



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



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT FOR THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2021**

**PHYSICAL EDUCATION**



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**018 PHYSICAL EDUCATION**

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## **FOREWORD**

The National Examinations Council of Tanzania (NECTA) is pleased to issue this report on the Candidates' Item Response Analysis (CIRA) for the 2021 Form Four National Examination (CSEE) in Physical Education. The report has been prepared to give feedback to secondary school students, teachers and all other educational stakeholders on the candidates' performance in the subject.

The report analyses the candidates' responses and explains the reasons for good performance of majority (83.14%) of the candidates and the challenges that led to weak performance of a few of them (16.86%). The analysis shows that the candidates with good performance provided correct responses since they were able to identify the requirements of the questions, had adequate knowledge of the subject content and good mastery of English language. However, the candidates with weak performance gave incorrect responses.

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

The National Examinations Council of Tanzania would like to express its appreciation to all the examinations officers and other stakeholders who participated in the preparation of this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report presents the analysis of the performance of the candidates, who sat for the CSEE in Physical Education subject in November, 2021. The examination paper covered the topics in the Physical Education Syllabus of 2005 and adhered to the examination format of 2017. There was a total of 1,785 registered candidates, out of which 1,759 (98.5%) sat for the examination and 1,415 (83.14%) candidates passed. The performance in 2021 has increased by 37.84 per cent compared to 45.30 per cent of 2020.

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

In this report, analysis on each question was done by indicating the requirement 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. The national examination results are graded based on the following score intervals; 75 – 100 (excellent), 65 – 74 (very good), 45 – 64 (good), 30 – 44 (satisfactory) and 0 – 29 (fail). The pass mark in this report is based on the percentage of the candidates who scored from 30 per cent of the marks allocated to the question. In this regard, performance ranging from 65 to 100 per cent of the allocated marks is good; performance ranging from 30 to 64 per cent is average and weak performance ranges from 0 to 29 per cent. Three basic colours, namely green, yellow and red have been used to present good, average and weak performance respectively.

Furthermore, this report highlights the strengths and weaknesses observed in the candidates' answers. It explains possible reasons for good or weak performance. The percentages of candidates are summarised using charts or graphs. In addition, extracts from candidates' scripts are used as samples to illustrate the reasons for weak or good performance.

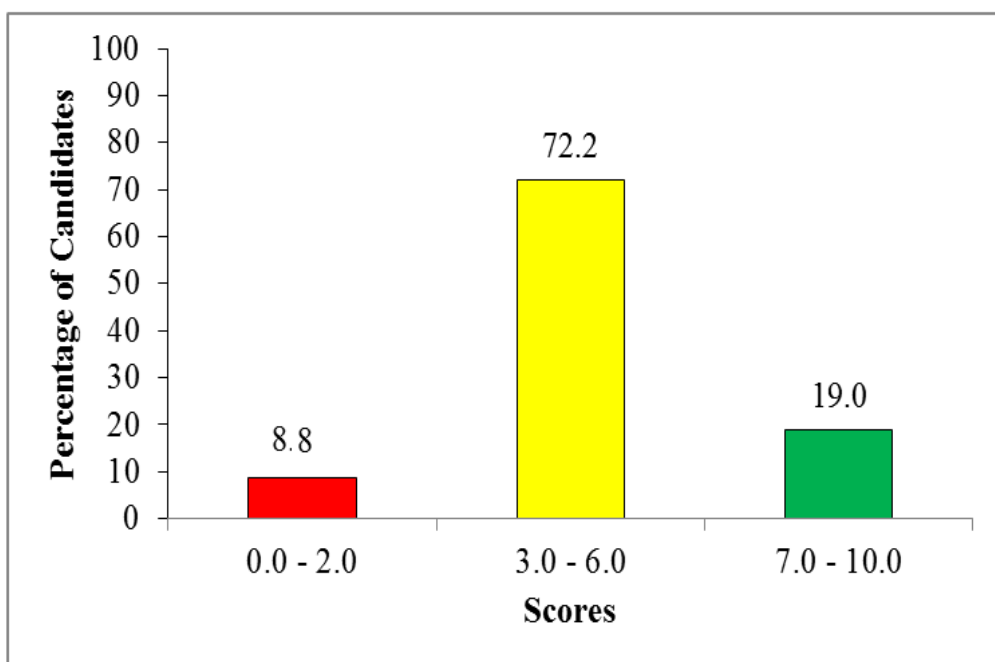
## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 Section A: Objective Questions

#### 2.1.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items from the following topics: *Gymnastics, Ball Games, Physical Education, Track and Field Events, Health Related Physical Fitness and Swimming*. The candidates were instructed to choose a correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided. The question tested candidates' competences in various areas of Physical Education.

This question was answered by 1,759 (100%) candidates. Among them 335 (19.0%) scored from 7 to 10 marks, which is good performance. Moreover, the analysis shows that 1,270 (72.2%) candidates scored from 3 to 6 marks, signifying average performance and 154 (8.8%) candidates had weak performance by scoring from 0 to 2 marks, with 0.5 per cent scoring 0 marks. In general, the performance of the candidates in this question was good since 91.2 per cent scored from 3 to 10 marks. Figure 1 illustrates the candidates' performance in this question.



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

The analysis indicates that in item (i) the candidates were required to identify the best exercise for developing dynamic balance in gymnastics. The correct answer was A “Running or walking on a straight line”. The candidates who chose this alternative had knowledge of gymnastics exercises. The candidates who chose alternative B “Press up or push up”, C “One hand or sideways support” D “Forward or back lifting” and E “Running and cross legged sitting” failed to realize that these are gymnastics exercises for developing static balance in which a gymnast has little or no movement.

In item (ii), the candidates were required to identify the reason for an assistant referee to follow the principle of checking the goal posts, net and its surrounding before starting a football match. The correct answer D “To observe the safety of the area” was chosen by the candidates who had adequate knowledge of the precaution measures to take before starting a football match. The candidates who selected alternative A “To observe the colour of a goal net” failed to realize that, there is no specific colour for a goal net, therefore there is no need to check for this before the game. The candidates who selected alternative B “To observe the goal area measurements” failed to understand that measurements of the goal area are done during construction of the field of play. The candidates who selected distracter C “To hang goalkeepers’ towel on a goal post” failed to realize that hanging of a towel on a goal post is not allowed in a football match. Those who selected alternative E “To prepare the area for the coming shot” did not know that, there is no such activity in a football match.

In item (iii), the candidates were required to identify the aspect in which Physical Education relates with Mathematics. The correct answer was C “In measuring dimensions during construction of playing grounds”. This alternative was selected by the candidates who had adequate knowledge about the relationship between Physical Education with other disciplines. The candidates who chose distracter A “In preparation of legal liabilities and contracts”, failed to recognize that this is the relationship between Physical Education with Civics. Those who selected alternative B “In calculating motion of the ball when playing ball games”, failed to realize that Physical Education relates with Physics in this aspect. They were attracted by the term ‘calculating’ which is normally used in Mathematics. Those who selected the incorrect answer D “In preparation of sports medicine to be used by the players”, failed to understand that this relates with Biology. However, the candidates who selected alternative E “In influencing the development and



direction of playing ground” were guessing the answer because this does not relate with Physical Education.

In item (iv), the candidates were required to identify in basketball the position in which a player is allowed to perform dribbling and passing. The correct answer was D “Point guard”. This was selected by the candidates with adequate knowledge in Ball games specifically the position of players. The candidates who selected alternatives A “Wing”, B “Bigger” and C “Off guard” do not know that the players in those positions are responsible for shooting. Those who selected distracter E “Centre” did not know that, this is the position in which a player is responsible for defending and catching the rebounds in basketball.

In item (v), the candidates were required to determine the correct steps for proper execution of a long jump. The correct answer B “Approach, take off, flight and landing”, was selected by the candidates who had adequate knowledge of Track and Field Events particularly in long jump. The candidates who selected alternatives A “Approach, flight, takeoff and landing”, C “Approach, landing, take off and flight”, D “Take off, approach, flight, and landing” and E “Take off, flight, approach and landing” had inadequate knowledge of arranging the steps of executing long jump in a systematic series.

In item (vi), the candidates were required to identify physical fitness components achieved by an athlete who is able to move his/her joints to their full range of motion. The correct answer was E “Flexibility”. The answer was selected by the candidates who had adequate knowledge of body joint mobility. However, the candidates who selected alternative A “Agility” did not know that agility deals with ability to change body position quickly when moving without losing control. The candidates who selected alternative B “Speed” did not know that, speed deals with the ability of the body to move quickly or cover a particular distance in a short period of time. Those who selected distracter C “Coordination” did not know that, coordination deals with the action of different parts of the body carrying movement together smoothly. The candidates who selected distracter D “Balance” did not know that, balance deals with maintenance of equilibrium when moving or stationary.

