

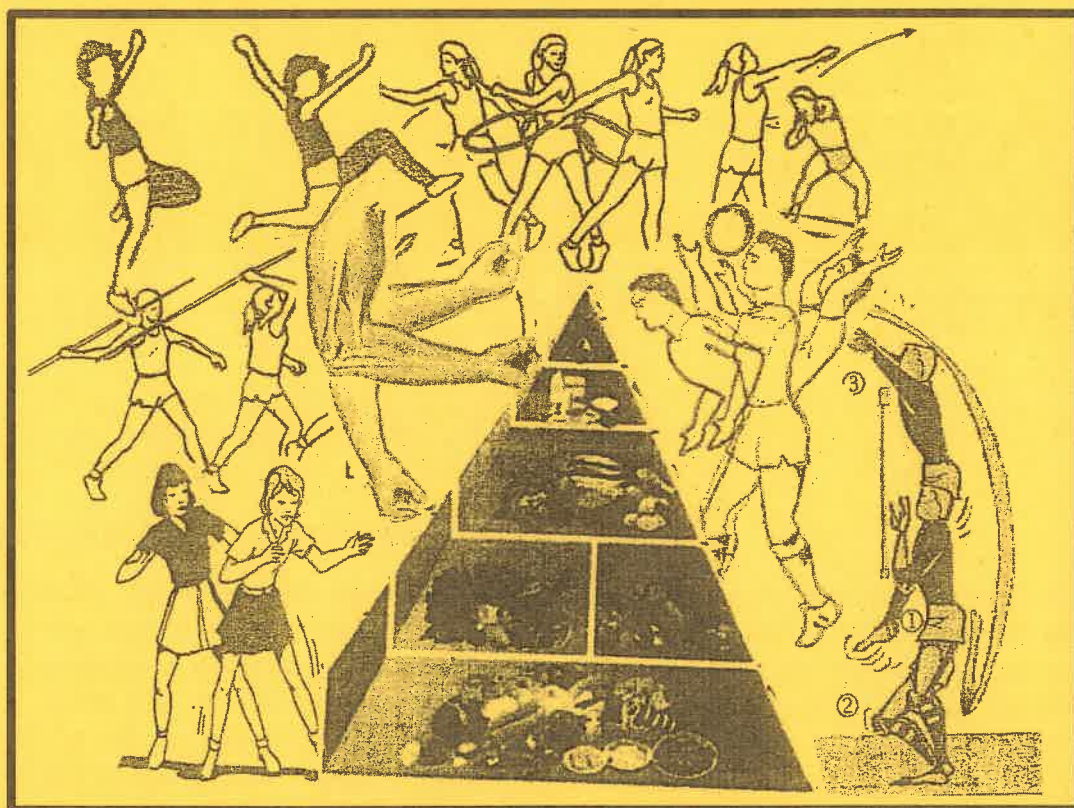


Department of Examinations – Sri Lanka

G.C.E. (O/L) Examination – 2023(2024)

86 – Health and Physical Education

Marking Scheme



**This document has been prepared for the use of Marking Examiners.
Some changes would be made according to the views presented at the Chief Examiner's Meeting.**

Amendments to be included.

01. 86 – Summary of Awarding Marks for Health and Physical Education Subject

- 1.1 A hundred (100) marks will be awarded for this subject.
- 1.2 There are two papers on this subject.
- 1.3 Paper I consists of 40 multiple-choice questions.
- 1.4
 - ◆ Paper II consists of structured essay and simple essay questions.
 - ◆ Question 1 is compulsory
 - ◆ Paper II consists of two parts: Part I and Part II. A total of four questions must be answered from Paper II by selecting at least two questions from each of the two parts.
- 1.5 The total marks awarded for Paper I is 40 (01 mark for each correct answer).
- 1.6 The total marks awarded for Paper II is 60.
 - ◆ Twenty (20) marks for the first question (2×10).
 - ◆ Forty (40) marks for other questions
 - ◆ Final marks should be calculated by adding the total marks obtained for Paper I and Paper II

2.0 An Overview of the Learning Outcomes of Paper I

- 2.1 The 40 questions in this section have been prepared to refer to the Health and Physical Education syllabi and the Teachers' Guides. Special attention is paid to the student's memory, understanding, applications, analysis, evaluation, and creativity, and it is expected to investigate to what extent, the competencies related to the new Education Reforms are developed within the student.
- 2.2 Instructions for awarding marks and the marks distribution for Paper I
 - 2.2.1 One point should be awarded to each correct or most appropriate answer.
 - 2.2.2 Marks should not be awarded for questions in which more than one answer choice is selected.

