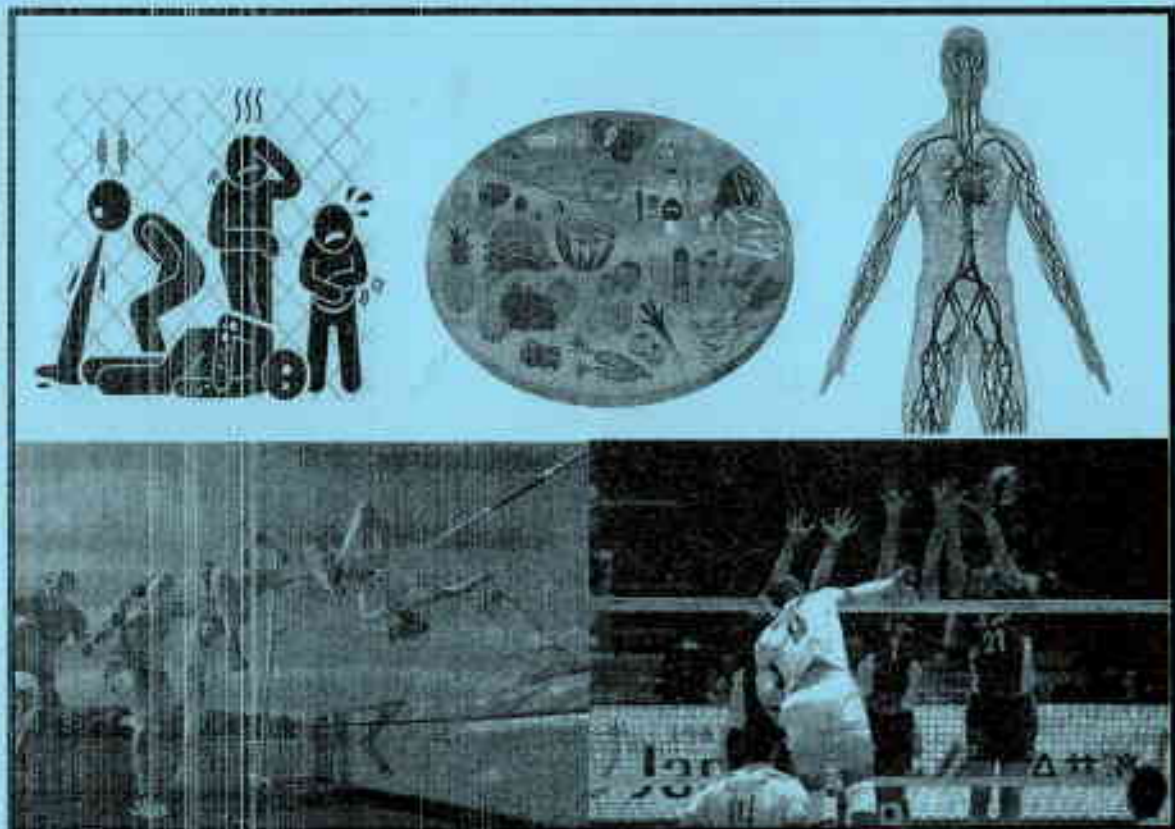




Department of Examinations – Sri Lanka
G.C.E. (O/L) Examination – 2019

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 are to be included.

Common Techniques of Marking Answer Scripts

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

1. Use a red colour ball point pen for marking. (Only Chief/Additional Chief Examiner may use a mauve colour pen.)
2. Note down Examiner's Code Number and initials on the front page of each answer script.
3. Write off any numerals written wrong with a clear single line and authenticate the alterations with Examiner's initials.
4. Write down marks of each subsection in a $\triangle$ and write the final marks of each question as a rational number in a $\square$ with the question number. Use the column assigned for Examiners to write down marks.

Example:

Question No. 03

(i)

.....

✓

$$\triangle \frac{4}{5}$$

(ii)

.....

✓

$$\triangle \frac{3}{5}$$

(iii)

.....

✓

$$\triangle \frac{3}{5}$$

$$\textcircled{03} \quad (i) \quad \frac{4}{5} \quad + \quad (ii) \quad \frac{3}{5} \quad + \quad (iii) \quad \frac{3}{5} \quad = \quad \boxed{\frac{10}{5}}$$

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 so as 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. 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 'V' and the wrong answers with a '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. Show areas where marks can be offered with check marks.
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. Selection of questions should be in accordance with the instructions given in the question paper. Mark all answers and 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 carefully and write in the relevant cage on the front page. Turn pages of 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, final marks of two papers will not be calculated within the evaluation board this time. Therefore add separate mark sheets for each of the question paper. Write paper 01 marks in the paper 01 column of the mark sheet and write them in words too. Write paper II marks in the paper II Column and right the relevant details. For the subject 43 Art, marks for Papers 01, 02 and 03 should be entered numerically in the mark sheets.

