



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

PHYSICAL EDUCATION SYLLABUS

GRADE 4 - 7

For implementation in 2024

Ministry of Education, Arts and Culture
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Physical Education syllabus Grade 4 - 7

ISBN: 978-99945-2-321-4

Printed by NIED

Website: <http://www.nied.edu.na>

Publication date: December 2023

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Physical Education in the Senior Primary phase. As a subject, Physical Education is within the Physical area of learning, but has thematic links to other subjects across the curriculum as a whole there are three main types of learning experiences in this area. The first type, which is concerned with the development of psychomotor skills, is fundamental for daily life. The second type, which includes play, movement education, dance, and sports, is concerned with the development of coordination, social skills, the aesthetic sense and the mastery and enjoyment of movement. The third type, which is concerned with the development of a positive attitude towards one's own body, includes learning experiences that promote an understanding about how the human body functions, and how to stay healthy. Physical Education consists of fitness, games and sports activities.

Under optimal circumstances, this subject would need one period per week/cycle.

2. RATIONALE

Physical Education, as an integral part of the general education process, aims to make a meaningful contribution towards improving the quality of life of young people, enabling them to maintain a healthy lifestyle and to function effectively in society. Physical Education develop attitudes and practices, and further knowledge and activities, which promote physical and mental health; and promote cooperation, positive competition, sportsmanship and fair play through participation in different games and various sports codes.

3. AIMS

The aims of Physical Education are to:

- develop and improve the learners' perceptual-motor skills through participation in a variety of movement forms (movement development)
- help maintain and develop physical fitness and efficiency (physical development);
- develop an understanding of good health through an interest in and respect for their own bodies (health development)
- provide experiences of the joy of movement and develop a positive attitude towards Physical Education
- enhance emotional stability including a positive self-image, self-control, independence, confidence and creative ability (affective/emotional development)
- develop healthy interpersonal relationships (social development)

4. INCLUSIVE EDUCATION

Physical Education has a layered syllabus with competencies on different achievement levels to cater for learners with learning difficulties. This will empower learners to achieve and extend their personal potential to contribute positively to society and to cope with and respond to the challenges in their world. Learners in need of additional support will receive learning support by the teacher during the lesson.

Intellectually gifted learners should be catered for through challenging activities and enrichment information. Extra work on the same level as that of other learners cannot be considered as enrichment activities.

In working with every topic, issues should be approached from both male and female perspectives. The perspectives of boys and girls need to be shared in class in order to enrich one another's thinking. Boys and girls should do the same physical activities together, and

activities should be organised so that all aspects of physical, cognitive and affective development are taken into account.

Teachers should ensure that learners with hearing and visual impairments are placed in such a way to benefit maximally from the learning opportunities provided. Verbal information should also be provided in written form to learners with hearing impairments.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and wastes
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to Road Safety measures

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

Grade	Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT
4	• Creative dance • Games • Health and physical well-being	• Health and physical well-being	• Health and physical well-being	• Participating in games • Health and physical well-being	• Preparatory activities • Imitating activities (stopwatches, Internet, video cameras, computers)
5	• Creative dance • Games	• Health and physical well-being	• Health y living habits	• Sport skills • Health and physical well-being	• Cardiorespiratory endurance activities (heart rate monitors)
6	• Social dance • Tag and dodging games	• Posture	• Health y living habits	• Games • Health and physical well-being	• Muscular strength, endurance and activities (mobile phones digital cameras) • Flexibility activities (stopwatch, wristwatch)
7	• Traditional games	• Nutrition	• Nutrition • Harmful substance abuse/habits/practices	• Sportsman-ship • Team relays • Water competitions	• Speed activities (stopwatch, wristwatch) • Fitness evaluation (heart rate monitors)

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of Learner-Centred Education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The prior knowledge of learners should always be the starting point of every lesson. Information on prior knowledge should be gained by the teacher through asking questions or

brainstorming on the topic. The conveying of new knowledge should not take more than 10-15 minutes, depending on the topic and task at hand.

