

555/1
PHYSICAL
EDUCATION
2024
2 ¼ hours



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

PHYSICAL EDUCATION

Paper 1
Theory

2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **two** sections; **A** and **B**. It has **four** examination items.*

*Section **A** has **two** compulsory examination items.*

*Answer only **one** item from Section **B**.*

*Answer **three** examination items in all.*

*Any additional item(s) answered will **not** be scored.*

***All** answers **must** be written in the Answer booklet(s) provided.*

SECTION A

Answer both items in this section.

Item 1

During the interclass volleyball competitions, John a player of S.2 class moved from class which is a few meters from the volleyball court and immediately requested to start playing and he was allowed.

After a few minutes of play, John complained to the umpire of sudden pain at the ankle, and was seen limping off the court.

The play was stopped, the other players observed that there was also swelling at the ankle and John told them that he started playing when he was normal. Everyone had no knowledge on how to help him before referring him to the health centre.

Task:

- (a) How is John's conduct responsible for the pain and swelling?
- (b) Make a write up that can be used by S.2 students to help John.

Item 2

The district has organized a football championship where sub-counties are to be represented. The coach for your team tried out the players through a friendly match to check their preparedness for the competitions. The coach made the following observations;

- (a) A number of players easily got tired and requested for substitution more frequently
- (b) Many players made passes that failed to reach the identified target
- (c) Players easily staggered and at times fell down with even a slight push from the opponents
- (d) In most cases, the opponents could reach the ball first whenever long passes were made.
- (e) Players eat a lot of food and drink water few minutes before training because they need energy during training.

Based on the observations made, the coach has requested you to give support to the team in the area of physical fitness. There are three weeks left to the start of the competitions.

Task:

Make a detailed write up that can be used to support the football players for two weeks.

SECTION B

*Answer only **one** item from this section.*

Item 3

Samuel is a wheel chair basketballer who desires to become an international basketball player. He lives in one of the refugee camps in Uganda. He shared some of the challenges in the refugee camps as being limited space, inadequate equipment for women and children to participate in physical activities. He added that he was denied an opportunity to use the available courts (playgrounds) because he is both non-Ugandan and disabled.

He further noticed that athletes were using drugs and becoming violent during play.

A local media house has approached you for an article in the newspaper addressing the challenges in the camp.

Task:

As a student of physical education, make a write-up of between 300 and 500 words that can be published in a newspaper addressing the challenges in the camp.

Item 4

Makuru and Pakuru sub counties in Uganda have remained under developed compared to their neighbours. The two areas have problems such as endless fights, quarrels among the residents because of their political, social & religious differences but for the youth, its largely drug abuse. During a radio talk show, the district sports officer said that sports activities can be one of the tools to overcome such problems and further mentioned that media is key in aiding sports for development. However, some officials do not agree with the District sports officer.

Task:

As a physical education student, **make** a write up in support of the district sports officer.

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UGANDA NATIONAL EXAMINATIONS BOARD

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Paper 1
Theory

New Lower Secondary Curriculum

SCORING GUIDE

SAMPLE RESPONSES

Item 1

(a)

John's failure to observe safety measures before and during play could have been the cause of the injury

John left class and went straight to play the game; without changing the attire, or warming up, or even paying attention to the safety of the play area.

Failure to perform warm up exercise; warmup is the light physical activity (exercise) that gradually increases in intensity, usually undertaken before the main physical activity. It includes muscle movements, joint stretching etc. to condition the body (muscles and other body systems e.g. circulatory system) to prepare for the main activity. For example, warm up would stretch muscles hence would improve muscle flexibility allowing stretching of muscles (bending movements) in the joints hence reducing chances of a sprain or muscle tear. John did not warm up, creating more risk for muscle tears hence injury.

Improper equipment/attire; appropriate attire would ensure safe play for example proper sports clothing allows free (limitless) movement of the body parts. Ordinary clothing may limit movement of the legs or arms thereby increasing chances of injuries from falling or even sprains. Since John moved from class directly to the play area and started playing, it is likely that he did not put on appropriate wear which allow a wide range of movement while playing the game. Hence inappropriate attire could have limited the range of movement thereby increasing risk for accidents like falling or sprains

Improper equipment; like appropriate foot ware (shoes) provide good grip on the ground to avoid falling during play hence reducing on incidents of injuries.

