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MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

PHYSICAL EDUCATION SYLLABUS

GRADES 8 – 10

FOR IMPLEMENTATION IN 2007

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1. Introduction

This syllabus describes the intended learning and assessment for Physical Education in the Junior Secondary Phase. As a subject, Physical Education is a major part of 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 the development of human sexuality, 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 and should be supplemented by school sports clubs and sports days.

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 promotes the following aims in the curriculum guide:

- 2.1 develop attitudes and practices, and further knowledge and activities which promote physical and mental health; and
- 2.2 promote cooperation, positive competition, sportsmanship and fair play through participation in games and sports.

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);
- widen their movement experience and build up a movement vocabulary 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, own decision making and creative ability, based on a well grounded system of values (affective / emotional development);
- develop healthy interpersonal relationships (social development);
- develop an understanding of good normative behaviour based on a healthy value system (normative development).

3. Competencies and Learning Outcomes

All children start school with motivation to move and use their energy, and experiences of playing games and sports. Physical Education should build on and sustain this motivation and those experiences. Nearly all learners will be able to achieve more than a minimum level in the competencies, some will be able to achieve much better. A few learners will just be able to manage a minimum level, and must receive support teaching through adapted teaching approaches and assistance from peers.

A very small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have disabilities which do not necessarily limit cognitive and affective learning and development (visual or hearing impairment, physically challenged). Learners with Downs syndrome, other forms of mentally challenged, or Attention Deficit Disorder, will have very differing competency profiles. Teaching and assessment for these learners will be more specifically adapted in inclusive classes. Integrating physically challenged learners in a positive way in ordinary Physical Education lessons is of great importance as a learning experience both for the learners without disabilities and for the learners with disabilities, and is a vital contribution to integration in society. To a great extent, gaining competence in Physical Education activities is a question of what each individual can achieve if they try hard whatever their aptitude and how well they can cooperate in groups and teams, and not a question of being measured against others.

On completing Grade 10, the learners can demonstrate refined participation to the best of their ability in a variety of games, sports, and physical activities.

4. Particular Features of the Subject at this Phase

Grades 8 - 10 can be characterised as the refining phase in Physical Education. The learners should refine movement through participation in play-like movement activities involving rules, techniques, and skills. This means that they should perform movements with improved style, better posture with accuracy, etc. In Grade 8 learners are physically and emotionally more developed to such an extent that they should begin refining various techniques, and more advanced sports skills will be taught in Grade 10. The perspective of Physical Education is to educate the learner holistically: physically, cognitively, emotionally and socially. The main focus of Physical Education, therefore, must be to educate the whole person.

5. Overall Plan of the Syllabus

The syllabus consists of eight themes, but only four should be covered. Most of the activities can be carried out using simple equipment such as sticks, poles, bean bags, rope, etc., as suggested in the teacher's guide, and schools should be able to offer activities from all the four themes to give breadth and variety to Physical Education. Time allocation should be adjusted to the situation of a particular school, availability of facilities, interests of the learners, areas of competence of the teacher and availability of other instructors from the community.

- Physical fitness
- Gymnastics
- Athletics
- Sport skills
- Water activities
- Games
- Dance
- Health promotion

6. Links to Other Subjects and Cross-Curricular Issues

The cross-curricular issues including Environmental Learning, HIV and AIDS, Population Education, Education for Human Rights and Democracy (EHRD) and Information and

Communication Technology (ICT), 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 waste;
- 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 from globalisation.

Physical Education contributes to the learner's self-image, awareness of the body, health and well-being. It also promotes values such as cooperation and friendly competition. It thus has links both to Environmental Studies and to Religious and Moral Education. Some learners might be (knowingly or unknowingly) HIV-positive, and it is essential both for safety reasons and in order to avoid stigmatisation that the class is made aware that nearly all forms of physical contact with HIV-infected persons are safe, and learn what is risky contact in the case of cuts and sores.

Links in this syllabus to cross-curricular issues:

Environmental Learning	HIV and AIDS	Population Education	EHRD
-Creative dance -Leisure/recreation -Social dance	-Water activities -Health -Know my body -Sport Injuries	-Nutrition -Knowing my body -Health	-Sportsmanship -Participation in games -Evaluation of sport skills

7. Gender Issues

Boys and girls can 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. In this way, Physical Education will be an all-round subject and not one where, for example, boys do more or better than girls.