The teacher should keep in mind that the best ways of learning in Physical Education is through experiential learning and hands-on activities. Suggestions of teaching and learning strategies are:

- individual work
- pair work
- group work
- whole class activities

Co-operative and collaborative learning should be encouraged through pair or group work. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

In Physical Education for Senior Primary phase, examples and issues should be taken from the learners' immediate community and environment. It is important to embrace the African context in Namibia. Examples of everyday issues and problems should be included in lessons.

7. END-OF-PHASE COMPETENCIES

For a description of the competencies a learner should have mastered on entering the Senior Primary phase, the end-of-phase competencies in the Junior Primary syllabus can be consulted.

Many of the competencies included in the Senior Primary syllabus will have been introduced already in the Junior Primary phase. In the Senior Primary syllabus it is important that the teacher work towards the progressive development of these competencies in the learners. In subsequent grades the learners will be required to develop the competencies with growing levels of sophistication.

A few learners will just be able to manage the minimum number of competencies and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completing the Senior Primary phase in Physical Education, learners are expected to be able to:

- participate regularly in physical fitness activities, muscular strength, endurance, flexibility and coordination
- demonstrate and apply a combination of skills such as loco-motor, rotational, jumping and balancing activities using small and big apparatus
- demonstrate endurance by performing different activities such as running, jumping, throwing and competitive activities
- show cooperation with others and an attitude of healthy competition
- demonstrate positive sportsmanship behaviour and safety rules such as changing into appropriate clothes, obeying commands and care of apparatus
- apply muscle control skills such as dribbling, kicking, throwing and catching

8. SUMMARY OF THE LEARNING CONTENT

THEMES/TOPICS GRADE 4	THEMES/TOPICS GRADE 5	THEMES/TOPICS GRADE 6	THEMES/TOPICS GRADE 7
Physical fitness			
• preparatory activities • imitating activities	• endurance activities • cardiorespiratory endurance activities	• muscular strength, endurance activities • flexibility activities	• speed activities • fitness evaluation • knowledge and value of general fitness
• athletics (the start)	• sprints • middle distance running	• relays • hurdles • high jump	• long jump • shot put • turbo javelin throwing • sportsmanship • fitness
• acrobatics tumbling	• acrobatics tumbling	• acrobatics jumping and vaulting • acrobatics balancing activities	• Challenging activities
Applied movement skills			
• large group activities	• competition in small group activities	• competition in large group activities	• races, relays • participation in games
• games	• games	• tag and dodging games	• traditional games • self-designed games
• creative dance	• creative dance	• social dance	• traditional rhythmical movement with hand apparatus
• water activities – entry into water	• water safety skills • swimming strokes	• water safety and life–saving skills and techniques • water activities with apparatus and stunts	• water games and competitions • water games and safety
• sport skills	• sport skills	• sport skills	• sport skills

THEMES/TOPICS GRADE 4	THEMES/TOPICS GRADE 5	THEMES/TOPICS GRADE 6	THEMES/TOPICS GRADE 7
Health related aspects			
• healthy and physical well-being	• healthy and physical well-being • Healthy living habits	• healthy living habits • posture	• nutrition • harmful substance abuse /habits/practices

9. LEARNING CONTENT

9.1 Learning content for Grade 4

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
9.1.1 Physical fitness		
Preparatory activities	know warming-up games and activities in preparation for participation	participate in warming-up games and activities
Imitative activities	- know imitative activities - know various fundamental movement patterns and exercises	- perform imitative activities that involve free running - perform various fundamental movement patterns and exercises
Athletics (the start)	know the starting and sprinting techniques	demonstrate the correct starting and sprinting techniques using the commands
Acrobatics tumbling	- understand how to perform a forward and backward rolls - understand how to perform a cartwheel	- perform a partner acrobatics from different starting positions to different ending positions - perform a cartwheel from different starting positions
9.1.2 Applied movement skills		
Large group activities	know how to participate in large group activities	participate in large group activities
Games (Batting games, net games, goal games, traditional games, water games)	develop skills in competing in small groups	participate in small group competitions
Creative dance	- understand creative dance - know traditional dance movements	- define creative dance - demonstrate traditional dance movements

