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) 2020

PHYSICAL EDUCATION

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue this report on Candidates' Item Response Analysis (CIRA) for the 2020 Certificate of Secondary Education Examination (CSEE) in Physical Education.

The report shows the analysis of candidates' responses and provides the reasons for candidates' good performance and the challenges that might have caused poor performance to other candidates. The analysis of candidates' responses showed some candidates performed poorly due to lack of knowledge and skills in specific topics, inability to identify the requirements of the questions, misinterpretation of the questions and poor English Language skills. Moreover, the analysis indicated that the performance of some of the candidates was good because they were able to identify the requirements of the questions, they had adequate knowledge of the subject matter and good mastery of the English Language.

The National Examinations Council of Tanzania expects that the feedback provided in this report will enable teachers, students, policy makers and other education stakeholders to work on the challenges which the candidates faced in order to improve performance in this subject in future examinations.

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

Dr. Charles Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

The CSEE 2020 examination paper covered the topics in the Physical Education Syllabus of 2005 and adhered to the examination format issued in 2020. A total of 1,868 candidates were registered to sit for the Physical Education examination. Out of 1,868 candidates, 1,798 (96.3%) sat for the examination and 814 (45.30%) candidates passed. The performance decreased by 11.6 percent when compared to 56.86 percent of the candidates who passed the examination in 2019.

The CSEE Physical Education paper comprised of eleven (11) questions spread in sections A, B and C. The candidates were required to answer all the questions in sections A and B and any three (3) questions from section C. Section A comprised of two (2) objective questions. Question 1 consisted of ten multiple choice items and question 2 was a matching item which consisted of five premises. Each item/premise carried one mark. Section B consisted of five short answer questions carrying 8 marks each, while Section C consisted of four questions with 15 marks each.

In this report, analysis on individual questions was done by indicating the requirement of each question, followed by analysis of the candidates' performance in that particular question. The national examination results are based on the score ranges of 75 – 100, 65 – 74, 45 – 64, 30 – 44 and 0 – 29 which denotes *excellent*, *very good*, *good*, *satisfactory* and *fail,* respectively. In this analysis, the pass mark is based on the percentage of the candidates who scored 30 percent or above of the marks allocated to the question. Therefore, the performance ranging from 65 to 100 percent of the allocated marks is considered good, while the performance ranging from 30 to 64 percent is considered average and poor performance ranges from 0 to 29 percent. For easy presentation, three basic colours, namely green, yellow and red are used to represent good, average and poor performance, respectively.

Furthermore, the report highlights the strengths and weaknesses observed in the candidates' answers. It identifies some 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 as samples to illustrate the reasons for poor or good performance.

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 the correct answer from the given alternatives. The items were constructed from six topics in the respective syllabus. The topics were *Racket Games*, *Track and Field Events, Recreation and Outdoor Activities, Ball Games, Gymnastics* and *Swimming.* The questions tested the candidates' knowledge in various areas of Physical Education and application of such knowledge in their daily lives.

This question was attempted by 1,798 (100%) candidates. Out of these, 452 (25.1%) candidates performed poorly by scoring from 0 to 2 marks whereby 1.9 percent scored 0 marks. The analysis indicated that, 1,282 (71.3%) candidates scored from 3 to 6 marks while 64 (3.6%) candidates scored from 7 to 10 marks signifying average and good performance, respectively. In general the performance of the candidates in this question was good because 74.9 percent scored 3 to 10 marks. Figure 1 illustrates the candidates' performance in this question.
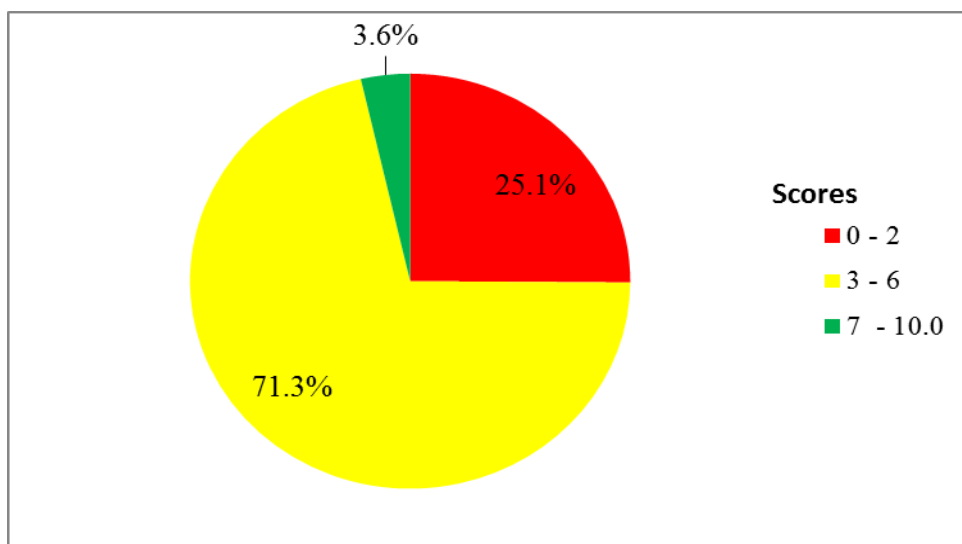

Figure 1*: Percentages of Candidates' Performance in Question 1*

In item (i) the candidates were required to identify what enabled a goalkeeper to shoot a ball from his goal to opponents' goal in a football match. The correct answer was C "Enough power". The candidates who chose this answer understood that power is the component of performance - related physical fitness which enables the body to move or travel with great speed or force. Although all other alternatives were the components of performance related physical fitness, their choice was incorrect because A "Speed" is the rate at which someone/something moves or operates. B "Agility" is the ability of the body to be quick in moving, changing direction and position. D "Balance" refers to keeping the body in a steady position in such a way that it does not fall and E "Reaction time" is a measure of how quickly the body can respond to a particular stimulus. All these qualities, therefore do not relate to shooting the ball to cover a great distance except power.

Item (ii) was based on a scenario that, "A handball goalkeeper hit the goalpost when struggling to catch the ball and suddenly his hand's bone was broken and protruded out". Then, the candidates were required to determine the appropriate First Aid for the goalkeeper. The correct answer was E "Apply ICE procedures to stop bleeding and rush him/her to hospital". The candidates who chose this alternative had adequate knowledge of First Aid provision. Alternative A "Stretch the hand several times and rush him/her to hospital" was chosen by the candidates who had inadequate knowledge of First Aid because stretching a limb with an open fracture is not recommended due to the fact that it can cause more damage. Alternative B "Use shin guard to restore the hand and cover it with a bandage" was chosen by the candidates who had poor knowledge of sport gears because a shin guard is a piece of equipment worn on the athlete's shin to protect it from injury. Likewise, alternatives C "Use scissors to cut the broken bone and cover it with clean bandage" and D "Apply dust to stop bleeding and rush him/her to the hospital" were not correct because cutting a broken bone and stopping bleeding by using dust are not the First Aid provision processes. The application of such procedures can worsen the situation and cause infections.

In item (iii), the candidates were required to identify the punishment which players X and Y will get from the referee if they fight during volleyball match. In order to select the correct answer, the candidates were supposed to understand various misconducts in volleyball and their relevant

punishments. In volleyball if normal misconduct or unsportsmanlike behavior occurs, the team captain gives first warning to the player. If the behavior continues a yellow card is shown as a warning. A red card is shown to indicate a penalty to a player who consistently repeats offences. All the three warnings will not expel the player from the game. For more serious offences, a referee holds both red and yellow cards jointly in one hand and the player must leave the playing area. In rare cases the referee awards red and yellow cards at the same time, but can be shown separately. In this situation, the player is banished from the game and must leave the controlled area of play. If players fight during volleyball match a referee will hold both cards. Therefore the correct answer was D "Yellow and red cards jointly". Some of the candidates who selected alternative A "Yellow card and verbal warning", B "Red card and verbal warning" C "Yellow and red cards separately" and E "Verbal warning and both cards separately" had inadequate knowledge about misconducts in volleyball and their related consequences.

In item (iv), the candidates were required to identify the hurdle skill which the student was performing when he/she was asked to execute the full extension of hip, knee and ankle joint of supporting leg. The correct answer was B "Take-off". The candidates who chose this alternative had sufficient knowledge of hurdle race. The candidates who lacked such knowledge selected other alternatives. The choice of alternative A "Finishing" was incorrect because during this stage the athlete has to make sure that his/her shoulders face the finishing line throughout. Likewise, the choice of alternative C "Landing" was incorrect because during landing the body should maintain the forward lean and the ball of the foot of landing leg should be the landing area. Moreover, those who selected alternative D "Clearance", were incorrect because in clearing the hurdles the trailing leg is pulled through in a lateral position, the leading arm moves back, shoulders remain facing forward and the opposite arm moves forward. Finally, the candidates who selected alternative E "Positioning" were incorrect because in positioning the rear knee should be approximately in line with the toe of the front foot, the arms should be perpendicular to the ground and the head should be in natural alignment with the shoulders.

