



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2025**

PHYSICAL EDUCATION



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018 PHYSICAL EDUCATION

Published by:

The National Examinations Council of Tanzania,
P. O. Box 2624,
Dar es Salaam, Tanzania.

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to present the Candidates' Item Response Analysis (CIRA) report on the Certificate of Secondary Education Examination (CSEE) in the subject of Physical Education. The examination was conducted in November 2025. The CSEE serves as a summative assessment designed to determine the extent to which the instructional objectives outlined in the curriculum have been achieved. This report provides feedback to all educational stakeholders regarding the factors that influenced the candidates' performance in Physical Education.

This report presents an analysis of the factors contributing to candidates' performance in the examination. Candidates who achieved high marks demonstrated a clear understanding of the question requirements and possessed sufficient competence of the subject matter. In contrast, those with weak performance showed limited subject knowledge, difficulties in interpreting the questions, and challenges with English language proficiency.

The Council expects that this report will help prospective candidates identify their knowledge gaps, while providing teachers with feedback to guide effective strategies for improving and enhancing candidates' competencies.

The Council expresses its sincere appreciation for the support and contributions of all individuals involved in the preparation of this report.



Prof. Said Ally Mohamed

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of candidates' performance in Physical Education subject in the Certificate of Secondary Education Examination (CSEE) which was conducted in November 2025. The examination was set in accordance with the 2022 examination format which is based on the 2005 Physical Education Syllabus.

A total of 1,994 candidates were registered for the examination, out of which 1,968 (98.70%) candidates attended. Among those who attended, 1,895 (96.29%) candidates passed the examination. This indicates an increase of 0.6 per cent in performance compared to the 2024 examination, whereby 95.69 per cent of candidates passed.

The 2025 examination had one theory paper of 3:00 hour's duration with eleven (11) questions. The questions were organised in three (3) sections; A, B and C. Candidates were required to answer all questions in sections A and B, and two questions in section C. Section A had two objective questions. Question one (1) comprised 10 Multiple Choice items which carries 10 marks and question two (2) had six Matching Items which carries six marks. Section B comprised six short answer questions each carrying 9 marks. Section C had three essay questions of which the candidates were required to answer two questions. Each question in this section carried 15 marks making a total of 30 marks. The paper weighed 100 marks.

This report provides the analysis of candidates' performance on each question by indicating the topic, the requirements of each question and the percentage of the candidates who attempted each question. In addition, the percentage of the candidates who had good, average and weak performance is shown. In this analysis, the performance ranging from 65 to 100 per cent of the allocated marks was good; performance ranging from 30 to 64 per cent was average and weak performance ranged from 0 to 29 per cent. Furthermore, green, yellow, and red colours are used in graphs/charts/tables to indicate good, average, and weak performance levels respectively.

Furthermore, this report highlights the strengths and weaknesses observed in the candidates' responses. It also identifies some possible reasons for such strengths and weaknesses. In addition, extracts from the candidates' scripts are used to illustrate samples of correct and incorrect responses.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This part presents the analysis of candidates' responses in each question. The analysis includes statistical analysis of the performance in each question, as well as the factors that contributed to good, average, or weak performance.

2.1 SECTION A: OBJECTIVE QUESTIONS

2.1.1 Question 1: Multiple Choice Items

In this question, candidates were required to choose the correct answer from the given alternatives (A - E) in each item and write its letter beside the item number in the answer booklet provided. The items were constructed from six topics, which are: *Introduction to Physical Education, Health Related Physical Fitness, Ball Games, Track and Field Events, Recreational and Outdoor Activities* and *Racket Games*. The question assessed candidates' competences across various areas of Physical Education.

The question was attempted by 1,968 (100%) candidates. Among them 250 (12.70%) scored from 0.0 to 2.0 marks which is weak performance, with 0.51 per cent scoring 0. Moreover, 1,562 (79.37%) candidates scored from 3.0 to 6.0 marks indicating average performance while 156 (7.93%) candidates scored from 7.0 to 10.0 marks indicating good performance. The general performance of the candidates in this question was good as 87.30 per cent scored from 3.0 to 10.0 marks. Figure 1 illustrates the candidates' performance in this question.

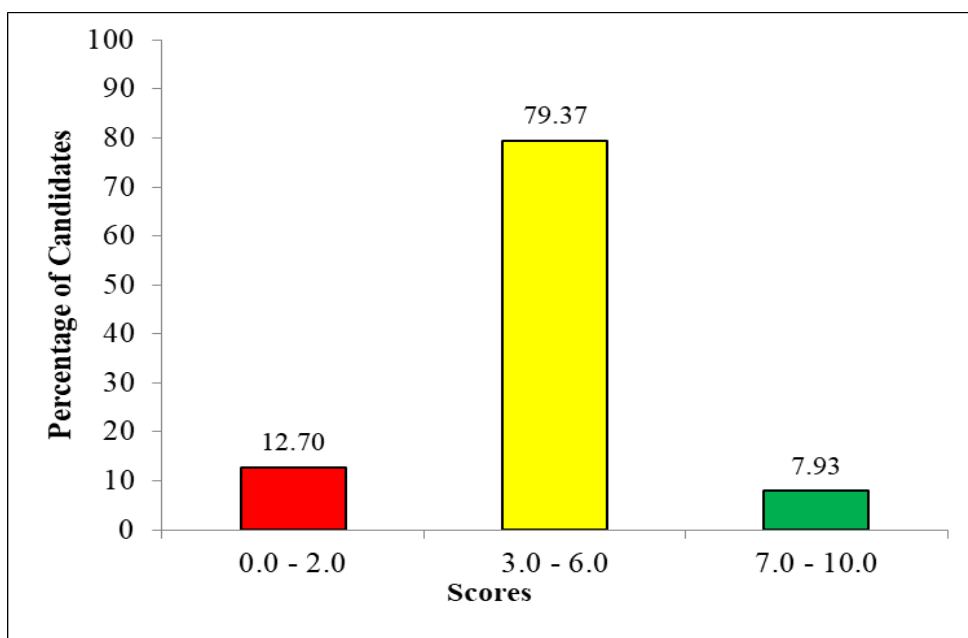


Figure 1: *Candidates' performance on question 1*

In item (i), candidates were presented with a scenario stating that “some people use their time and money to perform exercises which are planned, structured and repetitive” then, they were required to identify the value of such exercises. This item assessed candidates’ ability to apply knowledge about the benefits of performing physical exercises. Candidates who selected the correct response B “To maintain physical fitness.” had enough knowledge about the benefits of physical exercises. However, candidates who chose distractor A “To increase blood sugar level”, C “To increase more eating habits”, D “To lengthen muscles”, and E “To increase body weight” failed to realize that these distractors are not benefits of performing physical exercises but are negative effects associated with a lack of regular, planned, and structured physical activity.

In item (ii), candidates were presented with a scenario stating that “during a recreational trip with fellow Form Four students, they were given an opportunity to organize a beach volleyball game”. Then, they were required to identify the number of players per team in the beach volleyball game they would arrange. This item assessed candidates’ ability to apply knowledge about recreation and outdoor activities, specifically beach volleyball. Candidates who selected the correct response E “Two” had enough knowledge about beach volleyball. The candidates who chose distractor A “Six” did not understand that six players are used in volleyball.

Those who chose distractor B “Seven” failed to understand that seven players are used in netball and handball. Candidates who chose distractor C “Eleven” showed insufficient knowledge about beach volleyball, as eleven players are used in football. Similarly, candidates who chose distractor D “Five” failed to realize that five players are used in basketball.

In item (iii), candidates were presented with a scenario stating that “Jackie failed to perform a given physical activity because her heart blood vessels and lungs failed to supply oxygen to the working muscles”. Then, they were required to identify the exercises that could help to address this problem. This item tested candidates’ ability to apply knowledge about health-related physical fitness. Candidates who chose the correct response A “Walking, jogging and running” demonstrated sufficient knowledge about exercises that improve cardiovascular endurance. However, candidates who chose distractors B “Bending, twisting movement and dancing”, C “Stretching, weight lifting and cycling”, D “Walking, squat jump and stretching”, and E “Running, push-up and bending” failed to realize that these exercises mainly develop other components of health-related physical fitness rather than cardiovascular endurance.

In item (iv), candidates were required to identify the technical term used to describe a basketball player who dribble the ball with one hand across the body and catches it with the opposite hand when close to a defender. This item assessed candidates’ ability to apply basketball skills, specifically dribbling. Candidates who selected the correct response B “Crossover dribble” demonstrated sufficient knowledge about dribbling skills in basketball. However, candidates who chose distractor A “Change of pace dribble” failed to realized that this type of dribbling involves varying speed by slowing down and then accelerating quickly to confuse a defender and create space. Candidates who selected distractor C “Between the leg dribble” were incorrect because this dribbling involves passing the ball from one hand to the other by bouncing it between the legs, usually to change direction while protecting the ball from a defender. Those who selected distractor D “Speed dribble” failed to recognise that this is a fast dribbling used when a player moves quickly down the court, often during a fast break with the ball pushed ahead while maintaining control. Finally, candidates who selected distractor E “Low dribble” failed to understand that this dribbling is performed close to the ground, with the knees bent, to protect the ball from defenders, especially when closely guarded.

In item (v), candidates were presented with a scenario stating that “during athletics competition, one of the athletes performed well in the triple jump by executing a combination of various steps from take-off to landing”. Then, they were required to identify the sequence of steps followed by the athlete. This item evaluated candidates’ ability to apply track and field events skills, particularly the triple jump. Candidates who chose the correct response C “Hop, step and jump” had sufficient knowledge about jumping events, especially the correct sequence of steps in the triple jump. However, candidates who chose distractors A “Steps, hop and jump”, B “Jump, hop and step”, D “Step, jump and hop”, and E “Hop, jump and step” failed to understand that these distractors represent incorrect sequences for performing the triple jump.

In item (vi), candidates were presented with a scenario stating that “on a particular open market day, sports equipment was bundled in pairs to simplify the selling process. Then, they were required to identify the pairs of equipment that is not used in aerobics dance. This item assessed candidates’ ability to apply knowledge about recreational and outdoor activities, specifically aerobics dance. Candidates who chose the correct response D “Landing mat and cotton t-shirt” demonstrated adequate knowledge about equipment used in aerobics dance, as a landing mat is designed to help athletes land safely on the floor after performing exercises from elevated apparatus. However, candidates who chose distractors A “Mats and radio cassette”, B “Cotton t-shirt and radio cassette”, C “Shoes and stepping blocks” and E “Mats and stepping blocks” failed to realize that all of the mentioned equipment are commonly used in aerobic dance.

