

INTERNATIONAL TEACHERS TRAINING COLLEGE

1014

PHYSICAL EDUCATION MS

Mock 1

February 2020

MARKING SCHEME

PRIMARY TEACHER EDUCATION

PHYSICAL EDUCATION

MARKING SCHEME

(CONFIDENTIAL)

This marking scheme consists of 8 printed pages.

SECTION A (60 marks)

1. (a) **Agents associated with introduction of P.E.in Kenya include:**

- Christian missionaries;
- Colonial armed forces;
- Young men Christian association.

3 x 1 = 3 marks

(b) **Instances when PE activities can be taught without apparatus**

- space may be insufficient to accommodate activities with apparatus .
- apparatus may be unavailable.
- apparatus may be insufficient.
- some activities may not require the use of apparatus.

2 x 1 = 2 marks

(c) **Features of a standard long jump site are:**

- Runway (at least 40 metres).
- Take off board.
- Sand filled landing area.

3 x 1 = 3 marks

(d) **Roles of a track referee**

- Checks competition sites, facilities and equipment.
- Allocates duties to the judges, umpires, timekeeper.
- Ensure rules are observed and decide upon any matters which may arise during competition.
- Decides placing in race when judges are unable to arrive at a decision.
- Checks on the final results.
- Rules on any protests or objections regarding behaviours/conduct of athletes/ settles disputes.
- Has authority to exclude an athlete from competition.

4 x 1 = 4 marks

2. (a) **Concept of swimming**

It is the self-propulsion of an individual through water for recreation, sport, exercise or survival. 2 marks

(b) **Contribution of dance to students' learning**

- It enhances self-expression;
- It promotes creativity/exploration/discovery;
- It stimulates imagination.

3 x 1 = 3 marks

(c) **Benefits of gymnastics to an individual**

- It promotes social interaction/cooperation/teamwork;
- It promotes the discipline of an individual;
- It improves mental focus/concentration;
- It enhances work ethics/fair play;
- It boosts an individual's determination/courage;
- It enhances an individual's determination/courage;
- It enhances an individual's physical skill performance;
- It boosts emotional stability/self-esteem/self-confidence.

6 x 1 = 6 marks

3. (a) **Principles of training include:**

- overload
- specificity
- reversability
- progression
- variance

3 x 1 = 3 marks

(b) **Reasons for proper hydration to an athlete**

- To prevent heat-related ailments.
- Water is necessary for the breakdown of nutrients into energy.
- So as to maintain blood volume.
- Water is necessary for thermoregulation.
- For the removal of metabolic by products

4 x 1 = 4 marks

(c) **Types of soft tissue injuries**

- Bruises
- Strain
- Sprain

3 x 1 = 3 marks

(d) **Steps when treating an open wound**

- Lay the casualty in a comfortable position, injured part elevated higher than the heart where applicable.
- Wear gloves and apply direct pressure on the wound using the fingers and/or indirect pressure to control bleeding.
- Clean the wound with clean running water.
- Dry the wound and the surrounding skin using swabs of cotton wool, using each swab only once.
- Use the ring pad before dressing the wound if the bone is protruding.
- Dress the wound with sterile gauze.

- Bandage firmly but not tightly so as not to impede circulation.
 - Apply a sling to immobilise the wound part.
 - Dispose the casualty to the hospital using the most comfortable means/method.
- 3 x 1 = 3 marks

4. (a) **A foul ball in a game of softball.**

- A ball that is legally battered but falls within the field of play.
- 2 marks

(b) **Instances of substitution in Tug-of-War contest.**

- for tactical reasons;
 - due to injury.
- 2 x 1 = 2 marks

(c) **Situations when a bowler is deemed to execute a 'good ball'.**

- When the batter does not have to over reach for the ball.
 - The ball reaches the batter comfortably in front of her/his body
 - Ball does not reach the batter below the waist.
 - Ball does not reach the batter too far right or left.
- 2 x 1 = 2 marks

(d) **Roles of a Scrum half in rugby**

- he/she is the link between the forward and backs.
 - places the ball into the scrum.
 - passes the ball to the backs of the scrum, maul, ruck
 - often the first tackler.
- 3 x 1 = marks

(e) **Primary roles of head of mission to Olympic Games**

- is the leader of the team/head of delegation/chef de mission;
 - Supports and promotes the national team by creating a conducive environment for productive and positive competitive team experience.
 - He/she collaborates with the National Olympic committee to develop a vision for the national team.
- 3 x 1 = 3 marks

5. (a) **Two instances when a circle formation is not appropriate in on P.E. Lesson**

- When the class is too large/number of learners are too many.
 - Learners are too few.
 - When teaching and demonstrating a new skill.
- 2 x 1 = 2 marks

(b) **Advantages of reciprocal teaching method**

- It improves learners' comprehension
- It contributes to learners' confidence.
- It enhances knowledge retention.
- It develops leadership qualities in learners
- It promotes teamwork
- It enhances negotiation skills
- It promotes listening and collaborative skills
- All learners feel valued/worthwhile.
- It builds long-term skills and experience in learners.

