

KENYA CERTIFICATE OF BASIC EDUCATION



SENIOR SCHOOL ASSESSMENT

DECEMBER 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 full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO sections: A and B.**
4. Attempt **ALL questions** in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 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
TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

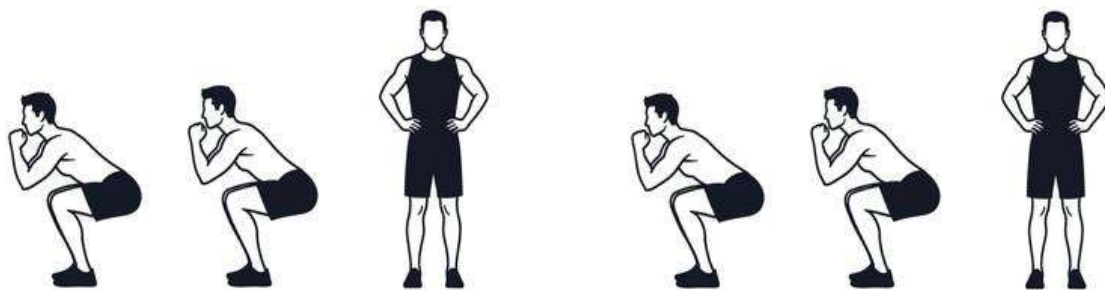
1. (a) Define physical fitness. (1 mark)

(b) State two components of physical fitness that are important to a sports performer. (2 marks)

i. _____

ii. _____

2. Study the following sequence of movements.



The learner repeatedly bends the knees, lowers the body and returns to the standing position.

(a) Identify the exercise illustrated. (1 mark)

(b) Name **one major muscle group** involved in the exercise. (1 mark)

(c) State **one fitness component** developed by the exercise. (1 mark)

3. (a) What is meant by **muscular endurance**? (1 mark)

(b) State **two activities** that can be used to develop muscular strength. (2 marks)

i. _____

ii. _____

4. A learner runs continuously for 20 minutes without stopping.

(a) Identify the major fitness component being developed. (1 mark)

(b) Explain **two benefits of cardiovascular endurance** to the learner. (2 marks)

i. _____

ii. _____

5. (a) Define flexibility. (1 mark)

(b) State two activities that can improve flexibility. (2 marks)

i. _____

ii. _____

6. (a) What is meant by good posture? (1 mark)

(b) Give two effects of maintaining poor posture during physical activity. (2 marks)

i. _____

ii. _____

7. A player sustains the injury shown above after landing awkwardly.



(a) Identify the likely type of injury. (1 mark)

(b) State two immediate management measures that may be appropriate. (2 marks)

i. _____

ii. _____

8. (a) Distinguish between recreation and competitive sport. (2 marks)

(b) Give **one example of a recreational activity**. (1 mark)

9. A coach notices that learners have different abilities and levels of fitness.

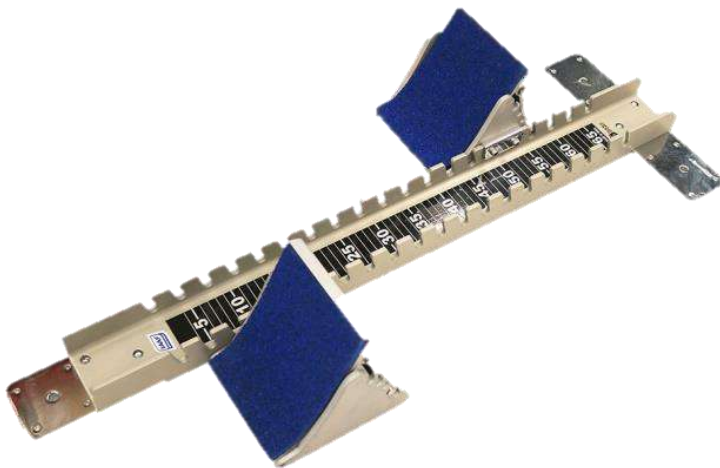
(a) State **one reason why a coach should assess learners before designing a training programme**. (1 mark)

(b) State **two qualities of a good sports coach**. (2 marks)

i. _____

ii. _____

10. Kilgoris boys senior school bought the following athletics equipment



S



T

(a) Identify the official's equipment labelled. (1 mark)

S: _____

T: _____

(b) State **two duties of an athletics official**. (2 marks)

i. _____

ii. _____

SECTION B: 50 MARKS

Answer ALL questions.