In item (vii), the candidates were required to identify the type of shooting skill which a netball player is supposed to apply so as to score from a long range distance. The correct answer C “Jump shot” was selected by the candidates who were knowledgeable about netball shooting skills. The candidates who selected distracters A “Lay- up shot”, B “Stand shot”, D “Move shot” and E “Run shot” did not know that these are the shots that are applied so as to score the goal near the goalpost. Thus, the candidates who selected these distracters lacked knowledge of the types of shooting skills in netball.

In item (viii), the candidates were required to identify the procedure which is not applicable when practising breathing during swimming among the given procedures. The correct answer was D “Blow air in through the mouth and nose”. This answer was selected by the candidates who had adequate knowledge in swimming. These candidates understood that, it is impossible to blow air in through the mouth and nose while the swimmer is under the water. The candidates who selected distracters A “Stand in the water and blowing bubbles”, B “Take a deep breath then crouch down”, C “Putting your face under water surface” and E “Spring up the surface and take a breath” had inadequate knowledge about swimming because all these procedures are applicable when practicing breathing during swimming.

In item (ix), the candidates were given the scenario that, “Suppose you were playing a basketball match at your school and the opponent stepped on your foot, then the referee awarded a free throw shot”. Then, the candidate was required to identify the number of points he/she would get if the throw would have been successful. The candidates who had adequate knowledge of basketball game chose alternative A “One point”. The candidates who chose alternative B “Two points”, did not know that this is awarded for any shot within the D-zone. Candidates who chose C “Three points” did not understand that three points are awarded to players who score outside the D-zone (greater distance). The candidates who selected D “Four points” and E “Five points” were guessing the answers because in basketball the range of points is one to three.

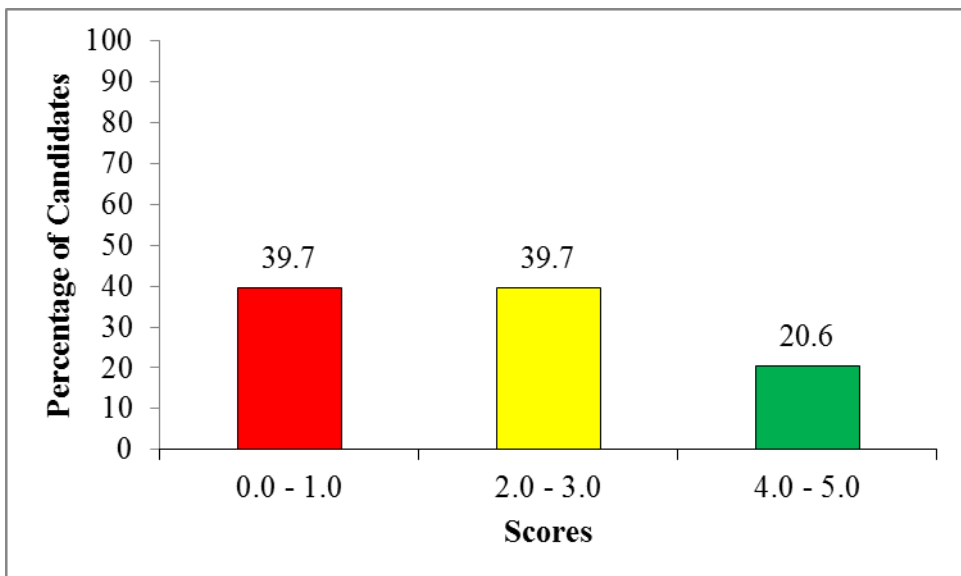
Finally in item (x), the candidates were required to identify the component of fitness which is developed by a person who performs exercises that develop muscles to generate force against some resistance. The correct answer C “Muscular strength”, was selected by the candidates who had adequate knowledge of exercises which are required in developing components of

Health Related Physical Fitness. The candidates who chose other incorrect alternatives A “Muscular endurance”, B “Muscle hypertrophy” D “Muscular resistance” and E “Muscular coordination” did not know that, these are not developed by the kind of exercises which are performed by a person who is developing muscles in order to generate force against some resistance.

### 2.1.2 Question 2: Matching Item

This question consisted of five items from the topic of Track and Field Events. The candidates were required to match the characteristics of long jump stages in List A with the respective stages in List B by writing the letter of the correct responses beside the items number in the answer booklet provided.

The question was attempted by 1,759 (100%) candidates. Among them 362 (20.5%) scored from 4.0 to 5.0 marks which is good performance. Moreover, 698 (39.7%) candidates scored from 2.0 to 3.0 marks which is average performance while 699 (39.7%) candidates scored from 0.0 to 1.0 mark which is weak performance. The general performance of the candidates in this question was average as 60.2 per cent of the candidates scored from 2 to 5 marks. Figure 2 illustrates the candidates' performance in this question.



**Figure 2:** *Candidates' Performance in Question 2*

In premise (i), the candidates were required to select the response which matches with the stage in which the player stretches the leg so as to come down. The correct response was D “Landing stage”. The candidates who selected this response had sufficient knowledge of Track and Field Events specifically the long jump. However, some of the candidates who did not get the correct answer selected F “Recovery”, simply because the word come down in respect to Physical Education reflects cool down or becoming normal.

In premise (ii), the candidates were required to select a response which matches with the stage in which the player starts to uplift a body up. The correct response G “Take off stage”, was selected by the candidates who had adequate knowledge of jumping events. The candidates who selected wrong responses did not have adequate knowledge of the stages which are supposed to be followed in long jump.

In premise (iii), the candidates were required to select the response which matches with the stage in which the player sails on air. The correct answer was B “Flight stage”. It was selected by the candidates who had adequate knowledge about the jumping stages. Their counterparts selected incorrect answers because they did not have adequate knowledge of sailing on the air.

In premise (iv), the candidates were required to select a response which matches with the stage in which a player runs vigorously. The correct answer A “Approach stage” was chosen by the candidates who had sufficient knowledge of the fact that, in long jump, approach stage is the first stage which involves running. Those candidates who selected incorrect answers lacked such knowledge.

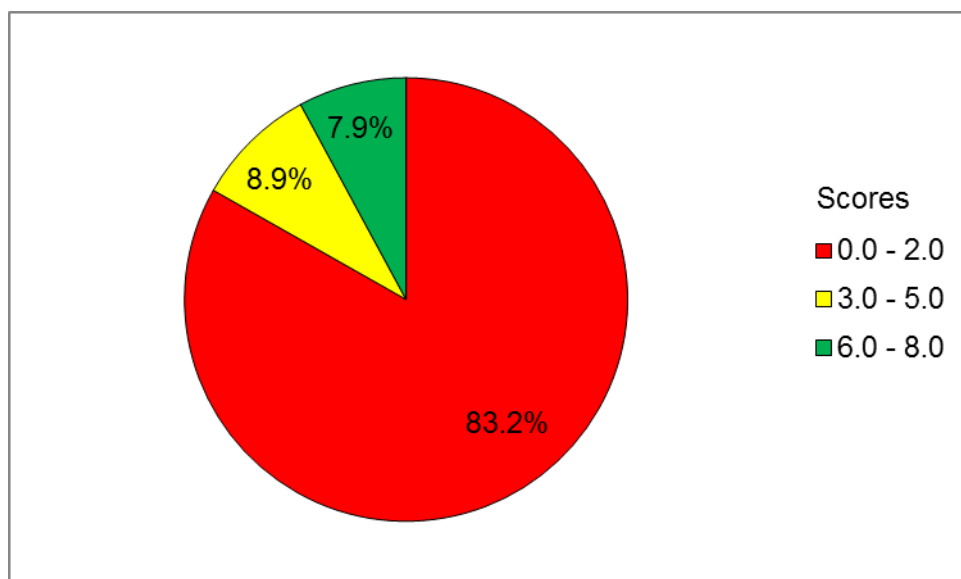
In premise (v), the candidates were required to select a response which matches with the stage in which the player is not going back of the pit. The correct answer F “Recovery stage”, was selected by the candidates with adequate knowledge on the jumping stages. Majority of the candidate chose distracter E “Pitting stage”, because of the word pit which was found in the item.

## 2.2 Section B: Short Answer Questions.

### 2.2.1 Question 3: Ball Games (Volleyball)

The candidates were given a scenario which was followed by a question: “Imagine that you are in a volleyball pitch during Physical Education period and a teacher asked you to demonstrate the execution of the set pass”. Enumerate four steps you will follow in executing the pass.

The question was attempted by 1,759 (100 %) candidates. Among them, 1,464 (83.2%) had weak performance with their scores ranging from 0 to 2 marks, out of which 69.2 per cent scored 0 mark. A total of 156 (8.9%) candidates had average performance ranging from 3 to 5 marks and 139 (7.9%) candidates had good performance and their scores ranged from 6 to 10 marks. The performance in this question was generally weak as 16.8 per cent of the candidates scored from 3 to 8 marks. Figure 5 summarises the candidates’ performance.



