

COMPONENTS COVERED

<u>COMPONENT</u>	<u>Page</u>
1. Exercise Physiology and First Aid	2 - 6
2 Methodology	7 - 12
3 Athletics	13 - 14
4 Volleyball	15 - 17
5 Soccer	18 - 22
6 Hockey	23 - 25
7 Netball	26 - 29
8 Basketball	30 - 32
9 Rugby	33
10 Softball	34 - 35
11 Swimming	36 - 37

CHAPTER ONE

EXERCISE PHYSIOLOGY & FIRST AID

1. Name any two factors that determine body posture
 - ❖ Diet
 - ❖ Kind of exercise undertaken e.g. weight training
 - ❖ Heredity

2. Name the two methods of endurance training
 - ❖ Running, training, jogging
 - ❖ Weight training
 - ❖ Circuit training
 - ❖ Fatlek
 - ❖ Cross-country

3. Give two types of injuries that may occur due to each of the following:
 - (i) Low endurance:
 - ❖ Muscle pulls, Heat exhaustion
 - ❖ Musle cramps, Breathlessness
 - ❖ Muscle strains, Nausea
 - ❖ Muscle tearing

 - (ii) Low flexibility
 - ❖ Dislocation
 - ❖ Nerve syndrome
 - ❖ Sprains
 - ❖ Tendonitis

 - (iii) Low strengths
 - ❖ Muscle tear, fractures
 - ❖ Sprains
 - ❖ Dislocations

 - (iv) Excessive flexibility
 - ❖ Nerve syndrome
 - ❖ Tendonitis

4. Give any two exercises that you would use to improve on:
 - (i) Flexibility
 - ❖ Dynamic stretching
 - ❖ Static stretching
 - ❖ Pendular movements
 - ❖ Twisting, swinging

 - (ii) Endurance
 - ❖ Continuous exercises (weight training, jogging, X-country, fartlek)
 - ❖ Swimming
 - ❖ Interval training
 - ❖ Circuit training

5. State any two factors that one should consider when selecting
 - (i) Sports uniform:
 - ❖ Should be those that absorb sweat (cotton) etc
 - ❖ Those that have bright colours (to reflect heat)

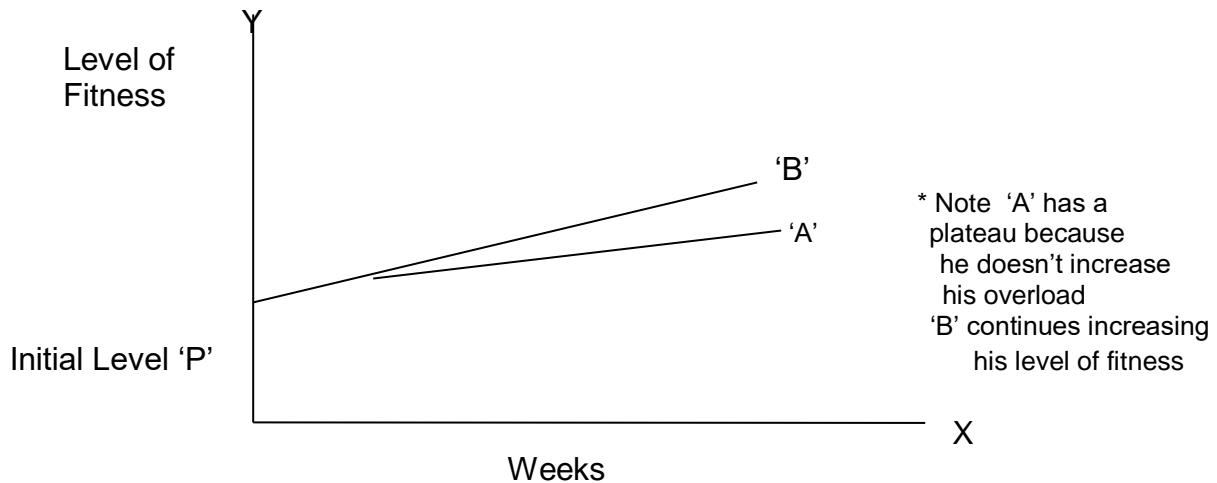
- ❖ Should not be too tight
 - ❖ Should meet specifications of the rules of the game.
- (ii) Sports equipment
- ❖ Should be durable
 - ❖ Should be of the required weight, size and shape
 - ❖ Should be appropriate for the game or activity they are meant for.
6. Give any four preventive measures that a teacher should consider to avoid injuries in sports.
- ❖ Facilities should be well supervised and maintained
 - ❖ Equipment should be cross-checked from faults
 - ❖ Activities chosen should be suitable to the level of the learners
 - ❖ Teach current techniques/give correct demonstrations
 - ❖ Ample and proper spacing of learners/equipment and activities
 - ❖ Choose the most suitable activities in relation to the kind of ground e.g. gymnastics not suitable to a rough, stony ground.
7. The skill in which the hands and legs naturally move alternatives to each other is called:
- ❖ Walking
8. State the type of food used to generate energy during intense exercise.
- ❖ Carbohydrates
9. The objective of physical activity in Ancient Sparta was mainly Military in nature
10. Name the most important component of general fitness
- ❖ Endurance
11. Define the following terms as used in P.E.
- (i) Cardiac output
- ❖ The amount of blood pumped out of the heart per minute
- (ii) Stroke volume
- ❖ The amount of blood pumped out of heart per beat
- (iii) Heart Rate:
- ❖ The number of heart beats per minute
12. The highest incidence of injuries in hockey, netball and football occurs during:
- ❖ Scoring
13. Explain the effects of progressive physical activity under the following titles:
- (i) Physical efficiency
- ❖ Increase in strength
 - ❖ Increase in endurance
 - ❖ Increase in flexibility
 - ❖ Increase in agility, balance and coordination
 - ❖ Heart rate lowers, breathing rate lowers
 - ❖ Cardiac output and stroke volume increases
- ii) Social efficiency
- | | |
|---------------|------------|
| Co-operation | Obedience |
| Team spirit | Discipline |
| Socialization | Morality |
| Sharing | Tolerance |
- (iii) Skills (Psycho motor)
- | | |
|-----------------------|-------------------------------|
| Sportmanship | Knowledge and its application |
| Leadership | Self esteem / Ego |
| Maintenance standards | Fame |

Increase in performance levels/Endurance etc
 Attainment of excellence
 Increase in co-ordination and balance
 Participants create new moves/styles etc.

(iv) Knowledge/concepts

Concepts broaden due to travelling, meeting new people etc
 One's mastery of rules and moves becomes better
 Awareness of one's body and its functioning
 Creativity is awakened.

14. Complete the graph below to show the change of fitness levels (Y) after a training period of several weeks (X) where athlete 'B' has trained with regular overload while athlete 'A' has not.



15. Why is it not advisable to drink alcoholic beverages before taking part in a game?
- ❖ It blurs vision
 - ❖ It makes an athlete violent
 - ❖ It impairs judgement
 - ❖ It gives false confidence
 - ❖ Can lead to high blood pressure
16. If a person has a dislocation of the ankle, what first aid measures would you take before taking him to hospital.
- ❖ Give heat massage/hot water therapy – under a shade
 - ❖ Spray with painkillers
 - ❖ Immobilise the joint using a tight bandage/splints
 - ❖ Arrange for transport
 - ❖ Assure the casualty
17. Give two reasons why one would encourage players preparing for competitions to drink milk.
- ❖ Milk is rich in sugars (complex) which provide energy
 - ❖ Milk is rich in proteins for building the muscles
 - ❖ Milk is rich in calcium for strong bones
 - ❖ Milk contains vitamins which helps in healing of injuries and creates a good medium for breakdown of other foods such as proteins and carbohydrates.

18. **A pupil showed the following symptoms:
 Breathlessness after a gentle exercise, general weakness, pale eyes and white palms.**

- i) Name the nutrient he is lacking
 - ❖ Carbohydrates
- ii) Name two types of foods that you would recommend for this pupil
 - ❖ Foods rich in carbohydrates
 - ❖ Fruits (especially fresh fruits)
 - ❖ Eggs and proteinous foods

19. **Proper feeding and physical exercises are necessary for the development of a healthy body.**

What role does each of the following nutrients play in the body?

