Javelin and Sculpture

SECTION A - ANSWERS

1. Phases of javelin throw
    - Carriage
    - Approach run
    - Cross-over
    - Release
    - Follow through

   Errors made by the learner during the approach phase in javelin
2.
    a) Kamau made an error by carrying the javelin below the shoulders instead of above the shoulders.
    b) He took short strides during the run rather than long ones.

3. Safety measures during javelin throw.
    a) Proper warm-up for the athlete
    b) One thrower at the runway at a time
    c) The landing sector must be clear during the throw; nobody should be there.
    d) All javelins must be thrown in the same direction
    e) Never throw back the javelin
    f) Learn the proper technique for javelin throw to prevent injury
    g) Use a javelin that is in good condition and of the right specification.
    h) Vertical carry: carry the javelin vertically by the corded grip with the tip facing down and the tail pointing upward.

SECTION B - ANSWERS

1. Answer: B. cord
   The metal tip, shaft and tail are parts of a javelin but for other uses not the grip.
2. Answer: C. tail
   All other options are parts of a javelin implement but do not fit the descriptions.
3. Wear appropriate safety gear such as sports shoes and goggles where necessary.
   Keep away from the javelin landing area when a throw is in progress.
4. Procedures for performing a crossover in javelin;
    a) Step with the right foot and make a low jump with the left foot to the left side.
    b) Make another step with the right foot to the left side (cross-over).
    c) For the left-handed, the right foot should go to the left, doing the vice versa.

Middle Distance Races and Montage

SECTION A - ANSWERS

1. Characteristics of middle-distance races
   a) Middle events do not exceed 3000 m in distance.
   b) Runners utilise even pacing.
   c) The events require an upright posture, efficient running strides and a combination of foot speed and muscular strength.
   d) Races often begin in staggered lanes using a 'waterfall' start before runners merge into the inside lane, such as in 800 m.
   e) Athletes rely heavily on a combination of aerobic and anaerobic energy systems to maintain high-intensity output.
   f) In some events, a standing curve start is used, for example, in the 1500 m. Any 4 well-stated points.

2. Starting commands violated by the athlete
   a) On your 'mark.'
   b) Set
   c) go

3. The difference between 800 m and 1500 m starting stance

800m athletes use the standing staggered start at the beginning of the event, while in the 1500 m event, athletes are marshalled to stand and form a curve at the starting line before the starting signal.

SECTION B - ANSWERS

1. Answer: D. 5000 m. This is a long-distance event; all other events are middle-distance races in athletics
2. Answer: C. 800m. All the other options apply to a curve-starting stance
3. Answer: A. 800m. All the other options subscribe to a curve-starting stance.
4.
   a) Arms bent at roughly 80–100 degrees (about 90°) at the elbow.
   b) Arms swing forward and back in a straight line close to the body, not across the chest.
   c) Hands relaxed (not clenched), roughly at hip-to-chest level; fingers lightly together.
   d) Shoulders stay low and relaxed, with minimal upper-body rotation and the torso remains stable with a slight forward lean.
   e) Moderate swing amplitude that matches stride length; short, quick swings at faster paces; slightly longer swings when accelerating.

5. Learning points to correct the athlete to use the correct standing staggered start for an 800m athlete:
   - The athlete should be guided to lean slightly forward
   - Keep his eyes slightly focused ahead
   - He should ensure that the arms are close to the body and bent at the elbow.

6. Importance of acknowledging your own and others' efforts after a middle-distance race
   a) Builds motivation: Recognition (even small) reinforces effort, making you and teammates more likely to train consistently and try harder next time.
   b) Positive acknowledgement highlights strengths, so athletes see what worked and feel confident to build on it.
   c) Naming what went well and what to improve turns emotion into useful feedback for future pacing, technique or tactics.
   d) Praising others creates a supportive team culture where athletes help each other improve rather than only compete.
   e) Acknowledgement can ease disappointment after a poor performance, helping athletes accept setbacks and move forward constructively.
   f) Regular, honest recognition (self and peer) trains athletes to notice progress, which builds persistence under pressure.