The candidates in item (v) were required to determine the maximum seconds for the volleyball player to hold the ball before service after a server being penalized due to violation of holding the ball for a long time.

The correct answer was B "8". This alternative was chosen by the candidates who had knowledge of the rules of the volleyball game. The candidates who chose other alternatives did not realize that some of the alternatives were relevant to other games and not for the volleyball ones. For example, the candidates who chose alterative C "6" were incorrect since this is a football rule. In this rule a goalkeeper is not permitted to keep control of the ball on his hands for more than 6 seconds. Likewise, alternative E "5" was incorrect because it referred to a rule in basketball whereby on an inbound pass a player may only hold a ball for a maximum of 5 seconds. The candidates who selected alternatives A "7" and D "9" lacked knowledge of volleyball rules as those were just numbers added as distractors.

In item (vi), the candidates were required to determine the technique used to start the play in badminton. The correct answer was A "Serving the shuttle cock". This alternative was chosen by the candidates who were competent in badminton game. The candidates who selected alternatives B "Setting the shuttle cock", C "Gripping the shuttle cock", D "Hitting the shuttle cock" and D "Holding the shuttle cock" lacked knowledge of the terminologies used in badminton game.

In item (vii), the candidates were required to identify the equipment they will prepare which will help them to find enough information of unfamiliar places. The correct answer was C "Map". The candidates who chose this alternative had adequate knowledge of orienteering activities. The candidates who selected alternative A "Writing pad" were incorrect because the equipment is used to record information. Also, the candidates who selected alternative B "Watch" were not correct since orienteering watch is used to indicate north without a compass. Likewise, the candidates who selected alternative D "Rope", were incorrect because the rope is used for climbing, also the one with pegs is used for demarcation. Finally, the candidates who selected alternative E "Whistle" were incorrect because this is blown when the orienteer cannot navigate back to the finishing point due to being absolutely lost or injured.

In item (viii), the candidates were required to identify the swimming skill which a Form One student was performing when he/she lied on the water for an indefinite period of time without any movement of the body. The correct answer was D "Floating". This alternative was chosen by the

candidates who had knowledge of swimming techniques. These candidates recognized that alternative A "Crawl stroke", is done by swinging the arms as one pull the water back all the way to the hip, creating a paddle under water; alternative B "Treading water", was incorrect because during treading a swimmer assumes a vertical position to keep their head above the surface of the water while not providing sufficient directional thrust to overcome inertia and propel the swimmer in a specific direction; alternatives C "Sculling" was also incorrect since this is a hand technique that allows swimmers to feel the water and maintain the ideal hand and arm position to move through the water and E "Butterfly stroke"; is a swimming stroke swum on the chest with both arms moving symmetrically accompanied by the butterfly kick. The candidates who chose alternatives other than D "Floating" lacked knowledge of swimming techniques.

Regarding item (ix), the candidates were given a scenario that, "during training of passing skills in basketball, the coach told you to pass the ball to your team mate at the waist level". The candidates were required to identify the type of pass the coach was training. The correct answer was C "Bounce pass". The candidates who selected this alternative justified their knowledge of different types of passes in the basketball game. Other candidates who selected other alternatives lacked knowledge of the game. For example, the candidates who chose alternative A "Chest pass" were wrong since that pass originates from the chest level. Likewise, the candidates who chose alternative B "Baseball pass" failed to realize that in executing this pass, the ball is thrown overhand using one hand. The candidates who chose alternative D "Overhead pass" were incorrect because this pass is released over the head to the teammate. Similarly, the candidates who chose alternative E "Sidearm pass" were wrong because in executing the sidearm pass, the ball originates from either of the sides (right or left side).

The last item (x) was based on a scenario that, "a gymnastic teacher instructed the students to prepare a wooden material with 10cm wide, 5.2cm long, 5.2cm deep and set 1.25m from the ground". Then, the candidates were required to identify the gymnastic equipment they were asked to prepare. The correct answer was A "Beam balance". The candidates who chose this alternative had sufficient knowledge of gymnastics. The candidates who selected other alternatives lacked adequate knowledge of the game hence failed to identify the correct answer. The

candidates who chose the alternative B "Spring balance" were not correct because spring balance consists of a spring fixed at one end with a hook to attach an object at the other, hence it is not a wooden equipment. Those who chose alternative C "Metre rule" were not right because the metre rule is a 100m long device used to measure the distance and length of different items. Alternative D "Parallel bars" was also incorrect because parallel bars are floor apparatus consisting of two wooden bars slightly over 11 feet long and positioned at roughly hand height. Finally, the candidates who chose E "Horizontal bar" were incorrect because this is a gymnastic apparatus which traditionally consists of a cylindrical metal bar that is rigidly held above and parallel to the floor by a system of cables and stiff vertical supports.

2.1.2 Question 2: Matching Item

The question was derived from the topic of *Ball Games (Volleyball).* The candidates were instructed to match the signs used by a volleyball 1st referee in List A with their corresponding meaning in List B.

A total of 1,795 (99.8%) candidates attempted the question. Among them, 1,227 (68.4%) candidates performed poorly by scoring from 0 to 1 mark of which 34.5 percent scoring 0 marks. Further analysis showed that 525 (29.2%) scored from 2 to 3 marks indicating average performance, while 43 (2.4%) candidates scored from 4 to 5 marks, which is good performance. The general performance in this question was average because 31.6 percent of the candidates scored from 2 to 5 marks. Figure 2 shows the performance in the question.
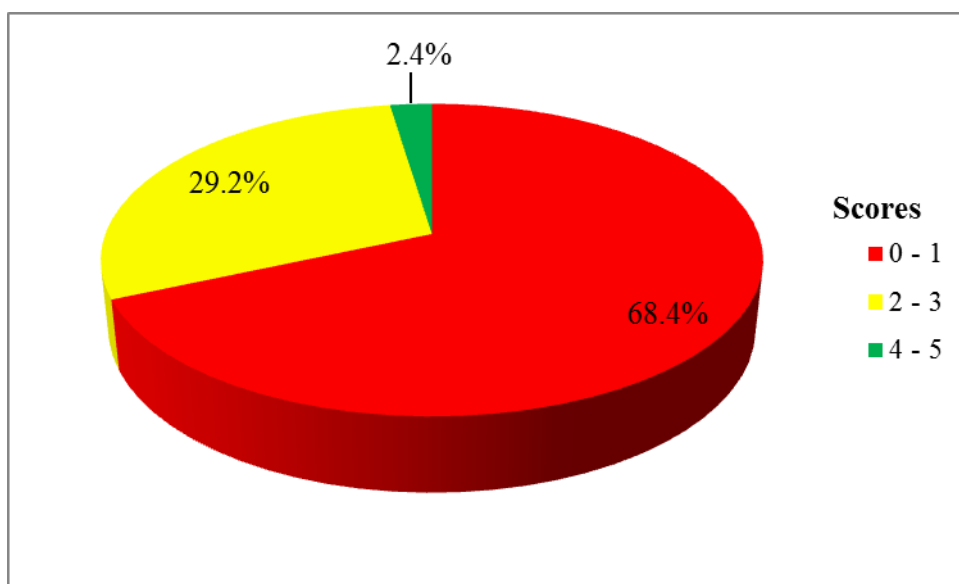
Figure 2*: Percentages of Candidates' Performance in Question 2*

In premise (i), the candidates were required to select the response which correctly match with a sign in which a referee raises eight fingers and spread them open. The candidates who chose the correct response D "Delay in service" had sufficient knowledge about referee signals in volleyball. However, the majority of the candidates who did not get the correct response chose response E "Double fault". These candidates lacked adequate knowledge of the referee signals in volleyball. This is because in double fault a referee raises both thumbs vertically.

The premise in (ii) required the candidates to select the response which correctly match with a sign in which a referee crosses the forearms in front of the chest while hands open. The correct response was F "End of match". The candidates who chose the correct response proved that they had adequate knowledge of the rules of volleyball game particularly the signals to end the match. The candidates who chose incorrect responses had random choices showing that they did not have adequate knowledge of signals used by referee to end the volleyball match.