Safe play area; always ensure the play area is safe e.g. free from dangerous objects that may cause injuries e.g. clear the play area of any unwanted material before the start of sports activities this reduces incidents of falls, cuts etc.

(b) Manages the injury and refers John for further management

Dear senior two students.

I write to you a simple guide on the management of injuries specifically, the injury suffered by John.

John's injury could be a sprain or a dislocation. A sprain is an injury resulting from violent twist of a joint with stretching or tearing of ligaments. It is accompanied with swelling, limited range of motion and pain at the joint.

A dislocation is an injury to a joint causing the bones to no longer meet correctly at the joint. Its accompanied by immediate severe pain, swelling, trouble moving the joint, and a deformed appearance at the joint.

In injury management, the steps taken are basically to preserve or save life and this can be achieved if we;

- prevent further injury of the victim (prevent injury from getting worse)
- Stop bleeding if there is any
- Reduce pain and swelling,

Prevent further injury: gently lay John down away from the court. Avoid putting weight on the injured ankle, ensure his airways are open and breathing is without any difficult and try to rest him as much as possible.

Manage pain and swelling : e.g. Apply an ice pack to the injured ankle for 15-20 minutes to reduce swelling and pain

Compression: Use an elastic bandage or brace to provide support and compress the injured ankle to help reduce swelling.

Elevation: Elevate John's injured ankle above heart level to help reduce swelling and promote healing.

Pain relief: Take over-the-counter pain medication, such as ibuprofen, paracetamol/Panadol, to help manage pain.

Refer John for further management, Consult a healthcare provider: If the pain and swelling persist or worsen, or if John has difficulty bearing weight on the injured ankle, consult a healthcare provider for a proper diagnosis and treatment plan.

Item 2

The goal of the program is to achieve power, strength, speed and endurance in the soccer players within 2 weeks.

Warm-up Perform rope skipping or jogging

for 15 minutes. Perform running-skipping and also running in-place ensuring that the rope passes under *one* foot at a time on the ground etc..

Cool-down: after training perform **cross-body shoulder stretch**; stand with your back straight, arms to the sides and the feet shoulder-width apart. Raise your right arm straight in front of you parallel to the floor with the palm facing down. Use your left arm to hold your right arm above the elbow. Gently pull your right arm toward your left side then hold in position for 20 seconds. Switch to the other hand(the left).

Single knee-to-chest stretch: this loosens the back, hip and muscles of the buttocks also eases spinal movement...to perform this, lie flat on the back on your back, keep the legs straight on the floor. Bend your right knee bringing it to your chest as close as you can and hold it for 20 seconds as you keep the left leg straight on the floor. Switch to the left leg.

To achieve speed; *Short sprints-stop and sprint*; sprint for 40 metres and stop, wait until your heart rate normalizes then sprint again for another 40 metres repeat this procedure until a total of 160 metres. Maximum duration 10 minutes

To achieve Strength; Single leg squat

Stand on one foot and keep your other leg off the ground and in front of you. Lower yourself as much as you can and hold that position for 3 seconds and return to standing position then lower yourself again, hold position for 3 seconds. Repeat this movement 5 times then change the supporting foot. Rest.

To achieve power; Squat-jump place the legs shoulder width apart, we squat sharply and then jump, as the feet touch the ground you squat again.

4 sets of 3 squat jumps, 3 sets of 4 squat jumps,

To achieve Endurance Sprints; 45 metres sprints, 4 sets, with 15 seconds rest interval in between sets

Diet : Make sure you are properly fueled before doing your strength training so you are able to perform well in all your squats. An energy depleted body can negatively impact the quality of your training session. I suggest carbohydrates that are easy to digest, such as ripe bananas, and two eggs for protein. Post-Workout Nutrition Eat a balance meal within 2 hours of working out with a focus on quality protein like eggs, lean meat.

