

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2018**

018 PHYSICAL EDUCATION

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Items Response Analysis (CIRA) for the 2018 Certificate of Secondary Education Examination (CSEE) in Physical Education.

The report serves as feedback to teachers, students, policy makers and other education stakeholders on how the candidates responded to the examination questions. The report also highlights the factors which contributed to the candidates' failure to attempt some of the questions correctly. The factors include: lack of knowledge and skills in a specific topic, inability to identify the requirements of the questions, misinterpretation in some of the questions and poor English language skills. On the other hand, the candidates who scored high marks identified the requirements of the questions, had adequate knowledge of the subject matter and good mastery of English language.

It is expected that the feedback provided on this report will enable stakeholders in education to work on the challenges which the candidates faced for the sake of improving performance in this subject in future examinations.

Finally, the Council is grateful to all the examinations officers and all other stakeholders who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2018 Physical Education Certificate of Secondary Education Examination (CSEE) examined the candidates' competences as stipulated by the 2005 syllabus and the examination format of 2008. There was a total of 1,426 registered candidates, of which 1,359 (95.3%) sat for the examination. In this examination, 739 (54.38%) candidates passed. The performance is therefore higher by 5.67 per cent compared to the 2017 Physical Education performance, in which a total of 1,058 candidates were registered for the examination; 1,021 sat for the examination and only 490 (48.71%) passed it.

The above mentioned paper comprised of twelve (12) questions in sections A, B and C. The candidates were required to answer all questions in sections A and B. Section A comprised of two objective questions. Question 1 consisted of ten multiple choice items and question 2 had two parts which consisted of five matching items and five filling in the blanks items. Section C consisted of six (6) essay type questions and candidates were required to answer three of them.

In this report, analysis of individual questions was done by indicating the requirements of each question, followed by analysis of the candidates' performance in that particular question. The analysis of the candidates' performance in each topic is also presented in the report. Pass mark in analysis is based on the percentage of the candidates who scored 30 percent or above of the marks allocated to the question. That means, the performance ranging from 65 to 100 percent of the allocated marks is considered good, the performance ranging from 30 to 64 percent is considered average and weak performance ranges from 0 to 29 percent. For easier presentation, three basic colours, namely green, yellow and red are used to represent good, average and weak performance, respectively.

Furthermore, the report highlights the strengths and weaknesses observed in the candidates' answers and identifies possible reasons for such observed strengths and weaknesses. The percentages of scores in each group are summarized using charts or graphs. In addition, extracts from candidates' scripts are used to illustrate poor or good performance. They are also meant to guide teachers and students in future preparation of examinations.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

In this question, the candidates were instructed to choose for each item, the correct answer from the given alternatives and write its letter besides the item number. The items were constructed from seven topics in the respective syllabus. The topics were: *Concept of Physical Education, First Aid, Health Related Physical Fitness, Recreation and Outdoor Activities, Ball Games, Track and Field Events and Racket Games*. The questions tested the candidates' knowledge of various areas of Physical Education and the application of such knowledge in their daily lives.

This question was answered by 1,359 (100%) candidates, of which 95 (7%) scored from 7 to 9 marks; which is a good performance. Moreover, the analysis shows that 879 (64.7 %) candidates scored from 3 to 6 marks; signifying average performance; and 385 (28.3%) candidates performed poorly by scoring from 0 to 2 marks; with 2.8 percent scoring 0 marks. In general, the performance of the candidates in this question was good since 71.7 percent was able to score from 3 to 9 marks. This performance is shown in Figure 1.

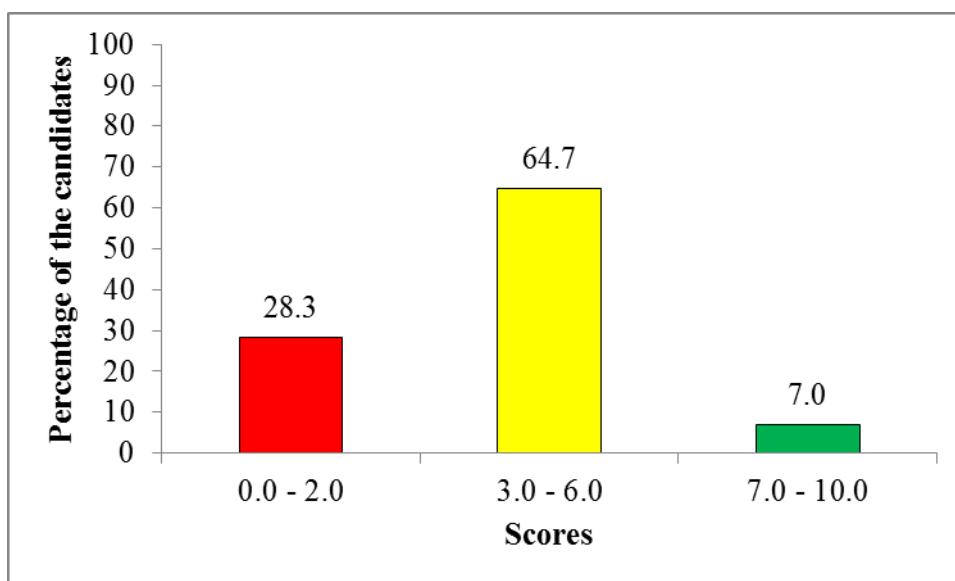


Figure 1 shows the performance in the question, whereby 71.7 percent of the candidates passed by scoring from 3 to 9 marks

Item (i) required the candidates to give the reasons why dance activities are considered as part of Physical Education. The correct answer was C *“They put emphasis on body movement”*. The candidates who chose this answer had knowledge about dancing that; *it is the art of precise, expressive, and grateful human movement usually done with musical accompaniments*. The candidates who chose the alternative A *“They use legs, arms and trunk”*, E *“They use arms, legs and song”* and D *“They put emphasis on the use of head, arms and sound”* failed to note that legs, arms and trunk which appear in the distractors are all accommodated in body movement as they are organs which facilitate movement. However, the candidates who chose the alternative B *“They involve song, music instruments and sound”*, failed to identify that those are musical accompaniments to dancing but they do not describe dance as part of Physical Education.

Item (ii) required the candidates to determine the alternative which is **not** the importance of First Aid. The correct answer was C *“To substitute a medical care”*. The candidates who chose this alternative had adequate knowledge about the importance of First Aid. The candidates who selected the alternative A *“To preserve life”*, B *“To promote recovery”*, D *“To reduce disability”* and E *“To prevent the condition from becoming worse”*, did not understand the requirement of the question because those are importance of First Aid.

Item (iii) required the candidates to identify the meaning of Endurance as applied in Physical Fitness. The correct answer was A *“Ability to continue exercising for a long period of time”*. This alternative was chosen by the candidates who had knowledge about Health Related Physical Fitness. The candidates who chose the alternative B *“Ability of muscles to contract”* failed to understand that this is contractility. The candidates who chose the alternative C *“Range of motion through which the body parts are able to move”* failed to note that this is flexibility. Those who chose the alternative D *“ability to change direction while running”* were not aware that this is agility and those who chose the alternative E *“Ability to use large muscles of the body”* failed to remember that this is movement.

Item (iv) required the candidates to identify the recreational and outdoor activity in which boating, beach volleyball, water polo and canoeing are performed. The correct answer was E *“Camping”*, which is an outdoor activity whereby participants leave their areas to spend time in more natural

areas in pursuit of activities providing them enjoyment. The candidates who chose it had adequate knowledge about the recreational and outdoor activities, specifically camping. The candidates who selected other alternatives failed to note that those are parts of recreational and outdoor activities but they are not the parts in which the mentioned activities are performed. That is: the alternative A "*Orienteering*" is part of recreational and outdoor activities that requires navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar areas. The alternative B "*Aerobic dances*" is part of recreational activities that deals with any kind of exercises put to music. The alternative C "*Target shooting*" is part of recreational and outdoor activities in which the participants use ranged weapons such as gun, bow and arrow or slingshot to shoot at targets. The alternative D "*Aquatic games*" is part of recreational and outdoor activities that takes place in or on water, therefore the candidates who chose this alternative failed to note that beach volleyball is not among the aquatic games.

Item (v) required the candidates to identify the technical name given to two longest lines in the soccer pitch. The correct alternative was D "*Touch lines*". This alternative was selected by the candidates who were familiar with soccer pitch. The candidates who selected the alternative A "*End lines*" or B "*Goal lines*" failed to note that these lines have the same meaning which is the lines at the end of the pitch. Those who chose the alternative C "*Half way lines*" failed to realize that this line crosses the width of the football field in the middle. The candidates who selected the alternative E "*Throw lines*" were attracted by this distractor because if the ball goes out of the touch lines, a throw - in is taken in the lines.

Item (vi) required the candidates to identify the match officials in a netball game. The correct answer was the alternative C "*Umpire, Scorers and time keeper*". The candidates who chose the alternative A "*Referee, Assistant referee and fourth officials*", or E "*Referee, coach and captain*" lacked knowledge about the netball game because in netball, instead of a referee there is an umpire. Also, the bench for netball officials does not involve a team coach or a team captain. The candidates' who chose the alternative B "*Umpire, second referee and a third referee*", or D "*Time keeper, coach and captain*" were attracted by umpire and time keeper who are netball officials but they failed to realize that second referee, third referee, coach and captain are not netball officials.

Item (vii) required the candidates to identify the action of putting a volleyball ball into a play. The correct answer was E "*Service*". The candidates who chose other alternatives lacked knowledge about volleyball. Those who chose the alternative A "*Tossing*" did not understand that tossing is the act of throwing up the ball during service. The candidates who chose the alternative B "*Blocking*", C "*Passing*" and D "*Spike*" were attracted by these distractors because they are among the techniques used in volleyball game but they were supposed to remember that the techniques are applied after the service.

Item (viii) required the candidates to identify phases which are similar in both long jump and high jump. The alternative B "*Approach, take off, flight and landing*" was the correct answer that was chosen by the candidates with adequate knowledge about jumping events. The candidates who lacked such knowledge selected the distractors. Those who chose the alternative A "*western roll, running and jumping style*" failed to realize that western roll is a high jump style while running is an attempt of a player to gain momentum and jumping style is not a phase. The candidates who selected the alternative C "*take off, bars, swing and landing*" failed to note that bars are gymnastics equipment. The candidates who selected the alternative D "*sail, hang, jump and landing*" and E "*running style, jumping, flight and approach*" failed to recognize that running styles, sail and hang are steps in the jumping process and not phases.

