Let the mind manage the body
Que l'esprit gère le corps

MAURITIUS
EXAMINATIONS
SYNDICATE

NATIONAL CERTIFICATE OF EDUCATION

PHYSICAL EDUCATION

SCHOOL BASED ASSESSMENT
GUIDELINES FOR EDUCATORS

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1.0 Introduction

The National Curriculum Framework (NCF) for Grades 7, 8 and 9 (MIE 2016) emphasises the importance of non-core subjects in imparting life skills to our young learners and contributing to their holistic education and all-round development. There are 3 non-core subjects:

- Performing Arts
- Physical Education
- Life Skills and Values Education (LSVE)

The Physical Education Teaching and Learning syllabus (MIE, 2017) is articulated around 5 main components, namely:

- Alternative activities
- Net/Wall activities
- Fitness and Rhythmic activities
- Outdoor and Athletic activities
- Theory component

Learners will be assessed on the different activities they are carrying out at school. Moreover, they will also be assessed on the theoretical part of the syllabus. The non-core subjects will be assessed through School Based Assessment (SBA) at the level of Grade 9.

Educators will be required to keep a record and report on the progress of learners. Towards the end of the academic year of Grade 9 schools will report on the overall proficiency level attained by each learner in the subject to the Mauritius Examinations Syndicate (MES).

This booklet sets out the modalities for the assessment in Physical Education. It includes:

- Guidelines for Educators
- The assessment criteria for the main activities given in the Teaching and Learning Syllabus
- The overall assessment criteria
- The SBA Observation Record Sheet
- The quality assurance mechanism
- The result sheet

2.0 Rationale for the Assessment of Physical Education

Physical Education plays an important role in the physical growth and development of a student. It provides a range of opportunities for learners to acquire knowledge and skills, and develop the right attitudes and values for a lifelong physically and healthy lifestyle.

The Teaching & Learning syllabus (MIE 2017) lays emphasis on the development of psychomotor and games skills and the acquisition of games concepts in specific sports and games. According to the NCF, the aims of the Physical Education curriculum are to:

- acquire knowledge of concepts, principles and processes in the performance of physical activities and a healthy lifestyle;
- develop proficiency in motor skills through regular participation in physical activities, sports and games;
- acquire skills to maintain a health-enhancing level of physical fitness;
- appreciate aesthetic movements and use them for appropriate physical and emotional expression;
- make sound decisions in the choice of activities for lifelong participation in physical activities.

To encourage the development of psychomotor skills, the SBA assessment in Physical Education is conducted mainly through practical activities. In line with the curriculum, the aim of introducing SBA in Physical Education is to encourage the development of motor skills to participate in physical activities and for everyday life as well as to be aware of the physical self.

3.0 The School-Based Assessment in Physical Education

The NCE Assessment for PE aims at assessing the level of participation and the level of performance of learners. The progress of the learners should also be taken into consideration when the overall proficiency level is given for the purpose of certification within the NCE.

The following is an extract from the Annual Programme for the National Certificate of Education in connection with the conditions for the award of the NCE at the National Qualifications Level 2:

Conditions for National Qualifications Framework Level 2 Qualification

(1) The NCE shall be recognised as a Level 2 qualification on the National Qualifications Framework provided that candidates have achieved the following minimum requirements:

Either

*Numerical grade 6 in **SIX** core subjects including English, French and Mathematics and at least Intermediate Level in **TWO** Non-core subjects;*

Or

*Numerical grade 6 in **SEVEN** core subjects including English, French and Mathematics and at least Intermediate Level in **ONE** Non-core subject*

Or

Numerical grade 6 in EIGHT core subjects including English, French and Mathematics.

Physical Education has the status of a non-core subject within the NCE and the subject code is N710.

A variety of methods will be used to assess and evaluate the level of participation (attendance, records/evidence of participation such as observation schedules and checklists) and the level of performance (practical activities).

The assessment should be seen as an integral part of classroom activities. It is expected that there will be no break in the teaching to conduct the assessment but rather that activities being carried out during the normal teaching-learning process will be used to make a judgment on the overall proficiency level of pupils. It is also expected that the progress of pupils will be taken into consideration at the time of the final grading of learners.

The assessment should be in line with the Teaching and Learning Syllabus (MIE, 2017). According to this document, learners are expected to complete a minimum of three sports/activities from the practical components and complete the theory component in each grade. Depending on the ability of the learners and the facilities available at the schools, all four components can be carried out at each grade level. Some of the theory

components can be merged with the practical components. The following table is an extract from the Teaching and Learning Syllabus.

Alternative activities	**Net/Wall activities**	**Fitness & Rhythmic activities**	**Outdoor & Athletics activities**
Educational gymnastics Yoga Traditional games Minor games Recreational games Swimming Martial Arts	Football Basketball Volleyball Handball Badminton Table Tennis Rugby	Circuit training Strength training Zumba Aerobic Dance Street Dance Contemporary Dance Folk Dance	Cross-Country running Cycling Mountaineering Hill walking Track & Field Orienteering
At least one activity from this theme in each grade	**At least one activity from this theme in each grade**	**At least one activity from this theme in each grade**	**At least one activity from this theme in each grade**

The school-based assessment will be based on the completion of at least one activity from at least 3 practical components as given in the syllabus and will also take into consideration the theory component, which includes the following topics in Grade 9:

- Respiratory system
- Circulatory system
- Good body mechanic
- Minor sports injuries
- Diet, health and fitness

There will be no assessment in Physical Education for private candidates.

A grading system with three levels of competence will be used as shown in the table below:

Level of Competence
Proficient
Intermediate
Basic

4.0 Guidelines for Educators

1. The assessment is school-based, which means that Educators are responsible for planning the assessment, using appropriate assessment tasks and making the assessment judgments.

2. Educators will use the assessment criteria provided in this booklet to make assessment judgments about the performance of their learners.

3. The assessment tasks can be based on those found in the curriculum materials (textbooks) or other appropriate tasks can be developed by the Educator(s).

4. Educators should ensure that each pupil has the opportunity to be assessed on at least **one** activity from at least 3 of the following areas in Grade 9:

    - Alternative activities
    - Net/Wall activities
    - Fitness and Rhythmic activities
    - Outdoor and Athletic activities

    Due importance should also be given to the assessment of the **theory component.** The theory component can be incorporated within the practical tasks or assessed separately.

5. Educators are encouraged to use more than one task from each practical component for the assessment. For instance, at least 2 or 3 tasks can be used for each activity over the academic year. This will enable learners to demonstrate the progress they are making in their performance.

6. The range of tasks used must give learners the opportunity to show their full potential and meet the assessment criteria at the highest proficiency level.

7. The assessment must be carried out, at a time chosen by the Educator, once learners have already been exposed to the activity.

8. All assessments must be completed by the end of Grade 9.

9. Educators are requested to keep a portfolio of activities used for the SBA. This portfolio should include all the pieces of evidence gathered from students' performances on the tasks carried out.

10. Educators will keep an SBA Observation Record for each pupil. Educators are requested to keep a record of the assessment objectives for each task used for the SBA as well as the students who have carried out each particular task. This will ensure that the tasks carried out over the year meet the assessment objectives as broadly as possible.