Department of Examinations – Sri Lanka

G.C.E. (O/L) Examination – 2023(2024)

Subject No. **86**Subject **Health and Physical Education**

Paper I – Answers

Question No.	Answer No.	Question No.	Answer No.	Question No.	Answer No.	Question No.	Answer No.
01.	4	11.	1	21.	4	31.	3
02.	3	12.	3	22.	1	32.	1
03.	1	13.	1	23.	2	33.	3
04.	4	14.	4	24.	2	34.	2
05.	2	15.	2	25.	3	35.	1
06.	2	16.	4	26.	3	36.	3
07.	3	17.	2	27.	1	37.	3
08.	1	18.	4	28.	1	38.	4
09.	1	19.	1	29.	3	39.	4
10.	2	20.	4	30.	2	40.	1

Special instructions: **01** Mark for each correct answer

Total marks = 01 × 40 = 40

Enter marks in the last column of the answer script of the multiple-choice question paper as shown in the following example.

Number of correct answers

25
40

Total marks for Paper I

25
40

Distribution of Marks for Paper II

Question No.	Part	Marks	Question No.	Part	Marks
1.	i	02	5.	i (a)	01
	ii	02		(b)	01
	iii	02		ii	03
	iv	02		iii	05
	v	02	Total 10 marks		
	vi	02	6.	i	02
	vii	02		ii	03
	viii	02		iii)	05
	ix	02		Total 10 marks	
	x	02	Total 20 marks		
2.	i	02	7. A.	i (a)	01
	ii	03		(b)	01
	iii	05		ii	03
	Total 10 marks			iii	05
3.	i	02	7. B.	i (a)	01
	ii	03		(b)	01
	iii (a)	02		ii	03
	(b)	03		iii	05
	Total 10 marks			Total 10 marks	
4.	i	02	7. C.	i (a)	01
	ii	02		(b)	01
	iii	02		ii	03
	iv	02		iii	05
	v	02	Total 10 marks		
	Total 10 marks				

Paper I - 40 Marks

Paper II - 60 Marks

Total - 100 Marks

G.C.E. (O.L) Examination – 2022(20233)**86 – Health and Physical Education****Paper II****Marking Scheme****Question No. 1. – Compulsory question**

Learning outcome: To examine the ability to act to overcome the challenges of adolescence

Health and Physical Education II	
* Answer five questions only, selecting question No. 1, two questions from Part I and two questions from Part II.	
<p>1. The Health Promotion Committee and the Sports Committee of Sandagama Vidyalaya collectively organized a one-day workshop under the theme “Let’s win the challenges of youth”. The adolescent students of nearby schools also participated in the event. The principal, who started the workshop, welcomed the gathering and explained that they will be undergoing numerous changes because adolescence is a transitional phase.</p> <p>After that, the Medical Officer of Health (MOH), who conducted the guest lecture, engaged the students in a group activity. Students were guided to discuss within their groups, the changes they experienced, the challenges they had to face because of these changes, and how they acted to overcome these challenges, and present the findings.</p> <p>The MOH then further explained the facts such as the development of the reproductive system, creativity, and a liking to associate with peers respectively, as examples for physical, mental and social changes that occur in adolescents, using the student findings as well. He also pointed out the issues faced by them such as problems with adults and problems caused by inappropriate use of social media, and how competencies such as correct decision making should be improved to resolve these problems.</p> <p>In the evening, the Sports Committee organized some organized games such as volleyball, several recreation games, and a campfire to display the skills of adolescents. In the end, the students who were happy about participating in all activities sang songs and dismissed after concluding the workshop.</p> <p>Answer the questions from (i) to (x) based on the above case.</p> <p>(i) State two physical changes that can occur in adolescents in addition to the change mentioned by the MOH.</p> <p>(ii) Write two mental changes that occur in adolescents in addition to creativity.</p> <p>(iii) State two social changes in addition to the social change mentioned in the case, that can be seen in adolescents.</p> <p>(iv) State two challenges/problems other than the problems mentioned in the case, which will be faced by the adolescents due to numerous changes they undergo.</p> <p>(v) Write two competencies other than correct decision making that should be developed in adolescents to overcome the various challenges they are facing.</p> <p>(vi) Write two organized team games other than volleyball, that can be played by adolescents.</p> <p>(vii) State two characteristics of recreation games that the adolescents participated in.</p> <p>(viii) Write down two facts that the Sports Committee should pay attention to, when organizing the campfire.</p> <p>(ix) In addition to the facts mentioned in the case, write two benefits that the adolescents can gain by participating in a campfire.</p> <p>(x) Write two favourable personal qualities that will be developed in adolescents by engaging in sports.</p> <p style="text-align: right;">(02 × 10 = 20 marks)</p>	