11. A Grade 10 teacher wants to assess the fitness levels of learners before beginning a conditioning programme.

(a) Explain three reasons for conducting fitness assessments before training. (3 marks)

i. _____

ii. _____

iii. _____

(b) Explain how each of the following may be developed through suitable training:

(i) Muscular strength (2 marks)

(ii) Muscular endurance (2 marks)

(iii) Cardiovascular endurance (2 marks)

(c) State one reason for allowing adequate recovery between demanding training sessions. (1 mark)

12. A learner participates in gymnastics and athletics but has limited flexibility and poor body alignment.

(a) Explain three factors that may influence an individual's flexibility. (3 marks)

i. _____

ii. _____

iii. _____

(b) Describe two appropriate methods of improving flexibility. (2 marks)

- i. _____
- ii. _____

(c) Explain three ways in which correct posture contributes to effective sports performance. (3 marks)

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

(d) State two precautions to observe when performing flexibility exercises. (2 marks)

- i. _____
- ii. _____

13. A school establishes a recreation programme involving hiking, dance, cycling, swimming, traditional games and nature walks.

(a) Explain three physical benefits of participating regularly in recreational activities. (3 marks)

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

(b) Explain three psychological or emotional benefits of recreation. (3 marks)

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

(c) Explain two social benefits of recreational activities. (2 marks)

- i. _____
- ii. _____

(d) Give two factors that should be considered when selecting a recreational activity for learners. (2 marks)

- i. _____
- ii. _____

14. During a school sports day, a learner falls while participating in an athletics event.

(a) Explain **three common causes of sports injuries**. (3 marks)

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

(b) Explain **three measures that can be used to prevent sports injuries**. (3 marks)

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

(c) Explain **two principles that should guide the immediate management of a sports injury**. (2 marks)

- i. _____
- ii. _____

(d) State **two situations in which an injured participant should be referred for professional medical attention**. (2 marks)

- i. _____
- ii. _____

15. You are assisting the sports teacher during an inter-school athletics competition.

(a) State and explain **two responsibilities of a sports coach before a competition**. (2 marks)

- i. _____
- ii. _____

(b) Explain **three factors that a coach may consider when identifying sporting talent**. (3 marks)

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

(c) Explain **three qualities of an effective sports official**. (3 marks)

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

(d) State **two reasons why an official should remain impartial during competition**. (2 marks)

- i. _____
- ii. _____

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GRADE 10 SPORTS AND RECREATION

MARKING SCHEME

SECTION A 30 MARKS

QUESTION 1:

(a) Define physical fitness.

Physical fitness is the ability of an individual to perform physical activities effectively and efficiently without undue fatigue and with sufficient energy for leisure and other activities.

(1 mark)

(b) Components of physical fitness: Any two.

(2 marks)

- Muscular strength.
- Muscular endurance.
- Cardiovascular endurance.
- Flexibility.
- Speed.
- Agility.
- Balance.
- Coordination.
- Power.
- Reaction time.

1 mark each.

QUESTION 2:

3 marks

(a) Identify the exercise.

Squat.

(1 mark)

(b) One major muscle group involved:

Any one:

- Quadriceps.
- Hamstrings.
- Gluteal muscles.
- Calf muscles.

(1 mark)

(c) Fitness component developed:

Any one:

- Muscular strength.
- Muscular endurance.
- Muscular power, depending on the manner of execution.

(1 mark)

QUESTION 3:

(a) Meaning of muscular endurance:

The ability of a muscle or muscle group to perform repeated contractions or sustain a contraction over a period without becoming excessively fatigued.

(1 mark)

(b) Activities for developing muscular strength: Any two.