Item (ix) required the candidates to identify the basic elements of passes in football game. The correct answer was C "*Weight, direction, distance, timing and disguise*". The candidates who chose other alternatives did not recognize that all other alternatives contained one or two basic elements of pass mixed with distractors. For example the candidates who chose the alternative A "*Weight, angle and aim*", B "*Receiver, timing, distance and level of player*", D "*Aim, direction, timing and passer*" and E "*Types of pass, weight, aim and receiver*" failed to recognize that the correct elements were: weight in (A), timing and distance in (B), direction and timing in (D) and weight in (E). The other so called elements in each alternative were distractors.

Item (x) required the candidates to identify the types of serves used in a tennis game. The correct answer was A "*Flat, slice and topspin*". The candidates who chose this alternative had sufficient knowledge of the

tennis game. The candidates who chose other alternatives lacked adequate knowledge about this game as they failed to identify the correct answer among the distractors. The candidates who chose the alternative B “*Overhead, underarm and flat*”, C “*Slice, follow through and topspin*”, D “*Topspin, bounce and slice*” and E “*Overhead, flat and topspin*” failed to realize that overhead, underarm and bounce are types of passes in some ball games while follow through is last skill in execution of many techniques of the games. Overhead is also a type of stroke in tennis game but not a type of serve.

2.1.2 Question 2: Matching Items and Filling in the Blanks

This question had two parts (a) and (b). Part (a) was a homogenous question that consisted of five (5) items from the topic of *First Aid*. The candidates were instructed to match the item in list A with the corresponding responses in list B. Part (b) comprised of five (5) items with blank spaces. The candidates were required to fill in each blank by writing a correct answer. The items were set from the topics of *Ball Games*, *Health Related Physical Fitness*, *Physical Education*, *Track and Field Events* and *Performance Related Physical Fitness*. The questions tested the candidates’ knowledge about the topics tested.

A total of 1,359 (100%) candidates attempted the question, of which 650 (47.8%) candidates performed poorly by scoring from 0 to 2 marks; of which 13.7 percent scoring 0 marks. Further analysis showed that 574 (42.3%) scored from 03 to 06 marks, which is an average performance. Meanwhile, 135 (9.9%) scored from 07 to 10 marks, which is a good performance. Performance in this question was average because 52.2 percent of the candidates scored from 3 to 10 marks. Figure 2 depicts the performance of the candidates in the question.

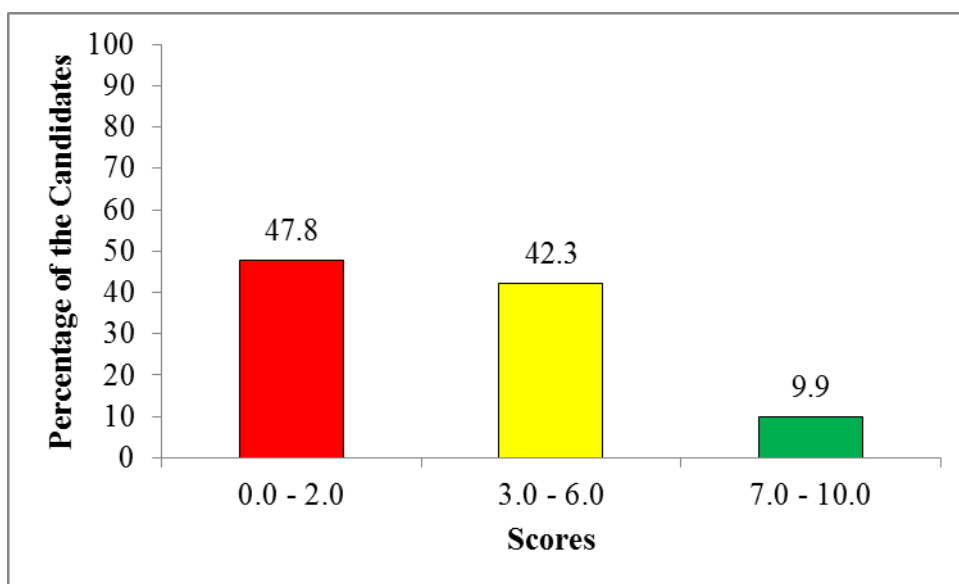


Figure 2 shows that the performance in the question was average since 52.2 percent scored from 3 to 10 marks

(a) Matching Items

In item (i) the candidates were required to select the response which correctly matches with the sign and symptom of common injuries to bones. The candidates who choose the correct response C “Snapping sound” had sufficient knowledge about bone injuries. However, among the candidates who did not get the correct response, the majority of them chose response F "Fracture". These candidates did not understand the requirement of the question because fracture is the common injury to bones but the question required the sign and symptom of common injuries to bones.

In item (ii) the candidates were required to select the response which correctly matches with the injury in which bones come out of their normal place in a particular joint. The correct response was A “Dislocation”. The candidates who chose this correct response proved that they had adequate knowledge about joint injuries. Majority of the candidates who chose incorrect responses wrote G “sprains”, but in reality sprains involves injury to the ligaments that connects bones to bones. Sprains may result into dislocation.

In item (iii) the candidates were required to select the response which correctly matches with the broken or cracked bones in sporting situation. The correct response was F “Fracture”. The candidates who choose the correct alternative had adequate knowledge about bone injuries. However, some of the candidates who failed to get the correct answer selected the response C “Snapping sound” in which they failed to realize that snapping sound is one of the signs and symptoms of common injuries to bones and not a type of injury with the mentioned characteristics.

In item (iv) the candidates were required to select the response which correctly matches with the injuries to the ligaments that surround and support a joint. The correct answer was G “Sprains”. In item (v), the candidates were required to select the response which correctly matches with the injuries to the muscles or tendons that help to move a joint or bone. The correct response was E “Strains”. The candidates who chose the correct responses in (iv) and (v) had sufficient knowledge about injuries. Majority of the candidates who selected incorrect responses in the two items interchanged the answers. These candidates failed to distinguish sprains from strains as they are closely related. The candidates were supposed to know that, while sprain involves injuries to the ligaments that connect bone to bone (joint) strains are injuries to the tendons that connect muscles to bones.

(b) Filling in the Blanks Items

Item (i) required the candidates to give the correct part of the netball pitch where all centre passes must be received. The correct response “*centre third*” was provided by the candidates who had adequate knowledge about the netball game. Those who had inadequate knowledge provided wrong answers such as *goal circle*, *netball third* and *center line*. Others left the space unfilled.

Item (ii) required the candidates to mention the results of excessive deposition of fat in the abdominal muscles. The correct answer “*obesity*” was provided by the candidates who had adequate knowledge about Health Related Physical Fitness. However, candidates who lacked the knowledge filled the blank with incorrect answers like *extra muscle*, *weight* and *overweight*.

Item (iii) required the candidates to give the term which is described as the highly organized, formalized and competitive form or process of play. The correct answer was *sports*. The candidates who provided incorrect answers had inadequate knowledge about the element of Physical Education. The examples of such incorrect answers were *soccer*, *basketball* and *marathon*.

Item (iv) required the candidates to give the name of the stick which is carried and passed on to the runners of a relay team. The correct response was “*baton*”. The majority of the candidates were able to provide the correct answer in this item. This implies that, they had adequate knowledge about Track and Field Events, specifically about relay races. However, a few of the candidates filled the blank with incorrect answers like *relay stick*, *relay race* and *runners*. This indicates that these candidates had inadequate knowledge about that area.

Item (v) required the candidates to give the correct term for the ability to rapidly and accurately change the direction of the movement of the entire body in space. The correct response was “*agility*”. This response was provided by the candidates who had adequate knowledge about Performance Related Physical Fitness. On the other hand, some of the candidates provided wrong responses while others left the space unfilled. The examples of the wrong answers provided include: *flexibility*, *speed* and *playing*. The indication is that, these candidates lacked knowledge about Performance Related Physical Fitness.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Health Related Physical Fitness

This question had two (2) parts, (a) and (b). In part (a), the candidates were instructed to explain briefly about (i) body composition and (ii) body weight. In part (b), they were instructed to outline three methods of measuring body mass. This question tested the candidate’s knowledge about *Health Related Physical Fitness*.

The question was attempted by 1,359 (100%) candidates. The performance of the candidates in the question was as follows: 1,270 (93.5%) candidates

scored from 0 to 01 mark, out of which, 13.7 percent scored 0 marks; indicating a poor performance. Furthermore, 67 (4.9%) scored from 1.5 to 3 marks; which is an average performance, and 22 (1.6%) scored from 3.5 to 5 marks; which is good performance. Performance in this question was poor since only 89 (6.5%) candidates scored from 1.5 to 5 marks. Figure 3 summarizes the results.

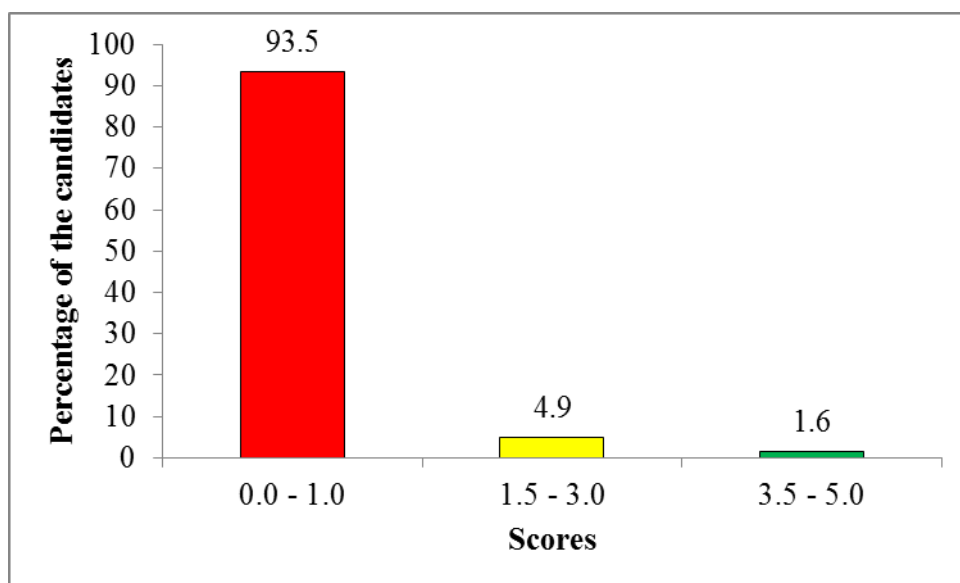


Figure 3 illustrates poor performance; as only 6.5 percent of the candidates scored from 1.5 to 5 marks in this question.

