



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

PHYSICAL EDUCATION SYLLABUS

GRADE 8 & 9

**For implementation:
Grade 8 in 2025
and
Grade 9 in 2026**

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Physical Education syllabus Grade 8 & 9

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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 body, how the human body functions, and how to stay healthy. Physical Education consists of physical fitness, games and sports activities.

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:

- develop attitudes and practices, and further knowledge and activities which promote physical and mental health
- promote cooperation, positive competition, spectatorship, sportsmanship and fair play through participation in games and sports
- develop and display the social skills and teamwork skills required to actively engage in cooperative physical activities
- acquire basic survival skills and demonstrate knowledge of significant preventative measures to preserve life and help others

3. AIMS

Physical Education promotes the following aims in the curriculum:

- develop fundamental movement skills in a variety of physical activities
- develop an understanding of human body and its functions in relation to exercise
- enhance overall well-being through appropriate health habits
- develop inter-personal skills such as co-operation and good sportsmanship
- acquire knowledge of safety for a variety of situations and know how to prevent and treat injuries
- demonstrate desirable attitudes about health, safety and participating in physical activities
- promote the interaction of inclusivity in sport by creating opportunities for learners with disabilities

4. INCLUSIVE EDUCATION

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Physical Education teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Inclusive Education Curriculum Framework (2023)*.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

This syllabus promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Physical Education teachers should know and understand how to treat learners equally and all materials should support gender equity. During presenting the Physical Education, teachers should be gender sensitive and balanced.

5. 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), and Road Safety 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 these cross-curricular issues will have an 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

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. Some learners might (knowingly or unknowingly) be 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. Physical Education should assess learners to shape their characters so that they can make meaningful positive contribution to the society.

Cross-curricular issues	Grade 8	Grade 9
1. Environmental Learning	• Athletics • Dance • Gymnastics	• Athletics • Dance • Gymnastics
2. ICT	• Sport skills • Physical fitness • Athletics • Cardio-respiratory activities	• Sport skills • Physical fitness • Athletics • Cardio-respiratory activities
3. HIV and AIDS	• Physical and mental health related aspects • Sport injuries	• Physical and mental health related aspects • Sport injuries
4. Education for Human Rights and Democracy (EHRD)	• Participating in games • Spectatorship • Good sportsmanship	• Participating in games • Spectatorship • Good sportsmanship
5. Road Safety	• Road safety • Water safety • Sport safety	• Road safety • Water safety • Sport safety

In this syllabus the following cross-curricular issues are dealt with in the topics as indicated:

6. APPROACH TO TEACHING AND LEARNING

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

The aim of learner-centred education is to develop learning with understanding, and to impart 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 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 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.

7. END OF PHASE COMPETENCIES

On entry to the Junior Secondary phase learners are expected to have developed co-operative activity and game skills, monitor their own progress and achievements, and explain why continued physical activity is important for health and wellness. Through participating in movement activities learners must be able to contribute to develop positive attitudes and values.

All learners, despite their intellectual or academic level are able to accomplish basic living skills. A few learners will just be able to manage the minimum number of specific objectives. A small number of learners will have impairments which do not necessarily limited cognitive and affective learning and development, e.g. visual impairments, hearing impairments and physical impairments.

On completion of the Junior Secondary phase (Grade 8 & 9) of education in Physical Education, learners are expected to be able to:

- demonstrate an understanding of, and participate in activities that promote recreation and physical development;
- demonstrate an understanding of attitudes and practices, and further knowledge and activities which promote physical and health-related fitness;
- demonstrate an understanding of cooperation, positive competition, spectatorship, sportsmanship and fair play through participation in different applied movement activities;
- demonstrate an understanding of social skills and teamwork skills required to actively engage in cooperative physical activities;
- demonstrate an understanding of lifelong physical activity and health-related fitness.

