



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

PHYSICAL EDUCATION

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FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Physical Education in the senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is “To provide credible and inclusive national examinations and assessments in General and Technical Vocational education.”. In the quest for responsiveness, the BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21st century skills on learners. As such, School- Based Assessment (SBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge International as an Accreditation partner.

Dr Moreetsi Thobega
Chief Executive Officer
Botswana Examinations Council

ACKNOWLEDGEMENT

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development the Physical Education Assessment syllabus for the Botswana Senior Secondary Education (BSSE). The stakeholders gave a lot of priority to this national assignment over and above regular work assignments and this document was produced within the stipulated time frame. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, as such all of them were equal to this task and are much appreciated.

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TABLE OF CONTENTS

CONTENT	PAGE
FOREWORD	i
ACKNOWLEDGEMENT	ii
1.0 INTRODUCTION	2
2.0 TEACHER SUPPORT	3
2.1 Support Documents.....	3
2.2 Training	3
3.0 SYLLABUS AIMS	4
4.0 ASSESSMENT OBJECTIVES	5
5.0 SCHEME OF ASSESSMENT	7
5.1 The Components.....	7
5.2 Relationship Between Assessment Objectives and Components	8
5.3 Grade Descriptions.....	9
5.4 Availability of the Syllabus	11
5.5 Combining the Syllabus with Other Syllabuses.....	11
6.0 CONTENT	11
7.0 PROVIDER BASED ASSESSMENT	13
7.1 Composition of Provider Based Assessment	13
7.2 Moderation of Provider Based Assessment	13
7.2.1 <i>Internal Moderation</i>	13
7.2.2 <i>External Moderation</i>	13
8.0 OTHER INFORMATION	14
8.1 Equality and Inclusion.....	14
8.2 Grading and Reporting	14
9.0 APPENDICES	14
A Glossary of Terms	14

1.0 INTRODUCTION

As part of the Botswana Senior Secondary Education (BSSE) Programme, the Physical Education Assessment Syllabus is designed to outline how candidates who have completed a two-year course based on the vocational Pathway of the Senior Secondary School Physical Education Teaching Syllabus are to be assessed.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to demonstrate what they know, understand and can do. Provider Based Assessment (PBA) will contribute to the final grade of assessment.

The syllabus will be assessed through one written paper, and an aggregated provider-based assessment the details of which are outlined in the Scheme of Assessment. This Physical Education Assessment Syllabus should be read in conjunction with:

- (a) the Botswana Senior Secondary School Physical Education Teaching Syllabus
- (b) the specimen question papers and mark schemes.

Entry Requirements

The Physical Education assessment syllabus is designed for candidates that have completed BSSE Physical Education teaching syllabus or its equivalent.

Progression

The Botswana Senior Secondary Education (BSSE) Programme is a general qualification that enables candidates to progress directly into employment or to proceed to further studies.

2.0 TEACHER SUPPORT

A number of support structures which include support documents and training are available for teachers implementing the Physical Education assessment syllabus.

2.1 Support Documents

To ensure uniformity of standards across the centres, the Botswana Examinations Council will provide the centres with documents and materials that guides on how to conduct valid and reliable assessments. These include guidelines for Provider Based Assessments, specimen question papers with corresponding mark schemes, annual Principal Examiners' reports and / or Principal Moderator's Reports. These documents will be accessible through the BEC Website.

2.2 Training

BEC will offer periodic training to personnel conducting Provider Based Assessment to equip them with requisite knowledge and skills to deliver credible, valid, and reliable assessments.

3.0 SYLLABUS AIMS

According to the Physical Education Teaching Syllabus of the vocational pathway of the BSSE programme, candidates pursuing this course should with due consideration to safety, health, the environment, and quality, be able to:

- Apply health and safety measures effectively when using tools, equipment, and materials in performance of physical activities with due consideration of the environment,
- Understand and appreciate the benefits of physical activity and sport for health, fitness and well-being,
- Demonstrate an understanding of issues in sport and Physical Education,
- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities in variety of settings,
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities,
- Demonstrate ability to plan, perform, analyse and improve a variety of physical activities for self and others,
- Exhibit responsible personal and social behaviour that respects self and others in physical activity participation.