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 4 learners should be able to:</i>
Water activities – entry into water	• know how to jump and dive into the water in different ways • learn how to do both crawl and backstrokes swimming techniques • know how to safely enter and exit the water	• execute various techniques for jumping and diving into the water, • perform both the crawl and backstroke swimming techniques • demonstrate how to safely enter and exit the water
Sport skills	• understand how to throw and catch balls	• demonstrate correct techniques in throwing and catching small balls in different ways
9.1 3 Health related aspects		
Health and physical well-being	• understand the benefits of physical well being	• discuss the benefits of physical well-being

9.2 Learning content for Grade 5

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
9.2.1 Physical fitness		
Endurance activities	- know endurance activities - understand the importance of endurance activities	- explain what endurance means - explain why endurance is important - perform endurance activities
Cardio respiratory endurance activities	understand the importance of participating in walking, distance and cross country running	participate in walking, distance and cross country running
Sprints	understand how to develop the sprinting techniques	perform sprinting technique with emphasise on different phases of the sprint
Middle distance running	understand middle distance running techniques	participate in middle distance running
Acrobatics tumbling	understand how to perform a front flip	- perform a front flip starting combined with other movements - demonstrate how to move legs in different directions and positions in a front flip position
9.2.2 Applied movement skills		
Competition in small group activities	know competition in small groups activities	participate in competitions in small group activities
Games (Batting games, net games, goal games, traditional games, water games)	know different games	participate in different games
Creative dance	understand own movement performance related to control, precision and dance style	demonstrate own movement performance related to control, precision and dance style
Swimming strokes	- understand different swimming strokes - develop different swimming strokes	- discuss different swimming strokes - perform different swimming strokes
Sport skills	understand the bounce balls pass with the correct techniques	perform the bounce balls pass with the correct techniques

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 5 learners should be able to:</i>
9.2.3 Health related aspects		
Health and physical well-being	understand the importance of regular physical activity for overall health and well-being	participate in regular physical activity for overall health and well-being
Healthy living habits	gain understanding of healthy living habits	explain healthy living habits

9.3 Learning content for Grade 6

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
9.3.1 Physical fitness		
Muscular strength and endurance activities	- understand what is meant by muscular strength and endurance activities - know how to perform strengthening exercises with small apparatus - know how to perform strengthening exercises with music	- explain what muscular strength and endurance is - differentiate between muscular strength and muscular endurance activities - perform strengthening exercises with ropes and chairs - perform simple exercises with balls or hoops for the strengthening of the muscles - perform exercises for the strengthening of the muscles with music
Flexibility activities	know how to perform flexibility exercises with small apparatus and music	perform flexibility exercises with small apparatus and music
Relays	learn the relay hand-over methods	participate in relay hand-over methods
Hurdles	learn the hurdling techniques	perform the hurdling techniques
High jump	learn different phases of high jump techniques	perform different phases of high jump techniques
Acrobatics jumping and vaulting Acrobatics balancing activities	- know how to perform jumping and vaulting activities - know how to perform different balancing activities	- perform different jumping and vaulting activities - perform different balancing activities
9.3.3 Applied movement skills		
Competition in large group activities	know large group activities in competitions	participate in competitions in large group activities
Tag and dodging games	understand tag and dodging games	participate in tag and dodging games
Social dance	- know different national folk dances in Namibia - learn how to perform different national folk dances in Namibia	- identify different national folk dances in Namibia - perform different national folk dances in Namibia

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 6 learners should be able to:</i>
Water safety and life-saving skills and techniques	• know water safety and life-saving skills and techniques • know basic breathing skills while in water	• demonstrate basic water safety skills and techniques • apply basic breathing skills while in water • discuss safety procedures in and around water
Water activities with apparatus and stunts	• know how to perform different stunts	• perform different stunts
Sport skills	• know how to deflect and hit balls in a variety of ways • know how to pass and catch balls with the correct technique emphasising accuracy	• perform deflecting and hitting activities peculiar to balls with an object with the correct technique • demonstrate the correct technique of passing and catching balls emphasising accuracy
9.3.2 Health related aspects		
Healthy living habits	• understand the importance of staying hydrated during physical activities • understand the potential risks of dehydration	• explain the importance of staying hydrated during physical activities • explain the potential risks of dehydration
Posture	• learn the importance of maintaining good posture for overall health	• apply correct posture techniques for overall health

