



ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **PHYSICAL EDUCATION, SPORT AND MASS DISPLAYS SYLLABUS**

**FORMS 5 - 6**

**2015 - 2022**

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## 1.0 Preamble

### 1.1 Introduction

This Physical Education, Sport and Mass Displays Syllabus is designed for Secondary School learners (Forms 5 and 6). It ensures access to Physical Education, Sport and Mass Displays Curriculum regardless of gender, race, religion, handicap and learner's current level of participation.

The syllabus promotes the development of the learner, that is, physically, socially, emotionally, morally, aesthetically and cognitively. It prepares learners for graduation from amateur sport performance to professional or high performance. This syllabus acts as a pathway for entry into Tertiary Education as well as career identification in Physical Education, Sport and Mass Displays. It also serves as a base on which learners advance enterprising skills.

### 1.2 Rationale

Physical Education, Sport and Mass Displays plays an important role in the total development of the learner. Through Physical Education, Sport and Mass Displays, learners acquire the knowledge, skills, right attitudes and values towards the pursuit of lifelong physically active and healthy lifestyles. The syllabus further encourages the development of enterprising skills covered in the form 5 and 6 pathways.

The Physical Education, Sport and Mass Displays learning area provides a platform for the transmission of competencies acquired in the subsequent levels for application in amateur and professional sport. The syllabus provides a platform and opportunities to develop character, social and self-management skills.

### 1.3 Summary of Content

The Secondary School Physical Education, Sport and Mass Displays Syllabus covers theory and practical activities for learners in form 5 and 6.

### 1.4 Methodology

The methods suggested below overlap and are mutually supportive but not exhaustive.

- Demonstration
- Practice
- Discovery/Guided Display

- Problem Solving
- Games /Puzzles
- Quizzes, Poems and Rhymes
- Telling and listening to stories
- Song and Dance
- Role play, Drama and Animation
- Simulation and Questioning
- Group/Individual projects
- Educational tours
- Command style
- Reciprocal
- Task

Engagement of resource persons is encouraged

#### 1.4.1 Time Allocation

Form 5 and 6 learners to receive a minimum of eight 35 minute periods per week of which all are double lessons.

### 1.5 Assumptions

The syllabus assumes that learners:

- are interested and motivated to learn Physical Education, Sport and Mass Displays
- acquired knowledge and skills in Physical Education, Sport and Mass Displays from subsequent levels
- have Information and Communication Technologies (ICTs) knowledge for use in Physical Education, Sport and Mass Displays
- engage in project work, volunteerism and self-assessment activities

### 1.6 Cross Cutting Themes

The inclusion of the following cross-cutting issues seeks to foster competency development through the teaching and learning of Physical Education, Sport and Mass Displays.

- Life and Enterprise Skills
- Gender
- Guidance and Counseling
- Children's Rights
- Disaster Risk Management and Environmental issues
- Sexuality, HIV and AIDS
- Information and Communication Technology tools
- Child Protection
- Heritage Studies and Collaboration

## 2.0 Presentation of the Syllabus

The Secondary School Physical Education, Sport and Mass Displays Syllabus is in the form of one document. It has topics which are further broken into sub topics. The content is designed for learners to venture into various sporting activities. The content is set progressively from form 5 to 6. The syllabus caters for learners in the secondary school level (form 5 and 6). The syllabus contains assessment guidelines.

## 3.0 Aims

The syllabus aims to help learners:

1. analyse and make informed decisions on issues related to health, safety and well-being
2. execute Physical Education, Sport and Mass Displays related skills with proficiency
3. acquire knowledge and skills in Physical Education, Sport and Mass Displays
4. exhibit a clear appreciation of diverse cultural values of Zimbabwean society (Unhu/ Ubuntu/Vumunhu)
5. display an understanding of benefits of engaging in Physical Education, Sport and Mass Displays
6. develop and engage in enterprising activities related to Physical Education, Sport and Mass Displays

## 4.0 Syllabus Objectives

By the end of form 6, learners should be able to:

- 4.1 demonstrate team building skills, self-confidence and self esteem
- 4.2 exhibit social skills related to the cultural values of the Zimbabwean society
- 4.3 display awareness of aesthetics in motion
- 4.4 demonstrate an understanding of the structures and functions of the human body related to movement
- 4.5 improve on health and skill related fitness
- 4.6 relate Physical Education, Sport and Mass Displays skills to life, work, enjoyment, entertainment, fair play, achievement and self-awareness
- 4.7 demonstrate an understanding of health, nutrition and fitness in relation to Physical Education, Sport and Mass Displays
- 4.8 apply principles of safety in all physical activities
- 4.9 demonstrate an understanding of the links

- 4.10 between physical activity and optimum health show competences in different forms of physical activity.

