



**End of Year Sample  
Assessment Items for S.1 and S.2**

**Physical  
Education**

**2022**

# Physical Education Theory Assessment Sample Items for End of Year (Senior One and Two)

## Guidance to the Teacher

These sample test items are intended to guide teachers of Physical Education on how to develop end of year assessment items for Senior One and Senior Two. They do not constitute a complete examination paper for the subject. Assessment will be in two papers focused on theory and performance (practical). For the performance paper, the teacher sets items from the areas taught under practical themes for example: Athletics, Aesthetics and Games where the learner attempts one item from each theme. The theory paper should have two sections; one with short response items and another with extended response items. To determine the duration of the theory paper, the teacher should consider the demand of each item on the test taker and the duration they can spend providing the response.

Guidance has been provided on how to score the sample items; the teacher should therefore benchmark on the samples provided rather than replicate them. He/she should also ensure to keep the syllabus learning outcomes in mind while developing the items.

## Sample Short Response Items

1. a) Use the images below to describe physical activities.



2 Scores

*This item is developed from the following learning outcome in senior one:*

- *The learner should be able to appreciate the benefits of engaging in physical education to an individual and society.*

- b) Students are encouraged to take part in sports that are organised in school. Explain any one value of engaging in these activities in and out of school?

2 Scores

*This item is developed from the following learning outcome in Senior One:*

- *The learner should be able to understand the concept of Physical Education.*

2. Fitness is the ability of your body to cope with the demands of everyday life. The table below shows a training session for a performer aiming at improving their fitness.

<b>Training session</b>
Warm up, followed by;
1 minute of jogging
1 minute of wall push – ups
1 minute of jumping jacks
1 minute of shuttle runs
1 minute of static cycling
1 minute of sit – ups
1 minute of leg raises
1minute of walking lungs
1 minute of skipping with a rope
1 minute of rest then repeat the exercises for 20 minutes
Then cool down
Complete the training session three times a week for 4 weeks

i) What are the three components of fitness that are addressed in the above training session  
 Component 1.....  
 Component 2.....  
 Component 3.....

**3 Scores**

ii) Describe one other exercise, besides those above, that can be used by your sports team at school for training each component.

Component 1 Exercise .....  
 Component 2 Exercise.....  
 Component 3 Exercise.....

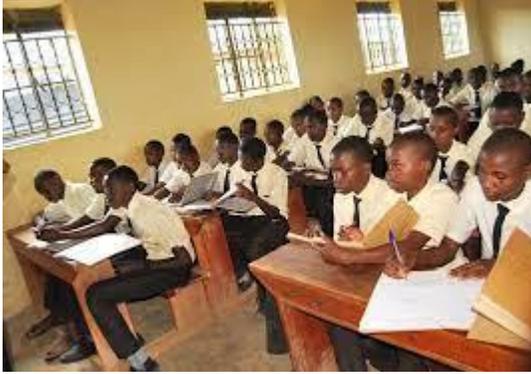
**6 Scores**

*These two items are developed from the following learning outcome in senior two:*

- *The learner should be able to understand the concept of physical fitness.*
- *The learner should be able to relate fitness to their daily life activities.*

## Sample Extended Response Items

1. “I am an accountant and my wife is a lawyer. We didn’t need sports to become what we are! Golden Bricks High school is our private school. Our focus is to see that students get the highest scores in UNEB examinations. We don’t need sports in the school!” Said Mr. Okech.



You have been elected as the Sports Prefect of that school, write a letter to Mr. Okech convincing him to change his mind-set.

**10 Scores**

*This item is developed from the following learning outcome in senior one:*

*The learner should be able to:*

- *Understand the concept of PE*
- *Know the body and its use in performance of physical activities*
- *Appreciate the benefit of engaging in PE to an individual and society*
- *Understand why exercise and rest are important to personal well-being.*
- *etc.*

2. A short study was made about the learner's life style in schools at your village. It was then reported that in most schools including yours;
- (i) Learners spend their free time revising books.
  - (ii) Learners don't share and interact much.
  - (iii) Most learners fear to approach teachers.

As a PE learner, develop a writeup to your Headteacher explaining how the school can improve the lifestyle of the learners.

**10 Scores**

*This item is developed from the following learning outcome in Senior Two:*

*The learner should be able to:*

- *Know what leisure and recreation entails.*
- *Understand the various forms of activities that can be considered either for leisure or recreation.*
- *Analyse the trend in engagement in leisure and recreation activities.*
- *Know the factors that affect mental social and emotional performance.*
- *Perform exercises to develop health related and skill related fitness taking care of safety.*
- *Perform various physical activities.*

# SENIOR ONE/ TWO PRACTICAL ASSESSMENT

## Sample Item from Athletics

Attempt any one question.

