extending walking;*
 - *I stance; and,*
 - *cat stance.*

(iii) *foot techniques (Balgisul):*

- *standing kicks (Soseo Chagi):*
 - *front stretching downward kick (Ap Olier Naeryo Chagi);*
 - *abduction downward kick (Oejun Dollyo Naeryo Chagi);*
 - *adduction downward kick (Naejun Dollyo Chagi);*
 - *front kick (Ap Chagi);*
 - *arc kick (Bandal Chagi);*
 - *side kick (Yeop Chagi);*
 - *turning kick (Dollyo Chagi);*
 - *back kick (Twit Chagi);*
 - *reverse turning kick (Bandae Dollyo Chagi);*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- *jump kicks (Twimyo Chagi):*
 - *jump front kick (Twimyo Ap Chagi);*
 - *jump side kick (Twimyo Yeup Chagi);*
 - *jump turning kick (Twimyo Dollyo Chagi);*
 - *jump back kick (180- and 360-degree turn); and,*
 - *jump reverse turning kick (180- and 360-degree turn).*
- (iv) *forms (Poomsae):*
 - *Definition of Taegeuk and its symbol;*
 - *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; and,*
 - *variety in techniques.*
- (v) *sparring (Kyorugi):*
 - *one step sparring:*
 - *5 hand techniques;*
 - *5-foot techniques;*
 - *5 self-defence techniques;*
 - *combination kicks; and,*
 - *free sparring.*
- (vi) *board breaking (Kyokpa).*
 - *eye control;*
 - *balance;*
 - *power control;*
 - *speed; and,*
 - *point of attack.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

Rules

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

(d) Judo

- (i) foundations of judo:
 - *historical background;*
 - *styles and vocabulary;*
 - *judo in everyday life;*
 - *application to modern living;*
 - *breathing methods; and,*
 - *postures.*
- (ii) basics of **judo** training:
 - judo etiquette;
 - health and well-being through correct diet and healthy lifestyle; and,
 - awareness of legal and ethical implications of the use of force.
- (iii) warming-up:
 - stretching; aerobic exercises.
- (iv) falling: why, when *and* how;
- (v) throws and break falls:
 - foot, leg, body and shoulder throws;
 - rear, side, and forward rolling break falls;
 - balance breaking techniques; and,
 - the importance of hand holds.
- (vi) mat work (groundwork):
 - sash hold;
 - shoulder hold;
 - side four corner hold;
 - upper four corner hold;
 - straight four corner hold;
 - turnover techniques; and,
 - balance breaking techniques.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(vii) locks:

- elbow locks; and,
- arm locks.

(viii) chokes:

- naked strangle;
- single wing sleeper;
- collar choke; and,
- opposite cross.

Rules

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

9. SQUASH

Each candidate will be required to 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 *and* follow-through; and,
- the service: forehand lob (floating service), forehand hard-hit service, backhand service *and* return of service.

(ii) attacking and defensive shots (forehand and backhand): the volley; the boast; the drop shot *and* the lob; and,

(iii) fundamentals of movement: watching – footwork – balance – readiness; returning to the 't'; anticipation *and* deception.

(b) Tactics:

(i) use of side walls and angles to out-manoeuvre an opponent;

(ii) width and length (switching); and,

(iii) use of the nick.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

Rules

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

10. SWIMMING

Each candidate will be required to *select any three competitive strokes and one life saving stroke listed below.*

(a) Competitive Strokes:

- (i) *freestyle;*
- (ii) *breaststroke;*
- (iii) *backstroke; and,*
- (iv) *butterfly.*

(b) Lifesaving Strokes:

- (i) *back stroke; and,*
- (ii) *side stroke.*

(c) Safe Entry and Exit:

The candidate is required to demonstrate one of the following safe entries and exits:

- (i) *safe entry into the pool; and,*
 - *swivel entry; and,*
 - *use of ladder.*
- (ii) *safe exit from the pool.*
 - *reverse swivel; and,*
 - *use of ladder.*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

The candidate is required to show an understanding of personal safety and that of their casualty. Demonstrate 3 of the following land-based rescues and the 2 water-based rescues:

- (i) *land-based rescues:*
 - *reaching rescue hand;*
 - *reaching rescue pole or buoyant aid;*
 - *throwing rescue rope; and,*
 - *throwing rescue rigid buoyant aid.*
- (ii) *water based rescues:*
 - *12m – 15m wading rescue (pole, board or item of clothing); and,*
 - *25m accompanied rescue.*

(d) Resuscitation Skills:

Upon arriving at their destination, the candidate is required to effect a safe landing and show some level of understanding for aftercare and management of the casualty. The candidate, with a reasonable degree of proficiency, demonstrates one of the following:

- (i) *Rescue Breathing; and,*
- (ii) *Cardiopulmonary Resuscitation (CPR).*

After demonstrating either of the two resuscitation skills above, candidates must place casualty in the recovery position.

Rules

Knowledge of the rules of the *discipline/sport* and their application *inclusive of water safety*.

11. TABLE TENNIS

Each candidate will be required to 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;*

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- (v) half volleys: using forehand and backhand;
- (vi) back spin defensive returns using forehand and backhand *and* the chop;
- (vii) top spin driving using forehand and backhand;
- (viii) drop shots;
- (ix) loop: fast forehand; slow forehand *and* backhand loop; and,
- (x) lob: forehand and backhand.

(b) Tactics:

- (i) tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense *and* correct angles; and,
- (ii) tactics for service: serving strategy; receiving service in singles; varying the service *and* receiving service in doubles/mixed.

Rules

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

12. TENNIS

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

(a) Skills

- (i) service:
 - basic service; and,
 - service variations (sliced, top spin, flat).
- (ii) ground strokes:
 - forehand;
 - backhand; and,
 - variations (drives, topspin, slice).
- (iii) volleys:
 - backhand;
 - forehand;
 - variations (slice, drop).

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

- (iv) smash:
 - *overhead* basic; and,
 - jump smash.
- (v) lobs:
 - *backhand; and,*
 - forehand.

(b) Tactics:

- (i) tactics for singles and doubles: attacking; defending; anticipation; deception; positioning in attack; positioning in defense *and* correct angles; and,
- (ii) tactics for service: serving strategy; receiving service in singles; varying the service *and* receiving service in doubles/mixed.

Rules

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

13. TRACK AND FIELD/ATHLETICS

Each candidate will be required to undertake two events from any group of Running, Jumping and Throwing events. *Candidates can select two events from any one group or two events from a combination of any two groups. For example: Running Events (Sprints and Middle/Long Distance) or Running Events (Sprints) and Throwing Events (Shot Put).*

(a) Running Events

- (i) sprints:
 - starts;
 - transition;
 - acceleration to maximum speed;
 - finish;
 - 60 metres;
 - 100 metres;
 - 200 metres; and,
 - 400 metres.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(ii) middle and long distance:

- starts;
- transition;
- strategy;
- finish;
- 800 metres;
- 1500 metres; and,
- 5000 metres.

(iii) hurdles:

- hurdle start;
- lead leg action;
- trail leg action;
- running to first hurdle;
- running between hurdles;
- 100 metres;
- 110 metres;
- 400 metres; and,
- finish.

(b) Jumping Events

(i) long jump:

- *approach*;
- take off;
- flight (hitch kick, hang, sail); and,
- landing (tele-mark).

(ii) triple jump:

- approach;
- sequence (hop/step/jump);
- flight;
- landing;

(iii) high jump:

- approach;
- take off;
- flight (bar clearance); and,
- landing.

MODULE 1: SPORT OPTION A (Paper 031) (cont'd)

(c) Throwing Events

(i) shot put:

- stance, grip *and* standing frontal throws;
- movement sequence (glide/spin);
- power position and execution; and,
- follow through and recovery.

(ii) discus:

- grip, stance, preliminary swings, standing frontal throws *and throws from a side on stance*;
- power position and execution;
- movement sequence (rotation: 1-turn *and* 1½ -turns); and,
- follow through and recovery.

(iii) javelin:

- grip;
- approach run;
- transition (cross steps);
- power position and execution; and,
- follow through and recovery.

Rules

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

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE

♦ CORE (Compulsory Paper – Paper 01 and Paper 02)

SKILLS AND ABILITIES:

(a) **Knowledge and Comprehension**

(b) **Use of Knowledge**

DURATION: A minimum of thirty-six hours

CREDIT WEIGHTING: 1

GENERAL OBJECTIVES

On completion of the CORE, students should:

1. *understand the physiological effects of physical activity on the body;*
2. *understand the factors that affect physical performance;*
3. *appreciate the need for healthy lifestyle practices and the role it plays in enhancing performance; and,*
4. *improve ICT, critical thinking, creative thinking, problem solving, leadership, co-operative behaviours and technical competencies skills.*

SPECIFIC OBJECTIVES

CONTENT

1. **Applied Anatomy and Physiology**

Students should be able to:

- 1.1 analyse the *physiological effects* of physical activity on the *circulatory* systems of the human body;

(a) The circulatory system.

(i) *definition of key terms:*

- heart-rate;
- stroke volume;
- cardiac output; and,
- blood pressure.

(ii) *explanation of key terms in relation to physical activity:*

- *physiological changes; and,*
- *improved performance.*

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Applied Anatomy and Physiology (cont'd)

Students should be able to:

- | | | |
|-----|--|--|
| 1.2 | analyse the <i>physiological effects</i> of physical <i>activity</i> on the <i>respiratory</i> system of the human body; | (a) The respiratory system:

(i) <i>definition of key terms:</i> <ul style="list-style-type: none">• respiratory rate;• tidal volume;• minute volume;• vital capacity;• residual volume;• total lung capacity;
<i>and,</i>• maximum aerobic capacity.
(ii) <i>explanation of key terms in relation to physical activity:</i> <ul style="list-style-type: none">• <i>physiological changes;</i>
<i>and,</i>• <i>improved performance.</i> |
| 1.3 | analyse the <i>physiological effects</i> of physical <i>activity</i> on the <i>nervous</i> system of the human body; | (a) The nervous system:

(i) <i>definition of key terms:</i> <ul style="list-style-type: none">• voluntary;• involuntary actions;
<i>and,</i>• reflex actions.
(ii) <i>effects of exercise on the nervous system:</i> <ul style="list-style-type: none">• <i>release of Neurotransmitters;</i>• <i>improved responses;</i>
<i>and,</i>• <i>reduced stress.</i> |

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Applied Anatomy and Physiology (cont'd)

Students should be able to:

- | | | | |
|-----|---|-----|---|
| 1.4 | analyse the <i>physiological effects</i> of physical <i>activity on</i> the <i>excretory</i> system of the human body; | (a) | The excretory system:

(i) <i>key terms:</i> <ul style="list-style-type: none">• osmo regulation; <i>and</i>,• homeostasis.
(ii) <i>explanation of key terms in relation to physical activity.</i> |
| 1.5 | analyse the <i>physiological effects</i> of physical <i>activity on</i> the <i>integumentary</i> systems of the human body; | (a) | The integumentary system:

(i) <i>key terms:</i> <ul style="list-style-type: none">• <i>thermoregulation;</i>• <i>absorption;</i>• <i>protection;</i>• <i>sensation; and,</i>• <i>excretion.</i>
(ii) <i>physiological effects:</i> <ul style="list-style-type: none">• <i>increased blood flow to the skin;</i>• <i>elevated skin temperature; and,</i>• <i>improved skin moisture.</i> |
| 1.6 | <i>explain the different types of movement according to muscle action; and,</i> | (a) | Muscle contractions: isotonic (concentric and eccentric) and isometric; and, |
| | | (b) | Types of movement <i>in relation to the action occurring at the joints:</i> Flexion/extension, abduction/adduction, rotation, circumduction, inversion/eversion, pronation/supination. |

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Applied Anatomy and Physiology

Students should be able to:

- 1.7 apply principles of movement to enhance performance.

- (a) *Principles of Movement:*
- (i) motion and force: striking, throwing, propulsion, catching, receiving *and* landing; and,
 - (ii) stability: *maintaining balance*, base of support *and* centre of gravity.
- (b) Skilled Movement: Muscles and joints used in specific ways, knowledge of skills used in activities, observation *and* analysis *as a method of* improvement.

2. *Training and Performance*

- 2.1 apply tests for assessing and evaluating fitness;

Tests including:

- (a) Standing broad jump;
- (b) 1 minute sit-up test;
- (c) Grip strength dynamometer;
- (d) Sit and reach;
- (e) Agility run;
- (f) Alternate hand-wall throw;
- (g) Shuttle runs;
- (h) Cooper Test;
- (i) Bleep/Beep Test, *and*;
- (j) 3-minute step test.

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Training and Performance (cont'd)

Students should be able to:

- | | | |
|-----|---|--|
| 2.2 | design simple short-term training plan for improving fitness and performance; | (a) <i>Definition of a training plan and training session; and,</i>

(b) Components of training <i>plan</i> :

(i) warm-up, main activities, cool-down;

(ii) physical preparation;

(iii) psychological preparation;

(iv) tactical preparation; and,

(v) technical preparation. |
| 2.3 | describe the body's response to training; | (a) Energy Systems:

(i) aerobic and anaerobic;

(ii) maximum heart rate;

(iii) anaerobic target zone; <i>and,</i>

(iv) aerobic target zone.

(b) Muscle development:

(i) <i>hypertrophy; and,</i>

(ii) atrophy. |
| 2.4 | explain the concept of skill learning; | (a) Definition of skill.

(b) Classification of skills:

(i) <i>fine and gross motor skills; and,</i>

(ii) open and closed <i>skills</i> continuum.

(c) Phases of skill learning: Cognitive, Associative and Autonomous. |

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Training and Performance

Students should be able to:

2.5 *discuss the factors that affect performance;*

- (a) Physiological: for example, body type, diet, age, fitness;
- (b) Psychological: for example, motivation, stress; and,
- (c) Environmental: for example, altitude, weather, playing surface.

3. *Nutrition and Athletic Performance*

3.1 *evaluate different types of diet;*

- (a) Balanced diet (*definitions and benefits*);
- (b) *Advantages and disadvantages of:*
 - (i) *high protein diet; and,*
 - (ii) *high Carb diet.*
- (c) Factors affecting *the different types of diet:*
 - (i) *social factors, for example peers;*
 - (ii) *social class and social context;*
 - (iii) *biological (sex and age);*
 - (iv) *physical activity of individual;*
 - (v) *economical (cost);*
 - (vi) *religion; and,*
 - (vii) *medical condition.*

3.2 *assess the appropriateness of foods for health and athletic performance; and,*

- (a) *Eating for peak athletic performance:*
 - (i) *high energy foods; carbo-loading and,*
 - (ii) *high protein foods; protein supplementation.*

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

SPECIFIC OBJECTIVES

Training and Performance (cont'd)

Students should be able to:

3.3 describe eating disorders.

CONTENT

(b) *Selection of appropriate meals:*

- (i) pre-activity meal;
- (ii) *during activity meal; and,*
- (iii) post-activity meal.