8. SUMMARY OF THE LEARNING CONTENT

Themes and Topics	Grade 8	Grade 9
Physical and health-related fitness	• Preparatory activities • Cardio-respiratory endurance • Safety • Components of physical fitness • Muscular strength and endurance • Sportsmanship • Skill related components of fitness • Athletics	• Preparatory activities • Speed and reaction time • Agility, balance and coordination • Cardio-respiratory endurance • Muscular strength and endurance • Athletics • Conduct as a participant/spectator • Skill related components of fitness
Applied movement skills	• Gymnastics • Games • Sport skills • Water safety and activities • Dance	• Sport skills • Water games competitions • Games • Gymnastics and safety rules • Safety • Dance
Theoretical aspects	• Physical and health- related aspects • Nutrition • Harmful substances • Leisure and recreation • Sport injuries	• Physical and health- related aspects • Sports nutrition • Harmful substances • Leisure and recreation • Sport injuries

9. LEARNING CONTENT

Introduction to learning content

The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.

Themes and **topics** refer to those components of the subject which learners are required to study/master.

The **general objectives** are derived from the topics and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.1 Learning content for Grade 8

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Physical and health-related fitness		
1.1 Preparatory activities	know warming-up and cooling down activities	perform appropriate warming-up and cooling down activities
1.2 Cardio-respiratory endurance	- understand cardio-respiratory endurance exercises - know the elements of cardio respiratory endurance related to health and physical fitness	- perform cardio-respiratory endurance exercises - identify the elements of cardio respiratory endurance related to health and physical fitness
1.3 Safety	know safe practices while engaging in physical activities	demonstrate safety precautions while engaging in physical activities
1.4 Components of physical fitness	- understand the concept of physical fitness - know the development of personal fitness programme	- identify components of physical fitness - plan a personal fitness training programme
1.5 Muscular strength and endurance	- understand muscle strength and endurance exercises - understand the role of muscle strength and endurance exercises for health	- perform different exercises related to muscle strength and endurance - explain the role of muscle strength and endurance exercises for health
1.6 Sportsmanship	understand sportsmanship	- define sportsmanship - demonstrate good behaviour in participating in sport - discuss the benefits of good sportsmanship in social context
1.7 Skill -related components of fitness	- know the role of skill-related components of fitness - understand the skill-related components of fitness	- identify the role of skill-related components of fitness - perform skill-related components of fitness in different settings of sports

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.8 Athletics	• know skills and techniques for sprint events • understand middle-distance running • understand road safety when doing middle and long distance running • learn relays and hurdles hand-over methods • know different jumps • know the rules, skills and techniques for jumps • know different throws • understand safety precautions for the throws • understand rules, skills and techniques for the throws • understand the accessory markings for the specific throws	• perform all different phases of the crouch start, sprint-start, pick-up glide and finish • perform middle-distance running • apply road safety skills when doing middle and long distance running • perform relay and hurdles hand-over methods • identify different jumps • explain rules, skills and techniques for jumps • demonstrate techniques for jumping activities • identify different throws • discuss safety precautions for the throws • indicate rules, skills and techniques for the throws • identify accessory markings for the specific throws

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2. Applied movement skills		
2.1 Gymnastics	- enhance knowledge of their own performance of tumbling and vaulting activities - refine their own performance of stepped parallel bars activities - refine their own performance of balance beam activities	- perform their own tumbling and vaulting activities - execute the activities on the stepped parallel bars - perform the activities on the balance beam
2.2 Games	- understand participation in various games - acquire knowledge and skills of different games - know traditional games across different cultures	- participate in various games - develop the skills required for participation in games - perform traditional games across different cultures
2.3 Sport skills	- know the rules when playing ball games - understand the correct techniques of playing ball games	- apply the rules and play ball games - apply the correct techniques when performing ball games
2. 4 Water safety and activities	- know different swimming strokes, starts and turns - know swimming with buoyancy aids - gain insight into life-saving techniques - experience enjoyment during participation in water games and competitions - refine the performance of synchronised swimming skills	- identify swimming strokes, starts and turns - discuss buoyancy - demonstrate swimming with buoyancy aids - perform different life-saving techniques - apply basic rescue techniques - participate in game competitions - practice different synchronised swimming strokes
2.5 Dance	know various social dances	take part in social dances