(2 marks)

- Weight/resistance training.
- Resistance exercises.
- Squats with appropriate resistance.
- Press-ups.
- Pull-ups.
- Lunges.
- Medicine-ball exercises.
- Appropriate strength-training circuits.

1 mark each.

QUESTION 4:

(a)

Cardiovascular endurance.

(1 mark)

(b) Benefits: Any two explained.

(2 marks)

- Improves the efficiency of the heart and circulatory system.
- Enables an individual to perform prolonged activity with less fatigue.
- Improves the body's ability to transport and use oxygen.
- Enhances endurance in long-duration sports.
- Promotes general physical fitness.
- Supports a healthy active lifestyle.

1 mark each.

QUESTION 5:

(a) Definition:

Flexibility is the ability of a joint or joints to move through an appropriate/full range of motion.

(1 mark)

(b) Activities: Any two.

(2 marks)

- Stretching exercises.
- Gymnastics.

- Yoga.
- Dancing.
- Swimming.
- Dynamic mobility exercises.
- Appropriate flexibility training.

1 mark each.

QUESTION 6:

(a) Good posture:

The correct/aligned positioning of the body while standing, sitting or moving, allowing efficient and balanced movement.

(1 mark)

(b) Effects of poor posture: Any two.

(2 marks)

- Muscle strain.
- Joint discomfort.
- Reduced movement efficiency.
- Poor balance.
- Increased risk of injury.
- Premature fatigue.
- Reduced sporting performance.
- Poor body alignment.

1 mark each.

QUESTION 7:

(a) Likely injury:

Sprain, particularly an ankle sprain.

(1 mark)

(b) Immediate management measures: Any two.

(2 marks)

- Stop participation and protect the injured area.
- Rest the affected part.
- Apply an appropriate cold pack/ice treatment.
- Apply suitable compression.
- Elevate the injured limb where appropriate.
- Seek qualified medical attention where necessary.
- Avoid further activity until the injury is assessed.

1 mark each.

QUESTION 8:

(a) Distinction:

Recreation:

Activities undertaken during free/leisure time primarily for enjoyment, relaxation, refreshment, social interaction or personal development.

(1 mark)

Competitive sport:

Organized physical activity in which individuals or teams compete against one another according to established rules with performance/results as an important objective.

(1 mark)

(b) Example of recreational activity: Any one.

(1 mark)

- Hiking.
- Nature walking.
- Recreational swimming.
- Dancing.
- Cycling.
- Recreational games.
- Camping.
- Leisure walking.

QUESTION 9:

(a) One reason for assessment before training:

To determine learners' current fitness, skills, abilities and needs so that training can be appropriately planned and individualized.

(1 mark)

(b) Qualities of a good coach: Any two.

(2 marks)

- Good communication skills.
- Knowledgeable.
- Patient.
- Fair.
- Motivating.
- Disciplined.
- Responsible.
- Good leadership.
- Observant.
- Organized.
- Safety-conscious.

1 mark each.

QUESTION 10:

(a) Equipment represented

S: Starting Block

T: Running Huddle

(b) Duties of an athletics official: Any two.
(2 marks)

- Enforce the rules of competition.
- Time an event.
- Record results.
- Measure performances.
- Observe technical requirements.
- Identify rule violations.
- Assist in determining finishing order where assigned.
- Ensure fair competition.
- Promote safety during the event.

1 mark each.

SECTION B 50 MARKS

QUESTION 11:

(a) Reasons for fitness assessment — 3 marks

Any three correctly explained points:

1. **Establishes the learner's fitness level** before training begins.
(1 mark)
2. **Identifies strengths and weaknesses**, allowing areas requiring improvement to be targeted.
(1 mark)
3. **Assists in designing an appropriate training programme** according to individual needs and abilities.
(1 mark)

Other acceptable answers:

- Helps monitor progress.
- Provides baseline information.
- Helps evaluate the effectiveness of training.
- Helps identify appropriate training intensity.
- Can assist in identifying potential risks or limitations.

(b)(i) Developing muscular strength — 2 marks

Muscular strength can be developed through **progressive resistance training**, where muscles work against an appropriate resistance that is gradually increased as the individual adapts.