In premise (iii), the candidates were required to select the response which correctly match with a sign in which a referee makes a circular motion with the fore finger while pointing the floor. The correct response was G "Rotational fault". The candidates who chose this alternative had adequate knowledge of referee signal for rotational fault in volleyball. However,

some of the candidates who chose incorrect response selected the response C "Blocking fault." These candidates were incorrect because blocking fault is shown when referee extending both arms vertically with the palms facing forward.

In premise (iv), the candidates were required to select the response which correctly match with a sign in which a referee points the arm and the fingers towards the floor. The correct answer was A "Ball in". Candidates who selected the correct answer had adequate knowledge of referee signals to ball-in in volleyball. The analysis shows that a good number of the candidates who chose incorrect answer selected the response B "Ball out". These candidates were wrong because the referee signal to show ball out is done by raising both arms while keeping the upper arms parallel the floor.

Moreover, in premise (v), the candidates were required to select the response which correctly match with a sign in which a referee raises both thumbs vertically. The correct response was E "Double fault". The candidate who chose the correct response had sufficient knowledge of referee signals to double fault in volleyball. However, the majority of the candidates who chose incorrect response selected response E "Delay in service". These candidates did not realize that, the referee indicates delay in service by raising eight fingers and spread them open.

2.2   SECTION B: SHORT ANSWER QUESTIONS

2.2.1   Question 3: Racket Games (Table Tennis)

This question required the candidates to enumerate four skills to observe in holding the table tennis racket using the "shake hands" style. The question tested the candidate's knowledge of table tennis.

A total of 1,703 (94.7%) candidates attempted this question. The analysis of candidates' performance showed that, 1,317 (77.3%) candidates performed poorly by scoring from 0 to 2 marks; with 64.9 percent scoring 0 marks. Further analysis showed that 299 (17.6%) candidates scored from 2.5 to 5 marks signifying average performance. Moreover, 87 (5.1%) candidates scored from 5.5 to 8 marks; indicating good performance. In general, the performance in this question was poor because 77.3 percent of the candidates scored from 0 to 2 marks. Figure 3 illustrates the candidates' performance in this question.
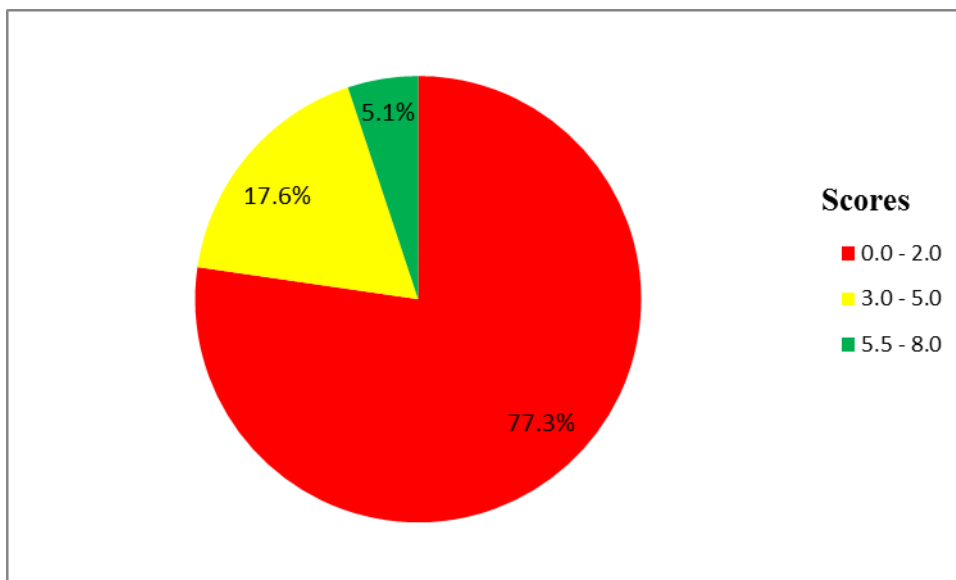
Figure 3: *Percentages of Candidates' Performance in Question 3*

The analysis of the candidates' performance indicated that the candidates who had poor performance (77.3%) in this question lacked knowledge of the table tennis game. This was demonstrated by incorrect answers they provided about the four skills to observe in holding the table tennis racket using the "shake hands" style. The examples of such incorrect answers include: *to shake the ping pong in two hands*, *to take the bat by using one hand*, *to jump up the bat upward, to locate the bat for their attack, to pass the ball from one player to another using stroke hands, bat shake hand, the racket must be held by one hand, ensure systematic movement, take the tennis for left hand*, *hitting by using palm of left hand* and *push or hitting by using racket.* Other candidates misinterpreted the question, as a result, instead of giving four skills to observe in holding the table tennis racket using the "shake hands" style, they explained general skills used in table tennis such as: *gripping skill which involve gripping the racket, service skill which deal with putting the ball in play* and *stroke which uses bars for stroking the ball*. Additionally, there were candidates who did not understand the requirement of the question. For example, instead of giving four skills to observe in holding the table tennis racket using the "shake hands" style they explained general techniques of playing various games which are not specific to the Table Tennis game. Extract 3.1 is a sample of poor response.

Extract 3.1: A sample of a candidate's poor response in question 3

Extract 3.1 shows a response from a candidate who explained various techniques of playing games instead of explaining skills to observe in holding the Table Tennis racket using the "shake hands" style.

The analysis indicated further that the candidates who had average performance (17.6%) provided a mix of correct and incorrect answers. Others provided correct answers for some points, thus did not meet the demands of the question. The examples of the correct answers provided by the majority were: *the palm of the hand and the fingers are closed on the racket* and *the palm of the hand is placed behind the racket*.

The analysis showed that the candidate who performed well (5.1%) explained correctly the skills to observe in holding the table tennis racket using the "shake hands" style. The correct answer they gave include: *Rest the throat of the racket in the finger of the non-dominant hand, the face of the racket should be perpendicular to the ground, the palm of the hand and the fingers are closed on the racket in shake hands motion* and *the palm of the hand is placed behind the racket such that the bulk of the hand is in the*

bulk of the handle. These candidates demonstrated their understanding regarding the skills to observe in holding the table tennis racket using the "shake hands" style, and adhered to the requirement of the question. The variation of their scores was based on the clarity of their explanations. Extract 3.2 shows a good response from one of the candidates.

Extract 3.2: A sample of a candidate's good response in question 3

Extract 3.2 shows a response from a candidate who provided the correct skills to observe in holding the table tennis racket using the "shake hands" style.

2.2.2 Question 4: Track and Field Events

The candidates were given a scenario that, "one of your classmates encountered muscle cramps injury in javelin throwing event". Then, they were instructed to enumerate four safety measures that he/she should take in order to avoid injuries in the subsequent throwing events.

The question was attempted by 1,762 (98.0%) candidates. In this question, 845 (48.0%) candidates scored from 0 to 2 marks, which is a poor performance. The analysis showed that 584 (33.1%) candidates scored from 2.5 to 5.0 marks indicating average performance while 333 (18.9%) candidates obtained good performance because they scored from 5.5 to 8 marks. The general performance in this question was average as 52 percent of the candidates scored from 2.5 to 8.0 marks. Figure 4 illustrates the candidates' performance in this question.
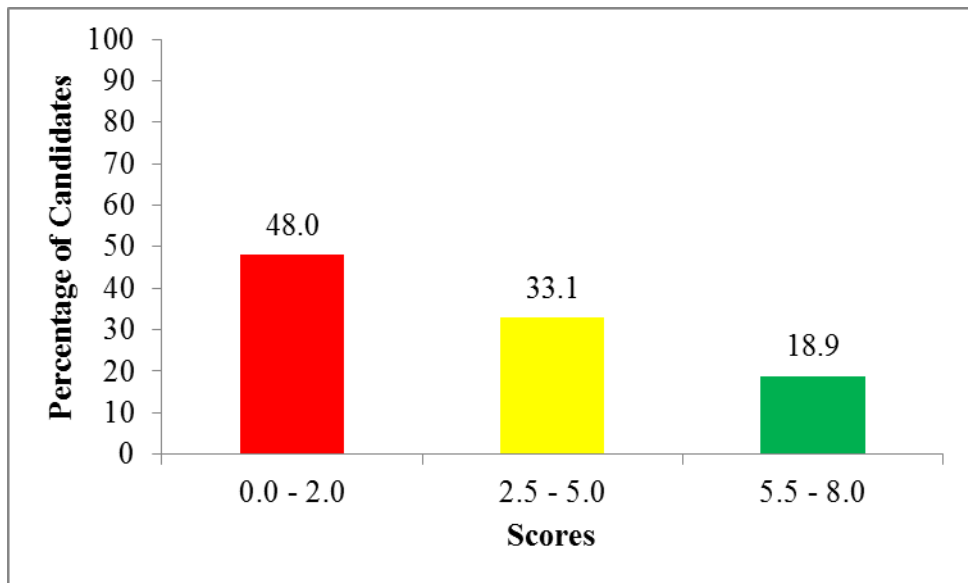
Figure 4*: Percentages of Candidates' Performance in Question 4*

In the analysis of the candidates' performance it was established that there were various reasons which contributed to the failure of 48.0 percent of the candidates in this question. The candidates in this category provided irrelevant answers which indicated that they did not understand the requirements of the question. For example, instead of enumerating safety measures to take in order to avoid injuries in throwing events, some of the candidates enumerated the procedures for First Aid provision which included: *provide oxygen to the victim, put the victim in the safe place* and *take the victim to the hospital*. Another reason was inadequate knowledge of pertaining to safety measures in throwing events. This is evidenced in the answers they provided which were incorrect, such as: *don't move when you are doing throwing, to understand the game*, *should complete treatment*, *to perform push up exercises, making practice about throwing javelin*, *should play in the area which has enough oxygen, should not be allowed to over train exercises and should perform gripping techniques*. Extract 4.1 is a sample of a poor response from one of the candidates.

