MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 11

PHYSICAL EDUCATION AND SPORT







ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the work done by the following persons who were involved in the production of the **Grade 11 Physical Education National Scheme.**

Alqu Stanley

Kevin Singh

Kurt Braithwaite

Nicholas Fraser

Willon Cameron

@ 2023 Ministry of Education, Georgetown. Guyana

NATIONAL SCHEME FOR SECONDARY SCHOOLS

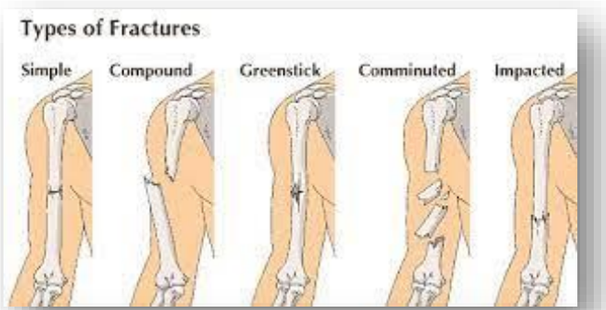
Curriculum Area: Physical Education and Sport **GRADE 11**

					WEEK 1
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Fitness and performance Sport Injuries	**Students will:** Identify the major causes of sport-related injuries and describe procedures for the prevention of injuries.	Major causes of sport-related injuries: overuse, environment, violence, accidental, lack of fitness, improper technique, and knowledge of rules.  Procedures for the prevention of injuries: adherence to principles of training, safety rules, appropriate equipment, appropriate playing area, appropriate playing gear, fitness level, proper warm-up/cool-down, hydration 	Identify major causes of sports-related injuries. Describe procedures for the prevention of injuries.	PE & Sport for CSEC Study Guide pg 134-137 https://youtu.be/-lvzHyOmdUA	Quiz

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 2

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and performance Sport Injuries	**Students will:** Identify common sports-related injuries. Outline procedures for the treatment of common sports-related injuries.	**Common sports-related injuries**: fractures, joint injuries, unconsciousness/concussion, **soft tissue injuries**; skin damage: cuts/grazes/blisters, dehydration, hyperthermia, cramps, winding.  Some common sports injuries	Identifying common sports-related injuries. Outline procedures for the treatment of common sports-related injuries. Practical demonstration on how to attend to sport-related injuries and methods used to address such.	PE & Sport for CSEC Study Guide pg 134-137	Oral questioning Presentation

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

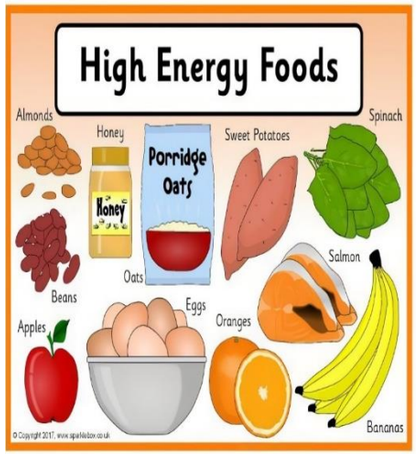
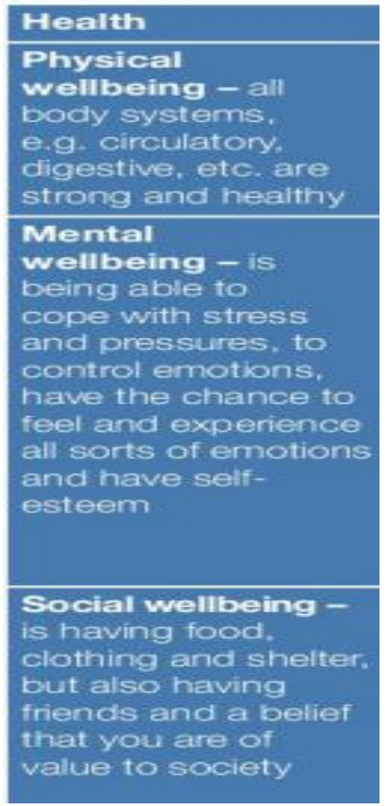
WEEK 3