## 5.0 Topics

- Health, Safety and Nutrition
- Substances and Anti-Doping
- Nutrition, Diet and Physical Activities
- Sport Injuries and First Aid
- Fitness fundamentals and training methods
- Sport Psychology
- Information Processing
- Motivation
- Aggression in Sport
- Sport Sociology
- Volunteerism in Sport
- Media and Sport
- Gender and Sport
- Adventure Games
- Human Body
- Body Systems and Performance
- Game skills
  - Athletics
  - Aquatics
  - Invasion Games
  - Net Games
  - Striking Games
  - Target Games
  - Combat Games
  - Gymnastics
- Mass Displays
- Choreography, Patterns and Mounts

## 6.0 Scope and Sequence

### Topic: Health, Safety and Nutrition

Sub-Topic	Form 5	Form 6
<b>Substances and Anti-Doping</b>	<ul style="list-style-type: none"> <li>Types of Drugs (stimulants, narcotics, anabolic agents)</li> <li>Addictive Behaviour</li> <li>Doping</li> </ul>	<ul style="list-style-type: none"> <li>Types of Drugs (diuretics, peptide hormones, mimetics, analogues)</li> <li>Drug Abuse</li> <li>Rehabilitation</li> </ul>
<b>Nutrition, Diet and Physical Activities</b>	<ul style="list-style-type: none"> <li>Physical Activity Guidelines</li> <li>Dietary Problems</li> <li>Energy Balance</li> </ul>	<ul style="list-style-type: none"> <li>Weight Management</li> <li>Diet for Identified Physical Activities</li> <li>Dietary Analysis</li> </ul>
<b>Sport Injuries and First Aid</b>	<ul style="list-style-type: none"> <li>Chronic Injuries</li> <li>Acute Injuries</li> </ul>	<ul style="list-style-type: none"> <li>Chronic and Acute Injuries</li> </ul>

### Topic: Fitness Fundamentals and Training Methods

Sub Topic	Form 5	Form 6
<b>Fitness and Training</b>	<ul style="list-style-type: none"> <li>Components of Fitness</li> <li>Principles of Training</li> <li>Training Methods</li> <li>Physical Fitness</li> <li>Conditioning</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness (specific conditioning)</li> <li>Periodisation</li> <li>Training Methods</li> <li>Training Load</li> </ul>

**Topic: Sport Psychology**

<b>Sub Topic</b>	<b>Form 5</b>	<b>Form 6</b>
<b>Information Processing</b>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Practice Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• The Information Processing Model</li> <li>• Mental Practice</li> <li>• Feedback in Sport</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Types of Motivation</li> <li>• Arousal in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of Motivation</li> </ul>
<b>Aggression in Sport</b>	<ul style="list-style-type: none"> <li>• Types of Aggression</li> <li>• Theories of Aggression</li> </ul>	<ul style="list-style-type: none"> <li>• Factors Influencing Aggression</li> <li>• Strategies to Minimize Aggression</li> </ul>

**Topic: Sport Sociology**

<b>Sub Topic</b>	<b>Form 5</b>	<b>Form 6</b>
<b>Volunteerism in Sport</b>	<ul style="list-style-type: none"> <li>• Volunteerism</li> <li>• Principles of Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>• Project in Volunteerism</li> </ul>
<b>Media and Sport</b>	<ul style="list-style-type: none"> <li>• Types of Media</li> <li>• Impact of Media on Sport</li> <li>• Role of Media in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Media Journals</li> <li>• New Media Landscape</li> <li>• Media expectations</li> <li>• Media tools</li> </ul>
<b>Gender and Sport</b>	<ul style="list-style-type: none"> <li>• Gender Influences on Participation in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Mainstreaming in Sports</li> <li>• Sport as a Tool to Promote Gender Equity</li> <li>• Research on Gender Issues in Sport</li> </ul>

**Topic: Adventure Games**

<b>Sub Topic</b>	<b>Form 5</b>	<b>Form 6</b>
<b>Adventure Activities</b>	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Walking</li> <li>• Orienteering</li> <li>• Adventure challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Walking</li> <li>• Orienteering</li> <li>• Adventure Challenges</li> </ul>

**Topic: Human Body**

Sub Topic	Form 5	Form 6
<b>Human Body Systems and Performance</b>	<ul style="list-style-type: none"> <li>• Body Systems and Exercise                             <ul style="list-style-type: none"> <li>- Skeletal</li> <li>- Circulatory</li> <li>- Muscular</li> <li>- Digestive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Body Systems and Exercise                             <ul style="list-style-type: none"> <li>- Respiratory</li> <li>- Endocrine</li> <li>- Nervous</li> </ul> </li> </ul>

**Topic: Game Skills**

Sub Topic	Form 5	Form 6
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Skills, Techniques and Tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Skills, Techniques and Tactics</li> </ul>
<b>Aquatics</b>	<ul style="list-style-type: none"> <li>• Skills, Techniques and Tactics</li> <li>• Survival Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Skills, Techniques and Tactics</li> <li>• Rescuing Skills</li> </ul>
<b>Invasion Games Net Games Target Games Combat Games Striking Games</b>	<ul style="list-style-type: none"> <li>• Skill, Techniques and Tactics</li> <li>• Safety, Fairplay and Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Skill, Techniques and Tactics</li> <li>• Safety, Fairplay and Sportsmanship</li> </ul>