The analysis of the candidates' performance identified that the candidates who scored low marks (93.5%) in this question lacked knowledge about the topic of Health Related Physical Fitness. This was demonstrated by irrelevant answers they provided. In part (a), they failed to explain the body composition and the body weight. For example, Body composition was defined as: *the term used in physical education where by the body has ability to do more activities, the ability of the body to practice the physical exercise in well as it liked and the process of describing percentage energy provided in the body*; while body weight was defined as: *the body mass of a person or a player in physical activities and physical education where there are method to follow in order to measuring body mass, the ability of movement in the direction of the body , the total mass of the whole body due to gravity force*. Likewise, in part (b) the candidates who lacked knowledge about this topic went astray by writing irrelevant answers

about the three methods of measuring body mass. Their answers include: By doing physical activities, thermometer, beam balance, boom balance, jumping, running, frog jump measurement, body shape, body size and cardiovascular endurance of people.

Extract 3.1

Q5	<p>9) Body Composition This refers to the physical appearance of the body and which can carries different adv ideas.</p> <p>10) Body Weight This refers to the all kilograms which hang the people into the body. Can be categorized in centimeter, meter or diameter which measured through looking height, weight, diameter width.</p> <p>5) The methods of measuring body mass are:</p> <ul style="list-style-type: none"> i) Jumping ii) Throwing an object iii) measurement 	
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Extract 3.1 shows a response from a candidate who provided incorrect responses to this question.

On the other hand, the candidates who had average performance (4.9%) provided correct answers in part (b) methods of measuring body mass which involved: *Hydrostatic*, *Bioelectrical impedance* and *Skin fold methods* but failed to explain in brief about body composition and body weight that were asked in part (a). Others mixed correct and incorrect answers in both parts.

Further analysis shows that the candidates who had high performance 22(1.6%) explained correctly body composition and body weight in part (a). The correct brief explanations given were: (a) (i) *body composition is the proportion or percentage of lean body tissues and fats in the body* while (ii) *body weight was explained as the sum of lean body tissues and fats*. Likewise, in part (b), they outlined three correct methods of measuring body mass which are *Bioelectrical impedance method*, *Skin fold method*

and *Hydrostatic/underwater weight method*. These candidates demonstrated well their understanding of Health Related Physical Fitness and adhered to the requirement of the question. The variation of their scores was due to differences in clarity of their explanations. Extract 3.2 is a sample answer from a candidate who had a good performance in this question.

Extract 3.2

3(a)	Body composition - is the proportion of lean body tissues and fats in the body. It is the component of health related Physical fitness.	
	Body weight - is sum of tissues, muscles, bones and fats in the body. It is measured in kilogram, gram or milligram.	
(b)	Body mass is measured by using the following:	
	(i) Bioelectrical impedance method.	
	(ii) Skin fold method.	
	(iii) Hydrostatic method.	

Extract 3.2 shows a response from a candidate who provided correct responses on this question.

2.2.2 Question 4: Gymnastics

The candidates were instructed to outline five safety measures to observe in parallel bar gymnastics. This question tested the candidates' knowledge about the safety measures in parallel bars.

The question was attempted by 1,359 (100%) candidates, of which 585 (43%) had good performance after scoring from 3.5 to 5 marks. Further analysis showed that 213 (15.7%) scored from 1.5 to 3 marks, denoting an average performance. In addition, 561 (41.3%) performed poorly after scoring from 0 to 1 mark (with 35.5 percent scoring 0 marks). The analysis indicates that the candidates had average performance in the question as 58.7 percent scored from 1.5 to 5 marks. Figure 3 illustrates the candidates' performance in the question.

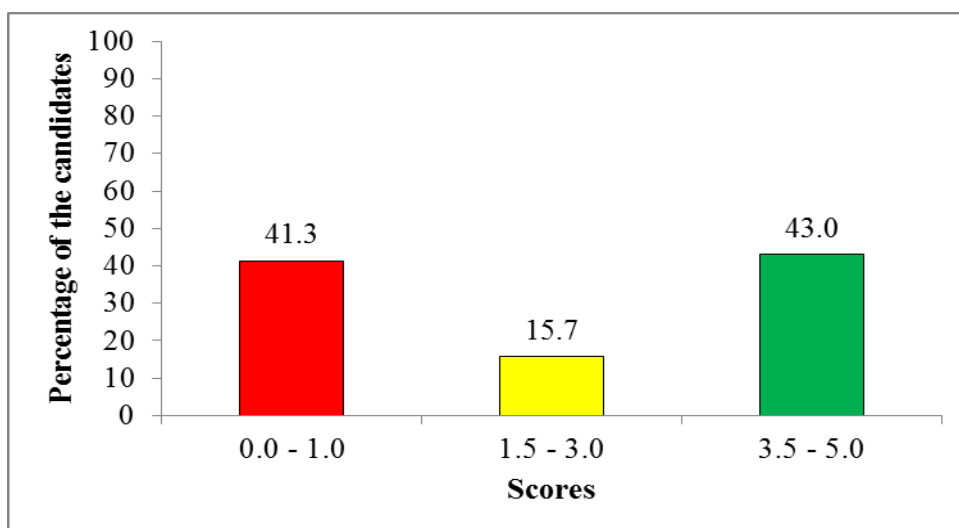


Figure 4 shows that 58.7 percent passed in the question after scoring from 1.5 to 5 marks

Despite the average performance in the question, the analysis of the candidates' performance showed that 35.5 percent of the candidates scored 0 marks. Various reasons contributed to the failure of these candidates in the question. Inability to identify the requirement of the question was one of the reasons. For example, some of the candidates outlined the basic needs like; *food, clothes and shelter* instead of safety measures to observe in parallel bar gymnastics.

Another reason was lack of appropriate knowledge about gymnastic exercises. This was demonstrated by provision of irrelevant answers which include: *mount, dismount, and land flating; it help the control the flexibility, it help the control the body, it help the control the swimming, and it help employment; push up, jumping, dribbling and hockey*. Extract 4.1 demonstrates the point.

Extract 4.1

/1	i) Camping	
	ii) shelter	
	iii) clothes	
	iv) shoes	
	v) food	

Extract 4.1 is from a candidate who outlined the human basic needs instead of the safety measures in parallel bar gymnastics.

The candidates with average performance (15.7%) outlined some correct safety measures to observe in parallel bars gymnastics although they did not exhaust all the required points. These candidates demonstrated partial understanding about the topic. The correct responses provided by these candidates involved: *proper warm up, inspection of the bar before the exercise and cool down after the exercises.*

Further analysis showed that 43 percent of the candidates scored high marks because they were able to identify the requirements of the question and demonstrated adequate knowledge about parallel bar gymnastics. They outlined all the five safety measures as instructed by the question. Their answers include: *wearing of recommended sport gears, proper warm up, inspection of instruments and facilities such as bars, removal of all objects which may cause injury and the use of mats.* Extract 4.2 depicts.

Extract 4.2

4.	Five safety measures to observe in parallel bars gymnastics are;	
①	Bars should be properly inspected before and after use.	
②	All objects which may cause injury must be removed.	
③	Proper warm up should be conducted before playing parallel bars gymnastic.	
④	The players should wear proper sports gear.	
⑤	Mats should be placed under the equipment when playing parallel bars gymnastic.	

Extract 4.2 shows a response from a candidate who provided correct responses on the safety measures in parallel bar gymnastics.

2.2.3 Question 5: Recreation and Outdoor Activities

In this question, the candidates were required to give five importance of camping as applied in recreation and outdoor activities. This question tested the candidates' knowledge about camping.

The question was attempted by 1,359 (100%) candidates. The analysis of the candidates' performance showed that 629 (46.3%) had good performance after scoring from 3.5 to 5 marks. Furthermore, 445 (32.7%) had average performance after scoring marks ranging from 1.5 to 3; while

285 (21%) candidates scored from 0 to 1 mark, out of which 12.8 percent scored 0 marks (which was poor performance). Performance in the question was good as 79 percent scored from 1.5 to 5 marks. Figure 5 shows the details.

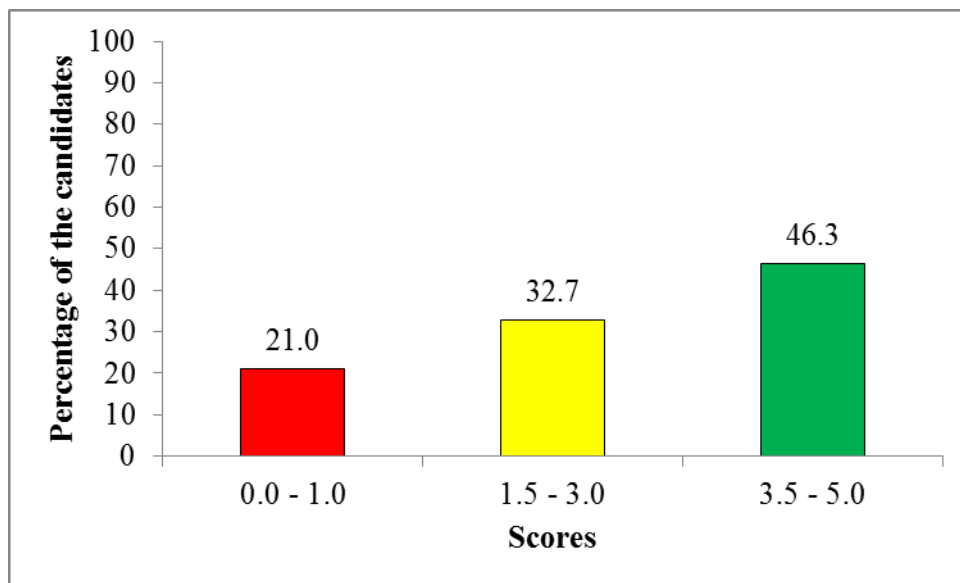


Figure 5 shows that the performance in the question was good; as 79 percent of the candidates scored from 1.5 to 5 marks.

