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 also consist 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**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. PRINCIPLES AND PHYLOSOPHY OF PHYSICAL EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Philosophy of Physical Education</td>
<td>Emphases should be on Hetherington, Dudley</td>
</tr>
<tr>
<td>(a) Principles and philosophies of founding fathers</td>
<td>Sergent, Thomas Wood and John Dewey</td>
</tr>
<tr>
<td>(b) changes in concept of physical Education</td>
<td></td>
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<tr>
<td>(c) education of the physical and education through the physical</td>
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<tr>
<td>2. Physical education ideologies</td>
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</tr>
</tbody>
</table>
(a) nationalism and patriotism in physical education and sport.
(b) 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

### CONTENTS

#### 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) Usthaman, Pythian, Nemean and Olympian
  - (ii) Ancient Olympic Games

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Source: Naijaeduinfo.com
(b) The modern Olympic Games

The origin and importance of the modern Olympic Games should be discussed.

**B. NATIONAL AND INTERNATIONAL SPORTS COMPETITIONS**

1. Sports Championship 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 All African Games
   (a) history of All Africa Games
   (b) reasons for disparity in the timing of the games
   (c) history and activities of supreme Council of sports in African (SCSA)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5. International Competitions</td>
<td>Emphasis should be on history, organization and the governing body of each of the competition. It should be noted that all sports federation have their own international competition and should be stated</td>
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<tr>
<td>(a) The F.I.F.A World Cup</td>
<td></td>
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<td>(b) The Olympic/Paralympic Games</td>
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<td>(c) Commonwealth Games</td>
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<td>(d) All Africa Games</td>
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<td>(e) world Athletics Championship</td>
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<tr>
<td>(f) World Swimming Championship</td>
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**C. BASIC HUMAN ANATOMY AND PHYSIOLOGY IN RELATION TO PHYSICAL ACTIVITIES**

1. Skeletal System
   (a) main parts and functions of the human skeleton
   (b) bones and joints involved in movement.

2. Nervous System
   (a) the brain

Candidates should be able to name the main parts of the human skeleton

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.
(b) the spinal cord
(c) the nerves

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

   The parts and functions of each organ listed should be discussed. The simple reflex action should be discussed.

4. **Respiratory System**
   (a) the trachea, lungs and nose
   (b) the functions
   (c) types of respiration
   (d) aerobic and anaerobic sports

   Internal and external respiration should be emphasized

   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 type
   (b) relationship between body type and physical activities and sports

   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.

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <strong>Posture</strong></td>
<td>The start, race and finish should be discussed and demonstrated.</td>
</tr>
<tr>
<td>(a) correct posture</td>
<td>Visual and non-visual types of baton take-over and take-over zone should be explained. Demonstrated and practiced</td>
</tr>
<tr>
<td>(b) postural defects</td>
<td>The flight over hurdles should be demonstrated and practiced. Different distances involved in hurdling should be explained</td>
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7. **Practice of Athletics, Games and Dance**

   1. Athletics (Track and Field Events)
      A. **Track Events**
         (a) Short distance races (sprints) 50m, 100m, 200m, 400, hurdles and relay races.
         (b) Sprint start: bullet/bunch. medium and elongated
         (c) relay races
         (d) hurdle events (high and low)
            (i) middle race (800m, 1,500m, 3000 s Steele chance cross country)
<table>
<thead>
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<th>CONTENTS</th>
<th>NOTES</th>
</tr>
</thead>
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<td>Field Events</td>
<td>The candidates 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.</td>
</tr>
<tr>
<td>Games</td>
<td>The start, stride and finishing should be explained.</td>
</tr>
<tr>
<td>Traditional dances</td>
<td>Safety precautions in each game should be discussed.</td>
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</tbody>
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**1. Field Events**

(i) throwing events: discus, javelin and shot put
(ii) jumps: high jump, long jump, triple jump and pole vault

**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.

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

4. Traditional dances

(a) dances from the regions of each country

Source: Naijaeduinfo.com
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 difference 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 role of carbohydrate in sports performance.

2. Drug in sports
   (a) meaning of drug
   (b) types of drug
   (c) drug use and misuse
   (d) the effect of drug on sports performance

Emphasis should be placed on:
Stimulants, narcotics, hallucinogen, sedatives and ergogenic aids.
(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 solutions 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 application 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.

**Source:** [https://www.naijaeduinfo.com](https://www.naijaeduinfo.com)

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