

Department of Examinations Sri Lanka

**G.C.E(O/L)-Examination-2024(2025)**

**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 Examiners' Meeting.

### **Amendments to be included**

## G.C.E.(O/L) EXAMINATION – 2024(2025)

### Common Techniques of Marking Answer Scripts

It is compulsory to adhere to the following standard method in marking answer scripts and entering mark sheets.

1. Each Assistant Examiner should use a red ballpoint pen for marking answer scripts.
2. A purple ballpoint pen should be used by Chief Examiners.
3. The code number of the Assistant Examiner should be noted down on the front page of each answer script. Enter marks in **clear numerals**.
4. Write off incorrectly written numerals with a clear single line and authenticate the alterations with the Examiner's initial.
5. Enter the marks of each subsection of a question as a rational number in the given space  $\Delta$  and the final marks of each question should be entered as a total rational number in the given space  $\square$  by denoting the respective question number as well. Use the column assigned for the Examiners to write marks.
6. Evaluation-Mark Finalizer should use a blue or black colour pen to verify the accuracy of the marks.

**Example: Question No. 03**

(i) .....

.....  
.....  
.....

✓

$\frac{4}{5}$

(ii) .....

.....  
.....  
.....

✓

$\frac{3}{5}$

(iii) .....

.....  
.....  
.....

✓

$\frac{3}{5}$

03

$$(i) \frac{4}{5} + (ii) \frac{3}{5} + (iii) \frac{3}{5} =$$

10
15

**MCQ answer scripts: (Template)**

1. Mark the correct options on the template according to the Marking Scheme. Cut off the marked windows with a blade. Cut off the cages for Index Number and the number of correct options to be able to keep the template correctly on the answer script. Cut off a blank space to the right of each options column to mark the answers. Cut off the cages for the subject number and the subject to be visible. Submit the prepared template to the Chief Examiner for approval.
2. Then, check the answer scripts carefully. If there are more than one or no answers marked to a certain question write off the options with a line. Sometimes candidates may have erased an option marked previously and selected another option. In such occasions, if the erasure is not clear write off those options too.
3. Place the template on the answer script correctly. Mark the right answers with a '✓' and the wrong answers with an 'X' against the options column. Write down the number of correct

answers inside the cage given under each column. Then, add those numbers and write the number of correct answers in the relevant cage.

### Structured Essay-type and Essay-type Answer Scripts:

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers and write cross marks. Point-out areas by a check mark, where marks can be offered.
2. Use the right margin of the overland paper to write down the marks.
3. Write down the marks given for each question against the question number in the relevant cage on the front page in two digits. The selection of questions should be in accordance with the instructions given in the question paper. Mark all answers, transfer the marks to the front page and write off answers with lower marks if extra questions have been answered against instructions.
4. Add the total marks carefully and write in the relevant cage on the front page. Turn pages of the answer script and add all the marks given for all answers again. Check whether that total tallies with the total marks written on the front page.

### Preparation of Mark Sheets.

Except for the subjects with a single question paper, the final marks of two papers will not be calculated within the evaluation board. Therefore, add separate mark sheets for each question paper. Enter the paper I marks in the "Total Marks" column of the mark sheet and write them in words as well. Enter paper II Marks in the " Total Marks" Column and include the relevant details. For the subject 43 Art, Paper I, II and III Marks should be entered numerically in the separate mark sheets and should also be written in words.

For subjects 21 Sinhala language and literature and 22 Tamil Language and literature, the paper I marks once entered numerically should be written in words. Use separate marks sheets for papers II and III and enter the total marks in the "Total marks column". Write the relevant detailed marks against each of the total marks.

#### N.B.:-

- I. Final marks for paper I, paper II or paper III should always be rounded up to the nearest whole number and they should never be kept as decimal or half values.
- II. Each page of the mark sheet should be compulsorily verified by the Assistant Examiner who entered marks into the mark sheet, the Assistant Examiner who checked the mark sheet, the Verifying Examiner of the evaluation marks and the Chief Examiner by placing respective code numbers and the signature.