The analysis of the candidates' responses indicated that 21 percent of the candidates failed although the general performance in the question was good. Some of these candidates failed to understand the requirements of the question. For example, instead of giving importance of camping, they gave the answers which reflected hierarchy of needs like, *self-worth*, *self-identity*, and *self-esteem*. Others lacked adequate knowledge about camping. For example, there were candidates who copied the alternatives of the multiple choice question and used them as the importance of camping. The alternatives were from one item like 1(ii), or from various items like 1 (i), (ii), (iii) and (iv). The examples of the alternatives taken from 1(ii) are: *to preserve life*, *to substitute a medical care*, *to promote recovery* and *to reduce disability*.

Another weakness was poor command of English language. Some of the candidates wrote meaningless words which do not reflect the demands of the question. For example; *It inhalitance of camping*, *It inhalitance of*

flexibility, It inhalitance of ability and It inhalitance of swimming. The sample of poor responses to the question is shown by Extract 5.1.

Extract 5.1

5i	To Use the large muscles of the body	
ii	To reduce disability	
iii	An Ability of muscles to contract	
iv	To target shooting	
v	They Use arms	

Extract 5.1 shows a candidate who provided incorrect responses in which he/she copied the alternatives from question 1 (i), (ii), (iii) and (iv).

Further analysis shows that, the candidates with average performance (32.7%) provided one to three correct importance of camping out of the required five. The frequently mentioned importance were: *reduces stress improves individual fitness and socialization.*

On the other hand, 46.3 percent of the candidates who performed well had sufficient knowledge about Recreation and Outdoor Activities. For example, they gave the correct importance of camping which are: *reduces stress, improves individual fitness, education, enjoyment, and promotes team work.* Extract 5.2 is a sample of good responses from a candidate's script.

Extract 5.2

5	Five importance of camping as applied in re-creation and outdoor activities include:-	
	a) To enjoy climate because activity is usually done in different situation or environment	
	b) Improving individual activeness or fitness activities done during camping.	
	c) Reducing stress because activity involves interacting with various individuals or people's views and repouses full of ideas.	
	d) Reduces idleness/boredom because activity involves active or dynamic life skills.	
	e) Enjoyment upon participation in fun and leisure activities via events chosen.	

Extract 5.2 is a sample from a candidate who gave correct importance of camping.

2.2.4 Question 6: Ball Games

In this question, the candidates were instructed to describe in brief five procedures of taking a throw - in in football. This question tested the candidates knowledge about techniques applied in the soccer game.

A total of 1,359 (100%) candidates attempted the question, of which 791 (58.2%) performed poorly by scoring from 0 to 1 marks; with 54.3 percent scoring 0 marks. Further analysis showed that 145 (10.7%) scored from 1.5 to 3 marks, which is average performance. Meanwhile, 423 (31.1%) scored from 3.5 to 5 marks, which is a good performance. Performance in this question was average; since 41.8 percent of the candidates scored from 1.5 to 5 marks. Figure 6 summarizes the performance of the candidates in the question.

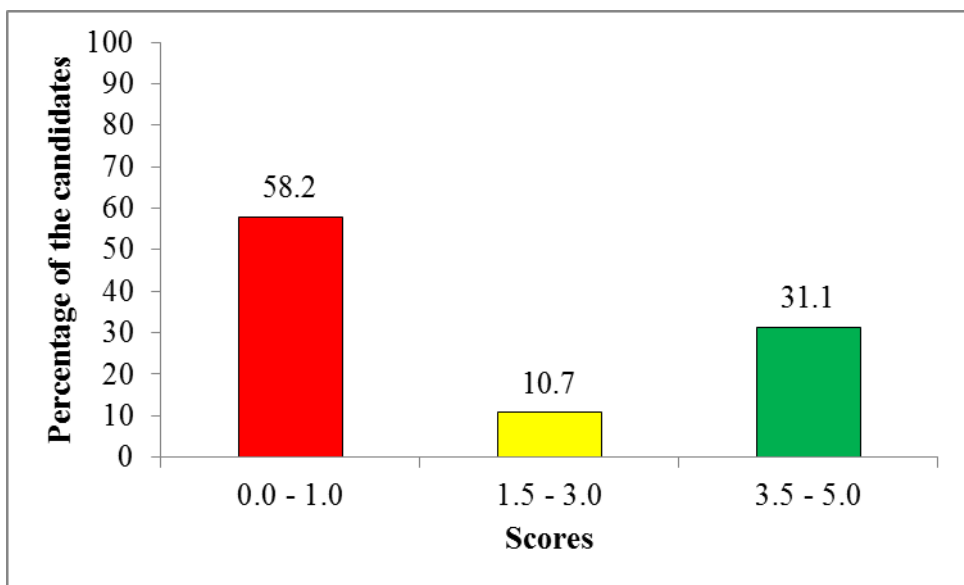


Figure 6 illustrates average performance, as 41.8 percent of the candidates scored from 1.5 to 5 marks in the question

The analysis of the candidates' performance identified the failure of 58.2 percent of the candidates in the question. Some of these candidates provided irrelevant procedures of taking throw - in in football which shows lack of adequate knowledge about the football game. The examples of such answers include: *timing, the aim of a player, type of pass, direction and planning; to hold the ball with foots, the body contact with a ball, to push a ball with foot; to use good equipment when are used in football sport, to make a good relationship with different people; throw*

legs, throw head and throw chest. Other candidates provided answers which are contrary to the requirements of the question. For example, instead of describing the procedures of taking throw - in in football, some of them described rules used in football such as; *free kicks, goal kick and throw in;* while others outlined safety measures such as *warm up and cool down.* The wrong answers given went hand in hand with poor command of English Language. Extract 6.1 depicts the performance.

Extract 6.1

6.	i) Make sure they have bring or build good relationship with different people	
	ii) Make sure they use good language during before and after the match	
	iii) To use good equipment when are used in football sport.	
	iv) To use good movement during the game	
	v) To keep all equipment when are used in football into the same place.	

Extract 6.1 is a sample from a candidate who failed to provide the procedures of throw-in in football.

The candidates who had average performance (10.7%) provided some correct procedures of taking throw-in in football. However their responses were not complete enough to meet the requirements of the question. The common procedures of taking throw-in in football which were provided by the majority included: *take the ball with two hands, make running to gain momentum before releasing the ball and the player should stand on the point where the ball got out of the touchline.* These candidates demonstrated partial understanding of the soccer game techniques.

On the other hand, the candidates who had good performance (31.1%) had adequate knowledge of throw-in in football, and their responses were clear and complete enough to meet the requirements of the question. Their correct responses include: *The part of each foot should be on or outside the touchline, both legs should be near each other on the touchline, the player should hold the ball with both hands, the ball should be delivered from behind and over thrower's head and the ball should be delivered*

from the point where it crossed the touchline. A sample of these answers is shown in Extract 6.2.

Extract 6.2

6.	Procedures of taking throw-in in football.	
	ii/ Standing out of the touch line.	
	- The thrower after taking the ball, he/she must stand out of the touch line before throw-in it.	
	iii/ Raising the ball above the head.	
	- with two hands, the thrower must raise the ball above his/her head for throw-in.	
	iv/ Throw-in the ball	
	- While legs standing the thrower can throw-in the ball inside the pitch.	
	v/ Inter into the pitch.	
	- After throw-in, the ball the thrower - immediate must inter into the pitch.	

Extract 6.2 is a sample of a response from a candidate who provided the correct procedures of throw-in in football.

2.3 SECTION C: Essay Type Questions

2.3.1 Question 7: Safety

In this question, the candidates were instructed to identify six injuries which are likely to occur during physical activities and to give two characteristics of each injury. The question tested the candidates' knowledge about injuries in physical activities and their characteristics.

The question was attempted by 906 (66.7%) candidates. The analysis of the candidates' performance shows that 349 (38.5%) candidates scored from 0 to 5.5 marks, which is poor; of which, 13.6 percent scored 0 marks. Further analysis showed that 354 (39.1%) candidates scored from 6 to 12.5 marks; indicating average performance. On the other hand, 203 (22.4%)

candidates scored from 13 to 20 marks; which is good performance. The general performance in the question was average; since 61.5 percent scored from 6 to 20 marks. Figure 7 depict the average performance in this question.

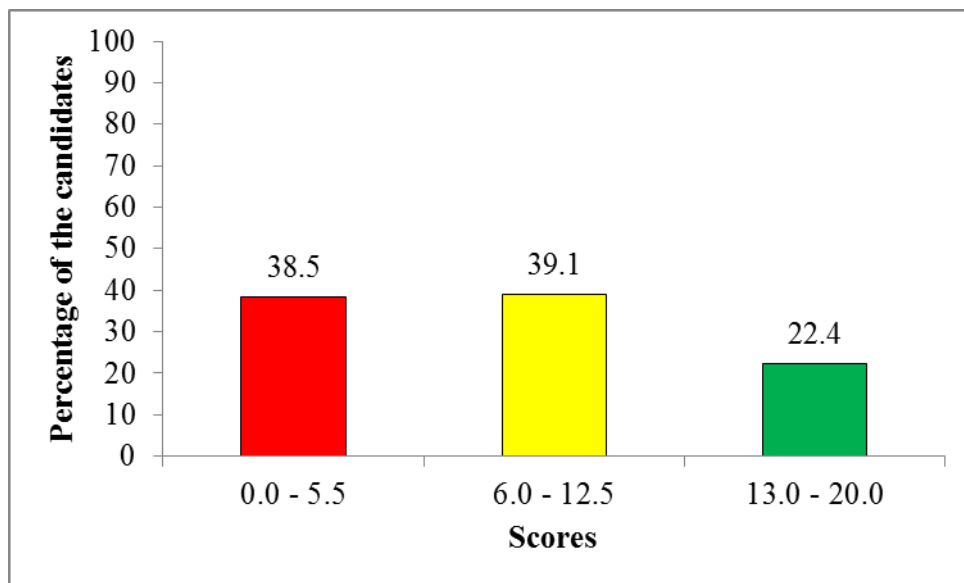


Figure 7 shows average performance in the question; considering that 61.5 percent of the candidates scored from 6 to 20 marks.