Example of how to do this

After the race, do a 2-minute "what-went-well" circle: each runner (including you) says one specific positive observation about their own performance and one about a teammate (for example: "I held my pace in the second lap" and "Well done, Amina; your sprint in the last 200 m was strong"). Then offer one short tip or target for next time (for example, "Next race I'll start a bit slower to save for the final kick"). This is quick and concrete and builds learning plus team support.

Athletics and Mosaic

SECTION A - ANSWERS

1.
   a) Two adjustments to fix the foul:
      - Check and adjust run-up marks: Move the starting point back slightly to ensure the athlete hits the board safely without rushing to reach it.
      - Control the start of the run-up: Advise the athlete to start with a controlled, gradual acceleration rather than a sprint from the very first step, ensuring they maintain accuracy until the board.
   b) One drill for rhythm:

- Hop-Step Drill (No Board): Perform the hop and step sequence on a flat runway without a take-off board. Focus on hearing a clear "hop, step" rhythm and landing with balance, repeating until the timing feels automatic.

2.

a) Pacing strategy:

Even Pacing: Explain that the runner should maintain a steady, comfortable speed throughout the race rather than starting too fast. This saves energy for the later stages.

b) Encouraging message:

"Great effort! Running is not about how fast you start but how well you keep going. With practice on pacing, you will build the endurance to finish strong. Keep believing in your progress!"

SECTION B - ANSWERS

1. B) Land on the same foot

   Reason: In the hop phase, the athlete takes off and lands on the same foot.

2. B) Aerobic system (oxygen-based endurance)

   Reason: Long-distance events rely on oxygen to produce energy for sustained effort.

3. B) Drafting

   Reason: Drafting is running behind another person to reduce wind resistance.

4.
   a) Hop: Land on the same foot (e.g., take off right, land right).
   b) Step (or Bound): Land on the opposite foot (e.g., right to left).
   c) Jump: Take off from the step foot and land in the pit with both feet.

5.

   Pacing is the strategy of controlling and distributing speed and effort over the duration of a race.

   It prevents early exhaustion (running out of energy) by ensuring the runner does not start too fast and can maintain a steady effort to finish the race.

6.

a) Difference in energy type:

- Triple Jump uses anaerobic energy (short, explosive bursts without relying primarily on oxygen) because the event is very fast (approx. 3–5 seconds).
- Long-distance running uses aerobic energy (oxygen-based) because the race lasts for a long time (minutes), requiring sustained effort.

b) Difference in body posture/technique:

- Triple Jump: Involves an explosive upward and forward drive during takeoff, with the body leaning forward aggressively to maximise horizontal distance, ending in a controlled landing in sand.
- Long-Distance Running: Involves a relaxed, upright posture with a slight forward lean from the ankles, focusing on smooth, rhythmic strides rather than explosive power.

c) Warm-up importance and exercises:

- Importance: Warm-ups increase blood flow to muscles, raise body temperature and prepare the nervous system to prevent injury (like muscle tears) and improve performance.

Two exercises:

Light jogging (5 minutes) to raise heart rate.

Dynamic stretching such as leg swings or lunges to loosen joints and improve range of motion.

Handball

SECTION A - ANSWERS

Basic handball skills to enhance performance in handball-

Task 1 answers. The team should practice different types of passes, namely:

- Side pass
- Flick pass
- Jump pass

ii) Dribbling skills: low and high dribbles should be practised.

iii) Shooting skills: shooting enhances the chances of a team scoring.

Task 2 answers. Learning points for jump shot that the captain would use to guide Kiptoo.

- The player should be guided to hold the ball above the head using the dominant hand.
- He should be guided to make a short run of a maximum of three steps.
- He should be guided to jump and release the ball at the top of the jump.
- He should be guided to focus on the direction of the throw.

Task 3 answers: safety measures before a handball training session.

- A thorough warm-up should be done, including stretching of specific muscles.

- Inspection of the field of play to check for any objects that may be risky to players.
- Players' fingers should be checked and possibly trimmed to reduce players scratching and injuring one another.
- Proper dressing for the players.
- Proper footwear.
- Fair play.
- Prohibiting dangerous play and contact.
- Maintain a clear safety zone around the court.