    The SBA Observation Record will be used to make a judgment on the overall proficiency level of each pupil. Educators should sign and authenticate their SBA Observation Record Sheets.

11. Educators are also requested to fill in the Progress Record Sheet (PRS) and submit the filled-in form to the MES at the end of each term. This PRS is part of the Quality Assurance Mechanism process.

12. Educators are requested to fill in the final Result Sheet to be submitted to the MES.

5.0 Assessment Criteria

This section details the assessment criteria for the main skills in PE. These are broken into different sub-skills. When devising tasks that will be used as evidence for the assessment, Educators should ensure that the tasks are in line with the assessment criteria so that a judgment of the attainment level can be made.

5.1 Alternative Activities

The following activities are given under this theme:

- Educational gymnastics
- Yoga
- Traditional games
- Minor games
- Recreational games
- Swimming
- Martial Arts

It is understood that some of the activities given under this component are used as an introduction to the development of motor skills or specific skills within physical education. These activities include yoga, minor games, traditional games, and recreational games. Educators are encouraged to use these activities as an introduction to other activities or as warming-up sessions before other physical activities.

Other activities such as Swimming or Martial Arts are considered physical activities on their own with a specific set of competencies to be achieved as defined in the syllabus.

Below are the assessment criteria for Swimming.

SWIMMING					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency level**
Front crawl	S1	Manages to be on prone position.	Has the ability to maintain the prone position.	Demonstrates proper prone position.	
	S2	Able to execute the catch movement.	Able to execute catch and pull during the propulsive phase.	Able to execute the 3 propulsive phases which consist of the catch, pull and push.	
	S3	Performs flutter kick with difficulties.	Performs flutter kick with bent knees.	Performs proper flutter kick.	
	S4	Able to breathe on the front instead of on the side.	Able to breathe on the side.	Shows proper breathing techniques on the side.	

	S5	Can swim less than 10 metres.	Can swim between 10 to 15 metres	Can swim front crawl for at least 25 metres.	
Back crawl	S6	Manages to be in supine position.	Has the ability to maintain the supine position.	Demonstrates proper supine position.	
	S7	Able to execute the pull movement.	Able to execute catch and pull during the propulsive phase.	Able to execute the 3 propulsive phases which consist of the catch, pull and push.	
	S8	Performs flutter kick on back with difficulty.	Performs flutter kick on back with bent knees.	Performs proper flutter kick.	
	S9	Can swim less than 10 metres.	Can swim between 10 to 15 metres	Can swim front crawl for at least 25 metres.	
Breast stroke	S10	Manages to maintain proper body position.	Has the ability to maintain proper body position.	Demonstrates proper body position.	
	S11	Uncoordinated legs movements.	Limited ability to execute the leg action with feet turn out just before kicking.	Able to execute the leg action with feet turn out just before kicking.	
	S12	Able to perform circular arms movements.	Able to perform downwards arm movements.	Performs proper pull down and out arm movements in line with the shoulders.	
	S13	Performs breaststroke with difficulty	Manages to perform breaststroke timing: pull – breathe – kick – glide	Demonstrates good breaststroke timing: pull – breathe – kick – glide.	
	S14	Can swim breaststroke over less than 10 metres	Can swim breaststroke between 10 to 15 metres	Can swim breaststroke for at least 25 metres .	

Start from starting block	S15	Demonstrates start from kneeling position.	Has the ability to take the grab standing start position.	Demonstrates proper grab standing start position: high hips; head down and looking slightly backward.	
	S16	Performs the kneeling dive with difficulties.	Barely able to push off from the starting block with hands and legs simultaneously; Push off the block with bent knees. .	Able to execute proper push off from the starting block: push off with hands and legs simultaneously; arms forward into streamline position and head tuck down while pushing the block.	
	S17	Does not maintain the streamline position.	Barely maintains the streamline position.	Maintains the streamline position after push off and remains in the same position when hitting the water.	

If a school is teaching Martial Arts, the Educator is expected to devise the assessment criteria for the particular discipline being taught and categorise the skills under basic, intermediate and proficient levels.

5.2 Net/Wall Activities

The following activities are given under this theme:

- Football
- Volleyball

- Basketball
- Handball
- Badminton
- Table Tennis
- Rugby

The following are the assessment criteria for the main activities practiced in schools under Net/Wall activities.

FOOTBALL					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency level**
Dribbling	F1	Looks at the ball while dribbling.	Dribbles without looking at the ball at times.	Looks ahead while dribbling.	
	F2	Ability to run with the ball (right or left foot)	Dribbles with inside and outside of the foot (right or left foot	Dribbles with inside and outside of the foot (both right and left foot)	
	F3	No proper control on the ball	Manages to have control on the ball	Good control on the ball Keeps the ball close to the dribbling foot.	
Passing **(Push pass)**	F5	Non-kicking foot is placed behind the ball.	Non-kicking foot is placed slightly behind the ball.	Non-kicking foot is correctly placed by the side of the ball	
	F6	Manages to swing kicking leg backward	Able to swing kicking leg backwards	Knee of non-kicking foot slightly bent Swings kicking leg backwards properly	

	F7	Manages to contact the ball with arch of the foot	Able to contact the ball with arch of the foot	Ankle locks and contacts the ball properly with arch of the foot	
	F8	No follow-through	Ability to follow-through: the kicking foot movement	Good follow-through: Kicking foot continues its movement towards the direction of the ball.	
	F9	No accuracy when passing the ball	Manages to pass the ball with some accuracy	Passes the ball with accuracy	
Controlling the ball with inside of the foot	F10	Stands feet together	Able to stand feet slightly apart Looks in the direction of the ball	Stands correctly with the feet at shoulder width apart Be properly in line with the ball. Bends knees slightly. Keeps arms properly by the side of the body.	
	F11	Places foot forward to receive the ball with arch of the foot Ball stays in receiving foot	Able to slightly raise knee of receiving foot Able to receive the ball with inside of the foot	Raises knee of receiving foot correctly just above the ground	

		or move too far forward	Ball moves slightly forward	Points toes properly outwards Receives the ball with arch of the foot Moves receiving foot slightly backward to cushion the ball properly	
	F12	No accuracy when passing the ball	Manages to pass the ball with some accuracy	Passes the ball with accuracy	
Lofted Kick	F13	Walks forward towards the ball	Runs forward towards the ball	Runs forward and approaches the ball at a slight angle.	
	F14	Places non kicking foot behind the ball Moves kicking foot forward Kicking action to slightly loft the ball forward	Able to position non kicking foot slightly beside the ball Able to swing kicking leg backward Able to bring knee of kicking leg slightly behind the ball Able to contact the ball slightly beneath it Able to lift the ball up and forward	Places non kicking foot properly beside the ball Flexes knee of non kicking foot slightly. Draws back kicking leg correctly with ankle in a plantar flexion position Keeps arms by the side of the body for balance	

				Brings knee of kicking leg properly over the ball Leans slightly forward Contact is properly made beneath the ball with ankle lock Lifts ball up and forward with powerful kicking action	
	F15	No follow-through.	Follow-through: Able to extend the kicking foot in the direction of the intended target.	Follow-through: The kicking foot is fully extended in the direction of the intended target.	
	F16	No accuracy when passing the ball	Manages to pass the ball with some accuracy	Passes the ball with accuracy	
Heading	F17	Stands feet together	Stands feet shoulder width apart Ability to lean backwards and maintain balance	Stands feet shoulder width apart or one foot forward Leans backwards properly Maintains balance with knees slightly bent and elbows flexed	