(i)

- Rapid growth of the body
- Development of secondary sexual characteristics
- Increased sweat production/perspiration
- Sexual arousal caused by sex hormones

Males:

- Initiation of sperm production
- Growth of beard
- An increase in muscle mass
- Broadening of shoulders
- The voice becomes deep

Females:

- Start of menstruation
- Skin becomes fair
- Development of breasts

01 Mark for a correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(ii)

- Respond quickly to emotions such as anger, joy etc.
- A liking to work independently
- Preference for exploration and researching
- Tendency to stand against injustices
- Interest in starting romantic relationships
- Desire to display capabilities and be outstanding
- Prefers the company of adults
- Interest in experiencing new things
- Interest in his/her body
- Generation of sexual feelings

01 Mark for a correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(iii)

- A liking to become sociable
- A liking for working in groups
- Exchanging ideas among groups
- Interest in working for the common good

01 Mark for a correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(iv)

- Problems associated with the development of secondary sexual characteristics
 - Delayed growth of beard
 - Size of the penis
 - Changes in the voice

- Delayed semen production
- Preoccupation with the size of the breasts
- Irregularities in the menstrual cycle
- Pain and discomfort during periods
- Nutritional problems
- Problems due to sexuality
 - Myths regarding sexuality
E.g., Menstruation being considered a period of uncleanness
 - Sexual abuse
 - Unwanted pregnancies
- Problems due to peer groups
- Problems encountered with false media campaigns
- Problems due to education and exam pressure
- Problems arising from the use of illicit substances such as alcohol, illicit drugs, tobacco and banned stimulants
- Problems due to growth and appearance

01 Mark for each correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(v)

- Thinking skills: Making responsible decisions, creativity, analytical thinking, logical thinking
- Effective communication
- Controlling emotions
- Stress management
- Positive thinking to resolve problems

01 Mark for each correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(vi)

- | | | | |
|--------------|-------------|----------------|----------------|
| ● Netball | ● Cricket | ● Badminton | ● Hockey |
| ● Basketball | ● Elle | ● Table tennis | |
| ● Football | ● Throwball | ● Tennis | |

01 Mark for each correct answer; $01 \times 2 = 02$ marks

(vii)

- Rules and regulations can be formulated according to preference.
- The number of players can be decided according to preference.
- Playground can be selected according to preference.
- The duration of the game can be decided according to preference.
- Required equipment can be decided according to preference.
- The judging panel can be decided according to preference.
- The game should provide enjoyment and enthusiasm

01 Mark for each correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(viii)

- Obtain permission during the preparation stage
- Consider the weather and climatic conditions
- Organize health and sanitary facilities
- Arrange first aid
- Protect the environment
- Pay attention to safety measures
- Collect firewood required for the campfire
- After the event is over, the campfire should be put out properly and the place should be cleaned well
- Pay attention to the surrounding environment

01 Mark for a correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(ix)

- Provides joy and entertainment
- Develops self-esteem
- Develops self-actualization
- Develops the ability to explore
- Develops leadership skills
- Develops the ability to work in teams
- Develops the ability to make good, correct decisions
- Develops problem-solving skills
- Provides the opportunity to share experiences
- Provides the opportunity to share knowledge