5 x 1 = marks

(c) **Characteristic of a good conclusion in a Physical Education lesson.**

- Suitable light activities are performed.
- Learners are sufficiently cooled down physically and psychologically.
- The lesson ends in an orderly manner.
- All learners participate in the activities/adequate participation/enjoyment.
- Provides an opportunity for appraisal for the lesson by the teacher.

5 x 1 = 5 marks

SECTION B

(40 marks)

6. (a) (i) **Officials who should be conversant with hand signals in Basketball apart from referees.**

- Scorer
- Timekeeper

2 x 1 = 2 marks

(ii) **Meaning of hand signals in basketball**

- Illegal dribble
- Blocking
- 30 seconds time out.

3 x 1 = 3 marks

(iii) **Three justifications for the use of a fake pass in Basketball.**

- It is an effective technical skill
- It is valuable when one is faced by aggressive opponents.
- It is useful when a player wants to loose teammates locked into a defence formation.

3 x 1 = 3 marks

(b) (i) **Origin of the modern-day game of football.**

Country - England

1 mark

Year - 1863

1 mark

(ii) **Characteristics of the early Football include:**

- There were no uniform rules that governed the game.
- Legs and feet were used to play.
- It was an exercise for military.

2 x 1 = 2 marks

(iii) **Systems of play in a game of Football.**

4 - 4 - 2

5 - 3 - 2

4 - 3 - 3

4 - 5 - 1

4 - 2 - 3 - 1

4 - 2 - 1 - 3

4 x 1 = 4 marks

(iv) **Teaching points for a thigh trap in soccer**

- Move behind the path of the oncoming ball.
- Thigh kept parallel to the ground.
- Elbows are raised away from the body to maintain balance.
- Ball is trapped/controlled to a place in front of the feet.

4 x 1 = 4 marks

7. (a) (i) **Instances that would lead to a toss-up in Netball.**

- Opposing players gaining possession of the ball simultaneously.
- Opponents simultaneously causing the ball to go out.
- Umpire not able to determine which player from the two sides last touched the ball before it went out.
- Opponents going offside simultaneously one in possession of the ball.
- Opposing players making simultaneous contact.
- After an external interference, an umpire is unable to determine the team that had the ball or the ball was on the ground when play was halted.

4 x 1 = 4 marks

(ii) **Teaching points for interception skill in Netball:**

- Body well balanced proper stance.
- Position oneself in a way he/she can drive hard to catch an incoming pass.
- Keep focus on the ball and opponent player.
- Determine the speed of the ball and the distance it is travelling. Explode out fully, hands extended to the ball.
- Decide when to intercept the ball.
- Pull the ball in/given in.
- Bend /crouch/flex the knees to land.

6 x 1 = 6 marks

(b) (i) **Stick - related fouls in Hockey:**

- Physically interfering with the stick of the opponent.
- Shielding the ball from legitimate tackle with the stick.
- Hitting, hooking or holding an opponent's stick.
- Playing the ball with the back of the stick.
- Playing the ball above the shoulder with the stick (except defender defending or stopping a shot at goal).
- Obstructing an opponent using a stick/waving the stick in front of an opponent

5 x 1 = 5 marks

(ii) **Training aspects that a coach would emphasize when training a Hockey goalkeeper**

- ensure the goalkeeper has the right equipment.
- convey the importance and privilege of this position to the player and team.
- the goalkeeper should coordinate with teammates.
- make sure the goalkeeper is warmed up and stretched.
- make time for specific training as often as possible.
- integrate the goalkeeper into drills/practices/conditioned games/minor game.

5 x 1 = 5 marks

8. (a) (i) **Duties of a timekeeper in Handball.**

- Keeps control of playing time.
- Controls time-outs.
- Controls time for the halftime.
- Keeps control of the suspension time/2 minutes rule.
- Controls extra time

4 x 1 = 4 marks

(ii) **Teaching points for a reverse shot in Handball**

- Shot is played when one is being defended.
- Play starts by bending down slightly.
- Fakes/feints the shot to his/her strong side.
- pivots away.
- Release the ball with the sidearm motion.
- Follow through.

6 x 1 = 6 marks

(b) (i) **Features of a Volleyball court:**

- Centre line - marked at the centre of the court dividing it equally into 30 feet squares.
- Attack line - marked 10 feet on each side of the centre line of the court.
- Service line - marked 10 feet inside the right sideline on each back line. This is the area from which the ball should be served.
- Net - the net is hung directly above the centre line at 7 feet 4 inches for women and 8 feet for men.
- Antennae - set at 36 feet apart, 3 feet on either side of the sidelines.
- Boundary lines/sidelines - two sidelines measuring 60 feet.

5 x 1 = 5 marks

(ii) **Teaching points of a setting skill in Volleyball**

- Start in ready position facing the target/stance.
- Feet shoulder width apart with foot closest to the net slightly in front of the other.
- Fingers spread in the shape of the ball above the head.
- Thumbs and pointer fingers form a triangle.
- Hands placed directly in front of the face close to the forehand.
- Bend knees slightly/flexed.
- Extend the waist and the arms.
- Toss the ball using the finger tips.
- Follow through.

5 x 1 = 5 marks