- ❖ Carbohydrates
- ❖ Provide energy for activities
- ❖ Keeps the body warm by providing heat
- ❖ Excess carbohydrates are converted into fats
- ❖ Protein sparing – ensure that not all proteins are used for energy.

Proteins

- ❖ Builds body cells
- ❖ Repairs worn out cells
- ❖ Provide energy i.e. excess proteins

Calcium

- ❖ For building strong bones and teeth
- ❖ Helps in clotting of blood
- ❖ Helps in normal functioning of muscles and nerves in the body

Vitamin A

- ❖ Essential for growth and metabolism of all body cells
- ❖ Necessary for vision in reduced light
- ❖ Essential for maintenance of moist mucous membranes such as the corn and the lining of the respiratory tract.

20. **Give any four reasons why young children actively participate in physical activities:**

- ❖ P.E activities provide a good meeting point for peers
- ❖ Healthy children have a lot of energy which is spent off only effectively in play
- ❖ Insatiable desire to copy the older folks who they might have watched role modelling influence

21. **What is meant by high-altitude training?**

- ❖ This is training athletes in a place of high altitude to make them acquaint themselves with thin oxygen concentration and low atmosphere pressure.
- ❖ This is a strategy incase they will compete in a high or low altitude.

5

22. **Give four reasons why athletes competing in low altitude prefer high altitude training**

- ❖ Training in high altitude increase the red cell count of the blood. When competing in low altitude an athlete has enough supply of oxygen because the blood can carry more.
- ❖ They do not tire as quickly as their counterparts who trained in a low altitude zone.
- ❖ Air pressure is low in high altitude. Training in this area makes one used to low oxygen concentration. This makes it easier when competing in an area of high concentration.

23. **State any two reasons why some athletes collapse after finishing a race**

- ❖ Poor training
- ❖ Oxygen debt/breathlessness
- ❖ Depletion of energy reserves and other nutrients

24. **Give two measures that you would take to minimize the incidence of collapsing by athletes after a race.**

- ❖ Train with emphasis on endurance
- ❖ Do carbohydrates loading
- ❖ Proper running techniques (costing)

25. State two effects of each of the following on the athletes' performance

(i)Alcohol

- ❖ Makes one violent / unruly
- ❖ Provides energy needed in performance
- ❖ Impairs judgement / Blurs vision
- ❖ Gives one false confidence
- ❖ Can affect the heart rate / high blood pressure / overloading the heart.

(ii)Drugs (e.g. Bhang)

- ❖ Makes one daring (e.g. goalkeepers)
- ❖ Makes one violent / unruly
- ❖ Increases activity
- ❖ Delays the onset of fatigue

26. **State any three reasons why first aid is given to a casualty**

- ❖ To prevent the condition from becoming worse
- ❖ To save lives e.g. mouth – to – mouth resuscitation
- ❖ To prevent further loss of blood.

(i)List any three factors that guide a First Aider in making diagnosis

- ❖ The pulse rate
- ❖ The breathing rate
- ❖ The colour of the skin/sweating
- ❖ The colour of eyes/pale
- ❖ History of the accident – from on lookers

(ii)Name the most comfortable position of placing a casualty to whom first aid for chocking has been administered

- ❖ The recovery position

27. State the body parts or tissues where each of the following injuries occur

Fractures

- ❖ Bones of the skeleton

Strains

- ❖ Joints
- ❖ Muscles
- ❖ Ligaments

Sprains

- ❖ Joints
- ❖ Ligaments/Tendons
- ❖ Dislocation

28. **Explain two ways in which an athlete's performance could be affected by high humidity**
- ❖ The air is saturated with moisture as it is hot. This reduces the rate of sweating which is necessary to regulate an athlete's body heat. This accumulation of heat in the body after general metabolism hence lowering an athlete's performance.
 - ❖ The air is dense/heavy. This affects an athlete's breathing rate.
29. **How does obesity affect performance in sports?**
- ❖ Reduces flexibility/agility
 - ❖ Reduces speed
 - ❖ Clumsy way of moving
 - ❖ Loss of personal pride because obese persons are a source of ridicule
 - ❖ Low strength
30. **List down the components of physical fitness**
- ❖ Muscular endurance
 - ❖ Cardiovascular endurance
 - ❖ Flexibility
 - ❖ Agility
 - ❖ Strength
 - ❖ Power
 - ❖ Co-ordination
 - ❖ Balance etc
31. **Factors that would influence athletes performance during physical activities**
- ❖ Press ups – arm/chest
 - ❖ Sit ups – abdomen / stomach
 - ❖ Frogs jumps – leg/thighs
32. **What might an athlete experience due to prolonged exposure to hot sun.**
- ❖ Heat stroke
 - ❖ Excessive loss of water
 - ❖ Heat exhaustion
 - ❖ Heat cramps

METHODOLOGY

1. **Distinguish between a General and Specific Physical Education Scheme of work.**
 - ❖ A general Scheme of work is where the class and group activities are derived from more than one topic or game.
 - ❖ A specific scheme of work is which the class and group activities are derived from only one game or topic

2. **Identify the mistakes in the following lesson objectives and restate them correctly.**
 - (i) By the end of the lesson pupils should be able to throw the javelin 10m.
 - ❖ This objective does not make a mention of the skill by which the javelin will be thrown.
All that seems important is moving the javelin 10m away. It also means that all pupils will do it equally. No individual differences taken into account.
 - ❖ It should be stated thus:
“By the end of the lesson the pupils should be able to throw the javelin, using the correct skill at least 10m away”.
 - (ii) By the end of the lesson pupils should be able to run 100m in 15 seconds
 - ❖ This objective does not aim for a faster speed than 15 seconds
 - ❖ It does not consider those who can be slower than this either
 - ❖ It should be stated:
“By the end of the lesson the pupil should be able to run 100m in atleast 15 seconds”.
 - (iii) By the end of the lesson pupils will understand how to do the forward roll
 - ❖ This objective does not aim at observable behaviour of the learners, only comprehension
 - ❖ It also assumes that understanding can be measured/observed, which is not the case.
 - ❖ It should be stated:
“By the end of the lesson the pupil should be able to do a forward roll correctly”

3. **Name any two parts of a P.E lesson in which the main skill is emphasized**
 - ❖ Development
 - ❖ Application

4. **State any four qualities of a good P.E teacher**
 - ❖ Punctual
 - ❖ Audible/brief
 - ❖ Good in First Aid
 - ❖ Has a good mastery of content
 - ❖ A model
 - ❖ Organized
 - ❖ Improvises whenever necessary
 - ❖ Good relations with pupils
 - ❖ Good in class control
 - ❖ Cheerful

5. The following is an extract of a teacher's P.E. scheme of work's class and activities column, Kosodo Primary School, Std 4, 2006, week 5 Term 2

WEEK	DEVELOPMENT	GROUP ACTIVITIES
5	1. Forward Roll	A. Forward Roll B. Bounce Pass C. Instep Pass D. Punting E. Backward Roll
	2. Cartwheel	A. Cartwheel B. Forward Roll C. Bounce Pass D. Instep Pass E. Punting
	3. Long jump	A. Long jump B. Cartwheel C. Forward Roll D. Bounce Pass E. Instep Pass
	4. Triple jump	

Assuming that the teacher has 5 groups and lessons per week

- (i) List in order the group activities for lesson 4, week 5.

- A. Tripple jump
- B. Long jump
- C. Cartwheel
- D. Forward Roll
- E. Bounce Pass.

