

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

736/1

PHYSICAL EDUCATION AND SPORT 1

Time: 3 Hours.

ANSWER

Year: 2001 p.m.

Instructions

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A and **two (2)** questions from each of section B and C.
3. Section A and B carry 30 marks each and section C carries 40 marks.
4. Cellular phones and unauthorized materials are **not allowed** in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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SECTION A (30 Marks)

Answer all questions in this section.

1. State six psychological factors that may affect an athlete's performance.

Motivation: The level of internal drive or desire to succeed can significantly affect performance, as highly motivated athletes are more likely to train hard and stay focused during competition.

Anxiety: Excessive nervousness or stress before or during competition can impair concentration and coordination, leading to errors.

Self-confidence: Athletes with high self-efficacy tend to perform better as they believe in their ability to execute skills successfully.

Concentration: The ability to focus attention on relevant cues during a game impacts decision-making and performance outcomes.

Fear of failure: Worrying about mistakes or losing can lead to hesitation, reducing the effectiveness of physical execution.

Emotional control: The ability to manage anger, frustration, or excitement affects consistent performance and teamwork.

2. Outline three leadership styles commonly used by coaches and sport managers.

Autocratic leadership: The coach or manager makes all decisions and expects strict compliance, which can be effective in emergencies or highly structured training.

Democratic leadership: Decisions are shared between coaches and athletes, promoting participation, ownership, and motivation among the team.

Laissez-faire leadership: The coach allows athletes more freedom to make decisions, encouraging independence but requiring self-disciplined athletes.

3. Compare syllabus and scheme of work, giving three distinguishing points.

Scope: A syllabus outlines the overall topics, objectives, and content to be covered, while a scheme of work provides detailed planning of how each topic will be taught.

Timeframe: A syllabus indicates the total duration of the course or subject, whereas a scheme of work breaks the syllabus into weekly or daily lesson plans.

Level of detail: The syllabus is broad and general, showing goals and content, while the scheme of work includes teaching methods, activities, resources, and assessment strategies.

4. In basketball, list six occasions when a held ball is called.

When two opposing players simultaneously have firm control of the ball.

When a player grasps the ball with both hands and does not dribble, allowing a defender to intervene.

When a player spins or twists the ball excessively without passing or shooting.

When the ball is trapped against the floor, body, or boundary line.

When a player holds the ball for an excessive time without dribbling or moving (five-second violation).

When an infringement occurs during jump balls or throw-ins leading to a stoppage.

5. For volleyball setting, describe three common footwork patterns used when setting.

Two-step approach: The setter takes two steps toward the ball to align their body and generate balance for an accurate set.

Three-step approach: This adds an extra step for moving into position from a greater distance, maintaining stability and timing.

Shuffle steps: Small, quick lateral steps allow the setter to adjust position efficiently to reach the ball without crossing feet.

6. Name six ways a player can legally score a point in badminton.

Smash: Hitting the shuttlecock sharply downward into the opponent's court.

Drop shot: Gently sending the shuttlecock over the net to land near the opponent's front court.

Clear: Hitting the shuttle high and deep into the opponent's backcourt.

Net shot: Placing the shuttlecock close to the net to prevent return.

Opponent's error: Awarding points when the opponent hits the shuttle out of bounds or into the net.

Serving ace: Winning the rally directly from a legal serve that the opponent fails to return.

7. Briefly explain three types of joints found in the human body.

Ball-and-socket joints: Allow movement in all directions, such as the shoulder and hip joints, providing flexibility and range of motion.

Hinge joints: Permit movement in one plane, like the elbow and knee, facilitating bending and straightening.

Pivot joints: Enable rotational movement, such as the neck joint (atlas and axis), allowing the head to turn side to side.

8. List six common causes of muscle cramps during sporting activity.

Dehydration: Loss of fluids and electrolytes reduces muscle function and leads to cramps.

Overuse: Repetitive exercise or prolonged activity can fatigue muscles and trigger spasms.

Poor conditioning: Inadequate strength or flexibility increases susceptibility to cramps.

Electrolyte imbalance: Low levels of sodium, potassium, or magnesium impair muscle contractions.

Cold or insufficient warm-up: Muscles not properly warmed may contract irregularly.

Holding a position for too long: Static contraction or prolonged muscle tension can cause cramps.

9. Give three advantages of using simulation and demonstration teaching techniques in P.E.

Simulation allows learners to practice real-life scenarios safely, improving skill application without the risks of full competition.

Demonstration provides a visual model for students to imitate, improving understanding of proper technique and form.

Both methods enhance retention of skills through observation and guided practice, reinforcing learning effectively.

10. Describe three macronutrients that are vital for athlete energy supply.

Carbohydrates: Primary energy source, especially for high-intensity exercise, fueling muscles and maintaining blood glucose.

Proteins: Support muscle repair, growth, and recovery after training or competition.

