PHYSICAL EDUCATION

PREAMBLE

The UNESCO charter on physical education and sports recognizes the inalienable right of every child to participate in physical activity irrespective of race, gender, religion and physical state. Physical education provides opportunities for the acquisition of comprehensive knowledge, attitude and skills which stimulate individual and group consciousness. Therefore, the content of this syllabus is designed as a functional programme for the promotion of the educational, physical and psychological health of the individual, to equip him with the appropriate skills, abilities as well as physical and mental competencies to live in and contribute meaningfully to the development of the society.

The syllabus will not only provide pupils with worthwhile skills needed for participation in physical activity, sports and recreational activities but also potential carry-over value of healthful living.

This syllabus, an examination syllabus should be used in connection with the teaching syllabus because the examples mentioned herein should not be considered exhaustive rather should be drawn from the pupils' environment.

OBJECTIVES

The examination syllabus is designed to assess whether the candidates have acquired the following:

(i) the understanding of movement activities and the relationships between movement and concepts from biological, physical and social sciences;
(ii) skills needed in basic motor activities, fitness, maintenance and self awareness;
(iii) an appreciation of the role of movement and physical activity in human development;
(iv) the understanding of physical activity and exercise as tools for health and wellness promotion.

EXAMINATION SCHEME

There will be three papers, Papers 1, 2 and 3 all of which must be taken. Papers **1** and **2** shall be combined in a composite paper and will be taken at one sitting.

PAPER 1: This will consist of fifty multiple-choice questions lasting 50 minutes and carrying 50 marks.

PAPER 2: This will consist of four sections – Sections A, B, C and D which will cover questions on the following aspects of the syllabus:

Section A: Athletics, balls and racket games

Section B: Foundation of physical education
Section C: Basic human anatomy and physiology in physical education
Section D: Sports administration and competitions

Section A will comprise three short essay questions out of which candidates will be required to answer two for 20 marks. Sections B, C and D will consist of two short essay questions each. Candidates will be required to answer one question carrying 10 marks from each of those sections. The paper will last 1 hour 20 minutes and carry a total of 50 marks.

PAPER 3: This will be a 2-hour practical performance test consisting of four sections: Sections A, B, C and D, covering the following events:

Section A: Athletics (Track and Field events)

Section B: Ball games

Section C: Racket games

Section D: Gymnastics

There will be three questions in Section A out of which candidates will be required to answer two. Each question in the section shall carry 25 marks. In each of Sections B, C and D, there will be two questions out of which candidates will answer one (from each section). Each question in Sections B and C will carry 20 marks while those in Section D will carry 10 marks each.

A maximum of 120 seconds (2 minutes) will be allowed for a candidate to respond to a call for performance during practical examination.

DETAILED SYLLABUS

CONTENTS	NOTES
A. PRINCIPLES AND PHILOSOPHY OF PHYSICAL EDUCATION	
1. **Philosophy of Physical Education** (a) Principles and philosophies of founding fathers (b) changes in concept of physical Education (c) education of the physical and education through the physical	Emphases should be on Hetherington, Dudley Sargent, Thomas Wood and John Dewey
2. **Physical education ideologies** (a) nationalism and patriotism in physical education and sport. (b) national ideologies	Students should be taught on how physical education and sports will enhance achievement of nationalism, patriotism and national ideologies.

3. **Recreation** (a) Definition and importance (b) Types of recreational activities (i) indoor (ii) outdoor (c) Recreational activities: Walking, jogging, swimming, cycling, playing musical instruments, table tennis, camping etc. (d) Differences between recreational activities and lifetime sports. 4. **Intramural and Extramural activities And tournament** (a) Definitions of (i) intramural activities (ii) extramural activities (b) Benefit of intramural and extramural activities (c) (i) Definition of tournament (ii) Types of tournament	Differences between work, rest, recreation, leisure and sports should be emphasized Candidates should be able to differentiate between indoor and outdoor recreation. The role of recreational activities in the life of an individual and the society should be emphasized. Safety in recreational activities should be mentioned. Differences between intramural and extramural activities, minor and major games and sports should be emphasized. The role of lead up games and games of low organization should be mentioned. Advantages and disadvantages of each type of tournament.
CONTENTS	**NOTES**
5. **Traditional sports in West Africa** (a) Origin of traditional sports in West Africa countries (b) types of traditional sports in respective different West African Countries (c) values of traditional sports 6. **Greek Festivals and The Olympic Games** (a) Greek Festivals: (i) Isthmian, Pythian, Nemean and Olympian (ii) Ancient Olympic Games (b) The modern Olympic Games	Reference should be made to the origin and significance of these festivals. The origin and importance of the Olympic Games to the social and political life of the ancient Greek should be discussed. Emphasis to be placed on Sparta and Athens. The origin and importance of the modern Olympic Games should be discussed.