- (ii) Write down in order the class activities for week 4

- A. Backward roll
- B. Punting
- C. Instep
- D. Bounce pass

- (iii) Write down in order (as far as you can) the group activities for lesson 3, week 4

- A. Instep Pass
- B. Punting
- C. Backward Roll

6. **Name all the parts of a P.E. lesson plan**

- ❖ Introduction
- ❖ Development
- ❖ Application
- ❖ Conclusion

7. **Given throwing and catching in Netball as a new skill, explain how you would organize the class during the following:**

(i) **Skill explanation:**

- ❖ Arrange the class in semi-circle facing away from the sun
- ❖ Ensure all are attentive
- ❖ Use simple and clear language
- ❖ Ensure good voice projection
- ❖ Ensure all are in a suitable position to see the teacher clearly

(ii) **Skill demonstration**

- ❖ Pupils stand in a semi-circle
- ❖ Ensure they are not facing the sun
- ❖ Ensure all can see the demonstration
- ❖ Show proper demonstration
- ❖ Use a pupil where necessary

(iii) **Condition game**

- ❖ Divide pupils into smaller games
- ❖ Ensure proper spacing of groups
- ❖ Have the groups compete against one another
- ❖ Stick to the rules and regulations
- ❖ Determine the winner at the end of the game

8. **State any four teaching points for throwing and catching**

- ❖ Stretch out arms shoulder width
- ❖ Fingers well spread
- ❖ Relaxed arms
- ❖ Eyes on the ball
- ❖ Feet staggered/balance body weight on both feet
- ❖ Cushion/give in to the ball to absorb shock
- ❖ Transfer body weight to rear leg after receiving ball for balance
- ❖ Throw using any of the passes:
 - (i) two handed pass
 - (ii) bounce pass
 - (iii) chest pass
 - (iv) one handed shoulder pass
- ❖ On releasing follow through with the arm and a step with the rear foot in direction of throw.

9. **State any four (4) factors to be considered while classifying pupils for participation in P.E.**

- ❖ Sex
- ❖ Height
- ❖ Weight
- ❖ Age
- ❖ Level of performance and skill acquisition

10. **State four basic components of P.E**

- ❖ Exercise physiology
- ❖ Nutrition in sports
- ❖ Athletics
- ❖ Methodology
- ❖ Ball games

11. **State any four ways through which a teacher can motivate pupils during a P.E. lesson:**

- ❖ Good selection of learning activities
- ❖ Good continuity of activities
- ❖ Use of appropriate apparatus
- ❖ Use of adequate apparatus
- ❖ Use of correct and perfect demonstrations
- ❖ Good voice projection
- ❖ Use of rewards
- ❖ Correct attire
- ❖ Stimulus variation

12. **Give two reasons why it is necessary to encourage pupils to sit upright in the classroom**

- ❖ Their attention is better
- ❖ It's a good sitting habit
- ❖ Class control
- ❖ Prevent dozing/day dreaming
- ❖ To see the chalkboard properly

13. **State two reasons why demonstration by the teacher during P.E. lessons is more appropriate than verbal explanation**

- ❖ Raises level of comprehension
- ❖ Creates a mental picture which becomes the learners' reference scheme
- ❖ Verbal explanation is not enough. Some skills cannot be explained by words only. They need practical demonstration.

14. **Which method in the teaching of P.E is said to be the middle – line?**

- ❖ Limitation method

15. **Define the following teaching methods in P.E.**

(a) Direct method

- ❖ In this method the choice of activities is the teacher.

(b) Indirect method

- ❖ In this method the choice of activities is by the pupils

❖

Give two advantages and two disadvantages of each of the above methods:

DIRECT

Advantages

Avoid time wastage and bargaining

Its good for class control

The teacher has no bias on choice of activities whether simple or hard, interesting or boring.

Disadvantages

It discourages innovativeness, creativity and free expression

It portrays the teacher as a dictator

Strains teacher – pupil relation

INDIRECT

Advantages

Encourages innovativeness and free expression

Better teacher – pupil relationship is developed

Pupils hidden talents are exposed and nurtured by the teacher.

Disadvantages

- ❖ There is a lot of time wastage on bargaining
- ❖ Every pupils has his/her choice of activities
- ❖ Pupils choose the activities they like most and leave out those they do not like

16. **Give any six points that a teacher would consider in maintaining pupils attention during a P.E. lesson**

- ❖ Good selection of learning activities
- ❖ Good continuity of activities
- ❖ Use of appropriate apparatus
- ❖ Stimulus variation
- ❖ Use of correct and perfect demonstration
- ❖ Good voice projection
- ❖ Organizing small scale competitions

17. **State any four factors that a teacher would consider when improvising apparatus for a P.E**

- ❖ Should be firm
- ❖ Should be durable
- ❖ Should be of same size as the real ones
- ❖ Should be smooth
- ❖ Should serve the purpose they are intended for

18. **State any five safety measures a teacher would observe during a P.E. lesson**

- ❖ Facilities should be well supervised and maintained
- ❖ Equipment should be cross checked for faults
- ❖ Activities chosen should be suitable to the level of the learners
- ❖ Teach correct techniques/Give correct demonstrations
- ❖ Ample and proper spacing of learners/Equipment and activities
- ❖ Choose the most suitable activities in relation to the kind of ground e.g. Gymnastics not suitable to a rough, stony ground.
- ❖ Close supervision of performances.

19. **Give factors that would be considered before using – apparatus in P.E**
Relevance

- ❖ Suitability
- ❖ Firmness/safety
- ❖ Usefulness
- ❖ Whether they are enough
- ❖ Whether they are appropriate for the age of the learners

20. **State any two ways through which a P.E. teacher can find out whether pupils have acquired a skill.**

- ❖ Ability to apply it in a game situation
- ❖ Willingness to perform the skill
- ❖ Ability to perfect the performance of the skill
- ❖ Response given to the skill.

21. **State factors which may affect the teaching process in P.E.**
- ❖ Weather
 - ❖ Attire/P.E kits
 - ❖ Type of apparatus
 - ❖ Nature of facilities
 - ❖ Type of teaching activities
 - ❖ Level of motivation
 - ❖ Teacher's personality
 - ❖ Religious/Cultural beliefs
 - ❖ Knowledge/Mastery of content
22. **Give any two reasons why compensatory activities are essential in a P.E. lesson.**
- ❖ Arouse learner's interest
 - ❖ Give further warm-up to the parts of the body to be used in the class activity
 - ❖ Ensure thorough flow of blood to all body parts
 - ❖ Lubrication of muscles.
23. **Under the following subheadings, what points would be considered when evaluating a P.E. Programme taught for a period of one year:**
- i) **Time**
- ❖ Whether it was enough
 - ❖ Was there any wastage/was it used well
 - ❖ Time allocated for the various topics and whether there was any misappropriation
 - ❖ Were the lessons per class per week enough.
- ii) **Space**
- ❖ Were the learners congested?
 - ❖ Were the apparatus spaced well?
 - ❖ Did this pose any safety risk?
- iii) **Apparatus**
- ❖ Were there enough apparatus?
 - ❖ Were they appropriate for the level of the learners?
 - ❖ Were they bought or improvised?
 - ❖ Were they firm/durable?
 - ❖ Was there enough space to use them?
 - ❖ Were they used adequately?
 - ❖ Did they pose an injury risk?
- iv) **Safety**
- ❖ Did the teacher ensure that facilities and equipment were safe for use?
 - ❖ Was there adequate spacing?
 - ❖ Is the teacher conversant with first aid?
 - ❖ Was the choice of activities correct?
 - ❖ Were activities chosen have any safety risk?
 - ❖ Was there adequate teacher supervision?
- v) **Skills**
- ❖ Were the skills introduced mastered?
 - ❖ Were they applied thoroughly?
 - ❖ Was there any difficulty in learning them?
 - ❖ Did the pupils show keenness in mastering them?

26. Complete Tables (a) and (b) below and indicate the final position of the competitors.

(a) **POLE VAULT SCORE SHEET**

NAME	TEAM	NO	2.50m	2.55m	2.60m	2.65m	2.70m	2.75m	2.80m	TOTAL FAIL UMBS	TOTAL UMBS
MASIKA	SOUTHERN	21								6	5
OTOYO	WESTERN	30								5	5
MUSTUNE	EASTERN	10								5	3
YEGO	N. EASTERN	18								5	4
OBONDO	NORTHERN	24								4	5
GAKINYA	COAST	14								3	4
OLETUDE	CENTRAL	23									4

(b) **TRIPPLE JUMP SCORE SHEET**

NAME	TEAM	NO	1 st JUMP	2 nd JUMP	3 rd JUMP	4 th JUMP	5 th JUMP	6 th JUMP	BEST JUMP
AMANI	ENDARASHA	2	4.49m	4.90m	4.96m	4.90m	4.80m	-	4.96m
NGURE	MOSOP	4	5.04m	5.15m	5.30m	5.09m	4.93m	4.90m	5.30m
ANYAMA	MT. ELGON	6	4.89m	5.06m	5.11m	5.30m	5.15m	5.09m	5.30m
LELMUSIA	LONGONOT	9	4.80m	4.32m	4.83m	4.09m	4.13m	-	4.83m
OKOTA	KANO	10	4.65m	4.80m	4.90m	5.22m	5.32m	5.06m	5.32m
LUKONDO	KAKAMEGA	12	5.30m	5.10m	5.03m	4.92m	5.35m	5.31m	5.35m

27. **Mention two similarities between Pole vault and Long Jump**

- ❖ Both are field events
- ❖ Both are jumps
- ❖ Both have a runaway

28. (i) The distance for cross – country vary with

- ❖ Age
- ❖ Sex

- (ii) What is the difference between cross-country and marathon
Marathon is usually 42 km while cross – country ranges between 9 km.