**Figure 3:** *Candidates’ Performance in Question 3*

The analysis shows that weak performance of 83.2 per cent of the candidates was due to several reasons. Some of the candidates did not understand the demand of the question. Instead of enumerating steps to follow when executing set pass, they enumerated steps which were contrary. One of the candidates for example enumerated steps to follow when executing service

pass such as: *catch the ball with one hand, hold your figures in other hand, stretch the hand which has a ball and toss up the ball*. Another candidate itemized types of passes which are common in ball games like: *lay-up pass, shoot pass, chest pass and jump pass*.

Another reason for weak performance was weak command of English language. This is evidenced by meaningless sentences provided by some of the candidates such as; *lay-up pass steps they players should use the steps after using the ball, shoot pass steps after passing should communicate the steps they have introduce the fouls, chest pass steps the steps should using after controlling the ball for chests, jump pass steps they have the steps should introducing after jump and take the ball they have no balance*.

The analysis also shows that, inadequate knowledge on execution of the skills in volleyball particularly set up skill was another reason for weak performance in this question. This led to provision of incorrect answers on the steps to follow when executing set pass in volleyball. The examples of candidates' responses in this aspect were: *To employ body balance, to look after the ball carefully, to apply jumping and to set the ball; look for the player whom you are giving the pass, balance leg ready for kicking, kick the ball with any kind of pass, dribble the ball; catch the ball with your left hand, your left side of the body should face the net, swing up your right hand to push the ball, hit the ball; contact the ball with one hand, check your position, focus the eyes, release the ball with high speed*. Extract 3.1 is a sample of incorrect responses to question 3.

3. i	Lay up pass steps : they players should use the steps after using the ball.
ii	Shoot pass steps : After passing should communicate the steps they have to introduce the fouls.
iii	Chest pass steps : the step should using after controlling the ball for chests.
iv	Jump pass steps : they have the steps should introducing after jump and take the ball they have no ballance.

**Extract 3.1:** A Sample of Incorrect Responses to Question 3

In Extract 3.1 the candidate provided types of passes instead of steps to follow in executing a set pass in volleyball.

The candidates who scored average performance provided some correct steps to follow when executing the set pass in volleyball. However, marks varied due to variation of the correct points they provided.

Further analysis showed that the candidates who scored high marks adhered to the demand of the question and demonstrated adequate knowledge of the volleyball game. These candidates enumerated four steps to follow in executing the set pass in volleyball. Extract 3.2: illustrates a good response.

3.	i) Take a forward backward stride with the knees slightly bent to create a good balance
	ii) Tilt the head back as the ball comes so as to have a good and clear vision towards it.
	iii) Use the finger tips to hit the ball so as to keep it on the air for another player to play it
	iv) As the ball comes into contact with the finger tips, the body is extended slightly with an upward motion, and the

**Extract 3.2:** A Sample of Good Responses to Question 3

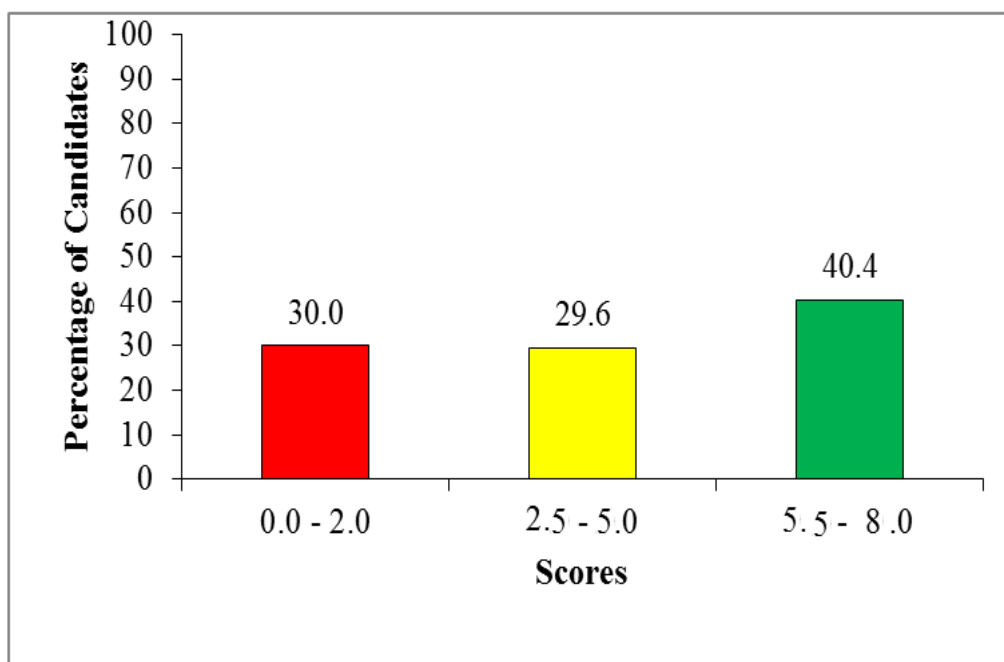
In Extract 3.2 the candidate enumerated the correct steps to follow in executing the set pass in volleyball.

### 2.2.2 Question 4: Ball Games (Soccer)

In this question, the candidates were given a scenario that “You are appointed as a football coach for UMISETA competition and your first assignment was to coach players about their respective positions”, Choose four positions and give the major role of a player in each position. The question tested candidates’ knowledge of soccer skills.

A total of 1,759 (100%) candidates attempted this question. The analysis showed that 712 (40.4%) candidates had good performance ranging from 5.5

to 8.0 marks. 520 (29.6%) candidates scored 2.5 to 5.0 marks which is average performance. The remaining 527 (30.0%) had weak performance scoring 0 to 2.0 marks with 18.5 per cent scoring 0 mark. The general performance in this question was good as 70 per cent of the candidates scored from 2.5 to 8.0 marks. Figure 4 illustrates the candidates' performance in this question.



**Figure 4:** *Candidates' Performance in Question 4*

The analysis of the candidates' performance identified that, inability to identify the demand of the question was the major reason for the failure of 30 per cent of the candidates in this question. Some of the candidates wrote soccer formations instead of players' positions in soccer. Examples of such formations were 4:4:2, 4:2:4, 5:2:3 and 2:3:5. Other candidates provided positions of players in football such as: *Defenders*, *Midfielders*, *Forwards* and *Strikers*. Moreover, some of the candidates explained skills of performing football such as *passing*, *shooting*, *tackling* and *heading*. One candidate wrote the concepts related to the roles of some officials in sports activities as shown in Extract 4.1.



4.	I referee committee	
	=> To be controled during the match	
	B first aid committee	
	=> To give first aid to injury players	
	Safety committee	
	=> To ensure safety to the area that activity taking place.	
	to	

**Extract 4.1:** A Sample of Incorrect Responses to Question 4

In Extract 4.1 the candidate provided the answers which are related to the roles of some of the officials in football instead of positions of the players and role of each player in the respective positions.

The candidates who had average performance understood the demands of the question but had partial knowledge of positions of players in football. They provided some correct answers but they were not able to exhaust the required four positions. Variation of the marks depended on the number of the correct points they provided.

Moreover, good performance of 40.4 per cent of the candidates was the result of their ability to understand the demands of the question and adequate knowledge of the positions and roles of players in football positions. They provided the correct roles of players such as: *Goal keeper to prevent shots from crossing the goal posts; Striker to move the ball forward in order to score the goal; Midfielder to link defense and offense through ball control and passing; Defender to prevent the opposition's attacks from scoring; Forward to score the goals and Sweeper to play closest to own goal for defending purpose.* Extract 4.2 shows a sample of good responses.

4	i) Goalkeepers position -The main role of goalkeeper is to defending the goal from the opponent player scoring.	
	ii) Defender's position → In this position players have the role of defending the opponent players from approaching or reaching the goal example center defender and also involves in starting attacks.	
	iii) mid fielders position → In this position players have the role of distributing ball to their strikers or forward so as for them to score goal	
	iv) Forward or striker's position → At this position players have the main role of scoring	

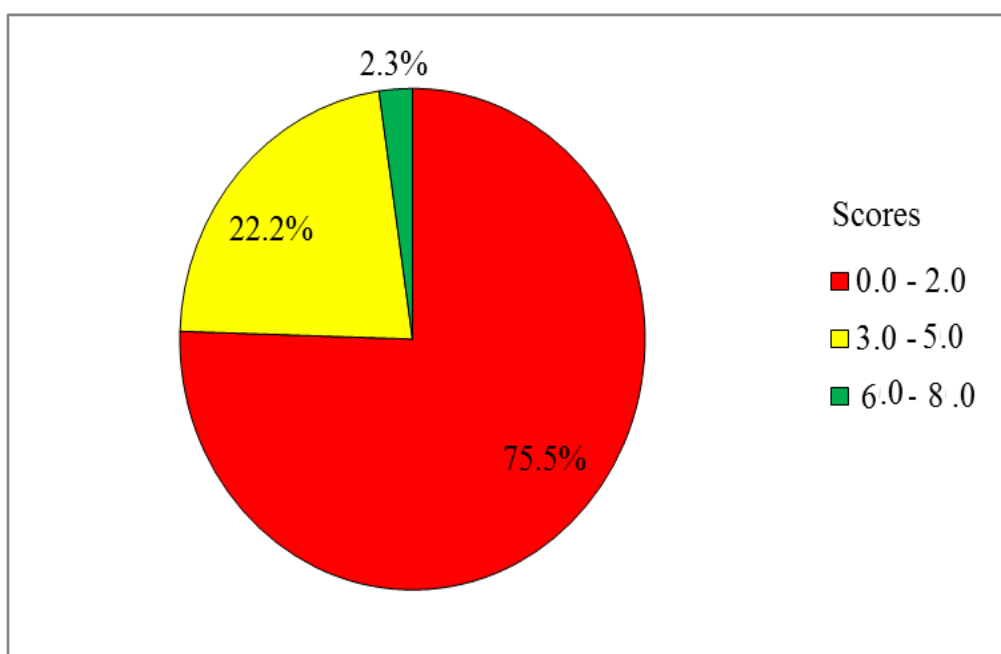
**Extract 4.2:** A Sample of Good Responses to Question 4

In Extract 4.2 the candidate provided correct positions of players in football and the major role of each player in each position.