B. **NATIONAL AND INTERNATIONAL SPORTS COMPETITIONS** 1. Sports Championships at national level (a) organization and administration 2. Types of championship (a) national championship organized by different sports associations/federations (b) national championship organized by corporate organizations (c) the national sports festival 3. **Institutional sports** (a) the universities games (b) the polytechnic games (c) colleges of education games (d) national school sports federation 4. **The African Games (formerly All-Africa Games)** (a) history of the African Games (b) reasons for disparity in the timing of the games (c) history of the Supreme Council for Sports in Africa (SCSA) and its transition to the African Union Sports Council (AUSC)	
CONTENTS	**NOTES**
5. International Competitions (a) The FIFA World Cup (b) The Olympic/Paralympic Games (c) Commonwealth Games (d) African Games (e) World Athletics Championships (f) World Swimming Championships	Emphasis should be on history, organization and the governing body of each of the competition. It should be noted that all sports federations have their own international competitions
C. **BASIC HUMAN ANATOMY AND PHYSIOLOGY IN RELATION TO PHYSICAL ACTIVITIES**	
1. **Skeletal System** (a) main parts and functions of the human skeleton	Candidates should be able to name the main parts of the human skeleton
(b) bones and joints involved in movement.	Candidates should be able to list the main bones involved in movement of all the joints. Joints that permit different kinds of movement should be discussed.

2. **Nervous System** (a) the brain (b) the spinal cord (c) the nerves	The parts and functions of each organ listed should be discussed. The simple reflex action should be discussed.
3. **Circulatory System** (a) the heart muscle (b) effects of exercise on the heart (c) the blood circulation (d) function of blood (e) types of blood circulation	Internal and external respiration should be emphasized
4. **Respiratory System** (a) the trachea, lungs and nose (b) the functions (c) types of respiration (d) aerobic and anaerobic sports	Aerobic and anaerobic activities in relation to respiration should be discussed.
5. **Skeletal muscles** (a) major muscles of the body (b) types of muscle contraction (c) muscle cramp, cause, prevention and first aid.	Name and locations of major muscles should be emphasized Isotonic and isometric contraction should be emphasized.
6. **Somatotype** (a) description of the various body types (b) relationship between body type and physical activities and sports	
CONTENTS	**NOTES**
7. **Posture** (a) correct posture (b) postural defects	The characteristics of correct posture should be discussed. Candidates should be able to state the causes of the following postural defects: kyphosis, scoliosis, lordosis and flat foot. Corrective measures should be discussed
D. **PRACTICE OF ATHLETICS, GAMES AND DANCE**	
1. Athletics (Track and Field Events) A. **Track Events** (a) Short distance races (sprints) 50m, 100m, 200m, 400m, hurdles and relay races.	The start, race and finish should be discussed and demonstrated.
(b)Sprint starts: bullet/bunch, medium and elongated (c) relay races	Visual and non-visual types of baton take-over and take-over zone should be explained. Demonstrated and practised
(d)hurdle events (high and low)	The flight over hurdles should be demonstrated