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## 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 ( $2 \times 10$ ).
  - ❖ 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, application, 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 – 2024(2025)

Subject No.

86

Subject

Health and Physical Education

## Paper I – Answers

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

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

### **3.0 An Overview of the Learning Outcomes of Paper II**

- 3.1 The seven questions in this paper are prepared after carefully studying the Health and Physical Education syllabi and the Teachers' Guides. Special attention is paid to the student's memory, understanding, application, 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.
- 3.2 Instructions for awarding marks and the marks distribution for Paper II
  - 3.2.1 The total marks for Paper II are 60.
  - 3.2.2 Paper II consists of two parts: Part I and Part II. Question 1 is compulsory and consists of 10 short questions. Part I and Part II contain six questions, three questions in each part. Students are instructed to answer four questions by selecting at least two questions from each of the two parts.
  - 3.2.3 Except for the compulsory question, the maximum mark that can be awarded for each question in Part I and Part II is 10. The mark distribution for each question is indicated in the marking scheme. Further, the suggestions for modifications provided at the Chief Controller's Meeting must be added to this marking scheme.

### **Distribution of Marks for Paper II**

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

**Paper I - 40 Marks**

## **Paper II** - **60 Marks**

**Total** - **100 Marks**

**G.C.E. (O.L) Examination – 2024(2025)****86 – Health and Physical Education  
Paper II****Marking Scheme****Question No. 1. – Compulsory question****Learning outcome: To investigate the different aspects of total health.**

1. A friendly netball and football tournament was held between Namalgama Vidyalaya and our school last Saturday at the school playground. The tournament was organized with the help of the School Sports Society and the school community.

Tournament organizing duties were assigned to several committees and the invitations were designed and distributed by the documentation committee.

The opening ceremony was held festively with the participation of all parties including the invited guests, the principal, the staff and the competitors, and the netball tournament was held first. The invitees watched matches seated and some students watched matches while seating on the steps of the pavilion or standing around the playground.

Football matches were held after lunch. With the aim of promoting indigenous foods among students, the refreshments committee, together with villagers, served brown rice, fish, mixed green leaf mallum, three curries and a vegetable salad for lunch followed by fruit salad for dessert for the guests and students. Furthermore, participants were given the opportunity to have natural fruit juices such as papaya and wood apple juice during the tournament.

At the end of the tournament, the principal addressed the gathering and presented several important facts including the need to engage in sports and exercises for a healthy life. The tournament concluded after the awarding of trophies followed by the vote of thanks.

Answer the questions from (i) to (x) based on the above case.

- (i) Write two committees other than the committee mentioned in the case, that can be appointed to ease the organizing process.
- (ii) Write two duties that can be assigned to the documentation committee in addition to designing and distributing invitations.
- (iii) Write two instances in the case in which the School Sports Society has obtained community participation according to the concept of Health Promotion.
- (iv) Name two groups of people who have maintained static postures while watching matches.
- (v) Write two mixed foods that are consumed by the students mentioned in the case.
- (vi) Name two macronutrients that are included in the lunch prepared by the villagers.
- (vii) Write two benefits the students can gain by consuming indigenous foods.
- (viii) Write two organized games that are not mentioned in the case.
- (ix) Mention two psychosocial skills that will be developed in students by participating in events like these.
- (x) In addition to sports and exercises mentioned by the principal, mention two other needs that are necessary to build health.

(02 × 10 = 20 marks)

(i)

- Finance committee
- Equipment committee
- Sports in-charge committee
- First aid committee
- Competitions committee
- Display committee

- Decorations committee
- Trophies committee
- Certificates committee
- Transportation committee .....

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

(ii)

- Preparing results sheets
- Sending the appreciation letters
- Sending letters to the judges
- Providing the required stationary items
- Preparing the agendas and reports .....