Fats: Provide long-term energy during prolonged, lower-intensity activities and help absorb fat-soluble vitamins.

SECTION B (30 Marks)

Answer two (2) questions from this section.

11. Explain the physiology behind isometric, concentric, and eccentric muscle contractions.

Isometric contraction occurs when muscle tension is generated without changing length, such as holding a plank. It stabilizes joints and maintains posture.

Concentric contraction happens when the muscle shortens as it overcomes resistance, like lifting a dumbbell during a bicep curl. This produces movement and force.

Eccentric contraction occurs when the muscle lengthens while under tension, as in lowering a weight slowly. It controls movement and absorbs shock.

12. (a) Describe five phases in an aerobic dance session.

Warm-up phase: Gradually increases heart rate, circulation, and muscle temperature to prepare for exercise.

Conditioning phase: Main aerobic activity where movement patterns elevate cardiovascular endurance and energy expenditure.

Skill practice phase: Introduces choreography or specific movement sequences for coordination and rhythm.

Cool-down phase: Reduces heart rate and prevents venous pooling while stretching major muscle groups.

Stretching/flexibility phase: Focuses on elongating muscles to improve range of motion and reduce soreness.

(b) List four physiological or psychological benefits of regular aerobic dance to participants.

Enhances cardiovascular fitness by improving heart and lung function.

Increases muscular endurance through sustained rhythmic movement.

Reduces stress and improves mood via release of endorphins.

Promotes social interaction and teamwork, boosting psychological well-being.

13. Discuss five reasons why effective sports management is critical in Tanzanian secondary schools.

Ensures proper use of facilities and resources, maximizing safety and availability for students.

Improves planning and organization of events, reducing conflicts and confusion.

Enhances talent identification and development by coordinating training programs.

Promotes accountability and transparency in budgeting and resource allocation.

Supports compliance with rules, regulations, and ethical standards, fostering fair competition.

14. Outline seven tactical principles or strategies used in doubles tennis.

Effective communication between partners ensures coordinated movement and coverage.

Court positioning: Proper spacing prevents open gaps and maximizes defensive coverage.

Shot selection: Choosing appropriate shots (lob, volley, slice) to exploit opponents' weaknesses.

Serving strategy: Varying serves to keep opponents guessing and off balance.

Poaching: One player intercepts the ball at the net to surprise opponents and win points.

Covering the net and baseline: Ensures both offensive and defensive areas are protected.

Anticipation and reaction: Reading opponents' intentions to respond quickly and effectively.

SECTION C (40 Marks)

Answer two (2) questions from this section.

15. Analyse five criteria that a curriculum designer should use when selecting P.E. content.

Relevance: Content should align with learners' needs, interests, and developmental stages.

Feasibility: Activities should be achievable given available facilities, equipment, and teacher expertise.

Safety: Chosen activities must minimize risk of injury or harm.

Balance: Include a mix of skill development, fitness, cognitive, and social aspects of P.E.

Progression: Content should advance from simple to complex to ensure continuous learning.

16. (a) Explain four types of teaching practices.

Microteaching: Focused short teaching sessions to practice specific skills in a controlled environment.

Team teaching: Two or more teachers collaborate to deliver lessons, sharing expertise.

Peer teaching: Learners teach or assist one another to reinforce understanding.

Observation-based practice: Trainees observe experienced teachers to learn methods and classroom management.

(b) Give three benefits of moderation in block teaching practice.

Ensures consistency and fairness in assessing trainee performance.

Provides constructive feedback to improve teaching methods.

Encourages reflective practice by highlighting strengths and areas for improvement.

17. (a) Define a logbook in the context of a P.E. teacher's planning.

A logbook is a record-keeping tool where a P.E. teacher or trainee documents lesson plans, activities, assessments, and reflections on teaching sessions.

(b) Examine three roles or significance of maintaining a logbook in teaching P.E.

Tracks progress over time, enabling evaluation of teaching effectiveness and student learning outcomes.

Facilitates supervision and mentoring by allowing senior staff to review and provide feedback.

Encourages reflective practice, helping teachers identify successes and areas for improvement in lesson delivery.

18. Describe nine principles that should direct effective teaching and learning in Physical Education.

Continuity: Activities should build logically and connect with previous learning experiences.

Progression: Tasks should increase in difficulty to promote skill and fitness development.

Individualization: Instruction should consider learners' abilities, needs, and learning pace.

Variety: Diverse activities keep learners engaged and motivated.

Safety: Ensure physical and emotional safety throughout participation.

Specificity: Training and teaching should target specific skills, fitness components, or learning outcomes.

Feedback: Provide timely and constructive feedback to improve performance.

Motivation: Encourage effort, persistence, and enjoyment to sustain participation.

Evaluation: Regular assessment ensures objectives are being met and guides future instruction.