Examples include:

- Appropriate weight training.
- Resistance exercises.
- Strength circuits.
- Press-ups/pull-ups with suitable progression.

2 marks: method + appropriate explanation/example.

(b)(ii) Developing muscular endurance — 2 marks

Muscular endurance can be developed through **repeated contractions over an extended period**, using suitable resistance and repetitions.

Examples:

- Repeated press-ups.
- Sit-ups.
- Squats.
- Circuit training.
- Repeated body-weight exercises.

2 marks: method + appropriate explanation/example.

(b)(iii) Developing cardiovascular endurance — 2 marks

It can be developed through prolonged or repeated aerobic activities such as:

- Running/jogging.
- Swimming.
- Cycling.
- Continuous aerobic activities.
- Appropriate interval training.

2 marks: method + explanation/example.

(c) Importance of recovery — 1 mark

Recovery allows the body to **rest, repair and adapt to training**, reducing excessive fatigue and risk of overtraining/injury.

1 mark.

QUESTION 12:

(a) Factors influencing flexibility — 3 marks

Any three explained factors:

1. **Age** – flexibility may change with age.
2. **Physical activity/training** – regular appropriate flexibility training can improve range of movement.
3. **Joint structure** – the structure and type of a joint influence its range of movement.
4. **Muscle/connective tissue elasticity** – tight muscles or connective tissues can restrict movement.
5. **Body composition** – excessive body mass may mechanically restrict movement.
6. **Temperature** – appropriately warmed muscles generally move more freely.
7. **Individual biological differences** – individuals naturally differ in flexibility.

1 mark each for a correctly explained factor.

(b) Methods of improving flexibility — 2 marks

Any two:

1. Static stretching:

Moving a muscle/joint to a comfortable stretch and holding the position for an appropriate period.

2. Dynamic stretching/mobility:

Moving joints and muscles repeatedly through a controlled range of motion.

Other acceptable methods:

- Appropriate active stretching.
- Regular flexibility training.
- Yoga/gymnastics-based flexibility exercises.

1 mark each.

(c) Benefits of correct posture — 3 marks

Any three explained points:

- Promotes efficient movement.
- Improves balance and body control.
- Helps distribute body forces appropriately.
- Reduces unnecessary muscular and joint strain.
- Can reduce risk of posture-related injury.
- Improves technical execution.
- Supports efficient sporting performance.

1 mark each.

(d) Precautions during flexibility exercises — 2 marks

Any two:

- Warm up appropriately.
- Use correct technique.
- Avoid bouncing forcefully.
- Do not stretch into sharp pain.
- Progress gradually.
- Do not force a joint beyond its safe range.
- Consider individual ability and limitations.

1 mark each.

QUESTION 13:

(a) Physical benefits — 3 marks

Any three:

1. Improves cardiovascular endurance.
2. Develops muscular strength and endurance.
3. Improves flexibility.
4. Improves coordination and balance.
5. Helps maintain healthy body composition.
6. Develops physical skills.
7. Promotes an active lifestyle.

1 mark each.

(b) Psychological/emotional benefits — 3 marks

Any three:

- Reduces stress.
- Promotes relaxation.
- Improves mood.
- Builds self-confidence.
- Provides enjoyment.
- Promotes mental refreshment.
- Helps manage tension.
- Improves general psychological well-being.

1 mark each.

(c) Social benefits — 2 marks

Any two:

- Promotes friendship.
- Develops teamwork.
- Improves communication.
- Encourages cooperation.
- Develops leadership.
- Promotes social integration.
- Creates opportunities for interaction.

1 mark each.

(d) Factors when selecting recreational activities — 2 marks

Any two:

- Age of participants.
- Ability/skill level.
- Safety.

- Availability of facilities.
- Availability of equipment.
- Cost.
- Accessibility.
- Interests and preferences.
- Environmental conditions.
- Number of participants.
- Time available.

1 mark each.