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and performance Sport Injuries	**Students will:** Outline procedures for the treatment of common sports-related injuries.	**Procedures for the treatment of common sport-related injuries**: Rest, Ice, Compression and Elevation (**RICE**),  Heimlich manoeuvre,  Bandages, slings, moving a victim, The recovery position. 	Outline procedures for the treatment of common sports-related injuries. Practical demonstration on how to attend to sport-related injuries and methods used to address such.	PE & Sport for CSEC Study Guide pg 134-137 https://www.youtube.com/watch?v=vjH59s755Rk	Presentation Roleplay

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

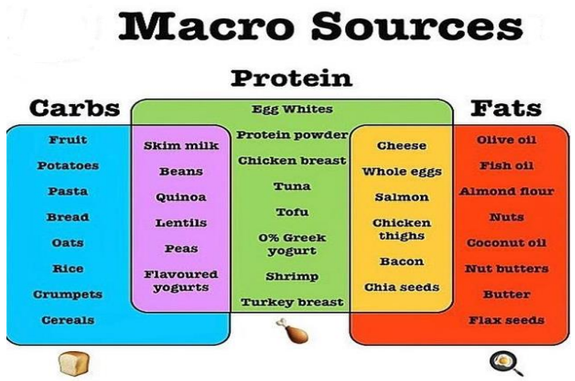
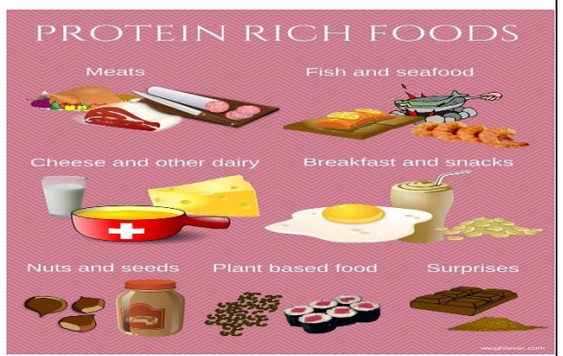
WEEK 4

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Health and Nutrition Health-related nutrition	**<u>Students will:</u>** Understand health-related terms. Be aware of health-related terms. Be aware of good eating habits and nutrition.	Definitions of good health "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." (Physical, mental, social), nutrients, malnutrition, wellness.  	General discussion to highlight good health. Identifying reasons for malnutrition. Listing various nutrients. Identifying reasons for wellness. Presentation on nutrients.	PE & Sport for CSEC Study Guide pg 158-164	Oral questioning Presentation

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 5

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Health and Nutrition Nutrition	**<u>Students will:</u>** Be aware of the various types of Nutrients. Understand the importance of selecting foods for health and athletic performance. Be aware of the importance of pre-and post-activity meals as well as fluid replacement.	***Essential nutrients***  What is protein? Proteins are large molecules found in living cells. Proteins are like building blocks to build tissues in the human body, such as muscle tissue, bones, blood, and even hormones. 	General discussion to highlight the importance of high-energy meals. Identifying reasons for the importance of pre-and post-activity meals. Listing examples of high protein foods. Identifying the importance of fluid replacement.	PE & Sport for CSEC Study Guide pg 158-164	Oral questioning Presentation and display of high-energy foods, high-protein foods, pre-and post-activity meals, and fluid replacement.

NATIONAL SCHEME FOR SECONDARY SCHOOLS

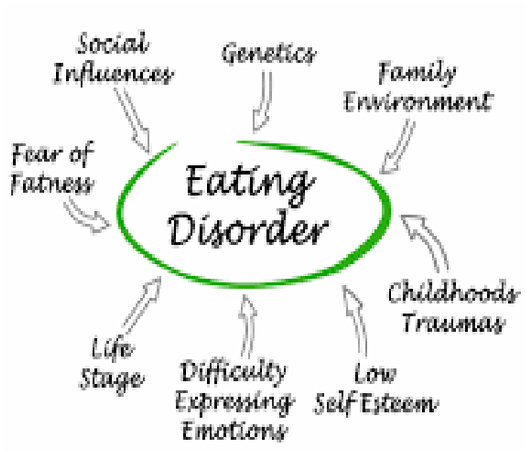
Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 6