**Topic: Gymnastics**

Sub Topic	Form 5	Form 6
<b>Rhythmic and Artistic Gymnastics</b>	<ul style="list-style-type: none"> <li>• Rules, Principles and Criteria</li> <li>• Movement Concepts</li> <li>• Body Shapes and Formations</li> </ul>	<ul style="list-style-type: none"> <li>• Movement Concepts</li> <li>• Body Shapes and Formations</li> <li>• Floor and Vault</li> <li>• Training Programmes</li> </ul>

**Topic: Mass Displays**

<b>Sub-Topic</b>	<b>Form 5</b>	<b>Form 6</b>
<b>Choreography, Patterns and Mounts</b>	<ul style="list-style-type: none"> <li>• Themes for Edutainment</li> <li>• Symbolic Formations and Patterns</li> <li>• Mass Displays Project</li> </ul>	<ul style="list-style-type: none"> <li>• Symbolic Formations and Patterns</li> <li>• Mass Displays Project</li> </ul>

## 7.0 Competency Matrix

### Form 5

#### Topic: Health, Safety and Nutrition

Sub-Topic	OBJECTIVES: Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Substances and Anti-Doping</b>	<ul style="list-style-type: none"> <li>identify drug types and their use in sport</li> <li>examine consequences related to drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>Types of Drugs                             <ul style="list-style-type: none"> <li>- Stimulants</li> <li>- Narcotics</li> <li>- Anabolic agents,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Viewing related media on drugs</li> <li>Discussing types of substances and their use</li> <li>Researching on substances abused in sport</li> <li>Classifying banned drugs in sport</li> </ul>	<ul style="list-style-type: none"> <li>WADA website</li> <li>ICT tools</li> <li>Task cards</li> <li>Newspaper Articles</li> <li>Magazines</li> <li>Resource persons</li> </ul>
	<ul style="list-style-type: none"> <li>identify addictive behaviours associated with substance use</li> <li>examine how addictive behaviours develop</li> </ul>	<ul style="list-style-type: none"> <li>Addictive Behaviour</li> <li>Development of addiction</li> <li>Impact on health</li> </ul>	<ul style="list-style-type: none"> <li>Discussing addictive behaviours</li> <li>Researching on addictive behaviours that hinder performance in sport</li> </ul>	<ul style="list-style-type: none"> <li>WADA website</li> <li>ICT tools</li> <li>Task cards</li> <li>Newspaper Articles</li> <li>Magazines</li> <li>Resource persons</li> </ul>
	<ul style="list-style-type: none"> <li>identify strategies to minimize drug abuse</li> <li>examine doping control systems and how they can be improved</li> </ul>	<ul style="list-style-type: none"> <li>Doping</li> </ul>	<ul style="list-style-type: none"> <li>Formulating strategies to prevent substances abuse</li> <li>Participating in quiz</li> <li>Attending symposiums</li> <li>Organizing seminars</li> <li>Carrying out awareness campaigns</li> <li>Participating in talk shows</li> </ul>	<ul style="list-style-type: none"> <li>WADA website</li> <li>ICT tools</li> <li>Task cards</li> <li>Newspaper Articles</li> <li>Magazines</li> <li>Resource persons</li> </ul>

Sub-Topic	OBJECTIVES: Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Nutrition, Diet and Physical Activities</b>	<ul style="list-style-type: none"> <li>• identify macro and micro nutrients explain the functions of different nutrients</li> <li>• explain physical activity guidelines for identified special populations.</li> <li>• identify factors that lead to dietary problems</li> <li>• explain energy balance</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activity guidelines</li> <li>• Dietary problems</li> <li>• Energy balance</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing food labels</li> <li>• Developing individual physical activity logs</li> <li>• Analyzing physical activity logs</li> <li>• Discussing energy balance</li> <li>• Forming health eating promotion clubs</li> <li>• Carrying out surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Charts</li> <li>• Pictures</li> <li>• Weighing scale</li> <li>• Heart rate monitors</li> <li>• Pedometers</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>
<b>Sport Injuries and First Aid</b>	<ul style="list-style-type: none"> <li>• identify acute and chronic injuries</li> <li>• explain the causes of acute and chronic injuries</li> <li>• identify miscellaneous conditions that are associated with injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic injuries</li> <li>• Acute injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Describing acute and chronic injuries</li> <li>• Discussing causes of acute and chronic injuries</li> <li>• Viewing videos and pictures on first aid and injuries</li> <li>• Identifying miscellaneous conditions</li> <li>• Carrying out surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>