29. **How many hurdles is an athlete allowed to knockdown when using**

- (i) International standard hurdles
Any number of hurdles
- (ii) Non-international standard hurdles
A maximum of two (2)

30. **Name four methods of training for marathon**

- ❖ Jogging
- ❖ Fatlek
- ❖ X-country
- ❖ Running

CHAPTER FOUR

VOLLEYBALL

1. **Name any two skills in a game of volleyball**
 - ❖ Serving – types of service
 - ❖ Receiving – double or single arm
 - ❖ Spiking/smashing
 - ❖ Blocking – double or single arm
 - ❖ Covering

2. **State two instances when a team loses service in a game of volleyball**
 A team loses service when they are serving and:
 - (i) the ball touches the net before crossing over
 - (ii) they cause the ball to go out of bounds
 - (iii) they switch position before the ball crosses the net (mention any other foul committed by the serving team)
 - (iv) Wrong service e.g. lack of a toss

3. **You are going to teach a lesson in volleyball and your skill is the ‘volley’**
 - (i) State the objective for this lesson
 “By the end of the lesson, learners should be able to volleyball the ball to a partner 4m away using the correct skills”.
 - (ii) List the teaching points you would use for the skill
 Staggered stance, feet apart, knees flexed for comfort and balance
 Hands held slightly above the head, elbows bent slightly
 Finger spread thumbs and index fingers one inch apart
 Eyes on the ball
 Toss the ball away with a flick of the wrists and an extension of the elbows and legs.

4. **State any two types of defensive play in the game of volleyball**
 - ❖ Blocking
 - ❖ Digging/reception
 - ❖ Covering

5. **Define the following terms as used in the game of volleyball**
 - (i) Rotation – This is the clockwise rotation of players in the court any time they gain service.
 - (ii) Toss up – This refers to the action of volleying the ball up for a teammate to spike.
 Same as set-up
 - (iii) Service – to start a rally
 To pat the ball into play from the service area, over the net and into the opponents court
 - (iv) One set – scoring system of 1 – 25 points

6. **What is the regulation size of a volleyball court?**
 - ❖ 9m x 18m

7. State what action a referee should take if the following occurred in a game of volleyball

- (i) Simultaneous foul by two opposing players
Common ball. Order a re-service by the team that had served before the foul occurred.
- (ii) The ball touches the net in normal play and it crosses over into the opponents' court.
Allow the game to continue
- (iii) Substituting a player without informing the referee
The player is disqualified. He has to be replaced immediately
- (iv) Darkness sets in before the last set
Stop the game and have a replay of the last set the following day

8. Give any two situations when a player can make consecutive contacts with the ball in a game of volleyball.

- ❖ During blocking
- ❖ During a volley
- ❖ Blocking and covering yourself

9. What is time out in a game of volleyball?

This is a short time requested by the coach to 'talk' to his players.

10. When is a team considered a winner in a game of volleyball?

When it wins majority sets in a best of 3 or best of 5 game.

11. Explain how you would organise and teach one of the skills in volleyball to a class of 40 pupils

VOLLEYING

- ❖ Arrange the pupils in a semi-circle
- ❖ Explain to them when the skill is used
- ❖ Give them the teaching points
- ❖ Demonstrate the skill
- ❖ Allow a few to try it out as you give corrections
- ❖ Divide the class into 5 groups of 8 pupils each
- ❖ Allow them to practice

12. What happens when either the serving or the receiving team is shown a red card?

- ❖ The serving team loses service
- ❖ The receiving team is awarded a point against them.

13. Elaborate on the meaning of the following terms as used in volleyball.

- (i) 3 – 2 block cover system
One player blocks while 3 players cover him on either side (in the front court) while the remaining two cover the back court.
- (ii) Two man block
Two players go up for blocks while the others cover around them and the remaining parts of the court.
- (iii) On-hand and off-hand spiking position

When a left-handed player goes up to spike at the extreme left end of the net, that is on hand. If he spikes on the extreme right end of the net, that is off-hand

Some happens for a right-handed player.

14. **What happens during the third set in a game that is being played for the best of three sets if both teams have tied during the first two sets?**

The teams play one more deciding set

They change courts when one team reaches a score of eight (8)

The winner of this set is the winner of the game.

CHAPTER FIVE

SOCCER

When is the ball out of play in a game of football?

When it is wholly crosses the boundary lines except between the goal post and under the cross-bar

When it has been stopped by the referee.

Define the following terms as used in games

- (i) Bye - When organizing knock-out and you can't get perfect pairs, some teams which are considered better are exempted from taking part in the first round.

These exempted teams are giving a By. A chance given to a team not to play in first round.

- (ii) Seed - This is selecting teams depending on previous performances/history past glory to give them a bye in a tournament or not to meet another strong team in earlier rounds.
- (iii) Schedule - This is a programme showing when and who the teams will play against.
- (iv) Random draw- This is when any team is drawn against any other team without considering their strengths.

3. Give two advantages and two disadvantages of a knock-out tournament.

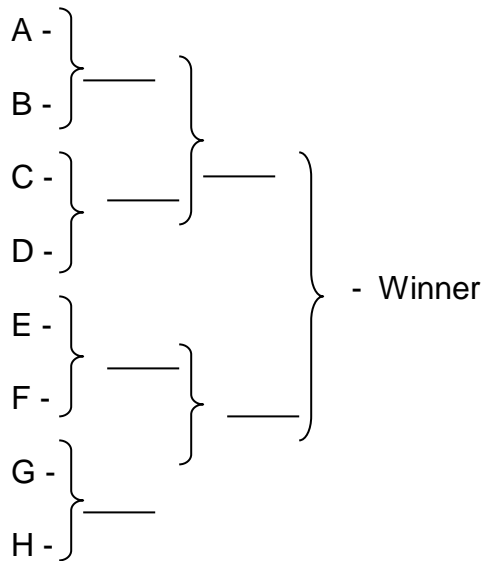
Advantages:

- ❖ Its easy to organise
- ❖ Its cheap financially
- ❖ It avoids time wasting/it reaches the finals fast.

Disadvantages

- ❖ Weak teams are buddle out very quickly. Only strong ones enjoy in participating
- ❖ Weak teams are not given time to test other weak ones.
- ❖ It's not good for a team looking for exposure.

4. You are organizing a knockout tournament in football comprising (8) teams (A to H). With the aid of a diagram show how you would determine the winner.



5. **How many 'byes' would you give for a tournament involving 12 teams?**

❖ 4

6. **State the number of matches**

(i) In a single knock-out for 16 teams

❖ 15 matches

(ii) In a double league for 24 teams

❖ 552 matches

7. **Name the essential officials in a soccer match and state their functions:**

(i) Referee

- ❖ Controls the game according to the rules
- ❖ Punishes fouls, records all the scores
- ❖ Penalizes infringements
- ❖ He's the final authority
- ❖ Starts and ends the game

(ii) **Linesman (2)**

- ❖ Indicates when the ball goes out
- ❖ Indicates when a player is offside
- ❖ Informs on throw-in rules
- ❖ Informs the reference of fouls that the referees did not notice

(iii) **Match Commissar**

- ❖ He's the representative of the organizing body during the game
- ❖ He makes a report about how the game was handled
- ❖ Any team complaints (e.g. for a reply, unfair officiating) are lodged through him.