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

(iii)

- Organizing competitions
- Preparing and serving lunch
- Preparing fruit juice

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

(iv)

- The Chief Guest
- Students

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

(v)

- Vegetable salad
- Fruit salad
- Mixed green leaf mallum

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

(vi)

- Carbohydrates
- Fat
- Protein

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

(vii)

- Get the chance to consume healthy food
- Get the chance to consume fresh/natural food
- Get the chance to consume food free of harmful artificial flavours .....

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

(viii)

- Cricket
- Volleyball
- Basketball
- Badminton
- Hockey
- Table tennis
- Kabaddi
- Handball
- Throwball .....

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

(ix)

- Team skills
- Tolerating the views of others
- Flexibility
- Patience
- Leadership
- Followership
- Empathy
- Appreciating others .....

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

(x)

- Adequate sleep rest
- Adhering to social norms, rules and regulations
- Stress management
- Avoiding alcohol, drugs and smoking
- Getting used to a simple life
- Maintaining a proper BMI.....

**01 mark for a correct answer;  $01 \times 2 = 02$  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 healthy food we consume.**

2. Healthy food consumption is important for a healthy life and the correct understanding of food consumption is important for that.

- (i) Name **two** microorganisms that can cause food spoilage during various instances from food production to consumption. (02 marks)
- (ii) (a) What is meant by 'food adulteration'? (01 mark)  
(b) Give **two** examples for food adulteration. (02 marks)
- (iii) (a) Mention **two** actions that can be taken to minimize nutrient loss during food preparation. (02 marks)  
(b) Mention **three** actions that can be taken to enhance the nutritive value of foods. (03 marks)

(i)

- Bacteria
- Fungi
- Viruses ...

**01 mark for a correct answers;  $01 \times 2 = 02$  marks**

(ii)

- (a) Food adulteration is any means by which the quality of food is reduced.

**01 mark for a correct answer implying a similar meaning**

(b)

- Addition of papaya seeds to pepper cones
- Addition of melamine to milk powder
- Addition of artificial dyes to tea leaves
- Addition of wheat flour, rice flour, brick powder etc. to chilli powder, turmeric powder and pepper powder .....

**01 mark for a correct answers ;  $01 \times 2 = 02$  marks****Total marks ;  $01 + 02 = 03$  marks**

(iii)

(a)

- Wash fruits and vegetables before cutting
- Cook vegetables and green leaves in low heat
- Consume fresh (natural) food as much as possible
- Avoid cooking food rich in calcium and iron together
- Use steam for cooking
- Cook meals in the shortest possible time .....

**01 mark for a correct answers ;  $01 \times 2 = 02$  marks**

(b)

- Cook several types of food together.
- Add condiments when cooking.
- Add lime juice to vegetables after cooking
- Cook legumes and cereals together
- Add maldive fish to green leaf preparations
- Consume fortified foods (e.g. iodized salt) .....

**01 mark for a correct answers ;  $01 \times 3 = 03$  marks****Total marks for the question:  $02 + 03 + 05 = 10$  marks****To include modifications if any****Question No. 3.****Learning outcome: To investigate the health of the reproductive system.**

3. Human sex is determined by the biological existence of one system and it is important to maintain health of this system to prevent diseases.

- (i) Name the system that has significant structural differences in males and females and mention its major function. (02 marks)
- (ii) Mention two diseases associated with the system you named in above (i) and write the main method of transmitting these diseases. (03 marks)
- (iii) (a) Name two groups of people that have a higher risk of transmitting the diseases you mentioned in above (ii). (02 marks)
- (b) Mention three good habits that can be followed to prevent the transmission of the diseases you mentioned in above (ii). (03 marks)

(i)

- System: Reproductive system
- Major function: Producing offspring

**01 mark for the correct answers****01 mark for the correct answers****Total:  $01 + 01 = 02$  marks**

(ii)

(a)

- Gonorrhoea
- Genital Herpes
- Syphilis
- Chlamydia
- Genital Warts
- HIV/AIDS

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

(b) Through unprotected sexual encounters with an infected person.

