

**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: 2009 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. Name six situational factors that may provoke aggression in sport.

One factor is intense competition, where the desire to win can lead to frustration and aggressive behavior.

Another factor is perceived unfair officiating, which may make players or spectators feel wronged and act aggressively.

A third factor is close scoring or high-stakes situations, where pressure and tension escalate emotions.

Fourth is crowd behavior, as shouting, jeering, or provocation can incite aggression in athletes.

Fifth is environmental conditions, such as extreme heat or poor playing surfaces, which increase irritability.

Sixth is personal provocation, including taunting by opponents or verbal abuse during play.

2. State three conflict management skills needed by sport managers.

One skill is effective communication, which allows managers to clearly convey expectations and resolve misunderstandings.

Another is negotiation, which helps find mutually acceptable solutions among conflicting parties.

A third skill is problem-solving, enabling managers to address issues constructively and maintain harmony within teams or organizations.

3. Distinguish between scope and sequence in curriculum planning (three points).

One distinction is definition: scope refers to the breadth and depth of content to be covered, while sequence refers to the order in which content is taught.

Another distinction is focus: scope emphasizes what is included in the curriculum, whereas sequence emphasizes the logical progression of learning activities.

A third distinction is impact: scope ensures coverage of essential skills and knowledge, while sequence ensures gradual skill development and comprehension.

4. In basketball, list six occasions when a “double dribble” violation is called.

One occasion is when a player dribbles, stops, and then resumes dribbling without passing or shooting.

Another is when a player dribbles with both hands simultaneously.

A third is when a player touches the ball after catching it following a dribble and then begins dribbling again.

Fourth is when the ball is dribbled, caught, and then the player dribbles with the same or opposite hand.

Fifth is when the ball is intentionally bounced again after holding it in a non-dribbling motion.

Sixth is when the dribble sequence is interrupted improperly during a fast break or drive to the basket.

5. For volleyball, describe three techniques for jump setting (foot steps, arm action, timing).

One technique is foot placement, where the setter uses a quick, controlled approach to generate upward momentum.

Another is arm action, raising the hands with fingers spread and pushing the ball upward with precision toward the attacker.

A third is timing, coordinating the jump with the incoming ball so the set is high, fast, and accurately positioned for a spike.

6. List six ways a rally may end with a point in squash.

One way is when the opponent fails to hit the ball before it bounces twice on the floor.

Another is when the ball hits the tin or goes out of bounds.

A third is when a player fails to return the ball after a legal hit.

Fourth is when the opponent makes a stroke fault, such as hitting the ball twice.

Fifth is when the ball touches the opponent’s body or clothing during play.

Sixth is when the opponent obstructs or interferes with the ball legally in play.

7. Explain three types of cartilage in the human body.

One type is hyaline cartilage, found in joints, providing smooth surfaces for movement and reducing friction.

Another type is fibrocartilage, located in intervertebral discs and knee menisci, offering strong support and shock absorption.

The third type is elastic cartilage, found in the ear and epiglottis, providing flexibility and structural shape.

8. List six causes of DOMS (delayed onset muscle soreness).

One cause is eccentric muscle contraction, where muscles lengthen under tension.

Another is unaccustomed exercise, introducing new movements or intensity levels.

A third cause is micro-tears in muscle fibers, leading to inflammation and soreness.

Fourth is accumulation of lactic acid, which can irritate muscle tissues.

Fifth is insufficient warm-up or stretching, leaving muscles prone to strain.

Sixth is inadequate recovery or rest between training sessions.

9. Give three strengths of using role play and simulation in P.E teaching.

One strength is active engagement, as learners experience real-life scenarios, increasing participation.

Another is development of decision-making skills, allowing students to practice problem-solving in controlled settings.

A third strength is experiential learning, where students apply theoretical knowledge practically, enhancing retention.

10. Describe three carbohydrate types and how they support athletic performance.

One type is simple carbohydrates, such as glucose, which provide quick energy for short bursts of activity.

Another is complex carbohydrates, like starch, which offer sustained energy for longer exercise sessions.

The third type is fiber, which aids digestion and maintains blood sugar stability, supporting overall energy balance.

SECTION B (30 Marks)

Answer two (2) questions from this section.

11. Explain the roles of motor neurons, neuromuscular junctions, and muscle fibers in contraction.

Motor neurons transmit electrical impulses from the central nervous system to muscles, initiating contraction.

The neuromuscular junction is the synapse where the motor neuron communicates with the muscle fiber, releasing neurotransmitters like acetylcholine to trigger contraction.