On high volume training days, eat carbs and protein more frequently to ensure your body is using nutrients effectively. Be aware of the signs that you are lacking nutrition/calories i.e. rapid weight loss, chronic fatigue, poor performance, lack of enthusiasm to train, decrease in fitness.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Rope skipping 15 minutes	Rope skipping 15 minutes	Jogging for 15 minutes	Rest day	Rope skipping 15 minutes	Jogging for 15 minutes	Rest
Short sprints-stop and sprint	Short sprints-stop and sprint	Squat-jump		Single leg squat	Short sprints-stop and sprint	
4 sets of 1 repetition	40 metres 4 sets of 1 repetition	4sets 3 repetitions (4 sets, each set with 3 squat jumps)		3 sets, 5 repetitions on each foot	4 sets of 1 repetition With rest interval to restore heart	

With rest interval to restore heart rate between sets	With rest interval to restore heart rate between sets	1-3 minutes rest		1-3 minutes rest	rate between sets	
1-3 minutes rest	3-5 minutes rest	45 metres sprints 4 sets 1 repetition with 15 seconds rest interval		45 metres sprints 4 sets 1 repetition with 15 seconds rest interval	3-5 minutes rest	
45 metres sprints 4 sets 1 repetition with 15 seconds rest interval	Single leg squat 3 sets, 5 repetitions on each foot	Perform Single knee-to-chest stretch and Perform cross-body shoulder stretch		Perform a Single knee-to-chest stretch and cross-body shoulder stretch	Squat-jump 4sets 3 repetitions (4 sets, each set with 3 squat jumps)	
Perform a Single knee-to-chest stretch and cross-body shoulder stretch 4 repetitions for each stretch	Perform a Single knee-to-chest stretch and cross-body shoulder stretch 4 repetitions for each stretch	4 repetitions for each stretch		4 repetitions for each stretch	Perform a Single knee-to-chest stretch and cross-body shoulder stretch 4 repetitions for each stretch	

Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
<p>(a) Rope skipping 15 minutes</p> <p>(b) Squat-jump 3 sets 5 repetitions</p> <p>(c) 1-3 minutes rest</p> <p>(d) 45 metres sprints 4 sets 1 repetition with 15 seconds rest interval Perform a Single knee-to-chest stretch and</p>	<p>(a) Rope skipping 15 minutes</p> <p>(b) Short sprints-stop and sprint</p> <p>(c) 3-5 minutes rest</p> <p>(d) Single leg squat 3 sets, 5 repetitions on each foot Perform a Single knee-to-chest stretch and</p>	<p>(a) Jogging for 15 minutes</p> <p>(b)Squat-jump 3 sets 5 repetitions</p> <p>(c)1-3 minutes rest</p> <p>(d) 45 metres sprints 4 sets 1 repetition with 15 seconds rest interval Perform a Single knee-to-</p>	Rest	<p>(a)Rope skipping 15 minutes</p> <p>(b)Single leg squat 3 sets, 7 repetitions on each foot</p> <p>(c)1-3 minutes rest</p> <p>(d) 45 metres sprints 4 sets 1 repetition with 15 seconds rest interval between sets Perform a Single knee-</p>	<p>(a)jogging 15 minutes</p> <p>(b)Short sprints-stop and sprint</p> <p>(c) 3-5minutes rest</p> <p>(d) Single leg squat 3 sets, 5 repetitions on each foot Perform a Single knee-to-chest stretch and</p>	Rest

cross-body shoulder stretch 4 repetitions for each stretch	cross-body shoulder stretch 4 repetitions for each stretch	chest stretch and cross-body shoulder stretch 4 repetitions for each stretch		to-chest stretch and cross-body shoulder stretch 4 repetitions for each stretch	cross-body shoulder stretch 4 repetitions for each stretch	
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SECTION B

Item 3

Championing Participation in Sports: Overcoming Challenges in Our Refugee Camps *By Sofia Malema,*

Refugee Camps stand as a beacon of hope for those displaced by conflict, persecution, and hardship. However, like any community, they face a share of challenges. Here we propose how refugee camps can utilise the power of sports to overcome these challenges and foster resilience among its inhabitants.

1. **Limited Space for Sports: Thinking Creatively.** The camp's limited space poses a significant barrier for organizing sports activities. Crowded living conditions and scarce open areas make it challenging to engage in physical exercise.

Solution:

- **Multi-Use Spaces:** make use of existing areas for sports. Consider using courtyards, or even sections of communal kitchens during off-peak hours.
 - **Community Gardens:** Combine gardening with exercise. Tending to small plots while stretching and moving can be both healing and yet practical gardening.
2. **Non-Inclusive Sports Activities: Bridging Divides.** Sports should unite, not divide. Yet, some activities inadvertently exclude certain groups due to cultural norms or gender biases. Ensure that sports activities and facilities are for all.