(i) middle-distance races (800m, 1,500m, (ii) 3,000m steeplechase and cross-country (iii) long-distance races (3,000m, 5,000, 10,000m) and marathon (iv) phases of running (v) rules and regulations (vi) officiating 1. **Field Events** (i) throwing events: discus, javelin and shot put (ii) jumps: high jump, long jump, triple jump and pole vault (i) equipment and specification (ii) techniques (iii) rules and regulations (iv) officiating 2. **Games** A. **Ball games** (i) (a) football (b) basketball (c) volleyball (d) hockey (e) handball (ii) rules and regulations of each game (iii) Officiating.	and practiced. Different distances involved in hurdling should be explained The start, stride and finishing should be explained. The candidate should be able to explain rules and regulations of short, middle and long-distance races Duties of officials should be discussed. Candidates should be able to explain the techniques and rules involved in each event and identify the various equipment and specifications used for each event. Safety precautions involved in each event should be discussed. Techniques/skills involved in jumping events should be explained demonstrated and practised. Different styles of high jump (flop, straddle, western roll, scissors and different techniques/skills involved in long jump (sail/hang and hitch kick should be discussed, demonstrated and practised. Skills in each game should be demonstrated and practised
CONTENTS	**NOTES**
3. **Racket games** (1) (a) tennis (b) table tennis (c) badminton (i) Specification of court/table of all games; (ii) types of equipment used; (iii) skills involved in each game; (iv) rules and regulations (v) officiating	Safety precautions involved in each game should be discussed. Candidates should be able to draw and label standard courts/playing areas and equipment. terminologies in each game should be explained. Duties of officials in each game should be discussed. The application of the rules and regulations should be discussed Skills in each game should be demonstrated and practised Safety precautions in each game should be discussed. Candidates should be able to draw and label

	standard courts and playing areas and demonstrate the skills involved in each game.
4. **Traditional dances** (a) dances from the regions of each country (b) costumes for various dances (c) types of traditional dance and dance step	
E. **PHYSICAL FITNESS AND CONDITIONING**	
1. Physical fitness (a) Definition of physical fitness (b) Components of physical fitness (c) Examples of health related and performance/skill related components of physical fitness (d) Benefits of physical activity, exercise and physical fitness	The application of the rules and regulations should be discussed. Teachers should demonstrate coaching points emphasized. Pupils should practice. Game situation should be encouraged.
2. Health and Personal hygiene (a) importance of health in physical education (b) care of the body (c) sportswear	Qualities of good health should be mentioned. The importance of keeping the body clean before, during and after exercise should be emphasized. The importance of selecting appropriate sportswear for different sports and games should be emphasized. Reference should be made to the effect of good and bad sportswear on the body.
F. **NUTRITION, DRUG AND SPORTS**	
1. Nutrition (a) classes of food nutrients (b) balanced diet (c) dietary consideration in sports	Emphasis should be on pre-game nutrition and the role of carbohydrates in sports performance.
2. Drugs in sports (a) meaning of drug (b) types of drugs (c) drug use and misuse (d) the effects of drugs on sports performance	Emphasis should be placed on: Stimulants, narcotics, hallucinogen, sedatives and ergogenic aids.

CONTENTS	**NOTES**
3. Sports injuries (a) Common sports injuries (i) dislocation (ii) sprain (iii) strain (iv) fracture (v) bruise (vi) cramp	Candidates should be able to identify kinds of sports injuries and explain the causes, symptoms, management and prevention of each injury.
(b) First aid and first aid box (i) Special conditions and situations that require first aid (ii)Sportswear	Candidates should be able to define and apply first aid to sports injury. They should also be able to list the contents of a first aid box. Pupils should be made aware of the use, care and maintenance of sportswear. The role of sportswear in regulating body temperature before, during and after exercise should be discussed.
4. Corrective and adapted physical education programme (a) Definitions (b) Categories of people with special needs (c) Corrective exercise (d) Activities for the special needs (e) Social and emotional problems of the special needs: Heat stroke, heat exhaustion, drowning shock, fainting, muscle fatigue	The management for each of these should be discussed. The different types and applications of artificial respiration should be discussed. The need for safety precautions in physical education should be discussed.
G. **SPORTS ADMINISTRATION**	
1. Administrative structure/functions of sports at national, regional/state and local government level.	Administrative chart and organogram at different levels should be emphasized.
2. Administrative structure/function of sports at institution level	Administrative chart and organogram at different institutional levels should be emphasized.