SECTION B - ANSWERS

1. Answer **B**. Side pass. All other options are passes in handball but are not necessarily used to maintain rapid ball control; learners are advised to learn the uses of all the other passes.
2. Answer **C**. Flick pass. The descriptions provided apply to the flick pass; the jump pass and side pass do not comply with the description. A basic pass is not an example of a pass in handball but a pass in rugby.
3.

Dribble type	**Execution**	**When it is most useful**
High dribbling	The ball is bounced comfortably up to waist or chest height well ahead of your body, allowing you to run at maximum speed.	Fast Breaks / Open Court: Use this when you have broken past the defence and have an open runway to sprint toward the opponent's goal.
Low dribbling	The ball is kept below knee height with rapid, short bounces. You keep your body positioned between the ball and the opponent.	Tight Defence / Ball Protection: Use this when a defender is closely guarding you ("pressing") and you need to shield the ball to prevent them from stealing it.

4. **The Approach (The 3-Step Rhythm):** As you receive the ball, take up to three explosive, controlled steps toward the goal line to build forward momentum.
   The Take-off: Explode vertically off your non-dominant foot (e.g., if you throw with your right hand, plant and push off your left foot). Drive your opposite knee upward to gain maximum height.

The Flight & Release: At the peak of your jump, pull your throwing arm back (creating a 90-degree angle at the elbow), rotate your torso and snap your wrist to whip the ball past the goalkeeper into the corner of the net.
The Safe Landing: Land flexibly on the court on your take-off foot or both feet, bending your knees to absorb the impact. Advanced players often perform a forward shoulder roll to safely distribute the momentum.

5. Showing appreciation builds trust, boosts team morale and creates a fun environment where everyone feels safe to try their best. You can show appreciation through positive verbal encouragement or supportive body language.
   Example: If a teammate runs hard down the court but misses a catch or throws a pass out of bounds, instead of getting frustrated, you can run over, give them a high-five and say, "Great run and great idea, Sarah! Don't worry about it, we'll get the next one!"
6. **Overcoming the Rules:** Because handball rules limit you to holding the ball for only 3 seconds or taking 3 steps without bouncing it, you *must* transition instantly between dribbling to move, passing to escape pressure and shooting to score.
   Beating the Defence: If you only dribble, the defence will easily crowd you. By combining a high dribble to advance, a sudden side pass to shift the defence and a rapid jump shot, your team becomes unpredictable and much harder to stop.
   Fluid Team Dynamics: Seamlessly linking these skills transforms individual players into a cohesive team, keeping the game fast-paced, competitive and highly engaging.

Netball

SECTION A - ANSWERS

1. Team Kifaru should practise these three basic skills:
   a) Passing

   Passing is throwing the ball to another teammate to move it around the court. Team Kifaru needs to practise different types of passes, like chest pass, shoulder pass, overhead pass and bounce pass. Good passing helps the team move the ball quickly and accurately without losing it to the opponent.

   b) Footwork

   Footwork is how a player moves their feet legally after catching the ball in netball. When a player catches the ball, they must land on one foot or two feet and cannot move both feet. They can pivot with their second foot if they land on one foot. The coach said footwork rule violations were a problem, so the team must practise landing and pivoting correctly to avoid penalties.

   c) Marking

Marking is a defensive skill where a player gets close to the opponent (but stays at least 1 metre away) to prevent them from catching the ball. Good marking helps the team stop Chui from receiving passes and creates chances to intercept the ball. Practising marking will help Kifaru become better defenders.

2. .
   Footwork in netball is the rule about how a player must move their feet after catching the ball. When a player catches the ball, they can land on one foot or two feet at the same time.

   If they land on one foot, that foot stays in the same spot (called the landing foot) and they can move their other foot anywhere to pivot and look for teammates to pass to.

   If they land on two feet, they cannot move either foot and must pass the ball quickly.

   The player cannot hop, drag or lift the landing foot before passing the ball. They must play the ball or shoot within 3 seconds after catching it. Good footwork means following these rules to avoid penalties.