Despite the average performance, the analysis of the candidates' performance reveals that 38.5 percent of the candidates failed in the question. Various reasons contributed to the failure of these candidates in the question. Inadequate knowledge about Safety was one of the reasons which made some of the candidates to produce irrelevant responses such as *chest problems, shin injuries, ankle injury and elbow injury; chronic injury, environmental injury, accidental injury and natural calamities injury*. Other irrelevant responses were: *shoulder injuries, skin injuries, spain injuries, re injuries and over injuries*. On top of that, there were candidates who copied alternatives from question 1 and used them as responses to this question.

Inability to comprehend the requirements of the question was another reason which contributed to the failure of the candidates. For example, instead of identifying injuries which are likely to occur during physical activities, some of the candidates explained the components of physical fitness in which they put some words related to injuries in their explanations. The components were: *Agility, Flexibility, Reaction time,*

Endurance and Speed. Other candidates explained the situations which can cause injuries during play as shown in Extract 7.1.

Extract 7.1

7.	Dangerous plays. This can cause fainting, high and rough plays. example in football when two players are fight for highball they decide to jump in order to pass the ball, if one jump badly and hit the other one's head this can lead to faint.
	When a player hit another player, somebody can be broke his bones when another player hit him/her badly, or a player can hit himself example in hockey, and pool table a player can hold bad a stick and harm him.
	Too much running. This can cause heart attack running also can be caused by when a player do not perform warm up exercise and when starting the game also when a player do not perform cooling down exercises when finishing the game.
	Eye harm, this can occur in tennis, when passing the tennis to each other if one pass it badly and go to the eye of the other it may lead to blindness to the player. Also this can lead a person who had been hit to lose one of his/her eyes.
	Slipping, this can occur when the ground has mud and it is wet or when it is in rainfall players will slip and make body be in hurting.

Extract 7.1 shows a response in which a candidate provided situations that can cause injuries in physical activities instead of the injuries and their characteristics

The candidates who had average performance in this question provided some correct injuries and their characteristics but failed to provide all the required points. Others identified injuries which are likely to occur in physical activities but failed to give their characteristics. Correct injuries which were outlined by the majority included: *strain, sprain, fracture and dislocation*.

Furthermore, the candidates who scored high marks adhered to the requirements of the question and demonstrated adequate knowledge about Safety. They identified correct injuries that are likely to occur in physical activities and their characteristics. The identified injuries included: *muscle cramp, fractures, dislocation, muscle stiffness or soreness and strain*. Extract 7.2 demonstrates the answers.

Extract 7.2

7	<p><u>Injury</u> is the harm which take a part to human body.</p> <p>PHYSICAL Activities are the activities which involves running, jumping and playing games. Injury can be caused by poor stretching or overuse injury.</p> <p>The following are the injuries which likely to occur during the physical activities.</p> <p><u>Muscle cramp</u>. This is the painful muscle contraction which occur during the activities or playing any games and is characterized by muscle pains and inability to move.</p> <p><u>Muscle Strain</u>. This is the painful muscle resulted due to over stretching and over use injury and characterized by too much exercise for long time.</p> <p><u>Muscle rupture</u>. This is the complete tearing of muscles due to poor stretching whereby the muscles are broken hence pain results and characterized by bleeding internally and painful muscles.</p> <p><u>Muscle stiffness or soreness</u>. This is painful muscle due to the activities or poor stretch of muscle and is characterized by muscle pain and soreness of the muscles.</p> <p><u>Dislocation</u>. This occur due to the internal force of bones to be</p>	
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7	forced the bones from its normal position, and characterized by internal painful and muscles sores and bleeding	
	Fracture. This is the complete breaks of bones in a human being body which resulted from poor exercise and do not obey the rule of the game. fracture is characterized by bleeding both internal and external and muscle rupture and painful.	
	Therefore injury is caused by the following situations. over-use injury, too much exercise, drug abuse like alcohol, do not obey the rules of the game and do not wear proper equipment.	

Extract 7.2 shows a response from a candidate who provided correct responses on the injuries that are likely to occur in physical activities and their characteristics.

2.3.2 Question 8: Track and Field Events

In this question, the candidates were instructed to discuss four rules which guide hurdle race games. This question tested candidates understanding on the rules which guide hurdle race games.

The question was answered by 347 (25.5%) candidates. From the analysis of the candidates' performance, it was noted that 342 (98.6 %) had poor performance, by scoring from 0 to 5.5 marks; with 53.9 percent scoring 0 marks. The average performance was from 6 to 12.5 marks, which was scored by 5 (1.4%) candidates. Further analysis revealed that the highest score in this question was 10 marks. There was no candidate who scored high marks that ranged from 13 to 20. Performance in the question was generally poor, since only 1.4 percent of the candidates were able to score average marks from 6 to 10. Figure 8 demonstrates the performance.

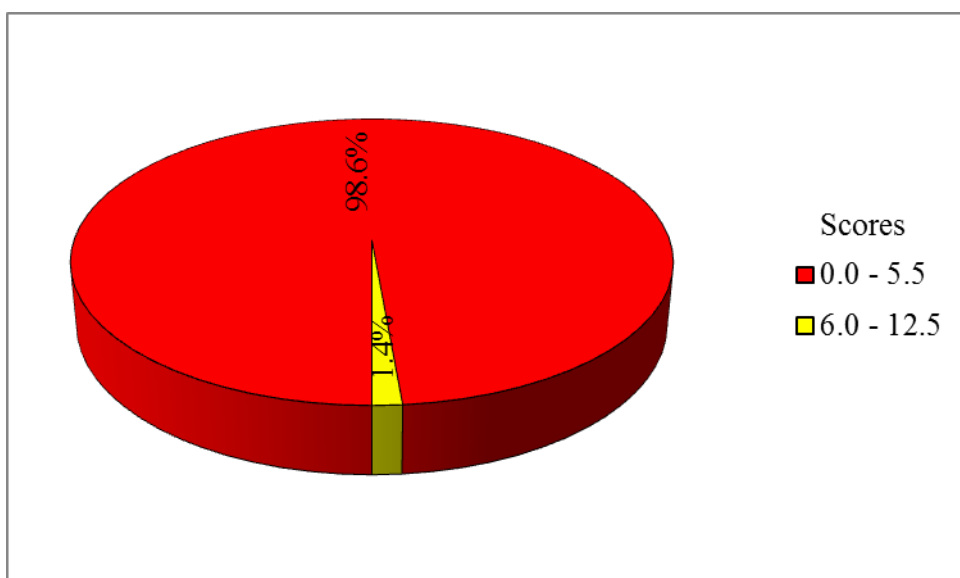


Figure 8 shows poor performance; considering that only 1.4 percent of the students scored average marks (from 6 to 10) in the question.

The analysis of the candidate's performance shows that this was the most poorly done question as 98.6 percent of the candidates failed to discuss the rules which guide hurdle race games. The analysis revealed that inability to identify the requirements of the question was the major reason for the failure in this question. For example, instead of discussing the rules that guide hurdle race, majority of the candidates explained various techniques which are common to ball games. Examples of such techniques are: *service, toss, passing, receiving, scoring point and time out*. Some of the candidates outlined the importance of physical exercises like: *to maintain body health, socialization and entertainment*. Others mentioned safety measures to be observed in hurdle race as shown in Extract 8.1.

Extract 8.1

8.	i) Dont push the player in the ground	
	ii) Must be perform warm up	
	iii) Must be perform cool down	
	iv) Before to play must be to remove the unwanted material	
	v) Must be to check the areas for participate hurdle race games	

Extract 8.1 is from a candidate who explained safety measures to be observed in hurdle race instead of rules that guide the race.

Moreover, the analysis of the candidates' performance suggested factors which caused a few of the candidates (1.4%) to have average performance in the question. In order to answer this question correctly, the candidates were supposed to understand that the rules of hurdle race are categorized into the rules of equipment, the competition, the start and the race. Some of the candidates who scored average performance provided correct answers but incomplete ones. These candidates failed to put the rules into their categories. They were able to outline some correct rules from the start and competition categories. Their responses implied that they had partial understanding of the hurdle race. The examples of their correct answers were: *runners should start hurdle races in starting blocks, the running race should start by starting commands which are on your mark, set and go, runners should remain in their lanes during hurdle races, runner should jump a hurdle otherwise he/she is to be disqualified* as shown in Extract 8.2.

Extract 8.2.

8	Four rules which guide a hurdle race .	
	Hurdle race is a type of track and field	
	event whereby players jump over the	
	hurdles when running.	
	The rules are:	
1.	The starting of hurdle race is like	
	that of other running whereby the runners	
	use starting blocks .	
2.	The hurdle race is started by three	
	commands which are On your mark, set	
	and Go. This is like in other running	
	event.	
3.	In the hurdle race the runners are required	
	to remain in their lanes while running.	
4.	The runner loose the point when he/she fail	
	to jump over the hurdles when running	
	a hurdle race.	

Extract 8.2 shows a response from a candidate who provided correct responses on the rules which guide a hurdle race game.

2.3.3 Question 9: Racket Games

The question had parts (a), (b) and (c). In part (a), the candidates were instructed to explain five important skills in performing double dribbling in hockey, in part (b) they were instructed to describe goal keeping in hockey while in part (c) they had to give four skills of hitting a moving ball in hockey. The question tested the candidates' understanding of different techniques used in the hockey game.

The question was answered by 228 (16.8%) candidates. The analysis of the students' performance showed that 216 (94.8%) had poor performance after getting scores ranging from 0 to 5.5 marks, of which 55.7 percent scored 0 marks. The analysis of the candidates' performance also shows that 6 (2.6%) candidates had average performance of 6 to 12.5 marks. Moreover, 6 (2.6%) candidates scored from 13 to 20 marks, which was good performance. The performance in this question was poor; considering that only 5.2 percent of the candidates passed. Figure 9 illustrates the performance.

