

WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION  
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, attitudes 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 and both 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 sports and recreational activities but also potential carry-over value of healthful living.

This syllabus as an examination syllabus should be used in conjunction with the teaching syllabus because the examples mentioned herein should not be considered exhaustive but should be drawn from the students' environment.

## **OBJECTIVES OF THE SYLLABUS**

The examination 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.

## **EXAMINATION SCHEME**

There will be two papers both of which must be taken for a maximum score of 200 marks.

**Paper 1** will be a 2-hour paper on Theory of Practice carrying 100 marks and will consist of four sections, A, B, C and D.

Section A: Will be on Track and Field events and will comprise of **three** questions out of which candidates will be required to answer **two** questions to score 40 marks.

Section B: Ball games

Section C: Racket games

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Section D:     Gymnastics

Sections B, C and D will consist of **two** questions each. Candidates will be required to answer one question from **each** section. The total score for Sections B, C and D will be 60 marks.

**Paper 2**     will be a 2-hour paper carrying 100 marks consisting of three Sections, A, B and C.

Section A: will consist of 50 multiple-choice objective questions to last for 50 minutes. Questions will be drawn from the entire syllabus and the total score will be 50 marks.

Section B: will consist of structured short answer questions to last for 25 minutes for a maximum score of 20 marks.

Section C: will consist of 5 essay questions to last for 45 minutes and candidates will be expected to answer any 3 for a maximum of 30 marks.

Sections B and C will be drawn from the rest of the syllabus other than the Section G. (Theory of Practice).

**DETAILED SYLLABUS**

CONTENTS	NOTES
<p><b>A. FOUNDATION OF PHYSICAL EDUCATION</b></p> <p>1. Principles and Philosophies of Physical Education.</p> <p>2. Physical Fitness</p> <p>3. Health and Personal Hygiene</p> <p style="padding-left: 20px;">(a) Importance of health in Physical Education</p>	<p>Differences between general and specific fitness should be explained.</p> <p>Qualities of good health should be mentioned</p>

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(b) Care of the body	The importance of keeping the body clean before, during and after exercise should be emphasised.
(c) Sportswears	<p>The importance of selecting appropriate sportswear for different sports and games should be emphasized. Reference should be made to the effects of good and bad sportswear on the body.</p> <p>Mention should be made of the use, care and maintenance of sportswear. The role of sportswear in regulating body temperature before, during and after exercise should be discussed.</p>
4. Recreation	
(a) Definition and importance	Difference between work, rest, recreation, leisure and sports should be emphasized.
(b) Types of recreation	
(i) indoor	Candidates should be able to differentiate between indoor and outdoor recreation.
(ii) outdoor	
(c) Recreational activities:	
(i) Walking, jogging, swimming, cycling, playing musical instruments, table tennis, camping etc.	<p>The role of recreational activities in the life of individuals and the society should be emphasised.</p> <p>Safety in recreation should be mentioned.</p>
(ii) Differences between recreational activities and lifetime sports.	<p>Candidates should be able to differentiate between recreational activity and competitive sports.</p> <p>Factors that influence the choice of recreational activities should be mentioned.</p>

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<p>5. Competitive Sports</p> <p>(a) Types of Competitive Sports</p> <p>(i) Intramural activities</p> <p>(ii) Extramural activities</p>	<p>Difference between intra and extramural activities, minor and major games and sports should be emphasized.</p> <p>The role of lead-up games and games of low organization should be mentioned.</p>
<p>(b) Athletics/Sports</p>	<p>Candidates should be able to differentiate between the British and American interpretations of the terminologies, athletics and sports.</p>
<p>6. Corrective and Adaptive Programme</p>	
<p>(a) Types of physical handicap</p>	<p>The characteristics of these handicaps: deafness, blindness and paraplegia should be mentioned.</p>
<p>(b) Remedial exercises</p>	<p>Candidates should be able to differentiate between normal and corrective adaptive programmes.</p>
<p>(c) Social and emotional problems of the handicapped.</p>	<p>The right attitude of the society to the physically handicapped and the mentally ill should be emphasized.</p>
<p>7. Concept of the whole man</p>	<p>The interdependence of the various body systems should be discussed.</p>
<p><b>B. HISTORY AND DEVELOPMENT OF PHYSICAL EDUCATION AND SPORTS</b></p>	
<p>1. Historical Background</p>	
<p>(a) Changes in concept of Physical Education</p>	<p>The differences between education of the physical and education through the physical should be discussed. Reference should be made to the Spartan and Athenian concepts of physical education.</p>