For subjects 21 Sinhala language and literature and 22 Tamil language and literature, paper I marks once entered numerally should be written in words. For the papers II and III enter the detailed marks separately and put the total in each paper in the relevant column.

Final marks for paper I, paper II or paper III should always be rounded off to the nearest whole number and they should never be kept as decimal values.

01. Summary for awarding marks for the subject 86 – Health and Physical Education

- 1.1 The total marks for this subject is 100.
- 1.2 There are two papers for this subject.
- 1.3 Paper I consists of 40 multiple choice questions.
- 1.4
 - Paper II consists of seven structured and simple essay-type questions
 - Question 1 is compulsory.
 - Paper II consists of two parts: Part I and Part II. Four questions should be answered by selecting at least two questions from each of the two parts.
- 1.5 Total marks for Paper I is 40 (1 mark for each question; $1 \times 40 = 40$ marks).
- 1.6 Total marks for Paper II is 60.
 - Twenty (20) marks are awarded for Question 1 (2×10)
 - Forty (40) marks are awarded for the other four questions (4×10)
 - Final marks should be calculated by adding the marks awarded for Paper I and Paper II.

02. An Introduction to the Objectives of Paper I

- 2.1 The 40 questions included 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 knowledge, comprehension, application, analysis, synthesis and evaluation, and the objective is to investigate up to what extent, the competencies are developed within the student as a result of the new Education Reforms.
- 2.2 Instructions for awarding marks and the marks distribution for Paper I
 - 2.2.1 One mark should be given for each correct or the most appropriate answer choice marked by the student.
 - 2.2.1 Marks should not be given if more than one answer choices are marked.

இலங்கைப் பரீட்சைத் திணைக்களம்

டி.பொ.ஈ.(பொ.பெ) வினா - 2019
க.பொ.து (சா.து)ப் பரீட்சை - 2019

நினைவு அணி
பாட இலக்கம்

86

வினாக்கள்
பாடம்

Health and Physical Education

I පත්‍රය - පිළිතුරු

I பத்திரம் - விடைகள்

ප්‍රශ්න අංකය විභාග මග.	පිළිතුරු අංකය විභාග මග.	ප්‍රශ්න අංකය විභාග මග.	පිළිතුරු අංකය විභාග මග.	ප්‍රශ්න අංකය විභාග මග.	පිළිතුරු අංකය විභාග මග.	ප්‍රශ්න අංකය විභාග මග.	පිළිතුරු අංකය විභාග මග.
01.	1	11.	3	21.	2	31.	4
02.	1	12.	2	22.	1	32.	3
03.	3	13.	3	23.	3	33.	1
04.	2	14.	3	24.	4	34.	3
05.	3	15.	3	25.	2	35.	4
06.	4	16.	1	26.	2	36.	1
07.	4	17.	4	27.	3	37.	3
08.	3	18.	4	28.	2	38.	1
09.	2	19.	1	29.	4	39.	2
10.	3	20.	4	30.	3	40.	3

பிசேஷ ருபரேஷ் } சீவ் பிழிவூரகை ருபரேஷ் } 01 } முருகின்
 விசேட அறிவுறுத்தல் } ஒரு சரியான விடைக்கு } புள்ளி வீதம்

இரண்டு / மொத்தப் புள்ளிகள் **01 × 40 = 40**

பலகை விடுதலையை டீவலிபை பரிசீலிப்பதற்கு உத்தரவு பிறப்பித்து, அதன் கீழ் குறிப்பிடப்பட்டிருக்கும் உத்தரவுகளுக்கு அமைய பஸ்தேர்வு வினாக்களுக்குரிய புள்ளிகளை பஸ்தேர்வு வினாப்பத்திரத்தின் இறுதியில் பதிவு.

நிலைநீர் பிடிப்புச் சංඛ්‍යාව
 ඡාරියාන විධායකයාගේ

25

40

I பதுயே' மூர் லுஷு
பத்திரம் I இன் மொத்தப்பள்ள

25

40

03. An Introduction to the Objectives of Paper II

3.1 The seven questions included in this paper are prepared after carefully studying the Health and Physical Education syllabi and the Teachers' Guides. A special attention is paid to the student's knowledge, comprehension, application, analysis, synthesis and evaluation, and the objective is to investigate up to what extent, the competencies are developed within the student as a result of the new Education Reforms.

3.2 Instructions for awarding marks and the marks distribution for Paper II

3.2.1 The total marks for Paper II is 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 contains three questions, which totals to six questions. 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 marks 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 Controllers' Meeting must be added to this marking scheme.