8. Local Context and Content

As far as possible, games and sports known in the community should be promoted in schools. Traditional African games and sports should be included, especially if there are skilled instructors available in the community.

9. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education as described in Ministry policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the 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 experiences.

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.

In Physical Education, the teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to instruct learners directly, when it is best to let learners discover or explore activities for themselves through problem-solving, when they need coaching; when they need reinforcement or enrichment activities, 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 set tasks.

Work in groups, in pairs, individually, or as a whole class must be organised as appropriate to the task in hand. Cooperative 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.

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.

It is recommended that time during the first period of each theme should be used for instruction on behavioural and safety rules such as changing clothes, obeying commands, care of apparatus, etc. before starting activities.

10. Summary of Learning Content

GRADE 8	Grade 9	Grade 10
Physical Fitness -Preparatory activities - Cardio respiratory endurance - Muscular strength and endurance	Physical Fitness -Flexibility activities -Speed and reaction time - Agility, balance and co-ordination	Physical Fitness -Knowledge of fitness and related aspects -Appreciation of fitness performance
Gymnastics -Educational gymnastics -Tumbling -Vaulting	Gymnastics -Stepped parallel bars (girls) - parallel bars (boys) -High bars (boys)	Gymnastics -Balance beam -Evaluation of gymnastics
Athletics -The start and print - Cross country and middle running -Relays and hurdles	Athletics -High, long and triple jump -Shot put, javelin and discuss throwing	Athletics -Conduct as participant and/or spectator -Knowledge of biomechanical factors
Sport Skills -Netball/basketball/handball -Soccer/rugby -Hockey/softball/Cricket	Sport Skills -Volleyball/tennis -Evaluation of sport skills - Conduct as participant and/or spectator	Sport Skills -Appreciation of performance - Knowledge of biomechanical factors
Water Activities -Swimming strokes -Life saving	Water Activities -Synchronised swimming -Water game and competitions	Water Activities - Conduct as participant and/or spectator -Knowledge of hydrostatic and

		biomechanical factors
Games in Limited Space -Batting games -Net games	Games in Limited Space -Goal games	Games in Limited Space -Traditional games
Dance -Creative dance	Dance -Social dance	Dance -Rhythmical movement with hand apparatus
Theoretical Aspects -Knowing my body -Health -Posture -Physical Education	Theoretical Aspects -Nutrition -Sport injuries -Training related aspects -Harmful devices	Theoretical Aspects -Leisure/recreation -Cognitive education with regard to dance

11. Learning Content

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
PHYSICAL FITNESS 1. Preparatory activities	take part in warming-up activities / games in preparation for participation	- perform appropriate warm-up activities and games - free running as well as games, e.g. free and caught, one against three and playing jockeys and horses - variations of running on the spot - variations of free running - ball tag in teams
2. Cardio respiratory endurance	- determine own level of cardio respiratory endurance - participate in distance running or walking - participate in fartlek (play-with-speed) variations - participate in interval training - perform rope-skipping activities - perform active exercises with music	- determine personal cardio respiratory endurance - Harvard Step Test - Cooper test - Blip Test - participate in distance running or walking to develop cardio respiratory fitness - continuous running - determine training heart rate - choose their own variation of fartlek training, e.g. fartlek, lamp-post runs, paarlauf and dreilauf - demonstrate the principles of interval training e.g. running a certain distance at 80% capacity with a short recovery period, by means of relay variations, e.g. continuous relays in teams or modified interval running - participate in interval training over a distance - perform various rope-skipping activities - participate in continuous exercises such as walking, running, jumping, skipping, gliding and other combinations of steps; vary rhythm, space and direction - compile and execute their own combination of movements - present part of an aerobic lesson to a group on class as a whole
3. Muscular strength and endurance	determine own level of muscular strength and endurance	determine personal muscular strength and endurance by the execution of sit-ups, chin-ups, push-ups and burpees, for example

