



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) 2022**

**PHYSICAL EDUCATION**



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**018 PHYSICAL EDUCATION**

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## Table of Contents

FOREWORD .....	iv
1.0 INTRODUCTION .....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION .....	2
2.1 Section A: Objective Questions .....	2
2.1.1 Question 1: Multiple Choice Items .....	2
2.1.2 Question 2: Matching Items .....	6
2.2 Section B: Short Answer Questions. ....	8
2.2.1 Question 3: Ball Games (Volleyball) .....	8
2.2.2 Question 4: Swimming .....	11
2.2.3 Question 5: Racket Games (Badminton) .....	15
2.2.4 Question 6: Racket Games (Throwing events) .....	17
2.2.5 Question 7: Gymnastics .....	20
2.3 Section C: Essay Question.....	23
2.3.1 Question 8: Ball Games (Volleyball) .....	23
2.3.2 Question 9: Ball Games (Basketball) .....	28
2.3.3 Question 10: Track and Field Events (Throwing Events) .....	34
2.3.4 Question 11: First Aid .....	36
3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC .....	41
4.0 CONCLUSION .....	41
5.0 RECOMMENDATIONS.....	42
Appendix .....	43

## FOREWORD

This report presents Candidates' Item Response Analysis (CIRA) on Physical Education National Examination which was conducted in November 2022. The report aims to provide feedback to all educational stakeholders on the factors that contributed to the candidates' performance in Physical Education.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation which measure learners' achievement after completing four years of study in secondary education. Ideally, it is designed to assess the effectiveness of the education system and the learning of the candidates in terms of knowledge gained and skills developed. It also evaluates the extent to which the candidates can utilize the knowledge and skills gained to solve the social, political, economic and technological challenges to enhance individual and national development. More importantly, the examination is used for screening purposes to identify candidates with outstanding academic merits to continue learning at the advanced secondary school level and other learning institutions.

This analysis shows justification for the candidates' performance in the Physical Education subject. 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 had shown contrary attributes.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their CSEE. It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the Physical Education subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report presents the analysis of the performance of the candidates, who sat for the Certificate of Secondary Education Examination (CSEE) in the Physical Education subject in November, 2022. The examination paper covered the topics in the Physical Education Syllabus of 2005 which based on the examination format of 2019.

The CSEE Physical Education paper comprised 11 questions in 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 two (2) objective questions. Question 1 consisted of ten multiple choice items while question 2 was matching items 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 essay questions and the candidates were required to answer three questions. Each question carried 15 marks.

There was a total of 2,232 registered candidates, out of whom 2,193 (98.25%) sat for the examination and 1,729 (82.39%) of the candidates passed. The performance in 2022 has decreased by 0.75 per cent compared to 83.14 per cent of 2021.

This report provides the analysis of candidates' performance on each question by indicating the topic, what each question required and the percentage of the candidates who attempted each question. In addition, the percentage of the candidates who had good, average and weak performance is shown. The examination results are graded based on the score intervals of 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. Furthermore, green, yellow, and red colours are used in graphs/charts/tables to indicate good, average, and weak performance levels respectively.

Furthermore, this report highlights the strengths and weaknesses observed in the candidates' answers. The report also identifies some possible reasons for

such strengths and weaknesses. In addition, extracts from the candidates' scripts are used to illustrate samples of good and poor performances.