### 1. Running skills

- i) Working within a pair, demonstrate the non-visual baton exchange techniques (3 Scores).
- ii) Demonstrate the hurdle clearance rhythm over three obstacles set by you (3 Scores).

*This item is developed from the following learning outcome in senior one and two:*

- *The learner should be able to perform basic running skills.*

### 2. Jumping skills

Demonstrate the following jumping technique:

- i) Sail (3 Scores).
- ii) Hop step and jump (3 Scores).

*This item is developed from the following learning outcome in Senior One and Two:*

- *The learner should be able to perform basic jumping skills.*

# Theory Marking Guide

## Question One

Physical activities are bodily movements both ordinary and exercises that are produced by contraction of skeletal muscles and require more energy than resting; such as doing house chores (fetching water) or exercising (running, playing football).

(2 Scores if learners describe and bring out both elements of exercise and ordinary activities).

(1 Score if the learner only focuses their description on either exercise or ordinary activities).

Engaging in sport activities helps one meet the demands of their environment more easily as this generally makes them fit.

(2 Scores if the learner generally explains how engaging in the sport activities is beneficial while in and out of school).

1 Score if a learner focuses on explaining the benefit of engaging in sports activities at school only or out of school only.

## Question two

3 Scores if a candidate mentions three correct components of fitness namely:

- i) Cardiovascular endurance
- ii) Muscular endurance
- iii) Muscular strength

2 Scores if a candidate mentions two correct components of fitness.

1 Score for each if the candidate mentions any one correct component of fitness.

2 Scores for each if a candidate identifies for each component, the exercises that can improve the fitness component and how often it can be done as indicated below:

Cardiovascular endurance; 1 minute of jogging, jumping jacks, shuttle runs, static cycling, skipping rope, which are repeated 2 times, each for 3 days a week over a period of 4 weeks.

Muscular endurance; 1 minute of wall push-ups, leg raises, sit-ups and walking lunges are also repeated 2 times each for 3 days a week over a period of 4 weeks.

Muscular strength; Wall push-ups, sit-ups and walking lunges because these exercises require exertion of force on the muscles for one minute.

1 Score each if the learner identifies only exercises that can be used to improve the fitness component.

## Marking Guide for the Situation Items

### Question One (10 Scores)

Output	Basis Of Evaluation	Relevance	Accuracy	Coherence	Excellence
Letter	<p>Benefits of engaging in PE and Sport activities:</p> <ul style="list-style-type: none"> <li>- social benefits</li> <li>- physical benefits</li> <li>- mental benefits</li> </ul>	<p><b>Learner scores 3</b></p> <p>if he/she in the letter informs Mr. Okech of the social, physical and mental benefits that learners gain by engaging in PE and sport activities in school.</p> <p><b>Learner scores 2</b></p> <p>if he/she in the letter informs Mr. Okech of any two of either the social, physical or mental benefits that learners gain by engaging in PE and sports activities in school.</p> <p><b>Learner scores 1</b></p> <p>if he/she in the letter informs Mr. Okech of any one of either the social, physical or mental benefits that learners gain by engaging in PE and</p>	<p><b>Learner scores 3</b></p> <p>if he/she in the letter gives correct description of the social, physical and mental benefits of engaging in PE and sport to the learners.</p> <p><b>Learner scores 2</b></p> <p>if he/she in the letter gives correct description of any two of the social, physical and mental benefits of engaging in PE and sport to the learners.</p> <p><b>Learner scores 1</b></p> <p>if he/she in the letter gives correct description of any one of the social, physical</p>	<p><b>Learner scores 3</b></p> <p>if he/she in the letter logically describes and tags the social, physical and mental benefits to challenges/dangers that a learner may face if they do not engage in PE and sport activities while at school.</p> <p><b>Learner scores 2</b></p> <p>if he/she in the letter logically describes and tags any two of the social, physical and mental benefits to challenges/dangers that a learner may face if they do not engage in PE and sport activities while at school.</p> <p><b>Learner scores 1</b></p> <p>if he/she in the letter logically describes and tags any one of the social, physical</p>	<p><b>Learner scores 1</b></p> <p>if he/she provides anything that was not solicited for to enrich their message to Mr. Okech.</p>

Output	Basis Of Evaluation	Relevance	Accuracy	Coherence	Excellence
		sport activities in school.	and mental benefits of engaging in PE and sport to the learners.	and mental benefits to challenges/dangers that a learner may face if they do not engage in PE and sport activities while at school.	