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
	▪ perform free-standing strengthening exercises ▪ perform strengthening exercises with apparatus such as sticks, ropes, chairs, benches, bricks and wall bars ▪ perform strengthening exercises with music ▪ participate in a circuit training with the emphasis on muscular strength and endurance ▪ participate in isometric exercises	▪ perform exercises for the strengthening of the following muscles: foot, lower leg, upper leg, abdomen, back, shoulder and arm ▪ determine their own exercise for a particular muscle group ▪ present their own exercise to a partner, small group or class as a whole ▪ perform strengthening exercises with different apparatus such as sticks, ropes, chairs, benches, bricks and wall bars for the following muscles : foot, lower leg, upper leg, abdomen, back, shoulder and arm ▪ participate in continuous exercises for the strengthening of the different main muscle groups of the body, with music (apparatus may be used as variation) ▪ compile their own sequence of strengthening exercises for the main muscle groups of the body with music and using small apparatus ▪ present their own exercises to a partner, small group or class as a whole ▪ participate in a circuit training with ± 8 stations where strengthening exercises for the main muscle groups will be done for the duration of 45-60 seconds at each station ▪ repeat circuit twice ▪ participate in a triple colour circuit training performing eight activities at eight stations, e.g. burpees, sit-ups, push-ups, stepping, length runs, spanning, stretch jumps, running on spot ▪ participate in isometric exercises for the strengthening of the main muscle groups of the body
4. Flexibility activities	▪ understand what is meant by flexibility ▪ determine own level of flexibility ▪ perform free-standing flexibility exercises ▪ perform flexibility exercises with apparatus	▪ differentiate between strengthening exercises and flexibility exercises ▪ understand what is meant by flexibility and how it can be improved and assessed ▪ determine personal flexibility by the execution of the following tests: - sit and reach test - arm and shoulder reach - trunk extension test ▪ participate in exercises to obtain flexibility in the following joints: -ankle, hip, shoulder and spinal column ▪ determine their own exercise for the particular muscle group ▪ present their own exercise to a partner, small group or the class as a whole ▪ perform different exercises with different apparatus e.g. chairs, sticks, ropes and benches, bricks and wall bars to obtain flexibility in the following joints: ankle, hip, shoulder and spinal column

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
	perform flexibility exercises with music	- participate in continuous exercises to obtain flexibility in the following joints: ankle, hip, shoulder and spinal column (apparatus may be used as variation) - compile their own sequence of flexibility exercises for main joints of the body with music and with or without the use of apparatus - present their own exercises to a partner, small group or class as a whole
5. Speed and reaction time	- understand what is meant by speed - determine their own level of speed - participate in activities which will improve speed and reaction time	- understand what is meant by speed as well as reaction time and in which sport activities these are needed, how they can be assessed and how it can be improved - determine personal speed through the timed execution of a 50-meters dash - know activities which will improve speed as well as reaction time e.g. power running, sprints over short distances, acceleration runs, downhill running, time running, reaction drills and starting exercises
6. Agility, balance and co-ordination	understand what is meant by agility, balance and coordination	understand what is meant by agility, balance and coordination and in which sport activities these are needed, how they can be assessed and how they can be improved
	determine their own level of agility, balance and coordination	- determine personal level of agility, balance and coordination by the execution of the following tests: - shuttle or agility runs - stork stand or beam walking - alternate hand wall throw
7. Knowledge of fitness and related aspects	- understand what is meant by fitness its value is - have insight in the different components of physical fitness and training methods - gain knowledge of the relationship between good nutrition and physical fitness	- understand what is meant by physical fitness and the value thereof, e.g. better-functioning body systems, fewer health problems, good posture and appearance, etc. - understand what is meant by total fitness including physical, emotional and social fitness, and realize the value of total fitness - perform different components of physical fitness as well as training methods for each of these components, e.g. cardio respiratory endurance, muscle strength and endurance, power, flexibility, speed, reaction time, agility, balance and coordination - determine the importance of a healthy diet for the improvement of physical fitness - understand the influence of good nutrition on performance and what should be eaten before competing
8. Appreciation of fitness performance	appreciate outstanding fitness performance	appreciate outstanding fitness performances by learners, Namibian and world class athletes as observed through media