4.	(a) Rest ; Take the bandage and ringing in the area inorder to avoid injuries.	
	(b) Ice : When the casualt does not to decrease the area take price of ice and put in order to reduce pain.	
	(c) Compress; Try to masage the area which occure to reduce the pain.	
	(d) Elevate : Take the casualt and put up the hill for example chair but take two price of timber and put the area in order to reduce the pain.	

Extract 4.1: A sample of a candidate's poor response in question 4

Extract 4.1 is from a candidate who enumerated procedures for providing First Aid instead of safety measures to take in order to avoid injuries in throwing events.

Moreover, the candidates with average performance (33.1%) provided some correct safety measures to take in order to avoid injuries in throwing events. However, these candidates did not exhaust all the required points. These candidates demonstrated partial understanding in this topic. The correct responses provided by most of these candidates were: *specific warm up exercises, wear appropriate sport attires and protective gears* and *proper cooling down exercises.*

Furthermore, analysis showed that, 18.9 percent of the candidates performed well because they were able to identify the requirement of the question and demonstrated adequate knowledge of about safety measures to take in order to avoid injuries in throwing events. Their answers included: *to conduct proper general exercises, specific warm up exercises, proper execution of the skills required in throwing events, safety of throwing equipment and facilities, wear appropriate sport attires and protective gears, proper cooling down exercises relative to throwing events, conduct specific cooling down exercises relating to throwing events.* Extract 4.2 depicts good response from one of the candidates.

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04. The following are the four safety measures that my classmate would take in order to avoid injuries in the subsequent throwing events.

i: Obeying and respecting rules of the play. He/she is required to follow the rules of throwing events in order to avoid injuries into his/her body.

ii: Inspecting the playing area before playing. He/she is required to inspect the field before during and starting the play because this help to observe safety of the area to be used.

iii: Performing cool down and warm up. This is very important since prepares the body for performing the play as well makes the body to maintain blood acceleration through cool down.

iv: Inspecting the equipments to be used. This is very important since a person is need to be sure that the tools he/she wants to use are safe.

Extract 4.2: A sample of a candidate's good response in question 4

Extract 4.2 shows a response from a candidate who provided correct response on safety measures to take in order to avoid injuries in throwing events.

2.2.3 Question 5: Track and Field Events

In this question, the candidates were given a scenario as follows: "If you meet someone who has interest in long jump but he/she does not have any idea about the game, which four stages would you advice that person to follow in order to perform the long jump event?" This question tested the candidates' knowledge of long jump.

The question was attempted by 1,699 (94.5%) candidates, of which 1,029 (60.6%) had poor performance, scoring from 0 to 2 marks. Among that group, 37.5 percent scored 0 marks. Further analysis showed that, 262

(15.4%) candidates had average performance ranging from 2.5 to 5 marks, whereas 408 (24%) candidates had good performance with scores ranging from 5.5 to 8 marks. The performance of this question was average as 39.4 percent of the candidates scored from 2.5 to 8 marks. Figure 5 summarizes the candidates' performance.
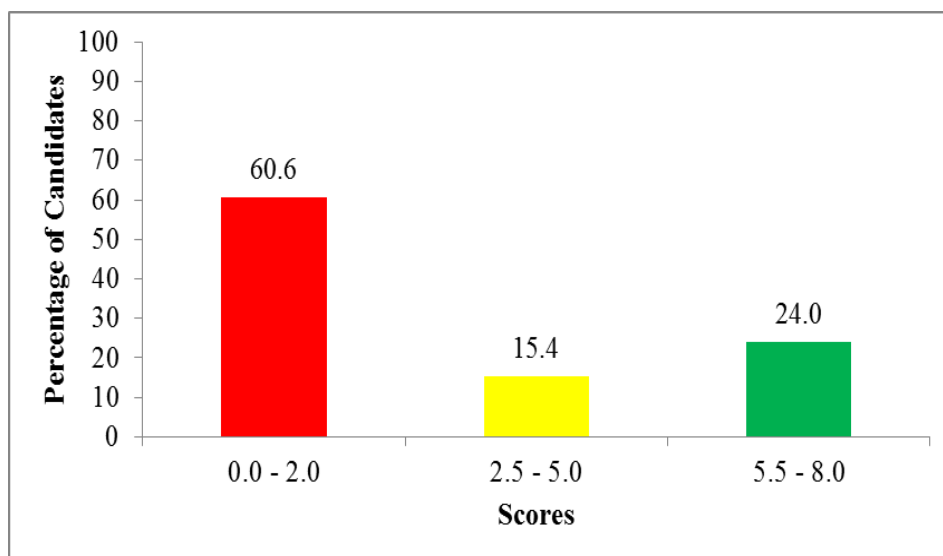

Figure 5: *Percentages of Candidates' Performance in Question 5*

The analysis of the candidates' responses indicated that the 60.6 percent of the candidates had poor performance due to various weaknesses. One of those weaknesses was inadequate knowledge of long jump. The candidates with poor performance provided incorrect answers on stages to follow in order to perform the long jump event. Some of those incorrect answers included: *the feet should be able to go up and down during long jump, to make random movement when you make long jump in order to reduce muscle injury, stay at least 2m from jumping area, run freely when you are going to perform jumping, use horizontal long jump because it will help you to jump direct to the point, energy is needed because long jump is jumping far, you must use your hand when you want to jump because hand is used to give you speed, agility which help you to jump as far as possible* and *kick a piece of wooden which you will guided before jumping.*

Further analysis showed that other candidates failed to understand the requirement of the question, as a result, they provided irrelevant responses. For example, instead of giving four stages to follow in order to perform the

long jump event, some of the candidates mentioned three starting commands in short and middle distance races, which are: *On your mark*, *Set* and *Go*. Likewise, other candidates gave the importance of long jump, such as: *to reduce risk of getting diseases, to build good relationship* and *to build muscles*. The sample of poor response is illustrated by Extract 5.1.

Extract 5.1: A sample of a candidate's poor response in question 5

Extract 5.1 shows a response from a candidate who provided incorrect stages to follow in order to perform the long jump event.

The analysis revealed that, the candidates with average performance (15.4%) provided one or two correct stages to follow in order to perform the long jump event out of the required four. The most mentioned steps were: *approach, flight and landing stages*.

The analysis showed that 24.0 percent of the candidates who performed well had sufficient knowledge of long jump. These candidates gave four

stages to follow in order to perform the long jump event. Some of their answers were: *Approach stage/Running stage, Take off stage, Flight stage/sailing stage* and *Landing stage.* Extract 5.2 is a sample of a good response.

5.	The stages to follow to complete the long jump event are's
(a)	Approach stage - where the jumper is build up run.
(b)	Take off stage - where the foot of the jumper hits the board.
(c)	Flight stage - where the jumper is in air.
(d)	Landing stage - where the jumper comes in the land.

Extract 5.2: A sample of a candidate's good response in question 5

Extract 5.2 is a sample from a candidate who provided correct stages to follow in order to perform the long jump event.

2.2.4 Question 6: Racket Games

In this question the candidate were instructed to write four steps of executing high service skill in badminton game. This question tested the candidates' knowledge of badminton game.