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Health and Nutrition Eating habits	**Students will:** Identify eating disorders. Be aware of the consequences of eating disorders on the body system.	Eating disorders are short-term changes in eating patterns that occur because of a stressful event, an illness, or a desire to change the diet for health and/or personal appearance reasons.  Types i. Anorexia Nervosa ii. Bulimia Nervosa iii. Binging	General discussion to highlight the importance of a balanced diet. Identifying reasons for eating disorders. Listing examples of factors and reasons for eating disorders.	PE & Sport for CSEC Study Guide pg 158-164	Quiz

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

					WEEK 7
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Eating habits	**Students will:** Understand the reason for eating disorders	**Reasons for eating disorders** Trauma, anxiety, depression, obsessive-compulsive disorder, and other mental health issues can increase the likelihood of an eating disorder. 	Presentation on eating disorders regarding their consequences on athlete's performance and body functions.	PE & Sport for CSEC Study Guide pg 158-164	Quiz

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

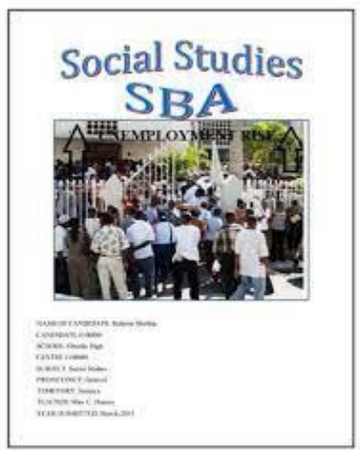
WEEK 8

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SBA Class Project	**Students will:** Execute the various roles and complete their class project	**Roles and responsibilities** Competition director, Competition manager etc., Executive body includes: i. President ii. Secretary iii. Treasurer etc., Execution of event  	Execution of roles Teamwork Coaching Managing	CSEC Syllabus pg 41-43	Oral questioning Assessment based on involvement with competition.

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 9

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
SBA Class Project	**<u>Students will:</u>** Evaluate class projects and prepare a portfolio of the sport and event.	The table of contents – includes:  Introduction Background to the project Reflections Researcher's role etc.  	Reading Writing	CSEC Syllabus pg 40	Reviewing portfolio

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 10

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical Assessment Sport #3 **Examples used for:** - **Track and field**	**<u>Students will:</u>** **<u>Skills assessment</u>** Indicate their selected sport. On the field, demonstrate active warm-up, dynamic warm-up, and event-specific warm-up, Training components, competently. E.g., warm-up activities Demonstrate a minimum of 5 <u>running drills techniques</u> out of 10 used for stamina, speed, endurance etc., for the selected sport.	**Example: Track and field** **Components of training** Warm-up 1. Arm swings- Active 2. Knee buffs – Dynamic 3. Quick leg right down and back- event-specific (all jumps)  These <u>drills for running</u> form are best performed on a soft surface, such as a rubberized track, the infield of a track, a flat dirt trail or a grassy field. Perform the drills after you have completed your initial warm-up, or at the middle or end of your run. e.g. - side-to-side skip - carioca,	Work in groups of five based on their sport selection. Execute a full range of movements. Feed back	CSEC Syllabus Pg 13-25 Pg 38-39 **References** <u>YouTube videos</u> PE 1-2-3 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-313	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 11