(c) *Hydration and fluid replacement.*

Eating disorders including:

(a) Anorexia:

- (i) *restrictive; and,*
- (ii) *binge/purging.*

(b) Bulimia:

- (i) *overeating; and,*
- (ii) *binge/purging.*

(c) *Binge eating:*

- (i) *periods of excessive eating; and,*
- (ii) *non-purging.*

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to promote inquiry-based learning and, through the principles of Universal Design for Learning (UDL), support learner variability by providing multiple pathways for engagement, learning, and demonstrating understanding.

Students should be encouraged to:

1. *Work individually or in groups to synthesize their understanding of how physical activities affect the systems of the human body. Students will create a concept map or other visual representations using a format of their choice such as Canva, Google Jamboard or Padlet, to connect key ideas, processes and physiological responses. Students may share their work through an oral presentation, recorded explanation, written summary or by uploading it to a shared learning space.*
2. *Work in small groups to measure and record their heart rate and breathing rate before and after physical activity using tools such as smartphones, smart watches or pulse oximeters. Students will analyse the data and propose reasoned explanations for any observed changes and communicate their findings through a format of their choice.*
3. *Collaborate in small groups to research various types of training plans. Each group will develop a training plan tailored to specific fitness goals and could be asked to implement a training session based on the plan designed.*
4. *Design a balanced and nutritious meal tailored to individual needs. Students may choose from an activity requiring them to build a food plate for a specific athlete for example, a long-distance runner or create a meal plan for a non-athlete (male or female) or a pre-or post-activity meal. Their work may be presented as a menu, video explanation or written report.*
5. *Conduct a series of fitness tests, record and interpret the results and make informed recommendations for improvement based on the findings. Findings and recommendations may be communicated using a preferred format.*
6. *Work in small groups to observe various motor skills and categorize them appropriately. Students will then discuss the underlying movement principles and biomechanics involved and present using print, digital or audio media.*

SPORT OPTION B (Paper 03)

Candidates will be required to select one sport from Option B

GENERAL OBJECTIVES

On completion of the OPTIONS, students should:

1. *demonstrate an understanding of the rules or laws of the game, including those of specific competitions;*
2. *develop tactics and strategies of competitive play and adapt these to the strengths and limitations of other players;*
3. *understand the need for regular and appropriate practice in an effort to improve technique and effectively execute skills;*
4. *develop competencies in planning and implementing an intra-mural event; and,*
5. *develop leadership qualities, as well as cooperative and collaborative behaviours through feedback and group activities.*

SPECIFIC OBJECTIVES

Students should be able to:

1. *execute a full range of skills that are required in competitive situations;*
2. *apply the principles of defence and offense in competitive situations;*
3. *apply the laws or rules of a sport or game in a competitive situation;*
4. *interpret feedback on their performance and on others' performance and general play;*
5. *demonstrate competencies in one (1) selected ROLE for an intra-mural event; and,*
6. *demonstrate leadership and cooperative and collaborative behaviours.*

CONTENT

OPTION B

1. BASKETBALL

Each candidate will be required to demonstrate the skills listed below in a game situation.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(a) Skills

- (i) passing: chest pass; bounce pass; baseball pass (long) and overhead pass;
- (ii) catching: two-hand catch/funnel *and* one-hand/block and trap;
- (iii) dribbling: either hand (*right, left*); *alternate* hands; *change of* direction and *change of* pace; high, low and *cross-over* (reverse, front cross-over, between the legs *and* behind the back);
- (iv) shooting: lay-up shots; set shot; jump shot *and* hook shot;
- (v) footwork: stance; pivoting; changes of pace and direction; sliding; jumping *and* stopping; and,
- (vi) *rebounding: box-out; attacking the ball and outlet pass.*

(b) Playing Positions

Point guard; shooting guard; forward; power forward and centre.

(c) Tactics

(i) Offence

Individual:

- one-on-one;
- *one-on-zero; and,*
- *post play (pivot).*

Group:

- *two-on-one;*
- *two-on-two;*
- *three-on-three; and,*
- *three-on-two.*

Team:

- *five-on-five.*

Special Situations: in-bound pass; jump ball and free throws.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(ii) Defence

Individual:

- one-on-one;
- *one-on-zero; and,*
- *post play (pivot).*

Group:

- *two-on-one;*
- *two-on-two;*
- *three-on-three; and,*
- *three-on-two.*

Team

- *zone;*
- *man-to-man; and,*
- *mixed (zone and man-to-man).*

Special situations: *press; trap defence and rebound.*

Rules

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

1. CRICKET

Each candidate will be required to demonstrate the skills listed below in a game situation.

(a) Skills

(i) batting:

- approach: grip; stance *and* the back lift;
- the forward and back strokes: in defence – use of feet, in attack – the drives *and* leg glance;
- strokes played with vertical bat: *straight drive, cover, defensive shots and flick;*
- strokes played with horizontal bat: hitting a full pitch to leg; the pull, the hook, the sweep *and* the cut;
- running between the wickets, calling and backing up; and,
- reading the bowling: spin, speed, in swing *and* out swing.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(ii) bowling:

- the basic action: grip; run up; delivery stride; release *and* follow through;
- the basic action: side-on, front-on, semi-open *and* mixed action;
- length and direction;
- swing: out swing (grip, rotation at shoulders, use of out swing); in swing (grip, bowling action *and* use of in swing);
- cutters: off-cutter (grip, action, when to use), leg-cutter (grip, action *and* when to use);
- medium and fast-paced bowling: run up, action, grip *and* variation of pace; and,
- spin: grip, action, when to use spin, googly, top spin *and* off spin.

(iii) fielding:

- concentration; backing up, getting behind ball *and* moving onto the ball;
- two hand interception *and* underarm flick;
- stopping and returning: barrier position;
- throwing: long, high, flat *and* hard – at the wicket;
- chasing and retrieving: over short distance *and* over long distance;
- catching: high catching, slip/*close* catching, medium catching *and* low catch;
- positions: away from wicket, close to wicket *and* specialist positions; and,
- wicket keeping: stumping, run outs, receiving the ball from bowling and fielding, catching *and* use of pads.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(b) Tactics

- (i) field placing for attacking and defensive fields;
- (ii) bowling changes; and,
- (iii) reading the wicket (pitch) – when to bat or bowl.

Laws of the *discipline/sport* and their application

- (a) Knowledge of field dimensions; and,
- (b) Umpiring.

2. FOOTBALL

Each candidate will be required to demonstrate the skills listed below in a game situation.

(a) Skills

- (i) control;
 - using static practices: use of chest, thigh, feet and head; and,
 - pressurised 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 *and instep*;
 - long pass: along the ground, lofted pass *and chip pass*. skills to include use of both feet *and* outside of the foot; *and*,
 - 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 *and* sliding tackle;
- (v) dribbling: close control, use of either foot, feints, changes of pace and direction *against opponents*;
- (vi) heading: defensive and attacking, for distance and for accuracy;

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

- (vii) jockeying: pressurising and attacking/closing down a player; and,
- (viii) goalkeeping: *distribution* - throwing for distance and accuracy; punching, palming, handling of shots and crosses (to include pressurised situations), kicking dead ball, 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 *and improvisation*;
- (ii) defence: close marking, lateral running, covering, depth, width and concentration in defence, delay in defence, man to man and zonal marking;
- (iii) set pieces: direct and indirect free kicks *and corner kicks*;
- (iv) throw-in and goalkeeper's kicks; and,
- (v) systems of play.

Laws of the *discipline/sport* and their application.

- (a) Knowledge of field dimensions; and,
- (b) Refereeing.

3. **HANDBALL**

Each candidate will be required to demonstrate the skills listed below in a game-like situation.

(a) Skills

- (i) *grip*.
- (ii) *passing the ball with the right and left hands:*
 - *direct*;
 - *indirect (bounce pass)*;
 - *wrist pass; and,*
 - *javelin pass.*
- (iii) *catching:*
 - *single hand*;
 - *double hand; and,*
 - *in flight.*

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(iv) *dribbling the ball with the right and left hands:*

- *in place;*
- *walking; and,*
- *running.*

(v) *shooting:*

- *standing shot;*
- *vertical shot;*
- *diving shot (falling shot); and,*
- *stride shot (jump shot).*

(vi) *feints:*

- *with the ball; and,*
 - *pass; and,*
 - *shot.*
- *without the ball (dismarking).*

(vii) *goalkeeping:*

- *stance and movement;*
- *arm and leg action;*
- *ball interception (arms and legs).*

(b) Tactics

(i) *offensive:*

- *motion (side to side, piston, dismarking and crossing);*
- *positioning (pivot, centre back, wing backs and wings);*
- *fast break;*
- *system (3:3, 4:2, 5:1); and,*
- *1vs1, 2vs1.*

(ii) *defensive:*

- *stance;*
- *positioning (far left and right, half left and right, centre defence);*
- *blocking;*
- *body check;*
- *intercepting;*
- *press (full and half court); and,*
- *systems (6:0, 5:1, 4:2).*

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

Rules and regulations of the game and their application

Knowledge of the rules and regulations of the sport and their application.

- (a) *Court dimensions; and,*
- (b) *Refereeing.*

4. HOCKEY

Each candidate will be required to demonstrate 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; the reverse stick pass; the hit-on; the self-pass; the sweep (forearm, reverse); the drag/drag flick, *slap shot*.
please note that follow-through must be included in all passes;
- (iii) receiving the ball: grip; position of body; receiving from right, left, in front, behind and side *and reverse stick*;
- (iv) stopping the ball: *grip and* position of feet;
- (v) dribbling: grip; footwork; head position *and body position*; types (*indian, push, tap and aerial*);
- (vi) defence:
 - stick side; non-stick side; lunge; jab; from front, behind and side *and* shave; and,
 - goalkeeping/kicking back skills: kicking; use of hand *and* use of stick.
- (vii) attack:
 - evading an opponent: stick side; non-stick side; scoop; pull back and touch/*drag* stop; lift; bully; and,
 - shooting: from forward line attack; from penalty corner, from long corner.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(b) Tactics

- (i) principles of attack and defence: triangular passes; through and square passes; zonal defence; one to one marking; attacking through left and right; attacking in the 23m area;
- (ii) corners (*long corner and short corner*):
 - *attack; and,*
 - *defence.*
- (iii) attacking goalkeeping; defensive goalkeeping; *body position and diving*;
- (iv) systems of play; and,
- (v) the link system.

Rules

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

5. **LACROSSE**

Each candidate will be required to demonstrate the skills listed below in a game like situation.

(a) Skills

- (i) *grip of the stick*;
- (ii) *cradling (full/half)*;
- (iii) *scooping (ground ball)*;
- (iv) *throwing (passing) and catching*;
- (v) *dodging (feints)*:
 - *face dodge*;
 - *spit dodge*;
 - *rolling; and,*
 - *swing.*
- (vi) *shooting*:
 - *over hand; and,*
 - *side arm.*
- (vii) *checking (stick and body) (males only); and,*

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(viii) *goal keeping:*

- *stance and motion;*
- *arm and leg action; and,*
- *ball interception (arms and legs).*

(b) Tactics

(i) *offensive:*

- *positioning (midfielder and attackman);*
- *1 vs 1; and,*
- *1 vs 2.*

(ii) *defense:*

- *positioning (defenseman, goalie);*
- *picking; and,*
- *blocking.*

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

Knowledge of the laws and the rules of the sport and their application.

(i) *court dimensions; and,*

(ii) *scoring and umpiring.*

6. NETBALL

Each candidate will be required to demonstrate 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 and running pass;*
- (iv) *shooting: one hand; two hands, forward step shot and 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, zone marking; marking the ball, blocking, inside the circle and outside the circle (that is, defending the circle edge against the pass in); and,*
- (vii) *intercepting: pass and shot.*

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(b) Tactics

- (i) attacking: system of centre passes, set patterns of play, throw-in, holding the space *and* back up on the circle edge;
- (ii) defending: blocking; zoning, defending the space, the throw-in *and* back up on the circle edge; and,
- (iii) role of individual players.

Rules

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

7. RUGBY

Each candidate will be required to demonstrate 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 *and* diving and spin passes;
- (ii) receiving: high balls, balls at speed *and* ground pick-up;
- (iii) tackling: basic technique, low tackle from side, rear, front and smother *and* hand off;
- (iv) kicking: place, punt, drop, dribble, screw *and* grubber;
- (v) beating opponents: side-step, feint, swerve, change of pace and direction *and* dummy pass; and,
- (vi) scissors, switch; loop and kick ahead.

(b) Team Skills

- (i) set scrummaging: binding, position of feet, angle of drive for front row *and* second row and back row;
- (ii) line out play: jumping and catching: binding *and* throwing in; and,
- (iii) ruck and maul.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(c) Tactics

- (i) **forward** play: scrum *and* line out;
- (ii) three quarter play: handling; kicking, running *and* tackling;
- (iii) role of individual players; and,
- (iv) positional play.

Laws of the game and their application

- (a) knowledge of field dimensions; and,
- (b) refereeing.

8. SOFTBALL/BASEBALL

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

(a) Skills

- (i) batting:
 - grip: standard *and* choke grip; and,
 - batting: swing *and* bunts.
- (ii) pitching:
 - baseball: slider, fast pitch, curve ball, drop ball, rise ball, change up knuckle ball *and* screw ball;
 - softball: windmill *and* sling shot; and,
 - starting position: wind up *and* set.
- (iii) fielding:
 - catching: basics to catch fly hits *and* rolling hits; and,
 - throwing: over arm *and* side arm.
- (iv) base running:
 - base running: single, double, triple *and* home run; and,
 - sliding: bent leg slide, hook slide *and* headfirst slide.

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

(b) Tactics

- (i) defensive: pitchout, intentional walk, infield fly, pop fly coverage, cuts off and relays, rundown, double and triple play *and* signals;
- (ii) offensive: batting order, switch hitters, the bunt, sacrifice fly, stealing, hit and run *and* substitution; and,
- (iii) field set up and positions.

Rules

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

9. VOLLEYBALL

Each candidate will be required to demonstrate the skills listed below in a game situation.

(a) Skills

- (i) service: underarm, overarm (*float, top spin*) *and* jump;
- (ii) service reception, *underarm and overhead (volley)*;
- (iii) defence: two-armed defence *and* pass/*underarm pass*;
- (iv) set: front volley, reverse volley *and* back set;
- (v) attack: spike (hard or soft) *and* tip; and,
- (vi) blocking.

(b) Team Skills and Tactics

Attacking and Defending: block (one person, two persons, three persons), systems of play (4:2 system, 5:1 system), role of individual players, team formation when serving, team formation when receiving, *serve* switching and penetration *by the setter*; setting up attack and block *and* defending attack and block.

Rules

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

MODULE 2: SPORT OPTION B (Paper 03) (cont'd)

10. WATER POLO

Each candidate will be required to demonstrate the skills listed below in a game situation.