01 Mark for each correct answer implying a similar meaning; $01 \times 2 = 02$ marks

(x)

- Develops physical fitness
- Ability to spend leisure time productively
- Reduction of mental stress
- Provides enjoyment
- Adhering to rules and regulations
- Develops the ability to work in teams
- Develops leadership and followership qualities
- Provides an opportunity to express views/ideas
- Develops the ability to admire the skills of others
- Develops the ability to respect others

01 Mark for each correct answer implying a similar meaning; $01 \times 2 = 02$ marks

Total marks for the question: $02 \times 10 = 20$ marks

To include modifications if any

Part I

Answer two questions only.

Question No. 2.

Learning outcome: To investigate the ability to work toward the development of total health

2. Total health of people in poor countries and countries affected by war is deteriorating due to reasons such as diseases, weaknesses, and the lack of proper nutrition.
- (i) Explain 'Total Health' according to World Health Organization. (02 marks)
 - (ii) State **three** challenges in addition to above-mentioned challenge, that will be a threat to maintaining total health. (03 marks)
 - (iii) Practising correct food habits is one lifestyle that helps to maintain total health. Write other lifestyles that lead to total health. (05 marks)

(i)

- Total health is not only being free from diseases and disabilities but also have physical, mental, social and spiritual well-being.

02 Marks for an answer implying a similar meaning.

Award 02 marks if only the three parts: physical, mental, and social well-being are mentioned.

(ii)

- The increase in the population density
- Low economic status
- A reduction in the education level
- Negative effects of tourism
- Bad influence of media
- Negative effects of technology development
- Competitive lifestyle
- Natural disasters
- Displacement / Refugee status
- Changes in interpersonal relationships and the family system
- Inadequate health services

01 Mark for each correct answer implying a similar meaning; 01 × 3 = 03 marks

(iii)

- An active lifestyle and exercise
- Maintaining an appropriate body mass index (BMI)
- Adequate sleep and rest
- Following accepted rules and regulations
- Leading a simple lifestyle
- Stress management
- Avoiding alcohol, drugs and smoking

01 Mark for each correct answer implying a similar meaning; $01 \times 5 = 05$ marks

Total marks for the question: $02 + 03 + 05 = 10$ marks

To include modifications if any

Question No. 3.

Learning outcome: To inquire about food safety

3. Two instructions that were included in an article prepared under the topic “Let’s Consume Healthy Foods” are listed below. Answer the following questions based on this information.

- Pesticide application should be stopped two weeks before harvesting the crops.
 - Refrain from consuming spoiled food.
- (i) Write **two** occasions other than food production where attention should be paid to, regarding food protection. (02 marks)
- (ii) Explain **three** methods by which you will identify spoiled food when you go to the market to buy food. (03 marks)
- (iii) (a) State **two** causes of food spoilage.
- (b) State **three** harmful effects of consuming spoiled food. (05 marks)

(i)

- Food transportation
- Food storage
- Selling foods
- Food preparation
- Food consumption

01 Mark for each correct answer; $01 \times 2 = 02$ marks

(ii)

- Changes in taste
- Change in colour
- Change in texture / Slimy texture
- Foul smell / Off odour
- Changes in shape and appearance
- Expiration of food

01 Mark for each correct answer implying a similar meaning; $01 \times 3 = 03$ marks

(iii)

(a)

- Actions of microorganisms (moulds, bacteria)
- Actions of animals (rats, cockroaches)
- Interactions between foods and the environment (browning, rancidity of oil) ...

01 Mark for each correct answer implying a similar meaning; $01 \times 2 = 02$ marks
Award full marks if two examples are given for any fact

(b)

- Incidence of illnesses/diseases (eg: vomiting, diarrhoea)
- Food allergies
- Food poisoning
- Death

01 Mark for each correct answer implying a similar meaning; $01 \times 3 = 03$ marks
Total marks: $02 + 03 = 05$ marks

Total marks for the question: $02 + 03 + 05 = 10$ marks

To include modifications if any

Question No. 4.

