

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – SPORTS AND RECREATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper

FOR OFFICIAL USE ONLY

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	40 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section

1. At **Maua Sama School**, four learners are discussing why they participate in sports.

Abdi: "It helps me manage stress and stay happy."

Wanjiku: "I want to be the next Faith Kipyegon and earn a living through athletics."

Moraa: "It brings our different communities together during tournaments in **Kisii**."

Kipchirchir: "It keeps my heart healthy and my muscles strong."

- (a) **Identify** the benefit of sports described by **Abdi**. (1 mark)

(b) **Name** the category of benefit described by **Wanjiku**. (1 mark)

(c) **Explain** how **Moraa's** point contributes to national cohesion in Kenya. (2 marks)

- i. _____
- ii. _____

(d) **List** two individual sports popular in the **North Rift** region of Kenya. (2 marks)

- i. _____
- ii. _____

2. Learners at **Saseta School** were assessed on their fitness levels.

(a) **Define** the term "Body Composition." (1 mark)

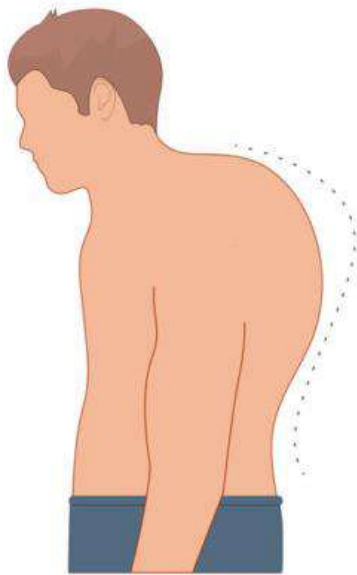
(b) **Identify** the method of measuring body composition illustrated in the picture above. (1 mark)

(c) **Distinguish** between **Lean Body Weight** and **Fat Body Weight**. (2 marks)

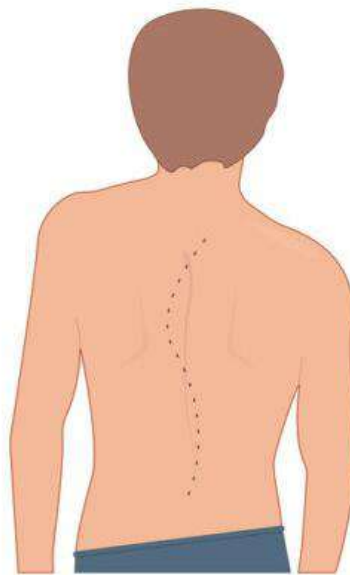
(d) **State** two factors, other than nutrition, that determines a person's body composition. (2 marks)

- i. _____
- ii. _____

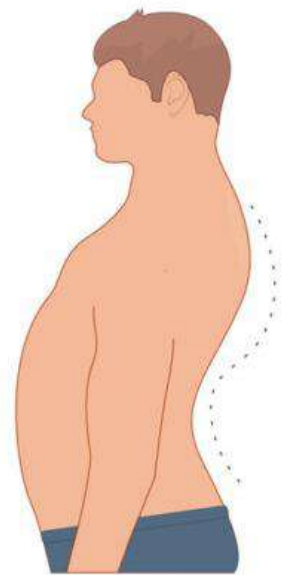
3. Study the diagrams of the human spine labeled **X**, **Y**, and **Z** below.



X



Y



Z

(a) **Name** the postural defects labeled: (3 marks)

X: _____

Y: _____

Z: _____

(b) **Outline** how a defective posture like X can affect a sprinter's performance at **Kasarani Stadium**. (2 marks)

- i. _____
- ii. _____

(c) **State** whether the following is **True** or **False**: Correct posture during sitting reduces strain on the spine. [_____] (1 mark)

4. A group of Grade 10 learners at **St. Mary's School, Yala** is performing the activity shown below.



(a) **Identify** the three main phases of a standard aerobics session. (3 marks)

- i. _____
- ii. _____
- iii. _____

(b) **Mention** one piece of equipment that can be used to enhance a floor aerobics session. (1 mark)

(c) **Explain** the importance of the "Cool Down" phase after an intense session. (2 marks)

- i. _____
- ii. _____

5. Learners often cycle or jog along the busy roads of **Nairobi** or **Eldoret**.

(a) **Identify** two potential risks encountered by athletes practicing on Kenyan roads. (2 marks)

- i. _____
- ii. _____

(b) **List** two road safety measures a jogger should observe. (2 marks)

- i. _____
- ii. _____

(c) **Describe** the "Social Dimension" of recreation. (2 marks)

- i. _____
- ii. _____

SECTION B (50 MARKS)