				Tilts head back	
	F18	Not able to strike the ball with the forehead	Manages to strike the ball with the forehead	Strikes the ball correctly with the forehead	
	F19	No follow-through	Follow-through: Slight Head movement	Good follow-through: Head movement continues in the direction of the ball	
Shooting (instep kick)	F20	Non-kicking foot is placed behind the ball.	Non-kicking foot is placed slightly behind the ball.	Non-kicking foot is correctly placed close to the side of the ball.	
	F21	Difficulties to maintain balance.	Able to maintain balance	Knee of non-kicking foot is slightly bent and uses arms for proper balance.	
	F22	Not able to kick the ball with laced part of the shoe	Manages to kick the ball with laced part of the shoe Upper body slightly leaning back	Kicks the ball properly with laced part of the shoe Keeps the ball low Upper body not leaning backward	
	F23	No follow-through	Follow-through: the kicking foot is slightly extended	Good follow-through: Kicking foot continues	

			towards the direction of the ball.	towards the direction of the ball and is fully extended.	
	F24	No accuracy while kicking the ball (right or left foot)	Some accuracy while kicking the ball (right or left foot)	Kicks the ball accurately (right and left foot).	
Controlling the ball with the chest	F25	Stands with the feet slightly shoulder width apart Manages to get under the ball to control it with the chest	Able to get in line with the ball Able to slightly tilt backward and contact the ball with the chest Able to cushion the ball	Stays in line with the flight of the ball. Bends arms slightly for balance Tilts backward correctly to get underneath the ball. Bends knees slightly when ball contacts the chest to cushion it	
Controlling the ball with the thigh	F26	Stands feet slightly shoulder width apart Manages to raise the thigh to control the ball	Able to get in line with the ball Raises thigh slightly below 90 degree Able to contact the ball with the thigh	Stays in line with the flight of the ball Raises thigh properly to a 90-degree angle with the ball	

				Contacts with the thigh properly Drops knee correctly to cushion the ball	
Game situation	F27	Manages to attack and defend individually and collectively	Able to attack and defend individually and collectively Ability to cooperate with teammates.	Makes the difference in attack and defence individually and collectively	
Rules	F28	Knows the basic rules of the game.	Shows some understanding about the rules of the game	Is well verse about the rules of the game	
Tactics	F29	At least one team formation Knows about what is defence or attack or vice versa Knows about fair play or team spirit or vice versa	Knows about positioning in defence or attack or vice versa Knows at least two team formation	Knows about positioning in attack and defence Knows about different team formations Enhances team spirit and promotes fair play	

VOLLEYBALL					
Skills	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Overhead Pass/ Volleying/ Net Setting	V1	Difficulty in positioning and playing the ball.	Some difficulty in positioning and volleying the ball.	Good positioning to volley the ball efficiently.	
	V2	Often 'slaps' the ball instead of pushing upwards with fingers.	Ability to rally and give just enough height to the ball using fingertips.	Has a 'soft touch', extended fingers to give full height to the ball.	
	V3	Limited accuracy to the targeted zone	Some accuracy to meet the target	Performance in Volleying/ Setting is accurate and effective.	
Forearm Pass/Reception of Service/Low Defense	V4	Difficulty in positioning and playing the ball.	Some difficulty in positioning and playing the ball.	Good positioning and controlled hit of the ball.	
	V5	Often contact makes with the ball with flexed arms	Ability to use proper platform and controlled arm movement to contact and give height to the ball.	Efficient contact with the ball using straight forearms to give appropriate height to the pass.	
	V6	Limited accuracy to the targeted zone	Ability to accurately rally to target	Performance in Forearm Pass/ Reception of Service/Low defence is accurate and effective.	
Underarm Service/Overhead (Tennis) Service	V7	Difficulty in positioning, tossing and hitting the ball.	Some difficulty in positioning and serving the ball.	Good positioning and serving movement in targeted area.	

	V8	Difficulty in efficiently contacting the ball and serve to the opponents' court.	Ability to contact the ball and serve to opponents' court.	Ball contact for underarm service is consistent and accurate to opponents' court.	
	V9	Limited accuracy to serve at targeted zone	Ability to serve accurately to targeted zone.	Overhead (Tennis) service is powerful, consistent and Accurate	
Movement on the court/Game Situation	V10	Limited knowledge of the rules governing the game.	Some difficulty in recognising various rules of the game.	Well-versed with the different rules of the game.	
	V11	Limited ability in using any skill to maintain controlled rallies from various zones of the court.	Some difficulty in anticipating and consistency in skill execution and completing Three-Touch rallies in game situation.	Good anticipation and fluent court movement to execute skills creating frequent attack/defence opportunities.	
	V12	Limited physical fitness and overall capacity to play to target for game continuity.	Average physical fitness capacity to play to target for game continuity.	Efficient physical and overall capacity to complete Three-Touch rallies throughout the game even using advanced skills (Net Blocking, Jump Service, etc).	

BASKETBALL					
Skills	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Dribbling the ball while running in between cones (Slalom)	B1	Limited ability to propel the ball up and push the ball down.	Ability to propel the ball up and push the ball down.	Good use of wrist action to propel the ball up and push the ball down.	
	B2	Dribbles with palm of the hand.	Fingers (Hand) not widely spread on the ball.	Fingers (Hands) widely spread on the ball and dribbles with tips of fingers.	
	B3	Knees not bent while dribbling.	Able to bend the knees while dribbling.	Knees bent properly while dribbling.	
	B4	Limited control on the ball while moving.	Able to have control on the ball while moving.	Good control on the ball while moving with speed.	
	B5	Looking at the ball while dribbling.	Sometimes has to look at the ball while dribbling	Dribbles the ball with head up.	
	B6	Shows ability to dribble with one hand (right or left)	Able to dribble with right hand only or left hand only	Able to dribble with both the right and left hand	
Passing Chest Pass	B7	Tries to hold the ball slightly below chest level.	Able to hold the ball slightly below chest level.	Able to hold the ball slightly below chest level.	
	B8	Hands by the side of the ball but fingers not spread on the ball.	Hands by the side of the ball and is able to spread fingers on the ball.	Hands by the side of the ball with fingers widely spread.	

	B9	Pushes the ball with feet together.	Elbow slightly parallel to the ground.	Elbow outwards parallel to the ground.	
	B10	Pushes the ball to receiver at chest level.	Pushes the ball forward, with feet at shoulder width apart.	Steps in the direction of the pass with dominant foot.	
	B11	Releases the ball with the palm of the hands.	Pushes the ball forward without turning wrists inwards.	Pushes the ball forward at chest level by turning wrists inwards. Releases the ball off the thumbs and index fingers.	
	B12	No follow-through.	Able to follow-through.	Applies follow-through correctly.	
Bounce Pass	B13	Stands feet together	Stands feet together	Stands with feet shoulder width apart	
	B14	Rarely holds the ball between chest and hips level.	Often holds the ball between chest and hips level.	Holds the ball between chest and hips level.	
	B15	Fingers not spread on the ball.	Often fingers are spread and thumbs pointing upward.	Fingers well spread and thumbs pointing upward.	
	B16	Pushes the ball to receiver between chest and hip level.	Able to step in the direction of the pass with dominant foot.	Elbows outwards parallel to the ground.	