### 2.2.3 Question 5: Track and Field Events (Throwing Events)

In this question candidates were given the scenario that “Winning in any sport competition depends on the proper execution of skills related to that particular sport.” Then, they were asked to describe four steps to follow in making proper execution of javelin throw.

A total of 1,759 (100%) candidates attempted this question. The analysis showed that 1,328 (75.5%) candidates had weak performance scoring 0 to 2.0 marks whereby 60.8 per cent scored 0 marks. 391 (22.2%) candidates scored 3 to 5 marks which is average performance. The remaining 40 (2.3%) candidates had good performance ranging from 6.0 to 8.0 marks. The general performance in this question was weak as 24.5 per cent of candidates scored from 3.0 to 8.0 marks. Figure 5 illustrates the candidates’ performance in this question.



**Figure 5:** *Candidate's Performance in Question 5*

The analysis of the candidates' performance in this question shows that 75.5 per cent of the candidates failed due to inability to identify the demands of the question. This was verified by provision of answers which were contrary to what was asked. One of the candidates for example, described skills of javelin throw instead of steps to follow in making its proper execution. Such skills include: *gripping, stance, delivery and landing*. Another candidate explained the importance of the javelin throw instead of steps to follow in making its proper throw. Such importance include: *increasing blood circulation, helping to get employment and to raise body temperature*. Likewise, some of the candidates enumerated precautionary measures to take in javelin throw instead of describing the steps to follow when doing its proper execution. The examples of such answers were: *make sure that there is no body in front of the player who is throwing a javelin, make sure the field is inspected so as to reduce the chance of getting an accident during throwing of javelin, make sure the player/ thrower is wearing sport wears so as to reduce the chance of tiring during playing session, a thrower should be able to conduct warm up in order to strengthens his/her muscles so as to throw the javelin as far as possible* as shown in Extract 5.1.

05	i/ Make sure there is no anybody in front of the player who throwing a javelin.
	ii/ Make sure the field area is inspected so as to reduce the chance of getting accident during throwing of javelin.
	iii/ Make sure the player / thrower is wearing a sports wear and sport gears so as to reducing the chance of tripping during playing session.
	iv/ A thrower should be able to conduct a warm up in order to strengthen his/her muscles so as to throw the javelin as far as possible.

**Extract 5.1:** A Sample of Incorrect Responses to Question 5

In Extract 5.1 the candidate enumerated precautionary measures to take in javelin throw instead of describing the steps to follow in doing its proper execution.

The analysis also shows that 22.2 per cent of the candidates had average performance in this question. The candidates described one or two steps to follow in doing a proper execution of javelin throw. They scored different marks depending on the number of correct points they described.

Furthermore, 2.3 per cent of the candidates scored high marks because they adhered to the demand of the question and demonstrated adequate knowledge on the Track and Field Events specifically in javelin throw. They described correctly the steps to follow in making proper execution of javelin throw such as: *The javelin is withdrawn back behind the shoulder, the hand that is carrying the javelin is pushed forward while the elbow is passing close to the ear, the right leg is extended, heel raised up allowing pressure of the body to support javelin landing longer and the javelin is thrown and the thrower stays behind the throwing arc until the javelin is landed.* Extract 5.2 shows a good response.

5.	The following are the steps to follow in making the execution of javelin throw:	
	(a) The javelin should be held behind the shoulder using the throwing arm.	
	(b) The javelin should be thrown by pushing it forward from the level of the ear.	
	(c) In order to throw javelin to a long distance a thrower should extend the leg and raise the heel of the leg on the side of throwing arm.	
	(d) When the javelin is thrown, the thrower should stand behind the throwing arc until the javelin is landed.	

**Extract 5.2:** A Sample of Good Responses to Question 5

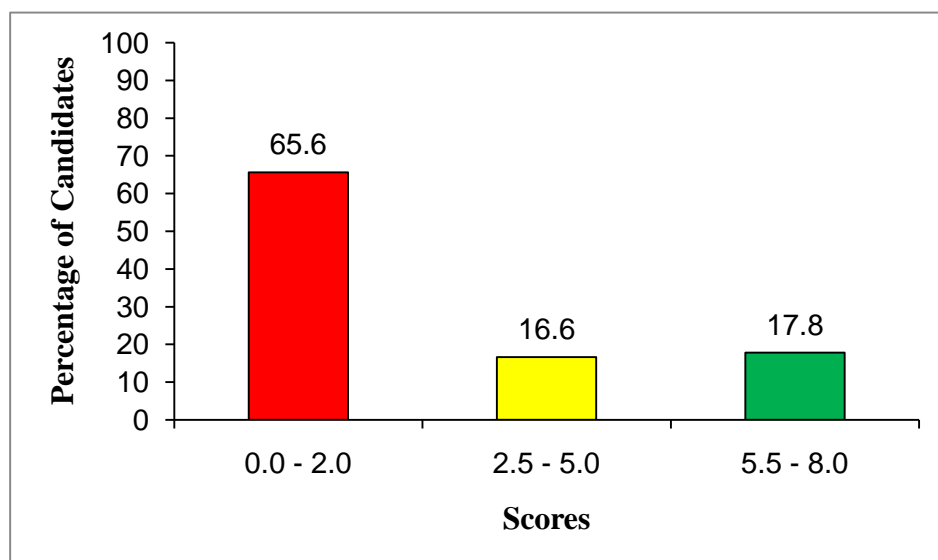
In Extract 5.2 the candidate provided correct steps to follow in doing a proper execution of javelin throw.

#### 2.2.4 Question 6: Racket games (Table tennis)

In this question, the candidates were given the scenario as follows: “A table tennis player won the match because he/she used a technical smash stroke which made his opponent’s failure to return a ball”. How has the player executed the stroke? The question tested the candidates’ competence on Racket Games specifically Table Tennis.

The question was attempted by 1,759 (100%) candidates. From the analysis it was noted that 1,154 (65.6%) candidates had weak performance scoring from 0 to 2.0 marks, whereby 54.3 per cent scored 0 marks. Average performance ranging from 2.5 to 5.0 marks was scored by 292 (16.6%) candidates. Further analysis shows that good performance in this question was from 5.5 to 8.0 marks which was attained by 313 (17.8%) candidates. The general performance in this question was average since 34.4 per cent of candidates

scored from 2.5 to 8.0 marks. Figure 6 illustrate the candidates' performance in this question.



**Figure 6:** *Candidates' Performance to Question 6*

The analysis shows that weak performance of 65.6 per cent in this question was due to various reasons including inability to identify the demand of the question. Some of the candidates gave the situations in which a penalty is awarded in table tennis instead of the ways in which players execute a smash stroke. Other candidates gave safety measures to take in table tennis such as: *to perform warm, wearing sport gear the player must wear jersey of games example shoes, performing cooling down, collecting all equipment used and to maintain all equipment of the game.*

Some candidates had poor English language proficiency as they provided meaningless sentences which do not correlate with the ways in which players executed a smash stroke like: *it is used the technical of the player that you play, it is used the power that can help to wear in the game that he/she play, you have to use the technical that it used in the player your play, you have to know types of the smash and the types of the smash the game you have play.* Extract 6.1 is a sample of weak responses from one of the candidates.

6.	i) Failure to make return.	
	ii) Failure to make pass	
	iii) Failure to stroke the ball.	
	iv) Failure to make side stroke.	

**Extract 6.1:** A Sample of Incorrect Responses to Question 6

In Extract 6.1 the candidate gave the situations which led to a penalty in table tennis instead of giving the ways player executed a smash stroke in the game.