3. Four teaching points for overhead pass:

a) Start with the ball at chest height – hold the ball in front of your chest with both hands before you throw it.
b) Release the ball above your head – move the ball up and release it over your head, not from your shoulder or chest.
c) Move your arms up and forward – push your throwing arms upward and forward in the direction of your receiver.
d) Use your wrist and fingers to direct the ball – Snap your wrists and use your fingers to send the ball in a high arc so it lands in the space ahead of the receiver

SECTION B - ANSWERS

1. D) Dribbling

   Dribbling is a skill used in basketball, not netball. In netball, players cannot bounce the ball while moving. The other options (passing, pivoting and marking) are all valid netball skills.

2. C) Chest
   A chest pass is a type of pass in netball where you throw the ball from your chest with both hands. The other options (pivoting, landing and footwork) are not types of passes.
3.

   - Chest pass

- Shoulder pass (or Overhead pass)
- Bounce pass

(Other acceptable answers: Lob pass, Overhead pass)

4. Key steps to execute an overhead pass:

- Start with the ball at chest height – hold the ball in front of your chest with both hands.
- Release above your head – Move the ball up and release it over your head.
- Move your arms up and forward – Push your arms upward and forward toward the receiver.
- Use your wrists and fingers – Snap your wrists and use your fingers to direct the ball in a high arc.
- Follow through – Extend your arms toward the target after releasing the ball.

Purpose of overhead pass:

The overhead pass is used for longer distances and is thrown over the head with both hands. It is designed to go over defenders in a high arc, so the ball lands in the space ahead of the receiver, making it hard for defenders to intercept.

5. Comparison Table:

Aspect	**Dodging**	**Marking**
Team that uses it	Attacking team (players trying to get the ball)	Defending team (players trying to stop the opponent)
Main purpose	To get free from the defender and create space to catch the ball.	To prevent the opponent from catching, passing or shooting the ball.
How it works	Quick, sharp movements to confuse the defender and change direction.	Stay close to the opponent (1m away) and block their options.
Goal	Become free for a pass from a teammate.	Create an interception and take over as the attacking team.

Similarities:

- Both are important skills in netball that work against each other.
- Both require quick body movements and good positioning.
- Both help players outwit their opponents.

Differences:

- Dodging is used by attackers to get free, while marking is used by defenders to stop the opponent.
- Dodging involves changing direction quickly, while marking involves staying close and blocking.
- Dodging aims to receive the ball, while marking aims to intercept the ball.

Rugby

SECTION A - ANSWERS

1. Three types of passes in rugby:
    a) **Chest pass:** The ball is passed directly from the passer's hands towards a teammate's chest using both hands.
    b) **Pop pass:** A short, quick pass made by lifting or popping the ball into the hands of a nearby teammate, usually when closely marked.
    c) **Spin pass:** A long, fast pass made by spinning the ball sideways through the hands towards a teammate.
2. Two kicking techniques:
    a) **Punt kick:** The player drops the ball from the hands and kicks it before it reaches the ground, usually to gain distance or territory.
    b) **Place kick:** The ball is placed on the ground and kicked towards a target, usually between the goalposts.
3. Two situations when a place kick is performed:
    a) When taking a penalty kick after the opposing team commits a foul.
    b) When taking a conversion kick after scoring a try.

SECTION B - ANSWERS

1. D) All of the above.
2. A) Pop pass.
3. Steps for performing a spin pass:
    a) Hold the rugby ball firmly with both hands, with the fingers spread along the ball.
    b) Turn the body slightly towards the intended receiver.

c) Swing the arms across the body while transferring weight towards the direction of the pass.
d) Release the ball with a strong wrist and finger action, giving it a sideways spin.
e) Follow through towards the receiver and quickly move into a supporting position after releasing the ball.