4.0 ASSESSMENT OBJECTIVES

There are **three** main Assessment Objectives:

The assessment objectives (AOs) are:

- 1** Knowledge and Understanding
- 2** Apply, Analyse and Evaluate
- 3** Practical Skills

A description of each assessment objective is as follows:

AO1 Knowledge and Understanding

Candidates should be able to:

- 1.1 Define, describe and explain physical education concepts
- 1.2 Identify and explain factors that affect skill performance, health and fitness
- 1.3 Identify reasons and opportunities for participating in physical activities
- 1.4 Identify and explain concepts of leisure and recreation
- 1.5 Demonstrate an understanding of tactics and strategies appropriate in all the selected activities
- 1.6 Examine the impact of participating in physical activities on skill performance, health and fitness
- 1.7 Explain ways of improving individual performance in any physical activities
- 1.8 Explore adventure, recreational and sport tourism activities
- 1.9 Explain ways of planning and organising adventure, recreational or sport tourism activities.

AO2 Apply, Analyse and Evaluate

Candidates should be able to:

- 2.1 Apply an understanding and knowledge of place of sports in the society
- 2.2 Examine issues and factors that affects participation, performance, health and physical fitness
- 2.3 Apply concepts of movement to improve health, fitness, and performance
- 2.4 Apply nutritional concepts to improve to health, fitness, and performance
- 2.5 Apply an understanding and knowledge of training principles to improve health, fitness, and performance
- 2.6 Implement recommendations to improve health, fitness and/ or performance
- 2.7 Plan and organise an adventure or recreational activity for the community
- 2.8 Design and implement a personal wellness program
- 2.9 Select and use appropriate field test to evaluate and analyse a personal fitness
- 2.10 Make and record observations, measurements
- 2.11 Interpret and evaluate observations and data

- 2.12 Plan investigations and suggest possible interventions
- 2.13 Evaluate an adventure, recreational or sports tourism activities
- 2.14 Evaluate the impact of participating in physical activities on performance, health and fitness.

AO3 Practical Skills

Candidates should be able to:

- 3.1 Plan and perform advanced movement skills in selected activities
- 3.2 Demonstrate ability to lead others through activities such as officiating and supervising training sessions
- 3.3 Initiate and participate actively in physical activities of their choice
- 3.4 Demonstrate an understanding of attitudes and values of participating in physical activities

5.0 SCHEME OF ASSESSMENT

5.1 The Components

All candidates take **three** components.

The candidates are to be assessed by **three** papers: paper 1, paper 2.and paper 3.

The papers are described in the table.

Paper 1	2 hours	70 marks	35 %
A written theory paper consisting of short answer and structured questions.			
Section A This section will have compulsory short questions from PEDSL 1 , PEDSL 2 and PEDSL 3 and will be marked out of 15 .			
Section B This section will have three compulsory structured questions on different modules in the syllabus. Question B1 will be set on areas of study in PEDSL 1 ; question B2 will be set on areas of study in PEDSL 2 ; question B3 will be set on areas of study in modules PEDSL 3 . B1 will carry 20 marks; B2 20 marks and B3 15 marks. Differentiation will be achieved using structured questions each of which incorporate an incline of difficulty. The questions will be designed to allow candidates to demonstrate what they know, understand, and can do. The questions will be from the whole syllabus and will test skills in Assessment Objectives 1 and 2. This paper is externally assessed.			
Paper 2	2 hours	75 marks	40%
Practical Examination The purpose of this component is to afford candidates a wider opportunity to demonstrate their skills and techniques in physical performance. The practical examination will be conducted and assessed by external examiners from BEC. This will be a 2-hour practical examination and will be worth 100 marks. This paper will have two compulsory questions on different practical modules in the syllabus. The questions will be set on areas of study in PEDSL 4 , PEDSL 5 , PEDSL 6 , PEDSL 7 and PEDSL 8 . This paper will test Assessment Objectives 1, 2 and 3 .			
Paper 3	4 terms	30 marks	25%
Provider Based Assessment (PBA) Candidates should be able to demonstrate the ability to design, implement and evaluate a personal fitness programme. This will cover the area of study in PEDSL 1 . This paper will test Assessment Objectives 1, 2 and 3 . This component will be internally assessed and externally moderated Botswana Examinations Council.			