8. (i) **When is a soccer match decided on penalties?**

- ❖ When the teams are still tying even after extra time during knockout competition

(ii) Explain the procedure followed in taking these penalties

- ❖ The referee chooses the goal to be used
- ❖ The captains give five names of their shooters and a goalkeeper
- ❖ The penalties are alternated as well as goalkeepers
- ❖ All other players who are not involved in the shootout move beyond the centreline
- ❖ All the penalty takers/those involved in the shoot out stay outside the penalty area and penalty arc.
- ❖ In case of a tie the referee gives sudden death penalties until one team is clearly ahead of the other.

9. State the functions of the following on a soccer pitch.

(i) Centreline

- ❖ Divides the court into two halves
- ❖ Helps in determining offside
- ❖ All players must be in their own half before the game starts

(ii) Centre circle

- ❖ Gives a practical indication of the rules of kick off i.e all players must be 9m from the ball.

(iii) Penalty area

- ❖ Area within which a goalkeeper can handle the ball
- ❖ Area within which if a defender commits any of the nine penal offences, a penalty kick is given.

(iv) Corner Arc

- ❖ Area within which a ball is placed during corner kicks

(v) Goal area

- ❖ Area within which a goalkeeper has special protection

(vi) Penalty arc

- ❖ Gives a practical indication

10. Discuss why football is considered to be the most popular game in Kenya

- ❖ Well established in the country even in villages
- ❖ Played by very young kids
- ❖ Lots of literature in football is available
- ❖ Foreign coaches are available for help
- ❖ Established clubs
- ❖ Advertisement in the media is quite much
- ❖ Exposure is quite enough
- ❖ Was spread by the colonialists/long history in Kenya
- ❖ Cheap equipment
- ❖ Can be played by people of all ages
- ❖ Rules are easy to master

11. What is a professional foul in a game of football?

- ❖ Deliberately disadvantaging an attacking player e.g. a player tactfully traps an opponent and pretends that he's hurt.

12. **State any one difference between each of the following skills as used in a game of football**
- (i) **Passing and kicking**
 Passing describes some gentle force applied to the ball to give it on to a team mate while kicking is striking the ball with force to send it away or much further e.g. goal kick. Kicking can be used to describe shooting when a player aims for a goal e.g. indirect kick, penalty kick etc.
- (ii) **Trapping and stopping**
- ❖ Trapping is mainly used to refer to arresting or bringing under control balls that are off the ground. They may not necessarily stop moving.
 - ❖ Stopping is to bring a ball under control and stop further movement of the ball.
13. **When is a player considered to be offside in a game of football?**
- ❖ When he's nearer the opponents goal line than the ball at the moment it's kicked unless he's in his own half of the field, there are two opponents (including the G.K.) who are ahead of him or he received the ball directly from a goal kick, corner kick, throw-in or a drop ball by a referee.
14. **Give any four teaching points that would be emphasized when teaching heading in football:**
- ❖ Feet staggered, knees flexed, slightly apart
 - ❖ Hands held at shoulder level
 - ❖ Eyes on the ball
 - ❖ Contact the ball with forehead
15. **State the conditions for a proper throw-in in soccer**
- ❖ Player must face direction of throw
 - ❖ Feet behind the sideline
 - ❖ Feet must be in contact with the ground
 - ❖ Ball must be thrown with both hands from behind and over the head
 - ❖ The player must wait until it's played by another player before touching it
 - ❖ Throw-in only by a player of the team that didn't take it out of bounds.
16. **State the factors that govern the taking of penalty kick**
- ❖ Taken after any of the 9 penal offences is committed by a defender in the penalty area
 - ❖ All players must be outside the penalty area and penalty area except the player taking it and the goalkeeper
 - ❖ G.K. should not move until the ball is kicked
 - ❖ Ball must be stationary before kicking
 - ❖ The ball must be kicked once and forward/direct kick
 - ❖ The player kicking it cannot touch it again until it has been played by another player.
17. **What decision would be taken when a ball hits the referee's hand in a game of football?**
- ❖ The referee allows the game to continue.

18. **Give any two offences that may lead to a penalty kick in football Given when the following offences are committed by a defender in the penalty area. (penal offences)**
- ❖ Handling the ball deliberately
 - ❖ Charging an opponent dangerously
 - ❖ Charging an opponent from behind
 - ❖ Pushing an opponent
 - ❖ Trapping an opponent
 - ❖ Kicking or attempting to kick an opponent
 - ❖ Jumping at an opponent
 - ❖ Striking or attempting to strike an opponent
19. **Name any two systems of play in football**
- ❖ 2-3-5 (pyramid formation)
 - ❖ 3-2-2-3 (MW formation)
 - ❖ system
20. **A player gets a red card in the changing room. How many players should that team field at the start of the game?**
- ❖ All eleven (11) but excluding the one who got the red card i.e. use one of the substitutes
21. **During kick-off, when is the ball said to be in play?**
- ❖ After it has rolled its own circumference
22. **After a game of football has started, the referee discovers that one team has one extra on the field than required. What action should the referee take?**
- ❖ Disqualify one player (red card) and ask the captain to identify another one who should get a yellow card.
23. **Women's soccer is catching up very fast in the country. What problem is it likely to encounter? Suggest possible solutions to these problems.**
- ❖ Timidity by women, they feel its their male counterparts' domain.
 - ❖ Lack of training grounds. The available ones are already being used by men.
 - ❖ Ridicule when playing. They sometimes play in a clumsy way
 - ❖ Lack of organized competitions mainly due to lack of co-ordinated effort throughout the country.
 - ❖ Poor grassroots support.
 - ❖ Role conflict. The old adage that the woman's place is in the kitchen
 - ❖ Lack of finances to buy equipment and travel for exposure
 - ❖ Lack of role models. Most current players are pioneers

Solutions

- ❖ Train in the mornings
- ❖ Courage to counter ridicule and timidity
- ❖ Massive campaign at grassroots level
- ❖ Raise funds
- ❖ Copy other female players in other parts of the world.

CHAPTER SIX

HOCKEY

1. After a simultaneous foul in hockey, the game is started by:

A bully

- ❖ Hockey and Basketball are two ball games that are not well developed in rural schools. State the factors that have contributed to this problem and suggest possible measures that can be taken to solve it.
- ❖ Both have expensive equipment (blackboards, balls, sticks and goalkeepers pads etc)
- ❖ B.B court is expensive to construct
- ❖ Lack of skilled teachers to handle the games
- ❖ Hockey is considered dangerous
- ❖ Lack of finances.

Solutions

- ❖ Intensity hockey and B.B. clinics to recruit teachers into the game and create awareness
- ❖ Encourage improvisation of sticks and supports/blackboards
- ❖ Use bare ground for B.B.
- ❖ Buy cheap equipment
- ❖ Raise funds/self help projects to finance these games
- ❖ Play conditioned/minor games in case of lack of space

3. **How many defenders are supposed to be behind the goal line when a short corner is being taken in a game of hockey?**

- ❖ 5 (five)

4. **Apart from pushing, state any other two skills used in passing the ball to a team mate in the game of hockey.**

- ❖ The hit
- ❖ The scoop
- ❖ The flock

5. **Name any four instances that would be considered dangerous play in a game of hockey**

- ❖ Raising the stick in a dangerous or intimidating manner
- ❖ Hitting the ball wildly to an opponent
- ❖ Deliberately raising the ball from the ground when other players are near
- ❖ Holding, hitting or looking the opponents' stick
- ❖ Charging into an opponent
- ❖ Playing or attempting to play in a manner which is likely to lead to injury of other players

6. **Give the teaching points of a scoop in hockey**

Grip: - left hand at the top of the stick while the right hand is far lower

Stance:- left foot in front, right foot slightly behind

Stick held in front, feet slightly apart spacing forward towards the direction of the scoop.

The scoop:- place the stick under the ball at an angle

Scoop the ball upwards and forward in a shovelling movement.