4. Two differences between a drop kick and a place kick:
    a) *Drop kick***:** The ball is dropped from the hands and kicked immediately after it bounces off the ground. It is commonly used to restart play or attempt a drop goal. *Place kick***:** The ball is placed stationary on the ground before being kicked. It is commonly used for conversions and penalty kicks. This difference matters because the two kicks are used in different match situations.
    b) *Drop kick***:** The kicker must coordinate the drop, bounce and kick accurately, making timing important. *Place kick:* The ball is stationary, allowing the kicker more time to set up and aim accurately. This matters because a place kick can provide greater control when attempting a conversion or penalty.
5. Pass choice and performance:
    a) I would choose a spin pass to the teammate running alongside me because it can travel farther and faster than a short pop pass, helping the team move the ball away from the approaching defender.
    b) I would hold the ball with both hands, turn my shoulders towards the teammate, swing my arms towards the receiver and release the ball with a strong wrist and finger action to give it a sideways spin. I would follow through towards the receiver and continue running to support the attack.

Football

SECTION A - ANSWERS

1. Two technical errors and corrections:
    a. **Error 1:** Waithera may have leaned too far backwards or kept her chest too rigid when the ball arrived.
    Correction: Keep the body balanced, slightly withdraw the chest on contact and relax the upper body to cushion the ball downwards.
    b. **Error 2:** She may have failed to watch the ball closely or positioned herself incorrectly under its flight path.
    Correction: Keep the eyes on the ball, move into its path and position the body correctly so the ball drops close to her feet.
2. Three adjustments for more efficient dribbling:

a. **Maintain a low, balanced posture:** Bend the knees slightly and keep the centre of gravity low to improve balance and allow quick changes of direction.
b. **Use controlled touches:** Use the outside of the foot to take small touches rather than kicking the ball too far ahead.
c. **Keep the ball close to the body:** Touch the ball within easy playing distance while keeping the head up periodically to observe the defender and available space.

3. Importance of controlled trapping before a powerful low-drive shot:

    a. Controlled trapping is important because it allows the player to secure possession, bring the ball under control and position it correctly for the next action. A well-controlled ball enables accurate foot placement and proper body balance, leading to a more powerful and accurate low-drive shot.

4. Warm-up activities for the ankle joints include:

    a. Ankle rotations.
    b. Ankle circles.
    c. Heel raises and toe raises.
    d. Light jogging on the spot.
    e. Skipping or gentle hopping.

SECTION B - ANSWERS

1. B) The laces (instep).
2. C) Pull the foot back slightly to cushion the impact.
3. Four key steps for maintaining close control:
    a. Keep the ball close to the body by taking small, gentle touches with the outside of the foot.
    b. Keep the knees slightly bent and body low to maintain balance.
    c. Keep the ankle firm but relaxed when making contact with the ball.
    d. Look up regularly while controlling the ball so you can observe defenders and available space.
4.
    a. **Approach:** Juma should approach the ball at a slight angle rather than directly from behind. This allows him to position his body and kicking foot correctly for a controlled strike.
    b. **Non-kicking foot:** He should place the non-kicking foot beside the ball, pointing towards the intended target. This provides balance and helps direct the shot accurately.

c. **Body position:** He should lean slightly forward over the ball during the strike. This keeps the shot low and prevents the ball from rising unnecessarily over the crossbar.

Volleyball

SECTION A - ANSWERS

1.

Mistake 1: Tossing the ball too low or too far behind the shoulder line.

Correction 1: Toss the ball 2 feet high, slightly in front of the dominant hitting shoulder.

Mistake 2: Striking the ball with loose fingers or a closed fist instead of an open flat surface.

Correction: Open the fingers wide and strike the midline of the ball using a firm palm base.

2.

i. Ensure the ball never touches the centre of the palm; contact must be made solely with the soft pads of the fingertips.
ii. Maintain a clear triangle shape with the index fingers and thumbs above the forehead to create an open basket pocket for the ball.
iii. Flex the elbows outward and use a synchronised, spring-like upward extension of both the arms and legs to push the ball away instantly, preventing any catching action.

3.

i. Elevates muscle temperature to increase muscle elasticity and flexibility. Stimulates points and lubricating fluids to prevent soft tissue strains.
ii. Forward and backward shoulder arm circles or resistance band mobility stretches or arm rotations.
iii. Wrist rotations or gentle wall pressing finger flexes.