A total of 1,635 (90.9%) candidates attempted this question. The analysis of candidates' performance showed that, 1,329 (81.3%) candidates performed poorly, scoring from 0 to 2 marks and among them, 45.3 percent scored 0 marks. 288 (17.6%) candidates scored 2.5 to 5 marks, indicating average performance. The remaining 18 (1.1%) candidates had a good performance as they score from 5.5 to 8 marks. The general performance in this question was poor because 81.3 percent of the candidates scored from 0 to 2 marks. Figure 6 illustrates the candidates' performance in this question.
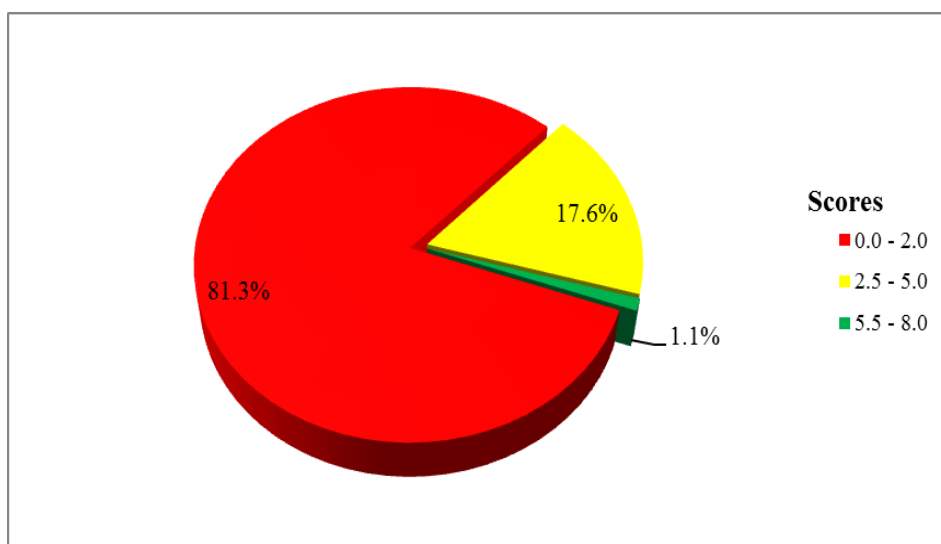
Figure 6*: Percentages of Candidates' Performance in Question 6*

In the analysis of the candidates' performance, various reasons for the failure of 81.3 percent of the candidates in the question were identified. Some of these reasons were lack of knowledge of Badminton Game. As a result, candidates provided incorrect answers such as: *the player must stand in front of the table of badminton*, *a player must open the hand start the game, raise of your hand for getting services, to follow all steps systematically, perform the badminton game, increase the practice of badminton game, to know the rules involving badminton game, to introduce the violation that are involved in badminton* and *the player must play in safe area to avoid injuries*. Other candidates provided answers which are contrary to the question requirement. For example, instead of writing the steps of executing high service skill in badminton game, some of the candidates explained safety measures to take when playing any game, such as: *to perform warm up and cooling down, to inspect the playing ground* and *to play according to rules and regulations*. Poor command of English language was also identified as an obstacle to the candidates in this category. Extract 6.1 is a sample of a poor response.

6	Steps of executing the high service skill in badminton game.	
	(i) Grip well racket in order to familize the racket.	
	(ii) Serve using topspine style which help long distance	
	(iii) Toss the shuttle cock in right way using topspine service	
	(iv) Using Moderate effort when tossing shuttle cock do not apply More effort or low effort which lead to shuttle cock to be out the ground.	

Extract 6.1: A sample of a candidate's poor response in question 6

Extract 6.1 is a sample from a candidate who provided incorrect steps of executing high service skill in badminton game.

The analysis of candidates' responses also revealed that, the candidates who had average performance (17.6%) wrote down some correct steps of executing high service skill in badminton game. However, their responses were not complete to meet the requirements of the question. These candidates demonstrated partial knowledge of the badminton game techniques.

The analysis showed that, 18 (1.1%) candidates who had good performance had adequate knowledge of the steps of executing high service skill in badminton game. The responses from these candidates were clear and complete to meet the requirement of the question. Their responses included: *Put the feet in stride position, shift the body weight by swinging, contact the feet with the court, raise the wrist for back swing, release the wrist ready for contacting the shuttle cock, release the shuttle cock, execute the high serve* and *Follow through the direction of the serve.* Extract 6.2 is an illustration of a sample of a good response.

6.	The steps of executing high service skill in badminton are:	
(a)	Be in a ready position by putting the feet in stride position.	
(b)	Contact your feet with the playing ground for badminton.	
(c)	Release the shuttle cock and perform the serve in badminton.	
(d)	Follow through the direction of the play.	

Extract 6.2: A sample of a candidate's good response in question 6

Extract 6.2 is a sample of a response from a candidate who provided the correct steps of executing high service skill in badminton game.

2.2.5 Question 7: Performance Related Physical Fitness

In this question, the candidates were instructed to give four procedures of performing hip stretches exercise for improving flexibility. This question tested the candidates' knowledge of Performance Related Physical Fitness.

A total of 1,644 (91.4%) candidates attempted this question. The analysis of candidates' performance showed that, 1,526 (92.8%) candidates scored from 0 to 2 marks, indicating poor performance. In this category 56.0 percent scored 0 marks. Further analysis showed that, 105 (6.4%) candidates scored from 2.5 to 5 marks, which is average performance, while 13 (0.8%) candidates scored from 5.5 to 8 marks, indicating good performance. The performance in this question was poor because 92.8% of the candidates scored from 0 to 2 marks, as illustrated in Figure 7.
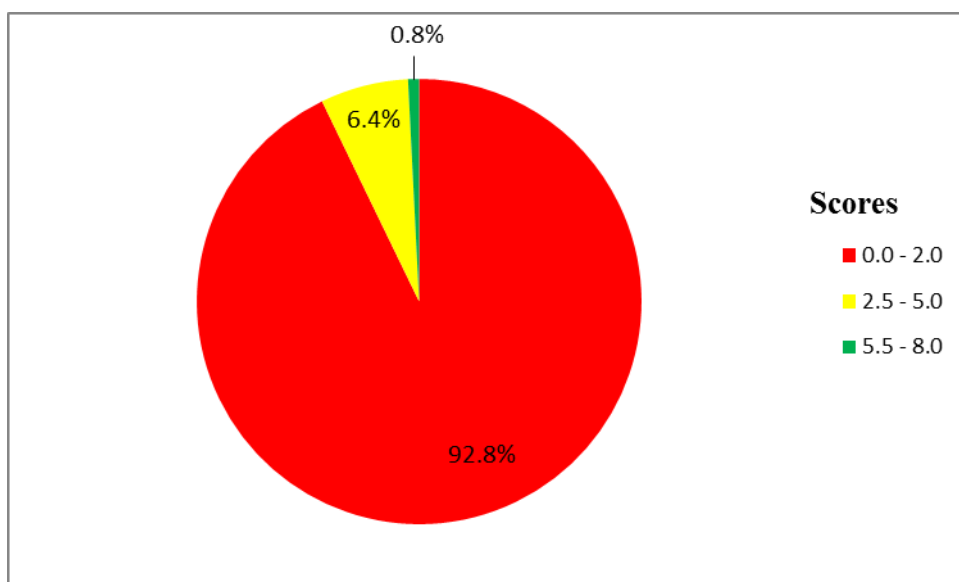
Figure 7*: Percentages of Candidates' Performance in Question 7*

The analysis of the candidates' performance in this question suggested various reasons for the failure of the 92.8 percent of the candidates. Inadequate knowledge of Performance - Related Physical Fitness was one of the reasons which made some of the candidates to produce incorrect responses, such as: *to increase the range of motion, to improve the performance in physical activities, to increase risk of injuries, to reduce soreness of muscles, to push the arm up, to work on down sweep, perfect hand placement, to overload our muscles while we feel comfortable, to stretch the prime movers and the antagonistic muscles, to sit comfortable on a chair, to rise well the knee* and *to avoid stand unstable*. Further analysis revealed that, some of the candidates did not understand the demands of the question, as a result, instead of giving the procedures of performing hip stretches exercise for improving flexibility, most of them provided the exercises for improving flexibility. For example, they wrote *jumping activities, running activities, swimming, ride a bicycle* and *push up*. Others gave safety measures to take prior any game, such as: *inspection of facilities and equipment*, and *to conduct warm up and cool down*. A sample of poor response is shown in Extract 7.1.

7.	The following are the procedures of performing hip stretches exercise for improving flexibility	
	(i) Inspection of bars. Bars should be inspected so as to ensure safety in the area and to remove the risky of getting injury.	
	(ii) A player should acquire all equipment used in the play so as to perform well. Also a player must have first aid kit to ensure safety.	
	(iii) A player should conduct warm up to rase the circulation of blood and to reduce fearnas. Also a player should do physical exercises which are suitable for the game which he/she going to do.	
	(iv) Cooling down. A player must cool down after the conduction of the game game. This makes the body to return as it before.	