QUESTION 14:

(a) Causes of sports injuries — 3 marks

Any three explained causes:

1. **Poor technique** – incorrect execution can place excessive stress on body structures.
2. **Inadequate warm-up** – starting strenuous activity without appropriate preparation can increase injury risk.
3. **Overtraining** – excessive training without adequate recovery can contribute to overuse injuries.
4. **Unsafe playing surfaces.**
5. **Faulty or inappropriate equipment.**
6. **Failure to follow sporting rules.**
7. **Lack of protective equipment.**
8. **Fatigue.**
9. **Physical contact/collision.**
10. **Poor physical conditioning.**

1 mark each.

(b) Injury prevention — 3 marks

Any three explained measures:

- Perform an appropriate warm-up.
- Use correct techniques.
- Maintain appropriate fitness and conditioning.
- Use suitable protective equipment.
- Wear appropriate footwear.
- Follow rules and safety procedures.
- Use safe playing surfaces and facilities.
- Allow adequate rest and recovery.
- Maintain sports equipment properly.
- Ensure appropriate supervision/coaching.

1 mark each.

(c) Initial management principles — 2 marks

Any two appropriately explained:

- Stop the activity and protect the injured participant.
- Assess the injury.
- Rest the affected part where appropriate.
- Apply suitable cold treatment for an acute soft-tissue injury.
- Use appropriate compression.
- Elevate an injured limb where appropriate.
- Seek qualified medical assistance.
- Do not allow unsafe return to play.

1 mark each.

(d) Referral for professional medical attention — 2 marks

Any two situations:

- Severe pain.
- Suspected fracture.
- Severe swelling or deformity.
- Loss of consciousness.
- Difficulty breathing.
- Severe bleeding.
- Suspected serious head, neck or spinal injury.
- Inability to bear weight or use the affected body part.
- Symptoms that worsen or fail to improve appropriately.
- Any injury requiring professional assessment.

1 mark each.

QUESTION 15:

(a) Responsibilities of a coach before competition — 2 marks

Any two correctly explained:

1. **Prepare athletes physically and technically** through appropriate training.
(1 mark)
2. **Organize equipment and competition requirements** so that athletes are adequately prepared.
(1 mark)

Other acceptable answers:

- Develop competition strategies.
- Explain rules and procedures.
- Ensure athletes have appropriate equipment.
- Organize warm-up.
- Check athlete readiness.
- Provide motivation.
- Ensure safety.
- Study opponents/events where appropriate.

(b) Factors considered in talent identification — 3 marks

Any three explained factors:

1. **Physical abilities** – such as speed, strength, endurance, flexibility or power.
(1 mark)
2. **Sport-specific skills** – ability to perform relevant techniques effectively.
(1 mark)
3. **Psychological characteristics** – motivation, determination, confidence, discipline or willingness to learn.
(1 mark)

Other acceptable factors:

- Coordination.
- Agility.
- Body characteristics relevant to the sport.
- Competition performance.
- Learning ability.
- Consistency of performance.

(c) Qualities of an effective sports official — 3 marks

Any three:

1. **Impartial/fair** – treats all competitors equally.
(1 mark)
2. **Knowledgeable** – understands and correctly applies the rules.
(1 mark)
3. **Observant/alert** – pays close attention to events and identifies violations or important occurrences.
(1 mark)

Other acceptable qualities:

- Honest.
- Consistent.
- Confident.
- Decisive.
- Good communicator.
- Responsible.
- Professional.
- Physically and mentally prepared.
- Respectful.

(d) Importance of impartiality — 2 marks

Any two explained:

1. **Ensures fairness** by applying the same rules to all competitors.
(1 mark)

2. **Maintains the credibility and integrity of the competition**, making results trustworthy.
(1 mark)

Other acceptable answers:

- Prevents favouritism.
- Reduces disputes.
- Builds confidence among participants.
- Promotes sportsmanship.
- Protects the reputation of officials and the competition.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – SPORTS AND RECREATION

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

PROJECT TITLE

PLANNING, CONDUCTING AND EVALUATING A SCHOOL FITNESS AND RECREATION ACTIVITY

PROJECT SCENARIO

Your school intends to organize a **Grade 10 Fitness and Recreation Day** to promote physical fitness, healthy lifestyles, teamwork, recreation and sports participation.

