

END TERM 3 2026
GRADE 10
SPORTS AND RECREATION
MARKING SCHEME & TEACHER'S GUIDE
TOTAL: 80 MARKS

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GENERAL MARKING GUIDANCE

Award marks only for responses that are consistent with the supplied Grade 10 Sports and Recreation Curriculum Design.

Accept equivalent wording where the meaning is correct.

For open-ended responses, award marks for any valid curriculum-supported response.

Do not double-award the same idea expressed in different words.

M = Method/Formula; A = Accuracy/Correct Answer; C = Concept/Curriculum point.

The paper is cumulative and samples all 15 sub-strands in the supplied curriculum.

CURRICULUM TRACEABILITY

Question	Strand / Sub-strand	Cognitive demand	Marks	Type
1	1.1 Sports and Society	Understand / Apply	4	Structured response
2	1.2 Body Composition	Apply / Understand	5	Calculation + response
3	1.3 Posture for Efficient Performance	Analyse / Apply	6	Figure interpretation
4	1.4 Aerobics	Remember / Understand	5	Figure interpretation
5	1.5 Recreation and Wellness	Remember / Apply	5	Structured response
6	1.6 Injuries in Sports	Understand / Apply	5	Structured response
7	2.1 Introduction to Coaching	Understand / Apply	5	Structured response
8	2.2 Facilities and Equipment	Apply / Analyse	5	Structured response
9	2.3 Improvisation of Equipment and Modification of Facilities	Apply / Evaluate	5	Figure + response
10	2.4 Tactical Skills in Athletics	Analyse / Apply	8	Figure + scenario
11	2.5 Formations in Game I	Understand / Apply	5	Structured response
12	2.6 Talent Detection and Identification	Create / Apply	5	Checklist
13	3.1 Principles of Officiating	Understand / Apply	6	Figure + response
14	3.2 Team and Meet/Game Officials	Understand / Apply	6	Figure + response
15	Integrated 1.1, 2.3, 3.1 & 3.2	Apply / Evaluate	5	Scenario

DETAILED MARKING SCHEME

Q1 — Sports and Society (4 marks)

(a) Any TWO: physical fitness/health; emotional or mental well-being; social interaction; discipline; development of skills/talents; personal development. Award 1 mark each. [2]

(b) Any TWO: organise community sports; invite community members to school sports; use sports to promote health awareness; involve community resources/volunteers; establish school-community sports programmes. Award 1 mark each. [2]

Q2 — Body Composition (5 marks)

(a) $BMI = \text{mass} \div \text{height}^2 = 72 \div (1.8 \times 1.8) = 72 \div 3.24 = 22.22 \text{ kg/m}^2$ (accept 22.2 kg/m²). M1 for formula/substitution; A1 for correct answer and unit. [2]

(b) Any TWO: genetics; sex; age; nutrition/diet; physical activity; lifestyle. 1 mark each. [2]

(c) BMI does not distinguish muscle from fat / should be interpreted with other measures such as waist-to-hip ratio or girth measurements. C1. [1]

Q3 — Posture for Efficient Performance (6 marks)

(a) A. A1. [1]

(b) B: forward/altered spinal alignment or other visible deviation; C: opposite/altered spinal alignment or other visible deviation. Award 1 each for a correctly observed feature linked to the sketch. [2]

(c) Any THREE: reduces injury risk; improves movement efficiency; supports balance/stability; improves performance; promotes correct movement patterns. 1 mark each. [3]

Q4 — Aerobics (5 marks)

(a) Phase 1: warm up; Phase 2: conditioning/main activity; Phase 3: cool down. 1 mark each. [3]

(b) Warm-up prepares the body gradually for exercise/increases readiness/reduces injury risk. C1. [1]

(c) Cool-down allows gradual recovery/returns body toward resting state/reduces abrupt cessation effects. C1. [1]

Q5 — Recreation and Wellness (5 marks)

(a) Physical, emotional, mental, spiritual, social and intellectual dimensions. 1 mark each for all six; cap at 4 marks if only four are correct? No: award 1 mark for each correct dimension, maximum 4 in this item as total paper allocation requires 4 here. [4]

(b) Any ONE: use safe routes; observe traffic rules; wear visible/safe clothing; use designated paths; avoid dangerous road areas. C1. [1]

Q5 — Recreation and Wellness (5 marks)

(a) The six dimensions are physical, emotional, mental, spiritual, social and intellectual. Award 1 mark each for any FOUR correctly stated dimensions. [4]

(b) Any ONE appropriate road-safety measure, e.g. use safe routes/designated paths, observe traffic rules, wear visible clothing, avoid dangerous road sections. C1. [1]

Q6 — Injuries in Sports (5 marks)

(a) Acute injury: occurs suddenly, usually from a specific incident. Chronic injury: develops gradually/over time, often through repeated stress. 1 mark each. [2]

(b) Examples: acute—sprain, fracture, cut; chronic—tendinitis, stress injury, overuse injury. 1 mark each for a valid example linked to the correct class. [2]

(c) Any ONE strategy: warm-up; correct technique; appropriate protective equipment; safe playing environment; adequate rest/recovery; following rules. C1. [1]

Q7 — Introduction to Coaching (5 marks)

(a) Coaching is the process of guiding, instructing, training and supporting participants/players to improve performance and develop skills in sports. C1. [2]

(b) Any THREE: warm-up; skill training; practice; mini-games; cool-down; appropriate planning/goal setting. 1 mark each. [3]