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
GYMNASTICS		
1. Educational gymnastics	▪ participate in educational gymnastics by means of themes, covering aspects such as: - body management - space - time - relationships	▪ perform appropriate educational gymnastics by means of themes, e.g. - locomotion and pause - weight-bearing - transference of weight - use of feet and legs - changes of speed - flight - body shape - partner work - twisting and turning - levels and directions - use of hands and arms
2. Tumbling	▪ refine their own performance of tumbling activities	▪ refine their own performance of tumbling activities and compile their own tumbling sequence, including some of the following - forward and backward somersault with support - back spring - neck spring - flic-flac with support - forward roll - dive roll - backward roll - cartwheel - head standing - head spring - hand standing - hand spring - Arab spring

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
3. Vaulting	refine their own performance of vaulting activities	- refine their own performance with regard to the following vaulting activities - face vault - oblique rear vault - hand spring vault - fly spring vault - cartwheel vault - straddle vault - squat vault - thief vault - straddle vault - star jump
4. Stepped parallel bars (girls)	refine their own performance of stepped parallel bars activities	- perform the following activities on the stepped parallel bars and compile their own sequence - mounts - support positions - hanging positions - swinging and rotation movements - dismounts :
5. Parallel bars (boys)	refine their own performance of parallel bars activities	- perform the following activities on the parallel bars and compile their own sequence - mounts - locomotor movement - positioning - jumps - turns and rotations - dismounts
6. High bars (boys)	refine their own performance of high bars activities	- perform the following activities on the high bars and compile their own sequence: - mounts - locomotor movement - positioning - jumps - turns and rotations - dismounts

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
7. Balance beam/bench/two benches placed on top of one another (girls)	▪ refine their own performance of balance beam activities	▪ perform the following activities on the balance beam and compile their own sequence: - mounts - locomotor movement - positioning - jumps - turns and rotations - dismounts
8. Evaluation of gymnastic skills	▪ determine their own standard of gymnastic skills	▪ evaluate the performance of other participants

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to
ATHLETICS		
1. The start and sprint	refine their own performance of the start and sprint technique	- perform a crouch start effectively and run 100 meter in good style, sprinting through the finishing line - perform all different phases of the sprint-start, pick-up glide and finish
2. Cross-country running and middle-distance running	participate in cross-country running and middle-distance running	- perform in cross-country running and middle-distance running - run over any distance between 800 meters and 1500 meters using correct running tactics
3. Relays and hurdles	refine their own performance of relays and hurdles and (one item per grade)	- perform the relay hand-over methods - hand over the baton from above/from below into hands of receiver (in two's) through walking, jogging and running - perform the hurdling technique by running over ropes/sticks/benches with medicine balls, etc. at increasing heights with the emphasis on pace and rhythm - hurdle over three low hurdles placed on side or sticks/ropes placed on bricks or stones
4. High jump, long jump and triple jump	refine their own performance of high jump, long jump and triple jump (one item per grade)	demonstrate effective performance in jumping activities
5. Shot put, javelin and discus throwing	refine their own performance of shot put, javelin and discus throwing (one item per grade)	demonstrate aptitude in throwing events effectively putting the shot, in throwing the javelin, turbo javelin, the discus or cricket ball, sling ball or orange sling ball
6. Conduct as participant and/or spectator	define and give examples of good sportsmanship and conduct as a spectator at an athletics meeting	demonstrate acceptable conduct in order to be a good sportsman as well as a good spectator
7. Knowledge of biomechanical factors involved in athletic skills, nutrition during training and competition and sport injuries in athletics	- demonstrate understanding of biomechanical factors involved in athletic skills - demonstrate understanding of what to eat during training and competition - understand the prevention and treatment of sport injuries in athletics	- demonstrate understanding of the biomechanical factors involving in throwing events, jumping and running and compile a personal diet plan - realize the importance of correct diet - demonstrate understanding of the prevention and treatment of sport injuries in athletics: - prevention - safety measures - rules of athletics - facilities - knowledge of the body - treatment of injuries such as blisters, cramps, stitch, sprain etc