## Question Two (10 Scores)

Output	Basis Of Evaluation	Relevance	Accuracy	Coherence	Excellence
Write up	<p>Ways of improving the learner's lifestyle:</p> <ul style="list-style-type: none"> <li>- identify the problem in the schools</li> <li>- point out the importance of living a physically active life style</li> <li>- suggestions of how to use leisure time</li> <li>- suggestions on what physical activities learners can</li> </ul>	<p><b>Learner scores 3</b> if he/she in the write up:</p> <p>Identifies the problem in the schools.</p> <p>Explains the importance of living an active life style.</p> <p>Suggests activities that learners can be engaged in to keep active.</p> <p><b>Learner scores 2</b> if he/she in the write up addresses any two of either:</p>	<p><b>Learner scores 3</b> if he/she in the write up correctly:</p> <p>Identifies the problem among learners in the schools basing on the findings from the study.</p> <p>Describes the benefits of living an active life style.</p> <p>Suggests examples of activities that learners can be engaged in to keep active.</p> <p><b>Learner scores 2</b> if he/she in the write</p>	<p><b>Learner scores 3</b> if he/she in the write up logically:</p> <p>Aligns the problem to the findings of the study.</p> <p>Explains the benefits of active life style in line with the three issues identified among learners from the study.</p> <p>Suggests appropriate activities for learners in schools to keep active</p>	<p><b>Learner score 1</b> if he/she provides anything that was not solicited for to enrich their advice to the head teacher.</p>

Output	Basis Of Evaluation	Relevance	Accuracy	Coherence	Excellence
	be engaged in.	<p>Identifying the problem in the schools</p> <p>Explaining the importance of living an active life style</p> <p>Suggesting activities that learners can be engaged in to keep active.</p> <p><b>Learner scores 1</b> if he/she in the write up addresses any one of either:</p> <p>Identifying the problem in the schools.</p> <p>Explaining the importance of living an active life style.</p> <p>Suggesting activities that learners can be engaged in to keep active.</p>	<p>up correctly addresses any two of:</p> <p>Identifying the problem among learners in the schools basing on the findings from the study</p> <p>Describing the benefits of living an active life style.</p> <p>Suggesting appropriate examples of activities that learners can be engaged in to keep active.</p> <p><b>Learner scores 1</b> if he/she in the write up correctly addresses any one of:</p> <p>Identifying the problems among learners in the schools basing on the findings from the study.</p> <p>Describing the benefits of living an active life style.</p>	<p><b>Learner scores 2</b> if he/she in the write up logically addresses any two of:</p> <p>Aligning the problem to the findings of the study.</p> <p>Explaining the benefits of active life style in line with the three issues identified among learners from the study.</p> <p>Suggesting appropriate activities for learners to keep active in schools.</p> <p><b>Learner scores 1</b> if he/she in the write up logically addresses any one of:</p> <p>Aligning the problem to the findings of the study.</p> <p>Explaining the benefits of active life style in line with the three issues</p>	

Output	Basis Of Evaluation	Relevance	Accuracy	Coherence	Excellence
			<p>Suggesting appropriate examples of activities that learners can be engaged in to keep active.</p>	<p>identified among learners from the study.</p> <p>Suggesting appropriate activities for learners to keep active in schools.</p>	