In item (vii), candidates were presented with a scenario stating that “score counting is the only method used to determine a winner in a tennis game”. Then, they were required to identify the sequence that represents the correct order of applying this method. This item tested candidates’ ability to apply tennis skills. Candidates who selected the correct response E “Points, game, set and match” demonstrated sufficient knowledge about the score-counting method in tennis. However, candidates who selected distractor A “Match, points, sets and game”, B “Points, match, sets, and game”, C “Set, points, game and match” and D “Game, points, set and match” failed to understand that these distractors represent incorrect sequences for determining the winner of a tennis match.

In item (viii), candidates were required to identify the distance run by women in hurdle race. This item assessed candidates' ability to apply hurdle race skills. Candidates who chose the correct response B "One hundred metres" had sufficient knowledge about hurdle race events. The candidates who chose distractor A "One hundred and ten metres" failed to recognize that this distance is run by men. Candidates who chose distractors C "Two hundred and ten", and E "Eight hundred and ten metres" did not realize that these distances are not used in hurdle races. Those who selected distractor D "Four hundred metres" failed to understand that this distance is run by both men and women.

In item (ix), candidates were presented with a scenario stating that "at the start of a volleyball game, one of the players stand with feet shoulder width apart, knees slightly bent, rests the ball on the left hand at about waist height, tosses the ball, and hits it with the heel of the hand". Then, they were required to identify the type of service applied by the player. This item evaluated candidates' ability to apply volleyball skills, particularly serving techniques. Candidates who selected the correct response A "Underarm service" demonstrated sufficient knowledge about types of service in volleyball. However, candidates who selected distractors B "Overarm service", C "Overhead service", and E "Overhand service" failed to understand that these serves involve hitting the ball over the head with the arm extended above the shoulder. Those who selected distractor D "Side arm service" did not understand that this service involves striking the ball with the arm swinging across the body at or below shoulder level.

In item (x), candidates were presented with a scenario stating that "in table tennis singles competitions, the 21-point system was used to determine a winner". Then, they were required to identify how many additional points are required to win if both players scored 20 points each. This item tested candidates' ability to apply table tennis skills. Candidates who chose the correct response C "Two" had adequate knowledge about scoring system used to determine a winner in a table tennis match. Candidates who chose distractor A "Three", B "One", D "Four", and E "Five" failed to realized that in order to win a set in table tennis when both players have scored 20 points each, one player must score two points more than the opponent.

2.1.2 Question 2: Matching Item

The question consisted of six (6) premises constructed from the topic of racket games (hockey). Candidates were required to match the descriptions of skills used in hockey in list A with the corresponding skills in list B by writing the letter of the correct response beside each item number in the answer booklet provided. The question assessed the candidates' knowledge about hockey skills.

A total of 1,968 (100%) candidates attempted this question. The analysis shows that, 1,252 (63.62%) candidates had good performance by scoring from 4.0 to 6.0 marks. Additionally, 546 (27.74%) candidates demonstrated average performance, scoring from 2.0 to 3.0 marks. On the other hand, 170 (8.64%) candidates had weak performance by scoring from 0.0 to 1.0 mark. Among them 2.95 per cent scored 0. Overall, the performance on this question was good, as 91.36 per cent of the candidates passed by scoring from 2.0 to 6.0 marks. Figure 2 provides a visual representation of the candidates' performance on this question.

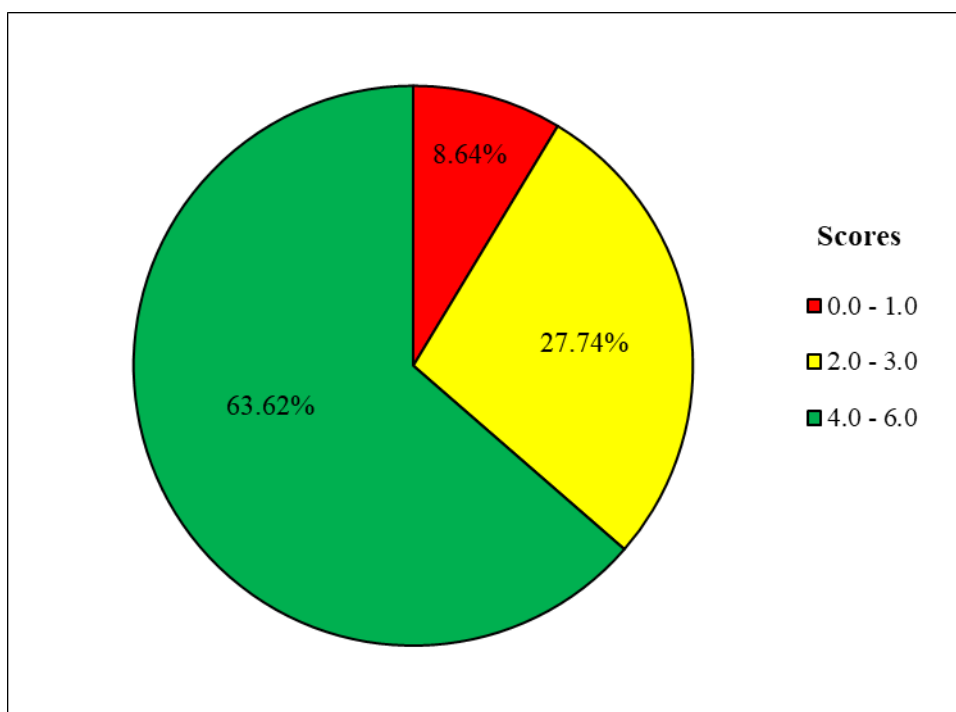


Figure 2: *Candidates' performance on question 2*

In premise (i), the candidates were required to select the response that accurately matched with the act of receiving the ball using the flat side of the stick. Candidates who chose the correct response, G “Stopping,” demonstrated adequate knowledge about hockey skills. However, the majority of candidates selected the incorrect response, B “Goalkeeping,” failed to realize that goalkeeping is an act of protecting the opponent team from scoring.

In premise (ii), candidates were required to select the response that accurately matched with the act of striking the ball with power. The candidates who chose the correct response D “Hitting” had sufficient knowledge about hockey skills. The candidates who matched with incorrect response C “Shooting”. These candidates failed to realize that shooting is the skill commonly used in ball games which refers to the act of striking or throwing the ball toward the opponent’s goal with the intention of scoring.

In premise (iii), candidates were required to select the response that correctly matched with the act of running with the ball at close control. The correct response A “Dribbling” was chosen by the candidates who had sufficient knowledge about hockey skills. Other candidates selected the incorrect response G “Stopping” failed to realize that stopping is the act of receiving the ball using the flat side of the stick.

In premise (iv), candidates were required to select the response that correctly matched the act of lifting the ball over an opponent to avoid interception. Candidates who chose the correct response, E “Scooping,” demonstrated adequate knowledge about hockey skills. However, the majority of candidates selected the incorrect response, F “Heading”. These candidates failed to recognize that heading is a skill used in football and refers to the act of striking the ball with the forehead.

In premise (v), candidates were required to select the response that accurately matched with the act of holding a stick during play. The candidates who had sufficient knowledge about hockey skills chose the correct response H “Gripping”. However, majority of the candidates who matched with incorrect response selected B “Goalkeeping”. These candidates failed to realize that goalkeeping is an act of protecting the opponent team from scoring.

Furthermore, in premise (vi), candidates were required to choose the response that accurately matched with the act of protecting the opponent team from scoring. Candidates who selected the correct response, B “Goalkeeping,” demonstrated sufficient knowledge of the hockey skills. Other candidates selected the incorrect response, G “Stopping,” indicating that they failed to realize that stopping is the act of receiving the ball using the flat side of the stick.

2.2 Section B: Short Answer Questions

This section comprised six (6) questions: 3, 4, 5, 6, 7 and 8 weighing 09 marks each. Therefore, the whole section had a total of 54 marks.

2.2.1 Question 3: Ball Games (Volleyball)

In this question, candidates were asked as follows: *A dig pass in volleyball game is an essential skill for a team to win the match if it is used properly. Analyse six major procedures to follow in executing that skill.* This question aimed to assess the candidates’ understanding about volleyball skills, particularly a dig pass skill.

The question was attempted by 1,968 (100%) candidates. Among them, 795 (40.40%) scored from 6.0 to 9.0 marks, indicating good performance. Furthermore, 697 (35.41%) candidates scored from 3.0 to 5.5 marks, representing average performance, while 476 (24.19%) candidates exhibited weak performance by scoring from 0.0 to 2.5 marks, with 11.13 per cent scoring 0. The candidates' overall performance in this question was good, as 75.81 per cent scored from 3.0 to 9.0 marks. Figure 3 provides a visual representation of the candidates’ performance in this question.

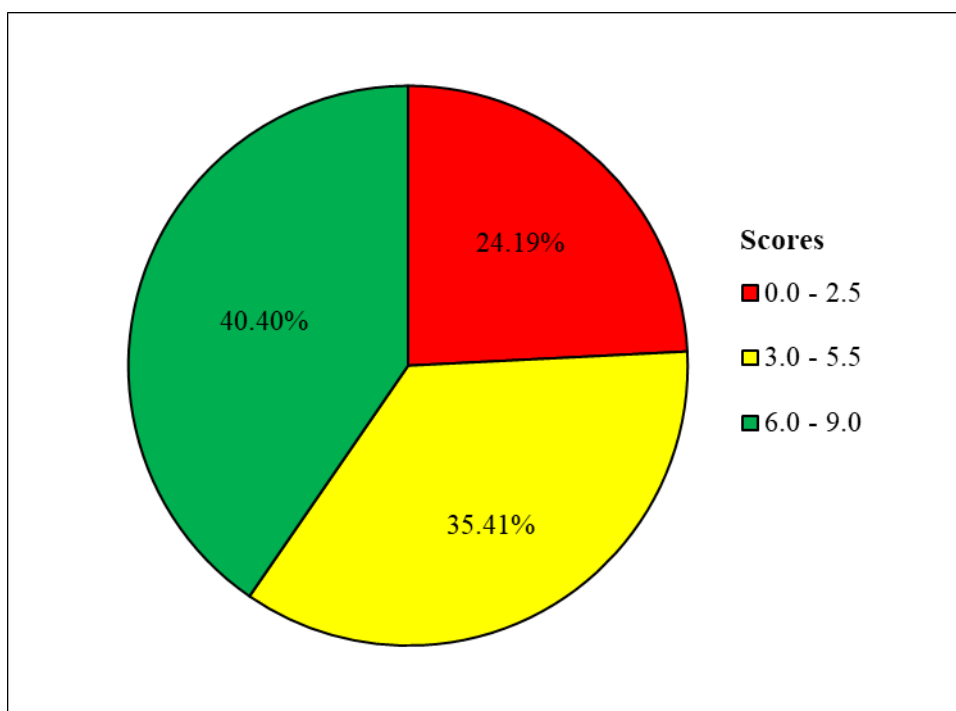


Figure 3: *Candidates' performance on question 3*

The analysis shows that 40.40 per cent of the candidates who had good performance adhered to the requirements of the question and demonstrated adequate knowledge about the procedures to follow when executing a dig pass skill in volleyball. They correctly analysed six major procedures involved in executing the dig pass skill. Extract 3.1 depicts a sample of correct responses.