As a Grade 10 Sports and Recreation learner, you have been selected to participate in planning and implementing one activity.

You are required to **identify a suitable physical fitness or recreational activity, prepare for it, conduct the activity safely, and evaluate its effectiveness.**

Examples of activities include:

- Circuit training.
- Aerobic exercise.
- Recreational football.
- Volleyball.
- Athletics activity.
- Skipping.
- Dance.
- Hiking/walking.

- Fitness challenge.
- Traditional recreational game.
- Flexibility activity.
- Muscular endurance activity.

PROJECT TASK

TASK 1: IDENTIFY AND PLAN THE ACTIVITY

4 MARKS

Choose **one suitable fitness or recreational activity**.

Complete the following:

1. Name of activity:

2. Purpose of the activity:

3. Target participants:

4. Venue/facilities required:

5. Equipment/materials required:

6. Estimated duration:

7. Number of participants:

Assessment

Criterion	Marks
Appropriate activity selected	1
Clear purpose/objective	1
Appropriate facilities/equipment identified	1
Appropriate participants, duration and organization	1
Total	4

TASK 2: FITNESS OR RECREATIONAL ACTIVITY PLAN

4 MARKS

Prepare a simple programme showing how the activity will be conducted.

Stage	Activity	Duration	Organization
Warm-up			
Main activity			
Main activity			
Cool-down			

Assessment

Criterion	Marks
Appropriate warm-up	1
Appropriate main activity	1
Logical sequencing/time allocation	1
Appropriate cool-down	1
Total	4

TASK 3: IMPLEMENTATION OF THE ACTIVITY

5 MARKS

Conduct the planned activity under the supervision of the teacher.

During implementation, demonstrate the following:

A. Preparation

Prepare the venue and equipment before participants begin.

B. Demonstration

Demonstrate the correct procedure or technique.

C. Participation

Actively participate or assist participants in performing the activity.

D. Safety

Observe appropriate safety measures throughout the activity.

E. Organization

Manage participants, equipment and time effectively.

Assessment Rubric

Competency	Excellent	Good	Developing	Marks
Preparation and organization	Well prepared and organized	Adequately prepared	Requires assistance	1
Demonstration/technical execution	Accurate and confident	Generally accurate	Needs guidance	1
Participation/leadership	Actively leads and supports others	Participates appropriately	Limited participation	1
Safety practices	Consistently observes safety	Usually observes safety	Requires reminders	1

Management of activity	Effective time/equipment/participant management	Generally effective	Needs considerable guidance	1
Total				5

TASK 4: SAFETY AND INJURY PREVENTION 3 MARKS

Identify **three safety measures** that should be observed during your selected activity.

1. _____
2. _____
3. _____

TASK 5: EVALUATION AND REFLECTION

4 MARKS

After completing the activity, answer the following questions.

(a) What was the main benefit of the activity to the participants? **(1 mark)**

(b) What aspect of the activity was successful? **(1 mark)**

(c) What challenge did you experience during the activity? **(1 mark)**

(d) Suggest one improvement you would make if the activity were conducted again. **(1 mark)**

TOTAL PROJECT MARKS: 20

Project Component	Marks
1. Identification and planning	4
2. Activity programme	4

3. Practical implementation	5
4. Safety and injury prevention	3
5. Evaluation and reflection	4
TOTAL	20

TEACHER'S ASSESSMENT RECORD

Learner: _____

Assessment Area	Maximum	Score
Activity identification and planning	4	_____
Activity programme	4	_____
Practical implementation	5	_____
Safety and injury prevention	3	_____
Evaluation and reflection	4	_____
TOTAL	20	_____ / 20

Teacher's Comment

Teacher's Name: _____

Signature: _____

Date: _____

PROJECT EVIDENCE

The learner should submit a project file containing:

1. **Project title and objectives.**
2. **Activity plan/programme.**
3. **List of equipment/materials.**
4. **Safety measures.**
5. **Evidence of implementation**, where permitted by the school.
6. **Learner's evaluation and reflection.**

7. Teacher's assessment record.

GRADE 10 SPORTS AND RECREATION

END OF YEAR PROJECT – 2026

ANSWERS AND MARKING SCHEME

PROJECT: PLANNING, CONDUCTING AND EVALUATING A SCHOOL FITNESS AND RECREATION ACTIVITY

TOTAL: 20 MARKS

TASK 1: IDENTIFY AND PLAN THE ACTIVITY

4 MARKS

MODEL ANSWER

1. Name of activity:

Circuit training.