Mark Distribution for the Answers of Paper II

Question No.	Part	Marks	Question No.	Part	Marks	
01.	i	02	05.	i	02	
	ii	02		ii	03	
	iii	02		iii	05	
	Total 10 marks					
	iv	02	06.	i	02	
	v	02		ii	03	
	vi	02		iii	05	
	vii	02		Total 10 marks		
	viii	02		07 A.	i	02
	ix	02			ii	03
x	02	iii	05			
Total 20 marks			Total 10 marks			
02.	i	02	07 B.	i	02	
	ii	03		ii	03	
	iii	05		iii	05	
Total 10 marks			Total 10 marks			
03.	i	02	07 C.	i	02	
	ii	03		ii	03	
	iii	05		iii	05	
Total 10 marks				Total 10 marks		
04.	i	02		i	02	
	ii	02		ii	03	
	iii	02		iii	05	
	iv	02		Total 10 marks		
	v	02				
	Total 10 marks					

Marks for Paper I **40**

Marks for Paper II **60**

Total marks **100**

G.C.E. (O/L) EXAMINATION – 2019
86 – HEALTH AND PHYSICAL EDUCATION

Paper II

Marking Scheme

** Answer five questions only, selecting question No. 1, two questions from Part I and two questions from Part II.*

Question No. 01 – Compulsory question

Objective: To investigate the ability to work toward total health

- 1 Kumari, who is studying in Grade 11, has a weight appropriate for her height. She also demonstrates psycho-social changes such as (having innovative ideas) and enjoying the company of peers. Kumari's BMI value falls in the green zone of the BMI chart. Kumari regularly engages in exercises such as jogging to maintain a good health-related physical fitness level.

To enjoy the pleasures of nature, as an outdoor activity, she organized a jungle exploration together with friends in her class. When preparing the lists, she included information such as the name and the class of the participants in the participant information sheet and included items such as potable drinking water and food in the list of items to be taken for the journey.

Provide short answers to questions (i) to (x) based on the above incident.

- (i) (a) Name the stage of life to which Kumari belongs.
- (b) Mention the age range of the stage of life to which Kumari belongs, according to the definition of World Health Organization (WHO).
- (ii) Write down **two** characteristics other than those mentioned in the event, which can be used to identify the physical fitness level of Kumari, who is in the green zone of the BMI chart.
- (iii) Write down **two** physical changes that can be seen in Kumari, which are **not** mentioned in the incident.
- (iv) Mention **two** psycho-social changes that can be occurred in Kumari, except the changes mentioned in the incident.
- (v) Write **two** exercises other than jogging that Kumari can engage in, to maintain health-related physical fitness.
- (vi) In addition to the benefit mentioned in the incident, write down **two** other benefits that the Grade 11 students can gain by outdoor education.
- (vii) Mention **two** actions other than engaging in exercises, which Kumari can follow to develop health-related physical fitness.
- (viii) Mention **two** other important facts that should be included in the participant information sheet prepared by Kumari and her classmates.
- (ix) List **four** other items that they would include in the list of items to be taken for the jungle exploration.
- (x) Give **two** benefits they can gain by working as a team when organizing the jungle exploration.

(02 × 10 = 20 marks)

(i)

- (a) Adolescence
- (b) 10 – 19 Years

01 Mark for each correct answer; 01 × 2 = 02 marks

(ii)

- Has a height/weight appropriate for the age
- Efficient/active
- Has a good health
- Less prone to diseases

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

(iii)

- Development of breasts
- Broadening of hips
- Increased deposition of subcutaneous fat
- The appearance of axillary and pubic hair
- An increase in the size of genitalia
- The appearance of acne on the face
- An increase in perspiration and body odour (as a result of increased perspiration)
- Beginning of menstruation
- Production of vaginal secretions

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

(iv)

- Willingness to engage in social service
- Standing against injustice
- Attempting to innovate and explore
- Attempting to take her own decisions
- Desire to showcase talents and become outstanding
- Attraction towards the opposite sex
- Enthusiastic towards romantic relationships
- Develop sexual feelings
- Prefers adult company
- Shows an interest in aesthetic activities

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

(v)

- Brisk walking
- Cycling
- Swimming
- Aerobic exercises and aerobic dancing

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

(vi)

- Provides an opportunity to gain pleasure
- Provides an opportunity to identify the environment
- Provides an opportunity to understand the challenges associated with nature
- Develops the ability to face challenges
- Develops exploration skills

- Develops self-confidence
- Develops leadership skills
- Develops a collective understanding
- Develops decision-making skills
- Develops the ability to use substitutes to get the things done
- Develops problem-solving skills