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(b) Sports and Culture	The relationship between traditional sports and festivals, social ceremonies (marriage, burial) should be mentioned.
(c) Development of Physical Education and Sports in West Africa	The role of British and American contributions should be mentioned. Reference should be made to Christian missionaries, colonial administrators, and the British Council in the development of Physical Education in West Africa.
(d) Contribution of the pioneers of Physical Education and Sports in West Africa	Pioneers in the various West African member countries should be highlighted. Sports in West Africa should be discussed.
2. Foreign Physical Education and Sports.	
(a) Greek Festivals: Isthmian, Pythian and Nemean	Reference should be made to the origin and significance of these festivals.
(b) Olympic Games	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.
(c) The modern Olympic Games	The origin and importance of the modern Olympic Games should be discussed.
<b>C. NATIONAL AND INTER-NATIONAL COMPETITION</b>	
1. National Championships and Sports Festivals	Differences between the National Championships and Sports Festivals should be discussed.
(a) Types of National Championships:	

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<p>(i) National Championships organized by different sports associations</p>	<p>Significance of these National Championships should be discussed. General organization and administration of the championships should be discussed</p>
<p>(ii) National Championships organized by the National Sports Commission (NSC).</p>	
<p>(iii) National Championships organized by the National Schools Sports Federation (NSSF).</p>	<p>Differences between a league and knockout championship should be explained.</p>
<p>(b) National Sports Festivals</p>	<p>The significance of the National Sports Festivals should be discussed.</p>
<p>(c) Institutional Sports Festivals</p>	<p>The role of these games associations should be explained.</p>
<p>2. Africa Games Evolution of Africa Games:</p>	
<p>(i) Baron Pierre de Coubertin's Contribution (1925 – 29).</p>	<p>The role of Baron Pierre de Coubertin should be discussed. The significance of the All Africa Games should be explained.</p>
<p>(ii) First All Africa Games (1965) in Congo, Brazzaville.</p>	
<p>(iii) Second All Africa Games (1973) in Lagos, Nigeria.</p>	
<p>(iv) Third All Africa Games (1978) in Algiers, Algeria.</p>	
<p>3. International Sports Governing Bodies: Supreme Council for Sports in Africa (SCSA), ECOWAS Games, WAUG, FASU, FISU, IOC, FIFA, IAAF, FIB, AIBA, FIVB, FIG, WAFU, IHF, FINA etc.</p>	<p>The headquarters, membership and functions of the Council should be discussed. The membership, structure and functions of these governing bodies should be discussed.</p>

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<p>(a) World Secondary Schools Soccer Competition</p> <p>(b) International Schools Sports Federation (ISSF)</p> <p><b>D. BASIC HUMAN ANATOMY AND PHYSIOLOGY IN RELATION TO EXERCISE</b></p> <p>1. Skeletal System:</p> <p style="padding-left: 20px;">(a) Main parts and functions of the human skeleton.</p> <p style="padding-left: 20px;">(b) Bones and joints involved in movement.</p> <p>2. Muscles</p> <p style="padding-left: 20px;">(a) Major muscles of the body</p> <p style="padding-left: 20px;">(b) Muscle contractions</p> <p>3. Somatotype</p> <p style="padding-left: 20px;">Endomorph, mesomorph and ectomorph</p>	<p>The importance of the competition should be discussed.</p> <p>The importance of the competition should be discussed.</p> <p>Candidates should be able to name the main parts of the human skeleton.</p> <p>Candidates should be able to list the main bones involved in movement. All the joints which permit different kinds of movement should be discussed.</p> <p>How these movements of the joints relate to exercise and planes of the movement should be explained.</p> <p>Candidates should be able to identify the major muscles of the body. Discuss the functions of such muscles in relation to movement. Candidates should be able to identify some of the exercises that develop strength.</p> <p>The differences between Isometric and Isotonic contractions should be discussed.</p> <p>Candidates should be able to describe each of the somatotype and state the advantages and disadvantages of these body types on physical performance.</p>

