LAVINGTON GIRLS SENIOR SCHOOL

GRADE 10

SPORTS AND RECREATION

NOVEMBER / DECEMBER HOLIDAY ASSESSMENT

Sports for Health and fitness"

Name	
Assessment Number	
Class / Stream	
Date	

INSTRUCTIONS TO CANDIDATES

1. Write your name and assessment details in the spaces provided.
2. Answer ALL questions.
3. Read each question carefully before answering.
4. Show all working where calculations are required.
5. Label and interpret figures clearly where required.
6. Use appropriate units in calculations.
7. Write your answers in the spaces provided where applicable.
8. Use clear and legible handwriting.
9. Check that all pages and questions are present.
10. Answer in English.

EXAMINER'S USE ONLY

Section / Questions	Maximum Score	Candidate's Score	Remarks
Q1–Q6	31		
Q7–Q12	33		
Q13–Q15	16		
TOTAL	**80**		

SECTION A — HEALTH AND FITNESS

1. **Sports and Society.**

(a) State two benefits of sports to an individual. (2 Mks)

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(b) Give two ways in which a school can use sports to strengthen its relationship with community (2Mks)

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2. **Body Composition.**

A learner has a mass of 72 kg and a height of 1.8 m.

(a) Calculate the learner's Body Mass Index (BMI). (2 marks)

(b) State two factors that can determine body composition. (2 marks)

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(c) State one reason why BMI should be interpreted together with other information when assessing fitness. (1 marks)

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3. **Posture for Efficient Performance. Study Figure 1.**

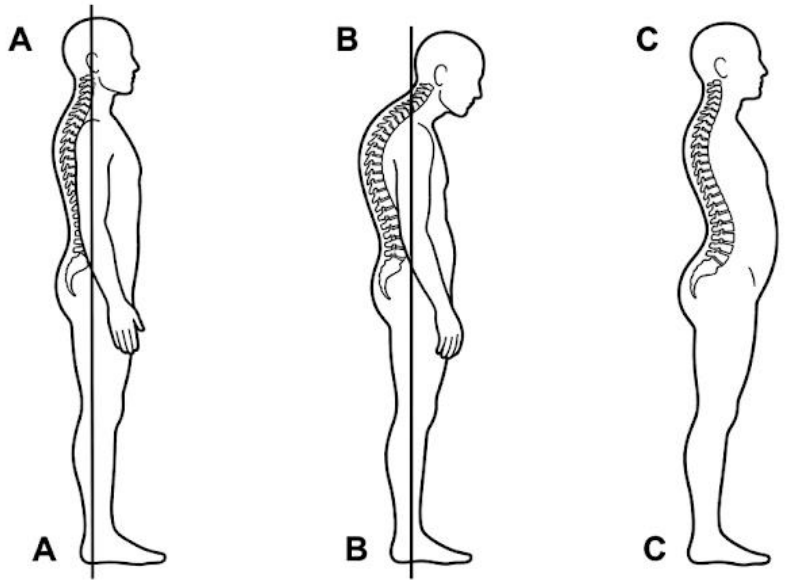


Figure 1

(a) Which sketch represents the most correctly aligned posture? (1 marks)

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(b) Identify one visible postural problem in each of the other two sketches. (2 marks)

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(c) State three reasons why correct posture is important when performing sports movements. (3 marks)

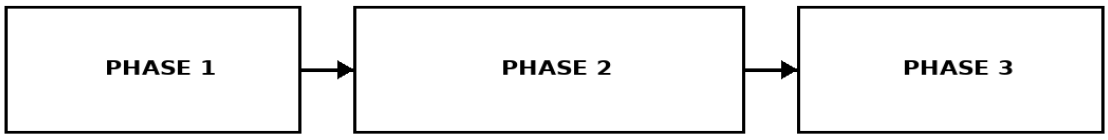
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4. **Aerobics. Study Figure 2.**

FIGURE 2: AEROBIC SESSION SEQUENCE



_____ _____ _____

Candidates identify the three phases and state one key purpose of each.

(a) Name the three phases of the aerobics session. (3 marks)

(b) State one purpose of the first phase. (1 marks)

(c) State one purpose of the final phase. (1 marks)

5. **Recreation and Wellness.**

(a) State the five dimensions of wellness referred to in the curriculum. (5 marks)

(b) State one safety measure to observe when participating in a recreational activity on or near a road.(1mk)

6. **Injuries in Sports.**

(a) Distinguish between an acute injury and a chronic injury. Give one example of each. (4 marks)

c) State two strategies for preventing sports injuries. (2mks)

SECTION B — COACHING

7. **Introduction to Coaching.**

(a) Explain the concept of coaching in sports. (2 marks)

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. (b) State three elements that should be included when developing a training programme for a selected game or track event

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8. **Facilities and Equipment in Sports and Recreation**.

A school is preparing for football, basketball and a middle-distance running event.