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

(vii)

- Getting adequate nutrition
- Getting adequate sleep
- Getting adequate rest
- Stress management

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

(viii)

- Address
- Contact phone number (if available)
- Name of a person to be informed in case of an emergency
- Address of a person to be informed in case of an emergency
- Phone number of a person to be informed in case of an emergency

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

(ix)

- | | |
|---------------------------------|-------------------------------------|
| • A sufficient amount of cloths | • A pen or a pencil |
| • Ropes | • A first aid kit |
| • A knife | • Equipment needed to make the tent |
| • A flashlight (torch) | • A camera |
| • A compass | • The road map |
| • A notebook | • A pocket radio |
| • A mobile phone | • Binoculars |

$\frac{1}{2}$ Marks for each correct answer; $\frac{1}{2} \times 4 = 02$ marks

(x)

- Get an opportunity to listen to ideas of others
- Develop the skill of respecting others' ideas
- Get an opportunity to express own views
- Develop the skill to work collectively (as a team)
- Develop leadership skills
- Develop the ability to become a good follower
- Develop decision-making skills
- Develop problem-solving skills
- Develop positive interpersonal skills

- Develop sharing and caring skills
- Ability to enhance self-potential
- Develop empathy
- Develop communication skills

01 Mark for each 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. 02

Objectives: To investigate the ability to work towards implementing health promotion

2. The newly-appointed, efficient principal of Kurulugama Vidyalaya, which is a school with limited resources, is attempting to convert the school into a Health Promotion School with the help of Grade 11 students.

- Mention two policies that you would suggest to the principal to enhance health promotion of Kurulugama Vidyalaya. (02 marks)
- State three actions that can be taken to build a mental environment favourable for health promotion of the students of this school. (03 marks)
- Describe an activity that can be done with the contribution of the school community including parents to prevent smoking and alcohol consumption among students. (05 marks)

(i)

- Provide clean drinking water facilities within the school
- Establish a healthy canteen
- Provide students with adequate knowledge of health
- Build an accident-free school environment
- Provide school dental service to students below 12 years
- Implement a proper waste management plan
- Provide proper sanitation facilities
- Make the school a polythene-free zone
- Arrange the classrooms to meet the requirements of students

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

(ii)

- Make the school environment attractive to students
- Provide facilities required to conduct sports activities
- Prevent students from humiliation
- Prevent bullying
- Promote gardening within the school
- Treat all students equally
- Implement a counselling service for students to discuss their problems
- Provide a stress-free environment within the school

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

(iii)

E.g.:

- With the help of resource persons such as doctors, organize programmes to educate students about the negative consequences and risks associated with smoking and alcohol consumption
- Ban the alcohol and cigarette sales outlets operating within the school area with the help of the police station, Public Health Inspectors (PHI), VIPs and the government

Allocate marks appropriately so that a maximum of 05 marks is awarded for an answer that describes any suitable activity consisting of information similar to those mentioned above

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

To include modifications if any

Question No. 03**Objective: To investigate the ability to practice good habits related to nutrition**

3. School medical tests have revealed that most of the students of Bharathi Vidyalaya are suffering from micronutrient deficiency diseases including Bitot spots.
- Name **three** other micronutrient deficiency diseases that the students of Bharathi Vidyalaya could be suffering from. (02 marks)
 - Mention separately, one micronutrient that could be the cause for each of the diseases you named in (i) above. (03 marks)
 - Mention **two** actions that can be taken to assure food safety during each of the following situations.

(a) Choosing foods for consumption	(b) Food production
(c) Food transportation	(d) Food storage
(e) Food processing	

 (05 marks)

(i)

- Thyroxine deficiency / Cretinism / Goiter
- Anaemia
- Night blindness
- The weakening of bones and teeth
- Pellagra
- Beriberi
- Inflamed corners of mouth

*02 Marks for listing 03 diseases correctly;
 01 Mark for listing 02 diseases correctly;
 ½ Marks for listing 01 disease correctly*

(ii)

- Thyroxine deficiency / Cretinism / Goiter – Iodine (I_2)
- Anaemia – Iron (Fe)
- Night blindness – Vitamin A
- The weakening of bones and teeth – Calcium (Ca)
- Pellagra / Beriberi / Inflamed corners of mouth – Vitamin B

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

(iii)

- Selecting foods for consumption
 - Select natural foods containing fibre
 - Select fresh fruits and vegetables
 - Use home-grown foods as much as possible
 - Select nutrient-rich fruits
 - Minimize consumption of instant foods and junk food
 - Avoid choosing foods high in fats, sugar and salt