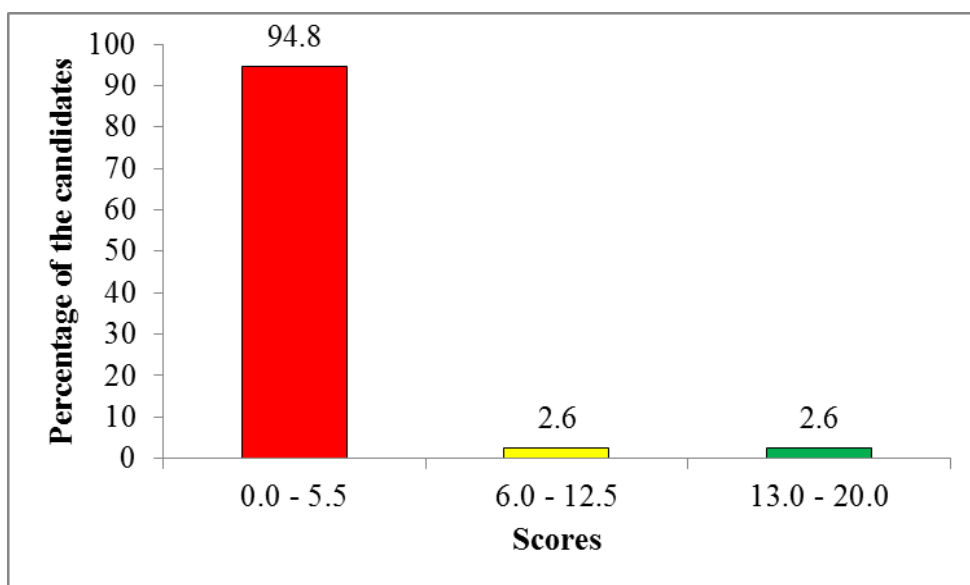


Figure 9 shows that the performance in the question was poor. It shows that 5.2 percent of the candidates scored from 6 to 20 marks

The analysis of the candidates' performance in this question shows that the performance was poor; considering that 94.8 percent of the candidates failed.

Some of these candidates lacked knowledge about the topic of Racket Games; given that they provided irrelevant answers. For example, in part (a), some of the candidates explained incorrect important skills in performing double dribbling in hockey. Their answers included: *to stand one foot in front of the other, the shock to make contact with the ball*. In part (c), these candidates presented wrong skills of hitting a moving ball in hockey such as: *eyes must be forward, proper uniform and must be to perform warm up*. Further analysis revealed that, some of the candidates misinterpreted the question. For example, in part (a), instead of giving the important skills of double dribbling in hockey, they explained importance of dribbling in hockey as shown in extract 9.1. Other candidates failed to identify the requirements of the question. These candidates provided the answers which are contrary to the demands of the question. For example, in part (b), instead of describing goal keeping in hockey, the candidates mentioned various techniques used in hockey game, such as *passing, hitting, stopping and dribbling* of hockey. Extract 9.1 depicts the responses.

Extract 9.1

9.	①	
		Hockey; Is the game played between two teams of eleven players who kick around the ground. The following are the important skills in performing double dribbling hockey.
		It helps to support the speed of players; In to perform the double dribbling it helps the players to move the speed in the ground because to support in the pass.
		It helps to support good pass; When to perform the double dribbling in hockey it helps to support the pass to be clean in the the moving in the ball.
		It helps to choose where pass go; In double dribbling in hockey it helps to support the pass where we go in the another player and or the the goal.
		It helps to improve the skills and knowledge; in the double dribbling it supports to improve the knowledge and skills in the to performing dribbling in hockey.
		It helps to support the another players to take the ball in speed; in double dribbling it supports the player to take the ball in an speed.
		It helps to choose one player to passing the ball; in this double dribbling it supports to choose one player to moving the pass in the another player.
		In general; These are the important skills in performing double dribbling in hockey.

Extract 9.1 is a sample of a response from a candidate who explained the importance of double dribbling instead of the important skills of double dribbling in hockey.

The candidates who scored average marks (2.6%) provided two to three correct important skills of double dribbling in hockey either by providing few points or all the points but mixed correct with incorrect answers. They thus demonstrated partial understanding of Racket Games, specifically hockey. Their scores depended on the number of points they presented and clarity of their explanation.

On the other hand, the candidates who scored high marks adhered to the demands of the question and demonstrated adequate knowledge about the hockey game. In part (a), they explained well the important skills of double dribbling in hockey. In part (b), they described correctly the skills of goal keeping in hockey and in part (c), the candidates gave the correct skills of hitting a moving ball in hockey. The candidates of this group scored different marks depending on the number of points they provided and the clarity of their explanation. Extract 9.2 demonstrates their responses.

Extract 9.2

9.	Hockey is a racket game which is played by using a stick. whereby a player use a stick to hit the ball for the purpose of putting it in the special hole.	
(a)	Five important skills in performing double dribbling in hockey.	
(i)	The ball should be in front of the player while the stick is kept close to the ball.	
(ii)	The player should move the stick from left to right and hit the ball so that it can propel.	
(iii)	The left hand of the player should be at the top of the stick while the right hand should be in down position.	
(iv)	The left hand should make the stick to rotate and the right hand should push the stick so as to make it rolling.	
(v)	The player should stand in a ready position by bending in running position and check the field when he/she is in comfortable manner.	

(b)	Goal keeping in hockey is the process of the goal keeper to prevent the hockey ball to enter the goal. The goal keeping is the main role of the goalkeeper in hockey game. The good goalkeeper should be able to protect the goals for the team so that his/her team will win and not lose the match.	
9(c)	Four skills of hitting a moving ball in hockey	
(i)	The player should bent on his/her left foot while bending knees.	
(ii)	The player should tighten the wrist and forearm of the hitting hand when hitting the hockey ball.	
(iii)	The player should hit the moving ball by raising the stick above the shoulder position.	
(iv)	The player should hit the moving ball as quick as possible and to the direction of the target.	

Extract 9.2 is a response from a candidate who explained correctly parts (a), (b) and (c) of this question.

2.3.4 Question 10: Physical Education

This question had part (a) and part (b). In part (a), the candidates were instructed to explain two values of physical exercises and in part (b), they were required to discuss four relationships between Physical Education and other disciplines by giving examples. This question tested candidates' evaluation skills and general understanding of Physical Education topic.

This question was answered by 1,103 (81.2 %) candidates, of which 516 (46.8%) scored from 13 to 20 marks; which is a good performance. Moreover, the analysis shows that 303 (27.5 %) scored from 6 to 12.5 marks, signifying average performance; and 284 (25.7%) performed poorly by scoring from 0 to 5.5 marks; with 7.3 percent scoring 0 marks. In general, the performance of the candidates in this question was good, since 74.3 percent of the candidates scored from 6 to 20 marks. This performance is shown in Figure 10.

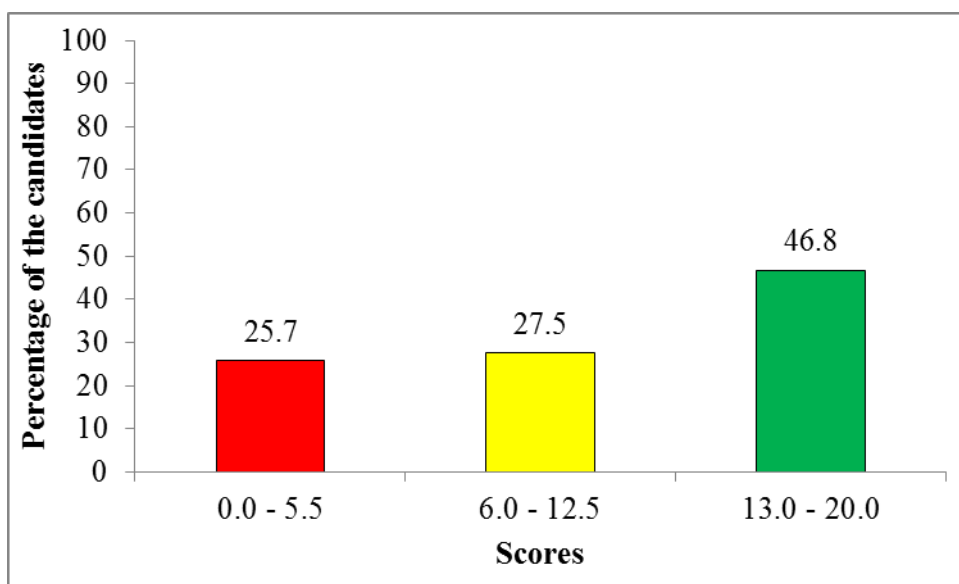


Figure 10 shows the performance in the question; whereby 74.3 percent of the candidates scored from 6 to 20 marks.

The analysis of candidates' performance reveals that candidates who scored high marks in part (a) explained values of physical exercises such as *to improve body health, improve muscle strength, improve body immune system and help to reduce stress.*

Furthermore, the candidates who scored high marks in part (b) of the question showed the relationship between Physical Education and other disciplines such as: *Physical education relates with biology in the area of nutrition to players of the particular team, physics in the area of players and sports object motion and direction in a game situation as well as history in the area of keeping different records or information's of a particular club or sports organization.* Extract 10.1 is a sample of good responses.

Extract 10.1

10	(a) <u>Value of physical exercises:-</u>	
	i/ Physical exercises help to increase body fitness since	
	through it individual may develop strength, endurance, power	
	etc.	
	ii/ Physical exercises promote good health, since they prevent us	
	from diseases and infection like blood pressure and heart diseases.	