	B17	Releases the ball with the palm of the hands.	Slightly extends arms, does not use the fingers and thumbs appropriately to push the ball.	Steps in the direction of the pass and shifts body weight on the front foot.	
	B18	Manages to bounce the ball in the path of the teammate.	Able to bounce the ball in the path of the teammate.	Extends arms, uses fingers and thumbs to push the ball. Bounces the ball about 2/3 in the path of the teammate.	
		No follow-through in the action	Some follow-through in the action	Applies follow-through correctly	
Shooting **Set shot**	B19	Stands with feet together.	Stands with feet slightly apart.	Stands with feet shoulder width apart and knees slightly bent	
	B20	Not able to position the ball above and in front of the forehead.	Manages to position the ball in front and above the forehead.	Properly rests the ball on the palm of shooting hand above the forehead.	
	B21	Throws the ball into the basket with shooting arm extension only (no flicking action of the wrist).	Able to rest the ball in shooting hand.	Keeps elbow bent and forearm in a vertical position facing the basket.	

	B22	Limited ability to use the non-shooting hand as a guide to the ball.	Manages to keep forearm of shooting hand in a vertical position facing the basket.	Places non-shooting hand by the side of the ball.	
	B23	Ball travels in the direction of the basket but does not score.	Able to slightly extend the shooting arm. Manages to release the ball with shooting hand. Able to use non-shooting hand to guide the ball. Ball travels towards the board or rim and sometimes does score.	Correctly positions the ball just above and in front of the forehead. Fully extends the body and shooting arm. Flicks the wrist to release the ball. Uses the non-shooting hand properly to guide the ball. Scores a basket directly in the rim or against the board in the rim or touches the rim and in the basket.	
	B24	Rarely applies follow-through	Usually applies follow-through	Applies follow-through correctly	

Jump Shot	B25	Stands with both feet slightly together.	Stands with feet shoulder width apart.	Places right or left foot slightly in front as per shooting hand and knees slightly bent.	
	B26	Manages to keep the ball in both hands at waist level.	Able to keep the ball in slightly above waist level.	Holds the ball slightly above waist level and looks at the ring.	
	B27	Manages to extend the legs and take off on both feet.	Able to extend the legs to take off on both feet and fully extend shooting arm.	Extends the legs and takes off on both feet.	
	B28	Difficulty to fully extend shooting arm and release the ball when reaching highest peak.	Manages to flick the wrist and release the ball when reaching highest peak.	Correctly brings elbow of shooting arm forward and forearm in a vertical position facing the basket.	
	B29	Difficulty to apply the sequence of the skill	Able to use non-shooting hand to guide the ball.	Correctly flicks the wrist of shooting hand to release the ball when reaching highest peak. Uses the non-shooting hand properly to guide the ball.	
	B30	Ball travels in the direction of the basket but	Ball travels towards the board or rim	Scores a basket directly in the rim or	

		does not score.	and sometimes does score..	against the board in the rim or touches the rim and in the basket.	
	B31	No follow-through.	Able to follow-through.	Applies follow -through correctly.	
Lay-up shot **Performing lay-up from right or left side of the rim**	B32	Has difficulty to apply the sequence of the skill • Two steps after receiving the ball • Three steps after last dribble	Sometimes correctly performs: • Two steps after dribbling the ball • Three steps after receiving the ball	Correctly performs: • Two steps after dribbling the ball • Three steps after receiving the ball	
	B33	Takes-off (right/left foot) but not looking at the rim.	Takes-off (right/left foot) and manages to look at the rim.	Takes-off (right/left foot) and looks at the rim.	
	B34	Not able to hold the ball firmly with two hands next to the hip (right/left).	Manages to hold the ball firmly with two hands next to the hip (right/left).	Holds the ball firmly with two hands next to the hip (left/right).	
	B35	Lifts the body up straight	Lifts the body up and is able to slightly bend the knee (right/left).	Lifts the body up and is able to bend the knee (right/left) correctly.	

	B36	Manages to extend the shooting arm towards the basket (right/left)	Slightly extends the shooting arm towards the basket.	Extends the shooting arm fully towards the basket.	
	B37	Able to shoot the ball but does not score.	Able to shoot the ball against the corner (right/left) of the square on the board.	Able to shoot the ball against the corner (right/left) of the square on the board.	
	B38	Able to perform the lay-up shot on the left side only or right side only.	Able to score a basket on the right side only or left side only.	Able to score a basket on the left and right side of the rim.	
	B39	No follow-through	Sometimes applies follow-through	Applies follow-through correctly	
Game situation	B40	Limited ability to attack and defend individually.	Able to attack and defend individually.	Able to attack and defend individually and collectively	
	B41	Limited ability to support attack and defend in a team.	Shows ability to support attack and defend in a team.	Ability to make the difference in attacking or defensive phase of the game.	
	B42	Limited ability to read the play	Ability to cooperate in a team	Enhances team spirit Promotes fair play	

Rules & Regulation	B43	Limited knowledge of the rules governing the game.	Some difficulty in reckoning various rules of the game	Well-versed with the different rules of the game.	
Safety measures	B44	Knows some basic safety measures	Knows most of the safety measures	Well-versed with the different safety measures	

HANDBALL					
Skills	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Straight shot with blocking step	H1	Throwing arm is in front of the chest (preparation phase).	Throwing arm is forward enough for an explosive movement (execution phase).	Very explosive arm movement.	
	H2	Blocking step is too long/strength potential is low/ sitting position when throwing.	Blocking step (transfer of force) is used adequately.	Toes and all of foot show towards the goal.	
	H3	Throwing arm movement is less explosive.	Hip and shoulder slightly on the side of throwing arm.	Body weight is shifted onto brace leg. Throwing arm is in perfect position (slightly flexed).	
Jump shot	H4	Difficulty to have a proper run up and take off.	Runs up and takes off with sufficient jumping height.	A proper run up and take off.	
	H5	Throwing arm is not bent.	Sufficient flight phase.	Good take off with use of arm/ swing leg.	
	H6	Too short swinging movement.	Shot is not at the highest point of the flight curve.	Shot at the highest point of the flight curve.	
Travelling with the	H7	Dribbling rather at slow pace	Dribbling at a rather	Perfect dribbling	

ball (dribbling)			consistent pace by focusing forward	while keeping head up and ball slightly out in front.	
	H8	Looking towards the ball instead of looking forward while in movement. Control of the ball often lost while changing direction.	Dribbling with the ball and changing direction are possible.	Accurate and consistent movement with the ball while changing pace and direction with ball generally at waist level.	
Game situation	H9	Player has difficulty to position himself/herself during the game.	A sound knowledge of man to man defense.	A perfect knowledge of man to man defense.	
	H10	Lack of attacking and defending strategies. Pushing directly with the ball towards the opponent rather than doing a feint.	Somewhat able to pull the opponent out of his basic position during game situation.	Able to block pass routes and pathways. Able to lure the opponent out of his basic position during game situation.	