3. i/ Your feet should be shoulder width apart	
+ Your feet should be shoulder width apart for better stance and balance of the body.	
ii/ Eyes should be focused on the ball	
- Your eyes should be on the ball for proper timing and anticipation of the ball.	
iii/ Close your hands and lock in tightly	
- The purpose of this is to get a strong and firm pass when the ball comes and hits your hands.	

3	iv/Stretch out your arms straight forward while locking in.	
	- stretching the arms out will help get better control of the ball.	
	v/ Hit the ball with the hands.	
	- The next step is to hit the ball with the hands in order to make the pass perfect to the teammate intended.	
	vi/ Follow through with the arms fully stretched.	
	- Following Through will help increasing perfection of the pass which is executed towards your teammate.	

Extract 3.1: A sample of correct responses to question 3

In Extract 3.1, the candidate analysed the correct procedures to follow when executing a dig pass in volleyball.

Further analysis revealed that candidates with weak performance (24.19%) demonstrated inadequate knowledge about volleyball skills, particularly the dig pass skill, which led them to provide irrelevant responses. For example, some candidates analysed precautionary measures to be observed before playing a volleyball match instead of analysing the procedures for executing a dig pass skill. Such responses included: *the court of play should be inspected and all unwanted objects should be removed, players should remove jewellery for example rings and watches, players should wear proper personal sport gears, proper warm up and stretching, presence of first aid kit and players must obey the rules and regulations of volleyball.*

Other candidates provided responses which were contrary to the requirements of the question. For example, one candidate analysed skills used in football instead of analysing the procedures to follow when executing a dig pass skill in volleyball. Such responses were; *dribbling, receiving, goalkeeping, passing, heading and shooting.* Likewise, other candidates analysed volleyball skills, such as; *blocking, setting, smash, receiving and serving.* Extract 3.2 shows a sample of incorrect responses from one of the candidates.

3	(i) When opponent team catching the net; The opponent team catching the net this is help to score the point from one place and it help to win the match.	
	(ii) When opponent team failute to make good serve; The opponent team the team failute to make good serve this it the to get the points.	
	(iii) When opponent play team or player haet the ball twice; This is increase to get or scores the point from one place to another.	
	(iv) When opponent team change, position before serving the ball	

Extract 3.2: A sample of incorrect responses to question 3

In Extract 3.2, the candidate analysed situations that cause a team to lose points during a volleyball match instead of analysing the procedures to follow when executing a dig pass skill in volleyball.

Moreover, the analysis of the candidates' performance shows that those with average performance (35.41%) were able to identify the requirements of the question but had partial knowledge about the procedures for executing a dig pass skill in volleyball. They scored average marks because they provided a mixture of correct and incorrect responses.

2.2.2 Question 4: Track and Field Events (Relay)

The question was: *In the 2024 athletics competition, one of the teams dropped relay baton in both 4 x 100 m and 4 x 400 m at the exchange zone. (a) describe two basic techniques of baton exchange the team could use (b) describe two correct methods of baton exchange the team could apply in the exchange zone.* This question aimed to evaluate the candidates' understanding about techniques and methods of relay events.

A total of 1,968 (100%) candidates attempted this question. The analysis shows that 1,469 (74.64%) candidates scored from 0.0 to 2.5 marks which is weak performance, with 61.23 per cent scoring 0. On the other hand, 338

(17.17%) candidates scored from 3.0 to 5.5 marks indicating average performance while 161 (8.19%) candidates scored from 6.0 to 9.0 marks indicating good performance. Overall, the performance on this question was weak, as 25.36 per cent of the candidates passed by scoring from 3.0 to 9.0 marks. Figure 4 provides a visual representation of the candidates' performance on this question.

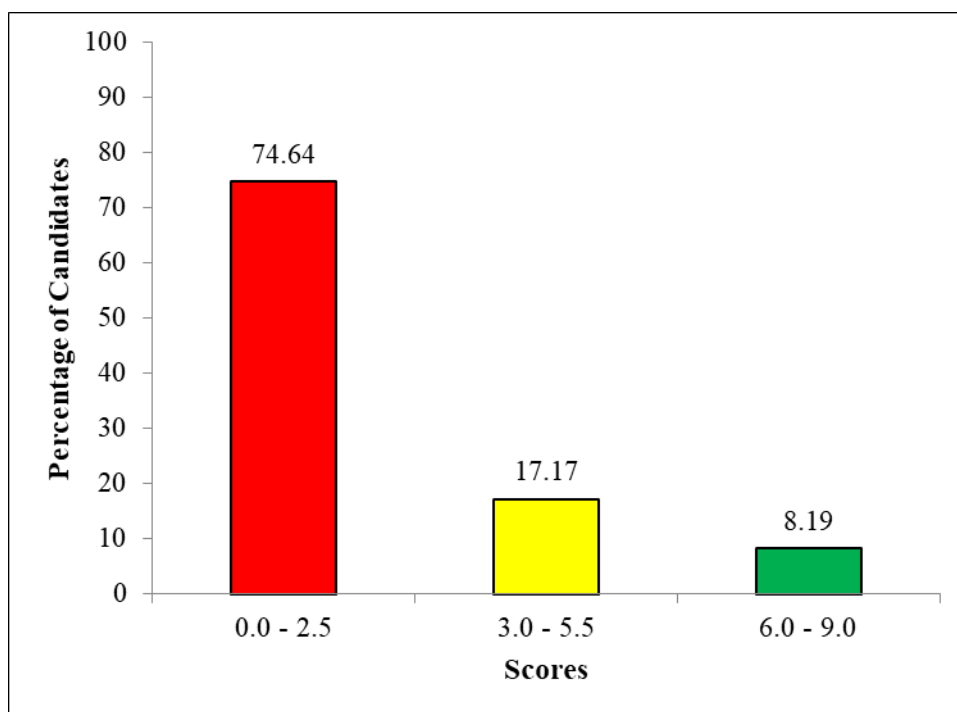


Figure 4: *Candidates' performance on question 4*

The analysis of candidates' responses indicates that 74.64 per cent who had weak performance failed to describe the techniques and methods of baton exchange in relay events. This suggests that these candidates had inadequate knowledge about relay races, particularly the techniques and methods of baton exchange. Some candidates provided the phases of a relay race in part (a) and irrelevant methods in part (b) instead of describing the required techniques and methods of baton exchange in relay. Example of such responses were: part (a) *start and take off*. Part (b) *free method and ordered method*.

Moreover, other candidates provided responses that were contrary to the demands of the question. For example, one candidate gave explanations

that included terms related to running events but did not reflect the techniques and methods of baton exchange in a relay race. Such responses included; part (a) *body position* and *baton placement*. Part (b) *every player should stand in its lane to avoid disqualification and exchanging the baton with vice versa hand*. Similarly, another candidate provided types of hangs in the parallel bar in gymnastics, such as; *long hang* and *tuck hang*. Extract 4.1 presents a sample of incorrect responses from one of the candidates.

4:	a:	i) Holding / gripping, this is the skill which involve how to hold the baton so as to make sure easy exchange with another athlete.
		ii) Maximum speed, this is the technique whereby the player increase speed when going to finishing line.
	b	i) Proper gripping of the baton so as to ensure easy in exchanging the baton.
		ii) Maintain maximum speed during race so as to cover distance in a short period of time

Extract 4.1: A sample of incorrect responses to question 4

In Extract 4.1, the candidate provided a mixture of phases for sprinting events and terms related to relay races instead of describing the techniques and methods of baton exchange in a relay race.

Further analysis shows that 17.17 per cent of the candidates with average performance had partial knowledge about techniques and methods of baton exchange in relay races. Such candidates demonstrated a mixture of correct and incorrect responses, and some scored marks in only one part of the question, either on techniques or on methods of the relay race.

Moreover, the few candidates who scored high marks (8.19%) adhered to the requirements of the question and demonstrated adequate knowledge about techniques and methods of baton exchange in relay races. They

clearly described both techniques and methods of baton exchange. Extract 4.2 shows a correct response from one of the candidates.

4	(a) (i) Visual baton exchange	
	This is the technique of baton exchange used in 4 x 400m relay, where by the incoming runner receives the baton by seeing or looking backwards.	
	(ii) Non Visual baton exchange	
	This is the technique of baton exchange used in 4 x 100m relay, where by the incoming runner receives the baton without looking behind.	
	(b) (i) Upsweep method	
	This is the method of baton exchange where the incoming runner passes the baton upward into the palm of the outgoing runner.	
	(ii) Downsweep method	
	This is the method of baton exchange where the incoming runner passes the baton downward into the palm of the receiver.	

Extract 4.2: A sample of correct responses to question 4

In Extract 4.2, the candidate correctly described the techniques and methods of baton exchange in relay races.

2.2.3 Question 5: Gymnastics

The question was: Low horizontal bar in gymnastics requires several skills which a gymnast has to master for a better performance. (a) describe three basic skills (b) enumerate three advantages which the gymnast should get

after mastering those skills. The question aimed to assess candidates' understanding about low horizontal bar in gymnastics.