(a) Skills

- (i) *movement in the water: eggbeater kick, eggbeater in 4 directions, sidestroke (with scissors kick), head-up freestyle, head-up breaststroke, head-up backstroke, freestyle-backstroke, stopping and starting, turning 90 degrees, turning 180 degrees, lunging, lateral and vertical jumps;*
- (ii) *ball handling: pick-up from beneath, double threat position, feinting, dribbling the ball, scoop pass and catching the ball;*
- (iii) *passing: dry pass and wet pass and short and long pass;*
- (iv) *shooting: backhand/reverse shot, penalty shots, bounce shot, roll-over shot, layout, shove shot, t-shot, screw shot, stepping out and turning; and,*
- (v) *goalkeeping: ready position, lunges and pull downs.*

(b) Tactics

- (i) *attacking principles: offensive numbering system (hole set, wings, flats, point/driver), drives and rotations;*
- (ii) *defensive principles: basic defensive position, defensive shuffle, front and press defence, drop defence, zone defence, ball under, tackling and use of ordinary fouls; and,*
- (iii) *team man up offense, team man down defence and 3 on 2, 4 on 3, 5 on 4, 6 on 5.*

Laws/rules of the game and their application

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

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS

♦ CORE (Compulsory Paper – Paper 01 and Paper 02)

SKILLS AND ABILITIES:

(a) **Knowledge and Comprehension**

(b) **Use of knowledge**

DURATION: A minimum of thirty-six hours

CREDIT WEIGHTING: 1

GENERAL OBJECTIVES

On completion of the CORE, students should:

1. *understand the cause, prevention and care of sport related injuries;*
2. *be aware of the various points of view on trends and issues related to physical education and sport; and,*
3. *improve ICT, critical thinking, creative thinking, problem solving, leadership, co-operative behaviours and technical competencies skills.*

SPECIFIC OBJECTIVES

CONTENT

1. **Sport-related Injuries**

Students should be able to:

- | | |
|--|--|
| 1.1 <i>describe common sport-related injuries;</i> | <div>(a) <i>Definition of sport related injuries; and,</i></div> <div>(b) <i>Types of sport-related injuries:</i><div style="margin-left: 20px;"><div>(i) <i>hard tissue injuries – fractures, and dislocation;</i></div><div>(ii) <i>soft tissue injuries – concussion (including unconsciousness), sprains, strains and skin damage:</i><div style="margin-left: 20px;"><div>• <i>cuts/grazes/blisters/bruises.</i></div></div></div><div>(iii) <i>other sport related conditions: cramps, dehydration, hyperthermia, hypothermia and winding.</i></div></div></div> |
|--|--|

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Sport-related Injuries (cont'd)

Students should be able to:

- | | | |
|-----|---|---|
| 1.2 | <i>discuss major causes of sport related injuries;</i> | (a) <i>Major causes:</i>
(i) <i>overuse;</i>
(ii) <i>contact/collision;</i>
(iii) <i>accidental;</i>
(iv) <i>environment; and,</i>
(v) <i>violence.</i> |
| | | (b) <i>Other factors:</i>
(i) <i>lack of fitness;</i>
(ii) <i>improper technique; and,</i>
(iii) <i>failure to obey rules.</i> |
| 1.3 | <i>describe ways of preventing sport related injuries; and,</i> | (a) <i>Adherence to principles of training;</i>
(b) <i>Safety rules;</i>
(c) <i>Appropriate equipment;</i>
(d) <i>Appropriate playing area;</i>
(e) <i>Appropriate playing gear;</i>
(f) <i>Appropriate age;</i>
(g) <i>Fitness level;</i>
(h) <i>Proper warm-up/cool down; and,</i>
(i) <i>Hydration.</i> |
| 1.4 | <i>discuss procedures for the treatment of common sport related injuries.</i> | Include:
(a) <i>Rest, Ice, Compression and Elevation (RICE), Protect, Rest, Ice, Compression and Elevation (PRICE), Protection, Optimal loading, Ice, Compression and Elevation (POLICE).</i>
(b) <i>Other first aid procedures:</i>
(i) <i>Heimlich Manoeuvre;</i>
(ii) <i>Immobilisation (bandages, slings);</i> |

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Sport-related Injuries

Students should be able to:

- (iii) Moving a victim; *and*,
- (iv) *Cardiopulmonary resuscitation (CPR) the Recovery Position.*

2. ***Issues in Physical Education and Sport***

2.1 evaluate *social* issues related to Physical Education and Sport;

Social issues

- (a) Drugs:
 - (i) *definition;*
 - (ii) *types (social drugs, performance enhancing drugs);*
 - (iii) *effects; and,*
 - (iv) *doping and anti-doping:*
 - *methods (blood doping and use of performance enhancing drugs (PEDs);*
 - *testing (methods and procedures);*
 - *banned substances; and,*
 - *organisations: Regional Anti-Doping Organisation (RADO) and World Anti-Doping Agency (WADA).*
- (b) Special populations (*persons with disability, youth, seniors and women*):
 - (i) *inclusion; and,*
 - (ii) *accessibility.*
- (c) Violence:
 - (i) *hooliganism; and,*
 - (ii) *terrorism.*

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Issues in Physical Education and Sport (cont'd)

Students should be able to:

- | | | |
|-----|---|--|
| 2.2 | <i>evaluate ethical and legal issues related to Physical Education and Sport;</i> | <ul style="list-style-type: none">(d) Gender <i>inequality</i> (equity); and,(e) <i>Racism in sport</i>.(a) <i>Ethical:</i>
Fairplay (sportsmanship). |
| | | <p><i>Relate to 2.1 (performance enhancing drugs and doping).</i></p> <ul style="list-style-type: none">(b) <i>Legal issues:</i><ul style="list-style-type: none">(i) contracts; <i>and</i>,(ii) commercialisation: sponsorship, endorsement <i>and</i> marketing (<i>product, price, place, promotion and people; branding and ambush marketing</i>). |
| 2.3 | <i>explain political issues in Physical Education and Sport;</i> | <ul style="list-style-type: none">(a) Role of government (policy, funding <i>and facilities</i>);(b) <i>Political issues in sport:</i><ul style="list-style-type: none">(i) <i>integration</i>;(ii) <i>social cohesion</i>;(iii) <i>national pride; and</i>,(iv) <i>national goodwill</i>. |
| 2.4 | <i>discuss the impact of culture on sport participation;</i> | <p>Cultural influences: <i>customs, traditions and beliefs</i>.</p> |

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Issues in Physical Education and Sport

Students should be able to:

- 2.5 *discuss the relationship between sport and the environment; and,*

Impact of sport on the environment

- (a) *Positive impacts (including promotion of sustainable practices); and,*
- (b) *Negative impacts (loss of ecosystem, waste, noise pollution and displacement of the population).*

- 2.6 *discuss the influence of media and technology on Physical Education and Sport.*

- (a) Media:
 - (i) *positive influence (increase participation, attendance (spectatorship) and coverage); and,*
 - (ii) *negative influence (bias, privacy).*
- (b) Technology (officiating, statistics and analysis of performance):
 - (i) *improving performance;*
 - (ii) *improving fairness; and,*
 - (iii) *disseminating information (for example, results, schedules).*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities below. These activities are designed to promote inquiry-based learning and, through the principles of Universal Design for Learning (UDL), support learner variability by providing multiple pathways for engagement, learning, and demonstrating understanding.

Students should be encouraged to:

1. *Work in small groups to measure and record heart rate and breathing rate before and after physical activity using available tools. Analyse the data and present findings through a graph, infographic, or short presentation, providing evidence-based explanations for any observed changes.*

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS (cont'd)

Suggested Teaching and Learning Activities (cont'd)

2. *Collaborate in small groups to research different training plans and develop one tailored to a specific fitness goal. Present, explain or demonstrate the plan through a poster, digital presentation, or practical training session.*
3. *Design a balanced and nutritious meal, food plate or meal plan tailored to the needs of a specific athlete or non-athlete. Present the plan as an infographic, menu, poster, or short video explanation, demonstrating an understanding of dietary and energy requirements.*
4. *Conduct a series of fitness tests, record and interpret the results, and make recommendations for improvement. Communicate findings through a written report, data chart, infographic, or oral presentation.*
5. *Work in small groups to observe, analyse and classify various motor skills using demonstrations, videos or images. Present findings on the movement principles and biomechanics involved through a concept map, poster, digital presentation, or practical demonstration.*

SPORT OPTIONS (Paper 031)

Candidates will be required to choose a sport from either Option A or Option B.

GENERAL OBJECTIVES

On completion of the OPTIONS, students should:

1. *demonstrate an understanding of the rules or laws of the game, including those of specific competitions;*
2. *develop tactics and strategies of competitive play and adapt these to the strengths and limitations of other players;*
3. *understand the need for regular and appropriate practice in an effort to improve technique and effectively execute skills;*
4. *develop competencies in planning and implementing an intra-mural event; and,*
5. *develop leadership qualities, as well as cooperative and collaborative behaviours through feedback and group activities.*

SPECIFIC OBJECTIVES

Students should be able to:

1. *execute a full range of skills that are required in competitive situations;*
2. *apply the principles of defense and offense in competitive situations;*
3. *apply the laws or rules of a sport or game in a competitive situation;*
4. *interpret feedback on their performance and on others' performance and general play;*
5. *demonstrate competencies in one (1) selected ROLE for an intra-mural event; and,*
6. *demonstrate leadership and cooperative and collaborative behaviours.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

CONTENT

OPTION A

1. **ARCHERY**

Each candidate will be required to demonstrate the skills listed below in a competitive situation including stringing the bow and compulsory safety practices.

(a) Skills

- (i) *stance;*
- (ii) *nock;*
- (iii) *set draw hand;*
- (iv) *set bow hand;*
- (v) *pre-draw;*
- (vi) *draw;*
- (vii) *anchor;*
- (viii) *aim;*
- (ix) *shot set-up;*
- (x) *release; and,*
- (xi) *follow-through and reflect.*

(b) Tactics

- (i) *creating and maintaining form – rhythm and consistency of form to improve precision through grip, stance, posture and hip alignment;*
- (ii) *maintaining head position to assist with string alignment;*
- (iii) *using shoulder, arm, wrist and finger technique variations;*
- (iv) *mental practice for concentration, vision training and focus;*
- (v) *balancing of stability with smooth motion;*
- (vi) *selection of equipment and accessories; and,*
- (vii) *maintaining shooting line etiquette.*

Rules/laws and their application:

- (a) *Knowledge of the rules of safety, the sport and their application; and,*
- (b) *Identifying similarities and differences in rules/laws among international competitions and their categories.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

NOTES:

Safety is of utmost importance in archery and all safety rules and guidelines must be followed. Not adhering to a safety rule CAN get a competitive archer immediately disqualified from the competition.

2. BADMINTON

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

(a) Skills

- (i) *grips:*
 - *forehand; and,*
 - *backhand.*
- (ii) *service:*
 - *high;*
 - *low;*
 - *forehand;*
 - *backhand;*
 - *flick; and,*
 - *drive.*
- (iii) *clears:*
 - *over-head;*
 - *around head;*
 - *underarm;*
 - *backhand;*
 - *attacking; and,*
 - *defensive.*
- (iv) *drops shots:*
 - *slow;*
 - *fast;*
 - *forehand;*
 - *backhand; and,*
 - *around head.*
- (v) *smash:*
 - *forearm;*
 - *backhand; and,*
 - *around head.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- (vi) *drives:*
- *forehand; and,*
 - *backhand.*

- (vii) *net shots:*
- *hair pin;*
 - *kill; and,*
 - *lift.*

(b) Tactics

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

Rules

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

3. CYCLING

Each candidate will be required to undertake any two (2) events from the track/Velodrome or one (1) event from the road or one (1) event from the mountain bike category:

(a) Track/Velodrome Events

- (i) *sprint events:*
- *flying lap- 200 metres: (male/female);*
 - *keirin: 700 m;*
 - *1 kilometre: (male); and,*
 - *500 metres: (male/female).*
- (ii) *endurance events:*
- *madison: 50 km (team event);*
 - *elimination (devil): (individual);*
 - *individual pursuit: 4 km (male); and,*
 - *individual pursuit: 3km (female).*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(iii) *road events:*

- *individual time trial: 5 miles/8 km; and,*
- *endurance events:*
 - *individual pursuit: 4 km (male);*
 - *individual pursuit: 3 km (female); and,*
 - *40 kilometre (male)/ 25 kilometre (female).*

(b) Mountain Bike Events (should be done on a dirt surface):

- (i) *mountain biking event: 30 minutes (male/female); and,*
- (ii) *individual time trial: 5 miles/8 km.*

(c) Skill: Track/Velodrome

(i) *sprint:*

- *balance: track stand;*
- *bike handling skills: manoeuvring, finding gaps;*
- *arm sling;*
- *efficient & effective technical actions:*
 - *smooth pedal stroke; and,*
 - *gear selection.*
- *accelerating;*
- *consistency and control;*
- *skills executed at a high level, at high speeds;*
- *agility to maintain control in any position;*
- *turning, sharp at high speed;*
- *effective acceleration; and,*
- *quick transitions between skills and accelerations.*

(ii) *endurance:*

- *start;*
- *pedal stroke;*
- *aero position: slipstreaming;*
- *smooth line;*
- *consistency and control;*
- *arm sling;*
- *maximise efficiency; waste as little energy as possible; and,*
- *time trial skills- managing effort.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(d) Skill: Road

(i) *endurance:*

- *smooth and efficient pedal stroke;*
- *gear selection;*
- *pack riding and effective drafting (various winds);*
- *looking behind;*
- *sprinting/ accelerating;*
- *braking;*
- *climbing out of the saddle;*
- *ride straight line;*
- *bumping;*
- *taking a feed;*
- *echelons and pace lines;*
- *climbing; descending;*
- *best combination of aerodynamics and efficiency; and,*
- *high speed corner and 180° cornering.*

(e) Skill: Mountain Bike

- (i)** *pack riding;*
- (ii)** *cornering;*
- (iii)** *speed;*
- (iv)** *pacing;*
- (v)** *off-roading skills;*
- (vi)** *braking; and,*
- (vii)** *smooth fast pedal stroke:*
efficient shifting/gear selection, interacting with bike and/or suspension.

(f) Tactics

- (i)** *lead-out;*
- (ii)** *maximize efficiency; waste as little energy as possible;*
- (iii)** *best combination of aerodynamics and efficiency;*
- (iv)** *pack riding and effective drafting (various winds) except for individual time trial; and,*
- (v)** *recovery to minimise technical deficiencies.*

Laws/rules of the event and their application

Knowledge of the rules of the event and their application.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

4. DANCE

Each candidate will be required to perform, compose and demonstrate an appreciation for different types of dances.

This option 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 composition and performance.

(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; and,*

(v) *the use of expression and communication.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(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:

- (i) type of dance (lyrical, abstract, dramatic);
- (ii) style of dance;
- (iii) number and gender of dancers;
- (iv) theme or subject matter of dance;
- (v) dynamic, spatial and action content of the dance;
- (vi) set, design, lighting, costume and accompaniment;
- (vii) structure and form; and,
- (viii) interpretation resulting from the way in which elements are perceived.

Rules

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

NB: See pages 116-117 for Mark Scheme.