SECTION B - ANSWERS

1. Answer B - The base of the fingers and palm
2. Answer C - Triangle shape
3. .

i. Stand behind the court baseline with feet set shoulder-width apart
ii. Step the non-dominant foot slightly forward to establish strong base balance

iii. Hold the volleyball steadily in the palm of the extended non-dominant hand.

iv. Draw the dominant hitting arm back next to the ear with the elbow raised high.

4.

i. Avoid wearing jewellery to avoid the risk of catching items on the net or cutting teammates during contact.

ii. Take turns while performing and communicate to avoid blind collisions when many players chase the same ball.

iii. Ensure that the playing ground is free from injurious obstacles and clean to protect players from severe ankle sprains or falls.

Basketball and Logo Design

SECTION A - ANSWERS

1.

Mistake 1: Standing straight up and bouncing the ball too high. The correction: She must bend her knees, lower her body and use a low dribble, keeping the ball at knee level.

Mistake 2: Slapping the ball with her palm and looking down. The correction: She must push the ball using her fingertips and keep her head up to see the court.

2.

i. Bounce pass goes under the defender's arm.
Explanation: Hold the ball at chest level, slightly bend your knees and push the ball firmly down so it bounces past the defender's reach.

ii. Overhead pass goes over the head of the defender.
Explanation: Bring the ball with both hands above the head, bend the elbows and push it forward over the defender.

3.

i. Fingertips are sensitive and spread out, which gives you total control over the direction and speed of the bounce. Palms make the ball bounce wildly.

ii. Keeping your head up lets you spot open teammates quickly so you can pass to them before a defender cuts in.

SECTION B - ANSWERS

1. Answer B – Bounce pass

A bounce pass sends the ball low under a defender's raised arms.

2. Answer B – Knee level.

A low dribble must stay at knee level to keep it hidden and safe from the opponents.

3. Award 1 mark for each of the four steps (4 marks)
    i. Hold the ball with both hands at chest level with the fingers spread out.
    ii. Bend your knees slightly and keep your legs straight forward
    iii. Step forward with one foot as you push the arms straight out
    iv. Flick your wrist as you push the arms straight out.
    v. Lift the back heel off the floor to finish the movement.
4. Award 2 marks for each correct tip
    i. Keep the ball slightly above waist level, not above the shoulders or too high, which makes it easy to lose physical control.
    ii. Use fingertips to push the ball down instead of a flat palm. Using fingertips allows you to direct the ball smoothly.
    iii. Raise the chin and look straight ahead at the court to avoid running into other players and missing passing chances.

Swimming

SECTION A - ANSWERS

1.

a. Errors identified :
    - Standing far back from the edge (lacks proper clearance).
    - Keeping hands at sides / head up during launch.

b. Flight & Entry Corrections :
    - *Arms:* Lock hands tightly together overhead (palm-over-back), squeezing the ears with the biceps to create a protective upper frame.
    - *Head:* Tuck the chin down firmly so that the fingers pierce the surface first, allowing the head and body to follow through the same entry hole.

2.

a. Kick-to-arm rule :
    - The swimmer must perform exactly two simultaneous dolphin kicks per single arm cycle. The first kick strikes when the hands enter the water at the front; the second kick strikes down precisely as the hands push past the thighs/hips to propel the body forward and lift the face.

b. Body movement description :
    - The swimmer must abandon stiff leg movements and generate a continuous, fluid, wave-like undulation (dolphin wave) that originates in the abdominal core/hips, moving smoothly down through the thighs and snapping at the ankles.

3.

a. Arm recovery correction :

- Amina must keep her arms completely submerged. She should draw her hands upward along the lateral seams of her torso toward her armpits, then extend them outward into a horizontal "T" position before executing the downward sweep. Lifting arms into the air creates heavy downward force.

b. Head position correction :
   - She must tilt her head back into a neutral alignment with her ears fully submerged, looking straight up at the ceiling/sky. This naturally drives the pelvis upward, restoring a high, streamlined horizontal float.