Extract 7.1: A sample of a candidate's poor response in question 7

Extract 7.1 shows a response in which a candidate provided safety measures rather than giving the procedures of performing hip stretches exercise for improving flexibility

Moreover, the candidates who had average performance (6.4%) in this question provided some correct procedures of performing hip stretches exercise for improving flexibility, but they scored averagely because they did not provide all the required points. The common procedures given by the majority were: *to put the foot in front of you, to put your hand on your hip and push hip forward* and *to keep your chest up.*

Furthermore, the candidates who scored high marks (0.8%) adhered to the requirement of the question and demonstrated adequate knowledge of the procedures of performing hip stretches exercise for improving flexibility. Their answers included: *to stretch the hip and kneel on the knee, to put the foot in front of you such that your hip and knee are about 90 degrees, to put your hand on your hip and push hip forward so that it is in front of your knee and to keep your chest up and do not bend forward at the hip.* A sample of good response is shown in Extract 7.2.

7	Hip streches exercise in improving flexibility is performed as follows:	
(a)	Stretch the hips and kneels on your knee.	
(b)	Put your right foot forward than hips and knees.	
(c)	Keep your chest up and make sure you are not bending at the forward hip.	
(d)	Repeat the stages in above.	

Extract 7.2: A sample of a candidate's good response in question 7

Extract 7.2 shows a response from a candidate who provided correct procedures of performing hip stretches exercise for improving flexibility.

2.3 SECTION C: ESSAY TYPE QUESTIONS

2.3.1 Question 8: Management and Administration of Sport Activities

In this question, the candidates were required to prepare a fixture for inter school handball competition in league system where five teams will participate in two courts for 3 days. However, the question had parts (a), (b) and (c). In part (a), the candidates were instructed to mention number of matches to be played during the event. In part (b), they were required to show the respective matches identified in part (a) by using letters, while in part (c), the candidates were instructed to prepare a timetable for the fixture. This question tested the candidates' understanding of Management and Administration of Sport Activities, particularly handball game.

This question was opted by 870 (48.4%) candidates. The analysis of candidates' performance showed that, 729 (83.8%) candidates scored from 0 to 4 marks; with 45.7 percent scoring 0 marks. Further analysis indicated that, 108 (12.4%) scored from 4.5 to 9.5 marks, which is average performance. Furthermore, 33 (3.8%) had good performance, scoring from 10 to 15.0 marks. The general performance in this question was poor because 83.3 percent of the candidates scored from 0 to 4 marks. Figure 8 illustrates the candidates' performance in this question.
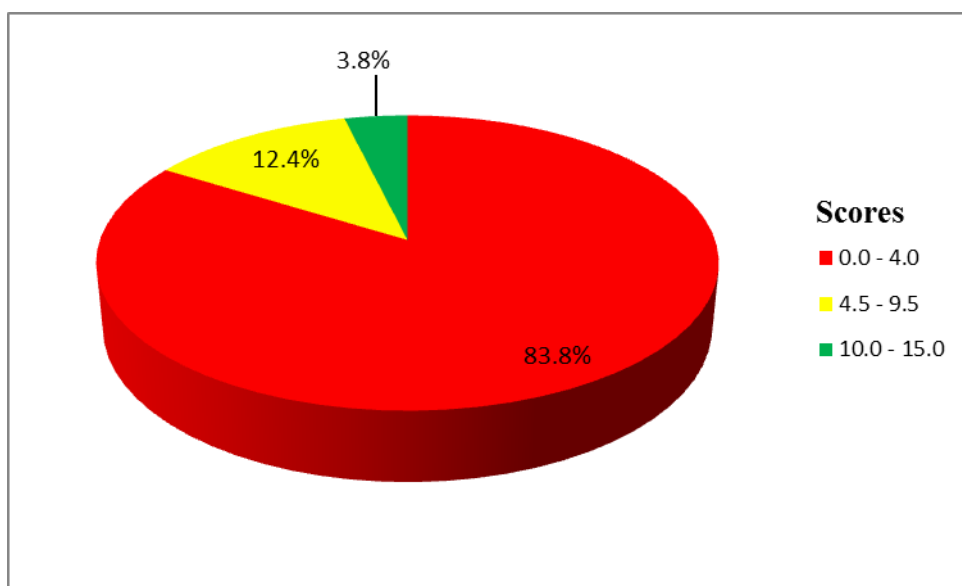
Figure 8*: Percentages of Candidates' Performance in Question 8*

The analysis of candidates' performance showed that, 83.8 percent of the candidates failed due to inadequate knowledge of the preparation of fixtures. For example, in part (a), the correct number of matches to be played during the event was 10, but these candidates provided incorrect answers, such as: *eight matches, three matches, two team, two matches, five matches, twenty matches* and *four matches.* In part (b), the correct matches were AB, AC, AD, AE, BC, BD, BE, CD, CE and DE, but the candidates in this category provided incorrect matches like: *A, B, C, D* and *E; ABCD, DABC, CDAB* and *BADC.* On top of that, in part (c), the candidates prepared incorrect timetable for the fixture. Extract 8.1 shows poor response in this question from one of the candidates.

8.	a/ The Matches that are played during the event.	
	sdn.	
	for the odd number	
	Formula	
	$N = (n-1)n$	
	given: 5 teams	
	N (Matches) $= (5-1)5$	
	$= 4 \times 5$	
	$= 20.$	
	∴ There are twenty (20) Matches are to be played during the event.	
	b/ letters A—T shows the respective Matches that identified in (a).	
	c/ A time table for the fixture.	

A B C D E F G H I J K L M N O P Q R S T
B-A A-B A-c A-D A-E A-F A-G A-H A-I A-J A-K A-L A-M A-N

for the each one court.

A	B	C	D	E	F	G	H	I	J
B-A	A-B	A-c	A-D	A-E	A-F	A-G	A-H	A-I	A-J
A-B	B-A	B-c	B-D	B-E	B-F	B-G	B-H	B-I	B-J
C-A	C-B	C-D	C-E	C-F	C-G	C-H	C-I	C-J	C-10
D-A	D-B	D-C	D-E	D-F	D-G	D-H	D-I	D-J	D-10
E—A	E-B	E-C	E-D	E-F	E-G	E-H	E-I	E-J	E-10

Extract 8.1: A sample of a candidate's poor response in question 8

Extract 8.1 shows a response from a candidate who provided incorrect answers concerning the preparation of a fixture for inter school handball competition in league system.

The analysis indicated that the candidates who had average performance (12.4%) in this question provided some correct answers in either of the parts (a), (b) or (c). Their responses implied that these candidates had partial understanding regarding the preparation of fixtures as applied in Management and Administration of Sport Activities.

Further analysis showed that, 3.8 percent of the candidates who scored high marks in this question were able to: identify number of matches to be played during the event in part (a) and show the respective matches by using letters in part (b). However, in part (c), the required timetable for the fixture was as shown below.

Day and date	Time	C1	C2
D1 15, December 2019	09:00 - 11:00 AM	A Vs B	C Vs D
	03:00 - 05:00 PM	E Vs C	D Vs A
D2 16, December 2019	09:00 - 11:00 AM	B Vs D	A Vs E
	03:00 - 05:00 PM	D Vs E	C Vs B
D3 17, December 2019	09:00 - 11:00 AM	A Vs C	B Vs E
	03:00 - 05:00 PM	Closing Ceremony (Issuing Trophies)	

However, the candidates did not prepare a complete timetable as shown above. Some of them mixed the correct and incorrect matches for a day, while others prepared less number of matches per day. This suggests that, the candidates were not competent in the area of preparation of fixtures as applied in Management and Administration of Sport Activities. Extract 8.2 exemplifies part of the candidate's answer with good performance in this question.

8	b/ letters						
	Teams	1	2	3	4 5		
	Letters	A	B	C	D E .		
	First match —	A Vs B					
	Second match —	B Vs C					
	Third match.. —	C Vs D					
	Forth match —	D Vs E					
	Fifth match —	A Vs E					
	Sixth match —	A Vs C					
	Seventh match — .	A Vs D					
	Eighth match —	B Vs D					
	ninth match —	B Vs E					
	Tenth match. —	C Vs E					

Extract 8.2: A sample of part of a candidate's good response in question 8

Extract 8.2 is a sample of a response from a candidate who provided correct answers in some parts of the question on the preparation of a fixture for inter school handball competition in league system.