5. **FENCING**

Each candidate will be required to demonstrate all the skills listed below in a competitive situation:

(a) Skills

- (i) *grip and salute;*
- (ii) *stance: on guard positions; sixte and quarte, septime and octave;*
- (iii) *footwork: steps forward and backward, the lunge;*
- (iv) *sparring with opponents: the lunge with hitting – direct attack;*
- (v) *parry with up to fifth counter riposte;*
- (vi) *combination circular parry with direct riposte and first counter-riposte;*
- (vii) *combination parry with step-forward lunge;*
- (viii) *engagements in sixte and quarte, septime and octave; and,*
- (ix) *disengagement on pressure.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(b) Tactics

- (i) *using footwork to maintain fencing line and correct distances for attacking and retreating with riposte;*
- (ii) *redoublement, combined attack, counter-attacking and feinting or use of deception;*
- (iii) *advanced intelligence gathering on opponents for 15-touch bouts;*
- (iv) *fast adaptation for 5-touch bouts; and,*
- (v) *foil vs epee fencing footwork.*

Laws/rules of the game and their application

Knowledge of the laws and the rules of the sport and their application:

rules of etiquette, foil safety, engagement and disengagement.

6. GOLF

Each candidate will be required to 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 and follow-through;*
- (iv) *use of woods, irons and putters;*
- (v) *strokes: tee shot; drive; approach shots; chip; pitch and 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 and lofting;*
- (iii) *taking account of conditions: lie; distance; wind and weather;*
- (iv) *using the run of fairway; and,*
- (v) *slopes and green.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

Rules

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

7. GYMNASTICS

Each candidate will be required to:

- (a) *Perform a floor routine including a combination of at least eight different skills;*
- (b) *Perform at least four different vaults; and,*
- (c) *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; and,*
 - (ix) *floor exercise skills (balances and tumbles).*

(a) Floor Exercise

Each candidate will be required to perform a floor routine 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; and,*
- (x) *front somersault.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(b) Vaulting Skills

Each candidate will be required to perform 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; and,*
- (viii) *handspring vault.*

(c) Rhythmic Gymnastics Skills

Each candidate will be required to perform a routine using at least four different skills from one of the categories listed below:

- (i) *body movement skills;*
- (ii) *steps;*
- (iii) *variety in step patterns;*
- (iv) *jumps and leaps:*
 - *take offs, landings, shapes in flight, rotations.*
- (v) *pivots:*
 - *on different body parts, with different body/limb shapes.*
- (vi) *balances:*
 - *on different body parts, with different shapes, levels.*
- (vii) *waves:*
 - *with different body parts, in different directions, levels.*
- (viii) *bends:*
 - *of different body parts, while in different positions.*
- (ix) *rolls/splits:*
 - *different directions.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(d) 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; and,
- (x) combinations.

(e) Suspended Rings Skills

- (i) inverted hang;
- (ii) nest hang;
- (iii) forward single leg cut;
- (iv) backward double leg cut dismount; and,
- (v) combinations.

(f) Parallel Bars Skills

- (i) forward hand walk;
- (ii) hip roll;
- (iii) corkscrew mount;
- (iv) flank dismount; and,
- (v) combinations.

(g) Uneven Bars

- (i) pull over mount;
- (ii) back hip circle;
- (iii) free hip circle;
- (iv) stride front hip circle;
- (v) front hip circle;
- (vi) squat on jump to high bar; and,
- (vii) sole circle dismount.

(h) Horizontal Bar

- (i) pull over mount;
- (ii) back hip circle;
- (iii) free hip circle;
- (iv) stride front hip circle;
- (v) front hip circle;
- (vi) swing 1/2 turn;
- (vii) kip; and,
- (viii) sole circle dismount.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(i) **Balance Beam Skills**

- (i) *squat mount;*
- (ii) *chasse;*
- (iii) *back shoulder roll;*
- (iv) *arabesque;*
- (v) *leap;*
- (vi) *forward roll;*
- (vii) *cartwheel dismount; and,*
- (viii) *combinations.*

(j) **Pommel Horse Skills**

- (i) *feint;*
- (ii) *front support and swing;*
- (iii) *single leg circle forward;*
- (iv) *simple travel; and,*
- (v) *combinations.*

Rules

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

8. **MARTIAL ARTS/COMBATIVE SPORTS**

Each candidate will be required to select, either Boxing, Karate, Taekwondo, or Judo for Martial Arts.

(a) **Boxing**

Each candidate will be required to demonstrate all the skills listed below:

- (i) *stance:*
 - *right hand stance (orthodox); and,*
 - *left hand stance (southpaw).*
- (ii) *footwork:*
 - *attack forward;*
 - *defense backward; and,*
 - *side.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(iii) *punches:*

- *jab;*
- *cross;*
- *hook;*
- *upper cut; and,*
- *combinations.*

(iv) *defense:*

- *slip;*
- *bob and weave;*
- *parry/block;*
- *cover up;*
- *clinch; and,*
- *counterattack.*

(v) *tactics:*

- *toe to toe;*
- *counterattack;*
- *fighting in close;*
- *feinting; and,*
- *rules.*

Rules

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

(b) Karate

(i) *foundations of karate:*

- *historical background;*
- *styles, vocabulary;*
- *karate in everyday life;*
- *application to modern living;*
- *breathing methods; and,*
- *postures.*

(ii) *basics of karate training:*

- *karate etiquette;*
- *health and well-being through correct diet and healthy lifestyle; and,*
- *awareness of legal and ethical implications of the use of force.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- (iii) *warming-up:*
 - *stretching; aerobic exercises.*
- (iv) *falls and rolls:*
 - *on to back and side to side from squatting position.*
- (v) *stances:*
 - *walking;*
 - *hand positions;*
 - *front-leaning; and,*
 - *side-fighting.*
- (vi) *hand techniques:*
 - *punches (form of a punch, straight punch, reverse punch); and,*
 - *blocks (eight basic).*
- (vii) *leg techniques:*
 - *snap kicks;*
 - *stretching straight leg;*
 - *thrust kicks;*
 - *side kicks; and,*
 - *round house.*
- (viii) *forms:*
 - *the first cause katas.*
- (ix) *self defense:*
 - *against punches, grabs and strikes; and,*
 - *against basic weapons (knife, club sticks).*
- (x) *sparring:*
 - *one step for middle punch;*
 - *high punch and groin punch; and,*
 - *(defended by appropriate block from eight basic blocks).*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

Rules

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

(c) Taekwondo

(i) *foundations of taekwondo:*

- *definition of taekwondo;*
- *historical background;*
- *tenets of taekwondo;*
- *taekwondo etiquette;*
- *taekwondo counting and commands (in Korean); and,*
- *belt system.*

(ii) *fundamental movements:*

- *sitting stance punch (Annunso Jirugi):*
 - *single punch (6);*
 - *double punch (4); and,*
 - *triple punch (3).*
- *punching skills from sparring position:*
 - *front-fist punch (2);*
 - *rear fist punch (2);*
 - *double punch (2); and,*
 - *four combination punch.*
- *stances:*
 - *walking;*
 - *extending walking;*
 - *I stance; and,*
 - *cat stance.*

(iii) *foot techniques (Balgisul):*

- *standing kicks (Soseo Chagi):*
 - *front stretching downward kick (AP Olier Naeryo Chagi);*
 - *abduction downward kick (Oejun Dollyo Naeryo Chagi);*
 - *adduction downward kick (Naejun Dollyo Chagi);*
 - *front kick (Ap Chagi);*
 - *arc kick (Bandal Chagi);*
 - *side kick (Yeop Chagi);*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- turning kick (Dollyo Chagi);
- back kick (Twit Chagi); and,
- reverse turning kick (Bandae Dollyo Chagi).
- jump kicks (Twimyo Chagi):
 - jump front kick (Twimyo Ap Chagi);
 - jump side kick (Twimyo Yeup Chagi);
 - jump turning kick (Twimyo Dollyo Chagi);
 - jump back kick (180- and 360-degree turn); and,
 - jump reverse turning kick (180- and 360-degree turn).
- (iv) forms (Poomsae);
 - Definition of Taegeuk and its symbol;
 - 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; and,
 - variety in techniques.
- (v) sparring (Kyorugi); and,
 - one step sparring:
 - 5 hand techniques;
 - 5-foot techniques;
 - 5 self defense techniques; and,
 - combination kicks.
 - free sparring.
- (vi) board breaking (Kyokpa).
 - eye control;
 - balance;
 - power control;
 - speed; and,
 - point of attack.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

Rules

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

(d) Judo

(i) *foundations of judo:*

- *historical background;*
- *styles and vocabulary;*
- *judo in everyday life;*
- *application to modern living;*
- *breathing methods; and,*
- *postures.*

(ii) *basics of judo training:*

- *judo etiquette;*
- *health and well-being through correct diet and healthy lifestyle; and,*
- *awareness of legal and ethical implications of the use of force.*

(iii) *warming-up:*

- *stretching; aerobic exercises.*

(iv) *falling: why, when and how.*

(v) *throws and break falls:*

- *foot, leg, body and shoulder throws*
- *rear, side, and forward rolling break falls*
- *balance breaking techniques*
- *the importance of hand holds*

(vi) *mat work (groundwork):*

- *sash hold;*
- *shoulder hold;*
- *side four corner hold;*
- *upper four corner hold;*
- *straight four corner hold;*
- *turnover techniques; and,*
- *balance breaking techniques.*

(vii) *locks:*

- *elbow locks; and,*
- *arm locks.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(viii) chokes.

- naked strangle;
- single wing sleeper;
- collar choke; and,
- opposite cross.

Rules

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

9. SQUASH

Each candidate will be required to 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 and follow-through; and,
- the service: forehand lob (floating service), forehand hard-hit service, backhand service and return of service.

(ii) attacking and defensive shots (forehand and backhand): the volley, the boast, the drop shot and the lob; and,

(iii) fundamentals of movement: watching – footwork – balance – readiness; returning to the 't'; anticipation and deception.

(b) Tactics

(i) use of side walls and angles to out-manoeuvre an opponent;

(ii) width and length (switching); and,

(iii) use of the nick.

Rules

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

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

10. SWIMMING

Each candidate will be required to select any three competitive strokes and one life saving stroke listed below:

(a) Competitive Strokes

- (i) *freestyle;*
- (ii) *breaststroke;*
- (iii) *backstroke; and,*
- (iv) *butterfly.*

(b) Lifesaving Strokes

- (i) *lifesaving back stroke; and,*
- (ii) *side stroke.*

(c) Safe Entry and Exit

The student candidate is required to demonstrate one of the following safe entries and exits:

- (i) *safe entry into the pool; and,*
 - *swivel entry; and,*
 - *use of ladder.*
- (ii) *safe exit from the pool.*
 - *reverse swivel; and,*
 - *use of ladder.*

The student candidate is required to showing an understanding for of their personal safety and that of their casualty. Demonstrate 3 of the following land-based rescues and the 2 water-based rescues:

- (iii) *land-based rescues; and,*
 - *reaching rescue hand;*
 - *reaching rescue pole or buoyant aid;*
 - *throwing rescue rope; and,*
 - *throwing rescue rigid buoyant aid.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- (iv) water based rescues;
 - 12m – 15m wading rescue (pole, board or item of clothing); and
 - 25m accompanied rescue.

(d) Resuscitation Skills

Upon arriving at their destination, the student candidate is required to effect a safe landing and show some level of understanding for aftercare and management of the casualty. The student candidate, with a reasonable degree of proficiency, demonstrates one of the following:

- (i) Rescue Breathing; and,
- (ii) Cardiopulmonary Resuscitation (CPR).

After demonstrating either of the two resuscitation skills above, candidates must place casualty in the recovery position.

Rules

Knowledge of the rules of the discipline/sport and their application inclusive of water safety. and competitive rules.

The student will be asked 4–6 questions on either:

- (a) competitive swimming rules; and,
- (b) water safety.

Rules

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

11. **TABLE TENNIS**

Each candidate will be required to 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;

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- (vi) *back spin defensive returns using forehand and backhand and the chop;*
- (vii) *top spin driving using forehand and backhand;*
- (viii) *drop shots;*
- (ix) *loop: fast forehand; slow forehand and backhand loop; and,*
- (x) *lob: forehand and backhand.*

(b) Tactics

- (i) *tactics for singles and doubles: attacking, defending, anticipation, deception positioning in attack, positioning in defense and correct angles; and,*
- (ii) *tactics for service: serving strategy, receiving service in singles, varying the service and receiving service in doubles/mixed.*

Rules

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

12. **TENNIS**

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

(a) Skills

- (i) *service:*
 - *basic service; and,*
 - *service variations (sliced, top spin, flat).*
- (ii) *ground strokes:*
 - *forehand;*
 - *backhand; and,*
 - *variations (drives, topspin, slice).*
- (iii) *volleys:*
 - *backhand;*
 - *forehand; and,*
 - *variations (slice, drop).*
- (iv) *overhead smash:*
 - *overhead basic; and,*
 - *jump smash.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(v) *lobs – backhand:*

- *backhand; and,*
- *forehand.*

(b) Tactics

- (i) *tactics for singles and doubles: attacking; defending, anticipation, deception, positioning in attack, positioning in defense and correct angles; and,*
- (ii) *tactics for service: serving strategy, receiving service in singles, varying the service and receiving service in doubles/mixed.*

Rules

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

13. **TRACK AND FIELD/ATHLETICS**

Each candidate will be required to undertake three events but no more than two events from any group of Running, Jumping and Throwing events. Candidates can select two events from any one group or two events from a combination of any two groups. For example: Running Events (Sprints and Middle/Long Distance) or Running Events (Sprints) and Throwing Events (Shot Put).

(a) Running Events

(i) *sprints:*

- *starts;*
- *transition;*
- *acceleration to maximum speed;*
- *finish;*
- *60 metres;*
- *100 metres;*
- *200 metres; and,*
- *400 metres.*

(ii) *middle and long distance:*

- *starts;*
- *transition;*
- *strategy;*
- *finish;*
- *800 metres;*
- *1500 metres; and,*
- *5000 metres.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(iii) *hurdles:*

- *hurdle start;*
- *lead leg action;*
- *trail leg action;*
- *running to first hurdle;*
- *running between hurdles;*
- *100 metres;*
- *110 metres;*
- *400 metres; and,*
- *finish.*

(b) Jumping Events

(i) *long jump – approach:*

- *approach;*
- *take off;*
- *flight (hitch kick, hang, sail); and,*
- *landing (tele-mark).*

(ii) *triple jump:*

- *approach;*
- *sequence (hop/step/jump);*
- *flight; and,*
- *landing.*

(iii) *high jump:*

- *approach;*
- *take off;*
- *flight (bar clearance); and,*
- *landing.*

(c) Throwing Events

(i) *shot put:*

- *stance, grip and standing frontal throws;*
- *movement sequence (glide/spin);*
- *power position and execution; and,*
- *follow through and recovery.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(ii) *discus:*

- *grip, stance, preliminary swings, standing frontal throws and throws from a side on stance;*
- *power position and execution;*
- *movement sequence (rotation: 1-turn and 1½ -turns); and,*
- *follow through and recovery.*

(iii) *javelin:*

- *grip;*
- *approach run;*
- *transition (cross steps);*
- *power position and execution; and,*
- *follow through and recovery.*

Rules

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

OPTION B

1. BASKETBALL

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

(a) Skills

- (i) passing: chest pass; bounce pass; baseball pass (long) and overhead pass.
- (ii) catching: two-hand catch/funnel *and* one-hand/block and trap.
- (iii) dribbling: either hand (*right, left*), *alternate* hands, *change of* direction and *change of* pace, high, low and *cross-over* (reverse, front cross-over, between the legs *and* behind the back).
- (iv) shooting: lay-up shots, set shot, jump shot *and* hook shot.
- (v) footwork: stance, pivoting, changes of pace and direction, sliding, jumping *and* stopping.
- (vi) *rebounding: box-out, attacking the ball and outlet pass.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(b) **Playing Positions**

Point guard; shooting guard, forward, power forward and centre.