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3. Theoretical aspects		
3.1 Physical and health -related aspects	• understand physical and health- related fitness • know safety precautions during exercises • understand the importance of physical education in promoting mental health • know how to design a health-related fitness programme	• perform physical and health- related activities • demonstrate safety precautions during exercises • explain the importance of physical education in promoting mental health • design a health-related fitness programme
3.2 Nutrition	• understand the importance of nutritious food in general • understand the importance of nutritious food during training	• define nutritious food • explain the importance of nutritious food • identify the correct nutrition during training
3.3 Harmful substances	• know harmful substances	• identify harmful substances
3.4 Leisure and recreation	• know the difference between recreation and leisure activities	• differentiate between recreation and leisure activities • explain the benefits of positive use of leisure time
3.5 Sport injuries	• gain insight in the prevention and treatment of sport injuries	• define sport injuries • discuss common types of sports injuries

9.2 Learning content for Grade 9

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Physical and health- related fitness		
1.1 Preparatory activities	take part in warming-up and cooling down activities	practice correct warming-up and cooling down activities
1.2 Speed and reaction time	- understand the meaning of speed and reaction time - know activities that will improve speed and reaction time	- explain what is meant by speed and reaction time - perform activities which will improve speed and reaction time
1.3 Agility, balance and co-ordination	understand the meaning of agility, balance and coordination	demonstrate what is meant by agility, balance and coordination
1.4 Cardio-respiratory endurance	- understand cardio-respiratory endurance - understand health-related fitness programme	- explain the term 'cardio-respiratory endurance' - compile a health-related fitness programme
1.5 Muscular strength and endurance	- understand muscle strength and endurance exercises - know different muscle strength and endurance exercises for health	- perform different exercises related to muscle strength and endurance related skills - demonstrate different muscle strength and endurance exercises for health

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.6 Athletics	• refine the performance of start, sprint and finishing techniques • know cross-country running • refine relays and hurdles techniques • know relay handover methods • know accessory markings for jumps • understand safety precautions for jumps • understand rules, skills and techniques for throws • refine the performance of shot put, javelin and discus throwing • know the accessory markings for specific throws • learn proper use of equipment and facilities • understand safety precautions for throws	• perform proper start, sprint and finishing techniques • perform cross-country running • perform relays and hurdles techniques • demonstrate relay handover methods • identify accessory markings for jumps • demonstrate safety precautions for jumps • explain rules and techniques for throws • demonstrate the performance of shot put, javelin and discus throwing • identify accessory markings for specific throws • demonstrate proper use of equipment and facilities • demonstrate safety precautions for throws
1.7 Conduct as a participant/spectator	• understand good sportsmanship • understand the impact of good sportsmanship in sport • know the benefits of good sportsmanship in sport • acquire knowledge on how to show respect for others through team and individual play	• define good sportsmanship • discuss how good sportsmanship impacts sports • discuss the benefits of good sportsmanship in sport • demonstrate sportsmanship and respect for others through team and individual play • demonstrate spectatorship and respect for players and other spectators
1.8 Skill -related components of fitness	• understand the application of skill -related fitness in different physical activities (balance, reaction time, coordination, agility, speed, power) • understand the contribution of skill-related fitness to health	• demonstrate different skill -related fitness in different physical/sport activities • demonstrate skill-related fitness for health

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2. Applied movement skills		
2.1 Sport skills	• know the rules of different ball games • obtain effective performance in different ball games	• apply the rules of different ball games • perform different ball games
2.2 Water games competitions	• know different swimming strokes, starts and turns • learn swimming without buoyancy aids • gain insight into life-saving techniques • know performance of synchronised swimming skills • know a variety of water competitions	• demonstrate how to perform different strokes • display confidence in water without buoyancy aids • demonstrate different life-saving techniques • apply basic rescue techniques • perform synchronised swimming sequence alone or with a partner to a set rhythm • perform various water competitions
2.3 Games	• know a variety of games • understand the advantages of participating in traditional games from different cultures • understand the safety participation in different games	• participate in a variety of games • discuss the advantages of participating in traditional games from different cultures • demonstrate safety participation in different games
2.4 Gymnastics and safety rules	• refine their own performance of tumbling and vaulting activities • improve their own performance of stepped parallel bars activities • improve their own performance of parallel bars activities • improve their own performance of high bars activities • refine their own performance of balance beam activities • know safety rules in gymnastics	• develop their own performance of tumbling and vaulting activities • construct their own tumbling sequence • compile their own stepped parallel bars sequence • compile their own parallel bars sequence • construct their own high bars sequence • compile their own balance beam sequence • apply safety rules in gymnastics
2.5 Safety	• understand soft tissue injuries in physical activity and sport • understand the principles of treatment for soft tissue injuries	• explain soft tissue injuries in physical activity and sport • discuss principles of treatment for soft tissue injuries