Muscle fibers respond to the neurotransmitter by activating actin and myosin filaments, which slide past each other to shorten the fiber and produce movement.

12. (a) Outline five sequence stages in aerobic dance choreography.

One stage is warm-up, preparing muscles and cardiovascular system for exercise.

Another stage is step combinations, introducing basic movements to establish rhythm.

Third is main sequence, a series of coordinated movements combining upper and lower body patterns.

Fourth is high-intensity section, incorporating more vigorous moves to challenge cardiovascular fitness.

Fifth is cool-down, slowing heart rate and stretching muscles to prevent injury.

(b) State four community or health benefits of group aerobic dance.

One benefit is improved cardiovascular health through sustained aerobic activity.

Another is social interaction, fostering teamwork, communication, and community engagement.

A third is stress reduction, as rhythmic movements and music promote relaxation.

Fourth is enhanced coordination and balance, improving overall physical fitness.

13. Argue five reasons why sports management is indispensable in Tanzanian teacher colleges or schools.

One reason is organization, ensuring sports activities are scheduled, resourced, and managed efficiently.

Another is safety, with managers implementing rules, supervising events, and preventing injuries.

A third reason is resource allocation, ensuring equipment, facilities, and finances are distributed fairly.

Fourth is development of talent, identifying and nurturing skilled athletes for competitive events.

Fifth is promotion and sustainability, supporting school sports programs and fostering community involvement.

14. List seven tactics for doubles in table tennis (placement, spin, positioning, etc.).

One tactic is aggressive placement, hitting the ball into corners to unbalance opponents.

Another is spin variation, using topspin, backspin, or sidespin to confuse the opponent.

Third is serve and return strategy, coordinating with the partner to control the rally.

Fourth is positioning, maintaining optimal spacing to cover the table efficiently.

Fifth is quick rotation, switching roles between front and back positions.

Sixth is deception, faking shots to mislead the opponent.

Seventh is teamwork, communicating and anticipating each other's moves for synchronized play.

SECTION C (40 Marks)

Answer two (2) questions from this section.

15. Analyse five content selection criteria in P.E. curriculum

One criterion is relevance, ensuring content aligns with learners' needs, interests, and societal context.

Another is feasibility, considering available facilities, equipment, and teacher capacity.

A third is age-appropriateness, selecting activities suitable for students' physical and cognitive development.

Fourth is balance, including fitness, skill acquisition, recreation, and competition.

Fifth is safety, ensuring activities minimize risks and prevent injuries.

16. (a) Explain four models of teaching practice (supervised, micro, team, peer).

Supervised teaching involves observation and feedback from experienced instructors to guide development.

Micro-teaching allows focused practice of specific skills in short, controlled sessions.

Team teaching involves multiple teachers collaborating to plan, execute, and assess lessons.

Peer teaching enables learners to teach and learn from one another, enhancing understanding and confidence.

(b) Point out three benefits of moderation in block practice.

One benefit is preventing physical and mental fatigue by balancing workload and rest periods.

Another is improving retention of knowledge and skills, as learners have sufficient time to consolidate learning.

The third benefit is maintaining engagement and motivation throughout extended sessions.

17. (a) What is a logbook for a P.E. teacher/intern?

A logbook is a record maintained by a P.E. teacher or intern to document lesson plans, activities conducted, observations, student progress, and reflections on teaching practice.

(b) Describe its significance in tracking, supervision, and improvement.

One significance is tracking progress, providing a clear record of teaching and learning activities over time.

Another is aiding supervision, as mentors can review the logbook to provide guidance and feedback.

A third is supporting professional development, allowing teachers to reflect on strengths and areas for improvement.

Fourth is assessment support, serving as evidence for evaluating teaching effectiveness.

Fifth is planning future lessons, using insights from previous sessions to improve instructional strategies.

18. Present nine guiding principles for effective P.E. teaching and learning.

One principle is clarity, providing clear instructions and objectives.

Another is progression, moving from simple to more complex skills systematically.

Third is engagement, ensuring all learners participate actively.

Fourth is reinforcement, giving feedback to correct errors and reinforce learning.

Fifth is safety, conducting activities in a risk-free environment.

Sixth is inclusivity, accommodating learners of varying abilities and backgrounds.

Seventh is relevance, connecting activities to learners' interests and real-life applications.

Eighth is variety, providing diverse experiences to maintain motivation.

Ninth is assessment, continuously monitoring performance to guide improvement and achievement.