

**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: 2003 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 from this section.

1. State three primary responsibilities of a track & field starter.

The first responsibility of a starter is to ensure that all athletes are properly positioned at the starting line. This ensures a fair start and prevents false starts.

The second responsibility is to give the official starting commands, such as "On your marks," "Set," and the starting signal (whistle or gun). Correct commands help athletes react simultaneously and fairly.

The third responsibility is to monitor for false starts or rule violations during the start. Detecting infractions maintains the integrity of the competition and ensures fair play.

2. Name and explain six defensive formations in basketball.

Man-to-Man defense assigns each defender to cover a specific opponent, preventing them from receiving passes or making easy shots.

Zone defense divides the court into sections, and defenders cover players entering their zone rather than marking individuals.

Full-court press applies pressure on opponents throughout the court to force turnovers and speed up play.

Half-court press pressures the offensive team after they cross half-court to limit scoring opportunities.

Box-and-one assigns four players to form a box zone and one defender to mark the opposing team's best player.

Triangle-and-two involves three players forming a triangle zone near the basket while two defenders focus on key offensive threats.

3. List six types of passes in netball and briefly describe each.

Chest pass involves pushing the ball from chest height directly to a teammate using both hands.

Shoulder pass is thrown from above the shoulder to cover longer distances.

Bounce pass involves bouncing the ball on the floor toward a teammate, useful when defenders are close.

Overhead pass is released from above the head, typically to avoid defenders.

Lob pass is thrown in a high arc to get over defenders to a teammate.

Spin pass involves a quick wrist rotation to make the ball spin, reducing the chance of interception.

4. Define the following in sport psychology:

(a) Motivation – the internal or external drive that encourages an athlete to train, compete, and strive for goals.

(b) Self-efficacy – an athlete’s belief in their ability to execute skills successfully in a specific situation, which can influence performance outcomes.

(c) Fear of failure – the anxiety or apprehension about not meeting personal or external expectations, which can impact confidence and performance.

5. Explain three parts of a lesson plan: introduction, development, closure.

Introduction involves engaging learners, stating objectives, and warming up physically and mentally to prepare for the lesson.

Development is the main body where skills, techniques, or knowledge are taught, demonstrated, and practiced. It includes drills, exercises, and interactive activities.

Closure summarizes the lesson, reinforces key points, provides feedback, and may involve cool-down or reflection activities to consolidate learning.

6. With examples, outline three challenges student teachers face in their first P.E. class.

Managing classroom behavior: students may be distracted or unruly, and the teacher must establish authority and routines.

Time management: balancing demonstration, practice, and assessment within limited lesson time can be difficult.

Delivering skills effectively: ensuring all students understand techniques, such as proper basketball dribbling, may require adaptive teaching strategies.

7. Enumerate six rules governing the conduct of a 4 × 400 m relay.

The baton must be passed within the designated exchange zone; failure results in disqualification.

Each runner must stay in their assigned lane throughout their leg to prevent collisions or unfair advantages.

Dropping the baton requires the athlete to pick it up without interfering with other competitors.

The team is disqualified if any part of the body obstructs opponents intentionally.

Exchanging the baton outside the exchange zone results in disqualification.

Only registered team members are allowed to run their assigned legs, substitutions are not permitted during the race.

8. Distinguish between health fitness and performance fitness (two types).

Health-related fitness focuses on cardiovascular endurance, muscular strength, flexibility, and body composition to maintain overall well-being.

Performance-related fitness emphasizes speed, power, agility, coordination, balance, and reaction time to enhance athletic performance in specific sports.

9. List six duties or roles of a sports administrator.

Managing sports facilities to ensure they are safe, functional, and available for use.

Budgeting and overseeing finances for events, equipment, and staff.

Scheduling competitions, training sessions, and events efficiently.

Developing policies and ensuring compliance with rules and regulations.

Coordinating staff, coaches, and volunteers to run programs effectively.

Monitoring and evaluating sports programs to improve performance and participation.