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.6 Dance	• know various dances from Namibian traditions • understand the importance of dance to promote lifelong physical activity for health and well-being	• plan and perform various Namibian traditional dances • participate in dancing to promote lifelong physical activity for health and well-being • demonstrate promotion of lifelong physical activity for health and well-being through dance

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3. Theoretical aspects		
3.1 Physical and Health related aspects	• know the concepts of physical and health related aspects • know activities that can promote physical and health related fitness	• create activities that can promote physical and health related aspects • discuss different health related-fitness concepts • evaluate peer health-related fitness
3.2 Sports nutrition	• acquire knowledge of basic sports nutrition	• identify basic sports nutrition • discuss basic sports nutrition
3.3 Harmful substances	• know the effects of harmful substances	• identify different harmful substances • discuss the effects of harmful substances on athletes
3.4 Leisure and recreation	• know the value of recreational and leisure activities • understand the components of a recreational programme for health	• participate in leisure and recreational activities • compile a recreational programme for health
3.5 Sport injuries	• acquire knowledge of first aid • gain insight in the prevention and treatment of sport injuries	• apply first aid treatment for different sports injuries • demonstrate how to prevent and treat sport injuries

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning. For more information on differentiated assessment, please refer to the Promotion Policy and promotion circulars.

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 in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements in this subject must be reported to parents in the school report.

One continuous assessment activity per term should be selected, graded and recorded. No tests will be written for continuous assessment marks. These continuous assessments must be carefully planned and marked according to a marking scheme or marking criteria. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning 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,
- assessment tasks help learners to solve problems intelligently by using what they have learnt
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulated total of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the 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 and in their participation in general, 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 and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material 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 learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

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 specific objectives, and are not related to how well other learners are achieving these objectives 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 letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade 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.

10.2 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below. As far as possible a letter grade should be used as the mark instead of a percentage.

Grade	% Range	Grade descriptions
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%	Ungraded. The learner has not been able to reach a minimum level of competency in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Conducting and recording 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.

10.4 Assessment objectives

The assessment objectives for Physical Education are:

Physical and health-related fitness

- apply the principles of cardio respiratory endurance training in sport and health
- compile an exercise programme for muscle strength and endurance for related skills and health activities
- compile an individual exercise programme for muscle strength and endurance in sport and health
- develop an individual programme for wellness/well-being

Applied movement skills

- demonstrate the application of basic principles of coaching different games and water activities
- apply the principles of coaching in different games
- compose and demonstrate dance activities and combine different components of expressive move to communicate

Theoretical aspects

- assess basic sport and health nutrition needed
- demonstrate an understanding of an environmental and physiological influences on training and performance
- discuss and compile an individualised sport psychology profile demonstrating the influence on performance
- explain the effects of substances use and abuse in sport
- design and apply an event management plan in different sport codes

10.5 Continuous assessment: detailed guidelines

Types of continuous assessment tasks

In Physical Education in the Junior Secondary phase the continuous assessment tasks are as follows:

- Written task
- Creative task
- Project

Each task will count 20 marks. ***All three tasks need to be assessed during the year.***

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

Written task (Individual work)	Creative task	Project
• Write the benefits of regular exercise, the impact of physical activity on mental health • Write a reflective essay on your personal experiences in physical education • Analyse a specific scenario related to PE • Keep a journal and record daily food intake and physical activity.	• Invent a new traditional game • Design an obstacle course • Create own dance and perform • Design a sport programme that is inclusive of all abilities, focusing on adaptations and modifications to ensure everyone can participate	• Conduct research on the history of a particular sport • Draw a sport code field • Complete a fitness test • Design a health related fitness programme