- Select legumes
- Avoid choosing foods with harmful flavouring agents, pesticides and chemicals
- Minimize the consumption of wheat flour-based products
- Consume natural flavours instead of artificial flavouring agents (e.g., garlic, ginger, curry leaves, Pandan leaves (*rampe*), Garcinia (*goraka*), cinnamon, coriander)
- Choose the five dairy products (*pas go rasa*: milk, curd, cheese, whey, ghee) when selecting milk products
- Choose lean, fresh meat when selecting meats
- Choose fresh, small fish as much as possible
- Select fresh fruits by examining the colour, odour and texture
- Avoid choosing crushed, bulged or dented cans when selecting canned foods
- Avoid choosing expired food items
- Examine the list of ingredients and select suitable foods
- Select low-sugar foods

(b) Food production

Within the farmland

- Adding pesticides according to recommended standards
- Use natural pest-control methods
- Use organic fertilizers
- Ensure cleanliness of farming equipment and farmland

Within the factory

- Ensure cleanliness of raw ingredients
- Ensure cleanliness of the manufacturing environment
- Ensure cleanliness of food processing equipment
- Maintaining personal hygiene of staff members
- Using recommended flavouring agents and food colourants in recommended quantities

(c) Food transportation

- Use wooden boxes and plastic crates to prevent bruises and scratches
- Avoid stacking boxes too high
- Use temperature settings appropriate for food items
- Use covers to prevent contamination
- Use natural protective methods instead of chemical preservatives as much as possible

(d) Food storage

- Arrange items on the shelves according to their expiration dates
- Use measures to prevent pest attacks (e.g. cockroaches, rats, weevils and termites)

- Maintain the correct temperature within the store (depending on the type of food)
- Use refrigerators and freezers correctly
 - Store the food items in appropriate locations of the refrigerator
 - Foods that require refrigeration or freezing must be kept at the required temperature throughout 24 hours
 - Refrigerators should not be switched off during the night
 - Foods and beverages should not be stored together with substances such as toxic materials, medications and aromatics
 - Meat and fish should not be stored with ice cream

(e) Food processing

- Avoid using damaged foods or foods attacked by pests
- Avoid using spoiled or mouldy foods
- Keep pets away from the processing area
- Wash hands well before preparing foods
- Clean green leafy vegetables by soaking in saltwater
- Scrub and wash the outer skin of fruits
- Wash eggs before breaking
- Cut fruits and vegetables just before cooking
- Do not re-use oil for frying
- Use clean bowls and correct cooking methods (e.g. keep the lid open when boiling manioc)

The correct answer should consist of 10 actions: 02 actions for each of the five situations; $\frac{1}{2}$ marks for each correct answer; $\frac{1}{2} \times 10 = 05$ marks

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

To include modifications if any

Question No. 04

Objective: To investigate the skills required to overcome challenges faced during day-to-day life

4. Briefly explain the actions that can be taken to overcome the following challenges successfully.
- (i) Your friend seeks your advice on what he/she should do to show his/her best performance at the G.C.E.(O/L) Examination as well as at the All Island School Games.
 - (ii) You notice that your little sister is getting ready to go to sleep without brushing her teeth after dinner on several days.
 - (iii) You notice that your elder brother is getting ready to ride a motor bicycle without wearing a helmet.
 - (iv) During a trip you went on with your parents, you observed that a group of people were illegally cutting trees in the nearby forest.
 - (v) Although your school has kept labelled dustbins with three colours to dispose of different types of garbage as a waste management practice, you observe that a group of students dump all types of garbage to one dustbin. (02 × 5 = 10 marks)

(i)

- I will advise him on how he can use time management to balance sports and studies and achieve success in both areas.

(ii)

- I will explain that if she does not brush her teeth before going to sleep at night, it can deteriorate her oral health.
- I will direct her to follow the correct procedure when brushing teeth.
- I will explain that it is compulsory to brush teeth twice a day: in the morning and before going to sleep at night.

(iii)

- I will tell him that it is essential to wear a helmet if he is riding a motor bicycle.
- I will tell him that carelessly riding a motor bicycle without wearing a helmet could result in accidents.
- I will explain that failing to adhere to road rules could bring harmful effects to him as well as others.
- I will remind him that if he does not follow rules, the police will capture him and ask him to pay a fine.
- I will ask him not to forget wearing a helmet in future.

(iv)

- Give a call to 119 and inform the responsible persons.
- Record the incident using a camera/mobile phone.
- Inform the relevant authorities through parents.

(v)

- I will explain to them that what they have done is wrong, and ask them not to do it again. I will advise them to follow the correct procedure when disposing of garbage.

Maximum 02 marks for each answer that implies a similar meaning

Total marks for the question: $02 \times 5 = 10$ marks

To include modifications if any

Part II

Answer two questions only.