Solution:

- **Diverse Sports:** Offer a variety of sports to cater to different interests. Football, netball, yoga, and traditional games can coexist so that all members of the refugee camp and surrounding communities have access and actually participate in at least one sports activity.
 - **Mixed Teams:** Encourage mixed-gender and mixed-nationality teams. Emphasize cooperation and mutual respect, this will eventually promote peaceful coexistence and reduce on discrimination.
 - **Cultural Sensitivity:** Understand cultural preferences and taboos. Adapt sports programs accordingly to reduce on conflicts and promote tolerance hence peace.
3. **Limited Sports Equipment: Making the Most of What We Have.** Scarcity of sports equipment restricts opportunities for play and skill development.

Solution:

- **Improvise:** Use everyday items as makeshift equipment. Plastic bottles become cones, and old clothes transform into goalposts, old polythene bags together with clothes can be used to make improvised balls.
 - **Community Donations:** Reach out to local businesses, and well-wishers for donations. Even a few soccer balls can ignite passion.
 - **Skill-Based Training:** Focus on skill development rather than equipment. Agility, teamwork, and resilience require no special gear hence one can get physically fit without use of any special sports gear through exercises like runs, stretches etc.
4. **Addressing Youth Drug Abuse: A Holistic Approach.** Vulnerable youth often turn to substance abuse as an escape from trauma and boredom.

Solution:

- **Sports as a Diversion:** Engage youth in sports to channel their energy positively. A soccer match can replace idle hours.
- **Education:** Raise awareness about the dangers of drug abuse. Involve peer educators who can relate to their struggles. The peer educators can come in during sports activities such as during mini-leagues to talk to the community members just after the games when they are waiting for trophies.

Remember, in the heart of a refugee camp, where resilience blooms, sports can be the bridge that connects hope to reality. Let us build a stronger, healthier community—one goal, one game, and one step at a time.

Item 4

Engaging in sports activities are beneficial at both for personal and community level. These benefits include the following;

- Participating in physical activities provides opportunities for social interaction and connection with others, fostering a sense of community and belonging. It can help individuals develop friendships, teamwork skills, and communication abilities hence reduce on the incidents of infighting.
- Exercise provides a healthy outlet for managing emotions and coping with life's challenges. It can help individuals develop resilience and adaptive coping strategies, enabling them to better navigate stress and adversity hence fostering peace in communities.
- Maintaining overall physical health. It helps to strengthen muscles and bones, improve cardiovascular health, and reduce the risk of chronic diseases such as heart disease, diabetes, and obesity the health body can then be used in economic activities like farming to raise the economic status of the community members.
- Use the media to promote community Events: by organizing community events such as sports tournaments, health fairs, and awareness campaigns to engage directly with community members and promote our advocacy cause. These events provide opportunities for hands-on participation, networking, and community building, allowing us to connect with individuals of all ages and backgrounds and pass on information regarding peaceful coexistence in a society. Such events can be walking football for the elderly where there is no running.
- Engaging in regular exercise can enhance overall quality of life by improving sleep quality, increasing energy levels, and boosting self-esteem and confidence. It enables individuals to lead active and independent lives, maintaining their mobility and functional abilities as they age.
- Individuals who engage in regular physical activity tend to live longer and have a lower risk of premature death. Exercise contributes to healthy aging by reducing the risk of age-related diseases and promoting longevity. This cut down the costs of treating diseases hence creating avenues for saving money to improve on livelihood of community members

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UGANDA NATIONAL EXAMINATIONS BOARD

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PHYSICAL EDUCATION PRACTICAL INSTRUCTIONS

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CONFIDENTIAL

This information is given only to facilitate preparation of examination.

Great care should be taken that the information given below does not reach the candidates whether directly or indirectly.

The teacher responsible for preparation **must** ensure that candidates are provided with sports equipment and other materials for good performance and safety.

1. Games: Mini Game Situation

(Volleyball)

Prepare play area and equipment for a mini game of 5 players per side. Each candidate will be assessed in one mini-game only.

Note: A candidate chooses only one game to play.

2. Games: Game Situation

(Cricket/ Basketball/ Badminton/ Rugby/ Hockey/ Table tennis)

Prepare play area and equipment for demonstration of skills in any game in the list. Each candidate will be assessed in one game only.

Note: A candidate competes in only one game.

3. Gymnastics

Prepare a play area and equipment for performing gymnastics.