The analysis also shows that, 16.6 per cent of the candidates had average performance in this question. These candidates gave few points on how a player executed smash stroke in Table Tennis. They scored different marks depending on the number of correct points they provided. The points which were provided by a majority of the candidates were: *Push the racket forward and slightly upward with shoulder and upper arms and follow through the direction of the ball.*

Further analysis showed that, 17.8 of the candidates who scored high marks adhered to the demand of the question and demonstrated adequate knowledge of the Racket Games topic specifically on Table Tennis. These candidates gave four points on how a player executed a smash stroke in Table Tennis. Extract 6.2 shows a good response.

G.	i) Stand with feet shoulder width apart while the racket is on the hitting hand and the body should be comfortable watching the coming ball from an opponent.	
	ii) As the ball comes, the player should slightly bend the knees and the body turns side ways.	
	iii) Back swing the racket, with a forward motion so as to make the contact with the ball as it bounces on the surface of the floor, and then transfer the body weight from the rear foot to front.	
	iv) Follow through the ball so as to ensure that the ball moves to the intended direction.	

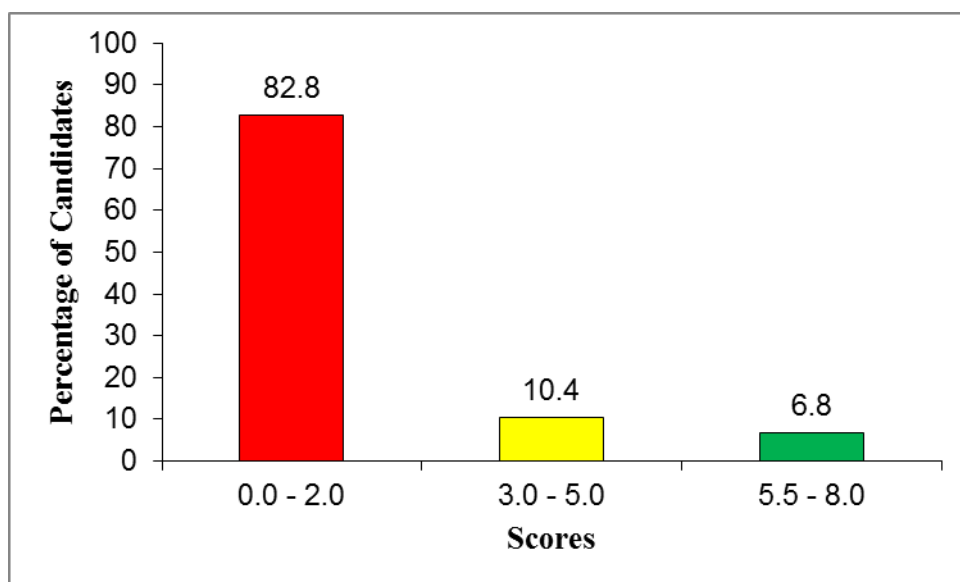
**Extract 6.2:** A Sample of Good Responses to Question 6

In Extract 6.2 the candidate gave a correct response on how the player executes a smash stroke in Table Tennis.

### 2.2.5 Question 7: Gymnastics

The candidates were given the scenario that “Your Physical Education teacher appointed you to perform a handstand skill applied in gymnastics”. Give four steps of performing the skill. The question tested the candidates’ knowledge of gymnastics exercises.

The question was attempted by 1,759 (100%) candidates. Among them 1,456 (82.8%) had weak performance scoring from 0.0 to 2.0 marks, whereby 73.9 per cent scored 0 marks. 183 (10.4%) candidates had average performance ranging from 3.0 to 5.0 marks. Further analysis showed that 120 (6.8%) candidates scored from 5.5 to 8.0 marks which was good performance. The performance in this question was generally weak since only 17.2 per cent of candidates scored from 3.0 to 8.0 marks. Figure 7 illustrates the candidates’ performance in this question.



**Figure 7:** *Candidates’ Performance in Question 7*

The analysis shows that the weak performance of 82.8 per cent of the candidates was due to various reasons including inability to identify the demands of the question, which was to give four steps of performing a handstand skill in gymnastics. Some of the candidates provided the answers which were contrary to the requirement of the question. The examples of the



incorrect answers include: skills used in tennis and table tennis like; *gripping*, *serve stroke/smash* and *receive* and the components of physical fitness which are; *agility*, *flexibility*, *endurance* and *body balance* instead of giving the steps of performing a handstand skill applied in gymnastics.

Moreover, some of the candidates copied the words from the question paper and used them as answers to this question, for example *flight*, *approach*, *takeoff* and *landing* which were copied from List B in question 2. Extract 7.1 shows a weak response.

7	①	Agility.	
	②	Flexibility.	
	③	Endurance	
	④	body control.	

**Extract 7.1:** A Sample of Incorrect Responses to Question 7

In Extract 7.1 the candidate enumerated the components of physical fitness instead of giving the steps of performing a handstand skill applied in gymnastics

The analysis of the candidates' responses shows that 10.4 per cent of the candidates had average performance in this question. They managed to give one to two steps of performing a handstand skill applied in gymnastics.

A few candidates (6.8%) performed well in this question as they gave correctly four steps of performing a handstand skill applied in gymnastics. Their answers include: *Place hands shoulder width apart on a mat, put your fingers pointing forward while keeping the arms straight down, keep the head up and the eyes forward, kick the feet upward and extend the shoulders and hold the stomach and buttocks light and keep the back straight up*. Extract 7.2 shows a good response.

7.	The following is the procedures of performing handstand skill in gymnastics.	
(a)	The gymnastic player is suppose to place his/her hands on the mat in a distance of shoulder width.	
(b)	The gymnastic player should point his/her fingers forward while keeping the arms straight.	
(c)	The gymnastic player should keep head up while looking forward.	
(d)	The gymnastic player should extend shoulders and keep his/her back straight.	

**Extract 7.2:** A Sample of Good Responses to Question 7

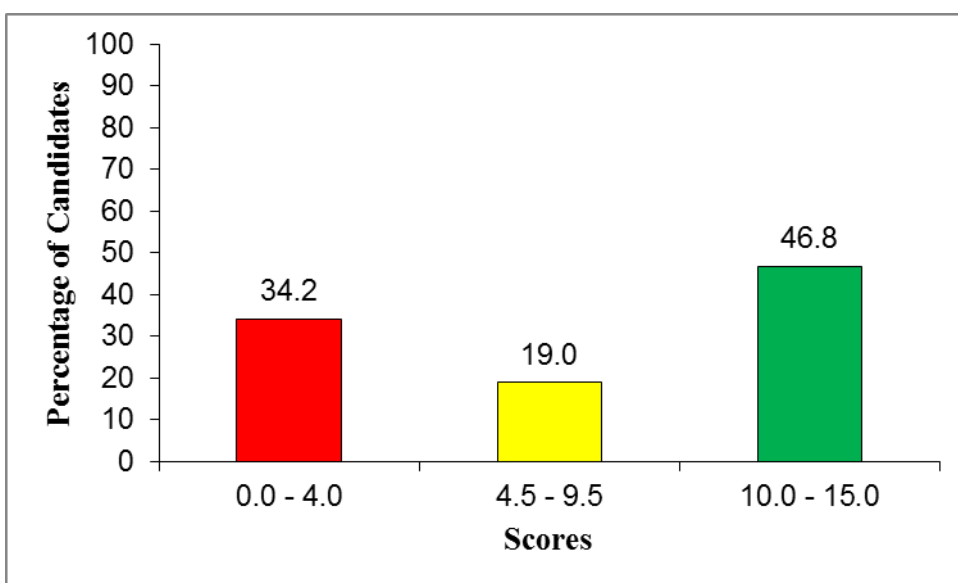
In Extract 7.2 the candidate gave correct steps of performing a handstand skill applied in gymnastics.

## 2.3 Section C: Essay Type Question

### 2.3.1 Question 8: Track and Field Events (Long Jump)

This question required the candidates to describe four basic skills which will judge a long jump player as a master of the game.

A total of 944 (53.6 %) candidates attempted this question. The analysis showed that, 323 (34.2%) candidates performed weakly in this question scoring from 0 to 4.0 marks out of which 22.1 per cent scored 0 marks. Average performance ranging from 4.5 to 9.5 marks was attained by 179 (19.0%) candidates. The remaining 442 (46.8%) candidates had good performance ranging from 10.0 to 15.0 marks. The overall performance in this question was average as 53.2 percent passed by scoring 4.5 to 15 marks. Figure 8 illustrates the candidates' performance in this question.



**Figure 8:** *Candidates' Performance in Question 8*

The analysis shows that, inability to understand the demand of the question was one of the reasons for candidates' weak performance in this question. Some of the candidates for example, described skills used in ball games instead of describing four basic skills which will judge a long jump player as a master of the game. The answers from one of the candidates included: *body stance, goal keeping, service, dribbling, passing, shooting and ball control*.