Question 05

Objective: To investigate skills related to athletics

5. (i) Two techniques used by the two athletes No. 15 and No. 20 during their events are given below.

Athlete No. 15 – Hitch kick technique

Athlete No. 20 – Fosbury Flop technique

Write down separately, the events of the two athletes.

(02 marks)

- (ii) A draft results sheet prepared by a judge who judged a high jump event is given below.

Athlete No.	Height					Failures	Re-jumps		Place
	1.76	1.80	1.84	1.88	1.91		1.89	1.91	
52	0	x0	0	x0	xxx	2	0	x	
64	-	x0	-	x0	xxx	2	0	0	
76	-	0	x0	x0	xxx	2	x		
88	-	x0	x0	x0	xxx	3			

0 = Successful jump

x = No jump

- = Pass

According to the above results sheet, write down the numbers of athletes who first, second and third places separately.

(03 marks)

- (iii) If you have been provided a suitable playground and the following equipment, design and describe two activities that are suitable to train beginner athletes for hurdles.

- Lime to mark the play area
- Some cardboard boxes with a considerable height (depending on the number of athletes)
- Approximately 3 m long pieces of rope (depending on the number of athletes)

(05 marks)

(i)

- Athlete No. 15 – Long jump
- Athlete No. 20 – High jump

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

(ii)

- 1st Place – No. 64
- 2nd Place – No. 52
- 3rd Place – No. 76

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

(iii)

Examples for activities:

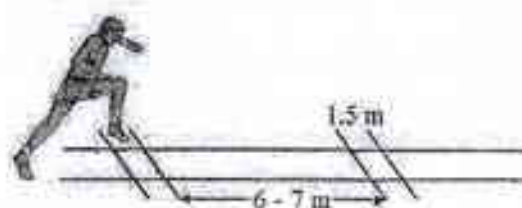
Activity 1:

- Place some obstacles like cardboard boxes in a limited area of the playground and run freely while jumping over the boxes repeatedly (as shown in the figure).



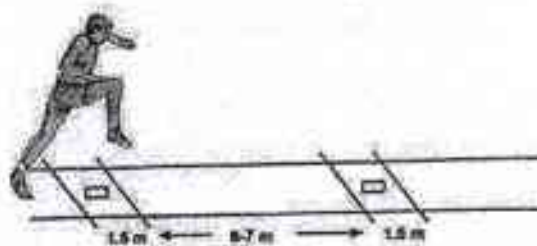
Activity 2:

- Mark 6 or 7 m gaps and 1.5 m gaps on the ground as shown in the figure. Run 6–7 m gaps in three steps by jumping over the 1.5 m gaps.



Activity 3:

- Place some small obstacles in 1.5 m gaps and continue doing the same activity.



$2\frac{1}{2}$ Marks for each correct answer describing a suitable activity; $2\frac{1}{2} \times 2 = 05$ marks

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

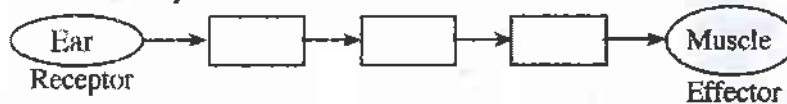
To include modifications if any

Question No. 06

Objectives: To investigate the ability to apply biomechanical and physiological principles for sports activities

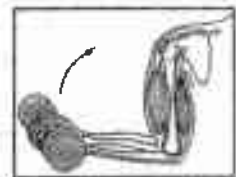
6. (i) Mention two characteristics of the muscle fibre type that can be found in abundance in the legs of a marathon runner. (02 marks)

- (ii) Complete the following diagram which shows how a nerve impulse is transmitted through the nervous system after a short-distance runner hears the sound of the gun at the start. (03 marks)



- (iii) The figure shows how an athlete lifts a dumb-bell by bending the lower arm at the elbow.

- (a) As which type of a lever does the lower arm act in this instance?
 (b) Copy the figure given in the box to your answer script, and mark the positions of the fulcrum, the load and the effort during this activity.