## Practical Marking Guide

Question Item	Assessment Points						
<b>Section on ATHLETICS attempt one question</b>							
<p>1. Working within a pair, demonstrate the following baton exchange techniques:</p> <p>a) Non-visual</p>	<p>Non-visual</p> <ul style="list-style-type: none"> <li>• Incoming runner approaches at maximum speed.</li> <li>• Outgoing runner is positioned on the balls of the feet, knees bent, leaning forward.</li> <li>• Outgoing runner looks at the check mark and starts when incoming runner reaches it.</li> <li>• Acceleration of the outgoing runner must be consistent.</li> <li>• Incoming runner gives a verbal command for the outgoing runner to receive the baton as the exchange distance is approached.</li> </ul> <p>Outgoing runner extends the receiving arm backwards (according to the exchange technique used) and the incoming runner reaches forwards.</p> <p><b>SCORE</b></p> <table border="1" data-bbox="446 1056 1388 1278"> <thead> <tr> <th data-bbox="446 1056 816 1125">3</th> <th data-bbox="816 1056 1076 1125">2</th> <th data-bbox="1076 1056 1388 1125">1</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 1125 816 1278">Candidate exhibits 4-5 assessment points.</td> <td data-bbox="816 1125 1076 1278">Candidate exhibits 2-3 assessment points.</td> <td data-bbox="1076 1125 1388 1278">Candidate exhibits only 1 assessment point.</td> </tr> </tbody> </table>	3	2	1	Candidate exhibits 4-5 assessment points.	Candidate exhibits 2-3 assessment points.	Candidate exhibits only 1 assessment point.
3	2	1					
Candidate exhibits 4-5 assessment points.	Candidate exhibits 2-3 assessment points.	Candidate exhibits only 1 assessment point.					
<p>b) Demonstrate the hurdle clearance rhythm over three obstacles set by you.</p>	<ul style="list-style-type: none"> <li>• Drive is more forward than upward. Performer runs 'into' the hurdle, does not jump.</li> <li>• Hip, knee and ankle joints of the support leg are fully extended. Thigh of the lead leg swings rapidly to the horizontal position.</li> <li>• Three strides between the hurdles (short-long-short) maintaining a high body position between the hurdles.</li> </ul> <p><b>SCORE</b></p> <table border="1" data-bbox="446 1644 1388 1864"> <thead> <tr> <th data-bbox="446 1644 816 1713">3</th> <th data-bbox="816 1644 1076 1713">2</th> <th data-bbox="1076 1644 1388 1713">1</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 1713 816 1864">Candidate exhibits 3 assessment points.</td> <td data-bbox="816 1713 1076 1864">Candidate exhibits 2 assessment points.</td> <td data-bbox="1076 1713 1388 1864">Candidate exhibits only 1 assessment point.</td> </tr> </tbody> </table>	3	2	1	Candidate exhibits 3 assessment points.	Candidate exhibits 2 assessment points.	Candidate exhibits only 1 assessment point.
3	2	1					
Candidate exhibits 3 assessment points.	Candidate exhibits 2 assessment points.	Candidate exhibits only 1 assessment point.					

<p>2. Demonstrate the following jumping skills:</p> <p>a) Sail</p>	<ul style="list-style-type: none"> <li>• Free leg is held in the take-off position. Take-off leg trails during most of the flight.</li> <li>• Take off leg is bent and drawn forwards and upwards near the end of the flight.</li> <li>• Trunk remains upright and vertical while both legs are extended forwards for landing.</li> </ul> <p><b>SCORE</b></p> <table border="1" data-bbox="444 554 1390 772"> <tr> <th data-bbox="444 554 816 625">3</th> <th data-bbox="821 554 1076 625">2</th> <th data-bbox="1081 554 1390 625">1</th> </tr> <tr> <td data-bbox="444 625 816 772">Candidate exhibits 3 assessment points.</td> <td data-bbox="821 625 1076 772">Candidate exhibits 2 assessment points.</td> <td data-bbox="1081 625 1390 772">Candidate exhibits only 1 assessment point.</td> </tr> </table>	3	2	1	Candidate exhibits 3 assessment points.	Candidate exhibits 2 assessment points.	Candidate exhibits only 1 assessment point.
3	2	1					
Candidate exhibits 3 assessment points.	Candidate exhibits 2 assessment points.	Candidate exhibits only 1 assessment point.					
<p>b) Hop –Step-Jump</p>	<ul style="list-style-type: none"> <li>• For the hop, the take-off leg is drawn forwards-upwards then extended forwards to prepare for touchdown.</li> <li>• At the step, the foot plant is active and quick with a ‘down and back’ motion, and the free leg is extended forwards-downwards.</li> <li>• For the jump, a double arm action is used and the support leg is almost straight during take-off.</li> </ul> <p><b>SCORE</b></p> <table border="1" data-bbox="444 1142 1390 1360"> <tr> <th data-bbox="444 1142 816 1213">3</th> <th data-bbox="821 1142 1076 1213">2</th> <th data-bbox="1081 1142 1390 1213">1</th> </tr> <tr> <td data-bbox="444 1213 816 1360">Candidate exhibits 3 assessment points.</td> <td data-bbox="821 1213 1076 1360">Candidate exhibits 2 assessment points.</td> <td data-bbox="1081 1213 1390 1360">Candidate exhibits only 1 assessment point.</td> </tr> </table>	3	2	1	Candidate exhibits 3 assessment points.	Candidate exhibits 2 assessment points.	Candidate exhibits only 1 assessment point.
3	2	1					
Candidate exhibits 3 assessment points.	Candidate exhibits 2 assessment points.	Candidate exhibits only 1 assessment point.					