Q8 — Facilities and Equipment (5 marks)

(a) Football: suitable playing field/goal/posts/ball; Basketball: court/baskets/ball; Middle-distance: track/starting equipment/stopwatch. Award 1 mark for one suitable requirement for each activity. [3]

(b) Any TWO: durability; safety; suitability to skill; utility; aesthetic appeal; relevance/fitness for purpose. 1 mark each. [2]

Q9 — Improvisation of Equipment and Modification of Facilities (5 marks)

(a) Any one plausible reusable/recycled material shown or reasonably represented: plastic bottle, rope, carton/cardboard or similar. C1. [1]

(b) Any TWO: durability; safety; suitability to skill; utility; aesthetic appeal; relevance. 1 mark each. [2]

(c) Any ONE explained benefit: reduces cost; makes equipment available where resources are limited; promotes creativity/self-reliance; uses reusable materials; can increase participation. C2. [2]

Q10 — Tactical Skills in Athletics (8 marks)

(a) Any TWO: position of other runners; available space; timing; energy conservation; pace; safety/clear path; distance remaining. 1 mark each. [2]

(b) Any one logical decision, e.g. maintain pace and position, move to an advantageous position, overtake when a safe gap exists, or conserve energy for a later phase, with a relevant explanation. C2. [2]

(c) Any TWO: warm up; use appropriate footwear; observe lane/track safety; avoid obstruction/collision; follow official instructions; hydrate appropriately. 1 mark each. [2]

(d) Any TWO: improves positioning; conserves energy; improves timing of overtaking; supports pace control; helps respond to competitors. 1 mark each. [2]

Q11 — Formations in Games I (5 marks)

(a) A formation is the planned arrangement/positioning of players on the playing area for effective team play. C1. [1]

(b) Any TWO: improves coordination/teamwork; clarifies roles; supports attack/defence; creates space; improves organisation. 1 mark each. [2]

(c) Any TWO valid examples: football, basketball, netball, badminton where a team formation context is clearly intended. 1 mark each. [2]

Q12 — Talent Detection and Identification (5 marks)

Checklist Award 1 mark for each distinct relevant attribute in a usable checklist, maximum 5. Accept physical attributes, psychological attributes, behavioural attributes, skills, fitness or technical attributes. The checklist must be relevant to identifying sporting talent. [5]

Q13 — Principles of Officiating (6 marks)

(a) R = referee. Positioning inside the field enables the referee to observe play and make decisions effectively. 1 mark for identification + 1 for reason. [2]

(b) Any THREE: fair play; integrity; decision-making in selected games/events; consistency/impartiality; knowledge/application of rules. 1 mark each. [3]

(c) Any ONE: applying rules honestly; making unbiased decisions; refusing unfair influence; treating participants fairly. C1. [1]

Q14 — Team and Meet/Game Officials (6 marks)

(a) Any TWO captain responsibilities: manage/lead players; communicate with officials/team; coordinate team; motivate players; uphold discipline/sportsmanship. 1 each. [2]

(b) Any TWO: officiate according to rules; resolve/record incidents or decisions; signal decisions; keep time/score where applicable; ensure fair play. 1 each. [2]

(c) Any TWO: integrity; impartiality; communication; knowledge of rules; responsibility; decisiveness. 1 each. [2]

Q15 — Integrated Sports Programme Scenario (5 marks)

Actions Award 1 mark each for any FIVE relevant actions, such as: develop a community-based sports/recreation programme; promote health and wellness; use facilities/resources safely and responsibly; improvise or reuse suitable materials; identify/develop talent; apply fair officiating; involve community members; observe environmental conservation; assign clear roles; use digital resources appropriately. Maximum 5. [5]

TOTAL-MARK VERIFICATION

$Q1\ 4 + Q2\ 5 + Q3\ 6 + Q4\ 5 + Q5\ 5 + Q6\ 5 + Q7\ 5 + Q8\ 5 + Q9\ 5 + Q10\ 8 + Q11\ 5 + Q12\ 5 + Q13\ 6 + Q14\ 6 + Q15\ 5 = 80$ marks.

FIGURE / DIAGRAM MARKING NOTES

Figure 1: accept posture descriptions that accurately correspond to the visible alignment in sketches B and C; do not require a specific diagnostic term if the visible deviation is correctly described.

Figure 2: accept warm-up, conditioning/main activity and cool-down or equivalent curriculum-supported terminology.

Figure 3: accept any curriculum-supported reusable/recycled material and valid safety, durability, suitability, utility or relevance criteria.

Figure 4: accept any logically justified tactical decision consistent with middle-distance race tactics and safe participation.

Figure 5: accept correct identification of referee and assistant-referee roles and valid explanations of positioning and officiating principles.

Figure 6: accept valid team-formation interpretations consistent with the selected team game.

TEACHER / EXAMINER GUIDANCE

The assessment is cumulative across the entire Grade 10 Sports and Recreation Curriculum Design, covering all three strands and all fifteen sub-strands.

The curriculum includes assessment through tests, observation, practical assessment, project/group work and performance-based tasks. This written summative paper therefore uses structured scenarios, figures, calculations, interpretation and applied responses to sample the documented outcomes.

The marking scheme should be used together with professional judgment for open-ended responses. Where a response is correct, relevant and curriculum-consistent, award the appropriate mark even if the wording differs from the sample answer.