### Topic: Fitness Fundamentals and Training Methods

Sub Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Fitness and Training</b>	<ul style="list-style-type: none"> <li>• explain principles of training</li> <li>• apply principles of training</li> <li>• describe major elements of fitness</li> <li>• describe various training methods</li> <li>• practice various training methods</li> <li>• design sport specific programmes for fitness</li> <li>• examine conditioning requirements for different activities</li> </ul>	<ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Principles of training</li> <li>• Training methods</li> <li>• Physical fitness</li> <li>• Conditioning</li> </ul>	<ul style="list-style-type: none"> <li>• Describing principles of training</li> <li>• Carrying out:               <ul style="list-style-type: none"> <li>- Speed drills</li> <li>- Power exercises</li> <li>- Agility exercises</li> <li>- Balance exercises</li> <li>- Flexibility exercises</li> <li>- Muscle endurance</li> <li>- Cardiovascular endurance</li> <li>- Strength endurance</li> <li>- Co-ordination</li> <li>- Aerobic activities</li> <li>- Fitness tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stop watches</li> <li>• Cones</li> <li>• Animation</li> <li>• Smart Phones</li> <li>• Resource persons</li> <li>• ICT tools</li> </ul>

## Topic: Sport Psychology

Sub-Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Information Processing</b>	<ul style="list-style-type: none"> <li>describe major skill groups</li> <li>analyse different practice sequences in sport</li> </ul>	<ul style="list-style-type: none"> <li>Skills</li> <li>Practice sequence</li> </ul>	<ul style="list-style-type: none"> <li>Classifying different types of skills in sport</li> <li>Watching videos on skills classification in sport</li> <li>Demonstrating different types of skills in sport</li> <li>Discussing practice sequences in sport</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Charts</li> <li>Print media</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>explain intrinsic and extrinsic motivation</li> <li>describe factors influencing arousal and performance</li> </ul>	<ul style="list-style-type: none"> <li>Types of motivation</li> <li>Arousal in sport</li> </ul>	<ul style="list-style-type: none"> <li>Discussing intrinsic and extrinsic motivation in relation to sport</li> <li>Analysing causes of arousal in sport</li> <li>Discussing factors influencing arousal and performance</li> <li>Researching on proven techniques to control arousal</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Magazines</li> <li>Journals</li> <li>Resource persons</li> </ul>
<b>Aggression in Sport</b>	<ul style="list-style-type: none"> <li>describe types of aggression</li> <li>explain theories of aggression in relation to sport</li> </ul>	<ul style="list-style-type: none"> <li>Types of aggression</li> <li>Theories of aggression</li> </ul>	<ul style="list-style-type: none"> <li>Discussing types and theories of aggression</li> <li>Watching videos on aggression</li> <li>Observing and documenting aggressive behaviours in sport</li> <li>Discussing effects of aggression in sport performance</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Magazines</li> <li>Journals</li> </ul>

**Topic: Sport Sociology**

<b>Sub-Topic</b>	<b>Objectives Learners should be able to:</b>	<b>Content</b>	<b>Suggested Activities</b>	<b>Suggested Materials</b>
<b>Volunteerism in Sport</b>	<ul style="list-style-type: none"> <li>explain volunteering</li> <li>explain principles of volunteering</li> <li>volunteer in community activities</li> </ul>	<ul style="list-style-type: none"> <li>Volunteerism</li> <li>Principles of volunteering</li> </ul>	<ul style="list-style-type: none"> <li>Describing a volunteer</li> <li>Discussing reasons for volunteering</li> <li>Discussing values of volunteers</li> <li>Discussing on principles of volunteering</li> <li>Participating and documenting volunteer activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Resource person</li> </ul>
<b>Media and Sport</b>	<ul style="list-style-type: none"> <li>identify types of media</li> <li>outline the impact of media on sport</li> <li>prepare media articles on community sport events</li> </ul>	<ul style="list-style-type: none"> <li>Types of media</li> <li>Impact of media on sport</li> <li>Role of media in sport</li> </ul>	<ul style="list-style-type: none"> <li>Stating different types of media</li> <li>Discussing roles of media in sport</li> <li>Debating on influences of media coverage</li> <li>Creating newsletters and documentaries</li> <li>Analysing various media articles on sport</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Media articles</li> </ul>
<b>Gender and Sport</b>	<ul style="list-style-type: none"> <li>Discuss gender roles in sport</li> <li>outline gender disparities in sport</li> <li>analyse factors influencing participation in sport</li> </ul>	<ul style="list-style-type: none"> <li>Gender</li> <li>Gender influences on participation in sport</li> </ul>	<ul style="list-style-type: none"> <li>Discussing roles of boys/man girls/woman in sport</li> <li>Stating the importance of women/men participation in sport</li> <li>Discussing factors influencing participating in sport</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Related literature</li> </ul>

### Topic: Adventure Games

Sub Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
Adventure Activities	<ul style="list-style-type: none"> <li>determine safe and unsafe places for outdoor activities</li> <li>interpret instruction of the activity</li> <li>explore outdoor activities through field trips</li> </ul>	<ul style="list-style-type: none"> <li>Camping</li> <li>Walking</li> <li>Orienteering</li> <li>Adventure challenges</li> </ul>	<ul style="list-style-type: none"> <li>Investigating and documenting on safe and unsafe places for outdoor activities</li> <li>Constructing guided rope courses</li> <li>Climbing, abseiling, balancing and movement on the course</li> <li>Mapping and map reading</li> <li>Practicing team building activities</li> <li>Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>Rope</li> <li>Pole</li> <li>Safety equipment</li> <li>Videos</li> <li>Pictures</li> <li>ICT Tools</li> <li>Fliers</li> <li>Journals</li> <li>Magazines</li> <li>Pamphlets</li> <li>Resource person</li> <li>Local environs</li> </ul>