*01 Mark for a correct answer implying a similar meaning**Total:  $02 + 01 = 03$  marks*

(iii)

(a)

- Commercial sex workers
- Persons with multiple sexual partners
- People having homosexual relationships
- People who have warts or wounds on their genitalia
- People infected with other sexually transmitted diseases
- People who share needles to inject illicit substances (drugs)
- Offspring of HIV-positive mothers

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

(b)

- Avoid unprotected sexual activities
- Postpone sexual activities until marriage
- Limit sexual activities only to your spouse after marriage
- Maintain a strong family unit
- Identify risky situations in society and protect yourself against them
- Ensure that the blood is not infected during blood transfusions
- Ensure that sterilized needles are used for injections
- Keep the genital area clean
- Avoid using illicit substances (drugs) .....

*01 Mark each for a correct answer;  $01 \times 3 = 03$  marks**Total:  $02 + 03 = 05$  marks**Total marks for the question:  $02 + 03 + 05 = 10$  marks***To include modifications if any**

**Question No. 4.****Learning outcome: To investigate the skills required to overcome challenges faced in daily life**

4. We have to face several challenges in our day-to-day life. We should develop life competencies to overcome these challenges successfully. Briefly explain how you would act to overcome the following challenges successfully.

- You heard your mother telling your brother/sister who is in Grade 10, that he/she should stop all sports he/she has been engaging in so far, and engage only in his/her studies.
- You come to know that your brother/sister in Grade 9 has received an invitation to start a love affair through social media.
- You find out that your best friend is hanging out with a group of older friends who consume drugs.
- Your friend tells you that he/she cannot prepare for the G.C.E. (O/L) Examination because his/her mother and father constantly fight at home.
- When you visited your friend, you came to know that they are not helping their grand mother in any way.

$(02 \times 5 = 10 \text{ marks})$

(i)

- Explain to your mother and sister/brother, the value of engaging in sports which is essential for developing a person's psychosocial well-being.
- Explain to your mother and sister/brother that we can do both sports and academic tasks through time management.
- Explain to your mother and sister/brother that you have another year to prepare for the O/L Examination, so you can manage all tasks during this period.
- Explain to your mother that psychosocial development gained through sports can help perform academic activities better. ....

(ii)

- Tell him/her not to respond to such messages.
- Explain you should not start love affairs during your school time and that you must focus on your studies during this period.
- Explain to him/her that such relationships can disrupt your education and as a result, your future could be dark.
- Explain to your brother/sister such relationships could attract slander and defamation from society.

(iii)

- Advise him/her to stop associating with people having such risky behaviours.
- Explain that when you associate with such people, society may consider you also in the same league (that you also may be following the same bad practices).
- Explain that they can entice you to use drugs.
- If they get caught for breaking the law, you also can be a suspect.
- Explain that such incidents can disrupt your education, ruin your parents' expectations, and destroy your future.

(iv)

- Kindly ask his/her parents to stop fighting because it is disturbing to your friend who is getting prepared for the examination.
- Ask your friend not to neglect studies because if he/she fails the exam because of these disturbances, it can ruin his/her future.
- Advise the parents to solve their problems patiently through discussion.
- Request one of your elders to ask the parents to seek advice from suitable elderly or a teacher.
- Advise the parents to stop fighting because they may not be able to face friends and neighbours if they continue such unpleasant behaviour.

(The answer should include advice to the parents as well as the friend.)

(v)

- Tell them not to treat their grandmother that way.
- Explain that their grandmother was a good mother who looked after their mother/father.
- Explain that it is the responsibility of the children and grandchildren to look after their old parents/grandparents and keep them happy in their last days of life.
- Tell them that you will also be treated like that when you get old.
- Tell them that they must develop empathy in their lives.