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to
SPORT SKILLS		
1. Netball/basketball/handball	know the rules and play the game of netball/basketball/handball	- obtain effective performance in handball, basketball, netball with regard to - body control - catching and passing - bouncing/dribbling - feinting - shooting - goal keeping - tactics, e.g. marking and dodging - team play - knowledge of rules
2. Soccer/rugby	know the rules and play the game of soccer/rugby	obtain effective performance in rugby and/or soccer
3. Hockey/softball (baseball)/cricket	know the rules and play the game of hockey/softball/cricket	- obtain effective performance in cricket, soft ball, baseball with regard to - batting, e.g. grip, stance, back lift, forward defensive and attacking strokes, backward defensive and attacking strokes, pull and hook shots, square cuts and late cuts - bowling, e.g. grip, run-up, delivery and follow through of seam bowling, fast bowling, off spin and left spin - fielding, e.g. ball handling, throwing, catching and fielding positions - wicket keeping - team play - knowledge of rules
4. Volleyball/tennis/tennisquits	know the rules and play the game of volleyball/tennis/tennisquits	- obtain effective performance in volleyball, tennis or tennisquits with regard to: - footwork - the throw - the catch - playing the game - knowledge of rules
5. Evaluation of sport skills	determine their own standard of sport skills	evaluate their own standard of sport skills with regard to handball, rugby/soccer, cricket, tennisquits/tennis/volleyball
6. Conduct as participant and/or spectator	demonstrate good sportsmanship and conduct as a spectator at a match	formulate a code of sportsmanship for the school
7. Appreciation of performance	appreciate outstanding sport performances	appreciate outstanding performance with regard to handball, rugby/soccer, cricket, tennisquits/tennis/volleyball

8. Knowledge of biomechanical factors involved in sport skills and knowledge of the prevention and treatment of sport injuries	▪ define and give examples of biomechanical factors involved in sport skills ▪ gain insight in the prevention and treatment of sport injuries	▪ gain insight in the biomechanical factors involved in handball, rugby/soccer, cricket, tenniquoits/tennis/volleyball ▪ gain insight into the treatment of major sport injuries as well as resuscitation and cardiac massage
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Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
WATER ACTIVITIES		
1. Swimming strokes	refine different swimming strokes, starts and turns	- take part in a swimming gala during the last lesson of this unit - practice the following strokes according to speed and distance requirements - crawl or back stroke - breaststroke, butterfly or English backstroke - practice the different strokes, starts and turns of the following strokes: crawl, back, breast and butterfly and evaluate/correct the swimming technique of a partner
2. Life-saving	gain insight into life-saving techniques	- perform the following life-saving techniques - reaching rescues - treading water, using legs/arms only - straddle jump entry, swim, surface dive and recover an object - methods of release, e.g. push-up release, wrist-grip release, release from front strangle hold and back strangle hold - methods of rescue, e.g. head hold, breast stroke, cross-chest, unigrip and extended arm - breast stroke method of rescue (tired swimmer) - cross-chest carry
3. Synchronised swimming (optional)	refine their own performance of synchronised swimming skills	- practice different synchronised swimming strokes, e.g. entries, strokes, stunts, sculling etc. and evaluate/correct the technique(s) of a partner - perform a synchronised swimming sequence alone or with a partner to a set rhythm - choreograph, as a member of a group, a movement sequence with formation changes as a theme
4. Water game and competitions	- experience enjoyment during participation in games - participate in a variety of competitions,	- experience enjoyment during participation in games e.g. watermelon polo, water-skiing, tube water-polo, water-polo, tug-o-war etc. - participate in a variation of team relay activities, e.g. : - swim while clutching ball with knees - carry any object, e.g. ball/stick/hoop in any manner - carry a cup of cool drink without spilling any - design their own water games - design their own competitions especially team relays and other challenging activities
5. Conduct as participant and/or spectator	gain insight into good conduct as participant and / or spectator at a swimming gala	apply acceptable conduct in order to be a good sportsman as well as a good spectator

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
6. Knowledge of hydrostatic and biomechanical factors involved in swimming skills	▪ gain insight into hydrostatic and biomechanical factors involved in swimming skills	▪ gain insight into hydrostatic factors involved in swimming, e.g. why we float, body differences, buoyancy and balance ▪ gain insight into the biomechanical factors involved in swimming, e.g. resistance elimination, efficient application of force, etc.