### Topic: Human Body

Sub Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
Human Body Systems and Performance	<ul style="list-style-type: none"> <li>relate muscle fibre types to physical activity</li> <li>analyse the effect of exercise on the skeletal, circulatory and muscular system</li> <li>explain acute and chronic effects of exercise on body system</li> </ul>	<ul style="list-style-type: none"> <li>Body systems and exercise                             <ul style="list-style-type: none"> <li>Skeletal</li> <li>Circulatory</li> <li>Muscular</li> <li>Digestive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing effects of acute exercise on the skeletal, circulatory, muscular and digestive systems</li> <li>Describing characteristics of muscle fibres</li> <li>Discussing effects of chronic exercise on the skeletal, circulatory, muscular and digestive systems</li> <li>Measuring pulse rate before and after acute exercise</li> <li>Analysing videos showing effects of exercise on body systems</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> <li>Charts</li> <li>Pictures</li> <li>Heart rate monitors</li> <li>ICT tools</li> <li>Models of body systems</li> </ul>

**Topic: Game Skills**

Sub-Topic	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• execute a variety of skills, tactics and techniques in athletics</li> <li>• design training programmes for high performance</li> </ul>	<ul style="list-style-type: none"> <li>• Skills, techniques and tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating a variety of skills, tactics and techniques in athletics</li> <li>• Analysing training programmes</li> <li>• Designing a training programme for high performance</li> <li>• Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics arena</li> <li>• Track and field equipment</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Aquatics</b>	<ul style="list-style-type: none"> <li>• execute aquatic skills</li> <li>• explain the different tactics and techniques</li> <li>• demonstration survival skills</li> </ul>	<ul style="list-style-type: none"> <li>• kills, technique and tactics</li> <li>• Survival skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating aquatic techniques and tactics</li> <li>• Demonstrating survival skills</li> <li>• Carrying out surveys in floods prone areas</li> <li>• Analyzing videos of dangerous water bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming pool</li> <li>• Lifesaving equipment</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Invasion Games</b> <b>Net Games</b> <b>Target Games</b> <b>Striking Games</b> <b>Combat Games</b>	<ul style="list-style-type: none"> <li>• execute skills in various games</li> <li>• design training sessions</li> <li>• demonstrate safe practices when executing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Skill, techniques and tactics</li> <li>• Safety ,fair-play and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing with proficiency skills learnt from various games</li> <li>• Officiating in various games</li> <li>• Analysing game situations</li> <li>• Carrying out projects on safety, fair play and sportsmanship</li> <li>• Illustrating safe practices when executing skills</li> <li>• Peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Coaching manuals</li> <li>• Sport websites</li> <li>• Sport specific equipment</li> <li>• ICT tools</li> <li>• Magazines</li> <li>• Sport facilities</li> </ul>

## Topic: Gymnastics

Sub-Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Rhythmic and Artistic Gymnastics</b>	<ul style="list-style-type: none"> <li>outline rules, principles and criteria for gymnastics</li> <li>execute body shapes and formations</li> <li>perform high level balances</li> <li>exhibit rhythmic gymnastics movements</li> </ul>	<ul style="list-style-type: none"> <li>Rules, principles and criteria</li> <li>Movement concepts</li> <li>Body shapes and formations</li> </ul>	<ul style="list-style-type: none"> <li>Peer coaching</li> <li>Adjudicating</li> <li>Designing pyramids</li> <li>Analyzing the use of paraphernalia in gymnastics</li> <li>Practicing various gymnastics activities</li> <li>Analyzing videos</li> </ul>	<ul style="list-style-type: none"> <li>Still rings</li> <li>Mats</li> <li>Trampoline</li> <li>Vault box</li> <li>Spring boards</li> <li>ICT tools</li> <li>Skipping ropes</li> <li>Hula hoops</li> <li>Pommel horse</li> <li>Beams</li> <li>Bars</li> <li>Resource person</li> </ul>

## Topic: Mass Displays Competence

Sub Topic	Objective: Learners should be able to:	Content	Suggested Activities	Suggested Resource Materials
<b>Choreography, Patterns And Mounts</b>	<ul style="list-style-type: none"> <li>establish themes for edutainment</li> <li>design symbolic formations and mass displays themes for community festivals</li> <li>implement symbolic formations and mass displays themes at community festivals</li> </ul>	<ul style="list-style-type: none"> <li>Themes for edutainment</li> <li>Symbolic formations and patterns</li> <li>Mass Displays project</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing videos on mass displays arena choreography</li> <li>Designing Mass Displays themes for community festivals</li> <li>Implementing Mass Displays themes at community festivals</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Charts</li> </ul>