***Award marks for each positive answer with at least two pieces of advice considering the facts that are mentioned; maximum 02 marks for a correct answer.***

***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: Investigate the athletic events and the rules and regulations related to them.**

5. Correct techniques, an understanding of the rules and regulations and training are essential to show talents in athletics.

- The numbers of two athletes who participated in National School Games and the techniques they practised are given below.

Athlete Number	Technique
46	Hitch kick technique
78	Parry O' Brien technique

- (i) Mention separately, the events these two athletes participated in, in front of their numbers. (02 marks)
- (ii) (a) Name the muscle fibre type that could be found abundantly in the limbs of the athletes mentioned in above (i). (01 mark)
- (b) Mention two characteristics of the muscle fibre type you mentioned in above (ii) (a). (02 marks)
- (iii) (a) Briefly write two activities that you can demonstrate for a beginner athlete to familiarize him/herself with the shot. (02 marks)
- (b) An athlete who participated in a shot put event left the circle through the back half after throwing, before the shot touched the ground. As the judge of this event, explain your decision with reasons during this instance. (03 marks)

- (i) 46 – Long jump
- 78 – Shot put

**01 Mark for each correct answer with the respective athlete number;**  
 **$01 \times 2 = 02$  marks**

**$\frac{1}{2}$  Marks for each answer if the number is not mentioned, but the answers are written in the correct order;  $\frac{1}{2} \times 2 = 01$  mark**

- (ii)
  - (a) White Fiber / Fast Twitch Fiber (FTF)

**01 Mark for the correct answer**

- (b)
  - White in colour
  - Less aerobic respiration
  - More anaerobic respiration
  - Less resistance to fatigue
  - More glycogen stores
  - Greater speed of contraction
  - More involvement in high-intensity exercises
  - Less involvement in long-duration exercises

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

(iii)

(a)

- Change the shot from one hand to the other in front of the body.
- Carry the shot around the body while changing it from one hand to the other.
- Hold the shot single-handedly and move it upwards and downwards.
- Roll the shot on the ground.
- Rotate the shot around the ankle.
- Lift your legs alternatively and move the shot through the hips in a movement resembling “8”.
- Keep your legs a shoulder-length apart, keep the shot under your jaw and throw it while slightly bending from your knees .....

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

(b)

- Decision: Consider it as a foul throw.
- Reason: The competitor should not leave the circle after the throw until the equipment has landed.

**01 Mark for the correct decision; 02 marks for the correct reason;  $01 + 02 = 03$  marks**

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

**To include modifications if any**

**Question No. 6.**

**Learning outcome: To investigate the ability to manage and organise competitions.**

6. Inter-house sports meet is a major event among the co-curricular activities of a school. It must be managed correctly to develop personal skills.

- (i) Name **two** co-curricular Physical Education activities in school in addition to the inter-house sports meet for which you can contribute in managing. (02 marks)
- (ii) If your group is assigned to organize the inter-house sports meet of your school, mention the **three** phases that you should pay attention to, when organizing the event. (03 marks)
- (iii) (a) Mention **two** physical benefits you can gain by participating in co-curricular Physical Education programmes in school including the inter-house sports meet. (02 marks)
  - (b) If four teams are participating in the volleyball tournament of the inter-house sports meet, prepare the draw for the tournament according to the league method. (03 marks)

(i)

- Physical fitness programmes
- Physical fitness tests
- Physical Education Day
- Colours Awarding Ceremony
- Special sports training programmes
- Tournaments and programmes conducted by various sports societies
- Outdoor adventures/camps .....

**01 Mark for a correct answer,  $01 \times 2 = 02$  marks**

(ii)

- Pre-meet activities
- Activities on the day of the event
- Post-meet activities

**01 Mark for a correct answer;  $01 \times 3 = 03$  marks**

(iii)

(a)

- Develops physical fitness
- Pleasant appearance
- The ability to maintain a proper BMI
- The ability to maintain body composition
- Becoming active .....