(c) **Tactics**

(i) **offence**

- *individual:*
 - *one-on-one;*
 - *one-on-zero; and,*
 - *post play (pivot).*
- **group:**
 - *two-on-one;*
 - *two-on-two;*
 - *three-on-three; and,*
 - *three-on-two.*
- *team:*
 - *five-on-five.*

special situations: in-bound pass; jump ball and free throws

(ii) **defence**

- *individual:*
 - *one-on-one;*
 - *one-on-zero; and,*
 - *post play (pivot).*
- **group:**
 - *two-on-one;*
 - *two-on-two;*
 - *three-on-three; and,*
 - *three-on-two.*
- **team:**
 - *zone;*
 - *man-to-man; and,*
 - *mixed (zone and man-to-man).*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

Special situations: *press; trap defence and rebound*

Rules

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

2. CRICKET

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

(a) Skills

(i) batting:

- approach: grip; stance *and* the backlift;
- the forward and back strokes: in defence – use of feet; in attack – the drives and leg glance;
- strokes played with vertical bat: straight drive; cover; defensive shots and flick;
- strokes played with horizontal bat: hitting a full pitch to leg; the pull; the hook; the sweep and the cut;
- running between the wickets; calling and backing up; and,
- reading the bowling: spin; speed; in swing and out swing.

(ii) bowling:

- the basic action: grip; run up; delivery stride; release and follow through;
- the basic action: side-on, front-on, semi-open and mixed action;
- length and direction;
- swing: out swing (grip, rotation at shoulders, use of out swing); in swing (grip, bowling action and use of in swing);
- cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action and when to use);
- medium and fast-paced bowling: run up; action; grip and variation of pace; and,
- spin: grip; action; when to use spin, googly; top spin and off spin.

(iii) fielding:

- concentration; backing up; getting behind ball and moving onto the ball;
- two hand interception and underarm flick;
- stopping and returning: barrier position;
- throwing: long, high, flat and hard – at the wicket;

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- chasing and retrieving: over short distance and over long distance;
- catching: high catching; slip/close catching; medium catching and low catch;
- positions: away from wicket; close to wicket and specialist positions; and,
- wicket keeping: stumping; run outs; receiving the ball from bowling and fielding; catching and use of pads.

(b) Tactics

- (i) field placing for attacking and defensive fields;
- (ii) bowling changes; and,
- (iii) reading the wicket (pitch) – when to bat or bowl.

Laws of the *discipline/sport* and their application

- (i) knowledge of field dimensions; and,
- (ii) umpiring.

3. FOOTBALL

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

(a) Skills

- (i) control:
 - using static practices: use of chest, thigh, feet and head; and,
 - pressurised 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 and instep;
 - long pass: along the ground, lofted pass and chip pass. skills to include use of both feet and outside of the foot the chip pass; and,
 - 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.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- (iv) tackling: block tackle, side tackle and sliding tackle;
- (v) dribbling: close control, use of either foot, feints, changes of pace and direction against opponents;
- (vi) heading: defensive and attacking; for distance and for accuracy;
- (vii) jockeying: pressurising and attacking/closing down a player; and,
- (viii) goalkeeping: distribution - throwing for distance and accuracy; punching, palming, handling of shots and crosses (to include pressurised situations), kicking dead ball, 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 *and improvisation*;
- (ii) defence: close marking; lateral running, covering, depth, width and concentration in defence, delay in defence, man to man and zonal marking;
- (iii) set pieces: direct and indirect free kicks and corner kicks;
- (iv) throw-in and goalkeeper's kicks; and,
- (v) systems of play.

Laws of the *discipline/sport* and their application

- (a) knowledge of field dimensions; and,
- (b) refereeing.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

4. HANDBALL

Each candidate will be required to demonstrate the skills listed below in a game-like situation:

(a) Skills

- (i) *grip.*
- (ii) *passing the ball with the right and left hands:*
 - *direct;*
 - *indirect (bounce pass);*
 - *wrist pass; and,*
 - *javelin pass.*
- (iii) *catching:*
 - *single hand;*
 - *double hand; and,*
 - *in flight.*
- (iv) *dribbling the ball with the right and left hands:*
 - *in place;*
 - *walking; and,*
 - *running.*
- (v) *shooting:*
 - *standing shot;*
 - *vertical shot;*
 - *diving shot (falling shot); and,*
 - *stride shot (jump shot).*
- (vi) *feints:*
 - *with the ball;*
 - *pass;*
 - *shot; and,*
 - *without the ball (dismarking).*
- (vii) *goalkeeping:*
 - *stance and movement;*
 - *arm and leg action; and,*
 - *ball interception (arms and legs).*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(b) Tactics

(i) *offensive:*

- *motion (side to side, piston, dismarking and crossing);*
- *positioning (pivot, centre back, wing backs and wings);*
- *fast break;*
- *system (3:3, 4:2, 5:1); and,*
- *1vs1, 2vs1.*

(ii) *defensive:*

- *stance;*
- *positioning (far left and right, half left and right, centre defence);*
- *blocking;*
- *body check;*
- *intercepting;*
- *press (full and half court); and,*
- *systems (6:0, 5:1, 4:2).*

Rules and regulations of the game and their application

Knowledge of the rules and regulations of the sport and their application.

(a) *court dimensions; and,*

(b) *refereeing.*

5. HOCKEY

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

(a) Skills

(i) *use of the stick:*

- *grip and 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; the reverse stick pass; the hit-on; the self-pass; the sweep (forearm, reverse); the drag/drag flick, slap shot.

Please note that follow-through must be included in all passes.

(iii) *receiving the ball: grip; position of body; receiving from right, left, in front, behind and side and reverse stick.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

- (iv) stopping the ball:
 - *grip and position of feet.*
- (v) dribbling: *grip, footwork, head position and body position, types (indian, push, tap and aerial).*
- (vi) defence:
 - stick side, non-stick side, lunge, jab, from front, behind and side *and* shave; and,
 - goalkeeping/kicking back skills: kicking, use of hand *and* use of stick.
- (vii) attack:
 - evading an opponent: stick side, non-stick side; scoop, pull back and touch/*drag* stop, lift, bully; and,
 - shooting: from forward line attack, from penalty corner, from long corner.

(b) Tactics

- (i) principles of attack and defence: triangular passes, through and square passes, zonal defence, one to one marking, attacking through left and right, attacking in the 23m area;
- (ii) corners (*long corner and short corner*):
 - *attack; and,*
 - *defence.*
- (iii) attacking goalkeeping; defensive goalkeeping; *body position and diving;*
- (vi) systems of play; and,
- (vii) the link system.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

Rules

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

6. LACROSSE

Each candidate will be required to demonstrate the skills listed below in a game like situation:

(a) Skills

- (i) *grip of the stick;*
- (ii) *cradling (full/half);*
- (iii) *scooping (ground ball);*
- (iv) *throwing (passing) and catching;*
- (v) *dodging (feints):*
 - *face dodge;*
 - *spit dodge;*
 - *rolling; and,*
 - *swing.*
- (vi) *shooting:*
 - *over hand; and,*
 - *side arm.*
- (vii) *checking (stick and body) (males only); and,*
- (viii) *goal keeping:*
 - *stance and motion;*
 - *arm and leg action; and,*
 - *ball interception (arms and legs).*

(b) Tactics

- (i) *offensive:*
 - *positioning (midfielder and attackman);*
 - *1 vs 1; and,*
 - *1 vs 2.*

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(ii) *defense:*

- *positioning (defenseman, goalie);*
- *picking; and,*
- *blocking.*

Laws/rules of the game and their application

Knowledge of the laws and the rules of the sport and their application.

- *court dimensions; and,*
- *scoring and umpiring*

7. NETBALL

Each candidate will be required to demonstrate 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; *zone marking*; marking the ball; blocking; inside the circle *and* outside the circle (that is, defending the circle edge against the pass in); and,
- (vii) intercepting: pass *and* shot.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(b) Tactics

- (i) attacking: system of centre passes; set patterns of play; throw-in; holding the space *and* back up on the circle edge;
- (ii) defending: blocking, zoning, defending the space, the throw-in *and* back up on the circle edge; and,
- (iii) role of individual players.

Rules

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

8. RUGBY

Each candidate will be required to demonstrate 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 *and* diving and spin passes;
- (ii) receiving: high balls, balls at speed *and* ground pick-up;
- (iii) tackling: basic technique, low tackle from side, rear, front and smother *and* hand off;
- (iv) kicking: place, punt, drop, dribble, screw *and* grubber;
- (v) beating opponents: side-step, feint, swerve, change of pace and direction *and* dummy pass; and,
- (vi) scissors, switch, loop and kick ahead.

(b) Team Skills

- (i) set scrummaging: binding, position of feet, angle of drive for front row *and* second row and back row;
- (ii) line out play: jumping and catching: binding *and* throwing in; and,
- (iii) ruck and maul.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(c) Tactics

- (i) forward play: scrum *and* line out;
- (ii) three quarter play: handling, kicking, running *and* tackling;
- (iii) role of individual players; and,
- (iv) positional play.

Laws of the game and their application

- (a) knowledge of field dimensions; and,
- (b) refereeing.

9. SOFTBALL/BASEBALL

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

(a) Skills

- (i) batting:
 - grip: standard *and* choke grip; and,
 - batting: swing *and* bunts.
- (ii) pitching:
 - baseball: slider, fast pitch, curve ball, drop ball, rise ball, change up knuckle ball *and* screw ball;
 - softball: windmill *and* sling shot; and,
 - starting position: wind up *and* set.
- (iii) fielding:
 - catching: basics to catch fly hits *and* rolling hits; and,
 - throwing: over arm *and* side arm.
- (iv) base running:
 - base running: single, double, triple *and* home run; and,
 - sliding: bent leg slide, hook slide *and* headfirst slide.

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

(b) Tactics

- (i) defensive: pitchout, intentional walk, infield fly, pop fly coverage; cuts off and relays; rundown; double and triple play *and* signals;
- (ii) offensive: batting order, switch hitters, the bunt; sacrifice fly, stealing, hit and run *and* substitution; and,
- (iii) field set up and positions.

Rules

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

10. VOLLEYBALL

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

(a) Skills

- (i) service: underarm; overarm (*float, top spin*) *and jump*;
- (ii) service reception, *underarm and overhead (volley)*;
- (iii) defence: two-armed defence *and pass/underarm pass*;
- (iv) set: front volley; reverse volley *and back set*;
- (v) attack: spike (hard or soft) *and tip*; and,
- (vi) blocking.

(b) Team Skills and Tactics

Attacking and Defending: block (one person, two persons, three persons), systems of play (4:2 system, 5:1 system), role of individual players, team formation when serving; team formation when receiving, *serve switching* and penetration *by the setter*, setting up attack and block *and* defending attack and block.

Rules

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

MODULE 3: SPORT OPTIONS (Paper 031) (cont'd)

11. WATER POLO

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

(a) **Skills**

- (i) *movement in the water: eggbeater kick, eggbeater in 4 directions, sidestroke (with scissors kick), head-up freestyle, head-up breaststroke, head-up backstroke, freestyle-backstroke, stopping and starting, turning 90 degrees, turning 180 degrees, lunging, lateral and vertical jumps;*
- (ii) *ball handling: pick-up from beneath, double threat position, feinting, dribbling the ball, scoop pass and catching the ball;*
- (iii) *passing: dry pass and wet pass and short and long pass;*
- (iv) *shooting: backhand/reverse shot, penalty shots, bounce shot, roll-over shot, layout, shove shot, t-shot, screw shot, stepping out and turning; and,*
- (v) *goalkeeping: ready position, lunges and pull downs.*

(b) **Tactics**

- (i) *attacking principles: offensive numbering system (hole set, wings, flats, point/driver), drives and rotations;*
- (ii) *defensive principles: basic defensive position, defensive shuffle, front and press defence, drop defence, zone defence, ball under, tackling and use of ordinary fouls; and,*
- (iii) *team man up offense, team man down defence and 3 on 2, 4 on 3, 5 on 4, 6 on 5.*

Laws/rules of the game and their application

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

◆ SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment is an integral part of students' assessment in the Physical Education and Sport syllabus. It is intended to assist 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 students to achieve the objectives of the syllabus.

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

The SBA for the Physical Education and Sport syllabus *comprises Practical Skills Assessments*. The instructions provided in the syllabus are intended to assist teachers and students in selecting and completing these compulsory assignments of the syllabus. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the School-Based Assessment.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students 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 further facilitates the development of essential research skills that allow the student to function more effectively in his or her chosen vocation. School-Based Assessment, therefore, makes a significant and unique contribution to the development of relevant skills in the students. It also provides an instrument for testing them and rewarding them for their achievements.

CONDUCT AND ASSESSMENT OF PRACTICAL SKILLS – Paper 031 (180 MARKS)

The *score rubric below is to be used by the teachers and external examiners* in making reliable assessment of students' achievement *in EACH of the three sports selected. This does not include Dance* (see pages 116-117 for mark scheme for Dance).

The assessment of practical skills for the ONE sport selected by the candidate shall be conducted onsite by an External Examiner appointed by the Council. The class teacher *should submit the names of candidates and selected sports to the Ministry of Education or Local Registrar on the appropriate form.*

The assessment criteria provided below are intended to assist the external examiners and teachers in awarding marks that are reliable assessments of the achievement of candidates.