2. Purpose of the activity:

To improve learners' muscular endurance, cardiovascular endurance, coordination and general physical fitness.

3. Target participants:

Grade 10 learners.

4. Venue/facilities required:

School sports field/playground or suitable open space.

5. Equipment/materials required:

Cones/markers, skipping ropes, mats, balls and stopwatch.

6. Estimated duration:

45 minutes.

7. Number of participants:

20 learners.

MARKING

Criterion	Marks
Appropriate fitness/recreational activity identified	1
Clear and relevant purpose/objective	1
Appropriate venue and equipment identified	1
Appropriate participants and duration indicated	1
TOTAL	4

ACCEPTABLE ALTERNATIVES

Award full marks where a learner selects another appropriate activity such as:

- Athletics.
- Football.
- Volleyball.
- Basketball.
- Skipping.
- Aerobic exercise.
- Dance.
- Hiking.
- Recreational walking.
- Traditional games.
- Flexibility training.
- Fitness challenge.

The activity must be **appropriate, safe and relevant to Sports and Recreation.**

TASK 2: FITNESS OR RECREATIONAL ACTIVITY PLAN

4 MARKS

MODEL ANSWER

Stage	Activity	Duration	Organization
Warm-up	Jogging, arm rotations and dynamic movements	8 min	Learners arranged in lines/groups
Main activity	Squats and press-ups	8 min	Stations
Main activity	Skipping and shuttle runs	12 min	Small groups rotating between stations
Cool-down	Slow walking and appropriate stretching	7 min	Whole group

MARKING

1. Appropriate warm-up – 1 mark

Expected examples:

- Light jogging.
- Dynamic movements.
- Mobility exercises.
- Arm and leg movements.

2. Appropriate main activity – 1 mark

The activity should be relevant to the selected fitness/recreation activity.

3. Logical sequencing and time allocation – 1 mark

Award where:

- Warm-up precedes vigorous activity.
- Main activity follows warm-up.
- Cool-down follows the main activity.
- Reasonable time is allocated.

4. Appropriate cool-down – 1 mark

Examples:

- Slow walking.
- Gentle movement.
- Appropriate static stretching.
- Relaxation exercises.

TOTAL: 4 MARKS

TASK 3: IMPLEMENTATION OF THE ACTIVITY

5 MARKS

This component should preferably be assessed through **direct observation by the teacher**.

MODEL PERFORMANCE

The learner should:

1. Prepare the venue and equipment before the activity begins.
2. Explain the purpose and procedure of the activity.
3. Demonstrate the required skills or exercises correctly.
4. Organize participants appropriately.
5. Observe safety requirements.
6. Participate actively and/or lead other learners.
7. Manage equipment and time appropriately.
8. Conclude the activity properly.

MARKING RUBRIC

Competency	Expected Performance	Marks
Preparation and organization	Venue and equipment are appropriately prepared and participants organized	1

Demonstration/technical execution	Demonstrates the activity or technique correctly and confidently	1
Participation/leadership	Participates actively, guides and supports other learners	1
Safety practices	Consistently observes appropriate safety procedures	1
Activity management	Uses time, space, equipment and participants effectively	1
TOTAL		5

PERFORMANCE LEVEL GUIDANCE

EE: Performs independently, confidently and correctly.

ME: Performs correctly with minimal teacher assistance.

AE: Performs partially correctly but requires guidance.

BE: Requires considerable assistance.