6. You have been appointed as the student coach for the **Bahati Senior School** Basketball team.

(a) **Define** the concept of "Coaching" in sports. (2 marks)

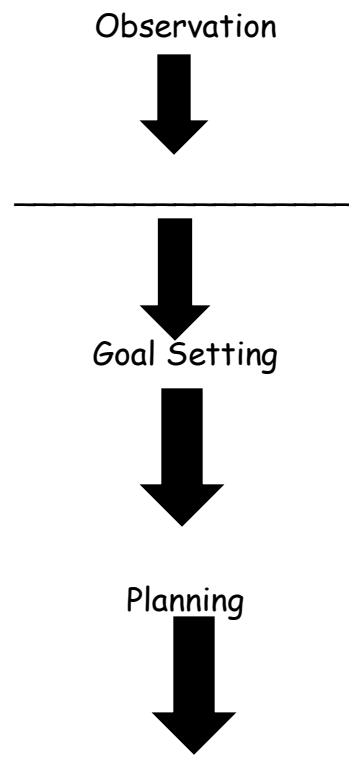
(b) **Explain** the following three principles of coaching: (6 marks)

i. **Collaboration:**

ii. **Client-Centered:**

iii. **Action-Oriented:**

(c) **Outline** the process of coaching by naming the missing steps: (3 marks)



(d) **Describe** how you would incorporate "Mini-games" into a training session. (2 marks)

- i. _____
- ii. _____

(e) **State** why feedback is important in player development. (2 marks)

- i. _____
- ii. _____

7. The sports department at **Dagoretti High School** needs to prepare for a football and athletics meet.

(a) **Match** the equipment to the sport: (3 marks)

- i. **Hurdles:** _____
- ii. **Netball:** _____
- iii. **Shuttlecock:** _____

(b) **Identify** the improvised material used to make the athletics baton in the picture below. (1 mark)



(c) **Discuss** three criteria you would use to appraise an improvised piece of equipment for safety and utility. (6 marks)

- i. _____
- ii. _____
- iii. _____

(d) **Compare** the facilities required for **Netball** versus **Basketball**. (3 marks)

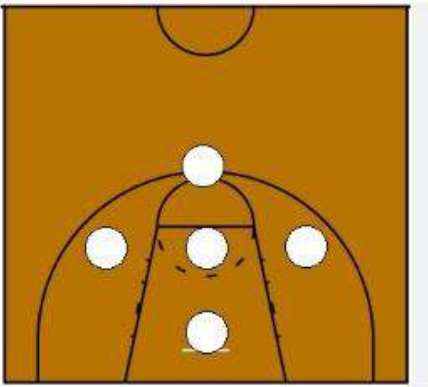
Netball facilities	Basketball facilities

(e) **Give** one reason why schools should modify facilities for learners with different abilities. (2 marks)

8. During a match between **Maseno School** and **Kakamega High**, the coach uses the following board.



A



B

(a) **Identify** the sports formations shown in the diagrams above. (2 marks)

- A: _____
B: _____

(b) **Explain** how a specific formation enhances team performance in a game of Netball. (3 marks)

- i. _____
- ii. _____
- iii. _____

(c) **Distinguish** between a "Tactical Skill" and a "Technical Skill" in middle-distance races. (3 marks)

(d) **Mention** one tactic used in a **1500m race** to win. (2 marks)

9. Study the official's hand signals below used in a game of basketball.



M



N

(a) **Identify** the meaning of the two signals shown above. (2 marks)

M: _____

N: _____

(b) **List** three attributes found on a "Talent Identification Checklist." (3 marks)

- i. _____
- ii. _____
- iii. _____

(c) **Distinguish** between the roles of a **Team Manager** and a **Match Referee**. (3 marks)

(d) **State** why "Integrity" is the most important principle for a sports official in Kenya. (2 marks)

MARKING SCHEME

LEARNING AREA: SPORTS AND RECREATION **GRADE: 10 (SENIOR SCHOOL)**

SECTION A (30 MARKS)

1. Sports and Society (6 Marks)

- (a) **Identify Benefit:** Emotional/Mental health benefit (Stress management). (1mk)
- (b) **Category:** Economic benefit (Career/Professionalism). (1mk)
- (c) **National Cohesion:** Sports bring people from different ethnic backgrounds together, fostering peace, unity, and a sense of shared identity as Kenyans. (2mks)
- (d) **Individual Sports:** Athletics (Marathon/Track), Lawn Tennis, Badminton, or Boxing. (Any 2 = 2mks)