A total of 1,968 (100%) candidates attempted this question. The analysis shows that 556 (28.26%) candidates performed well by scoring from 6.0 to 9.0 marks. Additionally, 1,199 (60.92%) candidates demonstrated average performance, scoring from 3.0 to 5.5 marks. On the other hand, 213 (10.82%) candidates had weak performance by scoring from 0.0 to 2.5 marks. Among them 3.00 per cent scoring 0. Overall, the performance on this question was good, as 89.18 per cent of the candidates passed by scoring from 3.0 to 9.0 marks. Figure 5 provides a visual representation of the candidates' performance on this question.

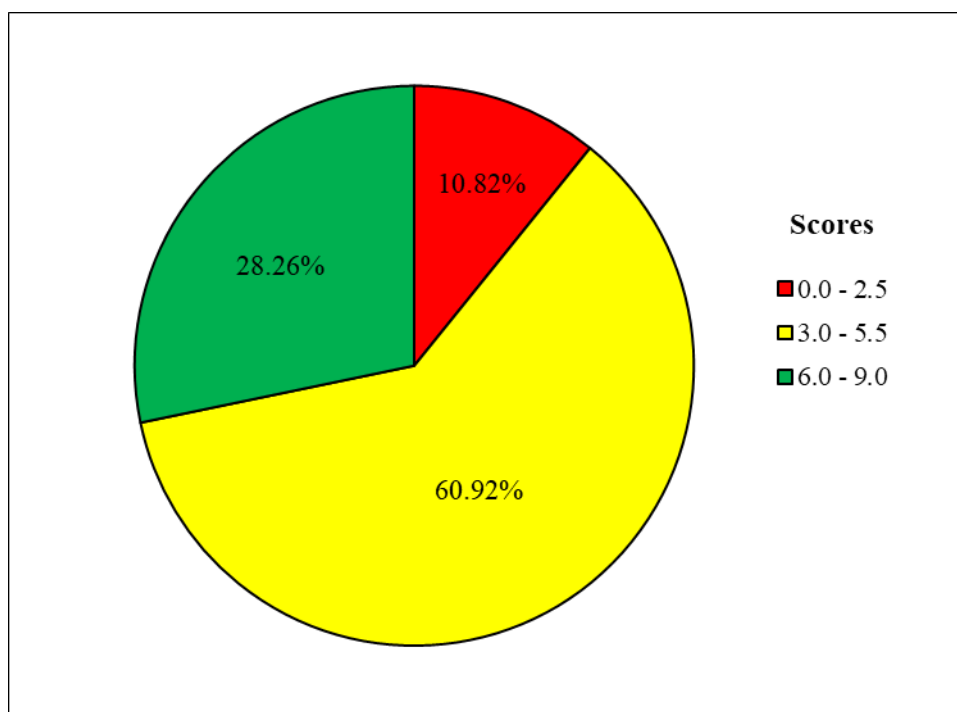


Figure 5: *Candidate's performance on question 5*

The analysis of candidates' responses reveals that candidates who performed well (28.26%) adhered to the requirements of the question and demonstrated sufficient knowledge about low horizontal bar. They correctly explained three basic skills performed on the low horizontal bar and successfully enumerate three advantages of mastering these skills. Their responses were clear and complete, as illustrated in one of the candidates' responses presented in Extract 5.1.

5a) Mounting	
is one of skill in which involve a gymnast to get into the bar. It can be executed in different way one stand face the bar. place hands on bar and step onto the bar.	
ii) Hang and swing (stunts) skills.	
refers to the skills in which a gymnast ~~prop~~ ~~prop~~ his other body in bar while he or she is suspended and swinging in the bar.	
iii) Dismount skills.	
refers to the skills in which a gymnast get off from the bar and becoming in the ~~ground~~ ground it can be rear dismount, front dismount and others.	
b) Advantage of low horizontal bar skills	
i) It help to improve muscles, tendons, ligament and joint as well improve muscular streighth and flexibility	
ii) It help to improve body	
When a person involve in gymnastics exercises her body or his body became physically fit.	
iii) It help to improve immune system in the body	
through exercises performed in gymnastics help to ~~increase~~ and improve immune body system and reduce risk of getting different diseases.	

Extract 5.1: A sample of correct responses to question 5

In Extract 5.1, the candidate correctly analysed three low horizontal bar skills and identified three advantages of mastering those skills.

Further analysis indicates that the candidates who had weak performance (10.82%) provided responses that did not meet the requirements of the question. For example, some explained gymnastics events in part (a) instead of describing basic skills performed on the low horizontal bar, such responses included: *balance beam*, *side horse vaulting* and *still rings*. Others described exercises aimed at improving athletes' fitness level, such as: *running*, *jumping* and *jogging*. Likewise, one candidate provided

objectives of gymnastics rather than relevant skills. Such responses were; *to improve and maintain body fitness, to improve person's memory and to develop positive attitudes towards life.*

In addition, some candidates failed due to misinterpretation of the word. This was evident where candidates misunderstood the word “performance” in the stem of the question and provided explanations of performance related physical fitness components in part (a) rather than describing three basic low horizontal bar skills. Example of such responses included, in part (a) *agility, coordination and speed*. In part (b) *he/she can change direction faster in a short period of time, he/she can solve different situation by using sense organs, he/she can do anything in a particular area*. Extract 5.2 presents a sample of incorrect responses from one of the candidates.

5.	@2 Dribbling	
	The dribbling was the one of the good skills that helped to the gymnastic to play this game.	
	ii) passing	
	The passing was the another of the good skills that helped to the gymnastic to play this game to the people.	
	iii) service.	
	The another of the gymnastic skills helped to the player to perform was service.	

Extract 5.2: A sample of incorrect responses to question 5

In Extract 5.2, the candidate provided skills associated with ball games instead of describing basic low horizontal bar skills and the advantages to the gymnast of mastering those skills.

Moreover, candidates with average performance (60.92%) demonstrated a moderate understanding about low horizontal bar skills in gymnastics. The majority of these candidates managed to score marks in part (b) of the question, which required stating the advantages of mastering low horizontal bar skills, while in part (a), most were able to mention one basic skill.

2.2.4 Question 6: Racket Games (Hockey)

In this question, candidates were required to describe six procedures for executing the stopping skill in hockey. The question aimed to assess candidates' understanding about stopping skill in hockey.

The question was attempted by 1,968 (100%) candidates. Among them, 975 (49.54%) candidates scored from 0.0 to 2.5 marks which is weak performance, with 18.95 per cent scoring 0 marks. Moreover, 855 (43.45%) candidates scored from 3.0 to 5.5 marks indicating average performance while 138 (7.01%) candidates scored from 6.0 to 9.0 marks indicating good performance. The general performance of the candidates in this question was average, as 50.46 per cent scored from 3.0 to 9.0 marks. Figure 6 illustrates the candidates' performance in this question.

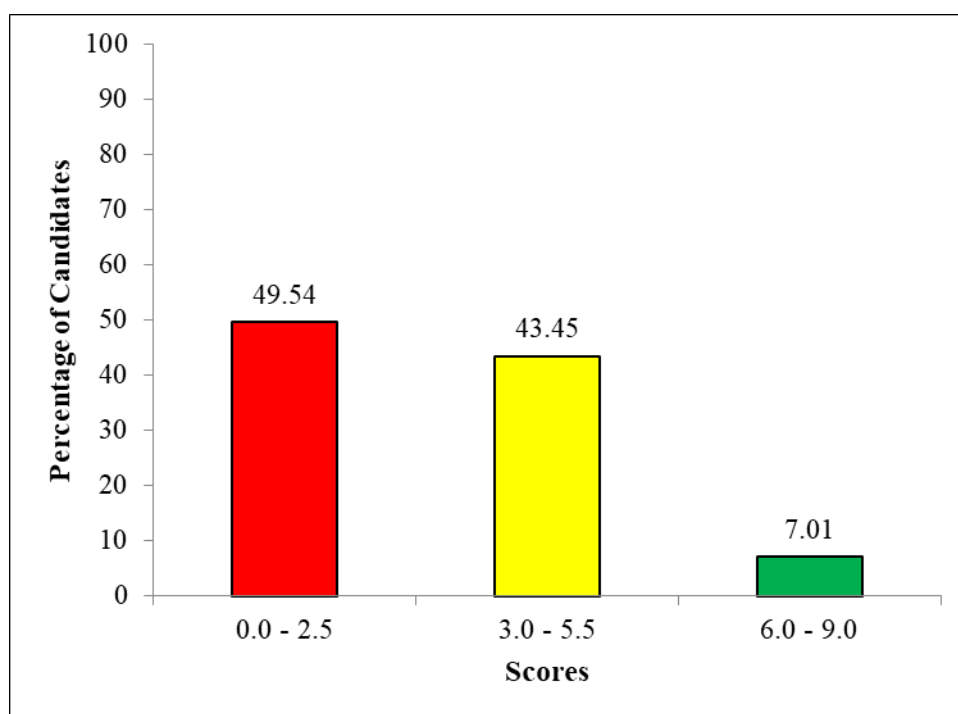


Figure 6: *Candidates' performance on question 6*

Analysis of the candidates' responses reveals that candidates with weak performance (49.54%) misunderstood the question and demonstrated insufficient knowledge about hockey, particularly the stopping skill. For example, one candidate described safety measures to be observed during a hockey match instead of describing the procedures for executing the stopping skill. Such responses were; *wear proper sport gear, perform*

cooling down, ensure first aid kit, inspect the court, following rules and regulation of the game and perform warm up.

Another reason for candidates' weak performance on this question was misinterpretation of the word "skills" in the question stem. Some candidates provided general hockey skills instead of describing the procedures for executing the stopping skill. Example of such responses included: *hitting, gripping, goalkeeping, receiving, passing and dribbling*. Other candidates described skills related to the shot put throw, such as *gripping, stance, power position, release and recovery*. Extract 6.1, shows a sample of incorrect candidates' responses to question 6.

06(i)	Setting: refers the process of setting the ball before allow to flow or to move from one place to another this help in stopping skill in hockey.	
(ii)	Points: this procedure help in stopping skills in hockey because the procedure allow the stopping skills in hockey.	
(iii)	Game: is the process occur when the hockey take place this procedure help the stopping skills in hockey.	
(iv)	Match: this process occur when the game take place help in stopping skills in hockey this procedure very important in stopping skills in hockey.	