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<p>4. Posture</p> <p style="padding-left: 20px;">(a) Good posture (b) Postural defects</p>	<p>The characteristics of a good posture should be discussed.</p> <p>Candidates should be able to state the causes of the following postural defects: kyphosis, scoliosis, lordosis, and flat foot.</p>
<p>5. Nervous System</p> <p style="padding-left: 20px;">The brain, spinal cord, nerves and their functions</p>	<p>The importance of the brain in the co-ordination of body activities should be discussed.</p> <p>The simple reflex action should be discussed.</p>
<p>6. Circulatory System</p> <p style="padding-left: 20px;">(a) The heart: structure and function (b) The blood vessels: vein and arteries.</p> <p style="padding-left: 20px;">(c) Pulse rate</p>	<p>Candidates should be able to name parts of the heart and identify the different blood vessels of the heart. The behaviour of the heart before and after physical exercise should be discussed. The difference between the systolic and diastolic blood pressures should be discussed. The difference between pulmonary vein and pulmonary arteries in relation to oxygenated and deoxygenated blood should be emphasized.</p> <p>The effect of exercise on pulse rate should be discussed.</p>
<p>7. Respiratory System:</p> <p style="padding-left: 20px;">(a) Internal and External respiration</p>	<p>The relationship between the lungs, the heart and air passages during exercise should be discussed.</p> <p>The exchange of gases in the lungs should be explained.</p>

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(b) Aerobic and Anaerobic respiration	Candidates should be able to differentiate between aerobic and anaerobic respiration and relate to physical exercises. The effect of exercise on respiration should also be explained. The effect of lactic acid and carbon dioxide on performance should be discussed.
8. Hormones: adrenalin	Candidates should be able to state the effects to changes in normal level during exercise. Effects of undersecretion and oversecretion should be discussed.
9. Nutrition	
(a) Balanced and Unbalanced diets.	Candidates should be able to define balanced and unbalanced diets.
(b) Dietary consideration	The effect of food types in the process of digestion and the relevance of diet to different sports should be explained.
(c) Pre-game nutrition	The principles involved in pre-game nutrition should be discussed. Candidates should be able to draw up a menu for any game nutrition.
<b>E. BASIC PRINCIPLES OF FIRST AID</b>	
(a) Sports injuries: bleeding, sprain, dislocation, strains, fracture, bruises, cramps and muscle pull.	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	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.
(c) Special conditions and situations that require First Aid:	

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<p style="text-align: center;">Heat stroke, Heat exhaustion, drowning, shock, fainting, muscle fatigue</p> <p>(d) Artificial respiration</p> <p>(e) Safety precautions</p> <p><b>F. SIMPLE MECHANICS OF MOTION</b></p> <p>1. Principles of lever system as applied to movement: First, second and third order levers.</p> <p>2. Principles involved in:  gravity, work, velocity, balance and angle of trajectory.</p> <p>3. Application of these principles to game situations.</p> <p><b>G. THEORY OF PRACTICE</b> Athletics: Track and field events</p> <p>1. Track Events:</p> <p style="padding-left: 20px;">Short distance races (sprints)</p> <p style="padding-left: 20px;">Sprint start: bullet/bunch, medium and elongated.</p>	<p>The management for each of these should be discussed.</p> <p>The different types and application of artificial respiration should be discussed.</p> <p>The need for safety precaution in Physical Education should be discussed.</p> <p>Candidates should be able to define and describe the simple laws governing the mechanics of motion.</p> <p>They should also be able to give specific examples of movements where these laws are applicable.</p> <p>The following examples should be discussed: service in tennis, delivering in throwing, diving to catch, place-kick in soccer.</p> <p>The start, race and finish should be discussed and demonstrated.</p>

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(a) Relay races	Visual and non-visual types of baton take - over and the take-over zone should be explained.
(b) Hurdling events (High and Low)	The flight over hurdles and different distances involved in hurdling should be examined.
(c) Middle (800 m, 1,500 m) and long (3,000 m and above) distance races:	
(i) Phases of running and strategies	The start, spacing and finishing should be discussed. The strategy involved in middle and long distance running should be discussed.
(ii) Rules and Regulations	The candidates should be able to explain the rules and regulations of short, middle and long distance running.
(iii) Officiating	Duties of officials should be discussed.
2. Field Events	
(a) Throwing Events: discus, javelin and shot put	Candidates should be able to explain the techniques and rules involved in these events and identify the various equipment used for the events.
(b) Jumps: High jump, Long jump, Triple jump and Pole vault.	Safety precautions involved in these events should be discussed.
(i) Equipment and Specifications	General principles involved in jumping should be explained. Different styles of High jump (flop, straddle, western roll, scissors) and different techniques involved in Long jump (sail/hang and hitch kick ) should be discussed.