9.4 Learning content for Grade 7

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.1 Physical fitness		
Speed activities	understand speed and reaction games and activities	perform games and activities which will develop their motor reaction
Fitness evaluation	know various exercises to improve their fitness level	execute various exercises to improve their fitness level
Knowledge and value of general fitness	know the value of physical fitness and exercises	explain the values and benefits of regular exercises
Long jump	know various long jump techniques	perform various long jump techniques
Shot put	understand different shot put techniques	perform the different shot put techniques
Turbo javelin throwing	know turbo javelin throwing techniques	demonstrate turbo javelin throwing techniques
Sportsmanship	understand what is expected of a player as part of a team	- define sportsmanship - demonstrate good sportsmanship with regard to participation in team games
Fitness	- know factors affecting fitness - understand the importance of fitness programme	- name factors affecting fitness - develop own effective fitness programme
Challenging activities	understand challenging activities such as obstacle course	- define obstacle course - complete obstacle course of running, climbing, jumping, crawling

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.3 Applied movement skills		
Races and relays	understand races and relays	- participate in races and relays - perform team relays
Participation in games	know how to participate in variety of games which lead to cooperation with others	play variety of games which lead to cooperation with others
	understand passing and controlling ball games	differentiate between passing and controlling ball skills
Traditional games	know traditional games from different cultures	name traditional games from different cultures
Self-designed games	know how to design own games	- design your own games - invent a new tag game for the whole class
Traditional rhythmical movement with hand apparatus	know how to perform traditional rhythmical movements with hand apparatus	perform traditional rhythmical movements with hand apparatus
Water games and competitions	understand the importance of water games and competitions	play water games for enjoyment
Water games and safety	know various water safety equipment	- participate in team relays water competitions - name various water safety equipment
Traffic rules and regulations	understand traffic rules and regulations in Namibia	discuss traffic rules and regulations in Namibia
Sport skills	- understand how to hit and stop balls with implements with the correct technique - know how to hit and stop a balls emphasising accuracy - know how to dribble a ball with an implement, emphasising speed and accuracy	- perform hitting and stopping activities using implements with the correct technique - use implements such as hockey stick/ paddle/racquet/plank/ bat to accurately hit and stop balls emphasising accuracy - employ a hockey stick or another appropriate implement to dribble ball emphasising speed and accuracy in ball control

THEMES/TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Grade 7 learners should be able to:</i>
9.4.2 Health related aspects		
Nutrition	• know good nutrition and related aspects	• define good nutrition • demonstrate how to control one's weight
Harmful substance /habits/ practices	• understand substance /habits/practices harmful to one's health or well-being	• list healthy living habits • discuss substance /habits/ practices that are harmful to one's health or well-being

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching assess a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of the teaching-learning process, and which will be assessed. However, it is intended that the curriculum be behaviour-change driven.

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible.

10.1 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements. Continuous assessment must be clear, simple and manageable. Learner-centred principles and practice should be used. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points and how they need to improve. The learner's progress in Physical Education must be reported to parents on the school report. Parents should be encouraged to reward achievements, and be given suggestions as to how they can support their child's learning activities.

Formative assessment

Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Assessment has a formative role for learners and teachers if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values
- it is used to promote healthy habits of study
- assessment tasks help learners to solve problems by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment

Summative assessment is an assessment made at the end of the school year based on the accumulation of the assessment marks of the learner throughout the year in any given subject. No end-of-term tests or examinations should be written in Physical Education. Continuous assessment marks need to appear on the learners' reports every semester. **The three (3) terms'** assessment marks need to be added together at the end of the year to give a picture of the learners' skills and knowledge obtained during the year.

Informal and formal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's participation in investigating things, interpreting phenomena and data, applying knowledge, communicating and making valued judgments.