Extract 6.1: A sample of incorrect responses to question 6

In Extract 6.1, the candidate described volleyball skill and an incorrect scores counting system used in tennis and table tennis matches instead of describing the procedures for executing the stopping skill in hockey.

Further analysis shows that 43.45 per cent of the candidates with average performance had partial knowledge about hockey skills. These candidates

demonstrated a mixture of correct and incorrect responses when describing the procedures for executing the stopping skill in hockey and their explanations lacked clarity.

Moreover, candidates who scored high marks (7.01%) adhered to the requirements of the question and demonstrated adequate knowledge about hockey skills. They clearly described six procedures for executing the stopping skills in hockey. Extract 6.2 presents a correct response from one of the candidates.

6. i)	Proper grip: firstly you have to prepare a grip of your stick that will help you to get confidence.
ii)	Take position: you have to position your self then this step will help you to get good preparation.
iii)	Focus on the direction of the ball: you have to focus on the direction of the ball so as to look where can you stop your ball.
iv)	Make stance: Also you have to make a stance so as to get balance up, your body and to have good preparation.
v)	Lie a stick toward the direction of the ball. - This step can help you to direct well the ball so as to get good performance when you play.
vi)	Stop the ball using a flat side of the stick. - you have to stop your ball by using a flat side of the stick.

Extract 6.2: A sample of correct responses to question 6

In Extract 6.2, the candidate correctly described the procedures for executing the stopping skill in hockey.

2.2.5 Question 7: Ball Games (Basketball)

The question stated that: *During a basketball friendly match, a player in one of the teams was injured and he was not able to continue with the match. Explain six procedures that could be followed to replace the injured player.* The question aimed to evaluate candidates' understanding about basketball rules, specifically the procedures for substituting players.

The question was attempted by 1,968 (100%) candidates. Among them, 1,111 (56.45%) exhibited weak performance, scoring from 0.0 to 2.5 marks, with 41.46 per cent scoring 0 marks. Additionally, 420 (21.34%) candidates demonstrated average performance, scoring from 3.0 to 5.5 marks. Further analysis revealed that 437 (22.21%) candidates achieved good performance by scoring from 6.0 to 9.0 marks. The overall performance on this question was average, as 43.55 per cent of the candidates scored from 3.0 to 9.0 marks. Figure 7 provides a visual representation of the candidates' performance on this question.

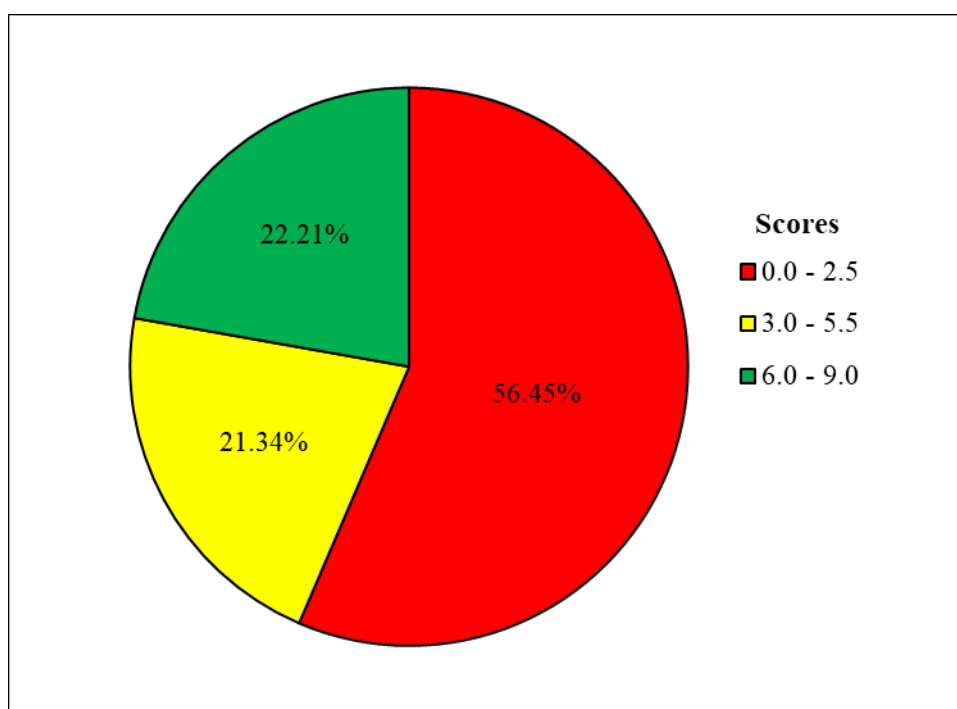


Figure 7: Candidates' performance on question 7

The analysis shows that candidates with weak performance (56.45%) provided irrelevant responses due to inability to understand the requirements of the question and insufficient knowledge about basketball substitution rules. For example, some candidates described procedures for rendering first aid to an injured player instead of explaining the procedures for substituting a player during a basketball match. Such responses were; *wearing gloves, washing the wound with soap, cleaning dirt with antiseptic wipes, cleaning the wound with a cotton ball, covering the wound with a bandage and taking the injured player to the hospital for further treatment.*

Further analysis reveals that inability to identify the requirements of the question was another factor contributing to weak performance. Some candidates provided responses which were contrary to the question's requirements. For example, one candidate provided the importance of first aid instead of explaining the procedures for substituting a player during a basketball match. Such responses included; *it brings hope to the injured player, it prevents the injury from becoming worse, it helps to reduce pain and discomfort and it promotes faster recovery.* Others described basic first aid techniques, such as *R- rest, I – ice, C – compression and E – elevation.* Extract 7.1 presents a sample of incorrect responses from one of the candidates.

07.	i. Follow rules and regulation. This was the procedure which I would be followed replace that injured player who when in sport of Basketball when a leader of the play was given that all make sure you play in peace and also should follow them	
	ii. Wearing proper sport gear. Also wearing proper sport gear in order to avoid a accident or injured which can occurred in a Basketball match Example of sport gear are shoes	
	iii. Presence of first aid kit. Also make sure that they have a presence of first aid kit. But first aid kit this was small box which contain items which can be used in first aid. Examples of equipment which can be found in first aid kit are Bandage, trauma sphy, pin. that are used in order to save life.	
	iv. Wearing proper sport Jersey Also they are advised to her to wear a proper sport jersey which can be used in order to make a different between two teams by: any team to wear her Jersey in order to avoid competition and difficult side.	
	v. Perform warm up and cool down. But also when a player want to participate activities also make sure that you perform warm up and cool down. Warm up is the activities which can be down before the main activities and cool down after main activities.	
	vi. Collect all equipment that can be Used. Also when a player should already use a their equipment also make sure that you collect in order to save a environment which can be used in order to maintain to participate the Basketball sports.	

Extract 7.1: A sample of incorrect responses to question 7

In Extract 7.1, the candidate explained safety measures to be observed during a basketball match instead of explaining the procedures for substituting a player during a basketball match.

Moreover, candidates who scored high marks (22.21%) adhered to the requirements of the question and demonstrated sufficient knowledge about basketball rules, specifically the procedures for substituting a player during a basketball match. Their responses were clear and complete, as shown in one candidate's response in Extract 7.2.

7	(i) The player who want to come in must ask for substitution - They can raise hand or sit on the substitute chair to show want to enter.	
	(ii) The timer tells the referees - When then the timer see the request, he/she informs the referees so they know substitution is needed.	
	(iii) The substitute must stay outside the court line - they wait outside until the referee allow them to come in.	
	(iv) The player going out can go straight to the bench - They leave the court at the nearer place and sit on their team bench.	
	(v) Referee blow the whistle and show signal - this shows that play stopped and substitute can enter.	
	(vi) The substitute enter the court - after the signal, The new player step in and replace the player going out.	

Extract 7.2: A sample of correct responses to question 7

In Extract 7.2, the candidate correctly explained six procedures to follow when a substitution is made during a basketball match.

On the other hand, analysis shows that 21.34 per cent of the candidates with average performance demonstrated a moderate understanding of basketball rules, specifically the substitution rule. They provided a mixture of correct and incorrect responses and their explanations were often inadequate.

2.2.6 Question 8: Gymnastics

In this question, candidates were required to describe six exercises that the coach would use to develop the muscular strength of newly enrolled

gymnasts. The question aimed to assess candidates' knowledge about gymnastics exercises, specifically exercises that develop muscular strength.

The question was attempted by 1,968 (100%) candidates. Among them, 778 (39.53%) had weak performance with their scores ranging from 0.0 to 2.5 marks, out of which 14.33 per cent scored 0 marks. The average performance ranging from 3.0 to 5.5 marks was scored by 812 (41.26%) candidates and the remaining 378 (19.21%) candidates scored from 6.0 to 9.0 marks indicating good performance. The general performance of the candidates in this question was average, as 60.47 per cent of the candidates scored from 3.0 to 9.0 marks. Figure 8 illustrates the candidates' performance in this question.

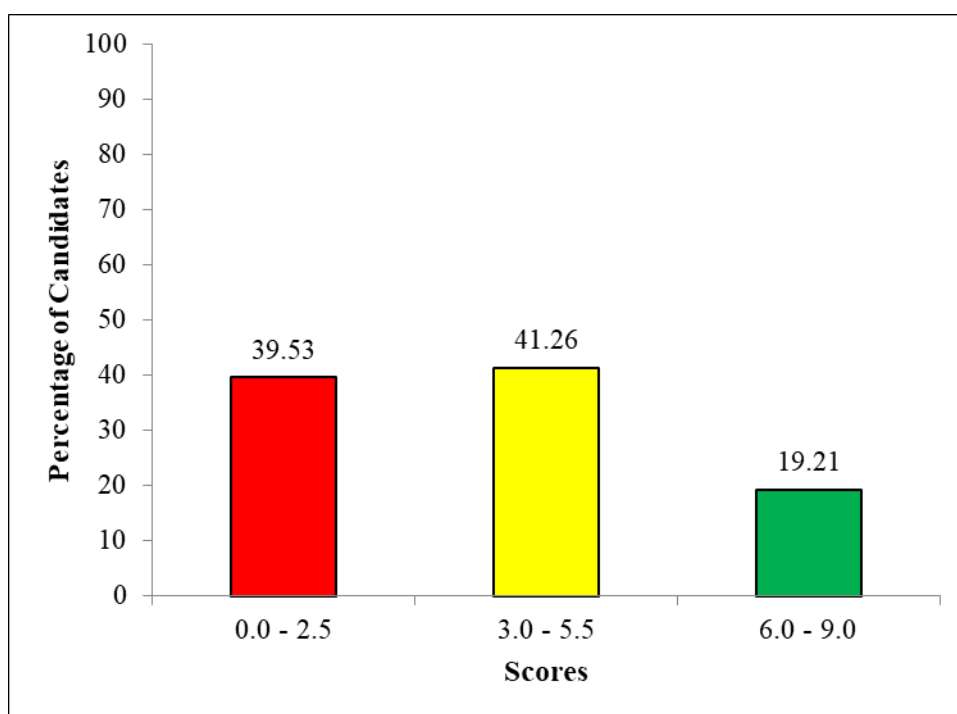


Figure 8: *Candidates' performance on question 8*

The analysis indicates that candidates with weak performance (39.53%) misunderstood the question and had inadequate knowledge about exercises for developing muscular strength. For example, one candidate provided exercises for improving gymnasts' flexibility instead of muscular strength, such as; *shoulder stretch, neck stretch, triceps stretch* and *yoga*.