4.

a. Technical corrections :
   - *Method 1 (Arms):* Bring the arms entirely underwater. Perform a continuous, horizontal figure-eight sculling motion roughly 6 inches below the surface, pitching the palms downward to generate constant upward support.
   - *Method 2 (Legs):* Transition from panic thrashing to an alternating circular eggbeater kick (or a continuous breaststroke/whip kick) to create stable vertical lift.

b. **S**afety principle:
   - Acknowledging that lifting hands into the air forces the body down; keeping hands submerged leverages water resistance to keep the mouth and nose clear without exhausting the swimmer.

SECTION B - ANSWERS

1. Answer: B - Supine position. (Floating flat on your back facing upward).
2. Answer: C - Two kicks. (The butterfly stroke strictly requires a two-beat kick cycle per arm sweep to balance body lift).
3. Pencil dive execution:
   a. Stand perfectly upright at the pool edge with feet and legs pressed tightly together.
   b. Lock arms tightly against the sides of the thighs (or crossed flat over the chest) to protect shoulder joints.
   c. Lean or step directly forward to clear the pool coping safely.
   d. Keep the core fully engaged, legs pinned straight and toes pointed directly downward during flight.
   e. Enter the water vertically, feet-first, keeping the mouth closed and exhaling slightly through the nose.
4. Crouch dive vs. standing dive starting posture:
   a. The *Crouch Dive* lowers the centre of gravity by requiring the swimmer to place their trailing knee flat on the pool deck. The *Standing Dive* is performed from a fully upright, vertical posture with both knees extended, increasing the entry height and horizontal launch distance.
5. Water treading energy corrections:

a. *Correction 1:* Drop hands beneath the surface and execute flat, wide horizontal sculling. Moving arms in the air destroys buoyancy.
b. *Correction 2:* Change vertical ladder-climbing kicks into wide, alternating circular movements (eggbeater kick) or a cyclic whip kick. Circular patterns supply unbroken upward lift.
c. *Correction 3:* Relax the upper body, drop the shoulders down and lean the head back slightly. Trying to force the entire chest out of the water induces rapid exhaustion and causes the lower body to drop.

Kenyan Indigenous Games

SECTION A - ANSWERS

1. Atieno's Scenario
   a. Mistake 1: Sprinting blindly in a rigid straight line directly into a defender without altering course.
   b. Mistake 2: Complete lack of spatial awareness and forward boundary control, resulting in a dangerous physical collision.
   c. Correction/Tip 1: She must practise *evaded pivoting (dodging)*, lowering her centre of gravity and driving off her outside foot to change directions rapidly into open spaces.
   d. Correction/Tip 2: She must keep her head up to track the movements of the taggers using peripheral vision, accelerating or decelerating intentionally to avoid collisions.
2. Mutua's Scenario
   a. Broken Rule 1: Sowing his seed counters in a clockwise direction.
   b. Broken Rule 2: Terminating his turn prematurely when his final seed landed in an already occupied pit.
   c. Correct execution 1: In standard Kenyan board games like *Bao/Ajua*, seeds must be distributed sequentially in an anticlockwise circular path.
   d. Correct execution 2: He should have applied the Lap-Play (Continuous Sowing) rule. Because his last seed landed in an occupied pit, he was required to scoop up the entire contents of that pit and continue distributing them. His turn only ends when his final seed lands in an *empty* pit.
3.
   a. Mental development: *Shisima* is an alignment game requiring rapid mental maths, pattern recognition and tactical foresight. This intense strategic focus exercises the prefrontal cortex, blocks out invasive exam anxieties and provides a constructive cognitive distraction.
   b. Social skills: The game forces face-to-face eye contact, structured turn-taking and active conversation. This direct, screen-free socialisation counteracts feelings of isolation and builds peer-to-peer empathy.

c. Connection to relaxation: The playful, unpressured atmosphere of an indigenous board game reduces psychological stress hormones (cortisol) and replaces them with an emotional sense of communal belonging.