4. Athletics

(Running Jumping and Throws)

Prepare play area and equipment for:

- Jumping: Long Jump and High Jump.
- Throws: Javelin and Shot-put.

5. Aerobics/Swimming

(a) Prepare a play area and equipment for conducting an aerobic session for at least 6 persons.

(b) Prepare a play area and equipment for demonstrating water skills e.g. swimming.

Note: A learner chooses either swimming or aerobics

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UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

PHYSICAL EDUCATION

Paper 2
Performance

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **three** sections; **A**, **B** and **C**. It has **six** examination items.*

*Section **A** has **one** compulsory examination item.*

*Perform **two** games from section **B**.*

*Section **C** has two Parts; **I** and **II**. Part **I** is compulsory. Answer only **one** item from part **II**.*

*Answer **five** examination items in all.*

SECTION A (ATHLETICS)

(Compulsory)

Item 1

Your headteacher has organized an athletics event to select competent students to help introduce athletics skills to the new students in the school. All athletes will be required to exhibit skills in one event in each skill set as indicated in the skills sets of;

- (a) SKILL SET 1: **Jumping:** *either* Long Jump *or* high Jump
- (b) SKILL SET 2: **Throws:** *either* Javelin *or* Shotput.

You have been selected to compete with fellow students in this event. Personnel have been tasked to assess your performance.

Task

Perform the skills in the skill sets 1 and 2 above competitively following rules of play.

SECTION B (GAMES)

Answer both items: perform item 2 and one game from item 3.

Item 2

Your class is preparing for the prestigious annual class competitions at your school. You are required to use the acquired skills in volleyball and use them in a mini-game situation. The game should be **five** players against **five**.

Task:

Play the game competitively following safety precautions and demonstrating sportsmanship.

Item 3

The national sports federation of the game of your choice wishes to start a grass root development of the game starting with schools. They have organized a motivational match to individuals who would wish to join the game. You have been identified as one of the players in the team to play in that match.

Task:

Select **one** game from the table 1 below and play competitively using indicated skills plus other skills of the game in a game situation.

Table 1

	GAME					
	Cricket	Basketball	Badminton	Rugby	Hockey	Table tennis
	Batting	dribbling	Smash shot	Ruck	Dribbling	Spin
	Bowling	Shooting	Clear shot (overhead, forehand)	Scrum	Shooting (drive shot)	Smash
	Fielding	Rebounding	Serve	maul	Goal keeping	Serve

SECTION C (AESTHETICS)

This section consists of two parts; I and II.

PART I : Gymnastics (compulsory)

Item 4

You have acquired some gymnastic skills and your Physical Education teacher intends to involve the whole school in gymnastics. You are required to use **at least one** skill from each of the **gymnastic skill** categories to display an artistic performance by combining skills

The gymnastic skills,

- (a) Category 1: **Body shapes**; - hollow, lunge, bridge, straight stand.
- (b) Category 2: **Balances**; -swan balance, V-balance, crouch balance.
- (c) Category 3: **Rolls**; -backward roll, side roll, judo roll.
- (d) Category 4: **Skipping**; -double leg, single leg.

Task:

Plan an artistic performance, and in **3-5** minutes, display the artistic performance to the whole school in order to encourage other learners to join gymnastics.

(Your performance should include any skills you have learnt but also include at least one skill from each of the four categories.)

PART II : (Swimming & Aerobics)

*Answer only **one** item in this part.*

Item 5

Most formal workers in Uganda spend most of their time working on computers. One of the organizations started aerobics sessions twice a week. The workers are familiar with the few moves they have been performing and it has become boring. Others have gone ahead to read about dance movements in aerobics like; shoulder punches, triceps kickbacks, Y-steps, heel-taps, A-step, arm circles, matching wide, v-step, diagonal, hop turn, basic right, basic left; but do not know how to perform them.

The manager of the organization has requested you to head the workers' team in the identified steps.

Task:

Plan and perform a **15**-minutes aerobics dance session that will be used to fully address the needs of the workers in the organization.

Item 6

A nearby primary school has constructed a swimming pool. The school needs someone who can perform the swimming skills before the learners. Your PE teacher has chosen you to go and perform a given set of skills; mushroom float, frontal float, back float and frontal glide as you swim any stroke of your choice.

Task:

Dive and perform the following strokes for 100 m in **not** more than **3** minutes:

- (i) front crawl
- (ii) breast stroke