Other candidates provided responses that were contrary to the requirements of the question. For example, one candidate mixed exercises for improving

cardiovascular endurance, ball game skills, and athletics field events, such as *discus, shot put, dribbling, shooting, running and jogging*. Similarly, others provided track and field events, including *short distance, long distance, triple jump, long jump, javelin and discus*. Additionally, some candidates explained activities aimed at improving a gymnast's overall body wellness instead of exercises for developing muscular strength. Such responses included *camping, orienteering and swimming*. Extract 8.1 presents a sample of incorrect responses from one of the candidates to question 8.

08	Gymnast:- Are person who perform gymnastic.
	Muscular strength:- Is a sport in which the
	re are (<i>jogging, running and swimming</i>). The following are
	the exercise which the coach would train to achieve his
	goals are:-
	Low horizontal bar:- The gymnast can perform mus-
	cular strength when get push up, pull up and other.
	Beam balance:- the gymnast can perform it
	through mount, dismount, walking backward, walking
	forward, One large leg with open eye and one leg with
	close eye.
	Parallel bar:- The gymnast can perform it who
	n can use this things approach, Touch off, Take off
	and landing mattress.
	Horse vaulting:- This step can help the gymnast
	when get it regular and when he/she keep our mind
	on what we doing in this step.
	Still ring:- This process can help the gymnast to
	perform it when use regular the equipment provide
	d in gymnastics area.

Extract 8.1: A sample of incorrect responses to question 8

In Extract 8.1, the candidate provided gymnastics events instead of describing exercises for developing the muscular strength of newly enrolled gymnasts.

Further analysis shows that 41.26 per cent of the candidates with average performance demonstrated partial knowledge about exercises for

developing muscular strength. These candidates provided a mixture of correct and incorrect responses and they did not explain their points clearly.

On the other hand, the analysis shows that candidates with good performance (19.21%) adhered to the requirements of the question and demonstrated adequate knowledge about exercises for developing muscular strength. They correctly described six exercises for developing the muscular strength of newly enrolled gymnasts. A sample of correct responses is shown in Extract 8.2.

8. i) Push-ups - strengthen the arms, chest, and shoulders, which are important for supporting body weights during gymnastics movements.	
ii) Sit-ups - Build abdominal and core muscles, helping gymnasts maintain balance and control during routines.	
iii) Pull-ups - Develop the back, arm, and shoulder muscles needed for climbing, swinging, and hanging on bars.	
iv) Squats - strengthen the legs and lower body, which improves jumping and overall stability.	
v) Plank - Enhances core strength and stability, which is essential for holding body positions and performing controlled movements.	
vi) Lunges - Build leg muscles and improve balance, coordination, and support during dynamic gymnastics skills.	

Extract 8.2: A sample of correct responses to question 8

In Extract 8.2, the candidate correctly described exercises for developing the muscular strength of newly enrolled gymnasts.

2.3 Section C: Essay Questions

This section consisted of three (3) essay questions: 9, 10, and 11. Candidates were required to answer only two (2) questions. Each question weighted 15 marks, making a total of 30 marks in this section.

2.3.1 Question 9: Ball Games (Netball)

The question stated “The umpire blew a whistle several times indicating violation of the rules to some of the netball players with respect to their playing positions. Explain two roles for each player according to their playing positions”. This question aimed to evaluate candidates’ knowledge about roles of netball players.

A total of 1,208 (61.38%) candidates attempted this question. The analysis shows that 770 (63.74%) candidates performed well by scoring from 10.0 to 15.0 marks. Additionally, 346 (28.64%) candidates had average performance, scoring from 4.5 to 9.5 marks. On the other hand, 92 (7.62%) candidates had weak performance by scoring from 0.0 to 4.0 marks. Among them 2.24 per cent scored 0 marks. The general performance on this question was good, as 92.38 per cent of the candidates passed by scoring from 4.5 to 15.0 marks. Figure 9 provides a visual representation of the candidates’ performance on this question.

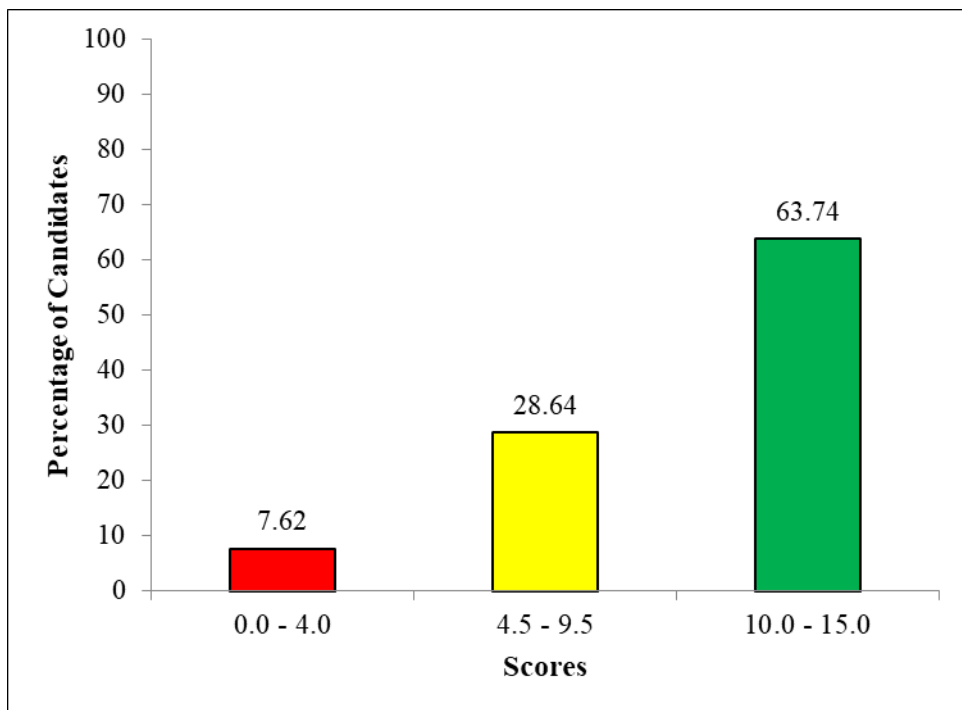


Figure 9: *Candidates' performance on question 9*

Analysis of the candidates' performance reveals that those with good performance (63.74%) adhered to the requirements of the question and demonstrated adequate knowledge about the roles of netball players in their respective playing positions. They accurately explained two roles for each playing position. Extract 9.1 presents a sample of correct responses from one of the candidates.

9	Netball players these are players who specialize in playing netball sport and are seven in number. There are several position in netball sport in which each position has its player and every player has her roles to perform. The following are the roles of each player and their position in netball. <u>Goal Keeper (GK)</u>; Goal Keeper is located at the goal third in which the goal keeper can play from the area near the ring and areas around the ring. The goal keeper is responsible in defending the shoots made by the attacking team toward the ring by preventing them from scoring or gaining points. But also GK is responsible in providing the ball to the Goal defense (GD) or Wing defense (WD). <u>Goal Defense (GD)</u>; Goal Defense is located at the goal third in which the GD can play from the area near the ring to the centre third. The Goal Defense is responsible in defending the attacking team from making shots but also the Goal Defense is responsible in receiving the balls coming from the Goal Keeper (GK). <u>Wing Defense (WD)</u>; Wing Defense is located at the goal third in which the WD can play from the area of the goal third to the centre third. Wing Defense is responsible in protecting the ball from the attacking team and block their passes that lead to goal, But also The Wing Defense is responsible in sending the ball from the goal third to the centre third. <u>Centre (C)</u>; Centre is located at the centre third in which the centre can play from the goal third, centre third and front third. The Centre is responsible in receiving the incoming balls from the Wing Defense (WD) and maintain the possession of the ball, But also the centre is responsible in taking the ball from the centre third to the front third for attacking. <u>Goal attack (GA)</u>; Goal Attack is located at the front third but can play from the centre third to the front third. Goal Attack is responsible in scoring points by making shots to the opposing team, but also the GA is responsible in receiving the ball from the Centre (C) for an attack.	
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9	Wing attack (WA); Wing Attack is located at the front third but can play from the centre third to the front third. The Wing attack is responsible in providing an assist to the Goal shooter for the aim of scoring but also Wing Attack is responsible in receiving the ball from the center and provide it to the Goal attack.
	Goal shooter (GS); Goal shooter is located at the front third. The Goal shooter is responsible in making attempts of shot for scoring purpose but also the Goal shooter is responsible in receiving passes from the Goal Attack or wing attack that create a chance of scoring a goal and increase the chance of winning.
	Generally; Netball is one of the most favourable sports that is most liked and it is international. For one to participate netball sport, one has to master different skills such as passing, receiving, shooting, footwork in which can enable a player to play well to the designated position in netball.

Extract 9.1: A sample of correct responses to question 9

In Extract 9.1, the candidate correctly explained the roles of each netball player according to their playing positions.