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical Assessment **SPORT #3** **Examples used for: Gymnastics**	**<u>Students will:</u>** **<u>Application assessment</u>** Use the select one sport discipline from the first assessment. On the field, platform, or pool, demonstrate the application of skills pertaining to the selected sport discipline. Effectively apply 6 of the 8 skills previously demonstrated.	**Body Movement Skills** (i) Steps - Variety in step patterns. (ii) Jumps and leaps - Take offs, landings, shapes in flight, rotations. (iii) Pivots - On different body parts, with different body/limb shapes. (iv) Balances - On different body parts, with different shapes, levels. (v) Waves - With different body parts, in different directions, levels. (vi) Bends - Of different body parts, while in different positions. (vii) Rolls/Splits - Different directions. 	Feed back Apply principles specific to the selected sport discipline. Assessment of skills application demonstrated by students.	CSEC Syllabus Pg 3-7 Pg 13-25 Pg 38-39 **References** <u>YouTube videos</u> #1 <u>YouTube</u> #2 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport

GRADE 11

WEEK 12

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Practical assessment SPORT #3 **The example used for:** **Judo**	**<u>Students will:</u>** **<u>Tactics</u>** On the field, platform, or pool, demonstrate the application of tactical skills in the selected sports discipline.	**Combative Sport** **<u>Judo</u>** (i) Foundations of Judo - Historical background. - Styles, vocabulary. - Judo in everyday life. - Application to modern living. - Breathing methods. - Postures. (ii) Basics of **Judo** Training - Judo etiquette. - Health and well being through correct diet and healthy lifestyle. - Awareness of legal and ethical implications of the use of force. 	Execute a full range of movements. Feed back	CSEC Syllabus Pg 13-25 Pg 38-39 **References** <u>YouTube videos</u> Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

NATIONAL SCHEME FOR SECONDARY SCHOOLS

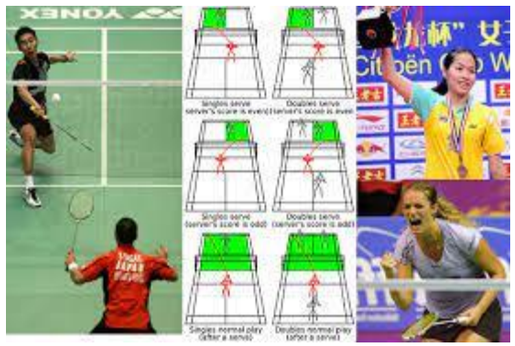
Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 13

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
The example used for: **Judo**	**Students will:** Demonstrate any 6 of 8 tactical skills in a competitive setting.	(iii) Warming-up Stretching; Aerobic Exercises. (iv) Falling: why, when, how. (v) Throws and Break falls - Foot, leg, body and shoulder throws. - Rear, side, and forward rolling break falls. - Balance breaking techniques. - The importance of hand holds. 	Execute a full range of movements. Feed back	CSEC Syllabus Pg 13-25 Pg 38-39 **References** YouTube videos Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

					WEEK 14
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Practical assessment Sport #3 **Example used for:** **Badminton**	**Students will:** **Law/rules governing the sport.** Identify the laws/rules pertaining to the selected sports discipline. Interpret and demonstrate 5 of 7 rules and how they can be broken.	 **Rules** **Scoring System** ○ A match consists of the best of 3 games of 21 points. ○ Every time there is a serve – there is a point scored. ○ The side winning a rally adds a point to its score. ○ At 20 all, the side which gains a 2-point lead first wins that game. ○ At 29, the side scoring the 30th point wins that game. ○ The side winning a game serves first in the next game.	Oral questioning Written responses to questions	CSEC Syllabus Pg 13-25 Pg 38-39 Physical Education for lower secondary schools' levels 1-2-3 By G. Lai Pg 100-336	Use the outline in the syllabus for guidance. Build portfolio on selected sport discipline