## Competency Matrix

### FORM 6

#### Topic: Health, Safety and Nutrition

Sub-Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Substances and Anti-Doping</b>	<ul style="list-style-type: none"> <li>identify drugs in their local environment</li> <li>identify proper use of drugs</li> <li>describe ways of managing drug abuse</li> <li>design activities that form the rehabilitation process for drug abusers</li> </ul>	<ul style="list-style-type: none"> <li>Types of drugs (diuretics, peptide hormones, mimetics, analogues)</li> <li>Drug abuse</li> <li>Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Analysing drug use, abuse and dependence in relation to sport</li> <li>Discussing the role of drugs in one's life</li> <li>Conducting awareness campaigns on drug abuse</li> <li>Discussing hazards caused by tobacco smoke</li> <li>Discussing functions of rehabilitation centres</li> <li>Carrying out educational field trips to study rehabilitation centres</li> <li>Carrying out projects on drug abuse and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>WADA website</li> <li>ICT tools</li> <li>Task cards</li> <li>Newspaper articles</li> <li>Magazines</li> <li>Resource persons</li> </ul>
<b>Nutrition, Diet and Physical Activities</b>	<ul style="list-style-type: none"> <li>explain different methods of weight control.</li> <li>relate diet to different physical activities</li> <li>analyze individual and group diets</li> </ul>	<ul style="list-style-type: none"> <li>Weight management</li> <li>Diet for identified physical activities</li> <li>Dietary analysis</li> </ul>	<ul style="list-style-type: none"> <li>Discussing methods of weight control</li> <li>Analyzing sample dietary records</li> <li>Preparing dietary records</li> <li>Discussing sport specific dietary requirements</li> <li>Comparing dietary records</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Sample dietary records</li> </ul>
<b>Sport Injuries and First Aid</b>	<ul style="list-style-type: none"> <li>identify miscellaneous conditions related to injuries</li> <li>assess chronic and acute injuries</li> </ul>	<ul style="list-style-type: none"> <li>Chronic and Acute injuries</li> </ul>	<ul style="list-style-type: none"> <li>Assessing chronic and acute injuries</li> <li>Demonstrating management of acute injuries</li> <li>Identifying chronic injuries and</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Resource persons</li> </ul>

Sub-Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Materials
	<ul style="list-style-type: none"> <li>demonstrate management of miscellaneous conditions</li> </ul>		<ul style="list-style-type: none"> <li>referring to medical centres</li> <li>Assessing miscellaneous conditions</li> <li>Demonstrating management of miscellaneous conditions related to sport</li> <li>Recording procedures in managing chronic, acute injuries and miscellaneous conditions</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> </ul>

### Topic: Fitness Fundamentals and Training Methods

Sub Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Fitness and Training</b>	<ul style="list-style-type: none"> <li>describe periodisation process</li> <li>design training programmes</li> <li>describe various body types for different physical activities</li> <li>explain knowledge of body types to talent identification</li> </ul>	<ul style="list-style-type: none"> <li>Physical fitness(specific conditioning)</li> <li>Periodisation</li> <li>Training methods</li> <li>Training load</li> </ul>	<ul style="list-style-type: none"> <li>Discussing periodisation processes</li> <li>Describing training methods</li> <li>Describing body types</li> <li>Relating body types to physical activities by matching</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Hurdles</li> <li>Free weights</li> <li>Stop watches</li> <li>Benches</li> <li>Medicine balls</li> <li>Balls</li> <li>Skipping ropes</li> <li>Resource person</li> </ul>

**Topic: Sport Psychology**

Sub-Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Information Processing</b>	<ul style="list-style-type: none"> <li>identify steps of the information processing model related to physical activity and sport</li> <li>describe mental rehearsal strategies employed in sport</li> <li>describe the various forms of feedback in sport</li> </ul>	<ul style="list-style-type: none"> <li>The Information Processing Model</li> <li>Mental practice</li> <li>Feedback in sport</li> </ul>	<ul style="list-style-type: none"> <li>Discussing information processing model</li> <li>Describing mental rehearsal strategies in sport</li> <li>Viewing videos on mental rehearsal in sport</li> <li>Discussing feedback types in sport</li> <li>Carrying out case studies on mental rehearsal and feedback</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Charts</li> <li>Resource person</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>explain theories of motivation</li> <li>explain the applicability of motivation theories to physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Theories of Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Discussing motivation theories in relation to sport</li> <li>Carrying out case studies on motivation in physical activities</li> <li>Assessing the applicability of motivation theories on identified physical activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Magazines</li> <li>Journals</li> </ul>
<b>Aggression</b>	<ul style="list-style-type: none"> <li>describe factors influencing aggression</li> <li>explain strategies of minimising aggression in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Factors influencing aggression</li> <li>Strategies to minimize aggression</li> </ul>	<ul style="list-style-type: none"> <li>Identifying forms of aggression</li> <li>Analysing media articles on aggression</li> <li>Discussing factors influencing aggression</li> <li>Discussing strategies of minimising aggression in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Magazines</li> <li>Journals</li> </ul>