Some other candidates provided their responses in poor English language in such a way that it was difficult to get the meaning. Some examples of these responses were: *The player when are in the foot must be closed in order to prevent treatment the instruments which are maked in order to prevent for those who was failed. Example it can be a tree or others and when are going to reach must not be in one reach both or time. The play is not allowed to return back throw walking to the space of the field.* Other examples of poor English language were: *Stand the risk of the body, avoid knowledge of the players, stand chest the ball then put of the player.* Extract 8 .1 shows a weak response.

8.	<p>Game &amp; the sport game in which two teams players eleven players &amp; the sports of the game the the following techniques of game are soccer which are: passing, dribbling, shooting heading and ball control, play information and receiving and throw in of the game.</p> <p>the following basic skills which will judge a long jump player as a Master of the game such as:</p> <p>passing. Are the basic skills of the player of the game from the passing of the player from the passing are the following tech of the passing such as: chest pass, long ball, knee pass, back pass, bounce pass, wall pass and side pass.</p> <p>Dribbling. Are the basic skills of the player in game from the player was control the dribbling of the people from player was to the dribbling of the game and soccer to the dribbling of the game.</p> <p>Shooting. Also are the basic skills of the player in game was to be the shooting of the body movement of the people of the shooting of the player of the game of the basic skill is shooting.</p> <p>Ball Control. Are the basic skills of the player of the game from the ball control of the game in the sports of the soccer of the the ball control and control the material of the ball control.</p> <p>Generally. The game is the sport of player by the two teams player between the etc</p>
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**Extract 8.1:** A Sample of Incorrect Responses to Question 8

In Extract 8.1 the candidate provided skills used in soccer games instead of describing four basic skills which will judge a long jump player as a master of the game.

The analysis shows that 19.0 per cent of the candidates had average performance in this question. Some of these candidates described few points among the required four on basic skills which will judge a long jump player as

a master of the game. The commonly described skills provided by the majority were: *take-off* and *landing skills*.

Furthermore, some candidates (46. 8%) performed well in this question. They described correctly the basic skills which judged a long jump player as a master of the game. This indicates that they adhered to the demands of the question and had adequate knowledge of Track and Field Events specifically long jump skills. These candidates also had English language proficiency. Their examples include: *Approach*, *take-off*, *flight* and *landing skills*. Extract 8.2 is a sample of good responses.

8.	Long jump refers to the field event in which the player/athlete is required to jump as much as possible so as to attain a highest distance. A long jump is performed on the special area which has a run way with 40 metres and the pit with sand. The activity involve some basic skills, and the following are the basic skills which will judge a long jump player.	
	Run up / Approach: Is the fundamental skill in most of the jumping events. In this run up or approach skill, an athlete should run with proper movement and speed which will help him/her to have a good flight, also the body is leaned forward.	
	Take-off - Is the among of the skills which are used in jumping events. In this skill an athlete is where he or she come in air after the run up / approach. The athlete must use the leading leg which was placed <del>not</del> during approach to take off.	
	Flight: Involves the various skills which are conducted when the athlete is already in air. In a long jump event, there are three styles of flight which may be used by the athlete when in air these are: hitch kicks style, hang style and sail style, these help to bustle up the force which will push the body forward and an athlete attain a high distance when landing.	

8.	Landing :- Is the skill when performing jumping event in which an athlete come down on the ground after the flying skill. The athlete are required to have a proper landing technique which will help them to avoid sitting back.
	Generally:- In a long jump game, the winner is the one who will land on the further distance than the other athlete. Also precautions measures should be observed so as to avoid the injuries.

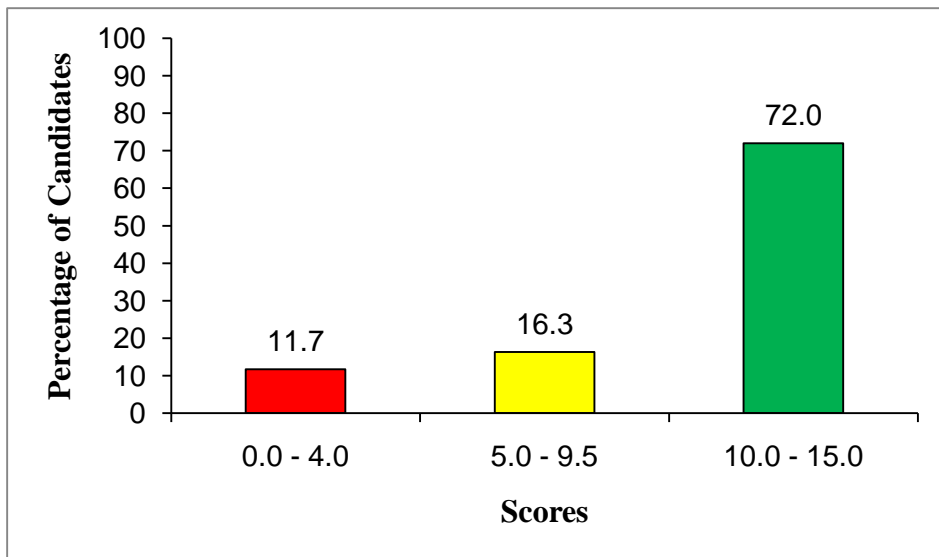
**Extract 8.2:** A Sample of Good Responses to Question 8

In Extract 8.2 the candidate described correctly the four basic skills which judged a long jump player as a master of the game.

### 2.3.2 Question 9: Safety

This question required the candidates to explain four safety precautions which can help new players who join the volleyball team to play safely.

A total of 1,657 (94.1 %) candidates attempted this question. The analysis showed that, 1,193 (72%) candidates had good performance with marks ranging from 10.0 to 15.0. Average performance ranging from 5.0 to 9.5 marks was attained by 270 (16.3%) candidates. The remaining 194 (11.7%) performed weakly in this question by scoring from 0.0 to 4.0 marks whereby 4.7 per cent scored 0 marks. The overall performance in this question was good as 88.3 percent passed by scoring 5.0 to 15 marks. Figure 9 illustrates the candidates' performance in this question.



**Figure 9:** *Candidates' Performance in Question 9*

The analysis shows that 72.0 percent of the candidates scored high marks because they adhered to the demand of the question and demonstrated adequate knowledge of volleyball. These candidates explained correctly safety precautions which can help new players who join the volleyball team to play safely. Some of the correct answers they provided include: *Proper warming up and cooling down, proper use of equipment, favorable playing ground, removal of objects which might cause injuries, playing according to rules and regulations and awareness about first aid*. Extract 9.1 is a sample of good responses.

09	<p>Volleyball is the ball game which is played between two players team of seven player each on a special court separated by a net. There are techniques used in volleyball such as serving skill, passing and scoring skills. The following are the four precautions which enables players to play safely in volleyball</p> <p>Making inspection of the court. The volleyball pitch must be checked before starting the game in order to remove all unwanted objects that may cause injury to players. Such objects are nails, thorns, stones and pieces of glasses.</p> <p>Wearing proper sport gears. The volleyball players must wear special shoes for the game. The sport gears helps to prevent the player from being pierced by sharp objects and cause injury.</p> <p>Remove all jewellery. All jewellery such as neck-chains, rings and watch must be removed from the body of a player because they may cause injury on the skin of a player during playing session</p> <p>Avoiding rough play. The players in volleyball are supposed to avoid rough plays during the game. This is achieved by the players by following and obeying all rules governing the volleyball game. This also can prevent the players from getting injury.</p> <p>Generally, in order for the volleyball game to be played safely, the volleyball players are supposed to follow all rules and regulations governing the game and also by making good body preparation such as performing warm up exercises before the game and cool-down exercise after the game.</p>
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**Extract 9.1: A Sample of Good Responses to Question 9**

In Extract 9.1 the candidate explained correctly four safety precautions which can help new players who join the volleyball team to play safely.



The analysis reveals reasons for the average performance of 16.3 per cent of the candidates. Some candidates provided few points on safety precautions which can help new players who join the volleyball team to play safely. Other candidates did not provide clear explanations to the points. Therefore, their responses did not meet the required points of the question.

Further analysis shows that 11.7 per cent of the candidates failed due to various reasons. Some of them lacked English language proficiency. They wrote the sentences which contain Physical Education words but do not have any meaning related to concepts asked. For example, one of the candidates wrote: *skills who can follow to volleyball, technique who can follow, formation about volleyball, to know/ understand the part of the ground and knowledge and the players to be educated* instead of explaining safety precautions which can help new players who join the volleyball team to play safely.

Inability to identify the demand of question was another reason for weak performance in this question. Some of the candidates for example, explained the components of physical fitness instead of explaining safety precautions which can help new players who join the volleyball team to play safely. The answers from one of the candidates included: *Agility, balance, flexibility, and coordination*. Others explained skills of volleyball such as: *Serving, receiving, smash and blocking*. Also, some fouls such as: *touching the ball twice in a row, touching the net, stepping over the service line on a serve and blocking a serve* were explained by these candidates. Extract 9.2 shows a weak response.