BADMINTON					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Grip and drives	BD1	Is unable to perform forehand rallies.	Is able to perform forehand and backhand drive with one or two rallies.	Has the ability to conduct forehand and backhand drives with a minimum of **three** rallies.	
Service	BD2	Limited ability to perform any type of service.	Ability to perform a high lob forehand or forehand low service.	Is able to vary between high, low and flick service.	
Footwork	BD3	Court movement is very limited and inconsistent.	Is able to cover the court even though not efficient in movement.	Demonstrates efficiency in movement while performing the strokes.	
Overhead Clear shot	BD4	Limited ability to perform a clear shot even in straight line.	Able to perform overhead shots in straight lines and cross courts only.	Able to perform overhead shots in straight lines and cross courts where the shuttle will land in back alley of opponent's court.	
Drop Shot	BD5	Lack of accuracy in executing drop shots from midcourt.	Drop shots generally close to the nets.	Drop shots are close and tight to the net.	
Net shot	BD6	Limited ability to perform forehand and backhand net shots.	Able to perform a combination of forehand and backhand net shots.	Able to perform a combination of forehand and backhand net shots where the shuttle will land close to the net on the opponent's court.	

Game situation	BD7	Is not aware of rules and regulations of the game and is unable to perform in a game situation.	Understands the rules and regulations of the game and is able to compete against another opponent.	Understands the rules and regulations of the game in singles and doubles and is able to compete successfully against other opponents.	

TABLE TENNIS					
Skills	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Grip	T1	Ability to hold the racket properly.	Ability to hold the racket properly while playing forehand and backhand.	Ability to hold the racket properly while combining basic strokes.	
Service	T2	Ability to perform a serve.	Demonstrates either a forehand serve or backhand serve with a proper toss.	Demonstrates a forehand serve and a backhand serve with a toss and moves back to ready position.	
Footwork	T3	Ability to use chasing steps to play one backhand and one forehand. (shadow play)	Ability to use chasing steps to play the ball backhand and forehand with proper stance (feeding/ multi ball)	Demonstrates the ‘’in and out’’ step and the chasing steps to play the ball (Feeding/ multi ball)	
Forehand and	T4	Ability to perform forehand	Ability to combine one backhand drive	Ability to perform forehand and	

Backhand Drive		drive and backhand drive. (shadow play)	and one forehand drive. (feeding/multi ball)	backhand drives continuously with proper stance. (feeding/ multi ball)	
Push	T5	Ability to perform a push. (shadow play)	Demonstrates the ability to release the ball on the table and to use the push technique to send it on the opponent's side.	Executes the push technique continuously (feeding/ multi ball)	
Game situation	T6	Understands the basic rules and regulations of the game.	Demonstrates understanding of basic rules. Ability to use basic strokes while returning the serve.	Demonstrates the ability to use a combination of basic strokes in game situations.	

5.3 Fitness and Rhythmic Activities

The following activities are given under this theme:

- Circuit training
- Strength training
- Zumba
- Aerobic dance
- Street dance
- Contemporary dance
- Folk dance

The following are the assessment criteria for the main activities practiced in schools under fitness and rhythmic activities:

CIRCUIT & STRENGTH TRAINING					
Skills	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Applicability of FITT principles in circuit training for development of fitness.	CS1	Ability to complete the circuit within the time frame set by the teacher with few faulty movements.	Exercises at each station are performed in a controlled and efficient way with normal intensity.	Performs exercises of high intensity with proper movement at each station with no faulty movement.	
Rope skipping *(Locomotor skill)*	CS2	Skipping at slower pace with break of rhythm.	Ability to maintain rhythmic skipping at normal speed.	Rhythmic skipping at higher tempo.	
Plank *(Strength)*	CS3	Maintains plank position while dropping the knees to the ground during hold.	Holds plank position while maintaining correct posture but with shaky body.	Ability to maintain plank position with proper position and without shaking.	
Shuttle run *(Agility)*	CS4	Performs shuttle run at slower pace and with uncoordinated turning movement	Shuttle run done with good pace and correct turning movement.	Demonstrates excellent proficiency in acceleration, deceleration and turning movement.	
One foot balance test (Balance)	CS5	Loses balance or dropping leg on ground frequently while standing on one foot.	Maintains balance on one foot with fewer swaying movement and without	Ability to maintain balance on one foot with elegant posture without any	

			dropping the foot.	swaying movement or dropping the leg.	
Triceps Dips (Upper-body strength)	CS6	Ability to hold body weight while maintaining balance (using a chair or bench) in triceps dips position.	Performs triceps dips with partial flexion at elbow joints and with shaky movements of the body	Performs triceps dips with maximum flexion at elbow joints.	
Catch and throw bounce ball *(Manipulative skill)*	CS7	Catches and throws the ball with difficulty in anticipating the direction and bounce of the ball.	Anticipates ball's bounce and direction from the feeder while moving the body accordingly to catch and throw the ball.	Ability to demonstrate proper 'give-in', follow-through and application of good catching and throwing technique.	
Standing broad jump *(Explosive strength)*	CS8	Jumps a very short distance and does not take-off/land with both feet together.	Covers an average distance in jump and take-off/land with both feet together.	Covers a very good distance in jump with proper propelling arm action and proper taking-off/ landing technique.	
On the spot running *(Endurance)*	CS9	On the spot running at slow pace and with uncoordinated arm and leg movement.	On the spot running with good pace and proper arm swing and leg movement.	On the spot running with excellent pace while running on the ball of feet and by	

				demonstrating good arm and leg coordination with back erect.	
Squat (Lower-Body Strength)	CS10	Can perform only half squat while compromising the alignment of knees to toes.	Performs full squat while leaning their torso forward but losing the alignment of knees to toes.	Performs full squat with correct body alignment while keeping the back erect.	
Juggling *(Coordination)*	CS11	Misses the catches in between and demonstrate uncoordinated catching and throwing action.	Demonstrates proper body balance and good eye to hand coordination while juggling	Maintains a good pace of juggling with a fluid movement of both hands.	

For the overall grading learners will be assessed on their technique and ability to complete the circuits but also on their knowledge on fitness and FIIT principle of training and progression level.

The circuit training program is planned for all ability learners [girls and boys] and is adaptable to the school facilities available as it based on free weight exercises comprising of upper body, lower body and core exercises.

Educators may modify and adjust the circuit training programme according to their learners' ability. For example, they may opt for 2 cycles for girls of 10 reps instead of 20 reps in different activities and use number of minutes/seconds for overall circuit workout.

DANCE					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Composition and Technique	D1	Has limited ability to use simple compositional principles and techniques	Has the ability to compose and perform a wide range of technical and expressive skills separately and in composition	Has a good ability to distinguish, compose and apply advanced skills, techniques and ideas consistently. Shows high standards of precision, control, fluency and originality.	
Coordination and Balance	D2	Has limited ability to coordinate movement to rhythm of stimulus.	Has the ability to coordinate and show balanced movement to rhythm of stimulus.	Has good ability to coordinate and show consistency, accuracy and fluency of movement to rhythm of stimulus.	
Choreography, Creativity and Appreciation	D3	Has limited ability to convey a range of dance ideas and work on their own and with others to devise and present a dance choreography.	Has the ability to compose a dance choreography that effectively combines physical, formal and expressive elements to communicate the idea.	Has ability to show initiative and originality in composing choreography and employs advanced principles. Demonstrates a good understanding of choreography.	