**Topic: Sport Sociology**

Sub-Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Volunteerism in Sport</b>	<ul style="list-style-type: none"> <li>• carry out volunteer tasks</li> <li>• manage volunteer clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Project in volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying areas that require volunteer assistance</li> <li>• Participating in volunteer activities</li> <li>• Establishing volunteer clubs</li> <li>• Recording volunteer activities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Media and Sport</b>	<ul style="list-style-type: none"> <li>• explain sport expectations on media</li> <li>• analyse use of media tools</li> <li>• identify media landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Media journals</li> <li>• New media landscape</li> <li>• Media expectations</li> <li>• Media tools</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing sport expectations on media</li> <li>• Describing media tools</li> <li>• Researching on new media landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Related literature</li> </ul>
<b>Gender and Sport</b>	<ul style="list-style-type: none"> <li>• explain gender mainstreaming in sport</li> <li>• carry out a research on gender issues in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Gender mainstreaming in sport</li> <li>• Sport as a tool to promote gender equity</li> <li>• Research on gender issues in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing gender mainstreaming in sports</li> <li>• Conducting research project on gender issues in sport</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Related literature</li> </ul>

**Topic: Adventure Games**

Sub Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Adventure Activities</b>	<ul style="list-style-type: none"> <li>determine safe and unsafe places for outdoor activities</li> <li>interpret instruction of the activity</li> <li>explore outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>Camping</li> <li>Walking</li> <li>Orienteering</li> <li>Adventure challenges</li> </ul>	<ul style="list-style-type: none"> <li>Investigating and documenting on safe and unsafe places for outdoor activities</li> <li>Constructing guided rope courses</li> <li>Climbing, abseiling, balancing and movement on the course</li> <li>Mapping and map reading</li> <li>Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>Rope</li> <li>Pole</li> <li>Safety equipment</li> <li>Pictures</li> <li>ICT tools</li> </ul>

**Topic: Human Body**

Sub Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Human Body Systems and Performance</b>	<ul style="list-style-type: none"> <li>explain the effects of exercise on the respiratory system</li> <li>discuss the effects of exercise on the endocrine and nervous systems</li> </ul>	<ul style="list-style-type: none"> <li>Body systems and exercise                             <ul style="list-style-type: none"> <li>Respiratory</li> <li>Endocrine</li> <li>Nervous</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing effects of acute exercise on the respiratory and endocrine systems</li> <li>Discussing effects of chronic exercise on the respiratory and endocrine systems</li> <li>Describing the relationships between endocrine and nervous systems</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Models of body systems</li> <li>Sample dietary plans</li> <li>Print media</li> </ul>

**Topic: Game skills**

Sub-Topic	Objectives Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• explain athletics performance enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• Skills, techniques and tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing techniques and tactics of a training programme for high performance</li> <li>• Demonstrating a variety of techniques and tactics</li> <li>• Peer coaching</li> <li>• Analyzing athletic performances</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics arena</li> <li>• Track and field equipment</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Aquatics</b>	<ul style="list-style-type: none"> <li>• execute aquatic skills</li> <li>• explain the different tactics and techniques</li> <li>• demonstrate rescuing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Skills, techniques and tactics</li> <li>• Rescuing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating aquatic techniques and tactics</li> <li>• Demonstrating rescuing skills</li> <li>• Carrying out surveys of floods prone areas</li> <li>• Analysing videos of dangerous water bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming pool</li> <li>• Lifesaving equipment</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Invasion Games</b> <b>Net Games</b> <b>Target Games</b> <b>Striking Games</b> <b>Combat Games</b>	<ul style="list-style-type: none"> <li>• execute skills in various games</li> <li>• plan sessions for various games</li> </ul>	<ul style="list-style-type: none"> <li>• Skill, techniques and tactics</li> <li>• Safety ,fairplay and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting and implementing game rules in officiating</li> <li>• Analysing game tactics and coaching ( game notation)</li> <li>• Describing formations in team sports</li> <li>• Developing game plan</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Coaching manuals</li> <li>• Sport websites</li> <li>• Sport specific equipment</li> <li>• ICT tools</li> <li>• Magazines</li> <li>• Sport facilities</li> </ul>

**Topic: Gymnastics**

Sub-Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Materials
<b>Artistic Gymnastics</b>	<ul style="list-style-type: none"> <li>design training schedules for gymnasts</li> <li>exhibit artistic gymnastics movements</li> <li>analyse artistic gymnastic movement</li> </ul>	<ul style="list-style-type: none"> <li>Movement concepts</li> <li>Body shapes and formations</li> <li>Floor and vault</li> <li>Training programmes</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the use of paraphernalia in artistic gymnastics</li> <li>Designing gymnastics training program</li> <li>Peer coaching</li> <li>Adjudicating</li> <li>Practicing various gymnastics activities</li> <li>Analyzing videos</li> </ul>	<ul style="list-style-type: none"> <li>Still rings</li> <li>Mats</li> <li>Trampoline</li> <li>Vault box</li> <li>Spring boards</li> <li>ICT tools</li> <li>Skipping ropes</li> <li>Hula hoops</li> <li>Pommel horse</li> <li>Beams</li> <li>Bars</li> <li>Ribbons</li> <li>Resource person</li> </ul>