2.3.2 Question 9: Ball Games (Volleyball)

In this question the candidates were instructed to explain six situations which results into blocking faults in volleyball game. The question tested the candidates' knowledge of the rules of the volleyball game.
.
This question was opted by 1,369 (76.1%) candidates. From the analysis of candidates' performance, it was noted that 1,217 (88.9%) had poor performance, scoring from 0 to 4 marks; with 18.0 percent scoring 0 marks. The average performance which ranged from 4.5 to 9.5 marks was attained by 132 (9.6%) candidates. Further analysis revealed that, good performance of 10 to 15 marks was obtained by only 20 (1.5%) candidates. Performance in this question was generally poor because 88.9 percent of the candidates performed poorly by scoring from 0 to 4 marks. Figure 9 illustrates the performance in the question.
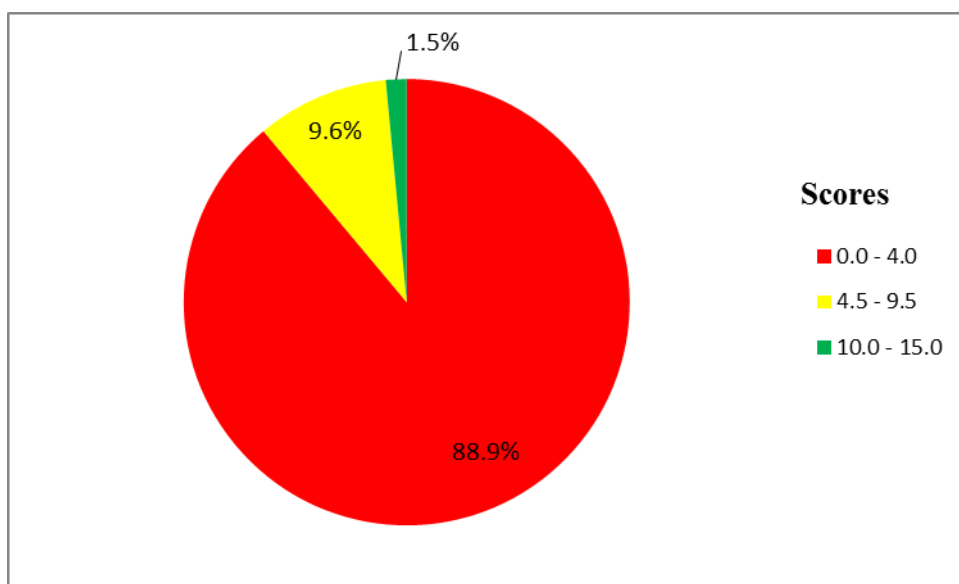
Figure 9: *Percentages of Candidates' Performance in Question 9*

The analysis of the candidates' responses in this question indicated that there were various reasons for poor performance of 88.9 percent of the candidates. Some of the reasons were lack of knowledge of the rules of the volleyball game, as a result the candidates provided incorrect answers such as: *when a ball fall down in the court, serve a ball when one player stand outside the court, when a ball run over the net, the player raises his/her foot during serving, when a player who is responsible for blocking is not nearby volleyball net, shortage of enough power in hands of the blocker, careless of the player about the ball which are to be blocked, unequal experience between the blocker and the smasher* and *the use of one hand in blocking*.

Further analysis showed that, some of the candidates misunderstood the requirement of the question, therefore, instead of explaining the situations which results into blocking faults, in volleyball game, some of them explained the situations which lead to injuries when playing volleyball, such as: *poor techniques of play, poor facilities, poor fitness level* and *lack of experience*; others explained blocking procedures in volleyball such as: *to stand on the ground with both feet*, *to focus eyes to the smashed ball*, *to judge speed, height and direction of the coming ball and to jump high so as to block the smashed ball*. In addition, there were candidates who misinterpreted the term blocking faults. For example, one candidate took it as the punishment given to a player who commits certain infringement,

hence gave the answer like: *a blocking fault is given by a referee to the player who use of abusive language, fight, destruct equipment, fail to listen to the referee* and *causes injuries to opponents*. Extract 8.2 shows poor response.

> 09: Volleyball is the sport in which two teams of six players each plays in the field separated by a net. In this game, six (6) players stays on the bench so as to be used as substituation. The following are the situations which result into blocking faults in volleyball game.
>
> The use of abusive language during the play: when a players uses the language that does not intend to be used in the volleyball game, he/she faces a blocking fault from a referee.
>
> If a player fight; he/she faces a blocking fault since he/she has gone out of the volleyball rules and regulations.
>
> If a player destructs equipments purposely; during the volleyball game, when a player destroys the equipments such as balls and a net, he/she will face a blocking fault since he/she has undergone out of the volleyball game rules.
>
> If a player fails to listen to a referee; A volleyball player faces a blocking fault when he/she fails to listen what instructed by a referee as well as rejecting the referee's orders.
>
> If a player causes injury to an opponent player purposely; A volleyball player faces a blocking fault when he/she commits an injury

Extract 9.1: A sample of a candidate's poor response in question 9

Extract 9.1 is a sample of response from a candidate who misinterpreted the term 'blocking faults' and regards it as the punishment given to a player who commits certain infringement.

Moreover, the candidates who scored average marks (9.6%) explained one or two correct situations which results into blocking faults in volleyball game, but the rest of the situations provided were incorrect. These candidates demonstrated partial understanding of the rules governing the volleyball game.

The candidates who performed well (1.5%) adhered to the demands of the question and demonstrated adequate knowledge of volleyball game as they explained the situations which results into blocking faults in the game. The candidates in this group scored different marks depending on the clarity of explanation of the points they provided. Extract 9.2 demonstrates a good response.

9.	The situations which results to blocking faults in volleyball game is as follows: Blocking faults volleyball is the skill which results into faults by the violation of the rules which is done by blocking the player during the volleyball game.
(a)	Blocking faults occurs when the players in the back row make blocking while the player who is suppose to make blocking is the players in front-row.
(b)	Blocking faults occurs when a blocker touches the ball in opponents space before the opponent attack hit.
(c)	Blocking faults occurs when the blockers does not remain in their respective area when the ball is still in the opponent space.
(d)	Blocking faults occurs when the blocker block the ball which is sent out of the area of blocking.
(e)	Blocking faults occurs when the opponent player hides the server to serve the ball in the serving area.
(f)	Blocking faults occur when a libero perform a back row player. or if he/she perform hit from playing court and free zone when the ball is higher than the top of the net. Therefore in blocking the player should be careful so that he/she can not commit blocking faults.

Extract 9.2: A sample of a candidate's good response in question 9

Extract 9.2 is the response from a candidate who provided correct situations which results into blocking faults in volleyball game.

2.3.3 Question 10: Track and Field Events

This question instructed candidates to describe the execution of four skills, which are required in throwing shot put. This question tested candidates understanding on the throwing shot put skills.

This question was opted by 1,285 (71.5%) candidates. From the analysis of candidates' performance it was noted that, 739 (57.5%) had poor performance by scoring from 0 to 4 marks; with 35.8 percent scoring 0 marks. The average performance which ranged from 4.5 to 9.5 marks was attained by 395 (30.7%) candidates. Further analysis revealed that, good performance of 10 to 15 marks was obtained by 151 (11.8%) candidates. Performance in this question was average because 42.5 percent of the candidates scored from 4.5 to 15 marks. Figure 10 illustrates the performance in the question.

Figure 10: *Percentages of Candidates' Performance in Question 10*

The analysis of the candidates' performance established that failure to identify the demand of the question was one of the reasons for the candidates to perform poorly in this question. For example, some of the candidates in this category explained the importance of throwing shot put, instead of describing the execution of the skills which are required in throwing shot put. Their irrelevant responses included: - *To improve mental health, to reduce obesity, to improve flexibility and to promote good posture*. Apart from that, some of the candidates had inadequate knowledge

of Track and Field Events, specifically shot put. These candidates provided incorrect answers pertaining to the execution of the skills required in throwing shot put. The examples of such incorrect answers are: *The player should have confidence, the player should interact with others, the player should tighten his/her feet when throwing shot put, should perform with accurate* and *should not perform without preparatory exercises.* Extract 10.2 depicts a poor response.

Extract 10.1: A sample of a candidate's poor response in question 10

Extract 10.2 is a sample response from a candidate who provided incorrect answer about the execution of the skills required in throwing shot put.

On the one hand, the analysis revealed that unsatisfactory answers or insufficient number of points were among the reasons for average performance (30.7%) for the candidates. These candidates provided some correct responses but failed to provide clear and complete explanation as it was required by the question.