2. Body Composition (6 Marks)

- (a) **Definition:** The proportion of fat-free mass (muscles, bones, organs) versus fat mass in the human body. (1mk)
- (b) **Identify Method:** BMI (Body Mass Index) measurement using a weighing scale and stadiometer. (1mk)
- (c) **Distinguish:** **Lean Body Weight** is the weight of everything in the body except fat (muscles, bones, water); **Fat Body Weight** is the actual weight of all fat tissues. (2mks)
- (d) **Factors:** Genetics, Age, Physical Activity levels, or Metabolism. (Any 2 = 2mks)

3. Posture and Performance (6 Marks)

- (a) **Postural Defects:** **X:** Kyphosis (Hunchback), **Y:** Scoliosis (Sideways curve), **Z:** Lordosis (Swayback). (3mks)
- (b) **Performance Impact:** Kyphosis restricts lung expansion (reducing oxygen intake) and shifts the center of gravity forward, making it harder for a sprinter to maintain an efficient running form. (2mks)
- (c) **True/False:** TRUE. (1mk)

4. Aerobics and Fitness (6 Marks)

- (a) **Phases:** 1. Warm-up, 2. Body conditioning/Main workout, 3. Cool down. (3mks)
- (b) **Equipment:** Step boxes, light dumbbells, skipping ropes, or yoga mats. (1mk)

(c) Importance: To gradually lower the heart rate, prevent blood pooling in the legs, and reduce muscle soreness/stiffness after exercise. (2mks)

5. Recreation and Road Safety (6 Marks)

(a) Risks: Reckless driving/speeding vehicles, poor road surfaces (potholes), lack of street lighting, or air pollution (dust/exhaust). (Any 2 = 2mks)

(b) Measures: Wear reflective gear/bright colors, run against the flow of traffic, avoid using headphones, or stay on designated pedestrian paths. (Any 2 = 2mks)

(c) Social Dimension: Recreation allows individuals to interact, build friendships, work as a team, and strengthen community ties. (2mks)

SECTION B (50 MARKS)

6. Coaching Principles (15 Marks)

(a) Definition: A process of observing performance, providing feedback, and guiding athletes to improve skills and achieve their potential. (2mks)

(b) Principles:

Collaboration: Working together with the athlete and other staff to achieve goals. (2mks)

Client-Centered: Focusing on the specific needs, health, and goals of the individual player. (2mks)

Action-Oriented: Focusing on practical tasks and drills that lead to visible improvement. (2mks)

(c) Missing Steps: Identifying areas of improvement; Feedback. (3mks)

(d) Mini-games: Small-sided games (e.g., 3-on-3) that allow players to practice specific skills in a competitive, fun, and realistic environment. (2mks)

(e) Importance: It helps athletes understand their mistakes, reinforces correct techniques, and motivates them to improve. (2mks)

7. Facilities and Improvisation (15 Marks)

(a) Matching: Hurdles: Athletics; **Netball:** Ball games/Netball court; **Shuttlecock:** Badminton. (3mks)

(b) Material: Wood (carved branch) or PVC pipe. (1mk)

(c) Criteria: 1. **Durability** (will it last?), 2. **Safety** (is it free from sharp edges/splinters?), 3. **Suitability** (does it mimic the weight/size of the real item?). (6mks)

(d) Comparison: Basketball requires a backboard and hoop at a height of 10ft; Netball uses a ring without a backboard and has stricter court zone markings. (3mks)

(e) Reason: To ensure inclusivity and equity, allowing learners with disabilities (e.g., those in wheelchairs) to participate in recreation. (2mks)

8. Tactical Skills and Formations (10 Marks)

(a) Formations: A. 4-4-2 (Football) B. 1-3-1 (Basketball). (2mks)

(b) Netball Formation: It organizes the court to ensure spaces are covered, allowing for efficient passing and preventing the opponent from reaching the goal circle. (3mks)

(c) Distinguish: Technical Skill is the "how-to" (e.g., how to run); **Tactical Skill** is the "when and why" (e.g., when to overtake a runner on the bend). (3mks)

(d) Tactic: Drafting (running behind another to save energy) or a "kick" (sudden burst of speed) in the final 200m. (2mks)

9. Officiating and Talent ID (10 Marks)

(a) Signals: (M-"Substitution" N- "Technical Foul"). (2mks)

(b) Checklist: Physical attributes (height/speed), Psychological (resilience/focus), Skills proficiency (accuracy/technique). (3mks)

(c) Distinguish: Team Manager handles logistics, uniforms, and player welfare; **Referee** enforces the laws of the game during the match. (3mks)

(d) Integrity: It ensures fair play, prevents corruption/bribery, and maintains the spirit of the game, which is crucial for the credibility of Kenyan sports. (2mks)