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

(b)

1

1 ————— 2  
4 ————— 3

2

1 ————— 4  
3 ————— 2

3

1 ————— 3  
2 ————— 4**03 Mark for the correct answer****Total marks for the question:  $02 + 03 + 05 = 10$  marks****To include modifications if any**

**Question No. 7.**

**Learning outcome: To investigate the skills and rules and regulations related to volleyball, netball, and football**

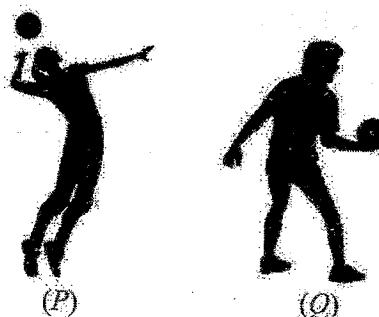
7. Answer only one question from the questions A, B and C.

**Question No. 7. A.**

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

When playing volleyball, netball and football, understanding the skills as well as the rules and regulations are important.

A. (i) Two volleyball skills are shown below in figures (P) and (Q). Write these two skills separately.



(02 marks)

(ii) During the volleyball match between the Northern and Southern Province teams, a back-row player of the Southern team came to the front row and slammed the ball which was over the net, to the opposing team using the technique shown in figure (P). As the referee, explain your decision with reasons during this situation. (03 marks)

(iii) Design and present with diagrams, two activities with the ball, that can be done as a team to practise the skills shown in figures (P) and (Q) above. (05 marks)

(i) P – Spike  
Q – Service

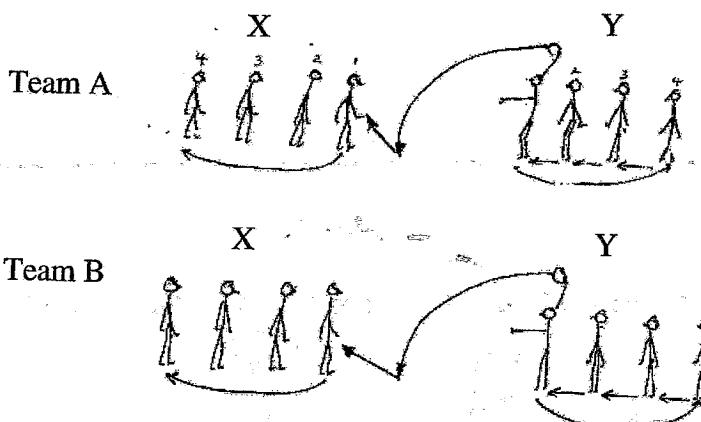
**01 Mark for each correct answer;  $01 + 01 = 02$  marks**

(ii)

- Decision: Award a point and the service to the Northern Province team
- Reason: A back-row player cannot come to the front row and hit the ball to land in the opponent's side when the ball is above the top level of the net

**01 Mark for the correct decision; 02 marks for the correct reason;  $01 + 02 = 03$  marks**

(iii)

An example activity to practice spiking

- Divide the class into 2 teams A and B as shown in the diagram.
- Divide players in each team into two groups X and Y with each group having the same number of players.
- The 1<sup>st</sup> player of Group X passes the ball to the 1<sup>st</sup> player of Group Y by smashing the ball to the ground, goes to the back of the line and stands.
- The 1<sup>st</sup> player of Group Y passes the ball to the 2<sup>nd</sup> player of Group X by smashing the ball to the ground, goes to the back of the line and stands.
- This should be continued until all players of the team have practised the spike.
- The team that finishes first by performing the technique correctly should be recognized as the winning team.

An example activity to practice the underarm service

- Divide the class into two groups and form two lines as shown in the diagram.
- Serve the ball to the person in front of the line using underarm service.
- The person who received the ball has to go back to the line and stand.
- Continue until all players get the chance to practice the service.