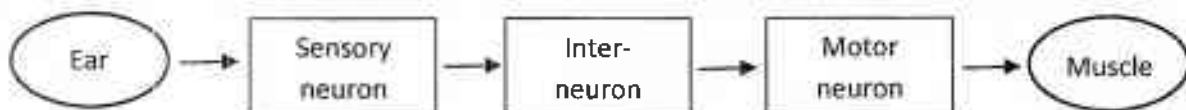
(05 marks)

(i)

- Red in colour
- Limited glycogen stores
- Lower contraction rate
- Aerobic respiration is predominant (more)
- Anaerobic respiration is limited (less)
- Greater resistance to fatigue
- Lesser contribution during high-impact sports
- Greater contribution during endurance activities
- Higher myoglobin content
- Greater utilization of oxygen
- More fat stores
- More mitochondria

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

(ii)



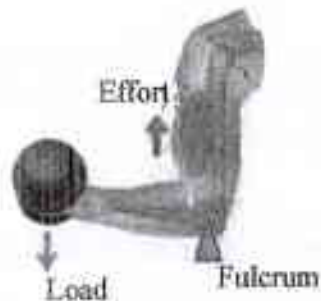
01 Mark for one correct answer; $01 \times 3 = 03$ marks

(iii)

(a) Type III lever

02 Marks for the correct answer

(b)



- Load: The dumb-bell
- Fulcrum: The elbow
- Effort: The bicep muscle

01 Mark for one 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. 07

Objective: To investigate the understanding about skills, Rules and Regulations related to volleyball, netball and football

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

- A.** (i) As a referee, state the penalty that you would issue for faults committed during volleyball service. (02 marks)
- (ii) During a volleyball match between the teams from North-western province and Western province, a player from North-western team hits the ball after blocking it by himself. Giving reasons, explain your decision during this situation as the referee. (03 marks)
- (iii) If you are assigned to train beginner volleyball players for spiking, describe two suitable activities that can be used to practice the spiking skill after training the team for the spiking technique. (05 marks)

(i)

- Award the service and a point to the opponent team

02 Marks for the correct answer mentioning both facts

(ii)

- Continue the play because it is not a fault

03 Marks for an answer implying a similar meaning

(iii)

Examples for activities:

Activity 1:

- Hold the ball with one hand, raise it above the shoulder and fling it onto the ground with great force.



Activity 2:

- Hold the ball with both hands and fling the ball onto the ground with great force dashing forwards with the body bent backwards like a bow.



Activity 3:

- Drop the ball that is held with the non-dominant hand and hit it with the dominant hand.

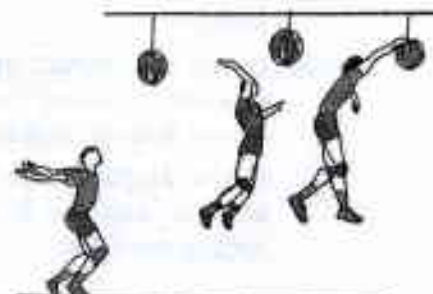


Activity 4:

- Throw the ball upwards with both hands and hit it standing in the same spot.

**Activity 5:**

- Keep the ball hanging above the head and hit it hard taking off with the correct spiking approach.



2½ Marks for each answer describing any of the above activities or any other suitable activity;

$$2\frac{1}{2} \times 2 = 05 \text{ marks}$$

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

To include modifications if any

- B.** (i) As a referee, mention the penalty that you would issue for personal contact within the goal area when playing netball. (02 marks)
- (ii) During the netball match between Northern and Eastern province teams, the Centre of the Eastern team could not get hold of the ball and as a result, the ball went out of the side line of the centre third. Giving reasons, explain your decision during this situation as the umpire. (03 marks)
- (iii) If you are assigned to train beginner netball players for the chest pass, describe two suitable activities that can be used to practice the chest pass after training the players for the technique of the chest pass. (05 marks)

(i)

- Award a penalty pass or shot within the goal area

02 Marks for the correct answer

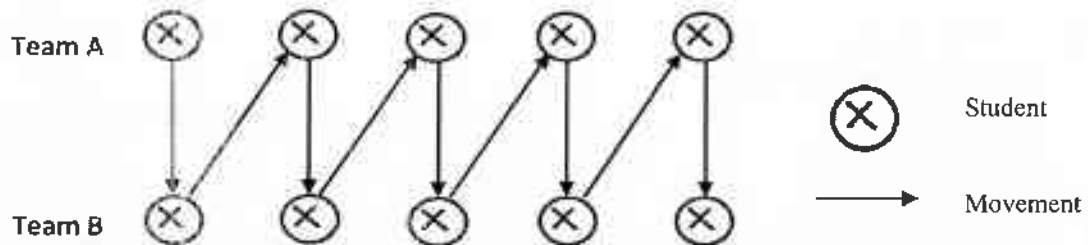
(ii)

- Out ball; Award a Throw-in to the Centre or any other player of the Northern team who is allowed to play within that area

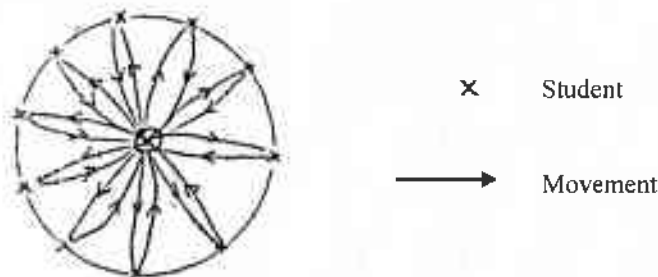
03 Marks for the correct answer

(iii)

Examples for activities:

Activity 1:

- Divide students into two groups **A** and **B** as shown in the diagram.
The first student of **A** team passes the ball to the first student of **B** team using the chest pass.
All students of teams **A** and **B** will follow the same procedure with the chest pass as shown in the diagram.