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, learners should be able to:
GAMES IN LIMITED SPACE		
1. Batting games	participate in a variety of batting games	participate in a variety of batting games e.g. rounders versus tunnel ball, bucket baseball, French cricket, continuous cricket, long ball, softball, six-person baseball, ten-ball baseball, etc.
2. Net games	participate in a variety of net games	- participate in a variety of net games, e.g. shuttle volleyball, scramble tennis, four-person volleyball, etc. - participate in and/or present a variety of net games to other learners, e.g. adapted volleyball, adapted badminton, etc.
3. Goal games	participate in a variety of goal games	- participate in a variety of goal games e.g. bucket ball, goal basketball, hand ball, speedball, speed soccer, flag rugby, simplified touch-rugby, hand soccer, floor-hockey, captain-ball, mat ball, buck-ball, target ball, box ball, etc. - participate in and/or present a variety of goal games
4. Traditional games	refine Participation I traditional games from different cultures	

Themes	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, Learners should be able to:
DANCE		
1. Creative dance	- refine movement performance related to control, precision and style - develop creative and expressive ability	- act as a game-leader and organize games for learners - master their own movement performance ability relating to control, dance style and precision and experiment with variations of control aspects, single and combined - master their own movement performance with an awareness of the required control and precision, for meaningful expression and projection of dance concepts - apply knowledge in selecting the suitable dance concepts to interpret ideas, thoughts and feelings and to communicate through movement - design their own movements based on auditory, tactile, visual and conceptual stimuli, e.g. voice or environmental sounds, costumes, props, poetry/prose, etc.
2. Social dance	perform national and international folk dances	experience international folk dances especially from Eastern countries and develop an appreciation of these folk cultures
3. Rhythmical movement with hand apparatus	- refine the basic techniques in handling apparatus - refine movement performance with attention to control of apparatus, precision and style	- refine the traditional rhythmical movements with apparatus such as the hoop, skipping-rope, ribbon, etc. - refine movement performance with attention to control of the hoop, skipping-rope, ribbon, etc. (precise figures, continuous movement, flowing manipulation), precision (posture, placement of feet, flowing transitions, rhythm) and style (total body action, range of movement)

Themes and Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 10, learners should be able to:
THEORETICAL ASPECTS		
1. Knowing my body	- understand and appreciate their own body - identify responsible health behaviours and demonstrate strategies to improve or maintain personal health	- understand somatotyping and appreciate their own body - see themselves as a unity (body, mind and spirit)
2. Health	possess basic knowledge on health related aspects	- realize that good health depends on healthy attitudes with regard to physical, emotional and social health - gain insight into the relationship between diseases and exercise/sport participation
3. Posture	gain insight into good posture and posture deviations	- realize the importance of good posture while standing, sitting, walking, working (washing dishes, ironing, etc.) - understand what is meant by posture deviations e.g. lordosis, scoliosis, kyphosis etc. treatment, and prevention
4. Physical Education	gain understanding in the value of Physical Education	gain insight into the value of Physical Education for learners and in general
5. Nutrition	understand the importance of nutritious food in general as well as during training / competition	- know the correct balanced diet, including diet for weight control - identify the correct nutrition during training/competition
6. Sport injuries	gain insight into causes, prevention, treatment and rehabilitation of sport injuries	gain insight into causes, prevention and treatment of sport injuries and rehabilitation
7. Training related aspects	analyse the multiple influences which affect health decisions and behaviours	demonstrate understanding of aspects which affect health such as training, menstruation, illness / injury and pregnancy
8. Harmful devices	identify the effects of harmful practices e.g. using nicotine, alcohol and/or drugs, inactivity, eating disorders, etc.	- demonstrate understanding of the harm that can be done to the body by nicotine, alcohol and drugs (stimulants, steroids, etc.) - realize what harm can be done to a person by inactivity/hypo kinetic diseases and eating disorders, e.g. anorexia, bulimia, etc.