Speed	D4	Shows minimum or no variation in speed of dance.	Shows sound level variation in speed of dance.	Shows good level variation in speed of dance.	

For Dance, a minimum of 2 minutes is expected for individual performance and 3-4 minutes for group performances. Learners should be assessed as individual dances even when in group. A maximum of 5 candidates can be allowed per group.

5.4 Outdoor and Athletic Activities

The following activities are given under this theme:

- Cross-country running
- Cycling
- Mountaineering
- Hill climbing
- Track and field
- Orienteering

The following are the assessment criteria for the main activities practiced in schools under outdoor and athletic activities:

For cross-country running,

- No undulation or gain in height required for the course
- The track can be on grass or a combination of grass and hard surface or adapted to the school setting
- Distance: 1.5 km for girls and 2 km for boys

CROSS COUNTRY RUNNING					
Skills	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency level**
Pace Judgment	CC1	Inconsistent in pace judgment. (Spends most of the time walking and has no management of pace judgment)	An accepted level of consistency in pace judgment is shown. (Spends most of the time jogging/running and manages pace judgment)	Consistent in pace judgment (Spends most of the time running and manages pace judgment. Can start and finish a race fast)	
Running Styles	CC2	Applies some basic running technique style (arms swing, shoulder position, foot placement stride length and breathing technique)	Applies a sound technical running style throughout the race (arms swing, shoulder position, foot placement, stride length, and breathing technique)	Applies good technical running style throughout the race (arms swing, shoulder position, foot placement, stride length and breathing technique)	
Safety Principles	CC3	Applies with limited knowledge safety principles related to the activity (warm-up and cool down)	Applies with certainty safety principles related to the activity (warm-up and cool down).	Applies safety principles (warm-up and cool down) related to the activity efficiently.	
Strategies and Tactics	CC4	Demonstrates ability to apply in simple terms strategies and	Demonstrates ability to apply strategies and tactics to good effect	Demonstrates ability to apply strategies and tactics to very good effect	

		tactics during a race	throughout the race	throughout the race	

CYCLING					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Overall Proficiency Level**
Track	C1	Is unable to cycle a distance of 12 kilometres in less than 24 minutes for Boys and less than 28 minutes for girls	Able to cycle a distance of 12 kilometres between 20 to 24 minutes for Boys and between 24 to 28 minutes for girls	Able to cycle a distance of 12 kilometres in less than 20 minutes for boys and in less than 28 minutes for girls.	
Cycling Cadence	C2	Has irregular cadence with no notion of revolutions per minute range (rpm) to sustain cycling over long periods of time and distance.	Rarely has a cadence of 80 to 100 revolutions per minute range (rpm) to sustain cycling over long periods of time and distance.	Has a regular cadence of 80 to 100 revolutions per minute range (rpm) to sustain cycling over long periods of time and distance.	
Body Position	C3	Is always tense and keeps head down.	Rarely keeps head up, and relaxes the elbows, shoulders, and hands slightly.	Consistently keeps head up, and relaxes the elbows, shoulders, and hands slightly	
Hand position on bars	C4	Never changes hand position on the bars and has no power in the drops and hoods.	Rarely changes hand position on the bars, having less power in the drops and hoods.	Changes hand position on the bars every few minutes and produces power in the	

				drops and hoods.	
Use of Top Bars	C5	Never utilises the bar tops when climbing.	Rarely utilises the bar tops when climbing.	Utilises the bar tops consistently when climbing.	
Use of Gears	C6	Never switches gears before getting on the hill and before descensions.	Rarely switches gears before getting on the hill and before descensions.	Switches gears before getting on the hill and before descensions.	
Pedal Technique	C7	Is not able to use neutral, toe-down and heel-down techniques whenever and wherever appropriate.	Is rarely able to use neutral, toe-down and heel-down techniques whenever and wherever appropriate.	Is able to use neutral, toe-down and heel-down techniques whenever and wherever appropriate.	

HILLWALKING					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Map Reading	HW1	Has limited ability to: -Read a map -Understand the three types of North -Recognise the features of a Map scale	Able to read a map, grid references with some accuracy and can identify some symbols and features	Has a good ability to read a map and grid references. Can identify symbols and features, reading gradients and plan routes	
Use of Compass	HW2	Has limited ability to use a compass to set a map.	Has some ability to use a compass to set a map.	Has a good ability to use a compass to set a map.	

Packing of Equipment	HW3	Has limited knowledge about rucksack packing equipment.	Has some knowledge about rucksack packing equipment.	Has good knowledge about rucksack packing equipment.	
Time keeping	HW4	Has limited ability to calculate expected time for a certain distance (using Naismith's Rule)	Able to calculate expected time for a certain distance (using Naismith's Rule)	Has a good ability to calculate accurately expected time for a certain distance (using Naismith's Rule)	
Leadership	HW5	Has limited ability to lead the group and needs support from other group members	Able to lead the group in a competent role	Able to lead the group in a dominant role	

MOUNTAINEERING (minimum altitude :1200 feet/365 metres)					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Map Reading	M1	Limited ability to use a map	Able to: -Read a map and understand the three types of north -Recognise features and map scale	Has good ability to: -Read a map and understand the three types of north -Recognise features and map scale -Use escape routes wherever applicable	

Use of Compass and navigation	M2	Limited ability to - use compass to set a map - navigate from one major feature to another	Able to -use a compass to set a map - navigate from one major feature to another	Has good ability to: -use a compass to set a map -navigate from one major feature to another, e.g. col/summit/ large re-entrant/large spur/ major slope changes. Shows confidence	
Equipment planning	M3	Limited ability to plan equipment according to activity	Able to plan equipment according to activity	Good ability to plan equipment related to weight, cost and emergency devices	
Emergency procedures	M4	Limited ability to set up the correct procedure in the event of an accident.	Able to set up the correct procedure in event of an accident. Treats one or two mountain injuries	Good ability to: • Set up the correct procedure in event of an accident. • Set up prevention, diagnosis and treatment of mountain hypothermia, sprains, blisters, fatigue, and other typical ailments. • Call-out procedures	

Logbook Keeping	M5	A logbook which is limited and incomplete	A logbook which demonstrates limited planning and participation, and covers only part of the activity	A detailed logbook which demonstrates good planning	

ORIENTEERING					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency Level**
Map Reading	O1	Has limited ability to: -Read a map -Understand the three types of North -Recognise the features Map scale	Able to: -Read a map -Understand the three types of North -Recognise the features Map scale	Has a good ability to: -Read a map -Understand the three types of North -Recognise the features Map scale	
Use of Compass	O2	Has limited ability to use a compass to set a map.	Has the ability to use a compass to set a map.	Has a good ability to use a compass to set a map.	
Bearing and distance	O3	Has limited ability to calculate bearings and distances on a map and on ground.	Has the ability to calculate bearings and distances on a map and on ground. Has the ability to use a bearing to reach a control point Be able to use pace count to measure distance.	Has good ability to calculate bearings and distances on a map and on ground. Has good ability to use a bearing to reach a control point Be able to use pace count to	

				measure distance	
Punching at Control points	O4	Limited ability to demonstrate skills on a course to reach different control points using a map	Ability to demonstrate skills on a course to reach different control points using a map	Very good ability to demonstrate skills on a course to reach different control points using a map	