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

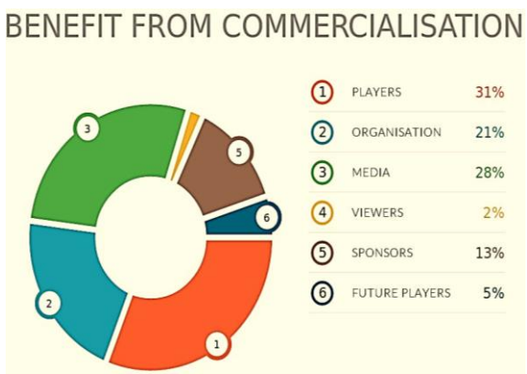
WEEK 15

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and social issues **SubTOPIC/ SUB-TOPIC** Technology **i.** Officiating **ii.** Statistics **iii.** Analysis of performance	**<u>Students will:</u>** Outline a statement for the term 'technology', accurately. In 5-minutes, List areas of sports that technology has impacted. From observing a video, highlight how technology has changed spectators and their viewing power.	**Technology** The application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment.  <u>Technology in sports</u> Technology has impacted. **i.** Clothing **ii.** Equipment **iii.** Training **iv.** Officiating <u>Technology and officiating</u> Technology shapes how officials manage a performance. <u>Data Analytics-</u> Converting raw data into actionable insights. **<u>Changing the face of technology</u>** Over the years, technology has revolutionized our world and daily lives. Technology has paved the way from heavy computers to smart watches or devices. Spectators have influenced specific decisions or rewards in sports due to social media via technology.	Oral questioning Classroom discussion Watching videos	Caribbean CESC physical education and sports study guide Pg 174-175 YouTube videos Websites	Create a chart to illustrate how technology has improved over 20 years. Debate Moot Technology in sports has made a sufficient impact.

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 16

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and social issues **SubTOPIC/ SUB-TOPIC** Commercialization **i.** Sponsorship **ii.** Endorsement **iii.** Marketing	**Students will:** Create a working definition for commercialization, successfully. Understand the legal implication/s of commercialization in sports. Name 4 of 6 advantages and disadvantages of commercialization in sports. Within a 10-minute timeline, indicate the benefits of commercialization in sports.	**Commercialization** Commercialization is the process of bringing new products or services to market. Commercialization in sports comes in the form/s of sponsorships, product endorsement, ambush markets, etc. **Sports and the law** Various legal and business relationships are integral to the staging of a sporting event, whether it is on a local, national, or international scale. When an agreement is made, everyone needs to ensure that their interests are protected. E.g., Players, sponsors, managers etc. Advantage of commercialization + Increase revenue Disadvantage of commercialization + The player or team doesn't perform well.  	Oral questioning Classroom discussion Watching videos	Caribbean CESC physical education and sports study guide Pg 172-173 YouTube videos Websites	Self-assessment worksheet Oral questioning

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

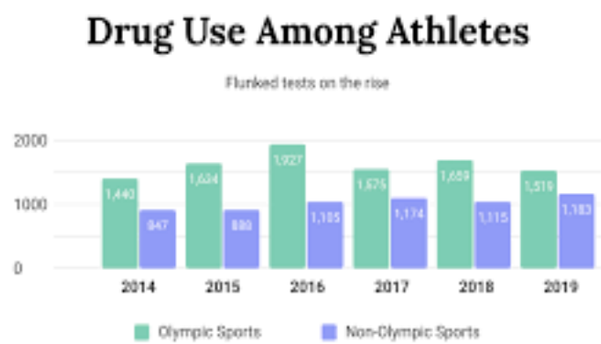
WEEK 17

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and social issues **SubTOPIC/ SUB-TOPIC** Ethics in sports **i.** Fair play **ii.** Sportsmanship **iii.** Racism	**Students will:** Create a workable definition for ethics. Identify virtues or roles that encompass ethics in sports. Briefly expound on each area mentioned with 80% accuracy. Discuss the importance of ethics in sports.	**Ethics** Examines the rational justification for our moral judgments; it studies what is morally right or wrong, just, or unjust. **Role or virtues of ethics** Ethics in sport requires four key virtues: fairness, integrity, responsibility, and respect. Fairness- All athletes and coaches must follow established rules and guidelines of their respective sport. Integrity- To behave by ethical principles, and act in good faith, intellectual honesty, and fairness. **Importance of ethics** Ethics is so important in the world of sports because it stands not only for fair play but also for respectful and ethical behaviour of all the parties engaged like athletes, referees, and fans while playing a game or competing. 	Active feedback Peer assessment Oral questioning Classroom discussion Watching videos	Caribbean CESC physical education and sports study guide Pg 158-161 YouTube videos The world of sports examined. By Paul Beashel Pg.199 Websites	Self-assessment worksheet Report writing