5.2 Relationship Between Assessment Objectives and Components

Assessment Objectives	Marks and Skill Weightings			Total Skill Weighting
	Paper 1	Paper 2	Paper 3	
AO 1 Knowledge and Understanding	45 (65%)	10 (13 %)	5 (15%)	30%
AO 2 Application	25 (35%)	10 (13 %)	20 (70%)	25 %
AO 3 Practical Skills		55 (74 %)	5 (15%)	45%
Total Marks	70	75	30	
Paper Weighting	35%	40 %	25%	100 %

5.3 Grade Descriptions

Grade A

Candidates should be able to:

- know and understand most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.
- Apply through know and understanding in most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.
- Effectively demonstrate the ability to evaluate an adventure, recreational or sports tourism activities
- Effectively demonstrate the ability to plan and organise an adventure or recreational activity for the community.
- Demonstrate effectively, through performance, the ability to interrelate planning, performing, and evaluating while undertaking activity. They demonstrate a high level of competence in all their chosen physical activities.
- Effectively demonstrate the ability to design implement and evaluate a wellness program to develop and maintain a healthy lifestyle.

Grade C

Candidates should be able to:

- know and understand many of the factors affecting performance; many of the health and safety aspects of physical activity including several advantages and risks associated with a range of training strategies and techniques; many of the reasons for participating in physical activity.
- Apply through know and understanding in most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.
- Demonstrate a sound ability to evaluate an adventure, recreational or sports tourism activities.
- Demonstrate a sound ability to plan and organise an adventure or recreational activity for the community.
- demonstrate, through performance, a sound ability to interrelate planning, performing, and evaluating while undertaking activity. They demonstrate competence in their chosen physical activities.
- Demonstrate a sound ability to design implement and evaluate a wellness program to develop and maintain a healthy lifestyle.

Grade E

Candidates should be able to:

- know and understand many of the factors affecting performance; many of the health and safety aspects of physical activity including several advantages and risks associated with a range of training strategies and techniques; many of the reasons for participating in physical activity.
- Apply limited knowledge and understanding in most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.
- Demonstrate a limited ability to evaluate an adventure, recreational or sports tourism activities.
- Demonstrate a limited ability to plan and organise an adventure or recreational activity for the community.
- Demonstrate limited performance and some ability to interrelate planning, performing, and evaluating while undertaking activity. They demonstrate a limited level of competence in their chosen physical activities.
- Demonstrate limited ability to design and implement a wellness program to develop and maintain a healthy lifestyle.

Grade G

Candidates should be able to:

- show knowledge and understanding of few factors affecting performance; few of the health and safety aspects of physical activity, including few advantages and risks associated with a range of training strategies and techniques; few of the reasons for participating in physical activity.
- Demonstrate basic ability to interrelate planning, performing, and evaluating while undertaking activity. They demonstrate basic competence in their chosen physical activities.
- Demonstrate basic ability to design and implement a wellness program to develop and maintain a healthy lifestyle.
- know and understand many of the factors affecting performance; many of the health and safety aspects of physical activity including several advantages and risks associated with a range of training strategies and techniques; many of the reasons for participating in physical activity.
- Apply limited knowledge and understanding in most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.
- Demonstrate a limited ability to evaluate an adventure, recreational or sports tourism activities.
- Demonstrate a limited ability to plan and organise an adventure or recreational activity for the community.
- Demonstrate basic ability to interrelate planning, performing, and evaluating while undertaking activity. They demonstrate basic competence in their chosen physical activities.
- Demonstrate basic ability to design and implement a wellness program to develop and maintain a healthy lifestyle.