09.	Volleybal. this is the game that player by two team with eleven players. this game it help people to refresh mind and it help people to physical fitness and human body building. so that the following are the safety precautions which can help the players who join volleyball team	
	Education. this Education it can help the player to who join in volleyball team	
	Science and technology. due to that when the player it have a science and tech nology it in volleyball it can be play safety skills. this skill it help the player to be very in the game to be <del>the</del> have a shi ll that can use to the volleyball team to play safety.	
	Knowledge. due to that this knowledge it can the player it can use in the volleyball team to play safety in order to Avoid injury to Avoid injuries	
	The player to be Educated. due to that when the player is Educated the volleyball tea m it can be winner through the player it <del>is</del> very it <del>have</del> be Educated	
	In conclusion the volleyball is very imp ortant because it help the participant or the player to be refreshed and to be educa ted and to be comfortable because <del>the</del> <del>feel</del> <del>that</del> volleyball is the game that is very	

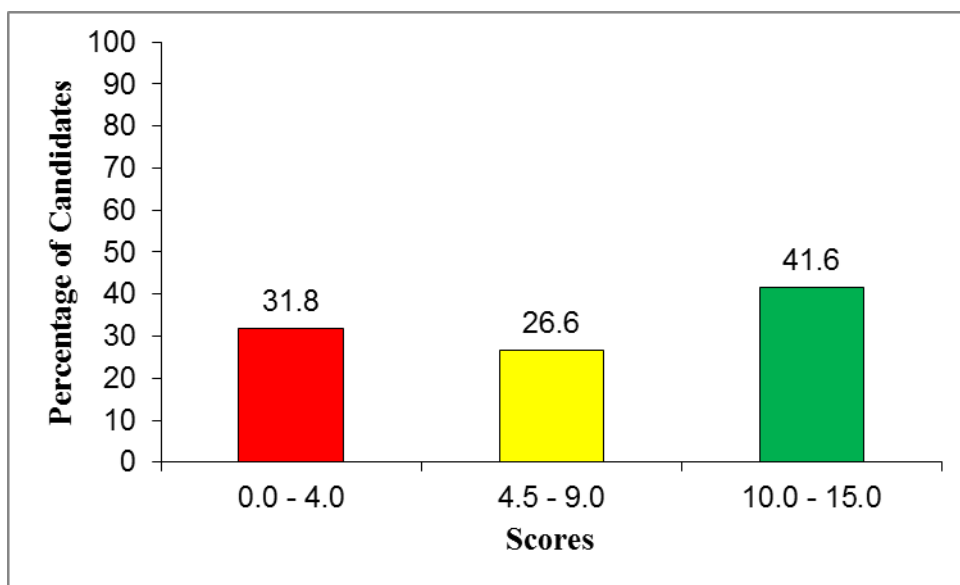
**Extract 9.2:** A Sample of Incorrect Responses to Question 9

In Extract 9.2 the candidate provided incorrect answers which also reflects poor command of the English language.

### 2.3.3 Question 10: Management and Administration of Physical Activities (Planning and Organization of Competitive Physical Activities)

This question had the following scenario: “You are assigned a role to host zone inter - Secondary Schools handball competition which is to be held two months to come.” In six points, candidates were required to elaborate the plans which can make the handball competition successful.

A total of 858 (48.7 %) candidates attempted this question. The analysis showed that, 357 (41.6%) candidates had good performance ranging from 10.0 to 15.0 marks. Average performance ranging from 4.5 to 9.0 marks was attained by 228 (26.6%) candidates. The remaining 273 (31.8%) candidates performed weakly in this question scoring from 0 to 4.0 marks out of which 8.4 per cent scored 0 marks. The overall performance in this question was good as 68.2 percent passed scoring 4.5 to 15 marks. Figure 10 illustrates candidates’ performance in this question.



*Figure 10: Candidates’ Performance in Question 10*

The analysis of candidates’ performance identifies various reasons for the failure of 31.8 per cent of candidates in this question. One of the reasons was lack of knowledge about Management and Administration of Physical Activities specifically in planning. This was demonstrated by irrelevant responses provided by the candidates. The examples of these answers were: *By*

mobilizing my fellow to involve in the health related physical fitness, by educating on the rule and regulation of the related game, through deflecting the players the different techniques of the game, through making sure that the possibility of the facilities, through planning for inter-class competition. Other incorrect answers from the candidates were: It support to developed people, it help to increase diseases of the body, it support to contain friend, it help to support people to get money, it support to increase poverty of the people, it help to people to educated.

Another reason was inability to identify the demand of the question. Some of the candidates provided answers which were contrary to the requirement of the question. While the question demanded plans to make a handball competition successful, some of the candidates elaborated areas of a handball court like: corner area, penalty sport, goal line, side line and penalty area. Others explained skills performed in handball game such as: passing, receiving, shooting and ball control. One of the candidates explained concepts on some importance of playing handball as shown in Extract 10.1.

10	Handball is the sport that to players Team of six player on the match and seven player on the bench. the following are some are plans to make the competition successful that to contain the point It sport to developed people, there are challenge of handball that to divided from the players for developed for from one place to another in the Country or area. It help to increase diseases of the body. those are component that people to played the ball handball that can increase the diseases like typhoid of the body that are important role of the handball sport. It support to contain friend; there are important characteristics that sport to contain or transmitted to inter the friend from one people to know the area	
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10.	for awarded the playing the handball	
	that perming the friend of the people.	
	It help to support people to	
	get money. those are important chara	
	cteristic that sport to get	
	money of play people to played	
	handball sport that to contain	
	available from the match.	
	It support to increase poverty	
	of the people, those are role of the	
	handball that to support people or	
	country to increase poverty then	
	to award development of the one	
	country to make for handball.	
	It help to people to educated	
	that are important feature of handball	
	which people for educated from the	
	team to touch of the teacher that	
	are very feature of the handball.	
	In general handball that are	
	the sport which people to administer	
	and develop and control the	
	body of the people.	

#### Extract 10.1: A Sample of Incorrect Responses to Question 10

In Extract 10.1 the candidate provided incorrect answers explaining some importance of playing handball instead of elaborating plans to make the handball competition successful.

The candidates who had average performance mixed correct and incorrect points on plans to make the handball competition successful. Therefore, their responses did not meet the required points of answers to this question.

Further analysis shows that, the candidates who scored high marks adhered to the demands of the question and demonstrated adequate knowledge of Management and Administration of Physical Activities. These candidates elaborated correctly six points about plans to make a handball competition successful. Their answers included: *Getting the entire school informed of the invitation, call a Physical Education and Sport department meeting to discuss the invitation deeply, set strategies and a proposal of procedures to follow,*

formulate working committees, call committee meeting to discuss what to do, how, when and who. Prepare budget for the whole activity, Set a coordinated action plan to monitor the reached standards and advice accordingly and prepare an in-house rehearsal to observe the success and challenges and have final adjustments ready to receive teams for competitions. Extract 10.2 is a sample of good responses.

10.	The following are the plans to be done in order to host zone inter secondary School handball competitions.	
	<u>Introduction.</u>	
	To host the competition is the action of players to come to your area where you welcome them and provide all the required things. For example to prepare the places for playing, eating and sleeping.	
	<u>Main body:</u>	
	The competition is planned as follows:	
	(a) All teachers and students and supporting staff are suppose to be informed that there is a competition which is going to take place in our school.	
	(b) The sports committee should make a meeting to discuss all the procedures and things which are required during competition.	
	(c) Divide the manpower in different duties and to each group select a leader. The duties are like food, transport, timetable, dormitories or guest houses and first Aid requirements	
	(d) Prepare a budget for the whole competition activities	
	(e) Make follow up on each committee to make sure that the preparation of everything is going well.	
	(f) In the day of competition prepare the committee which will welcoming the guests	

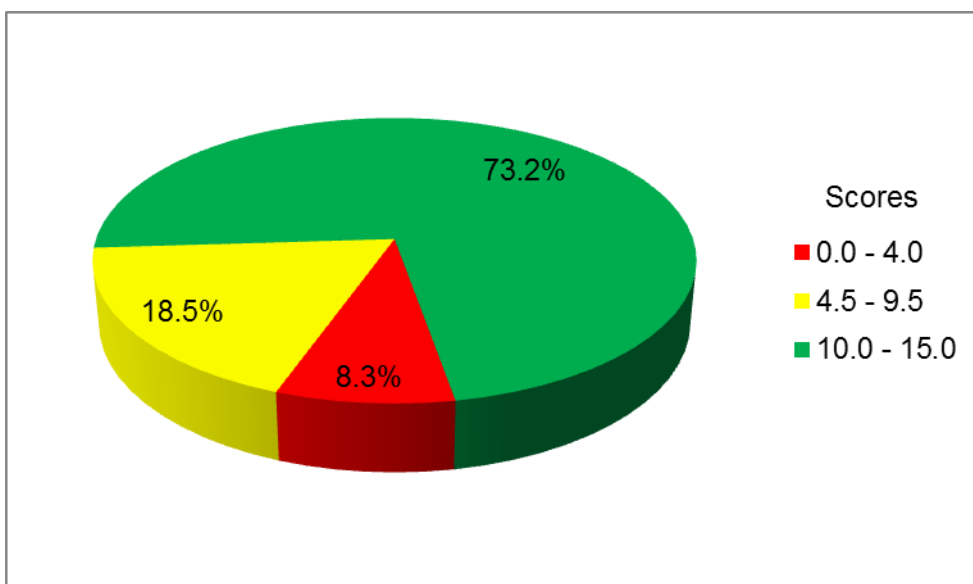
**Extract 10.2:** A Sample of Good Responses to Question10

In Extract 10.2 the candidate correctly elaborated plans to make a handball competition successful.