9. Leisure /recreation	▪ gain insight into the value of recreation and leisure	▪ realize the value of recreation and leisure and organize recreational activities for learners of the school ▪ develop and implement a recreational activity and participate in their leisure time
10. Cognitive education with regard to dance	▪ understand the value of dance ▪ appreciate cultural and other aspects with regard to folk dance ▪ gain knowledge and insight into aspects of creative dance	▪ realize the value of dance as part of Physical Education or as a recreational activity ▪ appreciate cultural and other aspects with regard to folk dances from Africa, e.g. - historical, geographical and social background - traditional costumes - specific occasions such as national festivals - music and instruments for accompaniment - analysis of construction of steps, formations, etc ▪ demonstrate understanding in the following aspects of creative dance - dance concepts such as force, quality, time, rhythm, space and design - control, precision and style in the positioning and moving of body mass

12. Assessment

12.1 Introductory remarks

Assessment includes informal continuous assessment over a period of time during normal classroom activities. The assessment specified in this syllabus is related to the Basic Competencies of the syllabus and to Life Skills Competencies (Investigating, Interpreting, Applying Knowledge and Skills, Communicating, Valuing and Participating) and how well each learner achieves within the competencies.

12.2 Purpose of Assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process.

- **Information to the learner**

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why.

- **Information to the parents**

The parents should be regularly informed about the progress of their child and be encouraged to reward achievements.

- **Evaluating the teaching/learning process**

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, 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 continually improve the working atmosphere and achievements of the class.

12.3 Types of Assessment

- **Formative assessment**

Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

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

- **Continuous assessment**

All assessment in Physical Education will be done through Continuous assessment. It should be planned and programmed at the beginning of the year, should be kept as simple as possible and should not take up too much teaching time. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment.

12.4 Methods of Assessment

- **Informal Methods**

The teacher must assess how well each learner masters the basic competencies described in the Physical Education 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 progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

- **Criterion-Referenced Assessment**

When grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Basic Competencies and not to other learners. Criterion referencing and rubrics should be used to assess learning as understanding. Competencies and assessment should be linked by using criterion referencing for cumulative and informal tasks. Criterion marking based on rubrics can be translated into normative marks to be recorded on the general cumulative recording sheet.

- **Recording Grades**

Each Theme/Topic in the Physical Education syllabus should be assessed through any of the informal methods mentioned above. The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements.

12.5 Grade Descriptions

Grading for Grades 8, 9 and 10

The grading scale shows the learner's level of achievement in relation to the Basic Competencies as outlined in the subject syllabuses. The 7-point scale (A – G) covers a wide ability range, using letters A to G where A is the highest and G the lowest grade. Candidates scoring below a G grade, i.e. 0 – 19% will be ungraded.

GRADES	GRADE INTERVALS (%)	GRADE DESCRIPTIONS
A	80 – 100	achieved Basic Competencies exceptionally well; learner is outstanding in all areas of competency
B	70 – 79	achieved Basic Competencies well learner is highly proficient in most of the areas of competency
C	60 – 69	achieved Basic Competencies well
D	50 – 59	achieved Basic Competencies satisfactorily
E	40 – 49	achieved a sufficient number of Basic Competencies to exceed the minimum competency level
F	30 – 39	achieved the minimum number of Basic Competencies to be considered competent
G	20 – 29	achieved the minimum number of Basic Competencies worthy of a grade. Learner needs compensatory teaching
U	0 – 19	ungraded

13. Additional information

The syllabus can be downloaded from the NIED website at <http://www.nied.edu.na>.

14. Graded assessment

The grades obtained by learners should be recorded throughout the term. These grades should then be averaged to determine the final grade at the end of the year. The following table will assist in determining a letter grade from a percentage as well as the level of achievement of the learner.

15. Procedures for assessing learning achievement at secondary level

15.1 The proposed assessing system evaluates as many aspects as possible of Physical Education and consists of physical fitness tests, skill tests and attitude tests.

Physical fitness	Tests for endurance, speed, strength and flexibility	20 %
Skills	test skills from the following sections: gymnastics, athletics, sport skills, water activities and dance	60 %
Attitude	evaluate qualities such as enthusiasm, positive response, co-operation, initiative, creativity, regular attendance, etc.	10 %
Knowledge	written test on Theoretical aspects	10 %

15.2 The Physical Education progress report can be a separate report or it can be part of the official report.