10.6 Assessment rubric/criteria

The following criteria should be used in assessing Physical Education:

Task	Criteria	Description	Mark	Total
Written task	Knowledge/theory	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
	Completeness	All the requirements of the tasks are met	5	
	Presentation	General organisation of the tasks	5	
Creative task	Preparation	General preparedness of learners	5	20
	Participation	Take part effectively and freely in given activities	5	
	Originality/Execution	Generate innovative ideas and the presentation thereof	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	

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

Agility	the ability to move quickly and change direction efficiently while maintaining balance and control. It is a key component in many sports, especially those requiring rapid directional changes, quick reflexes, and coordination.
Buoyancy aids	a sleeveless jacket lined with buoyant material, worn for water sports
Cardio-respiratory	heart-lung capacity
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
Cardio-vascular endurance	the ability of the heart to provide oxygen to muscles during physical activity for a prolonged period of time
Circuit training	form of body conditioning or resistance training using high intensity aerobics
Creative dance	a form of dance that provide the potential for personal expression
Flexibility	the range of motion of your joints or the ability of your joints to move freely.
Harmful substances	chemicals or compounds that can negatively affect human health, the environment, or both. They can be found in food, drugs, household products, and industrial materials.
Leisure and recreation	refer to activities people engage in during their free time for relaxation, enjoyment, and personal well-being. These activities help reduce stress, improve physical and mental health, and enhance social interactions.
Muscular endurance	ability to generate force at a given speed of movement. Ability of muscles to repeatedly exert force against resistance
Muscular strength	strength to lift, carry, push, throw, jump, crawl, run etc.
Nutritious food	a variety of whole, minimally processed foods that provide essential nutrients for overall health and well-being.
Pick-up glide	relaxed and quick turnover movement that follows acceleration with practical no effort expended
Physical endurance	the ability to exercise until the body is exhausted
Reaction time	the time it takes for an individual to respond to a stimulus. It plays a crucial role in sports, driving, and everyday activities. Faster reaction times can improve performance, safety, and decision-making.
Spectator	a person who watches a sports event, performance, or activity without directly participating. Spectators play a crucial role in creating an exciting atmosphere, supporting teams or performers, and contributing to the

overall experience of the event

Social dance

any form of dancing that requires a partner/partners, has a set rules

Sportsmanship

playing fair, following the rules of the games, respect the judgement of referees and officials and treating opponents with respect

Sports nutrition

the study and practice of nutrition and diet to improve athletic performance and overall physical fitness. It focuses on providing the right nutrients, hydration, and energy to enhance endurance, strength, recovery, and overall health.

Synchronised swimming

developed from water ballet. The best way to describe it is dancing in the water.

Traditional dance

a popular dance, considered as part of the tradition or custom of a particular people

Tumbling

an acrobatic performed in gymnastics

Vault

an artistic gymnastics apparatus, as well as the skill performed using that apparatus

Annexe 2: Assessment record sheet for Grade 8

Teacher:.....															Year.....			
School:															Grade:			
Name of Learner	Terms	Written task				Creative task				Project					Grand total	Total term mark (60/60x100)	Year mark (Term 1+2=100/2)	Symbol
		Knowledge	Completeness	Presentation	Total	Preparation	Participation	Originality/Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total				
		10	5	5	20	5	5	10	20	5	5	5	5	20	60	100	100	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
Term 1: Moderated by HOD:..... Date:.....					Term 2: Moderated by HOD:..... Date:.....					Term 3: Moderated by HOD:..... Date:.....								

ANNEXE 3: ASSESSMENT RECORD SHEET FOR GRADE 9

Teacher:.....															Year.....			
School:															Grade:			
Name of Learner	Terms	Written task				Creative task				Project					Grand total	Total term mark (60/60x100)	Year mark (Term 1+2=100/2)	Symbol
		Knowledge	Completeness	Presentation	Total	Preparation	Participation	Originality/Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total				
		10	5	5	20	5	5	10	20	5	5	5	5	20	60	100	100	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
Term 1: Moderated by HOD:..... Date:.....				Term 2: Moderated by HOD:..... Date:.....						Term 3: Moderated by HOD: Date:.....								



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