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<ul style="list-style-type: none"> <li>(ii) Techniques</li> <li>(iii) Rules and Regulations</li> <li>(iv) Officiating</li> </ul>	<p>Candidates should be able to describe the techniques involved in Triple jump and Pole vault. The rules and regulations of the jumps should be explained.</p>
<p>3. Games</p>	
<ul style="list-style-type: none"> <li>(a) Ball games: Basketball, Handball, Soccer, Volleyball and Hockey. <ul style="list-style-type: none"> <li>(i) Specification of courts and pitches.</li> <li>(ii) Types of equipment used.</li> <li>(iii) Skills involved in each game.</li> <li>(iv) Team formation and playing strategies</li> <li>(v) Functions of the various formations of the game</li> <li>(vi) Rules and regulations of each game.</li> <li>(vii) Officiating</li> </ul> </li> <li>(b) Racket Games Table Tennis, Tennis and Badminton <ul style="list-style-type: none"> <li>(i) Specification of courts of all games;</li> <li>(ii) Types of equipment used;</li> <li>(iii) Skills involved in each game;</li> </ul> </li> </ul>	<p>Characteristics of each game should be discussed. Safety precautions involved in the game should be explained.</p> <p>Candidates should be able to draw and label standard courts and playing areas.</p> <p>Terminologies in the various games should be emphasized.</p> <p>Candidates should be able to describe the skills involved in each game.</p> <p>Duties of officials should be discussed.</p> <p>Candidates should be able to draw and label standard courts and playing areas and demonstrate the skills involved in each game.</p>

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<p>(iv) Tactics and strategies; (v) Rules and Regulations; (vi) Officiating</p> <p>4. Educational/Traditional Gymnastics</p> <p>(a) Mat work:</p> <p>Hand spring and head spring combinations e.g. flyspring followed by forward roll, backward roll followed by head spring, flip flap and Arab spring, back spring, front and back somersault, neck spring.</p> <p>(b) Box work:</p> <p>Astride vaults, through vault, neck spring astride vault, long arm over swing, forward roll followed by short arm over swing.</p> <p><b>H. PHYSICAL EDUCATION, SPORTS AND SOCIETY</b></p> <p><b>1. SPORTS AND SOCIETY</b></p> <p>(a) Unity through Sports</p> <p>(b) Sports and Politics</p>	<p>The application of the rules and regulations should be discussed.</p> <p>The progression involved in the various skills should be described.</p> <p>Safety precautions and the terminologies involved in each case should be explained.</p> <p>In addition to the notes under matwork, these activities should be treated under approach, execution and landing techniques.</p> <p>The essence of team work, leadership and co-operation in sports and games should be discussed.</p> <p>National and International Sports participation and their promotion of understanding should be discussed.</p> <p>Nationalism and patriotism should be discussed.</p>

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<p>(c) Violence in Sports</p> <p>(i) Causes of violence: Poor officiating, poor sportsmanship, unbridled fanaticism, nationalism, ignorance of rules</p> <p>(ii) Prevention of violence</p> <p>(d) Crowd Control</p> <p>Methods of crowd control:</p> <p>(i) Provision of spectator barrier;</p> <p>(ii) Presence of Law enforcement agents;</p> <p>(iii) Appropriate information flow.</p> <p>2. Feminity and Sports</p> <p>(a) Feminity and participation in sports</p> <p>(b) Reproduction in women and sports.</p> <p>(c) Sex and its effect on performance in sports</p> <p>3. Drug Education</p> <p>(a) Classification of drugs: Stimulant, Narcotic, Hallucinogen, Sedatives</p> <p>(b) Effects of drugs on sports performance</p>	<p>These causes of violence should be explained.</p> <p>Ways of preventing violence in sports should be discussed.</p> <p>The effects of participation in sports on menstrual cycle and personal hygiene should be discussed.</p> <p>The facts and fallacies about sex in physical activities and sports participation on women reproduction should be discussed.</p> <p>Ergogenic aids should be emphasized.</p> <p>Drug abuse and drug tests in sports competitions should be discussed.</p>