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and Social Issues **Drugs in sports**	**<u>Students will:</u>** Identify issues related to Physical Education and Sports, with regard to Drugs. Identify reasons for issues related to Physical Education and Sports, with regard to Drugs. Be aware of the resulting consequences regarding the use of drugs.	**Drugs:**  Categories of drugs used in sports. Social drugs, performance-enhancing drugs, anti-doping (methods, testing, banned substances).  	General discussion to highlight and discuss issues related to Physical Education and Sports. Examining the Role of Drugs in Physical Education and Sports. Presentation on reasons for issues related to Physical Education and Sports with regards to Drugs.	PE & Sport for CSEC Study Guide pg 176 Visual Aids Resource Personnel Newspaper clippings and articles	Oral questioning Presentation

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport

GRADE 11

WEEK 19

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and Social Issues **Special population**	Students will: Identify issues related to Physical Education and Sports, about Special populations. Examine the code or regulations that govern the inclusion of special populations in sports. Be aware of cultural influences such as customs and traditions.	**Special populations**: inclusion, accessibility, and issues Cultural influences: customs and traditions.   	General discussion to highlight and discuss issues related to Physical Education and Sports. Examining the role of Special populations with regards to inclusion and accessibility in Physical Education and Sports. Explore the role of Cultural influences on customs and traditions in Physical Education and Sports. Presentation on the role of the Mass media and its impact on Physical Education and Sports both positively and negatively.	PE & Sport for CSEC Study Guide pg 178 Resource Personnel	Oral questioning Presentation

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 20

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and Social Issues **Special population**	Students will: Identify issues related to Physical Education and Sports, with regards to media and sports. Identify the positives and negatives of the media in sports. Be aware of the influence the media has on the population.	**Media** plays a large role in how we perceive most aspects of life.  The media plays a significant role in shaping the public's perception and consumption of sports. Through various platforms, such as television, radio, print, and online media, the media can reach a large audience and influence public opinion about sports and the athletes who play them. One of the main ways the media impacts sports is through the coverage it provides. 	Examining the role of the media with regards to inclusion and accessibility in Physical Education and Sports. Presentation on the Role of the Mass media Its impact on Physical Education and Sports is both positive and negative.	PE & Sport for CSEC Study Guide pg 178 Resource Personnel https://www.tutorialspoint.com/role-of-media-on-sports	Oral questioning Presentation

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 21

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and Social Issues **Gender**	Students will: Identify issues related to Physical Education and Sports, with regards to gender and sports. Identify the positives and negatives of gender in sports. . Discuss why gender in sports is important in the classroom. Discussion.	**Gender and sports** Associated with such masculine imagery, sports serve to legitimize a perceived natural superiority of men and reinforce the inferiority of females who are defined concerning relative weakness, passivity, and grace – the characteristics of femininity. Therefore, sports are often described as a "male preserve. " Sex has been identified as a major determinant of athletic performance through the impact of height, weight, body fat, muscle mass, aerobic capacity, or anaerobic threshold as a result of genetic and hormonal differences.   	Examining the role of the media with regards to inclusion and accessibility in Physical Education and Sports. Presentation on the Role of the Mass media Its impact on Physical Education and Sports is both positive and negative	PE & Sport for CSEC Study Guide http://sociology.iresearchnet.com/sociology-of-sport/gender-and-sports/#:~:text=Associated%20with%20such%20masculine%20imagery,"	Oral questioning Presentation