10. Mention six physiological effects of excessive alcohol use relevant to P.E.

Impaired coordination increases the risk of injuries during sports.

Reduced muscle recovery slows the healing process after exercise.

Dehydration caused by alcohol can lower endurance and performance.

Disrupted sleep patterns affect energy levels and reaction time.

Lowered cardiovascular efficiency reduces aerobic capacity.

Negative effects on nutrient absorption hinder energy production and strength.

SECTION B (30 Marks)

Answer two (2) questions from this section.

11. With examples, describe six internal and external sources of self-confidence to an athlete.

Internal: past performance successes build confidence, e.g., winning a previous race.

Internal: skill mastery enhances belief in abilities, such as improving basketball shooting accuracy.

Internal: mental preparation, including visualization and positive self-talk, boosts confidence.

External: support from coaches, peers, or family encourages belief in one's abilities.

External: audience encouragement, such as cheering from spectators, increases confidence during competition.

External: recognition or awards motivates athletes to maintain high self-efficacy.

12. (a) State Newton's three laws of motion.

First law (Inertia): an object remains at rest or in uniform motion unless acted upon by a force.

Second law ($F=ma$): the acceleration of an object depends on the net force and its mass.

Third law (Action-Reaction): for every action, there is an equal and opposite reaction.

(b) For each law, give one example of application in sport or P.E.

First law: a soccer ball remains still until kicked by a player.

Second law: a heavier shot put requires more force to accelerate it the same distance as a lighter one.

Third law: pushing off the starting blocks in sprinting propels the runner forward.

13. (a) Why do netball players use a dodge before receiving a pass?

Dodging creates space between the player and defender, making it easier to receive and control the ball.

(b) Describe at least two types of dodges and how they are performed.

Side-step dodge: the player quickly shifts laterally to evade a defender and receive a pass.

Forward-backward dodge: the player moves toward and away from the defender to lose marking and gain open space.

14. Explain seven behavioural ethics or guidelines a coach should adopt when working with young athletes.

Promote fairness by treating all athletes equally and avoiding favoritism.

Encourage respect for teammates, opponents, and officials.

Model positive behaviour, showing discipline and integrity.

Ensure athlete safety through proper training and injury prevention.

Provide constructive feedback to support growth and confidence.

Avoid exploitation, including overtraining or pressuring young athletes beyond their capability.

Maintain confidentiality and respect privacy regarding athlete information.

SECTION C (40 Marks)

Answer two (2) questions from this section.

15. Discuss four criteria that guide the selection of teaching methods in Physical Education.

Relevance: methods should match the lesson objectives and the skills being taught.

Learner readiness: methods must suit the learners' age, experience, and ability levels.

Resource availability: the chosen method should be feasible given available equipment, space, and time.

Safety: methods should minimize the risk of injury during participation.

16. Explain six ways good classroom management and organisation underpin effective P.E. teaching.

Establishing routines ensures smooth transitions between activities and reduces wasted time.

Clear instructions improve understanding and reduce confusion during lessons.

Proper arrangement of equipment prevents accidents and facilitates activity flow.

Effective supervision allows teachers to monitor and correct technique promptly.

Grouping learners strategically fosters teamwork, participation, and engagement.

Time management ensures all planned activities are completed without rushing or skipping important components.

17. Analyse four types of evaluation in P.E.

Formative evaluation occurs during lessons to monitor progress and guide instructional adjustments.

Summative evaluation assesses learning at the end of a unit or term to determine achievement.

Diagnostic evaluation identifies strengths and weaknesses before instruction to tailor teaching.

Ipsative evaluation compares a learner's current performance with their previous results to track personal growth.

18. Assess how continuous assessment practices contribute to teaching and learning in P.E.

Continuous assessment provides ongoing feedback to learners, helping them understand strengths and areas for improvement.

It allows teachers to adjust lesson plans and methods according to students' progress.

Encourages learner engagement and responsibility for their own development.

Supports accurate and comprehensive record-keeping for performance evaluation.

Promotes skill mastery over time rather than focusing solely on end-of-term performance.