7. **When is a player offside in a game of hockey?**
 - ❖ No offside in a game of hockey

8. **Name six occasions when a referee awards a penalty stroke in hockey**
 - ❖ A goalkeeper prevents an attacker from playing the ball by lying on the ball
 - ❖ Interfering or holding an opponent when he is about to shoot for a goal charging an attacker inside the circle.
 - ❖ High attack by a G.K or defender in an attempt to prevent the ball from going in

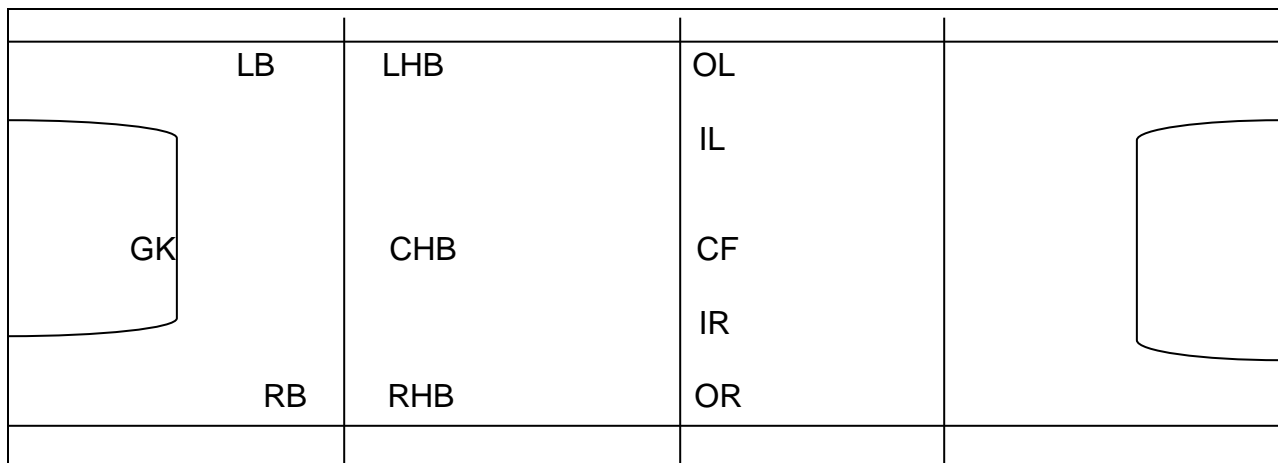
9. **Explain the differences between a corner and a penalty corner in hockey**
 - ❖ The corner hit is taken 5 yards from the sideline while penalty corners are taken within 16 yards circle.
 - ❖ The corner is given for deliberate fouls
 - ❖ During the corner players are allowed in the circle while in penalty corners no body is allowed inside.

10. **Name any two instances when a straight hit is used in a game of hockey**
 - ❖ To shoot for goals
 - ❖ For free hit (for normal fouls)
 - ❖ For corner balls
 - ❖ For goal hit (after ball has crossed goalline and not in goal)

11. **What is the format for putting the ball back into play when it goes out of play along the sideline in a game of hockey?**
 - ❖ Push in; hit in

12. **What are the conditions for taking a penalty stroke?**
 - ❖ The ball must be stationery on the penalty spot
 - ❖ Only the push, flick of scoop to be used
 - ❖ All players should move beyond the nearest 25 yards line apart from the goalkeeper and the one taking it.
 - ❖ It is taken after a whistle
 - ❖ The ball should be touched once
 - ❖ The player should stand behind the ball and takes only one step.

13. Draw a sketch of a hockey pitch (dimensions not required) and show the positions of one team before the start of the game.



Players' positions:

- 5 forwards
 - outside and inside left
 - outside and inside right
 - centre forward
- 3 halfbacks
 - left half back
 - Right half back
 - Centre half back
- 2 full backs
 - left back
 - Right back

14. Give the teaching points for a Bully in a game of hockey

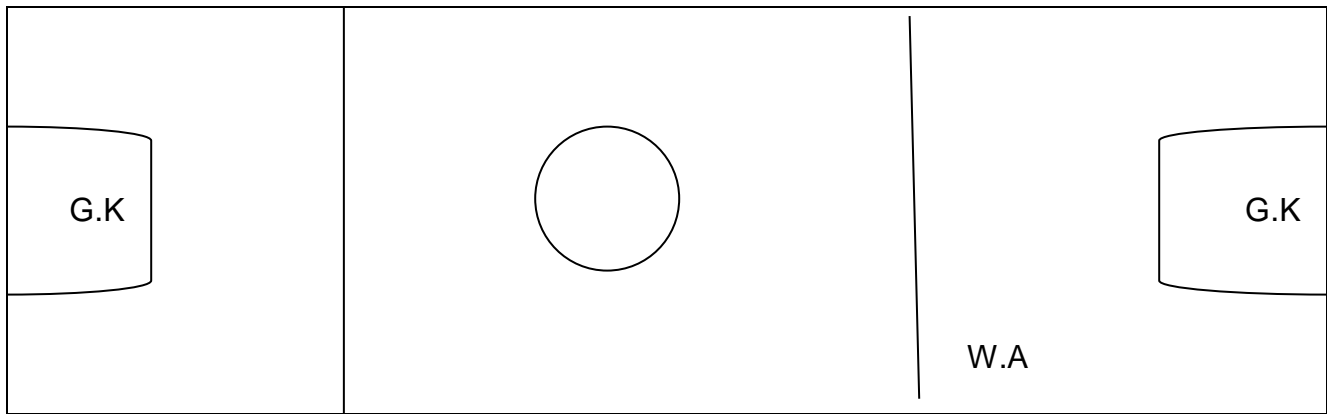
- ❖ Two players stand facing the goalines
- ❖ Right shoulder point to each player's backline
- ❖ Ball on the ground in between them
- ❖ The players tap the sticks and the ground 3 times and then scramble for the ball.

CHAPTER SEVEN

NETBALL

1. **What is the difference between a throw-up and a throw-in in a game of netball?**
 - ❖ A throw-up is the referee's throw in case of simultaneous foul between two opposing players while a throw-in is the way a ball is put back into play after it had gone out of bounds.
2. **Name the four players allowed in the 'D' area during a game of netball:**
 - ❖ Goalkeeper (G.K)
 - ❖ Goal defence (G.D)
 - ❖ Goal attacker (G.A)
 - ❖ Goal shooter (G.S)
3. **What areas of the court does each umpire officiate in a game of netball?**
 - ❖ One sideline and a goaline.
4. **Name any two penalties awarded after a foul has been committed in a game of netball**
 - ❖ A free pass
 - ❖ A throw-up
5. **What is the official duration of a game of netball when the teams are playing?**
 - (i) More than one match in a day
 - ❖ Two halves
 - (ii) Only one match in a day?
 - ❖ 4 quarters of 15 minutes each
6. **State the five different occasions when an umpire in a game of netball gives throw-up**
 - ❖ When there is simultaneous off-side
 - ❖ When the ball goes out and she's sure who last touched it.
 - ❖ When there is a simultaneous infringement of the rules
 - ❖ After a held ball
 - ❖ For simultaneous fouls by two opponents against each other
 - ❖ After a technical stoppage due to injury etc
7. (i) **What is a 'faulty' centre pass?**
 - ❖ This occurs when a member of any team enters the centre third before the ball has left the centre's hands and the referee has given the green light, 'play'.
 - ❖ If the centre (C) delays with the ball
- (ii) **What penalty is awarded and from where must it be taken:**
 - ❖ A free pass to the opposing team
 - ❖ If it's any other player the penalty is taken from the point where the player stepped into the centred third
 - ❖ If it's by the centre (C), a centre pass is given to the opposing team