SECTION B - ANSWERS

1. B - A body of water or water source. (*Shisima* is the Swahili word for a water spring or well; the pieces represent frogs rushing to reach the water source).
2. B – The chaser sits down in the circle and the tagger must restart the round. (If caught before reaching the vacant spot, the tagger fails to secure a seat and must choose a new target).
3.
   a. Use chalk, sand or a physical marker to establish a distinct centre line on the ground.
   b. Balance the teams evenly with an equal number of players to ensure physical equity.
   c. Clear the playing surface entirely of loose debris, sharp rocks, mud or water to avoid slips.
   d. Ensure the rope is dry, free of structural tears and that all players have secured a safe grip before play.
   e. Position both teams at an absolutely equal distance away from the centre line marker.
   f. Enforce the rule that no pulling is permitted until the official starting whistle blows.
4.
   a. Rope turning correction: The two rope turners must synchronise their actions, swinging the rope evenly by rotating their wrists in a steady, predictable arc. This smooth rhythm creates a reliable *auditory cue* (the rope hitting the ground) for the jumpers to track.
   b. Spacing correction: The jumpers must maintain proper physical spacing and line up orderly. They should enter one by one or in spaced intervals to eliminate crowding and prevent hazardous tripping.
   c. Social-emotional correction: The group must substitute mocking laughter with positive peer encouragement. They must prioritise emotional self-regulation, recognising that mistakes are part of the learning curve in mastering teamwork and synchronisation.

Analysis of Creative Arts and Sports

SECTION A - ANSWERS

1.

a. **Fairness:** The first team violates fairness by denying some members a chance to participate. The second team demonstrates fairness by giving all members opportunities to take part.
b. **Teamwork:** The first team shows poor teamwork because it excludes some members from contributing. The second team demonstrates teamwork by cooperating and working towards a common goal.
c. **Equality:** The first team violates equality by favouring some members over others. The second team promotes equality by treating members fairly and valuing everyone's contribution.

   Three ways the first team can improve:

   - Give every team member opportunities to participate.
   - Share responsibilities and playing opportunities fairly.
   - Encourage communication, cooperation and respect among all members.

2. Five sportsmanship qualities:

a. **Respect** - accept the referee's decisions and respect opponents.
b. **Self-control** - remain calm and avoid arguments or insults.
c. **Humility** - accept defeat without blaming others.
d. **Fair play** - follow the rules and compete honestly.
e. **Appreciation** - congratulate the winning team and acknowledge their good performance.

SECTION B - ANSWERS

1. 2) Respecting the rules and competing honestly.

2. Four ways athletes can promote clean sports:

a. Avoid using banned performance-enhancing substances.
b. Follow competition rules and regulations.
c. Report suspected doping or cheating through the appropriate channels.
d. Use only approved substances and seek qualified guidance when necessary.

3.

a. Follow the rules and compete honestly.
b. Respect opponents, officials, coaches and teammates.
c. Cooperate with teammates and support one another.
d. Accept both victory and defeat with humility.
e. Avoid cheating, doping and other unfair practices.
f. Control emotions and avoid violence, insults and unnecessary arguments.
g. Allow every participant to contribute where appropriate.

h. Congratulate opponents and appreciate good performances.

4. Five qualities of good sportsmanship:

a. Respect.
b. Fair play.
c. Self-control.
d. Teamwork and cooperation.
e. Humility in victory and acceptance of defeat.

5.

i. Demonstrating fairness, teamwork and equality:

- Follow the rules and avoid cheating.
- Treat teammates and opponents fairly and respectfully.
- Give all team members appropriate opportunities to participate.
- Cooperate with teammates and support those who need assistance.
- Avoid discrimination based on ability, gender or other differences.

ii. Showing good sportsmanship:

- **Before:** Greet and respect opponents, officials and teammates and prepare positively.
- **During:** Follow the rules, accept officials' decisions, encourage teammates and avoid abusive language or unnecessary physical aggression.
- **After:** Congratulate opponents, thank officials, accept the result respectfully and reflect on areas for improvement.

iii. Promoting ethical practices and clean sports:

- Compete honestly without cheating or using banned substances.
- Avoid performance-enhancing drugs and other prohibited substances.
- Seek appropriate professional advice before taking medicines or supplements.
- Report suspected doping or cheating through the proper channels.
- Understand and follow anti-doping rules and promote a culture of clean, fair competition.