

NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 1195

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(INTERNAL QUESTION PAPER: 17/2013)

Mrs A T Lovemore (DA) to ask the Minister of Basic Education:

- (1) Whether, with reference to the Curriculum and Assessment Policy Statement (CAPS), physical education is mandatory for all learners at ordinary public schools; if so, what (a) time is allocated to, and (b) are the details of the structure of, physical education sessions;
- (2) Whether she has finalised the school sport policy; if not, (a) why not and (b) when will it be finalised; if so, (i) when will the policy be gazetted and (ii) what are the details of her plan to achieve implementation of the policy? NW1441E

REPLY:

(1) Yes, physical education is mandatory for all learners at ordinary public schools. It is a sub component of the subject called Life Skills in Grades R to 3 and Life Orientation in Grades 4 to 12.

a) The time allocation for Physical Education in Grades R to 12 is as follows:

Phase/Band	Grade	Contact time for Physical Education
Foundation Phase	R, 1 and 2	2 hours
	3	2 hours
Intermediate Phase	4, 5 and 6	1 hour
Senior Phase	7, 8 and 9	1 hour
FET Band	10 – 12	1 hour

b) Structure of physical Education sessions in Grades R to 12 is as follows:

Foundation Phase			
Grade R	Grade 1	Grade 2	Grade 3
Plays running, chasing and dodging games using space safely.	Demonstrates ways of throwing, striking, rolling, bouncing, receiving and moving with a ball or similar equipment.	Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.	Demonstrates a variety of perceptual motor skills, in pairs and in teams, using simple rules.

Explores different ways to locomote, rotate, elevate and balance.	Uses a combination of body parts to locomote, rotate, elevate and balance, with or without equipment.	Participates in activities to develop control, coordination and balance in the basic actions of locomotion, elevation and rotation, with equipment.	Performs basic movements in sequence and with repetition, with and without equipment.
Performs expressive movements using different parts of the body.	Responds to a variety of stimuli and expresses a range of different moods and feelings through movement.	Performs expressive movements or patterns rhythmically, using various stimuli.	Explores expressive movements using contrasts of speed, direction, body shape and position.
Participates in free play activities.	Participates in free play activities using a variety of equipment.	Participates in structured activities using equipment.	Participates in play and describes its effects on the body.
Intermediate Phase	Grade 4	Grade 5	Grade 6
	Different ways to locomote, rotate, elevate and balance, using various parts of the body with control	Movement sequences that require consistency and control in smooth and continuous combinations	Physical fitness programme to develop particular aspects of fitness
	A variety of modified invasion games	A variety of target games	A variety of striking and fielding games
	Rhythmic movements with focus on posture	Rhythmic movements and steps with attention to posture and style	Rhythmic patterns of movement with co-ordination and control
	Basic field and track athletics or swimming activities	A variety of field and track athletics or swimming activities	Refined sequences emphasizing changes of shape, speed and direction through gymnastic actions or swimming activities
	Safety measures	Safety measures	Safety measures

Senior Phase	Gr 7	Gr 8	Gr 9
	Participates in fitness programme	Participates in physical activities that promote components of fitness	Improves own physical wellness level
	Plays community or indigenous games that include the concept of invasion	Plays target games	Executes a game plan for individual or team sport
	Performs a sequence of physical activities	Programme to improve movement techniques	Refines own and peer performance in movement activities
	Participates in an outdoor recreational programme	Participates in an outdoor recreational activity	Refines own performance in an outdoor recreational activity
	Safety issues	Safety issues	Safety issues
FET	GRADE 10	GRADE 11	GRADE 12
Physical fitness: programmes to promote wellbeing	Improvement of current personal level of fitness and health	Achievement of own personal fitness and health goals	
Skills in playground and/or community and/or indigenous games	Umpiring and leadership skills in self designed and modified games (teach peers)	Long term engagement in traditional and/or non-traditional and/or community and/or indigenous games or relation and recreational activities	
Environmentally responsible outdoor recreational group or individual activities	Various leadership roles in a self designed recreational group activity	Safety issues	
Skills in traditional and/or non-traditional sport	Safety issues		
Safety issues			

2.

- (a) Yes, the policy process has been finalised with all public comments collated and incorporated into the draft policy.
- (b)
 - (i) The draft policy is currently under consideration by relevant approval structures in Education before it is gazetted as the School Sport Policy.
 - (ii) The Integrated School Sport Programme is entirely based on the Draft School Sport Policy and lays out the implementation plan of the Policy