**Topic: Mass Displays**

Sub Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Resource Materials
<b>Choreography, Patterns and Mounts</b>	<ul style="list-style-type: none"> <li>design Mass Displays themes for community festivals</li> <li>implement symbolic formations and mass displays themes at community festivals</li> <li>organise mass displays festivals</li> </ul>	<ul style="list-style-type: none"> <li>Symbolic formations and Patterns</li> <li>Mass Displays project</li> </ul>	<ul style="list-style-type: none"> <li>Analysing videos on mass displays arena choreography</li> <li>Design mass displays themes incorporating indigenous dances</li> <li>Implement mass displays themes at community events</li> <li>Show-casing martial arts in mass displays</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Charts</li> <li>Props</li> </ul>

## 8.0 Assessment

### (a) ASSESSMENT OBJECTIVES

Learners will be assessed on their ability to:

- 1.0 inter-relate, plan, perform and evaluate whilst undertaking physical activities
- 2.0 apply knowledge of nutrition and substance abuse
- 3.0 apply First Aid knowledge and skills in managing injuries
- 4.0 design training programmes for various physical activities
- 5.0 analyse and improve self and others' performance
- 6.0 identify career opportunities in sports by creating and managing clubs, facilities and equipment
- 7.0 demonstrate enterprising skills through managing clubs, facilities, equipment and apparel design
- 8.0 display knowledge and understanding of safety aspects of physical activity
- 9.0 describe the effects of exercise on the function of body systems
- 10.0 perform various games related skills with proficiency
- 11.0 apply the technical rules, techniques and tactics acquired through studying Sport
- 12.0 display knowledge of choreography in relation to mass displays activities
- 13.0 display survival and rescuing skills through exploring the environment

### (b) SCHEME OF ASSESSMENT

The assessment will be both continuous and summative. It will be based on achieving the learning outcomes for each topic and form level. Learner profiling must inform where the learner has made progress and areas for future development in relation to the objectives.

The Learner Profile Record states the learner's entry abilities and potential at every level in addition to concepts, skills and knowledge the learner has acquired or developed.

The assessment will be based on 60% continuous assessment and 40% summative assessment. The two assessment models constitute practical, theory and projects.

The syllabus' scheme of assessment is grounded in the principle of equalisation of opportunities hence does not condone direct or indirect discrimination of learners.

Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable learners with special needs to access assessments and receive accurate performance measurement of their abilities. Access arrangements must neither give these learners an undue advantage over others nor compromise the standards being assessed.

Learners who are unable to access the assessments of any component or part of component due to disability (transitory or permanent) may be eligible to receive an award based on the assessment they would have taken.

NB For further details on arrangements, accommodations and modifications refer to the Physical Education, Sport and Mass Displays assessment procedure booklet.

#### A. Continuous Assessment

Continuous assessment for Form 5 and 6 will consist of practical tasks, theory tests and projects:

##### i. Practical Tasks

These are activities that teachers use in their day to day teaching. These may include individual, pair and group tasks.

##### ii. Theory Tests

These are tests set by the teacher to assess the learners on concepts covered on taught topics. The tests should consist of multiple choice, closed and open questions as well as structured questions.

## iii. Projects

These are guided projects, which will be carried out by learners during the course of the study.

## SUMMARY OF CONTINUOUS ASSESSMENT TASKS

In Terms 1 to 6, candidates are expected to have done the following recorded tasks per term:

- 2 Practical tasks
- 2 Theory tests
- 1 Project.
- 1 End of term practical assessment
- 1 End of term written assessment

Form of Assessment	Weighting
Continuous	60
Summative	40
<b>Total</b>	<b>100</b>

### Continuous Assessment

LEVEL	ASSESSMENT TASKS	WEIGHTING
<b>Form 5</b>	One practical test per month One end of term practical test Two theory tests per term One end of term theory test One project per year	<b>30%</b>
<b>Form 6</b>	One practical test per month One end of term practical test Two theory tests per term One end of term theory test One project per year	<b>30%</b>
<b>Total</b>		<b>60%</b>

NB: Each assignment, test and project is marked out of 100 %. Soft skills are assessed as learners do the continuous assessment tasks.

### B. SUMMATIVE ASSESSMENT

PAPER	PAPER TYPE	DURATION	MARKS	WEIGHTING
<b>Paper 1</b>	Structured	2hrs 30mins	<b>100</b>	<b>15%</b>
<b>Paper 2</b>	Practical	10 minutes per candidate	<b>100</b>	<b>25%</b>
<b>Total</b>				<b>40%</b>

Paper Description

Paper 1

The paper will consist of structured questions covering the whole syllabus content. A total of Ten (10) Questions will be set and these will cover all the skill levels from recall to evaluation.

### (c) SPECIFICATION GRID

SKILL	PAPER 1	PAPER 2
Knowledge and Understanding	30%	-----
Application	30%	-----
Problem Solving	40%	-----
Practical	-----	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>