TASK 4: SAFETY AND INJURY PREVENTION 3 MARKS

MODEL ANSWERS

Any **three** appropriate measures.

1. Warm-up:

Participants should perform an appropriate warm-up before strenuous activity.

(1 mark)

2. Safe equipment:

Equipment should be suitable, properly maintained and free from dangerous defects.

(1 mark)

3. Safe environment:

The playing/training area should be free from obstacles, slippery surfaces and other hazards.

(1 mark)

OTHER ACCEPTABLE ANSWERS

- Wear suitable sports footwear and clothing.
- Follow the rules of the activity.
- Maintain adequate space between participants.
- Provide appropriate supervision.
- Use correct techniques.
- Avoid excessive exertion.
- Allow adequate rest.
- Ensure proper hydration where appropriate.
- Stop activity when a participant is injured.
- Use appropriate protective equipment.
- Check equipment before use.
- Observe environmental/weather conditions.

Award 1 mark for each valid measure.

TOTAL: 3 MARKS

TASK 5: EVALUATION AND REFLECTION

4 MARKS

MODEL ANSWERS

(a) What was the main benefit of the activity to the participants?

The activity improved participants' physical fitness, teamwork and enjoyment while encouraging an active and healthy lifestyle.

(1 mark)

(b) What aspect of the activity was successful?

The participants were actively involved and completed the planned exercises successfully while observing the instructions and safety requirements.

(1 mark)

(c) What challenge did you experience during the activity?

Some participants had different fitness levels, while limited equipment made it necessary to organize participants into groups and rotate them through stations.

(1 mark)

(d) Suggest one improvement for future implementation.

More equipment and additional preparation time should be provided so that participants can spend less time waiting and more time participating.

(1 mark)

OTHER ACCEPTABLE RESPONSES

Learners may identify different genuine challenges and improvements, for example:

Challenges:

- Lack of equipment.
- Limited space.
- Time constraints.
- Different fitness levels.
- Poor weather.
- Difficulty coordinating participants.
- Limited facilities.

Improvements:

- Obtain additional equipment.
- Increase preparation time.
- Improve organization.
- Divide learners into smaller groups.
- Provide clearer instructions.
- Improve the activity venue.
- Increase supervision.

Award 1 mark for each relevant response.

TOTAL: 4 MARKS

COMPLETE MARKING SUMMARY

TASK	ASSESSMENT AREA	MARKS
1	Activity identification and planning	4
2	Activity programme	4
3	Practical implementation	5
4	Safety and injury prevention	3
5	Evaluation and reflection	4
TOTAL		20

OVERALL PROJECT PERFORMANCE RUBRIC

Score	Performance Level	General Description
17–20	Exceeds Expectations	Demonstrates excellent planning, practical competence, safety awareness, leadership and reflection
13–16	Meets Expectations	Demonstrates good understanding and competent implementation with minor weaknesses
9–12	Approaching Expectations	Demonstrates developing competence but requires some guidance
5–8	Below Expectations	Demonstrates limited competence and requires substantial support
0–4	Beginning	Demonstrates minimal evidence of the required competencies

TEACHER'S FINAL ASSESSMENT SHEET

Learner: _____

Component	Maximum Marks	Learner's Score
Activity identification and planning	4	_____
Activity programme	4	_____
Practical implementation	5	_____
Safety and injury prevention	3	_____
Evaluation and reflection	4	_____
FINAL SCORE	20	_____ / 20

TEACHER'S COMMENT

- ☐ Exceeds Expectations
☐ Meets Expectations
☐ Approaching Expectations
☐ Below Expectations

Teacher's Name: _____

Signature: _____

Date: _____

EVIDENCE TO SUPPORT THE 20-MARK ASSESSMENT

The teacher should retain or review the following evidence where practicable:

1. Learner's written activity plan.
2. Activity programme.
3. List of equipment/materials.
4. Observation of practical implementation.
5. Safety practices demonstrated.
6. Learner's evaluation/reflection.
7. Teacher's completed assessment sheet.

IMPORTANT: The practical implementation component should be assessed from the learner's **actual performance**, rather than awarding marks solely from the written project report.