Activity 2:

- Students will be asked to stand in a circle as shown in the diagram.
The student standing on the centre will pass the ball to students on the circle using the chest pass and the students pass the ball back to the centre using the same pass.
Continue the game so that all students will be given a chance to come to the centre.

2½ Marks for each answer describing any of the above activities or any other suitable activity;

2½ × 2 = 05 marks

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

To include modifications if any

- C. (i) As a referee, mention the penalty that you would issue for offences committed within the goal area when playing football. (02 marks)
- (ii) During a football match between Southern and Central Province teams, the ball left the field passing the touch line after touching the foot of a Central team player. Giving reasons, explain your decision during this situation as the referee. (03 marks)
- (iii) If you are assigned to train beginner football players to control the ball by 'keeping the foot on the ball', describe two suitable activities that can be used to practice 'keeping the foot on the ball', after training the players for the same skill. (05 marks)

(i)

- Award a penalty kick

02 Marks for the correct answer

(ii)

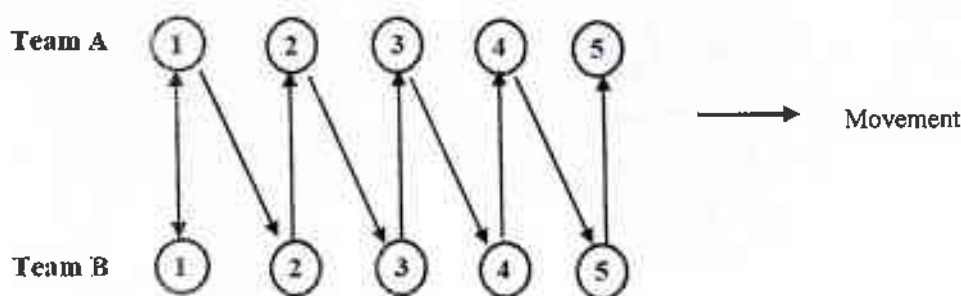
- "Ball out of play" is a fault. Hence, award a Throw-in to a Southern team player at the boundary from where the ball left the field.

03 Marks for the correct answer

(iii)

Examples for activities:

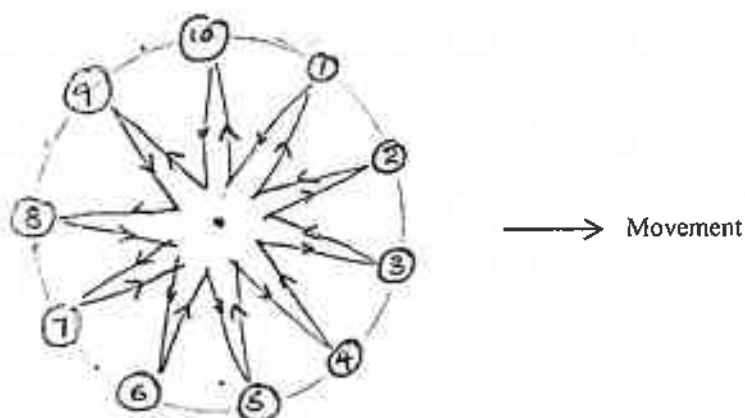
Activity 1:



- Divide students into two groups A and B.

The first student of the A team sends the ball to the first students of the B team by kicking. The first student of B team stops the ball by keeping the foot on the ball and kicks the ball back to the first student of the A team.

Then the first student of the A team sends the ball to the second student of the B team and the process repeats until all students of both teams are given the chance to kick the ball to the opposite team and stop the ball with the foot.

Activity 2:

- Direct the students to stand in a circle as shown in the diagram.

One student should stand in the centre of the circle.

The student in the centre sends the ball to the 1st student standing on the circle by kicking the ball.

The 1st student who receives the ball must stop the ball by keeping the foot on the ball. Then he sends the ball back to the student in the centre, and the students in the centre must stop the ball by keeping the foot on the ball.

The process is repeated and all students are given a chance to come to the centre of the circle.

2½ Marks for each answer describing any of the above activities or any other suitable activity;

2½ × 2 = 05 marks

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

To include modifications if any