MARK SCHEME FOR PRACTICAL SKILLS
(60 marks for EACH)

ELEMENTS ASSESSED	TOTAL MARKS	LEVELS OF PERFORMANCE	RANGE OF MARKS	MARKS GAINED
Skills (Individual performance)	15	• Demonstrates advanced standards of performance using correct technique all of the time. • Demonstrates proficient standards of performance using correct technique most of the time. • Demonstrates partially proficient standards of performance using correct technique occasionally. • Demonstrates low standards of performance not using correct technique. • Unable to demonstrate the required skill/technique.	12-15 8-11 4-7 1-3 0	
Application of skills in a competitive situation	15	• Demonstrates advanced standards of performance using correct technique all of the time. • Demonstrates proficient standards of performance using correct technique most of the time. • Demonstrates partially proficient standards of performance using correct technique occasionally. • Demonstrates low standards of performance not using correct technique. • Unable to demonstrate the required skill/technique in a competitive situation.	12-15 8-11 4-7 1-3 0	

ELEMENTS ASSESSED	TOTAL MARKS	LEVELS OF PERFORMANCE	RANGE OF MARKS	MARKS GAINED
Tactics: application in a competitive situation	15	• Demonstrates advanced standards of performance using correct tactics all the time. • Demonstrates proficient standards of performance using correct tactics most of the time. • Demonstrates partially proficient standards of performance using correct tactics occasionally. • Demonstrates low standards of performance using inappropriate tactics. • Unable to demonstrate the required standard of performance and tactics.	12-15 8-11 4-7 1-3 0	
Laws/Rules of the game/ event and their application.	15	• Demonstrates advanced knowledge of the laws/rules of the game/event and their application all of the time. • Demonstrates good knowledge of the laws/rules of the game/event and their application most of the time. • Demonstrates moderate knowledge of the laws/rules of the game/event and their application occasionally. • Demonstrates limited knowledge of the laws/rules of the game/event and their application. • Unable to demonstrate knowledge of the laws/rules of the game/event and their application.	12-15 8-11 4-7 1-3 0	
TOTAL	60			

MARK SCHEME FOR DANCE
(90 MARKS WEIGHTED TO 60 MARKS)

Elements Assessed:	MARKS
PERFORMANCE	
BASIC PRINCIPLES • Posture and placement • Alignment • Flow of energy • Co-ordination • Balance • Control and mobility • Strength	4 marks 2 marks 2 marks 1 mark 1 mark 1 mark 1 mark 12 marks
THE BODY • Locomotion and elevation • Flexion • Rotation • Use of individual body parts - In isolation - In combination	1 mark 1 mark 1 mark 4 marks 7 marks
DYNAMICS • Speed • Energy • Continuity • Rhythm	1 mark 1 mark 1 mark 1 mark 4 marks
SPATIAL • Shaping • Projecting Body • Use of Space • Size • Level • Direction • Pathway	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 7 marks 30 MARKS
DANCE COMPOSITION • Composing solo, duo and group dances • Exploration of dance ideas, styles and accompaniments • Selection and development of appropriate actions (spatial and dynamic). • Choreographic devices appropriate to chosen dance style • Expression and communication	8 marks 6 marks 5 marks 5 marks 6 marks 30 MARKS

Elements Assessed:	MARKS
DANCE APPRECIATION	
• <i>Type of dance</i>	<i>3 marks</i>
• <i>Style of dance</i>	<i>3 marks</i>
• <i>Number and gender of dancers</i>	<i>3 marks</i>
• <i>Theme</i>	<i>4 marks</i>
• <i>Dynamics</i>	<i>3 marks</i>
• <i>Costume and accompaniment</i>	<i>3 marks</i>
• <i>Structure and form</i>	<i>3 marks</i>
• <i>Interpretation of elements</i>	<i>8 marks</i>
	30 MARKS
TOTAL	90 MARKS

◆ SUGGESTED RESOURCES

The following is a suggested list of resources that should be available to schools in their preparation of students for the examination:

- (a) Qualified staff;
- (b) Playing field;
- (c) Hard courts relative to each particular sport selected;
- (d) Gym or access to indoor multi-purpose area;
- (e) Swimming pool or access to *an approved* facility for schools that select *an aquatic sport*;
- (f) Basic equipment for each sport and game activity selected;
- (g) *Multimedia devices*;
- (h) Computer with internet access;
- (i) Resource books and videos of sports, games and other physical education content; *and*,
- (j) *Current international rules and regulations for the respective sports.*

◆ RESOURCE MATERIAL

Alexander, K. and Taggert, A.	<i>Sport Education in Physical Education Programme.</i> Australian Sports Commission, 1995.
Beashel, P., Taylor, J. and Sibson, A.	<i>The World of Sport Examined (2nd ed.).</i> Oxford University Press, 2014.
Bulger, S., Mohr, D., Rairigh, R., and Townsend, J.	<i>Sport Education Seasons.</i> United Kingdom: Human Kinetics, 2007.
Coe, E., Guest, V. and Lawrence, J.	<i>Fundamentals of Health and Physical Education.</i> London: Heinemann, 2008.
Douge Neate	<i>PE Essentials.</i> Feltham Press, 1998.
Fountain, S. and Goodwin, L.	<i>P.E. to 16.</i> Oxford: Oxford University Press, 2008.
Gallagher, R., Fountain, S. and Gee, L.	<i>Physical Education through Diagrams.</i> Oxford: Oxford University Press, 1997.
Honeybourne, J., Hill, M. and Wyse, J.	<i>P. E. for you.</i> Gloucestershire: Nelson Thornes Limited, 1998.
Schmottlach, N. and McManama, J.	<i>Physical Education Activity Handbook (13th ed.).</i> Pearson, 2021.
Siedentop, D. Hastie, P. and Van der Mars, H.	<i>Complete Guide to Sport Education (3rd ed.).</i> United Kingdom: Human Kinetics, 2020.
Speight, J.	<i>Know the Game – Simple Gymnastics Activities.</i> Yorkshire: E. P. Publishing Limited, 1976.
Winnick, J. P. and Poretta, D.L.	<i>Adapted Physical Education and Sport.</i> Human Kinetics (7 th ed.) United Kingdom, 2022.

◆ GLOSSARY

WORD/TERM	DEFINITION/MEANING	
analyse	<i>examine an issue, information, or situation in detail by breaking it into its component parts and identifying relationships.</i>	
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 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.	
discuss	Present reasoned arguments; consider points both for and against; explain the relative merits of a case.	
draw	Make a line representation from specimens or apparatus that shows an accurate relationship between the parts.	(In case of drawings from specimens, the magnification must always be stated. A diagram is a simplified representation showing the relationship between components)
estimate	Make an approximate quantitative judgment.	

WORD/TERM	DEFINITION/MEANING	
evaluate	Weigh evidence and make judgments 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)
<i>examine</i>	<i>consider an issue or information carefully and in detail in order to draw conclusions.</i>	
<i>execute</i>	<i>carry out a task, procedure, or skill effectively and accurately.</i>	
explain	Give reasons based on recall; account for.	
find	Locate a feature or obtain as from a graph.	
formulate	To express in a formula or in a systematic manner.	
identify	Name or point out specific components or features.	
illustrate	Show clearly by using appropriate examples or diagrams, sketches.	
interpret	<i>explain the meaning or significance of information, data, or actions.</i>	
investigate	Use simple systematic procedures to observe, record data and draw logical conclusions.	
justify	To prove a statement or claim true.	
label	Add names to identify structures or parts indicated by pointers.	
list	Itemise without detail.	
measure	Take accurate quantitative readings using appropriate instrument.	
name	Give only the name of.	(No additional information is required)
Note	Write down observations.	

WORD/TERM	DEFINITION/MEANING	
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)
plan	Prepare to conduct an exercise.	
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, omitting explanation.	
suggest	Offer an explanation deduced from information or previous knowledge.	(No correct or incorrect solution is presumed but suggestions must be acceptable within the limits of scientific knowledge.)
suggest a hypothesis	Provide a generalisation which offers a likely explanation for a set of data or observations.	
test	To find out by following set procedures.	

Western Zone Office
2 September 2026

CARIBBEAN EXAMINATIONS COUNCIL®

**Caribbean Secondary Education Certificate®
CSEC®**



PHYSICAL EDUCATION AND SPORT

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Keys:

Paper 01
Paper 02
Paper 032



CANDIDATE – PLEASE NOTE!

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **01252010**

SPECIMEN 2026

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

PHYSICAL EDUCATION AND SPORT

Paper 01 – General Proficiency

1 hour 15 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

An athlete with a high vital capacity is **LIKELY** to

Sample Answer

- (A) have a low oxygen intake
- (B) have a high oxygen intake
- (C) release less carbon dioxide
- (D) release more carbon dioxide



The best answer to this item is “release more carbon dioxide”, so (D) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

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

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1. Which of the following BEST describes the relationship between physical education and sport?
 - (A) Physical education and sport are entirely separate fields with no overlap.
 - (B) Physical education is designed for athletes, while sport is designed for general fitness.
 - (C) Physical education and sport both focus on developing physical skill, but physical education places greater emphasis on competition.
 - (D) Physical education emphasizes overall development, while sport is one component of physical education that focuses on skill development and competition.
2. Which of the following statements BEST describes how physical education supports students' health?
 - (A) It eliminates the need for routine medical check-ups.
 - (B) It reduces the importance of academic subjects in school.
 - (C) It helps students build physical fitness and promotes lifelong healthy habits.
 - (D) It guarantees that all students will become professional athletes with advanced competitive skills.
3. In which of the following countries did the Olympic Games originate as a religious festival?
 - (A) Rome
 - (B) Egypt
 - (C) China
 - (D) Greece
4. What is the primary role of international sport federations in the governance of sports?
 - (A) To manage recreational and community-level sport programmes and ensure universal access to participation opportunities
 - (B) To develop, regulate and enforce the rules and technical standards of specific sports while promoting their international development and integrity
 - (C) To administer national sport systems and directly supervise the day-to-day operations of regional and local sport organizations
 - (D) To restrict cooperation among sport organizations by focusing exclusively on elite competition and athlete performance
5. The function of red blood cells in the human body is to
 - (A) fight infections
 - (B) transport oxygen
 - (C) produce hormones
 - (D) regulate body temperature
6. Which of the following systems works with the digestive system to absorb and transport nutrients?
 - (A) Skeletal
 - (B) Muscular
 - (C) Circulatory
 - (D) Respiratory
7. Which of the following components of blood is responsible for clotting?
 - (A) Plasma
 - (B) Platelets
 - (C) Red blood cells
 - (D) White blood cells

GO ON TO THE NEXT PAGE

8. The purpose of cartilage in the human body is to

- (A) connect bones and allow movement at joints
- (B) attach muscles to bones and enable voluntary movement
- (C) cover the ends of bones at joints, reduce friction and absorb shock
- (D) provide flexible support and cushioning for joints

9. The primary function of the alveoli in the respiratory system is to

- (A) transport oxygen-rich blood to the heart
- (B) filter dust and pathogens from inhaled air
- (C) humidify the air before it reaches the lungs
- (D) facilitate the exchange of gases between air and blood

10. If the diaphragm is unable to contract, what immediate effect would this have on lung function?

- (A) The lungs would not expand to draw in air.
- (B) Oxygen would move freely throughout the body.
- (C) Air would not be filtered before entering the lungs.
- (D) Carbon dioxide would remain trapped in the lungs.

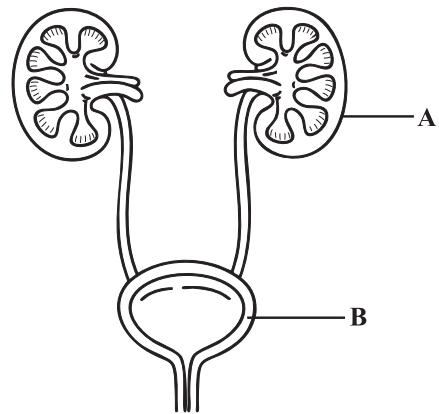
11. Which of the following types of neurons carry out nerve impulses from the central nervous system to muscles?

- (A) Relay
- (B) Motor
- (C) Sensory
- (D) Association

12. Which of the following shows the correct sequence for the process of digestion?

- (A) Stomach → oesophagus → anus
- (B) Stomach → small intestines → oesophagus
- (C) Oesophagus → small intestines → stomach
- (D) Oesophagus → anus → small intestines

Item 13 refers to the following diagram of the excretory system in humans.



13. The structures labelled A and B are the

- (A) ureter and kidney
- (B) ureter and urethra
- (C) kidney and urethra
- (D) kidney and bladder

14. Thermoregulation is the process of maintaining a stable internal body temperature. Which of the following organs is/are responsible for this function?

- (A) Skin
- (B) Lungs
- (C) Kidney
- (D) Muscles

15. Which of the following terms refers to the body's ability to meet the daily demands of the environment?
- (A) Good health
 - (B) Physical fitness
 - (C) Overall well-being
 - (D) Skill-related fitness
16. Reon suffered a sprained ankle and did not train for two weeks.
- Which principle of training is he MOST likely to experience?
- (A) Overload
 - (B) Specificity
 - (C) Progression
 - (D) Reversibility
17. Coach Simon would like to train his marathon team for a competition.
- Which of the following methods of training BEST suits his objective?
- (A) Circuit
 - (B) Flexibility
 - (C) Continuous
 - (D) Intensive interval
18. Mary has had an insufficient intake of nutrients in her diet over the past six months. Which of the following conditions could result from her diet?
- (A) Bulimia
 - (B) Purging
 - (C) Anorexia
 - (D) Malnutrition
19. After running the Caribbean Marathon, Kendra experiences fatigue and cramps. Which micronutrients may she have lost through sweating?
- (A) Proteins and glucose
 - (B) Calcium and glucose
 - (C) Sodium and potassium
 - (D) Electrolytes and calcium
20. Which of the following would be considered a macronutrient?
- (A) Fibre
 - (B) Water
 - (C) Minerals
 - (D) Carbohydrates
21. How does a lower resting heart rate impact athletic performance?
- (A) It generally indicates better cardiovascular fitness.
 - (B) It guarantees superior performance.
 - (C) It has no effect on performance.
 - (D) It indicates a decrease in performance.
22. During exercise, tidal volume increases primarily in order to
- (A) lower heart rate
 - (B) strengthen the diaphragm muscles
 - (C) help regulate lower body temperature
 - (D) supply more oxygen and eliminate excess carbon dioxide

GO ON TO THE NEXT PAGE

23. Which body system is **primarily** engaged when a sprinter practises reaction drills?

- (A) Nervous system
- (B) Digestive system
- (C) Respiratory system
- (D) Cardiovascular system

24. A voluntary action is BEST described as an action that

- (A) is directed by the spinal cord without conscious awareness
- (B) responds to a stimulus while bypassing the central nervous system
- (C) occurs automatically without the involvement of the brain
- (D) is consciously initiated and controlled by the brain

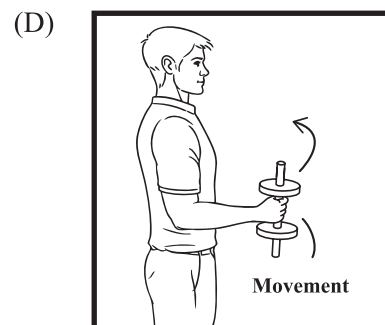
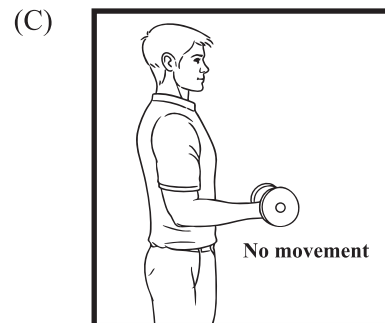
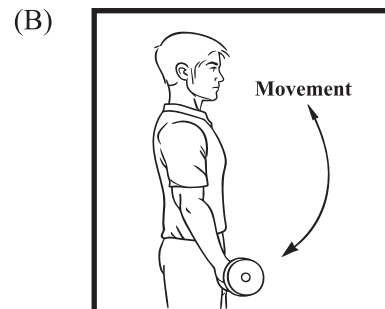
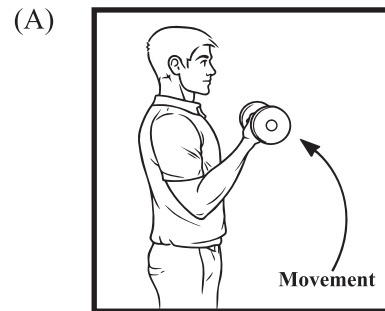
25. After intense physical activity, urine output is sometimes reduced due to

- (A) reduced blood flow to the kidneys
- (B) loss of water through sweating
- (C) the lower production of metabolic waste
- (D) a temporary malfunction of the kidneys

26. The primary function of sweat production during physical activity is to

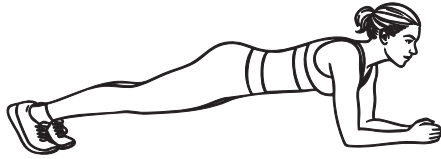
- (A) raise the metabolic rate
- (B) assist in muscle contraction
- (C) decrease blood flow to the skin
- (D) cool the body through evaporation

27. Which of the following diagrams BEST demonstrates eccentric contraction?



GO ON TO THE NEXT PAGE

28. Which of the following terms BEST describes the type of contraction illustrated in the diagram below?



- (A) Isotonic
(B) Eccentric
(C) Isometric
(D) Concentric
29. Which of the following would MOST likely facilitate a stable posture in sport?
- I. Knees slightly bent
II. Body in upright position
III. Feet shoulder width apart
- (A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

30. During a football match, Randy stretches his legs sideways away from his body, to stop the ball.

Which type of movement BEST describes Randy's action?

