

END TERM 3 2026

GRADE 10

PHYSICAL EDUCATION

MARKING SCHEME & TEACHER'S GUIDE

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MARKING PRINCIPLES

- Accept any scientifically, technically or pedagogically correct response that is consistent with the Grade 10 Physical Education Curriculum Design.
- Award marks only for distinct valid points; do not double-award the same idea.
- For practical/visual questions, accept equivalent technically correct descriptions of movement, positioning and safety.
- The paper is cumulative across all three strands and all ten sub-strands represented in the supplied Grade 10 Curriculum Design.

DETAILED MARKING SCHEME

Item	Expected Answer / Marking Points	Allocation	Marks
1(a)	Any two: correct restart procedure such as kick-off, corner kick, goal kick or throw-in, with correct context.	1 mark each	2
1(b)	Any three: appropriate stance/body alignment; correct approach/contact; controlled force and direction; follow-through; accurate target selection; timing.	1 mark each	3
1(c)	Any two: stay between opponent and target; maintain appropriate distance; adopt balanced stance; observe opponent's movement; block passing/shooting options.	1 mark each	2
1(d)	Any three: improves fitness/health; develops teamwork; promotes discipline; supports social interaction; builds confidence/self-management; contributes to wellbeing.	1 mark each	3
2(a)	Running/pass movement sequence showing progressive passing. Explanation links movement to effective positioning, timing and continuation of play.	4 marks	4
2(b)	Any three: correct grip/stance; controlled movement; accurate release/contact; appropriate timing; follow-through; eye on target; controlled direction.	1 mark each	3

Item	Expected Answer / Marking Points	Allocation	Marks
2(c)	Any three: cooperation; communication; fair play; conflict management; respect; shared decision-making.	1 mark each	3
3(a)	Any four: balanced stance; hand positioning/control; timing; change of direction; acceleration; keeping ball controlled/low where appropriate.	1 mark each	4
3(b)	Any two linked points: deceives defender; creates space; changes defender's direction; opens passing/shooting opportunity.	1 mark each	2
3(c)	Lay-up: any two valid points such as controlled steps/footwork and correct release/targeting. Jump shot: any two such as balanced stance/take-off, correct grip/release/follow-through.	1 mark each	4
4(a)	Preparation, execution/contact, follow-through.	1 mark each	3
4(b)	Any four across two stages: grip, stance, footwork, swing, contact, follow-through, timing, controlled racket face.	1 mark each	4
4(c)	Any three: safe spacing; appropriate equipment use; fair play; respect opponents; controlled movement; avoid dangerous swings.	1 mark each	3
5(a)	Approach, clearance, landing/recovery.	1 mark each	3
5(b)	Any four: correct hurdle spacing; warm-up; safe lane; controlled speed; proper clearance technique; safe landing/recovery; adequate supervision/equipment.	1 mark each	4
5(c)	Any three: improves fitness; develops resilience; improves coordination; supports healthy lifestyle; builds confidence/discipline.	1 mark each	3

Item	Expected Answer / Marking Points	Allocation	Marks
6(a)	Pacing, running form, breathing. (The curriculum emphasises these three aspects.)	1 mark each	3
6(b)	Any four linked points: pacing conserves energy; controlled effort supports sustained speed; appropriate breathing supports oxygen supply; rhythmic breathing reduces fatigue; pacing improves finishing capacity.	1 mark each	4
6(c)	Any three: hydration; nutrition; stretching; rest; gradual cool-down/recovery.	1 mark each	3
7(a)	Any five valid techniques: starting position/positioning, pacing, terrain management, breathing, finishing, recovery.	1 mark each	5
7(b)	Any three: assess terrain; use suitable footwear; maintain balance/posture; control pace; watch for hazards; hydrate; follow route/safety guidance.	1 mark each	3
7(c)	Any two: conserve vegetation; avoid littering; use designated routes; protect natural resources; practise environmental awareness.	1 mark each	2
8(a)	Six correct identifications: tent area, cooking area, water source, waste-disposal point, hygiene area, activity/open area. Plus safety consideration for any two identified areas.	6 marks	6
8(b)	Any two: safety/security; terrain/ground conditions; accessibility; environmental conditions; nutritional considerations; water availability; suitability of location.	1 mark each	2
8(c)	Any two: trekking/wildlife watching; tree/plant identification; recreational activities; campfire	1 mark each	2

Item	Expected Answer / Marking Points	Allocation	Marks
	activities conducted safely; first aid practice; eco-friendly activities; cooking activities with conservation precautions.		

DIAGRAM / FIGURE MARKING GUIDE

- Figure 1 — Netball: award marks for accurate interpretation of the passing/movement sequence and relevant technical/cooperative principles.
- Figure 2 — Badminton: accept technically correct identification of preparation, execution/contact and follow-through; award technical points for grip, stance, footwork, swing, contact and follow-through.
- Figure 3 — Hurdling: award identification of approach, clearance and landing/recovery; safety points must be distinct and relevant to hurdling practice.
- Figure 4 — Camping: award one mark for each correct campsite-area identification and one mark for each distinct valid safety consideration where requested.

CURRICULUM TRACEABILITY

Q	Strand	Sub-strand(s)	Curriculum Focus	Cognitive Demand	Marks
1	Games	1.1 Football	Starting/restarting; passing; marking/dodging; heading/goalkeeping; wellbeing	Understand/Apply	10
2	Games	1.2 Netball	Flip/side/running passes and shots; teamwork	Analyse/Apply	10
3	Games	1.3 Basketball	Dribbling; crossover; faking/feinting; shooting	Apply/Analyse	10
4	Games	1.4 Badminton	Forehand/backhand; service; smash; drives/blocks; net shot	Understand/Apply	10
5	Athletics	2.1 Hurdling	Positioning, take-off, acceleration, approach, clearance, landing, recovery, finishing	Analyse/Apply	10
6	Athletics	2.2 Middle Distance Races	Starting, acceleration, pacing, running form, stride length, breathing, finishing, recovery	Apply/Analyse	10
7	Athletics	2.3 Cross Country	Starting, pacing, terrain, breathing, finishing, recovery	Apply/Analyse	10
8	Outdoor Education-Camping	3.1 Planning; 3.2 Setting Up; 3.3 Camping	Campsite selection/design; setup; camping	Analyse/Apply	10

Q	Strand	Sub-strand(s)	Curriculum Focus	Cognitive Demand	Marks
		Activities	activities; safety/environment		

TOTAL MARK VERIFICATION

Question Paper total = 80 marks. Marking Scheme total = 80 marks. Diagram/figure-based assessment = 16 marks (20% of paper), distributed across Questions 2, 4, 5 and 8.

TEACHER / EXAMINER GUIDANCE

- Physical Education responses may be expressed in different but technically correct language. Mark the underlying competency rather than exact wording.
- Where a candidate gives more responses than required, mark only the number requested, following the school's normal marking convention.
- The curriculum design emphasises practical, learner-centred and experiential learning; written assessment should therefore focus on interpretation, application, technique, safety, wellbeing, teamwork and decision-making rather than recall alone.
- All three strands and all ten sub-strands in the supplied Grade 10 design have been sampled.