5.4 Availability of the Syllabus

This syllabus is available to both school candidates.

5.5 Combining the Syllabus with Other Syllabuses

Candidates may combine this syllabus in an examination series with any of the Botswana Senior Secondary syllabuses.

6.0 CONTENT

6.1 Summary of modules

Physical Education subject has a total of eight (8) modules categorized as follows: A Compulsory module: To be done by all learners.

- PEDSL 1 Manage Health and Wellness
- PEDSL 2 Sport in Society and Physical Education
- PEDSL 3 Explore Leisure and Recreational Activities
- PEDSL 7 Develop Skills in Gymnastics
- PEDSL 8 Develop Competency in Dance

B Compulsory electives: Learners are expected to do both modules but choose within suggested categories of activities

- PEDSL 4 Develop Competency in Games.
- PEDSL 5 Develop Competency in Athletics

C Optional Module

PEDSL 6: Develop competency in swimming

The Teaching Syllabus covers 8 modules:

Module 1	
PEDSL 1	Manage Health and Wellness
PEDSL 1.1: Demonstrate an understanding of the structure and functions of body systems to performance of physical activities. PEDSL 1.2: Demonstrate an understanding of the concept health, skill, and fitness and their impact on lifestyle of an individual. PEDSL 1.3: Apply concept of nutrition in relation to health and wellness. PEDSL 1.4: Demonstrate an understanding of safety precaution measures, common sports injuries and their first aid treatment.	
Module 2	
PEDSL 2	Sport and Society
PEDSL 2.1: Discuss organisational structures related to sport in the society. PEDSL 2.2: Demonstrate an understanding of factors affecting participation in Sport and Physical Education.	
Module 3	
PEDSL 3	Explore Leisure and Recreational activities
PEDSL 3.1: Demonstrate understanding of Adventure Education.	

PEDSL 3.2: Demonstrate competency in organizing and conducting safe recreational and adventure activities.	
Module 4	
PEDSL 4	Ball Games
PEDSL 4.1: Perform skills and techniques in selected ball games. PEDSL 4.2: Apply strategies and tactics in selected ball games. PEDSL 4.3: Demonstrate the ability to plan, perform, analyse, improve and evaluate performance in the selected ball games.	
Module 5	
PEDSL 5	Develop competency in Athletics
PEDSL 5.1: Perform skills in athletics. PEDSL 5.2: Apply rules in selected athletics activities. PEDSL 5.3: Demonstrate the ability to plan, perform, analyse, improve and evaluate performance in the athletics activities.	
Module 6	
PEDSL 6	Develop competency in swimming.
PEDSL 6.1: Demonstrate water confidence and safety skills. PEDSL 6.2: Demonstrate swimming skills and techniques. PEDSL 6.3 Acquire water safety practices and rescue skills in aquatic activities. PEDSL 6.4 Demonstrate the ability to plan, perform, analyse, improve and evaluate performance in swimming skills	
Module 7	
PEDSL 7 Develop skills in gymnastics	
PEDSL 7.1 Demonstrate understanding of safety in performance of gymnastics skills. PEDSL 7.2 Perform a floor routine in gymnastics PEDSL 7.3 Demonstrate competency in sequencing gymnastics skills on a variety of equipment (apparatus and implements) PEDSL 7.4 Demonstrate the ability to plan, improve and evaluate gymnastics sequence	
Module 8	
PEDSL 8 Develop competency in dance.	
PEDSL 8.1 Demonstrate understanding of Dance movements. PEDSL 8.2 Create Dance movements. PEDSL 8.3 Demonstrate the ability to plan, improve and evaluate gymnastics sequence.	

The details of the Performance Criteria and the Learning Outcomes are covered in the Physical Education Botswana Senior Secondary Teaching Syllabus.