- (A) Flexion
(B) Extension
(C) Abduction
(D) Adduction
31. What fitness component is being assessed when a basketball coach measures a player's score from completing a vertical jump?
- (A) Power
(B) Balance
(C) Strength
(D) Flexibility

-
32. Which of the following BEST represents the sequencing of activities for a training session?

- (A) Warm up → main activities → cool down
(B) Warm up → cool down → physical preparation
(C) Tactical training → main activities → warm up
(D) Technical training → warm up → main activities

33. When an athlete trains within the anaerobic target zone (typically 80–90% of maximum heart rate), which of the following responses is MOST likely to occur?

- (A) Increased glycogen storage in the liver
(B) Greater tolerance for lactic acid build-up
(C) Enhanced aerobic capacity and endurance
(D) Increased reliance on fat as a primary energy source

GO ON TO THE NEXT PAGE

34. Which of the following is NOT an eating disorder?
- (A) Obesity
 - (B) Bulimia
 - (C) Binging
 - (D) Anorexia
35. Which of the following activities BEST describes a skill that is classified as an open skill?
- (A) Performing a vault in a controlled environment
 - (B) Completing a shot put with no wind or distractions
 - (C) Performing a badminton serve in a quiet indoor court with no opponent
 - (D) Making a chest pass during a basketball game where a team is under pressure from opponents
36. Ravi, who plays competitive tennis, was demotivated and stressed by the windy conditions during his regional championships tournament. Which of the following factors affected his performance?
- (A) Physical and emotional
 - (B) Social and psychological
 - (C) Physiological and environmental
 - (D) Psychological and environmental
37. Which of the following nutrients are most important for an athlete to consume during a one-day round robin football tournament?
- (A) Fat and fibre
 - (B) Vitamins and minerals
 - (C) Carbohydrates and water
 - (D) Carbohydrates and proteins
38. Sophia is a netballer who does not eat meat. Which of the following combinations is a good meat replacement for her?
- (A) Fish, peas, pasta and eggs
 - (B) Beans, lentils, nuts and eggs
 - (C) Pasta, rice, nuts and bananas
 - (D) Nuts, bananas, beans and milk
39. Which of the following is a well-known behaviour of athletes suffering from bulimia?
- (A) Binge eating followed by purging
 - (B) Restriction of food intake without purging
 - (C) Regular consumption of fast food and exercise
 - (D) Avoidance of exercise and eating fast food to gain weight
40. Which of the following is an advantage of a high-carbohydrate diet?
- (A) It eliminates the need for dietary fats.
 - (B) It significantly increases muscle mass without the need for exercise.
 - (C) It assists with kidney problems.
 - (D) It provides a quick and easily accessible source of energy.
41. Which of the following are soft tissue injuries?
- I. Strains
 - II. Blisters
 - III. Fractures
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

GO ON TO THE NEXT PAGE

42. Which of the following situations is MOST likely to increase the risk of injury during a Physical Education class?
- I. Pushing the body harder than it is accustomed to
 - II. Performing movements with improper techniques or form
 - III. Participating in activities in a play area with obstacles or clutter
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
43. If an athlete does not warm up properly before a game, which of the following would MOST likely occur?
- (A) Soft tissue injuries
 - (B) Increased range of motion
 - (C) Elevated body temperature
 - (D) Improved concentration for the game
44. If an athlete spends a long time in the sun without proper precautions, which condition is MOST likely to occur?
- (A) Winding
 - (B) Concussion
 - (C) Dehydration
 - (D) Hypothermia
45. A player gets a deep cut that is bleeding heavily. The **first** action the first aider should perform is to
- (A) apply ice to the area.
 - (B) press firmly on the wound.
 - (C) remove any embedded objects.
 - (D) check the player's temperature.
46. Which of the following statements BEST describes a sprain?
- (A) Damage to a tendon
 - (B) Bones rubbing at the joints
 - (C) Ligament damage at a joint
 - (D) A bone pulled from its normal position
47. What does the letter 'R' in the RICE procedure represent?
- (A) Rest
 - (B) Renew
 - (C) Remove
 - (D) Resuscitate
48. A basketball player collides with another player and becomes dizzy and confused. What would be the BEST first aid action in this situation?
- (A) Ask them to sit out briefly.
 - (B) Give them water and allow them to continue.
 - (C) Remove them from play and get medical help.
 - (D) Lay them flat and apply a warm compress to their heads.
49. Nicholas was involved in a head-on collision. Afterwards, he became unconscious, disoriented and experienced memory loss. Nicholas is MOST likely suffering from
- (A) cramps
 - (B) a contusion
 - (C) a concussion
 - (D) a compound fracture

50. Strained muscles may be caused by which of the following?

- (A) Overstretching
- (B) Wearing tight gear
- (C) Exercising too soon after eating
- (D) Drinking insufficient water during exercise

Item 51 refers to the following scenario.

A physical education teacher asks students to participate in a football drill on a wet field with visible puddles. One student falls and injures his knee.

51. Which **legal** responsibility has the teacher MOST clearly failed to uphold?

- (A) Providing a safe playing environment
- (B) Supervising students during physical activity
- (C) Placing performance above student well-being
- (D) Selecting activities suitable for weather conditions

52. The two MOST common types of sport injuries are

- (A) shin splits and groin
- (B) chronic and tennis elbow
- (C) acute and chronic injuries
- (D) acute and hamstring strain

53. Sport-related injuries can be prevented by

- (A) using heavy equipment to practise
- (B) staying motivated through positive thinking
- (C) following established safety rules during play
- (D) eating extra carbohydrates before competition

Item 54 refers to the following scenario.

A government introduces a new sports policy that increases funding for national elite teams but reduces the budget allocated to school-based sport programmes. As a result, some schools lose access to certain sports and participation opportunities decline.

54. Which political issue is MOST clearly highlighted in this situation?

- (A) Inequitable access to sport across different social groups
- (B) Government prioritization of elite sport over mass participation
- (C) Regional disparities created by national funding decisions
- (D) Political influence on school sport development pathways

Items **55** and **56** refer to the following scenario.

Before a Caribbean Premier League (CPL) match, a local dance troupe performs a traditional folk dance as part of the opening ceremony. Many players and fans feel proud to see their heritage celebrated on such a big stage, while others watch quietly, unsure of the dance's meaning or how to connect with it. This mix of reactions shows both the pride and the challenges of cultural expression in sports.

- 55.** The practices demonstrated by the organizers of the CPL can be classified as
- (A) beliefs
 - (B) religious
 - (C) traditional
 - (D) environmental
- 56.** Which of the following conclusions can be made from the scenario described above?
- (A) Cultural displays always distract fans and players.
 - (B) Only modern entertainment should be used at games.
 - (C) Players and fans must participate in all cultural performances.
 - (D) Cultural displays promote pride but may not be understood by all.
- 57.** Which of the following demonstrates the use of an environmentally sustainable practice in sport?
- (A) Using energy-efficient lighting in stadiums
 - (B) Reducing water use when maintaining sports fields
 - (C) Implementing recycling and waste sorting stations
 - (D) Choosing environmentally friendly field maintenance products
- 58.** Culture most strongly influences an athlete's mental game in sport through which aspect?
- (A) The official rules and regulations of the sport
 - (B) The strategies a team uses during competition
 - (C) The funding and resources available to the athlete
 - (D) The way an athlete interprets and responds to pressure situations
- 59.** One positive impact of sport on the environment is
- (A) an increase in traffic congestion
 - (B) an increase in the carbon footprint
 - (C) the promotion of sustainable practices
 - (D) the generation of high emission transport
- 60.** Media and technology positively impact physical education and sport in which of the following ways?
- (A) Encourage passive participation
 - (B) Create potential for misinformation
 - (C) Increase access to personal information
 - (D) Expand access to personalized training

END OF TEST

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**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

PHYSICAL EDUCATION AND SPORT

GENERAL PROFICIENCY

SPECIMEN 2026

Item No.	Objective	Key
1	1.1.1	D
2	1.1.2	C
3	1.1.3	D
4	1.1.4	B
5	1.2.1	B
6	1.2.1	C
7	1.2.4	B
8	1.2.4	C
9	1.2.4	D
10	1.2.5	A
11	1.2.6	B
12	1.2.7	A
13	1.2.8	D
14	1.2.9	A
15	1.3.1	B
16	1.3.2	D
17	1.3.3	C
18	1.3.4	D
19	1.3.5	C
20	1.3.6	D
21	2.1.1	A
22	2.1.2	D
23	2.1.3	C
24	2.1.3	C
25	2.1.4	D
26	2.1.5	D
27	2.1.6	B
28	2.1.6	C
29	2.1.7	B
30	2.1.6	C

Item No.	Objective	Key
31	2.2.1	A
32	2.2.1	A
33	2.2.3	B
34	2.3.3	A
35	2.2.4	D
36	2.2.5	C
37	2.3.1	C
38	2.3.2	B
39	2.3.3	A
40	2.3.1	D
41	3.1.1 (b) (i)	B
42	3.1.1 (a)	D
43	3.1.1 (b) (ii)	A
44	3.1.1 (b) (iii)	C
45	3.1.4 (b)	B
46	3.1.1 (b) (iii)	C
47	3.1.4 (a)	A
48	3.1.4	C
49	3.1.2 (a) (i)	C
50	3.1.2 (a) (i)	A
51	3.2.2 (b)	A
52	3.1.2	C
53	3.1.3	C
54	3.1.3	B
55	3.2.4	D
56	3.2.4	D
57	3.2.5	B
58	3.2.5	C
59	3.2.6	A
60	3.2.6	D



CANDIDATE – PLEASE NOTE!

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **01252020**

SPECIMEN 2026

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CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

PHYSICAL EDUCATION AND SPORT

Paper 02 – General Proficiency

2 hours

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions. Answer ALL questions.
2. Do NOT write in the margins.
3. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
4. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s), and, where relevant, include the question part beside the answer.**

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

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Answer ALL questions.

MODULE 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT

- 1.** (a) State TWO benefits that young people gain from participating in recreational sports.

.....

.....

.....

(2 marks)

- (b) Describe TWO ways in which international sporting federations assist local governing bodies in developing sports within their territories.

.....

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.....

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(4 marks)

- (c) (i) Peter is training for a marathon and wants to improve his endurance. Explain ONE way in which he can apply the principle of progression to his training plan to achieve this goal.

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(2 marks)

- (ii) Sarah is training for a swimming competition, which is to be held in two weeks. Explain the principle of training that she should apply to achieve the best outcome.

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.....

(2 marks)

Total 10 marks

2. (a) State the name of the type of synovial joint found in the elbow

.....

hip joint

.....

(2 marks)

- (b) Table 1 shows a comparison between fast twitch and slow twitch muscle fibres.

**TABLE 1: COMPARISON OF FAST TWITCH
AND SLOW TWITCH MUSCLE FIBRES**

Characteristics	Fast Twitch	Slow Twitch
Size	Small	Large
Colour		
Ability to maintain contraction	Get tired quickly	Get tired slowly
Speed of contraction	Fast	Slow
Sport		

Complete the table by filling in the information for colour and sport.

(4 marks)

GO ON TO THE NEXT PAGE

- (c) Using one example of EACH, explain how the following can affect the performance of an athlete.

Poor mental wellness

.....
.....
(2 marks)

Poor physical wellness

.....
.....
(2 marks)

Total 10 marks

MODULE 2: BODY MECHANICS, TRAINING AND PERFORMANCE

3. (a) State TWO benefits of warming up before engaging in physical activity.

.....

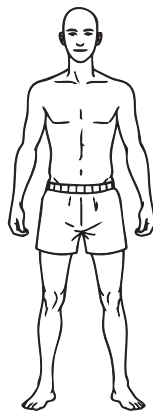
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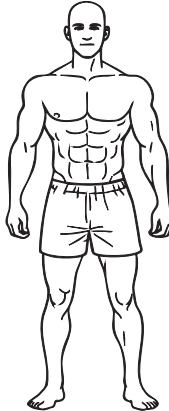
(2 marks)

- (b) Three body types are shown below.

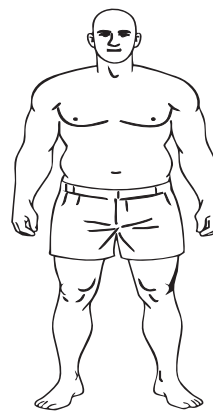
Body types



Ectomorph



Mesomorph



Endomorph

Suggest the body type that is **best** suited for EACH of the following activities. Justify your response.

- (i) High jumping

Body type

.....

Justification

.....

.....

GO ON TO THE NEXT PAGE

- (ii) Body building

Body type

.....

Justification

.....

.....

(4 marks)

- (c) Jude is a 17-year-old footballer who participates in the school league.

Identify ONE key nutrient that should be included in a 'pre-match meal' and 'post-match meal' for Jude and explain the importance of these nutrients.

Pre-match nutrient

.....

Importance of nutrient

.....

.....