Further analysis shows that 7.62 per cent of the candidates with weak performance provided irrelevant responses due to inability to understand the requirements of the question and insufficient knowledge about roles of netball players. For example, some candidates explained netball playing positions and their locations at the start of play without explaining the roles associated with those positions. Such responses included: GK – he/she is located in the centre in the defending goal third or circle, GD – he/she is positioned at the right side of the court near the side line in the defending third, WD – he/she is positioned left side of the court near the side line in the defending third, C – he/she is located in the centre third near the centre circle, WA – he/she is located right side of the court near the side line in attacking third, GA – he/she is positioned to the left side of the court near the side line in the attacking third and GS – he/she is located at the mid of attacking third or inside the attacking goal circle.

Similarly, other candidates described roles without identifying the players' positions, such as; *preventing goal from being scored, stopping opponent attack, to start and restart the play, creating attacks and controlling the team style of play.*

Moreover, the analysis shows that misinterpretation of the word “violation” in the question stem was another factor contributing to candidates' weak performance on this question. This was evident where some candidates explained violations that occur in a netball match instead of explaining the roles of netball players. Examples of such responses were; *offside, obstruction, contact, over the third, stepping and held ball.*

Lastly, poor command of the English language was another factor contributing to candidates' weak performance, as it hindered their ability to express themselves clearly. This was demonstrated by candidates' answers such as: *centre – to result the ball when team score; the centre was the good position in netball or was the good respective roles of each player in their positions for perfect games in the future was the centre that helped to result the ball when team scores, and goal keeper – to protect the opponent team from scoring; the goal keeper was the another of there respective roles of each player in their position for perfect games in the future was the goalkeeper help to protecting the opponent team from scoring the goal.* Extract 9.2 shows a sample of incorrect response to question 9.

9	Hop in jump and Step; that ngation syad
	maji the goal and then how your Hong say
	by hong ai tions zone tions tions tions
	netball tions your state can tions your
	Step p jump tions into.
	Crossover tions and dribbles beside to
	that your by aeng and state can tions
	banded ing in or good blocks your tions
	ng equin for tions can tions your phzin
	ngation and Step tionsgi launching tions
	your shiang and tions state can be
	by cassette for aeng your tions state

9	landung mat and time collant; stio	
	nots ngat your tian geti staten engine	
	shirts mats and stepping blocks in	
	for shirts step jumpin an tian geti	
	angati tian g	
	Eleven and Fivetwo; ~~an~~ and tian	
	you nyo cause the are ngtions	
	and lye ng atians blocks staten	
	gan staten ngi tian g tian pre	
	tongcuting in the gorma di blocks.	

Extract 9.2: A sample of incorrect responses to question 9

In Extract 9.2, is the part of irrelevant responses provided by candidate regarding the roles of netball players in their respective playing positions.

Furthermore, the analysis indicates that candidates with average performance (28.64%) demonstrated a moderate level of knowledge about roles of netball players in their playing positions. Although they understood the demands of the question, they provided a mixture of correct and incorrect responses. Some candidates also wrote few points with inadequate explanations, which resulted in an average score.

2.3.2 Question 10: Management and Administration of Physical Activities

The question was: You have been appointed manager of the Serengeti Stars Football Team. Explain six responsibilities you would perform in that position". The question aimed to assess the candidates' understanding about management of physical activities.

A total of 788 (40%) candidates attempted this question. The analysis shows that 247 (31.35%) candidates had good performance by scoring from 10.0 to 15.0 marks. Additionally, 385 (48.86%) candidates had average performance, scoring from 4.5 to 9.5 marks. On the other hand, 156 (19.79%) candidates had weak performance by scoring from 0.0 to 4.0 marks. Among them 8.38 per cent scored 0 marks. Overall, the performance on this question was good, as 80.21 per cent of the candidates passed by scoring from 4.5 to 15.0 marks. Figure 10 provides a visual representation of the candidates' performance on this question.

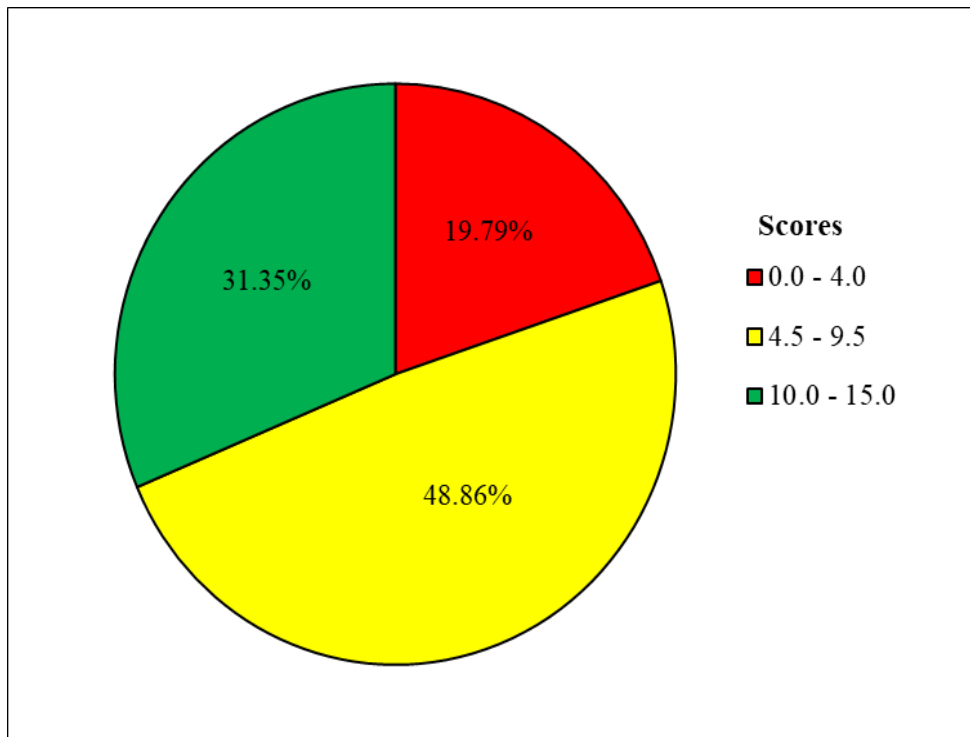


Figure 10: *Candidates' performance on question 10*

The analysis shows that candidates with good performance (31.35%) adhered to the requirements of the question and demonstrated adequate knowledge about management of physical activities. They accurately identified the requirements of the question and displayed a comprehensive understanding. These candidates successfully explained six responsibilities of a football team manager. The sample of correct responses provided is as shown in Extract 10.1.

10	Manager of the team is the special leader in the team who have responsible of organise the team. The manager of the team is chosen for different purpose according to his responsibility. The following are the responsibilities of manager of the team as a leader of team. Leading the team, manager is responsible to lead the team in order to know or to determine what is weakness and what is strength of that team and to make different ways or methods in order to fight and to remove the weakness of the team. So it is very important for the manager to lead the team in order to create good development of that team. Controlling the team, manager is responsible to control the team in order to have a good cooperation and understanding between player of that team and through that it help to reduce the occurrence of conflict and misunderstanding between different members in the team. Organising, the manager have responsible to organise the team in different area in order to help the team to have good performance in sport activities and to increase good performance of the player in sport activities in different competition like CAF, CHAN and other competition in the world. Planning, the manager of the team is responsible to plan different programme in the team that all people and all player can follow it. So if there is no manager of the team cause to underdevelopment of the team because there is no any people who can plan different teams programme. Budgeting, the manager of the team is responsible to make a budget on different amount of money that the team use in different area like transportation, buying of new players on the team and payment of salaries to the players. Evaluating, the manager of the team is responsible to evaluate all programme of the team and other activities that the team are practice like provision of some service to the people with a special group and etc. Generally, manager have several advantage to the team like Help to create development of team, help team to perform well different sport activities and help to increase better performance of player in the sport.
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Extract 10.1: A sample of correct responses to question 10

In Extract 10.1, the candidate correctly explained the responsibilities of a football team manager.

Further analysis reveals that 19.79 per cent of the candidates with weak performance demonstrated insufficient knowledge about responsibilities of a football team manager, which led them to provide incorrect answers. For example, one candidate explained the benefits of playing a football match instead of explaining the responsibilities of the football team manager. Such responses included: *it helps to improves cardiovascular health, it promotes teamwork and social interaction, it is the source of income, helps to reduce stress, it enhances muscle strength, it helps to improve coordination and agility, and it promote good posture of the body.*

Moreover, other candidates failed due to misinterpretation of word. For instance, some of them misunderstood the term “position” in the question stem and described the positions of football players instead of explaining the responsibilities of the football team manager. Such responses were: *Defenders, midfielders, forwards, goalkeeper.* Extract 10.2 provides a sample of incorrect responses from one of the candidates.

10.	Soccer: Is the sport which played	
	be with two team of eleven players for	
	each. The responsibility required to perform	
	in that position are the following.	
	Dribbling. This is methods that a player	
	uses in order to get a goal faster	
	or to attack the opponent team and	
	this technique can be used by the big players	
	to get good scores or to show	
	their performance in the pitch.	
	shooting. This help the players	
	to try to score the goal in the opponent	
	team and this because if the player	
	shoot the opposite goal and then to	
	score the goal or to get the points	
	can make their team to be have a	
	good position in the pitch.	

10.	Passing. Is the process of where the players played the ball to their other players on the team and also this method used to get a good position of the team. Heading. This are the one of the methods that used by the player to find the points or to score the goals headinging sometime help the player to change the result of their team. Ball controlling. If the player have a confidence of playing or control the ball can cause the game to be strongly example of team that have a good control in Tanzania are Young and other team in our country. Reserving. This are the one of the technic that used in the football game in order to scores well in their match and most of the player can use this way to cool their team because their failed to reserving well the ball can cause more dangerous to their team and then to lose the points. Generally. The technic in the foot ball can cause the team good performing in the team and then to cause the team in generally to be for winner.	
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Extract 10.2: A sample of incorrect responses to question 10

In Extract 10.2, the candidate explained skills used in football instead of explaining the responsibilities of the football team manager.

Moreover, analysis of the candidates' performance shows that those with average performance (48.86%) were able to identify the demands of the question. The majority of these candidates demonstrated moderate knowledge about responsibilities of a football team manager. Some managed to score marks from the introductory part and few correct points they provided.

2.3.3 Question 11: Swimming

The question stated that “You have been given an opportunity to convince Form One students at your school to join swimming”. Explain six benefits you would provide to convince the students”. This question assessed the candidates’ knowledge about benefits of swimming.