Learning outcome: To investigate the development of skills required to overcome challenges faced in daily life

4. Briefly explain how you would act to overcome the following challenges successfully.
- (i) You observe that your younger sister/brother spends most of the time looking at the mobile phone.
 - (ii) Your friend tells you that he/she is afraid to sit for G.C.E.(O/L) Examination although he/she studied well.
 - (iii) You observe that your brother/sister, who is an adolescent, often engages in disputes with adults.
 - (iv) You come to know that there is a Dengue patient in a neighbouring house.
 - (v) Your friends invite you to pay a visit to your Grade 1 teacher who is retired now, to check his/her health.

(02 × 5 = 10 marks)

(i)

- Explain to him/her about the negative effects of using the mobile phone for longer periods (e.g., deterioration of eyesight, reducing the time for studies, unsuitable relationships).
- Engage him/her in productive activities (e.g., playing games, reading) instead of using the mobile phone / Direct him/her to engage in productive activities.
- Ask elders (mother, father, teachers) to advise him/her on the harmful effects of using the mobile phone.

Award marks appropriately for an answer that implies a similar meaning considering the facts that are mentioned; maximum 02 marks

(ii)

- Explain to him/her that he/she does not have to be afraid to sit for the G.C.E. (O/L) examination because it is not a competitive examination and he/she has worked hard and studied well.
- Explain to him/her that he/she should face the examination with self-confidence as he/she has prepared well.
- Direct him/her to a suitable person to advise him/her to reduce exam fear and mental stress.

Award marks appropriately for an answer that implies a similar meaning considering the facts that are mentioned; maximum 02 marks

(iii)

- Explain to him/her that this stage is a transition stage and that he/she should resolve any issues with elders without engaging in disputes.
- Explain to parents that they should understand the features of the adolescence that he/she is undergoing and that problems should be solved calmly without disputes.
- Explain that they prefer working with peers than with elders.

Award marks appropriately for an answer that implies a similar meaning considering the facts that are mentioned; maximum 02 marks

(iv)

- Create awareness among neighbours to avoid spreading the disease in the neighbourhood.
- Pay attention to maintaining cleanliness in your home and the surrounding environment.
- Create awareness among all to minimise the causes of dengue spread.
- Direct the patient to get medical treatments.

Award marks appropriately for an answer that implies a similar meaning considering the facts that are mentioned; maximum 02 marks

(v)

- Admire this deed mentioning that paying gratitude is a good habit.
- Make arrangements to participate in this activity happily.
- Contribute to this deed with the highest possible capacity.
- Inform the teacher before visiting her.

Award marks appropriately for an answer that implies a similar meaning considering the facts that are mentioned; maximum 02 marks

Total marks for the question: 02 + 02 + 02 + 02 + 02 = 10 marks

To include modifications if any

Part II

Answer two questions only.

Question No. 5.

Learning outcome: To investigate the ability to organize tournaments

5. (i) Write down separately, the **two** tournament types that use the following formulas to prepare the draws.

(a) $n - 1$ (b) $\frac{n(n-1)}{2}$

n = Number of teams participating in the tournament.

(02 marks)

- (ii) Mention **one** benefit and **two** drawbacks of the tournament type that uses the formula in question 5. (i) (b) to determine the number of matches.

(03 marks)

- (iii) Seven teams participated in the provincial volleyball tournament this time. The organizing committee conducted the tournament according to the method that uses the formula in question 5. (i) (a) to determine the number of matches. Write **five** possible reasons for selecting this method.

(05 marks)

(i)

(a) $(n - 1)$: Knockout tournament(b) $\frac{n(n-1)}{2}$: League tournament***01 Mark for each correct answer; 01 + 01 = 02 marks***

(ii)

Advantages of league tournaments:

- The best team can be selected.
- As each team has to play the other teams many times, the participants get the opportunity to improve their talents.
- All the participating teams can be ranked according to their talents.
- Teams can remain in the tournament despite being defeated.

Disadvantages of league tournaments:

- Organizing the tournament is difficult because the number of matches to be played is higher.
- More physical resources like funds, playgrounds, and equipment are needed.
- More judges are needed to hold a large number of matches.
- It takes a long time to complete all the matches.
- Teams that suffer continuous defeats may get discouraged.