(a) State one important facility/equipment requirement for each activity. (3 marks)

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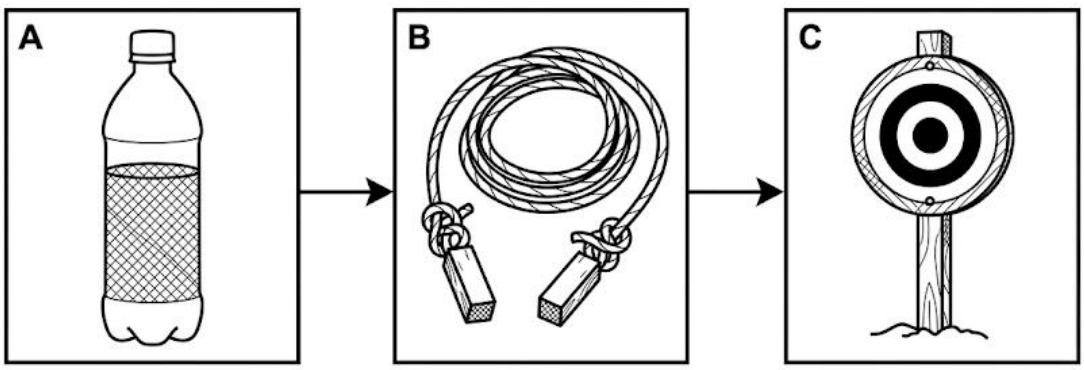
Give two criteria that should be considered when evaluating the suitability of sports facilities and equipment. (2 marks)

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9. **Improvisation of Equipment and Modification of Facilities**. Study Figure 3.



(a) Identify one possible reusable/recycled material represented in any one of the improvised items. (1mk)

(b) State two criteria that should be considered before using improvised sports equipment. (2 marks)

(c) Explain one benefit of improvising or modifying sports equipment/facilities for a school or community2

10. **Tactical Skills in Athletics**. Study Figure 4, which shows a middle-distance race situation.

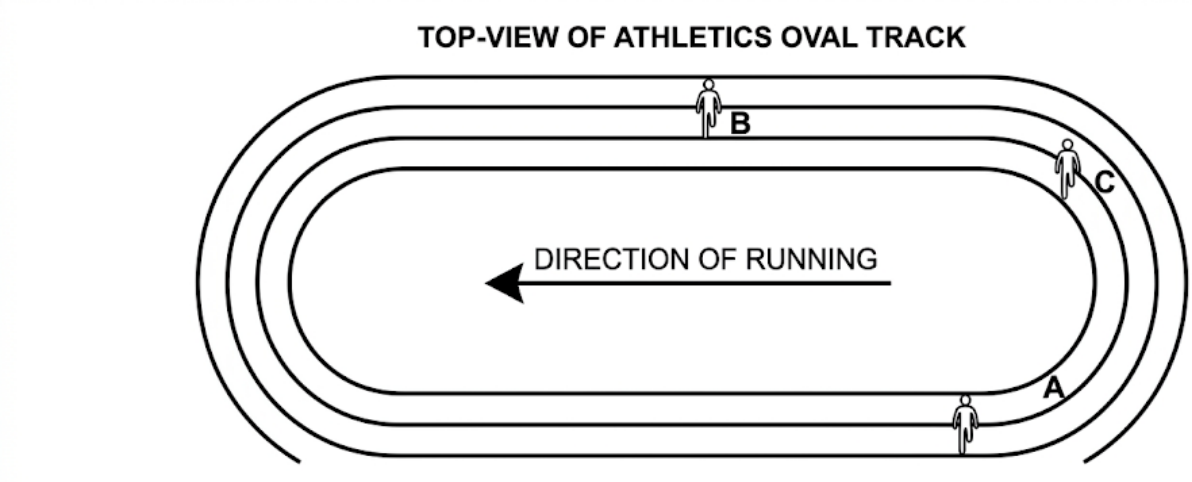


Figure 4

(a) State two tactical considerations a runner should make before attempting to overtake another runner.(2)

(b) Using the situation in Figure 4, explain one possible tactical decision that runner C could make. (2)

(c) State two safety precautions that should be observed during middle-distance training or competition 2

(d) Give two ways in which effective tactics can improve performance in a track event. (2 marks)

11. **Formations in Games**

(a) Explain what a formation is in a team game. (1 mark)

(b) State two benefits of using an appropriate formation. (2marks)

(c) Name two team games in which formations are used. (2 marks)

12. **Talent Detection and Identification.**

Design a five-item checklist that a school sports teacher could use when identifying talent in a learner. Your checklist should cover different relevant attributes such as physical, psychological, behavioural, skills, fitness or technical attributes. (5 marks)

SECTION C — OFFICIATING AND INTEGRATED APPLICATION

13. **Principles of Officiating**. Study Figure 5.