**Maximum 2 1/2 marks for designing and explaining with diagrams, a suitable team activity with the ball to practise the skill;  $2 \frac{1}{2} \times 2 = 5$  marks**

**$2 \times 2 = 4$  Marks if two team activities are explained without diagrams**

**$2 \times 2 = 4$  Marks if only diagrams are presented (without explanations)**

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

**To include modifications if any**

**Question No. 7. B.**

**B.** (i) Two netball skills are shown in figures (S) and (T). Write these **two** skills separately.



(S)



(T)

(02 marks)

(ii) During the netball match of the Red and Blue teams, when the goal shooter of the Red team was shooting, the goal keeper of the Blue team blocked her maintaining a 3-feet distance and got hold of the ball that slipped from the goal shooter by jumping up. As the umpire, explain your decision with reasons during this situation. (03 marks)

(iii) Design and present with diagrams, **two** activities with the ball, that can be done as a team to practise the skills shown in figures (S) and (T) above. (05 marks)

(i) S – Defending  
T – Shooting

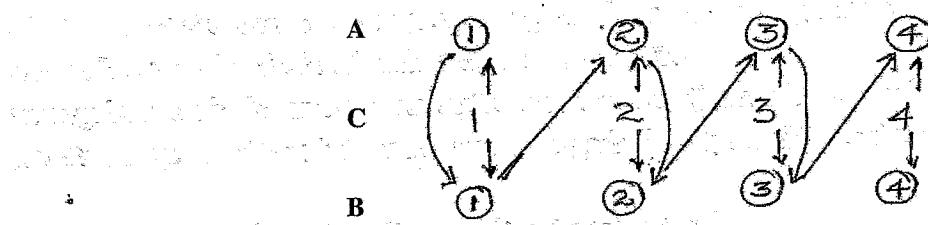
**01 Mark for each correct answer;  $01 + 01 = 02$  marks**

(ii)

- Decision: The game continues as it is not a foul/fault.
- Reason: Defending can be done while maintaining 3 feet, and also the defender can catch the ball when the ball is released from the player.

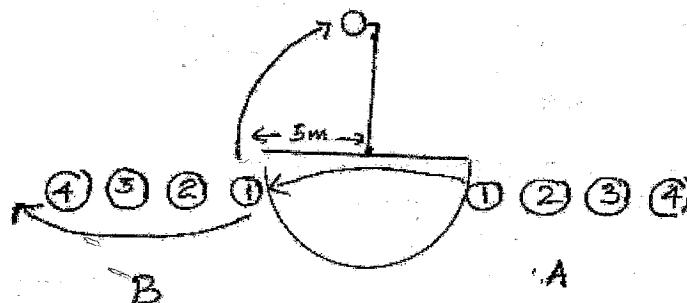
**01 Mark for the correct decision; 02 marks for the correct reason;  $01 + 02 = 03$  marks**

(iii) An example activity to practise defending



- Divide the class into three teams A, B, and C as shown in the diagram.
- Teams A and B should stand in lines facing each other as shown in the diagram.
- Team C should stand in between teams A and B.
- Pass the ball in between teams A and B and instruct Team C players to defend the passes while maintaining three feet from the passers.
- Repeat the activity by changing the team in the middle and giving a chance to all members to practise defending.

An example activity to practise shooting



- Draw a semi-circle 5 m from the goalpost.
- Divide the class into two teams A and B.
- Place teams A and B as shown in the diagram.
- The 1<sup>st</sup> player of Team A passes the ball to the 1<sup>st</sup> player of Team B. The 1<sup>st</sup> player of Team B then shoots, gets the ball back, passes the ball back to the 1<sup>st</sup> player of Team A and moves to the back of the line.
- The 1<sup>st</sup> player of Team A receives the ball, shoots and passes the ball to the 2<sup>nd</sup> player of Team B, and moves to the back of the line.
- Continue this activity until all players get the chance to practice shooting.