Evaluation

Continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the needs of each learner. At the end of each semester, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

10.2 Grade descriptors

The learner's level of achievement in relation to the competencies in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grade 4 to 11 letter grades are related to percentages. The relation between the grades awarded and competencies are shown below.

Grade	% Range	Grade descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of Competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Assessment detailed guidelines

Types of continuous assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and homework activities may be recorded for continuous assessment.

In Physical Education in the Senior Primary phase the continuous assessment tasks are as follows:

- Written task

- Creative task
- Project

Each task will count 20 marks. One of each type of task needs to be assessed every semester (thus three tasks per semester).

Suggestions for a written task, performing task and project are:

Written task (Individual work)	Creative task	Project
• class activities • assignments • homework • short/topic tasks	• create a new game • design an obstacle course • create a health and wellness poster • create new exercise equipment	• design an implement e.g. racquet • conduct research • draw a sport code field • draw an exercise circuit • create poster on nutritious food

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.4 Assessment rubrics / criteria

The following criteria should be used in assessing Physical Education:

Task	Criteria	Description	Mark	Total
Written task	Knowledge	Knowledge is a familiarity, an awareness, a comprehension of the facts, information, description and skills acquired through experience and learning of the selected topics from the syllabus.	10	20
	Neatness of Handwriting	Legible and overall tidiness of handwriting	5	
	Completeness	All the requirements of the tasks are met	5	
Creative task	Neatness of task	Overall tidiness of tasks	5	20
	Completeness	All the requirements of the tasks are met	5	
	Originality	Generate innovative ideas and alternatives	10	
Project	Applied knowledge	Application of information	5	20
	Neatness	Neatness of project	5	
	Completeness	All the requirements of the tasks are met	5	
	Research	Indication of resources used	5	

10.5 Summary of continuous assessment tasks

One task needs to be assessed each term.

Continuous Assessment										
Tasks	Term 1			Term 2			Term 3			Total marks for Term 1, 2&3
	Number of tasks	Number of marks	Total	Number of tasks	Number of marks	Total	Number of tasks	Number of marks	Total	
Written task	1	20	60	1	20	60	1	20	60	$60+60+60 = 180 \div 3 = 60$
Creative task	1	20		1	20		1	20		
Project	1	20		1	20		1	20		

ANNEXE 1: GLOSSARY OF TERMS

WORD	MEANING
Acrobatics	A physical performance discipline that involves the execution of impressive and often complex movements, feats, and tricks, typically involving balance, agility, coordination, and flexibility.
Cardio respiratory endurance	The body's ability to sustain dynamic exercise, using large muscle groups, over time and at a moderate to high intensity level.
Fitness	The ability to cope with (or meet) the demands of the environment.
Flexibility	A health-related component of physical fitness that relates to the range of motion available at a joint.
Folk dance	A form of dance developed by a group of people that reflects the traditional life of the people of a certain country or region.
Gymnastic vaulting	A discipline within the sport of artistic gymnastics where athletes perform a series of dynamic and acrobatic movements on and over a vaulting apparatus.
Muscular endurance	A muscle's ability to contract and relax.
Muscular strength	The ability of a muscle to exert force.
Obstacle course	A series of challenging physical obstacles an individual or team must navigate usually while being timed.
Physical endurance	The ability to exercise until the body is exhausted.
Sportsmanship	Playing fair, following the rules of the game, respecting the judgment of referees and officials and treating opponents with respect.
Turbo javelin	A type of training or practice javelin, often made of rubber or other non-hazardous materials, used for beginners or youth athletes to develop their throwing technique safely.
Vaulting	Refers to various activities that involve leaping or jumping in different ways.

ANNEXE 2: ASSESSMENT RECORD SHEET FOR GRADE 4-7

Grade:

Teacher:

School:

Year:

Name	Semester	Written task				Creative task				Project				Term mark (20x5=)	Year Mark (Term 1+2/2=)	Symbol	
		Knowledge	Neatness of handwriting	Completeness	Total	Neatness	Completeness	Originality	Total	Applied knowledge	Neatness	Completeness	Research				Total
		10	5	5	20	5	5	10	20	5	5	5	5	20	100	100	
	1																
	2																
	3																
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