7.0 PROVIDER BASED ASSESSMENT

Provider Based Assessment in Physical Education entails a continuous assessment of the candidate's work throughout the teaching and learning process. This will establish the extent of mastery of the learning outcomes (LO). The Education and Training Provider shall assess the candidate and keep evidence of assessment for every performance criterion as stipulated in the teaching syllabus. The Botswana Examinations Council shall select the tasks from the different Provider Based Assessments to be included in the final assessment of the candidate. A portfolio of assessment evidence shall be kept in the centre for every candidate for authentication of the scores awarded to each candidate.

7.1 Composition of Provider Based Assessment

Provider Based Assessment may be through, but not limited to the following LOs;

- PEDSL 1.1: Demonstrate an understanding of the structure and functions of body systems to performance of physical activities.
- PEDSL 1.2: Demonstrate an understanding of the concept health, skill, and fitness and their impact on lifestyle of an individual.
- PEDSL 1.3: Apply concept of nutrition in relation to health and wellness.
- PEDSL 1.4: Demonstrate an understanding of safety precaution measures, common sports injuries and their first aid treatment.

The contribution of Provider Based Assessment in the syllabus is **20%** and is subject to review based on the reliability and validity of the scores provided by the ETPs. For summative assessment purpose the Botswana Examinations Council shall subject the Provider Based Assessment to external moderation.

7.2 Moderation of Provider Based Assessment

Moderation will be done to ensure that all ETPs have adhered to the standard laid out for Provider Based Assessments. There shall be both internal moderation and external moderation. The internally moderated scores will then be subjected to external moderation.

7.2.1 Internal Moderation

Internal Moderation should be done as a two-stage process by the ETP.

- (a) Critiquing: This is done to ensure that assessment tasks are benchmarked against the outcomes in the BSSE curriculum.
- (b) Verification: This is done to ensure consistency of judgements from assessors within an ETP
The purpose of internal moderation is to standardise the application of the marking criteria.

7.2.2 External Moderation

External Moderation shall be carried out by trained moderators engaged by the Botswana Examinations Council. The BEC shall provide the ETPs with an external moderation schedule in advance of the moderation exercise. The assessments identified for inclusion into the summative assessment shall include the practical and research projects identified in 7.1.

8.0 OTHER INFORMATION

8.1 Equality and Inclusion

The Botswana Examinations Council has taken care in the preparation of this assessment syllabus and accompanying assessment materials to avoid bias of any kind. To comply with the accreditation standards this assessment was designed with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements will be put in place to enable such candidates to be assessed and to be given a fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over the others or that compromise the standards being assessed will not be permitted.

Candidates who are unable to access the assessments of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Modifications made to assessments will be in line with the Special Education Needs guidelines of BEC. It is recommended when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

8.2 Grading and Reporting

The Botswana General Certificate of Secondary Education (BGCSE) reports on a grading scale ranging from A* to G with A* being the highest and G being the lowest. Candidates failing to reach the minimum standard for the lowest grade shall assigned letter U.

9.0 APPENDICES

A Glossary of Terms

Learning objectives in the content section of the syllabus are expressed in terms of what candidates **know**, **understand** and **can do**. The words used on the examination papers in connection with the assessment of these learning outcomes are contained in this glossary. This is neither exhaustive nor definitive but is meant to provide some useful guidance.

The command word used should consider the skills and the assessment objectives that are being tested by the question. The command word should be clear and prompt the answer expected from the candidates.

command word	meaning
calculate	work out a numerical answer from given facts, figures or information
compare	identify/comment on similarities and/or differences
define	give a precise meaning
demonstrate	show how or give an example
describe	state the points of a topic / give characteristics and main features
determine	work out a numerical answer for a quantity that cannot be measured directly
discuss	write about issue(s) or topic(s) in depth in a structure way
estimate	write a reasoned order of magnitude statement
explain	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

give	produce an answer from a given source or recall/remember
identify	name/select/recognise
justify	support a case with evidence/ argument
measure	obtain a quantity from an instrument
outline	set out main points
predict	suggest what may happen based on available information
record	write down the information or facts
state	express in clear terms
suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals/put forward considerations