01 Mark for each correct answer implying a similar meaning; 01 × 3 = 03 marks

(iii)

- The number of matches to be played is lower.
- Organizing tournaments is comparatively easier.
- The tournament can be finished within a short period.
- The amount of physical resources like equipment, funds, stadiums etc. required for holding the tournament is less.
- The tournament can be held with few judges/referees.

01 Mark for each correct answer implying a similar meaning; 01 × 5 = 05 marks***Total marks for the question: 02 + 03 + 05 = 10 marks*****To include modifications if any**

Question No. 6.

Learning outcome: To examine the ability to determine muscle fibre recruitment and energy system usage in athletics events and investigate the ability to develop athletics skills

6. Events and player numbers of several Under-18 athletes who participated in National School Games are given in the following table. Answer the questions based on this information.

(i) Write down separately, the muscle fibre types that most likely to be present abundantly in legs of player No. 34 and No. 67. (02 marks)

(ii) Of the above events, write down separately, **two** field events that use the anaerobic method to produce energy, and **one** track event that uses the aerobic method to produce energy for the event. (03 marks)

(iii) Design and explain an activity that is suitable to train new athletes in your house, who will be participating in the long jump event. (05 marks)

Player No.	Events
34	100 m running
45	Shot put
56	High jump
67	1500 m running
78	Javelin throw
89	Long jump

(i)

- No. 34: Fast-twitch fibres / White fibres
- No. 67: Slow-twitch fibres / Red fibres

01 Mark for each correct answer; 01 + 01 = 02 marks

(ii)

- Anaerobic: Shot put, high jump, javelin throw, long jump
- Aerobic: 1500 m running

01 Mark for each correct answer; 02 + 01 = 03 marks

(iii)

E.g.,

- Draw a starting line and direct athletes to take off from the starting line.
- Direct athletes to go a few steps forward and take off from the starting line.
- Direct athletes to run slowly and take off from the starting line.
- Direct athletes to run fast and take off from the starting line.
- Hang a support (using a rope) about 6 inches above the ground, and engage the athletes in the above-mentioned activities while touching the support.
- Vary the height of the support and repeat the above-mentioned activities.

Maximum 05 marks for designing and explaining a suitable activity to practice long jump

Total marks for the question: 02 + 03 + 05 = 10 marks

To include modifications if any

Question No. 7.

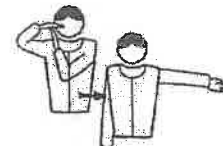
Learning outcome: To investigate the ability to enforce rules and regulations and act to develop skills in volleyball, netball, and football

7. Answer only **one** question from the questions A, B and C.

Question No. 7. A.

Answer only **one** question from the questions A, B and C.

- A. (i) Two hand signals used in refereeing volleyball matches are shown in diagrams (a) and (b). Mention separately, what is indicated by these hand signals.



(a)



(b)

(02 marks)

- (ii) State **three** instances in volleyball where the referee will award a service and a point to the opponent team as a penalty for an offence. (03 marks)
- (iii) Design and describe a lead-up game that is suitable to practice the technique of the setting skill for new players who are training for volleyball. (05 marks)

(i)

- (a) Time-out / To the requesting team

Award full marks if only "Time-out" is mentioned

- (b) Ball "in"

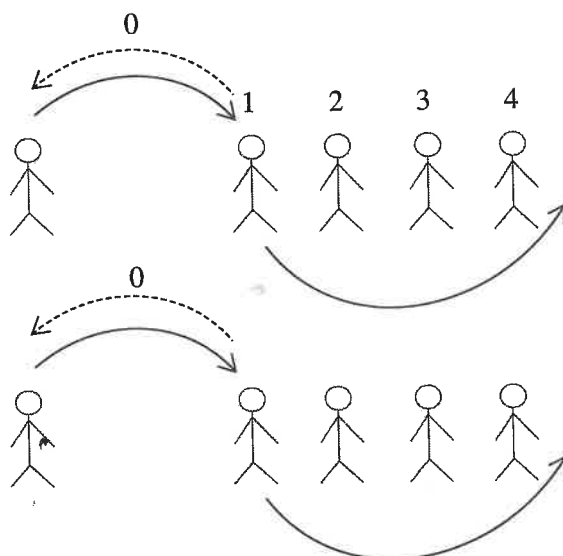
01 Mark for a correct answer; 01 + 01 = 02 marks