The question was attempted by 1,940 (98.58%) candidates. Among them, 1,591 (82.01%) scored from 10.0 to 15.0 marks, indicating good performance. Furthermore, 322 (16.60%) candidates scored from 4.5 to 9.5 marks, representing average performance, while 27 (1.39%) candidates exhibited weak performance by scoring from 0.0 to 4.0 marks, with 0.26 per cent scoring 0 marks. The candidates’ overall performance in this question was good, as 98.61 per cent scored from 4.5 to 15.0 marks. Figure 11 provides a visual representation of the candidates’ performance in this question.

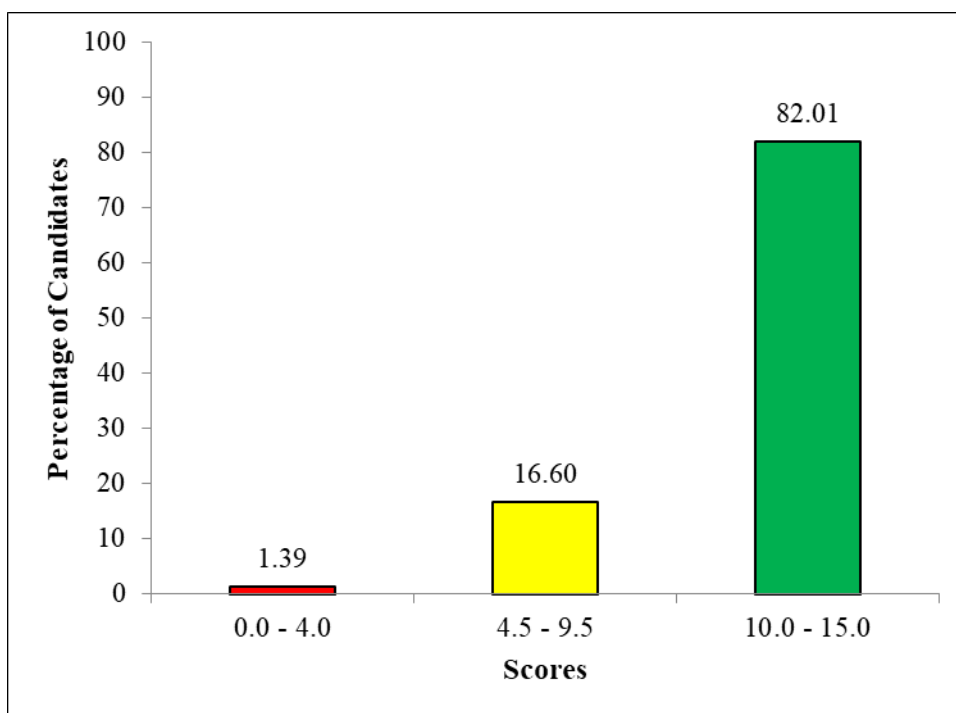


Figure 11: *Candidates’ performance on question 11*

The analysis indicates that candidates with good performance (82.01%) adhered to the requirements of the question and demonstrated adequate knowledge about benefits of swimming. They clearly explained six benefits of participating in swimming. Extract 11.1 illustrates one of the correct responses to question 11.

	Swimming is the propulsion of the body through	
11)	water and other liquids by combining both arms and legs movement together with the natural floatation of the body. This can be done in swimming pools or outdoor water sources such as rivers and lakes. Swimming can be done in four different strokes like freestyle, backstroke, breaststroke and butterfly. Despite this swimming still has its benefits.	
	The following are the benefits that we get from swimming:	
	It helps to increase cardiovascular endurance; this is the ability of heart and lungs to supply oxygenated blood to the body. Due to the fact that swimming requires good breathing capacity throughout including holding breath. Then the heart will adapt to supplying blood evenly throughout the body despite having very little oxygen.	
	It gives people employment; swimming has various fields that can hire people for example life guards, swimming coaches and competitive swimmers. Through these fields are employed and get an income which has improved their lives and can sustain them. For example, Michael John is a professional swimmer from USA who lives by swimming competitions.	
	It helps to reduce stress; swimming is also one of the best ways which a person can use so as to relieve his or her mind from the whole day's work or build up stress. This is because the water has a cooling effect to the body which reduces heat from the body allowing a person to feel refreshed and be able to think straight.	
	It prevents accumulations of fats in the body (obesity); obesity can be said as the accumulations of too much fat.	

	in the body leading to a very high body mass index. But	
11)	through swimming, then a person can be able to burn a lot of fat due to performance of exercises such as pulling and kicking under the water. Hence swimming also helps to shape our bodies.	
	It increases endurance of the muscles; swimming can make a person's muscles to have a very high level of endurance because it requires constant pulling of water and kicking throughout the race without a person stopping. And some competitions are very long for example 5 km open water swimming or 400 m individual medley. Hence muscles will sustain resistance against fatigue.	
	It hones/sharpen social skills; this is because in swimming a person can meet with a variety of people hence when he/she communicates with them then his or her level of social skills would have greatly increased. For example, being able to form groups with others.	
	In conclusion, swimming is a very beneficial sport which people don't really consider. So from now people should start considering it and the government together with other private sectors should try to develop the sport.	

Extract 11.1: A sample of correct responses to question 11

In Extract 11.1, the candidate correctly explained the benefits of participating in swimming.

Analysis also showed that 16.60 per cent of the candidates with average performance demonstrated moderate knowledge about benefits of participating in swimming. Their responses included a mix of correct and incorrect points. Also, they did not provide clear explanations for some points, which resulted in average scores.

Moreover, analysis of candidates' performance revealed that 1.39 per cent of the candidates with weak performance in this question provided irrelevant responses due to inability to understand the requirements of the question and insufficient knowledge about benefits of participating in

swimming. For example, one candidate provided safety measures to be observed before a swimming session instead of explaining the benefits of swimming. Such responses were: *take shower before entering in the pool, never swim alone, stay in your depth, never duck your friend under the water, do not pretend that you are drowning, never swim during harsh conditions and do not eat anything while you are swimming.*

Likewise, other candidates described ways of familiarizing a beginner with the water, such as; *opening eyes under the shallow water, practice holding breath under the shallow water, performing random movements in the shallow water, picking objects under the shallow water and performing floating in the shallow water.* Additionally, some candidates described swimming strokes, such as *freestyle, backstroke, butterfly and breaststroke.* Extract 11.2 shows a sample of incorrect response to question 11.

11	Swimming : Is the process which we use to throwing water for the body : The following is the benefits you would provide in order to convince the students
	Vest : Through the swimming which we use the vest because vest were used to protect water for swimming.
	oxygen : Through the oxygen swimming which we use the oxygen because oxygen were used to protect human being to throwing the water
	Boyer : Through the swimming which we used to protect boyer because boyer was provide human being to swim the water

Extract 11.2: A sample of incorrect responses to question 11

In Extract 11.2, the candidate provided irrelevant responses by describing incorrect swimming equipment instead of explaining the benefits of participating in swimming.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

In the CSEE 2025, eight (8) topics out of 12 in the Physical Education syllabus were assessed. These topics are: *Introduction to Physical Education*, *Health Related Physical Fitness*, *Gymnastics*, *Swimming*, *Ball Games*, *Track and Field Events*, *Recreational and Outdoor Activities* and *Racket Games*.

The analysis indicated that the candidates had good performance on questions derived from the topic of *Swimming* (98.61%) which was examined in question 11, *Gymnastics* (74.83%) which comprised question 5 and 8, *Ball Games* (72.99%) which comprised question 3, 7, 9 and 10, *Racket Games* (70.91%) which comprised question 2 and 6. Similarly, the candidates demonstrated good performance (87.30%) on question 1 which was a multiple choice items. The question was set from six topics namely: *Introduction to Physical Education*, *Health Related Physical Fitness*, *Ball Games*, *Racket Games*, *Track and Field Events* and *Recreational and Outdoor Activities*. This performance shows that the candidates had adequate understanding of the topics, along with the ability to understand the requirements of the questions and clearly explain their ideas in English language.

The analysis reveals that the candidates' performance was weak in the topic of *Track and Field Events* (25.36%) from which question 4 was set. The weak performance in this topic was due to inadequate knowledge of the tested concepts and an inability to identify the question's requirements. Further details on candidates' performance in different topics is shown in the Appendix.

4.0 CONCLUSION

The analysis of candidates' responses indicated that the general candidates' performance in the CSEE 2025 was good since 96.29 per cent of the candidates passed. It was evident, from the analysis that the candidates who had good performance had adequate understanding of the subject matter, ability to identify the requirements of the questions, as well as good writing skills.

However, one question (Question 4) had weak performance. The weak performance in this question resulted from candidates' lack of knowledge in the tested subject matter and inability to understand the question's requirements.

5.0 RECOMMENDATIONS

To enhance candidates' performance in future examinations, it is recommended that:

- (a) Teachers should utilize equipment such as batons and starting blocks, as well as instructional materials like films, videos, pictures, and guiding questions, to support candidates' learning of various skills and concepts. This approach will enhance candidates' understanding and improve performance in the *Track and Field Events* topic, which demonstrated weak performance.
- (b) During the teaching and learning process, teachers should actively demonstrate specific skills and encourage students to engage in individual practice. This approach will enhance candidates' proficiency and improve their performance in topics such as *Track and Field Events*, *Ball Games*, and *Racket Games*.
- (c) Candidates should engage in regular use of the English language in their daily communication. In addition, they should read a variety of fiction and non-fiction texts to strengthen their writing, reading, speaking, and listening skills. This will help them produce grammatically correct and meaningful sentences in their examinations.
- (d) Before examinations, candidates should be provided with sufficient practice exercises and tests to become familiar with the format and requirements of the questions.

Summary of Candidates' Performance Per Topic

S/N	Topic	Question Number	Percentage of Candidates who Scored from 30 Per cent or Above	Candidates' Performance per Topic	Remarks
1.	Swimming	11	98.61	98.61	Good
2.	Introduction to Physical Education, Health Related Physical Fitness, Ball Games, Racket Games, Track and Field Events and Recreational and Outdoor Activities	1	87.30	87.30	Good
3.	Gymnastics	5	89.18	74.83	Good
		8	60.47		
4.	Ball Games	9	92.38	72.99	Good
		10	80.21		
		3	75.81		
		7	43.55		
5.	Racket Games	2	91.36	70.91	Good
		6	50.46		
6.	Track and Field Events	4	25.36	25.36	Weak