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 22

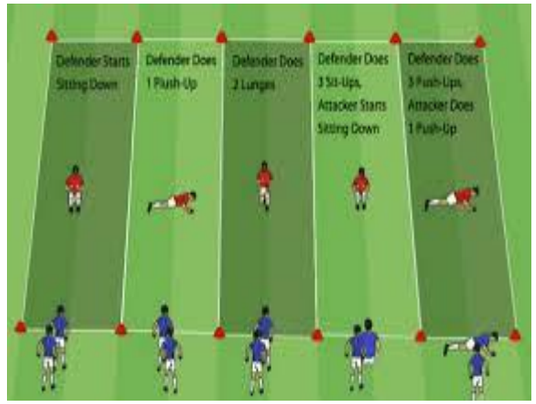
TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Past Paper **2016** **Paper 1 &2**	**Students will:** Answer questions from a past paper to get an experience of the examination questions.	1. History & Development 2. Anatomy and Physiology 3. Fitness & Performance 4. Health & Nutrition 5. Trends & Issues	Writing examination	CSEC 2016 Paper 1B CXC Past Papers booklet https://documents.gcfc.edu.jm/wl/?id=t8pOUsvSunStPFvl1yUFULIRaUXgSANp&path=CXC%20CSEC%2FPhysical%20Education%20%26%20Sports%2FCXC%20CSEC%20Many-June%202016%20-%20Physical%20Education%20%26%20Sport%20Paper%201.pdf&mode=grid	Marking scripts

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport

GRADE 11

WEEK 23

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Sport 1 review	**Students will:** Perform drills and play a game of the selected sport.	Basics Skills    	Performing drills Playing a game	Playing Area Playing Equipment	Observation Practical Assessment

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

					WEEK 24
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport 2 review e.g track and field	**Students will:** Perform drills and play a game of the selected sport.	Basics Skills  	Performing drills Playing a game	Playing Area Playing Equipment	Observation Practical Assessment

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 25

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Sport 3 review E.g Gymnastics	**Students will:** Perform drills and play a game of the selected sport.	Basics Skills   	Performing drills Playing a game	Playing Area Playing Equipment	Observation Practical Assessment

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 11**

WEEK 26

<table>
<tr><th>TOPIC/ SUB-TOPIC</th><th>GENERAL OBJECTIVE</th><th>CONTENT</th><th>ACTIVITY</th><th>RESOURCE</th><th>EVALUATION STRATEGY</th></tr>
<tr>
<td>Practical Preparation</td>
<td><u>Students will:</u>

Students will practice drills and play competitive games of their selected sport</td>
<td>
CONDUCT AND ASSESSMENT OF PRACTICAL SKILLS - Paper 03 (135 MARKS)

The assessment of Practical skills for each Option must be conducted by the class teacher. The criteria provided below are intended to assist teachers in making reliable assessment of students' achievement in EACH of the three sports selected. This does not include Dance (see pages 44 - 45 for mark scheme for Dance).

MARK SCHEME FOR PRACTICAL SKILLS
(45 marks for EACH)
<table>
<tr><th>ELEMENTS ASSESSED</th><th>TOTAL MARKS</th><th>LEVELS OF PERFORMANCE</th><th>RANGE OF MARKS</th><th>MARKS GAINED</th></tr>
<tr><td>Skills (Individual performance)</td><td>12</td><td>• Demonstrates advanced standards of performance using correct technique all of the time.</td><td>10 - 12</td><td></td></tr>
<tr><td></td><td></td><td>• Demonstrates proficient standards of performance using correct technique most of the time.</td><td>6 - 9</td><td></td></tr>
<tr><td></td><td></td><td>• Demonstrates partially proficient standards of performance using correct technique occasionally.</td><td>3 - 5</td><td></td></tr>
<tr><td></td><td></td><td>• Demonstrates low standards of performance not using correct technique.</td><td>1 – 2</td><td></td></tr>
<tr><td></td><td></td><td>• Unable to demonstrate the required skill/technique.</td><td>0</td><td></td></tr>
</table>
</td>
<td>Performing drills

Playing a game</td>
<td>Playing Area

Playing Equipment</td>
<td>Observation</td>
</tr>
</table>

NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport

GRADE 11

WEEK 27

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
CSEC Moderation	**Students will:** Students will perform basic skills of their selected sport for the moderator. Students will answer questions on selected sports.	History of the selected sport Rules Basic skills 	Performing drills Playing a game Answering questions	Playing area Playing equipment Pen Paper	Demonstration Oral questioning Written examination