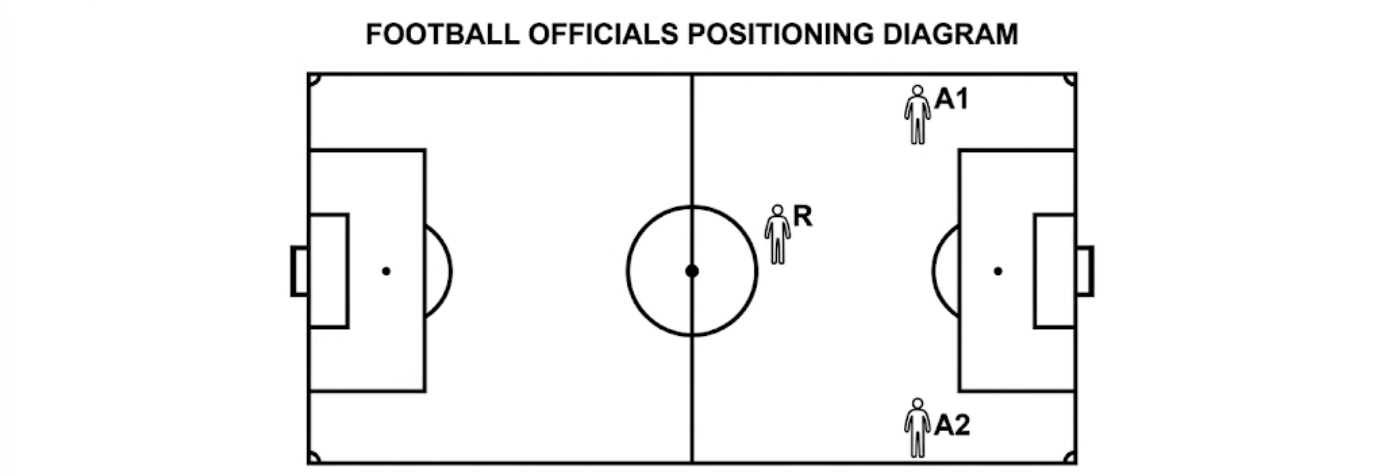


Figure 5

(a) Identify the official represented by R and state one reason for the official's position. (2 marks)

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(b) State three principles of effective officiating. (3 marks)

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(c) State one way in which integrity can be demonstrated by an official. (1 marks)

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14. Team and Meet/Game Officials. Study Figure 6. (6 marks)

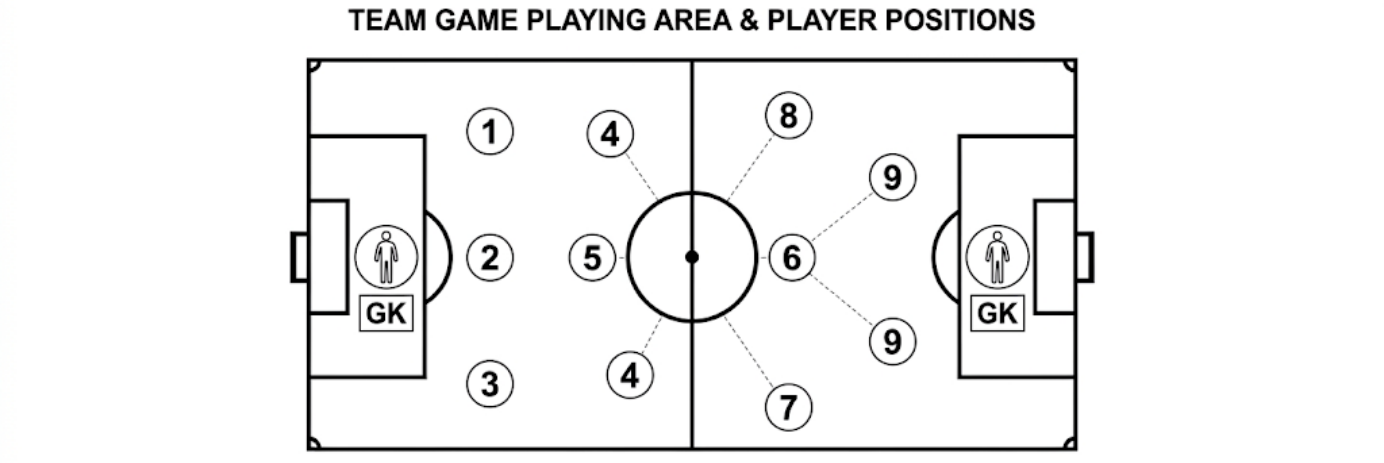


Figure 6

(a) State two responsibilities of a team captain during a school sports event. (2 marks)

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(b) State two responsibilities of a game or meet official. (2 marks)

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(c) State two qualities that should be demonstrated by technical officials. (2 marks)

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15. **Integrated Sports Programme Scenario.**

A school wants to organize a community sports and recreation programme that promotes health and wellness, uses available resources responsibly, develops sporting talent and ensures fair play. State five actions the school should take to make the programme effective. (5 marks)

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