TRACK AND FIELD ATHLETICS					
Skill	**AO Code**	**Basic**	**Intermediate**	**Proficient**	**Proficiency level**
Sprint events	AT1	Able to have a standing start, drive and run to complete at least a 100 metre race.	Able to have a crouch start without starting block, drive and accelerate over at least 10 metres and maintain maximum speed to finish a 100 meter race	Able to have a crouch start on a starting block, drive and accelerate over 20 metres and maintain maximum speed and have a proper finish at the end of 100 metres	
Middle and long distance	AT2	Able to have a standing start, run at varied speed to end the race (either 800 metres or 1500 metres).	Able to have a standing start, run at a constant speed to end the race (either 800	Able to have a standing start, run at an optimal speed and end the race (either 800 metres or	

			metres or 1500 metres).	1500 metres).with a sprint	
Long jump		Able to have a short approach run, take off and land on the pit	Able to have a full approach run, take off and use either the hang or sail technique, before landing on the pit	Able to have a full approach run, running at a maximum controllable speed, take off and use either the hang, sail or hitch- kick technique and have a proper flight before landing on the pit	
High jump	AT3	Able to have a short approach run, take off on one foot, jump and clear the bar using scissor technique and land on the mat.	Able to have a proper approach run take off on one foot, jump, have a good flight and clear the bar using the scissor/ Fosbury Flop technique and land on the mat.	Able to have an approach run using a J shape, accelerate and prepare for takeoff on one foot, jump vertically, have a good flight clearing the bar using the Fosbury Flop technique and land on the shoulder and back.	
Triple jump	AT4	Able to have a short	Able to have a proper	Able to have a full	

		approach run, take off have a hop followed by a step and finally land on the pit.	approach run, take off, have a hop followed by a step and finally land using either the hang or sail technique before landing on the pit.	approach run, running at a maximum controllable speed, take off, have a hop followed by a step and finally land using either the hang or sail technique before landing on the pit.	
Shot put	AT5	Able to grip the shot, have a standing power position to put the shot.	Able to have a proper grip, have a standing power position and put the shot with explosive power followed by a good recovery.	Able to have a proper grip, have the linear shot put technique, with a proper preparation, proper glide followed by a proper delivery using explosive power and a proper recovery to put the shot.	
Discus	AT6	Able to grip the discus, have a standing power position to throw the discus.	Able to have a proper grip, have a proper power position, followed by a good acceleration to	Able to have a proper grip with a proper power position, followed by a proper acceleration to throw the	

			throw the discus.	discus and a proper recovery after the release.	
Javelin	AT7	Able to grip the javelin, stand and throw.	Able to have a good grip, have a good approach walk using 3 walking stride rhythm, followed by a proper delivery.	Able to have a proper grip, have a proper approach run using a 5 running strides rhythm or more, followed by a proper delivery and a proper recovery.	
Sprint hurdles	AT8	Able to have a standing start, and complete a 100 metres obstacle race (at least 20 cm of height for girls and at least 30 cm of height for boys) Note: Number of obstacles for both boys and girls is 10. For girls distance from start to first hurdle is 12 metres and 8 metres in between	Able to have a crouch start without using a starting block, drive and accelerate to the first hurdle clearing it in a satisfactory way and have more than 3 strides between the hurdles and finish the 100 metres hurdle race. Note: Number of hurdles for both boys and girls is 10. Hurdles height	Able to have a crouch start using a starting block, drive and accelerate to the first hurdle clearing it (using the proper clearing phase and have only three strides between the hurdles and finish the 100 metres hurdle race. Note: Number of hurdles for both boys and	

		hurdles. For boys it is 13 metres and 8.50 metres respectively)	for girls is 76 cm and distance from start to first hurdle is 12 metres and 8 metres in between hurdles. For boys height of hurdles is 84 cm and distance from start to first hurdle is 13 metres and 8.50 metres in between hurdles)	girls is 10. Hurdles height for girls is 76 cm and distance from start to first hurdle is 12 metres and 8 metres in between hurdles. For boys height of hurdles is 84 cm and distance from start to first hurdle is 13 metres and 8.50 metres in between hurdles)	

5.5 Theory Component

According to the Teaching and Learning syllabus, learners are expected to cover the following theoretical components during Grade 9 and Grade 9+:

- Respiratory system
- Circulatory system
- Good body mechanics
- Minor sports injuries
- Diet, health and fitness

Moreover, **the muscles associated in each of the activities practised should also be taken into consideration when conducting the assessment**. This assessment can be carried out during the practical activities.

The school-based assessment in Physical Education should also take into consideration the above theory components. The assessment can take different forms. Assessment of

the learning outcomes can be carried out during practical activities, in the form of oral assessment or a written assignment. Whichever form the assessment takes, it should cover the following assessment criteria:

Theory Component					
	Code	**Basic**	**Intermediate**	**Proficient**	**Proficiency level**
Respiratory System	THR	Identifies the lungs as the organ of respiration	Identifies the different parts of the respiratory system Understands that physical activities have short and long term effects on the respiratory system	Identifies the different parts of the respiratory system Can explain the functions of the lungs Can explain the short and long term effects of physical activities on the respiratory system	
Circulatory system	THC	Recognises that the heart pumps blood around the body	Identifies the heart and the different parts of the circulatory system	Identifies the heart and the different parts of the circulatory system Understands the functions of the heart	
Good body mechanics	THM	Understands that good body mechanics are required when jumping,	Can describe the good body mechanics associated with jumping, running and throwing	Can describe the good body mechanics associated with jumping, running and throwing and	

		running and throwing		relate those to good performance in sports	
Minor sports injuries	THI	Identifies causes of minor injuries	Identifies causes and symptoms of minor injuries Understands the RICER treatment	Identifies causes and symptoms of minor injuries Understands and applies the RICER treatment to sprains and strains	
Diet, health and fitness	THD	Can only list the components of a healthy diet Does not understand the concept of BMR	Can list and identify the sources of the components of a healthy diet Can calculate the BMR of a person using existing software Understands the application of FITT principles	Can list and identify the sources of the components of a healthy diet Can relate healthy diet to a healthy lifestyle Can calculate the BMR of a person using existing software Can calculate Target Heart rate Zone using existing software Understands and applies FITT principles in training sessions	

6.0 Overall Grading

Educators will evaluate their learners' progress and performance and award an overall grade at the end of the year. This grade will be reported on the NCE certificate as the grade achieved by the candidate in Physical Education. In order to reach the overall grade, Educators are expected to make a judgment on the level attained in each of the different activities within the different components. Moreover, the attainment level in the theory component should also be taken into consideration.

Educators are also requested to take into consideration the following general criteria before coming to the final grading:

- Participation in activities
- General motivation and enthusiasm
- Integration in teams
- Response to instructions
- Recognise and follow relevant rules
- Observe safety precautions Use equipment safely
- Exercise warm-up routine and cool-down routine

The overall grade will be the one which best fits the learner's achievement and progress and the grade which the learner has achieved the most in the different activities in the practical and in the theory components.