#### 2.3.4 Question 11: Recreational and Outdoor Activities (Camping)

The candidates were given the scenario: “You have planned a camping trip for Form Four students. Unfortunately, their parents refused their participation because they don’t know the advantages of such a trip”. Explain four advantages which can convince the parents to accept the trip.

A total of 1,607 (91.3 %) candidates attempted this question. The analysis showed that, 1,176 (73.2%) candidates had good performance ranging from 10.0 to 15.0 marks. Average performance ranging from 4.5 to 9.5 marks was attained by 298 (18.5%) candidates. The remaining 133 (8.3%) performed weakly in this question scoring from 0.0 to 4.0 marks. Among them, 3.4 per cent scored 0 marks. The overall performance in this question was good as 91.7 percent passed by scoring 4.5 to 15 marks. Figure 9 illustrates candidates’ performance in this question.



**Figure 11:** *Candidates’ Performance in Question 11*

The analysis shows that, the candidates who scored high marks (73.2%) adhered to the demand of the question and demonstrated adequate knowledge about the advantages of camping which can convince the parents to accept the

camping trip for their students who were in Form Four. Extract 11.1 is a sample of good responses.

11.	<p>Camping is the place where players live when they training or fighting. During camping we are advised that to take many precautions that can lead to avoid occurrence of mistakes. The equipment required should be available like first aid kit, whistle, Jersey and security equipment.</p> <p>Camping have many advantages to the trainers. The following are the advantages of camping trip in training or fighting.</p> <p>It bring good relationship between players. During camping player can get change of understanding themselves and bring good relationship among them.</p> <p>It help to develop skills, also during camping can be to develop skills due to sharing of ideas between trainers that live in that camping.</p> <p>It help to understand behaviour of different players. Due to camping we can get chance of understanding behaviour of different players that living in such camping.</p> <p>Camping help to understand climatic condition of a place where event occurs, also through camping we can understand well the climatic condition of a place where training occurs.</p> <p>Generally, the above are the advantages of camping trip during training. apart from that during camping we are required to take precaution like to take the number of players that there in camping and ensure that all social services like water, food are available.</p>
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Extract 11.1: A Sample of Good Responses to Question 11



In Extract 11.1 the candidate explained four advantages of camping which can convince parents to accept the camping trip for the Form Four students.

The candidates who had average performance (18.5%) provided few advantages of camping (one to two out of four points) which can convince the parents to accept the camping trip for the students. Therefore, they scored average marks because their responses did not meet the required number of points in the question.

A few candidates (8.3%) had weak performance in this question. Some of them constructed meaningless sentences using words related to physical education but the answers did not relate with the question asked. Some example of these sentences are: *composition build self-confidence which the build self confidence in moves in the some do you will, composition build in the students, component moves in the physical fit, composition is the students physical fit*. Other examples were: *It help to student of new leng, because trip are very important of new length from example students went a trip a new leng one to another step, it help to sources of income, it help to very income*. These answers reflect that English language was a barrier to some of the candidates.

Some other candidates provided answers which were contrary to the requirement of question. Such irrelevant answers included: *Their parents refused because they do not know the advantages is the player start to uplift a body up, parent refused because they do not know the advantages in which physical fitness component achieved, muscular strength, parents refused because they do not know the advantages in flexibility*. Extract 11.1 shows a weak response.

i.	Their parents refused because they do not know the	
	advantages is the player start to uplift a body up	
ii.	Parents refused because they do not know the	
	advantages is which physical fitness component is	
	achieved by an athlete who is able to move	
iii.	Muscular strength.	
iv.	Parents refused because they do not know the	
	advantages is flexibility.	

**Extract 11.1:** A Sample of Incorrect Responses to Question 11

Extract 11.1 illustrates a response from a candidate who provided incorrect answers in explaining four advantages which can convince parents to accept a camping trip.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

In CSEE 2021, ten (10) topics out of 12 in the Physical Education syllabus were tested. These topics are: *Safety, Gymnastics, Health Related Physical Fitness, Introduction to Physical Education, Recreation and Outdoor Activities, Swimming, Ball Games, Racket Games, Management and Administration of Physical Activities* and *Track and Field Events*.

The analysis shows that, the candidates' performance was good in three topics namely; *Gymnastics, Racket Games* and *Track and Field Events*. The questions constructed from *Gymnastics* and *Racket Games* topics were 6 and 7 and the average percentages of candidates who scored from 30 per cent in these topics were 82.2 and 93.2 respectively. *Track and Field Events* was the topic from which questions 2, 5 and 8 were constructed. The average percentage of candidates who scored from 30 per cent in this topic was 76.8. Likewise, candidates' performance was good in question 1 (multiple choice items from different topics). In this question, 81 per cent of the candidates scored from 30 per cent. This performance indicates that the candidates had adequate knowledge of the concepts tested, they had ability to identify the requirements of questions and good mastery of the English language.

The performance was average in two (2) topics: *Ball Games* from which questions 3, 4 and 9 were constructed and *Management and Administration of Physical Activities* from which question 10 was constructed. The average percentages of the candidates who scored from 30 per cent were 59.9 and 58.4 respectively. This performance indicates that candidates had partial understanding of these topics.

The candidates' performance was weak in only one (1) topic: *Recreation and Outdoor Activities* from which question 11 was set. The average percentage of the candidates who scored from 30 per cent was 26.8. Weak performance in this topic was due to inadequate knowledge of the concepts tested, poor mastery of English language and failure to identify the requirements of the

respective question. The performance of the candidates on different topics is summarised in the appendix.

#### **4.0 CONCLUSION**

The performance of the candidates in Physical Education CSEE 2021 was good as 83.14 per cent of the candidates passed. There was a great increase of 37.84 per cent in performance compared to 45.30 per cent of 2020. From the analysis, it was found that the candidates' performance was good in three topics, namely: *Gymnastics*, *Racket Games* and *Track and Field Events* in which the percentage of the candidates who scored from 30 per cent was 93.2, 82.2 and 76.8 respectively. *Recreation and Outdoor Activities* was the only topic with weak performance as the percentage of candidates who scored from 30 per cent was 26.8.

The factors for good performance in the examination were: Candidates' ability to identify the requirements of each question, adequate knowledge and skills on the topics tested and good command of English language.

Weak performance of 14.16 per cent was due to: inability to identify and understand the requirements of the questions, misinterpretation of the concepts, insufficient knowledge and skills on the topics tested and weak command of English language.

#### **5.0 RECOMMENDATIONS**

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

- (a) During teaching and learning process, teachers should do effective demonstration of specific skills and let each student practice them. This will improve candidates' competence, thus increase their performance in topics such as *Ball Games* which had average performance.
- (b) Questions and answers should be used effectively to discuss how various competitive physical activities are planned and organised. This will help to improve performance on the topic of *Management and Administration of Physical Activities* which had average performance.

- (c) Teachers should make effective use of questions and answers to guide students to discuss safety measures in camping, and to clarify and summarize the importance of camping in order to improve the performance of *Recreation and Outdoor Activities* which was weak.
- (d) Candidates should read questions carefully in order to identify the requirement of each question. This will overcome the challenge of the candidates' inability to identify the requirements of the questions.
- (e) Teachers should use action verbs during the teaching and learning process as well as in continuous assessment questions. This will help the candidates to provide answers which are relevant to the demand of the questions.
- (f) Students should practise communicating in English language which is the medium of instruction 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 help them to overcome the challenge of writing ungrammatical and meaningless sentences in answering some of the questions.

## Summary of Candidates' Performance - Topic Wise

S/N	Topic	Question Number	Percentage of Candidates who Scored from 30 Per cent	Average Percentage of Candidates who Scored from 30 Per cent	Remarks
1	Gymnastics	7	93.2	93.2	Good
2	Racket Games	6	82.2	82.2	Good
3	Concept of Physical Education, Health Related Physical Fitness, Gymnastics, Ball Games, Track and Field Events and Swimming	1	81	81	Good
4	Track and Field Events	2	79.5	76.8	Good
		5	97.7		
		8	53.2		
5	Ball Games	3	92.2	59.9	Average
		4	59.6		
		9	28		
6	Management and Administration of Physical Activities	10	58.4	58.4	Average
7	Recreation and Outdoor Activities	11	26.8	26.8	Weak