On the other hand, the analysis indicated that the candidates (11.8%) who performed well in this question had adequate knowledge of Track and Field Events, hence they were able to describe the execution of the skills which are required in throwing shot put. Their correct answers included; *holding of the shot, the stance (starting position, the glide, delivery/ release*, the put and lastly *the recovery*. Extract 10.1 is a sample of a response from one of the candidates with good performance.

10. The shot put refers to the heavy spherical wool metal material. In Shot Put throwing men has their levels of distance to throw as well as weight of Shot Put. Women too has the same. The following is the execution of skills required in throwing shot put.

Grip:- this refers to the way of holding the shot put. The player is required to rest the shot put on the base of the fingers which are slightly spread. The thumb and the little finger should support the shot put.

Stance:- this refers to the way the player use his/her legs for movement. Execution of this skill need a player to stand upright, put his/her right leg on the midline of the cycle and move the trunk to the right leg and move the left leg toward the right leg.

Release:- Is the shot put skill in which a player is required to let the shot put go. This skill is performed by a player to put the right foot in the centre circle then rotate his/her trunk. Extend the throwing arm while the elbow is brought back and down forcefully so that the shot put is going as far as possible.

Recovery:- after releasing the shot put, move the right leg to the left and the left leg to move backward.

Generally in order for a person to be good in throwing shot put she/he is required to obey and respect the rules of play.

Extract 10.1: A sample of a candidate's good response in question 10

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Extract 10.1 is a sample response from a candidate who described the correct execution of the skills which are required in throwing shot put.

2.3.4 Question 11: Ball Games (Handball)

In this question, the candidates were required to describe four shooting skills that players should practice in order to win the semi-final match in handball. This question tested candidates' knowledge about the rules that guide handball game.

A total of 1,433 (79.7%) candidates opted for this question. The analysis of the candidates' performance showed that, 1,307 (91.2%) candidates performed poorly by scoring 0 to 4 marks; with 38.3 percent of them scoring 0 marks. The average performance which ranged from 4.5 to 9.5 marks was scored by 123 (8.6%) candidates. The remaining 03 (0.2%) candidates had good performance ranging from 10.0 to 15.0 marks. The overall performance in this question was poor because 91.2 percent scored 0 to 4 marks. Figure 11 illustrates the candidates' performance in this question.

Figure 11: *Percentages of Candidates' Performance in Question 11*

The analysis of the candidates' responses showed that the candidates who performed poorly in this question (91.2%) had inadequate knowledge of handball as they produced incorrect answers about shooting skills that

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players should practice in order to win the semi-final match in handball. The examples of incorrect answers included: *sideway shooting skill*, *waist level shooting skill, under arm shooting skill, lay up shooting skill, free style shooting skill* and *overhead shooting skill.* Further analysis revealed that, some of the candidates misinterpreted the term 'shooting skills' therefore, instead of giving four shooting skills to practice in handball, they explained the way shooting is done in handball. The examples of their answers include: *to hold the ball accurately, to make sure the players are distant apart, to focus on the targeted area, to hold the ball by both hands, he/she must carry a ball with a good balance in order to shoot the ball, learn forward at least some distance before shooting, focus the ball in the scoring area* and *shoot the ball in the shooting area.* Other candidates wrote the application of physical fitness components in shooting handball, such as: Speed, agility, balance and power. Extract 11.1 shows a poor response from one of the candidates.

Extract 11.1: A sample of a candidate's poor response in question 11

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Extract 11.1 is a sample of a response in which the candidate explained application of physical fitness components, instead of shooting skills required in handball game.

Furthermore, the candidates with average performance (8.6%) provided a few correct points than required by the question on shooting skills that players should practice in order to win the semi-final match in handball.

The analysis of the candidates' responses showed that the candidates who scored high marks (0.2%) explained shooting skills that players should practice in order to win the semi-final match in handball. The examples of correct answers provided were: *Jump shot*, *Dive shot*, *Shots while falling*, and *Shot in place*. Extract 11.2 demonstrates a good response.

Extract 11.2: A sample of a candidate's good response in question 11

Extract 11.2 is a sample response from a candidate who provided correct shooting skills that players should practice in order to win the semi-final match in handball.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

In CSEE 2020, the following topics were tested: *Track and Field Events, Management and Administration of Physical Activities, Recreational and Outdoor Activities, Ball games, Gymnastics Performance - Related Physical Fitness, Racket Games* and *Swimming*.

The analysis showed that, candidates' performance was good in question 1 (multiple choice items). In this question, 74.9 percent of the candidates scored 30 percent and above. This performance indicates that candidates had adequate knowledge of the topics tested. The good performance can also be attributed to the type of question in which the candidates were required to select the correct answer, hence some of the challenges such as English Language barrier were minimized.

Further analysis showed that, the performance was average in *Track and Field Events* topics from which questions 4, 5 and 10 were constructed. The average percentage of the candidates who scored 30 percent and above was 44.6.

The analysis established that the candidates' performance was poor in four (4) topics. *Performance - Related Physical Fitness* was the most poorly performed topic from which question 7 was constructed. In this topic only 7.2 percent of the candidates passed. The topic which followed was *Management and Administration of Sport Activities* from which question 8 (16.7%) was constructed. In *Ball Games,* the average percentage of the candidates who scored 30 percent and above was 17.1, and the questions which were constructed from this topic was 2, 9 and 11. *Racket Games* was the topic from which questions 3 and 6 were constructed. In these questions, the average of 20.7 percent candidates scored 30 percent and above. The poor performance in these topics was caused by inadequate knowledge of the topics, failure to identify the requirement of the respective questions, misinterpretation of some concepts and poor mastery of English Language. The performance of the candidates in different topics is summarized in the attached appendix.

4.0 CONCLUSION

The performance of the candidates in Physical Education in CSEE 2020 was average because 45.30% percent of the candidates passed. 54.70 percent of the candidates scored below 30 percent of the total marks. The analysis showed that, candidates' performance was good (74.9%) in question 1 (multiple choice items) which was constructed from various topics. The performance was poor in four (4) topics, namely, *Performance - Related Physical Fitness* (7.2%) from which question 7 was constructed, *Management and Administration of Sport Activities* (16.7%) from which question 8 was constructed, *Ball Games* (17.1%) from which questions 2, 9 and 11 were constructed and *Racket Games* (20.7%) from which questions 3 and 6 were constructed.

Based on the analysis done, it was concluded that, reasons for 45.30 percent of the candidates to had good performance included: ability to identify the requirements of questions, adequate knowledge and skills on the topics tested and good mastery of the English Language. The poor performance (54.70%) was due to: inability to identify and understand the requirements of the questions, misinterpretation of the concepts, insufficient knowledge and skills on the tested topics and poor command of English Language. It is hoped that, teachers and other relevant authorities will work on the highlighted challenges for the purpose of improving performance in Physical Education in future examination.

5.0 RECOMMENDATIONS

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

(a) Candidates should be encouraged to read the examination questions carefully in order to identify the requirements of each question. This will overcome the challenge providing irrelevant responses.

(b) Candidates should practice English Language as a means of communication in their daily school routines. They should also read both fiction and non-fiction books in order to improve their English Language proficiency in writing, reading, speaking and listening. This will enable them to overcome the challenge of writing ungrammatical and meaningless sentences, as some of them did for some of the questions in this examination.

(c) In order to improve the performance in the topic of *Management and Administration of Sport Activities*, the teachers should use questions and answers to guide students to discuss how various competitive physical activities are planned and organized, such as to identify preparation of fixture.

(d) In order to improve the performance in topics of *Ball Games* and *Racket Games* in which the candidates scored poorly, teachers should make effective demonstration of specific skills and let each student practice and perform the skills. This will enable candidates to acquire adequate knowledge of the topics.

(e) In order to improve the performance of candidates in the *Performance - Related Physical Fitness* topic, teachers should make effective use of films, video, charts and pictures as well as guiding questions in order to direct students in their discussion on various matters relevant to the topic of Performance - Related Physical Fitness in which they scored poorly.

Summary of the Performance of Candidates - Topic Wise

SN	TOPIC	Question Number	The Percentage of the Candidates who Scored an Average of 30% and Above	Remarks
1.	Racket Games, Track and field events, Recreational and Outdoor Activities, Ball games, Gymnastics and Swimming.	1	74.9	Good
2.	Track and field events.	4, 5 &10	44.6	Average
3.	Racket Games.	3 & 6	20.7	Poor
4.	Ball Games.	2, 9 & 11	17.1	Poor
5.	Management and Administration of Sport Activities.	8	16.7	Poor
6.	Perfomance Related Physical Fitness.	7	7.2	Poor