10	<p>b) Physical education: Refers to an education setting aim to enhance both human development through performance within an education settings. physical education related to other discipline. the following are the relationship between physical education and other discipline:</p> <p>Measurement in Basic Mathematics. In physical education there is measurement which is highly considered in pitch and court for example measurement in both pitch measured 105M long and 68M width also in basic mathematics there is measurement.</p> <p>Human anatomy and physiology in Biology. In physical education we study about the structure of the human skeleton and how it function in the body of the human being example to support body movement also in biology we have to study about human skeleton and to show their structure.</p> <p>Elaboration about the past events in History. Simply because in physical education events are kept stored for lifetime generation for example the result of the match between simba vs Yanga last time stored in historical event as in history events are stored from the past up to day.</p> <p>Laws in civics. In civics there is laws which tend to govern the people and the government of large also in physical education there is law which govern sports department of general.</p> <p>In summary these things analysed above such that Measurement, Law, Human anatomy and physiology and other like Nutrition and Medicine makes good relationship between physical education and other subjects like civics, history, physics, biology, chemistry and and BASIC MATHEMATICS</p>
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Extract 10.1 is a sample response from a candidate who provided correct responses on values of physical exercises and the way Physical Education relates with other disciplines.

The candidates who had average performance (27.5%) provided some correct responses but failed to provide full explanation as required by the question. In part (a) for example, they explained only one value of physical exercises which is to *improve muscular strength*. In part (b), the candidates gave few points about relationships between physical exercises and other disciplines. The common relationships provided were: *Physical Education*

with Mathematics in calculating measurements of playing grounds as well as with Biology in human anatomy and physiology whereby all functions and movement of bones and muscles are studied.

Conversely, the candidates who performed poorly failed to identify the demands of the question. For example, in part (a), some of them explained the values of physical exercises as *anaerobic and aerobic exercises; lack of referees, lack of facilities and lack of skilled players*; whereas in part (b), they explained the relationship between Physical Education and other disciplines in the form of similarities among them. Their responses included: *both based on educating people, both are provided by skilled persons* and *both emphasized discipline*. Other candidates misinterpreted the word *discipline*, hence they explained how Physical Education disciplines people in their daily lives as shown in Extract 10.2.

Extract 10.2.

10	<p>by physical education is the science that deals with body movement in relation that must involve muscle activities. the following are the relationship between physical education and other discipline</p> <p>physical education they improve the relationship among the people this is among of the discipline that lead to make the relationship between physical education and discipline.</p> <p>physical education they bring respect to the people this they make the relationship between physical education and discipline because the people who perform good the people can respective</p> <p>physical education make people busy that they can help people to avoid with bad behaviour like alcoholism and drug abuse because any time people can deals with physical activities that they can escape from bad behaviour.</p> <p>physical education they teach the players to be in discipline, this lead to the relationship between physical education and discipline because they teach to respect the coach and other player during playing the game.</p> <p>Therefore are the important relationship between physical education and discipline to the people summary of them is they improve the relationship among the people in the country.</p>	
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Extract 10.2 is a sample response from a candidate who explained how Physical Education disciplines people instead of explaining its relationship with other disciplines.

2.3.5 Question 11: Swimming

In this question, the candidates were required to give nine safety measures in swimming. This question tested the candidates' understanding about swimming, particularly the safety measures.

The question was attempted by 1,000 (73.6%) candidates. The analysis of the candidates' performance shows that 300 (30%) had good performance after scoring from 13 to 20 marks. Furthermore, 352 (35.2%) had average performance after scoring marks ranging from 6 to 12.5; while 348 (34.8%) candidates scored from 0 to 5.5 marks, out of which 12.3 percent scored 0 marks (which was poor performance). The performance in the question was good as 65.2 percent scored from 6 to 20 marks. Figure 11 depicts the details.

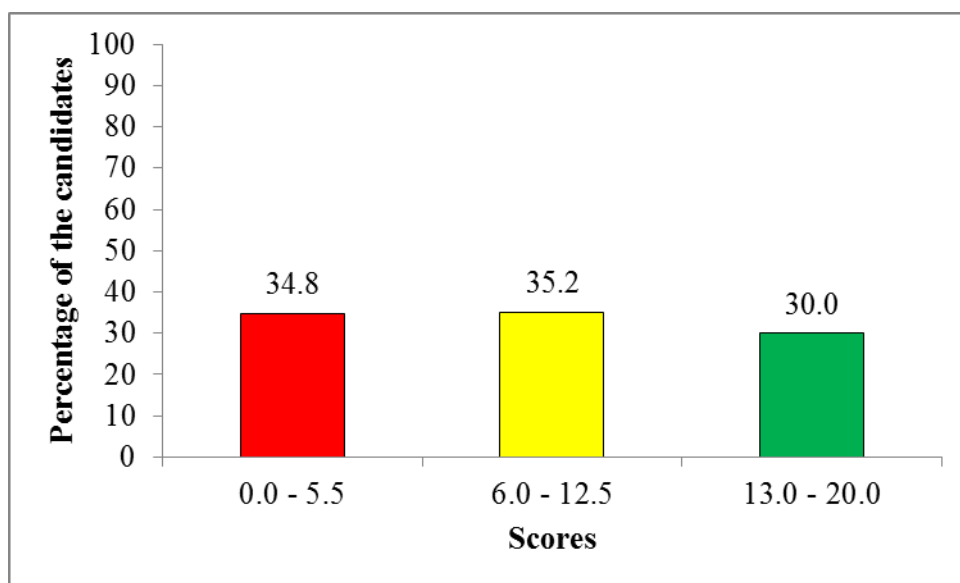


Figure 11 shows good performance in the question; considering that 65.2 percent of the candidates scored from 6 to 20 marks.

This question is among the well performed questions as 65.2 percent of the candidates passed. The analysis of the candidates' responses showed that the candidates who scored high marks explained correctly the safety measures in swimming. The good answers were like: *To ensure that there is no dangerous animal or any object in water, swimmer has good health condition and the first aid should be available.* Extract 11.1 demonstrates the responses.

Extract 11.1.

11	<p>Swimming or refers to sport which played in the water on the swimming pool. It played by both men and women also used as recreation activity. The following are the measure to be taken to bring safety in swimming.</p> <p>The To wear swimming gear; The swimmer should be ensure to wear swimming gears or equipment so as to avoid injury such as to wear tightly cloth.</p> <p>To wear gas tube;</p> <p>If the swimmer has low ability to trap his oxygen while swimming, he recommended to wear gas tube, to help him for breathing.</p> <p>To ensure to remove all objecties which may cause injury; Also a swimmer before swimming should be ensure to remove object which can cause injury such as glass, stones and nail if are there.</p> <p>To ensure the real depth of the water; it is very necessary for the swimmer to understand the depth of the water where it going to swim so as to avoid injury.</p> <p>To ensure there are first aid kit; Also a measure to taken so as to avoid injury where by swimmer should be ensure there are first aid kit so as to get first aid if necessary may occur.</p>	
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11	To ensure there no dangerous animals in the water; Also Swimmer should be ensure there is no dangerous animals in the water such as crocodile which may cause injury as well as death to swimmer	
	To ensure that swimmer his/her has good health condition; Also this is safety measure to be taken so as to avoid injury as swimmer should be have good health to swimming so his/her heart and muscles are good to provide enough blood and oxygen to muscles during swimming	
	To ensure to swim with other swimmer; Also swimmer should be recommended to avoid to swim alone so shall swimming with others so as whenever there are accident it easily to get aid	
	To understand the behaviour, future and nature of the water. The swimmer should be ensure to know that there is not heavy wave, water fall which may cause injury to swimmer.	

Extract 11.1 is a sample response from a candidate who provided correct safety measures in swimming.

Furthermore, the candidates with average performance provided only few correct safety measures in swimming compared to those required by the question. The correct responses provided by the majority included: *To wear swimming clothes, to know the real depth of water and to prepare the first aid kit.*

Further analysis showed that, the candidates who scored 0 marks in the question lacked adequate knowledge about swimming. These candidates failed to give correct safety measures in swimming. The examples of incorrect safety measures in swimming presented were: *body sensing, good posture, and good mental focus; make sure you rest after swimming, make*

sure you use short time to swim, make sure you measure the distance of water before you start to swim.

Moreover, some of the candidates failed to identify the requirements of the question. Instead of explaining the safety measures in swimming, some of the candidates mentioned the importance of swimming such as *enjoyment, education, encouraging social interaction, reducing stress, reducing boredom and for improvement of individual fitness*. Others misinterpreted the word measure, hence explained about various measurement equipment used in various games such as: *ruler, tape measure, stop watch, surveyors' band, chain, pens and pencils and note book*. Similarly, some of the candidates explained measures to be taken against components of physical fitness such as *coordination, agility, flexibility and speed*. Extract 11.2 is from a candidate who gave incorrect responses to the question.

Extract 11.2

ii.	iii/ It building friendship; safety measures of swimming is It help to get or building friendship to gets of safety measures of water don't swimming alone such as It lead of building friendship.
	iv/ People knows swimming; the another safety measure in swimming people knows swimming well such as It lead for get safety due to swim
	v/ People knows types of swimming; the safety measure in swimming is people know types of swimming due to people knows types of swim ming It lead of the get safety in swimming.
	vi/ People gets good health; the safety measure in swimming is people gets good health due to swimming It the one among a sports such as It lead of gets good health.
	vii/ People knows education about water; the safety measure in swimming is people get or know education about water It lead for get safety in swimming.

Extract 11.2 is a sample response from a candidate who gave the importance of swimming instead of safety measures in swimming.

2.3.6 Question 12: Management and Administration of Physical Activities

This question had parts (a) and (b). In part (a), the candidates were instructed to show a round robin fixture that involves eight (8) table tennis players in a single event system, while in part (b), the candidates were instructed to identify the number of games each player will play in the event mentioned in part (a). The question tested the candidate's ability to apply management and administration skills of physical activities in preparation of fixtures.

A total of 201 (14.8%) candidates attempted this question. The analysis of the candidates' performance showed that 192 (95.5%) candidates performed poorly in the question by scoring 0 to 5.5 marks; with 75.6 percent scoring 0 marks. The average performance from 6 to 12.5 marks was scored by 3 (1.5%) of the candidates. The remaining 6 (3.0%) candidates had good performance ranging from 13 to 20 marks. The overall performance in this question was poor as only 4.5 percent passed by scoring 6 to 20 marks. Figure 12 depicts the performance.