(ii)

- Fouls committed during service
- Fouls committed while receiving
- Fouls committed during the setting
- Fouls committed during spiking/attacking
- Fouls committed during court defending
- Ball "out"
- Fouls committed by the Libero player
- The ball landing on the opponent's court
- Rotation fouls

01 Mark for a correct answer; 01 × 3 = 03 marks

(iii) An example of a lead-up game to practice setting:



- Allow the players to stand in two lines as shown in the diagram.
- One player should stand in front of the line (~ 2 m away) with the ball.
- The above-mentioned player should throw the ball to the first player on the line.
- The 1st player should set the ball according to the correct technique and move to the back of the line (stand behind the last player on the line).
- This should be continued till all players of the team have performed the setting skill.
- The team that finishes first by performing the technique correctly will win the game.

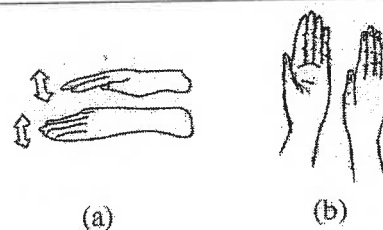
Maximum 05 marks for designing and explaining a suitable lead-up game to practice the setting skill.

Total marks for the question: 02 + 03 + 05 = 10 marks

To include modifications if any

Question No. 7. B.

- B.** (i) Two hand signals used in umpiring netball matches are shown in diagrams (a) and (b). Mention separately, what is indicated by these hand signals.



(a)

(b)

(02 marks)

- (ii) State **three** instances in netball where the umpire will award a penalty pass or a shot to the opponent team as a penalty for an offence committed by players. (03 marks)
- (iii) Design and describe a lead-up game that is suitable to practice the technique of the bounce pass skill for new players who are training for netball. (05 marks)

(i)

- (a) Stepping
- (b) Short pass

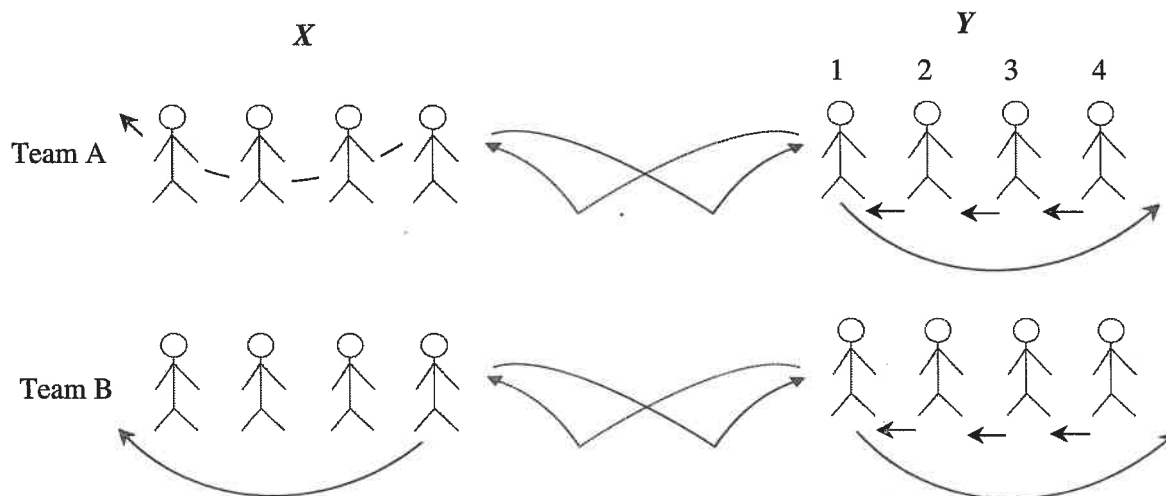
01 Mark for a correct answer; 01 + 01 = 02 marks

(ii)

- Obstructing the player in possession of the ball within a distance of less than 3 feet from the landing foot of that player.
- Coming into contact with, pushing, causing to fall hitting the opposing player or grabbing the ball off the opposing player while defending or attacking.
- Obstruct shooting without maintaining the 3 feet distance.
- Shaking the goalpost by the defending player to obstruct the shooter