**Maximum 2 1/2 marks for designing and explaining with diagrams, a suitable team activity with the ball to practise the skill;  $2 \frac{1}{2} \times 2 = 5$  marks**

**$2 \times 2 = 4$  Marks if two team activities are explained without diagrams**

**$2 \times 2 = 4$  Marks if only diagrams are presented (without explanations)**

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

**To include modifications if any**

**Question No. 7. C.**

**C.** (i) Two football skills are shown below in figures (M) and (N). Write these two skills separately.



(M)

(N)

(02 marks)

(ii) During the football match between the Western and Central Province teams, a player of the Central Province team spat on a player of the Western Province team. As the referee, explain your decision with reasons during this situation. (03 marks)

(iii) Design and present with diagrams, two activities with the ball, that can be done as a team to practise the skills shown in figures (M) and (N) above. (05 marks)

(i) M – Heading the ball  
N – Stopping the ball with the foot

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

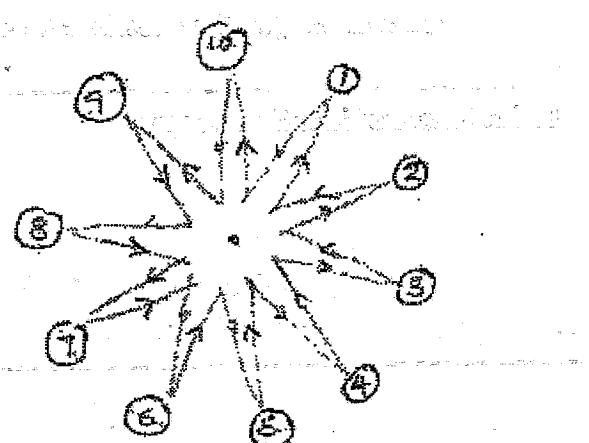
(ii)

- Decision: Show a red card to the player who spat on his opponent and award a direct free kick to the opponent team.
- Reason: Spitting a player during a match is considered a major offence in football.

**01 Mark for the correct decision; 02 marks for the correct reason;  $01 + 02 = 03$  marks**

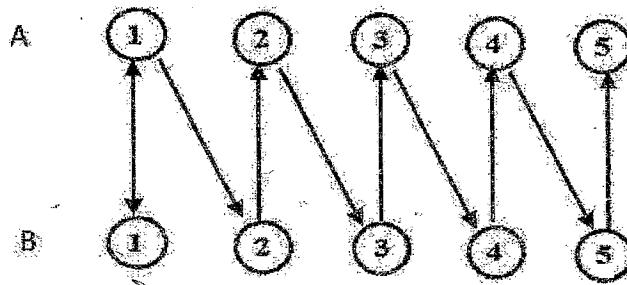
(iii)

A sample activity to practice heading the ball



- Instruct the students to stand in a circle as shown in the diagram.
- One player should stand in the centre of the circle.
- The player in the centre passes the ball to the 1<sup>st</sup> player in the circle by throwing it high.
- The player who receives the ball must head the ball back to the player in the centre.
- This should be continued until all players get their chance to practice heading.

A sample activity to practice stopping the ball with the foot



- Divide the class into two teams A and B.
- Arrange the students in two lines facing each other as shown in the diagram.
- The 1<sup>st</sup> player of Team A must pass the ball to the 1<sup>st</sup> player of Team B by kicking the ball.
- The 1<sup>st</sup> player of Team B team must stop the ball with his/her foot.
- Then the 1<sup>st</sup> player of Team B must pass the ball to the 2<sup>nd</sup> player of Team B by kicking the ball.
- Repeat the activity until all players get a chance to practice kicking and stopping the ball with the foot.

*Maximum 2 ½ marks for designing and explaining with diagrams, a suitable team activity with the ball to practise the skill;  $2 \frac{1}{2} \times 2 = 5$  marks*

*$2 \times 2 = 4$  Marks if two team activities are explained without diagrams*

*$2 \times 2 = 4$  Marks if only diagrams are presented (without explanations)*

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

**To include modifications if any**

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