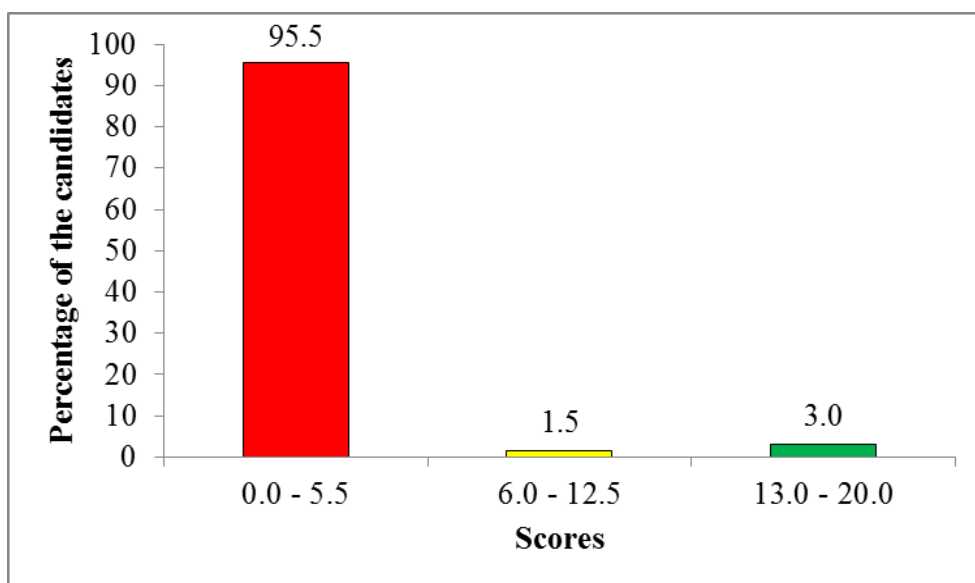


Figure 12 depicts the poor performance in the question; considering that only 4.5 percent of the candidates passed by scoring 6 to 20 marks.

The analysis of the candidate's performance showed that, the question was the least opted one as only 14.8 percent attempted it. The analysis also revealed that this was among the poorly performed questions as 95.5

percent of the candidates failed to get the pass mark. This indicates inadequate knowledge of Management and Administration of Physical Activities, particularly table tennis competition. Majority of the candidates failed in part (a) to show a round robin fixture that involves eight (8) table tennis players in a single event system, hence provided incorrect answers. For example, some of them drew a table tennis court labeled with number 1 to 8, while others showed incorrect round robin fixture. In part (b), the candidates failed to identify the number of games each player will play in the event. The example of the given number was 57, 51 and 42. There was a candidate who wrote six games will be played in event such as *discus*, *shot put*, *Javelin*, *pole vault*, *high jump* and *hurdles*. The candidate misinterpreted the word event as athletics events. Extract 12.1 depicts the performance.

Extract 12.1

12	a/	A ROUND ROBIN FIXTURE.								
		1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	
		2	2-1	2-3	2-4	2-5	2-6	2-7	2-8	
		3	3-2	3-1	3-4	3-5	3-6	3-7	3-8	
		4	4-3	4-2	4-1	4-5	4-6	4-7	4-8	
		5	5-2	5-3	5-1	5-4	5-6	5-7	5-8	
		6	6-1	6-2	6-3	6-4	6-5	6-7	6-8	
		7	7-1	7-2	7-3	7-4	7-5	7-6	7-8	
		8	8-1	8-2	8-3	8-4	8-5	8-6	8-7	
		b/ Each player shall play 57 events.								

Extract 12.1 is a sample response from a candidate who failed to show the formula of the round robin fixture as well as the number of games for each player.

The candidates with average performance in this question (1.5%) get the correct answers in some parts but did not exhaust all points requested by the question.

On the other hand, the candidates who scored high marks (3.0%) adhered to the requirements of the question and demonstrated adequate knowledge of constructing a competition fixture. Their responses showed clearly the formula of the round robin fixture as well as the number of games for each

player. Extract 12.2 is a sample response from a candidate with high performance on this question.

Extract 12.2

12	a) The following below are formular Show a round robin fixture which will include eight table tennis player in a single event system.	
	<u>Solution</u>	
	Data: 8 (eight players)	
	formular: $\frac{n(n-1)}{2}$ in single event	
	$\frac{n(n-1) \times 2}{2}$ in double event	
	$= \frac{n(n-1)}{2}$	
	$= \frac{8(8-1)}{2}$	
	$= \frac{41(7)}{2}$	
	$= 28$	1
	Then.	
	<div> <div>1 vs 8</div> <div>2 vs 7</div> <div>3 vs 6</div> <div>4 vs 5</div> </div> <div> <div>1 vs 7</div> <div>8 vs 6</div> <div>2 vs 5</div> <div>3 vs 4</div> </div> <div> <div>1 vs 6</div> <div>7 vs 5</div> <div>8 vs 4</div> <div>2 vs 3</div> </div> <div> <div>1 vs 5</div> <div>6 vs 4</div> <div>7 vs 3</div> <div>8 vs 2</div> </div>	
	<div> <div>1 vs 4</div> <div>5 vs 3</div> <div>6 vs 2</div> <div>7 vs 8</div> </div> <div> <div>1 vs 3</div> <div>4 vs 2</div> <div>5 vs 8</div> <div>6 vs 7</div> </div> <div> <div>1 vs 2</div> <div>3 vs 8</div> <div>4 vs 7</div> <div>5 vs 6</div> </div>	11
	b) The ^{each} Player will play 7 games in the event.	

Extract 12.2 is from a candidate who correctly showed the formula of the round robin fixture as well as the number of games for each player.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The CSEE 2018 Physical Education had twelve (12) questions that were set from twelve (12) topics. The analysis of candidates' performance reveals that, out of the 12 topics that were tested, three (3) topics, namely: Recreation and Outdoor Activities, Physical Education and Swimming that were tested in questions 5, 10 and 11 had good performance; of which the percentages of the candidates who scored 30 percent and above were 79, 74.3 and 65.2 respectively. Likewise, the performance was good in question 1 which comprised various topics. In this question, 71.7 percent of the candidates scored 30 percent and above.

Further analysis shows that, the performance was average in the three (3) topics of Safety, Gymnastics and Ball games from which question 7, 4 and 6 were constructed; of which the percentages of the candidates who scored 30 percent and above were 61.5, 58.7 and 41.8 respectively. Likewise, the performance was average in question 2 which comprised various topics. In this question, 52.2 percent of the candidates scored 30 percent and above.

On the other hand, the candidates' performance was weak in four (4) topics, namely Health Related Physical Fitness, Racket Games, Management and Administration of Physical Activities and Track and Field Events where question 6, 3, 9 and 12 were constructed. In these topics, the percentages of the candidates who scored 30 percent and above were 6.5, 5.2, 4.5 and 1.4 respectively. The summary of the candidates' performance by topics is presented in the Appendix.

The Candidates' Items Responses Analysis suggests that the good performance in the stated topics was attributed to the fact that most of the candidates had adequate knowledge about the topics and identified the requirements of the respective questions. Furthermore, most of them had good mastery of English Language which enabled them to answer clearly the questions which required explanations.

However, weak performance in four stated topics was attributed to inability of the candidates to identify the requirements of the questions, lack of adequate knowledge about the topics, misinterpretation of some words in the questions and poor English Language skills.

4.0 CONCLUSION

The performance of candidates in Physical Education CSEE 2018 was average as 54.38% of the candidates passed while 45.62% scored below 30 percent of the total marks. From the analysis, it was revealed that, factors that enabled 54.38 percent of the candidates to score 30 percent and above in the examination were: ability to identify the requirements of the question, adequate knowledge and skills on the concept related to the subject and sufficient English language skills. On the other hand, the weak performance of the 45.62% who scored below 30 percent of the total marks was due to: inadequate knowledge on various subject matters, inability to identify and understand the requirements of the questions, misinterpretation of the questions and poor command of the English language.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in the future examinations, it is recommended that:

- (a) Teachers should advise and guide students to build a habit of reading questions carefully in order to identify their requirements before attempting them. This will overcome the challenge of the candidates' inability to identify the requirements of the questions.
- (b) Teachers should put more emphasis on terms and concepts used during teaching and learning process so as to avoid misinterpretation of words which was identified as a challenge in some questions. For example, "safety measures" was interpreted as measuring instruments by some of the candidates.
- (c) Teachers should identify slow learners and give them special attention during the teaching and learning process. This will minimize the differences in performance of candidates within the class.
- (d) Teachers and students are advised to use information in this report to identify areas which challenged them in the teaching and learning process so that they can put more effort to them and improve future performance of the candidates.

- (e) Teachers should employ a variety of appropriate teaching and learning techniques to facilitate effective learning. For example, they should effectively use questions and answers in:
 - (i) Health related Physical Fitness to guide students to demonstrate exercises which improve its components.
 - (ii) Management and Administration of Physical Activities to guide students to discuss and practise various competitive physical activities such as fixture for competition within the school.
 - (iii) Track and Field events to demonstrate and let the students perform the skills required in Track and Field Events.
 - (iv) Racket games to demonstrate skills required in Racket Games.
- (f) Teachers should also encourage students to read both fiction and non-fiction books in order to improve their English Language proficiency in all the four language skills (writing, reading, speaking and listening).

Summary of Candidates' Performance in 018 Physical Education-Topic wise

S/N	TOPIC	Question Number	Percentage of Candidates who Scored 30 Percent and Above	Remarks
1	Recreation and Outdoor Activities	5	79	Good
2	Physical Education	10	74.3	Good
3	Concept of Physical Education, First Aid, Health Related Physical Fitness, Recreation and Outdoor Activities, Ball Games, Track and Field Events and Racket Games	1	71.7	Good
4	Swimming	11	65.2	Good
5	Safety	7	61.5	Average
6	Gymnastics	4	58.7	Average
7	First Aid, Ball Games, Health Related Physical Fitness, Physical Education, Track and Field Events and Performance Related Physical Fitness	2	52.2	Average
8	Ball Games	6	41.8	Average
9	Health Related Physical Fitness	3	6.5	Weak
10	Racket Games	9	5.2	Weak
11	Management and Administration of Physical Activities	12	4.5	Weak
12	Track and Field Events	8	1.4	Weak