01 Mark for a correct answer; 01 × 3 = 03 marks

(iii) An example of a lead-up game to practice the bounce pass:



- Divide players into two teams A and B as shown in the diagram.
- Divide players in each team into two groups X and Y so that each group has the same number of players.
- The 1st player of group X passes the ball to the 1st player of group Y using the bounce pass and then goes to the back of the line and stands.
- The 1st player of group Y passes the ball to the 2nd player of group X using the bounce pass, then goes to the back of the line.
- This should be continued until all players of the team have performed the bounce pass.
- The team that finishes first by performing the technique correctly will win the game.

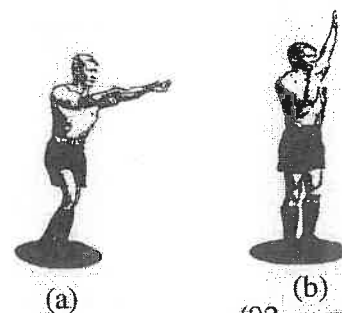
Maximum 05 marks for designing and explaining a suitable lead-up game to practice the bounce pass skill.

Total marks for the question: 02 + 03 + 05 = 10 marks

To include modifications if any

Question No. 7. C.

- C. (i) Two hand signals used in refereeing football matches are shown in diagrams (a) and (b). Mention separately, what is indicated by these hand signals.



- (ii) State **three** instances in football where a referee will show a red card for committing foul by a player. (02 mark)
- (iii) Design and describe a lead-up game that is suitable to practice the technique of the dribbling skill for new players who are training for football. (03 mark)
- (05 mark)

* * *

(i)

- (a) Advantage
(b) Indirect freekick

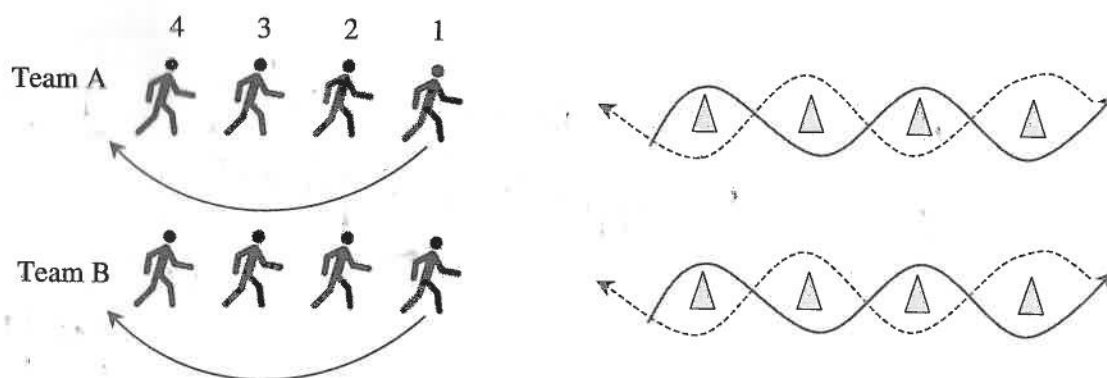
01 Mark for a correct answer; 01 + 01 = 02 marks

(ii)

- Serious foul play
- Violent conduct
- Spitting at an opponent or any other person
- Deliberate scoring a goal with the hands
- Using offensive, insulting or abusive language and/or action(s)
- Receiving a second yellow card (caution) in the same match

01 Mark for a correct answer; 01 × 3 = 03 marks

(iii) An example of a lead-up game to practice dribbling:



- Divide the players into two teams A and B as shown in the diagram.
- Place 4 cones in front of the line with the same distance between two adjacent cones.
- The 1st player of each team must pass the ball in between the cones, bring the ball to his initial position the same way, give the ball to the 2nd player of his team, and go back to the line.
- This should be continued until all players of the team have performed the skill.
- The team that finishes first by performing the technique correctly will win the game.

Maximum 05 marks for designing and explaining a suitable lead-up game to practice the dribbling skill.

Total marks for the question: 02 + 03 + 05 = 10 marks

To include modifications if any





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