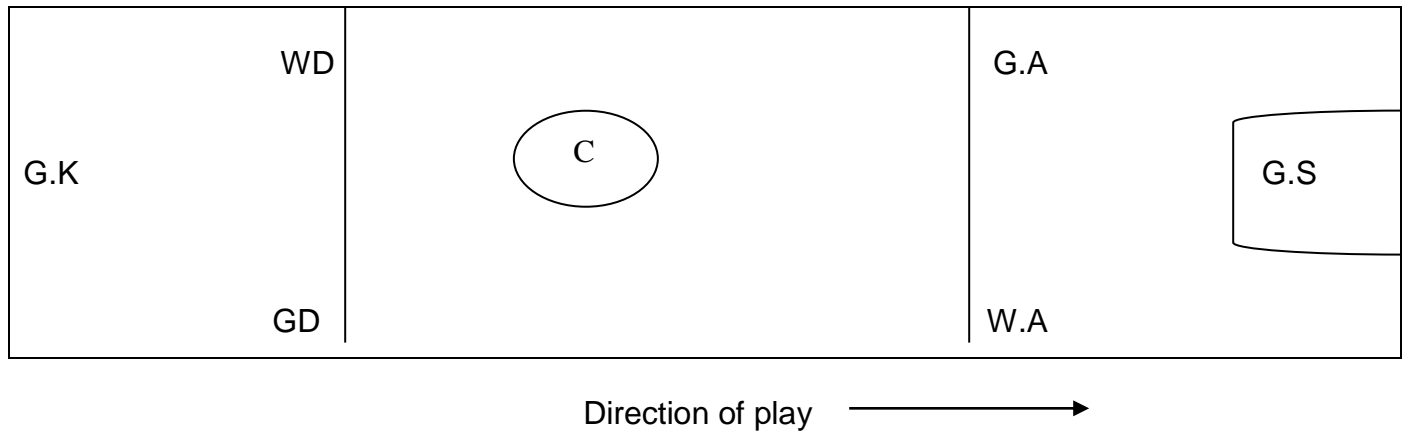
- (iii) **Give five points that an umpire must observe during the centre pass in netball**
- ❖ That it's being taken by the correct team
 - ❖ That no other player apart from the centre (C) taking it is in the centre third
 - ❖ That no player is offside
 - ❖ The ball must be received inside the centre third
 - ❖ The ball should not be thrown over third.
8. **Give two teaching points that should be emphasized when teaching footwork in a game of the netball**
- ❖ The pivoting foot should not leave the ground
 - ❖ Pivot on toes instead of the heel
 - ❖ Avoid spinning on the pivoting foot.
9. **Name four major skills required in the game of netball**
- ❖ Passing
 - ❖ Catching
 - ❖ Shooting
 - ❖ Pivoting
 - ❖ Blocking
 - ❖ Marking
 - ❖ Feinting
10. **State any two practices that may be used to improve ball handling in the game of netball**
- ❖ Throwing and catching
 - ❖ Speed circles
 - ❖ Passing competitions
11. **Define 'marking' as used in netball**
This is marking an opponent to ensure that she doesn't get a pass or she doesn't pass or shoot
- (ii) **Give any six teaching points for marking in the game of netball**
- ❖ Keep between the ball and the opponent always
 - ❖ Watch the movements of your opponent always
 - ❖ Make sure the opponent and the ball are in your field of vision
 - ❖ Shake free whenever your team gains possession of the ball
 - ❖ Use feinting (single or double) to beat your opponent
 - ❖ Don't tire/tire your opponent by following close
 - ❖ 'Fool' your opponent by use of hands but don't hold
12. (i) **When is a player offside in netball?**
- ❖ When a player enters a third/section she's not supposed to be in when the game is on
- (ii) **Using a diagram show the playing areas where the (WA) would be penalized for offside.**



W.A will be penalized if she enters the shaded areas.

13. **Name any two long passes in netball**
- ❖ One handed shoulder pass-straight shoulder pass
 - ❖ Overhead pass/lob
14. **The two lines dividing the netball court into thirds are called**
- ❖ Transverse lines
15. **State two occasions when the game of netball is started from the centre circle**
- ❖ At the start of the game
 - ❖ After a score
 - ❖ After an interval
16. (i) **When is a score valid in netball?**
- ❖ When a live ball enters the ring wholly from above
 - ❖ When it was shot from the 'D' area
 - ❖ If it was shot by the right player (G.S or G.A)
- (ii) **What is dodging in netball?**
- ❖ Shaking free from an opponent
 - ❖ Faking an opponent to pass a ball to a team mate
17. **What penalty will be given for the following fouls in netball?**
- (i) A player holds the ball for more than three seconds?
 - ❖ A free pass to the opposing team
 - (ii) Two players holding the ball simultaneously
 - ❖ Throw-up by the referee between the two players.
18. **A netball team consists of Players a side**
- ❖ Seven (7)
19. (i) **Explain how the centre pass is regulated in netball**
- ❖ The captains toss for end and first centre pass
 - ❖ The team that wins and takes the first centre pass is even and the other one is odd
 - ❖ After every score the total of the scores is added and if its odd, the centre pass is given to the odd team and if its even, likewise.
 - ❖ After every interval the centre passes are also alternated so that the team that started the previous interval forfeits to their opponents.

- (ii) Draw and show the placement of netball players just before a match starts (show only one team, dimensions not required).



20. What decision would be taken if the ball hits the referee's hand?

- ❖ Allow the game to continue

CHAPTER EIGHT

BASKETBALL

1. **Name any two games with which the fouls of “double –dribble” and “Travelling” are associated.**
 - ❖ Basketball
 - ❖ Netball, Handball
2. **Give two reasons why Basketball is not a common game in primary school in Kenya**
 - ❖ Its expensive to start
 - ❖ Lack of exposure
 - ❖ Lack of interest by teachers
 - ❖ Has no major competitions at that level
3. **In a basketball match. What action should a referee take when a player, in the act of shooting is fouled by an opponent.**
 - ❖ Book a personal/international foul against the name of the offending player
 - ❖ If a score is made, it counts and the player is given one free throw
 - ❖ If he missed, give two free throws if he was attempting a two pointer and three free throws
 - ❖ If he was attempting a three pointer
4. **State the two uses of the centre circle in a basketball court**
 - ❖ To start the game by a jump ball/also after rest interval
 - ❖ For jump calls incase of held balls near it or simultaneous fouls
5. **Give two instances when a ball is considered out of court in a game of basketball**
 - ❖ When it goes out over the sidelines or endlines
 - ❖ When it touches the backboard supports or the back of the backboard
 - ❖ When it hits the ceiling (incase of indoor game)
6. **How is the dunk shot executed in a game of basketball**
 - ❖ A player makes a count of two steps as in a lay-up shot after receiving or dribbling the ball
 - ❖ He jumps up and straightens his hands holding the ball
 - ❖ He drops/slams the ball into the basketball
7. **Explain the following as used in the game of basketball**
 - (i) the three second rule
 - ❖ A player should not stay in his opponent’s restricted area for more than three seconds with or without the ball.
 - (ii) the five seconds rule
 - ❖ A player given a throw-in or free throw must play/pass within 5 seconds
 - (iii) the ten seconds rule
 - ❖ When a team gains control of the ball in its backcourt, it must force the ball into its forecourt within ten seconds
 - (iv) the thirty seconds rule
 - ❖ A team in control of the ball must attempt to shoot within 30 seconds

8. (i) **Explain the term 'dribbling' as used in basketball**
- ❖ This is bouncing the ball repeatedly by the action of the arm and the wrist
- (ii) Give any three situations that would make it necessary for a player to dribble the ball in basketball
- ❖ When going for a fast break
 - ❖ When closely marked
 - ❖ To beat an opponent
 - ❖ When all the teammates are closely marked – no one to pass the ball to.
9. **Give any two systems of attack that a team can use in a game of basketball**
- ❖ Fast break
 - ❖ Zone attack
 - ❖ Overload
 - ❖ Horizontal and vertical 'figure 8'
10. **When does a team score the following points in a game of basketball?**
- (i) One point?
- ❖ From a free throw
- (ii) Two points
- ❖ When a player makes a successful shot from any point inside the 'D'
- (iii) Three points?
- ❖ When a player makes a successful shot from any point outside 'D'
11. **What should a player observe when attempting to execute a set shot in a game of basketball?**
- ❖ Feet apart and knees flexed for balance and comfort
 - ❖ Hold ball with both hands at waist level
 - ❖ Trunk bent forward slightly
 - ❖ Eyes on the ring
 - ❖ The ball is brought upwards in a continuous motion and as it passes the head level, its 'given' to one hand while the other supports it on the side.
 - ❖ The body straightens out simultaneously and the ball is sent out with a flick of the wrist.
12. **What do you understand by the following in basketball**
- (i) Basketball
- ❖ A score
- (ii) Dribbling
- ❖ This is bouncing the ball repeatedly, by the action of the arm and the wrist
- (iii) Three pointer
- ❖ This is a valid score which is shot from outside the 'D'
- (iv) Jump ball
- ❖ When the referee throws up a ball between two players
13. **How is play restarted after a score has been made in a game of basketball?**
- ❖ By a throw-in at any point behind the endline by a member of the team that conceded the score
 - ❖ What is meant by 'time out' in basketball?
 - ❖ This is the time requested by a coach to consult /advice hi players
 - ❖ It can also be asked by an official for consultations

15. **Give the steps that are followed when calling for a 'time out' in basketball**

- ❖ The coach notifies the scorer/timekeeper that he wants a time out
- ❖ The scorer checks whether the request is valid i.e if the team has any remaining time out chances
- ❖ The scorer notifies the referee/umpire of this request when the ball dies
- ❖ The referee waits until the ball dies and grants the time out
- ❖ The timekeeper times one minutes and when its over he signals the referee to resume the game.