Post-match nutrient

.....

Importance of nutrient

.....

.....

(4 marks)

Total 10 marks

4. (a) Table 2 is an incomplete table showing types of movements and the corresponding body action.

TABLE 2: TYPES OF MOVEMENTS AND BODY ACTIONS

	Type of Movement	Body Action
Example	Circumduction	The end of a bone moves in a circle; a cone shape is formed.
(i)		Movement away from the midline of the body.
(ii)	Extension	

Complete the table by

- (i) indicating the type of movement described
- (ii) describing the body action for the movement identified. **(2 marks)**
- (b) (i) Identify the TWO factors which form the foundation of the principle of stability.
-
-
- **(2 marks)**
- (ii) State the term used to describe a muscle which contracts to start a movement.
-
- **(1 mark)**
- (iii) Suggest ONE way in which a digital camera can be used to analyse the movement of an athlete's muscles during a throwing event.
-
- **(1 mark)**

GO ON TO THE NEXT PAGE

- (c) Two basketballers, James and Allan participated in fitness testing.

The table below shows their average resting heart rate.

TABLE 3: AVERAGE RESULTING HEART RATE

James	Allan
60 beats per minute	90 beats per minute

- (i) State TWO possible physiological reasons for the difference in heart rate between James and Allan.

.....

.....

.....

.....

(2 marks)

- (ii) Suggest TWO ways in which Allan's resting heart rate may affect his sporting performance in basketball.

.....

.....

.....

.....

(2 marks)

Total 10 marks

MODULE 3: ISSUES AND PERSPECTIVES IN SPORTS

- 5.** (a) Identify TWO soft-tissue injuries that may occur in sport.

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(2 marks)

- (b) During a basketball match, a player fell and fractured his arm. Describe TWO ways in which this injury could have been prevented.

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(4 marks)

- (c) Outline any TWO steps which should be carried out to care for the injury mentioned in (b).

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(4 marks)

Total 10 marks

6. (a) Identify THREE social issues associated with physical education and sport.

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.....

.....

(3 marks)

- (b) Discuss ONE way in which ethical and legal issues in physical education and sport may be addressed.

.....

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.....

.....

(2 marks)

- (c) (i) Media and technology impact physical education and sport both positively and negatively.

State ONE way in which media and technology impact physical education and sport negatively and ONE way in which media and technology impact physical education and sport positively.

Negative impact

.....

.....

(1 mark)

Positive impact

.....

.....

(1 mark)

- (ii) State the meaning of 'equity' in relation to physical education and sport.

.....

.....

(1 mark)

GO ON TO THE NEXT PAGE

- (iii) Inclusion, social justice and social groups are three major issues associated with physical education and sport.

Explain ONE way by which **any** ONE of these issues may impact physical education and sport.

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.....

(2 marks)

Total 10 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

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

PHYSICAL EDUCATION AND SPORT

PAPER 02 – GENERAL PROFICIENCY

KEY AND MARK SCHEME

2026

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
1. (a)	3.5	Benefits of participating in recreational sports. - Increases confidence by building self-esteem / self-confidence. - Enhances attention, memory and problem-solving skills. - Helps to regulate body weight and reduce body fat, lowering the risk of obesity. - Provides the opportunity for young people to socialize, meet new people and have fun with friends and family. Any two benefits, 1 mark each = 2 marks	0	2	2
(b)	1.4	Ways in which international sporting federations assist local governing bodies in developing sports within their territories - International sporting federations provide technical support and training for coaches, officials, and athletes to help improve the standard of the sport locally. - They offer funding and resources, such as equipment or development programs, to help national governing bodies organize events and develop the sport. - They establish and enforce rules and regulations to ensure consistency and fairness in how the sport is played locally and internationally. - They help organize international competitions, giving local athletes opportunities to compete at higher levels and gain experience. - They support the promotion and marketing of the sport to increase participation and awareness within the local territory. - They assist with talent identification and development programs to nurture young athletes and prepare them for elite competition.	4	0	4

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
		7. They provide guidance on facilities and infrastructure development to ensure proper training and competition environments. Any two ways described, including 2 points, 2 marks = 4 marks			
(c) (i)	3.2	Ways in which Peter can apply the principle of progression to his training plan to improve his endurance Peter can apply the principle of progression by - gradually increasing the distance and duration of his runs overtime (1). This means starting with shorter runs and slowly adding more mileage each week, allowing his body to adapt safely and build endurance without causing injury or excessive fatigue (1). Explanation including 2 points = 2 marks	0	2	2
(c) (ii)		Principle that Sarah should apply Sarah should apply the principle of specificity (1) to her training. This means her training should closely match the movements, techniques, and energy systems used in swimming (1), so her body can adapt effectively and perform well in the competition. Description including 2 points = 2 marks	0	2	2
Total marks			6	4	10

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation																				
			KC	UK	Total																		
2. (a)	2.2	Types of synovial joint Elbow - Hinge Hip joint - Ball and socket joint Each correct synovial joint, 1 mark each	2	0	2																		
(b)	2.3	Comparison between fast twitch and slow twitch muscle fibers <table border="1"><thead><tr><th>Characteristics</th><th>Fast Twitch</th><th>Slow Twitch</th></tr></thead><tbody><tr><td>Size</td><td>Small</td><td>Large</td></tr><tr><td>Color</td><td>White</td><td>Red</td></tr><tr><td>Ability to maintain contraction</td><td>Get tired quickly</td><td>Get tired slowly</td></tr><tr><td>Speed of contraction</td><td>Fast</td><td>Slow</td></tr><tr><td>Sport</td><td>Sprint races</td><td>Marathon</td></tr></tbody></table> Four correct responses, 1 mark each = 4 marks	Characteristics	Fast Twitch	Slow Twitch	Size	Small	Large	Color	White	Red	Ability to maintain contraction	Get tired quickly	Get tired slowly	Speed of contraction	Fast	Slow	Sport	Sprint races	Marathon	4	0	4
Characteristics	Fast Twitch	Slow Twitch																					
Size	Small	Large																					
Color	White	Red																					
Ability to maintain contraction	Get tired quickly	Get tired slowly																					
Speed of contraction	Fast	Slow																					
Sport	Sprint races	Marathon																					
(c)	3.4	Discuss how 'poor mental wellness' and 'poor physical wellness' can affect the performance of an athlete Poor Mental Wellness Examples: stress, anxiety, and depression (1) Explanation: Can lead to poor concentration, difficulty making decisions, and slower reaction times (1) . Examples: Depression and stress (1) Explanation: Can cause fatigue and low energy (1) . Examples: Loss of interest/motivation (1) Explanation: Can lead to disconnection from practice and competition (1) . Example: risk of injury (1) Explanation: Can lead to longer and more difficult recovery time (1) .	0	4	4																		

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
		Poor Physical Wellness Examples: Athlete seems fatigued and tired (1) Explanation: This can lead to lack of concentration, poor decision-making. (1) Example: Physically unfit (1) Explanation: Higher risk of injury/ lower energy/slower movement/ reduced efficiency (1) One mark for example 2 × 1 mark One mark for explanation 2 × 1 mark			
Total marks			6	4	10

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
3. (a)	2.2	Benefits of warming up before engaging in physical activity ▪ Increase blood circulation to muscles ▪ Raise body temperature ▪ Prepares muscles for activity ▪ Reduces the risk of injury (muscle strain, sprains) ▪ Improves flexibility and range of movement ▪ Improves performance during activity ▪ Prepares the heart and lungs for exercise ▪ Improves coordination and reaction time One mark for each benefit = 2 marks	2	0	2
(b)	2.5	Body types and justification (i) High jumper – Ectomorph Justification - light body weight makes it easier to lift the body over the bar - long limbs help generate height and leverage - low body fat improves speed and agility - slim build helps with efficiency movement and jumping ability (ii) Body building – Mesomorph Justification - Naturally muscular body - Strong bone structure - Builds muscle easily - High strength levels - Broad shoulders and narrow waist are ideal for muscle development One mark for each correct body type 2 × 1 mark One mark for justification 2 × 1 mark	4	0	4

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
(c)	3.2	Key nutrient that should be included in a 'pre-match meal' and 'post-match meal' for Jude and explain the importance of these nutrients Pre match ▪ Carbohydrates - provides energy for muscles - maintains blood glucose levels during the match - helps delay fatigue - fuels high-intensity activity ▪ Water/fluids - Prevents dehydration - Maintains body temperature and performance ▪ Vitamins and Minerals - Help with energy release and muscle function Post Match ▪ Protein - Repairs damaged muscle tissue - Builds and strengthens muscles - Helps with recovery after exercise ▪ Carbohydrates - Replenish glycogen stores used during the match - Restore energy levels ▪ Water/Fluids - Rehydrates the body after sweating ▪ Minerals (eg., sodium, potassium) - Replace electrolytes lost through sweat One for each nutrient 2 × 1 mark One mark for explanation 2 × 1 mark	0	4	4
Total marks			6	4	10

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
4. (a)	1.6	Complete the Table below by indicating the type of movement described in (i) and defining the movement given in (ii). (i) Abduction (ii) Increasing the angle at a joint/straightening of a joint One mark for identifying the movement = 1 mark One mark for correctly defining the type of movement = 1 mark	2	0	2
(b) (i)	1.7	Factors related to the principle of stability. - Base of support (BOS) - Centre of gravity (COG) One mark for each factor = 2 marks	2	0	2
(ii)		Term used to describe a muscle which contracts to start a movement. - Prime mover/Agonist One mark for correct response = 1 mark	1	0	1
(iii)		Ways in which a digital camera can be used to analyse the movement of an athlete's muscles during a throwing event. - Records the athlete's throwing motion to observe how muscles move during each phase of the throw. - Captures athlete's posture and arm position to analyze muscle engagement. - Compares the athlete's technique with standard models to identify areas for improvement. - Assesses timing and coordination of muscle groups during the throw. - Identifies any incorrect movements or imbalances in muscle use that may lead to injury. One mark for any correct suggestion = 1 mark	1	0	1

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
(c) (i)	1.1	Possible physiological reasons for the difference in heart rate between James and Allan. - James: bigger heart (hypertrophy), thicker heart walls, more powerful contractions, greater stroke volume (SV). - Allan: smaller heart, thinner walls/weaker contractions, lower SV, heart rate increases to compensate. One mark each for any TWO reasons stated (2 marks)	2	0	2
(ii)		Possible ways in which Allan's resting heart rate can affect his sporting performance in basketball. - Decreases his aerobic capacity - Gets tired/fatigue faster (hitting the wall) - A decrease in execution of technique/skills and tactics - Becomes more susceptible to injury - Longer period for recovery from training and/or competition 1 mark each for any TWO reasons stated = 2 marks	2	0	2
Total marks			6	4	10

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
5. (a)	1.1	Soft tissue injuries - Concussion - Sprains - Strain - Skin damage Any two, 1 mark each = 2 marks	2	0	2
(b)	1.3	Ways of preventing sport related injuries ▪ Ensure basketball court surface is not uneven (1). The coach should fix the surface before starting the match (1), alternatively, the coach would have to use another court for the match (1). ▪ Ensure the court is free from hazards like liquids (1). If there are any spilled liquids on the basketball court, these should be cleaned before the court is used (1). ▪ The referee should enforce rules on physical contact to ensure the safety of players during the match (1). The coach should ensure that the players obey rules of the game to reduce unnecessary contact (1). Any two descriptions including two points 2 marks 2 × 2 marks = 4 marks	4	0	4
(c)	1.4	Procedures for treatment of common sport related injuries ▪ Remove the player from the game (1) to prevent further injury (1). Avoiding unnecessary movement to the injured arm while removing the player (1). ▪ Reduce swelling (1) by applying an ice pack or ice in a towel to the fractured arm (1) to limit swelling and help relieve pain (1).	0	4	4

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
		- Immobilize the injured areas (1) by using a sling or splint (1). - Call emergency services (1) and transport the injured player to the hospital (1). Any two steps including two points 2 marks 2 × 2 marks = 4 marks			
Total marks			6	4	10

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation						
			KC	UK	Total				
6. (a)	2.1	Social issues related to physical education and sport Ethics, Gender, Religion, Drugs, Race, Traditional sporting practices, emergence of youth culture in physical activity, Indigeneity, Culture, History Any three, 1 mark each = 3 marks	3	0	3				
(b)	1.3	Addressing ethical and legal issues Sport Education and training (1) - Providing coaches/instructors, and other stakeholders with adequate training on ethical principles and legal requirements (1) . Discussion including two points = 2 marks	0	2	2				
(c)	1.4	Influence of media and technology on Physical Education and Sport (i) State ONE negative and ONE positive impact of media and technology on Physical Education and Sport. <table border="1"><thead><tr><th>Positive</th><th>Negative</th></tr></thead><tbody><tr><td> • Promoting awareness • Providing access to information and resources • Enabling new forms of engagement • Change perception • Showcasing athletes • Inspire participation • Increased </td><td> • Leads to sedentary lifestyle • Negative self-perception • Potential for misfortune • Addiction and neglect of real-world activities • Reduced physical activity </td></tr></tbody></table>	Positive	Negative	• Promoting awareness • Providing access to information and resources • Enabling new forms of engagement • Change perception • Showcasing athletes • Inspire participation • Increased	• Leads to sedentary lifestyle • Negative self-perception • Potential for misfortune • Addiction and neglect of real-world activities • Reduced physical activity	2		
Positive	Negative								
• Promoting awareness • Providing access to information and resources • Enabling new forms of engagement • Change perception • Showcasing athletes • Inspire participation • Increased	• Leads to sedentary lifestyle • Negative self-perception • Potential for misfortune • Addiction and neglect of real-world activities • Reduced physical activity								

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)		Mark Allocation		
				KC	UK	Total
		awareness and motivation • Technological advancement in training and performance • Gamification and engagement • Social interaction and community building Improve injury prevention and recovery				
		One positive impact 1 mark One negative impact 1 mark (ii) Meaning of Equity in sports Equity in physical education and sport is ensuring that there is fair play and just access to opportunities and resources regardless of individual characteristics, to promote inclusivity and participation for all. Definition including two salient points 1 mark (iii) Issues related to Physical Education and Sport Inclusion Ensuring all students regardless of ability or disability (1), have equal opportunities to participate and succeed in meaningful learning experiences (1), fostering supportive and inclusive environment where everyone can thrive (1). Social Justice Aims to create inclusive and equitable environments (1) by addressing systemic inequalities (1), promoting diversity and ensuring everyone has the opportunity to participate and benefit from these activities (1).		1	2	

PHYSICAL EDUCATION AND SPORT
PAPER 02 – GENERAL PROFICIENCY
KEY AND MARK SCHEME
MAY/JUNE 2026

Question No.	Syllabus Objective	Content Area (Profile Theory)	Mark Allocation		
			KC	UK	Total
		Social Groups Includes various factors influencing participation (1) , including age, gender, disability, peers, friends, family, and ethnicity impacting engagement patterns and experience (1) . Discussion of one issue, including two points = 2 marks			
Total			6	4	10
			36	24	60



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