The following overall grade descriptors can help Educators to make the final judgment of the grade attained by each pupil.

OVERALL ASSESSMENT CRITERIA	
Proficiency Level	**Descriptors**
Proficient	- Performs at a proficient level in most of the activities used for the SBA - Responds to instructions - Participates in activities - Observe safety measures in the classroom and while using equipment - Follows rules and regulations - Shows motivation - Demonstrates teamwork and team spirit - Carries out warm-up and cool-down routine

Intermediate	- Performs at an intermediate level in most of the activities used for the SBA - Responds to instructions - Participates in activities but does not show consistent progress - Observes safety measures in the classroom and while using equipment - Follows rules and regulations - Shows some motivation
Basic	- Performs at a basic level in most of the activities used for the SBA - Does not readily respond to instructions - Hardly participates in activities - Does not observe safety measures - Has difficulty in applying rules and regulations

7.0 SBA Observation Record Sheet

Educators should keep a record of all the activities and assessment tasks that they have used for the school-based assessment. **An SBA Observation Record Sheet must be kept for each learner**. This document serves to keep track of the assessment tasks carried out by the Educator as well as to provide documentary evidence of how learners progressed over the year. Educators will have to record which tasks have been used as well as the level at which the learners performed.

The SBA Observation Record Sheet **should be kept confidential** and made available during the monitoring process at school level and to the MES. In addition, the **SBA Observation Record Sheets should be kept securely at school for at least 6 months after the issue of results**.

The following sheet can be used as a means to keep track of the activities for each learner. It is to be noted that more than one activity can be used within each theme provided that learners are given the opportunity to fulfill the assessment criteria defined for each activity at proficient level.

Mauritius Examinations Syndicate

SBA Observation Record Sheet

Please read the School Based Assessment guidelines for PE before you fill in this form.

School Name		**Centre Number**	
Student Name		**Index Number**	
Subject	**Physical Education**	**Examination series**	

Component	Specific activity	Tasks Used	Date	Assessment criteria applied	Level Achieved
Theory component					
Alternative activities					
Net/Wall activities					
Fitness and Rhythmic activities					
Outdoor and Athletics Activities					
Overall Proficiency Level					

Comments on overall proficiency level (based on level descriptors)
Name of Educator:
Signature of Educator:

8.0 Quality Assurance Mechanism

As the assessment in Physical Education forms an integral part of the NCE certification process, a quality assurance mechanism has been set up to ensure that all schools implement the school-based assessment in a fair and consistent manner.

8.1 At School Level

There will be a monitoring process carried out at school level.

The objectives of the monitoring process are to ensure that Educators are:

- encouraging students to participate in the activities;
- providing a fair chance for all learners to demonstrate what they can do
- assessing students throughout the year;
- using the assessment criteria to make judgements;
- keeping a record of the tasks used in their portfolio;
- keeping the SBA Observation Record Sheet properly and
- keeping the SBA Progress Record Sheet

The monitoring should also ensure that proper support is provided to Educators where required.

8.2 At MES Level

The Quality Assurance Mechanism set up by the MES will require schools to:

a) submit a Progress Record Sheet (PRS) as instructed by the MES. This PRS will detail the activities/tasks carried out during a specific period.

   The template of the PRS will be downloadable from the MES website mes.intnet.mu. Once filled in, the PRS should be signed and certified by the Educator/s concerned and the Head of School.

b) submit duly filled-in PRS forms to the MES through the following email address: sbag9pe@mesonline.mu

c) keep evidence of students' work and activities carried out at school and make them available to the MES upon request.

The MES will visit schools in the context of the implementation of this Quality Assurance Mechanism. The following is a sample of the PRS:

Mauritius Examinations Syndicate

SBA - Progress Record Sheet

Please read the SBA guidelines for PE before you fill in this form. This form should be submitted to the MES via email at sbag9pe@mesonline.mu at the end of each term.

School:		**Centre Number:**	
Name of Educator:		**Examination Series**	
Name of Class:		**No. of students**	

Subject: Physical Education			**Term:**	1 ☐	2 ☐	3 ☐
Component	Alternative ☐	Net/Wall ☐	Fitness& Rhythmic ☐	Outdoor& Athletics ☐	Theory ☐	
Specific Activity						

Date	**Task /Activities carried out**				**Notes/Remarks**
	Aim / AO: **Task/Activity:**				
	No of Students	**Proficient:**	**Intermediate:**	**Basic:**	
	Aim / AO: **Task/Activity:**				
	No of Students	**Proficient:**	**Intermediate:**	**Basic:**	
Signature of Educator: _____ Date: ___/___/___					
Name of Head of School: _____ **Signature of Head of School:** _____ Date: ___/___/___					Seal of school

Mauritius Examinations Syndicate

SBA Progress Record Sheet

Please read the SBA guidelines for PE before you fill in this form. This form should be submitted to the MES via email at sbag9pe@mesonline.mu at the end of each term.

School: N Mandela SSS		**Centre Number:**	MU 326/451
Name of Educator: Usain Bolt		**Examination Series**	2025
Name of Class: Green		**No. of students:**	28

Subject: Physical Education			**Term:**	1 ☐	2 ☑	3 ☐
Component:	Alternative ☐	Net/Wall ☑	Fitness& Rhythmic ☐	Outdoor& Athletics ☐	Theory ☑	
Specific Activity		Football			Diet, Health & Fitness	

Date	Task /Activities carried out				Notes/ Remarks
14 July	**Aim / AO:** F31, F5-F9 **Task/Activity:** In groups of 5, passing the ball around ….				
	No of Students:	**Proficient:** 20	**Intermediate:** 6	**Basic:** 2	
25 and 31 August	**Aim / AO:** THD **Task/Activity:** Quiz and group discussion about nutrition Calculation of personal BMR by each student				Whole class activity
	No of Students:	**Proficient:** 15	**Intermediate:** 9	**Basic:** 4	
Signature of Educator: UBolt			Date: 20/09/26		
Name of Head of School: Mrs Laila Ali **Signature of Head of School:** Laila Ali			Date: 21/09/26		

9.0 The Result Sheet

A **Result Sheet** will be provided to all schools by the MES. Educators will have to record the **overall level of proficiency** achieved in the Result Sheet. Heads of Schools will authenticate and sign the Result Sheet before it is submitted to the MES. The deadline to submit the Result Sheet to the MES shall be communicated to all schools.

The following is a sample draft result sheet:

MAURITIUS EXAMINATIONS SYNDICATE

NCE Assessment 2025

RESULT SHEET FOR GRADE 9 – Non- Core Subjects

School: _____

◄---------- COMPETENCY LEVEL ----------►

	Index Number	Name	Gender	Physical Education	Performing Arts	Life Skills & Values
1	1004/00000/00	XXXXX,	B	P	I	B
2	1004/00000/01	YYYY	B	B	B	I
3	1004/00000/02	YYYYY	G	I	I	I
4	1004/00000/03	YYYYY	B	I	P	P
5	1004/00000/04	YYYYY	G	P	P	P

Total:	5

Seal of School

I certify that the above competency levels have been verified and found correct.

Name of Head of School: _____ Signature: _____ Date: ___/___/____