16. **Explain**

(i) Man – to man defence in basketball

- ❖ This is where a player identifies a player of the opposite team to police-mark them
- ❖ Usually tall players mark tall players and short ones morose of the opposite team

(ii) When a player marks an opponent and when he breaks free whenever his team gains control of the ball.

CHAPTER NINE

RUGBY

7. **How is a try scored in rugby**
 - ❖ By an attacking player placing the ball on the ground in his opponents' "in-goal" area.
8. **Name the three types of kick used in a game of rugby**
 - ❖ The punt
 - ❖ Drop kick
 - ❖ Place kick
9. **How many points are awarded for the following in a game of rugby**
 - (i) A try- 4 points
 - (ii) A goal after a try – 2 points
 - (iii) A goal from a penalty kick – 3 points
10. **When is a player offside in rugby?**
 - ❖ When he is in front of a player of his own side who is in possession of the ball or who last touched the ball.
11. **If the ball is kicked-off by a place kick from the centre spot and fails to travel ten yds forward, what would be the referee's decision?**
 - ❖ A penalty is awarded against the kicker to be taken on the centre spot.
12. **Which player is allowed to strike for the ball as it is thrown into the scrum**
 - ❖ Hooker
13. **State any three fouls that can be committed in rugby**
 - ❖ Tripping an opponent
 - ❖ Striking an opponent
 - ❖ Kicking an opponent
 - ❖ Obstructing an opponent
14. **What is the referee's decision if a player throws the ball in forward direction to one of his own team in a game of rugby?**
 - ❖ Award a scrum at the place the infringement occurs
15. **When is penalty kick awarded in rugby?**
 - ❖ When any of the following infringements occur. Offside, foul play, obstruction, or deliberate disobedience of the rules.
16. **State the main reasons for taking a penalty kick by a player in rugby?**
 - ❖ To score a goal from place kick or drop kick
 - ❖ To gain ground for touch
 - ❖ To start play without delay by kicking the ball in any direction
17. **How many substitutes are allowed in a game of rugby**
 - ❖ 2 substitutes
18. **What do you understand by the following terminologies in rugby**
 - (i) Scrum
 - ❖ The restarting of a game when the ball has gone into touch or after an infringement
 - ❖ Formed by players of both teams (live in each) in a pack joining both arms over shoulders
 - (ii) Touch
 - (iii) Refers to the moment the ball or the person carrying the ball gets in contact with the ground across the touch line.

CHAPTER TEN
SOFT BALL

1. What do you understand by the following terminologies in a game of softball

(i) Batter – running

- ❖ Batter who has batted and has not reached 1st base and also not put out

(ii) On-dock batter

- ❖ Batter who is in the circle waiting to bat after the batter in the batting box has left (offensive player whose name follows the name of the batter in the batting order)

(iii) Bunt

- ❖ A situation where a batter softly touches a pitched ball with a bat, to land in the infield

(iv) Runner

- ❖ Any offensive player moving from base to base to score a run

(v) Stealing

- ❖ A situation where a runner moves from one base to another when the ball leaves the pitcher's hand during pitching

2. Name any five skills you would teach the offensive team in a game of softball

- ❖ Batting
- ❖ Base running
- ❖ Bunting
- ❖ Shading
- ❖ Stealing

3. When is a run scored in softball?

When a runner legally advances to and touches first, second, third and home base before three players are put out.

4. Name one advantage that a batter has on first base.

- ❖ He can over-run the base without a liability of being put out.

5. Name any two disadvantages of a poor pitcher in softball

- ❖ He can give the batter a free base with four balls
- ❖ He can assist in the scoring of runs by the offensive team
- ❖ He can cause a home-run for the batter if he pitches soft balls.

6. What is an infield in softball?

- ❖ A ball batted high in the air and in the infield which can be caught with ordinary effort when first and second or first, second and third bases are occupied.

7. Name two methods of pitching in softball

- ❖ Wind mill method
- ❖ Sling method

8. What is a sacrifice bunt in softball

- ❖ A bunt made towards first base so that the runner on third base can score a run and to be put out

9. Name any five skills you would teach the defensive team in a game of softball

- ❖ Pitching
- ❖ Catching
- ❖ Throwing
- ❖ Tagging
- ❖ Covering

10. State the dimension of a softball diamond

- ❖ 60ft x 60ft

11. Name the game officials in softball

- ❖ Chief Umpire
- ❖ Three base umpires
- ❖ Scorer

12. Name the equipment needed for a game of softball

- ❖ Bats
- ❖ Balls
- ❖ Gloves
- ❖ Helmets
- ❖ Facemasks
- ❖ Chest guard
- ❖ Shin guards

13. Why is an intentional walk necessary in a game of softball?

- ❖ To make sure that the batter does not make a home run
- ❖ To reduce the number of runs that the offensive team may make

CHAPTER ELEVEN
SWIMMING

1. **State the five (5) strokes that are used in swimming**
 - ❖ The breast stroke
 - ❖ The front crawl stroke
 - ❖ The butterfly stroke
 - ❖ The back crawl stroke
 - ❖ The side stroke

2. **Name any three teaching aids you would use when teaching swimming to beginners**

Floats

 - ❖ Ropes
 - ❖ Arms bands
 - ❖ Rubber rings
 - ❖ Swim belts
 - ❖ Bamboo poles

3. **Give any four reasons why knowledge of swimming is important**
 - ❖ Can help to survive in water for a long time
 - ❖ Can assist in savings one's own life or somebody's
 - ❖ It is an ideal exercise for all-round development of body
 - ❖ It builds character and encourages perseverance
 - ❖ It helps to enjoy and with safety water, sports e.g. canoeing, rowing, sailing

4. **Why is it necessary for the teacher to be out of water when teaching swimming?**
 - ❖ To be able to watch on all pupils
 - ❖ To be closer to the learners so that they get the confidence
 - ❖ To act quickly in case of danger
 - ❖ To have good class control

5. **State the procedures that a teacher would follow for his swimming lessons**
 - ❖ Pupils to undress quietly and quickly
 - ❖ Pupils to use the toilets
 - ❖ Pupils to use the shower and footbath as they come to the swimming pool pavement
 - ❖ Teacher to give instructions on what to do.

6. **Give progressively any five stages that you would follow when introducing water confidence to beginners in swimming**
 - ❖ Tell them that the pool water does not move and so cannot take anybody away
 - ❖ They sit on pool side, kicking and splashing water with feet
 - ❖ Sit on top step and then gradually move down into shallow end water
 - ❖ Sit on pool side and get into water holding hand of partner in water
 - ❖ Walk with partner a few steps in water
 - ❖ Walk across shallow end of pool holding rail
 - ❖ Walk across shallow end of pool without holding anything

7. **State any four fun games you would have for your pupils to enhance their swimming**
- ❖ Follow the leader
 - ❖ Here, there and where
 - ❖ Cranes and crows
 - ❖ Tunnel race
 - ❖ Tag of war
 - ❖ Relay races
 - ❖ One against three
8. **A part from the swimming strokes name any other four skills that you would teach your advanced swimmers**
- ❖ Star fish skill
 - ❖ Somersault skill
 - ❖ Mushroom floating skill
 - ❖ Treading water skill
 - ❖ Undressing in water skill
 - ❖ Underwater swimming
 - ❖ Synchronized swimming skill (swimming to music)
9. **Name some of the rules of water safety that you would emphasize to your pupils**
- Learn to swim**
- ❖ Never swim alone. There is safety in numbers
 - ❖ Obey danger signals. Red flag means NO swimming
 - ❖ Swim in line with the shore or river bank and keep within your own depth
 - ❖ Do not stay in water if you are sure that the water is deep enough
 - ❖ Never give a false alarm
 - ❖ Never go swimming without permission
 - ❖ Even if you cannot swim, find out what to do in an emergency