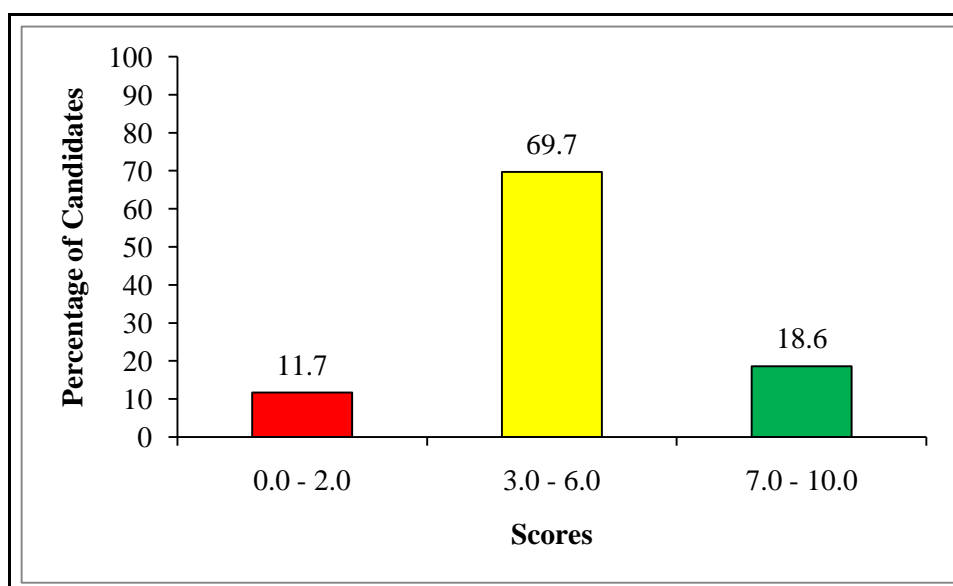
## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION

### 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: *Ball Games, Racket Games, Track and Field Events, Gymnastics, Recreation and Outdoor Activities* and *Administration and Management of Physical Activities*. The candidates were instructed to choose the correct answer from the given alternatives in each item 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 2,193 (100%) candidates. Among them, 407 (18.6%) scored 7 to 10 marks, which is good performance. Moreover, 1,529 (69.7%) of the candidates scored 3 to 6 marks, signifying average performance and 257 (11.7%) of the candidates had weak performance by scoring 0 to 2 marks, with 0.7 per cent scoring 0 marks. In general, the performance of the candidates in this question was good since 88.3 per cent scored 3 to 10 marks. Figure 1 illustrates the candidates' performance on this question.



**Figure 1:** *Candidates' performance on question 1*

In item (i), the candidates were required to identify the skill used to restart the netball game after the ball goes out of the court. The correct answer was C “Throw in.” The candidates who chose this alternative had adequate knowledge about the skills required for netball. They were able to recognize that throw-in is the only skill which is used to restart the game in netball after the ball goes out of the court. The candidates who chose alternative A “Toss up” failed to realize that this is done by the umpire after two players from the opposite team commit infringement simultaneously. Those who chose alternative B “Free throw” failed to realize that, this is a skill used in basketball and not in netball. Those who chose alternative D “penalty shot” failed to realize that penalty shot is awarded to the opposite team after the defensive player commits a foul either of contact or obstruction in their goal area. The candidates who chose distractor E “Free pass” failed to realize that a free pass is awarded to the opposite team after a player has committed minor infringement during the play.

In item (ii), the candidates were required to identify the table tennis action in which the player hit the ball and made it rotate. The correct answer was C “Smashing” The candidates who chose this alternative had adequate knowledge about smashing as an act of hitting the ball with power making it rotate while in air. The candidates who chose alternative A “Pushing” failed to understand that this is the action of hitting the ball and making it go horizontally. The candidates who chose alternatives B “Blocking” and E “Punching” failed to realize that these actions are not applied directly in table tennis. The candidates who chose alternative D “Spinning” failed to realize that this is how the ball rotates either upwards or downwards and not the action of the player to hit the ball.

In item (iii), the candidates were required to identify the first step in executing blocking skill in volleyball. The correct answer was B “Stand close to the net.” The candidates who selected this correct answer had adequate knowledge about the steps of executing the blocking skill in volleyball game. Some of the candidates selected other alternatives randomly. Those alternatives were A “Hold the finger tense and straight for rebound” C “Thrust the arms forward and upward” D “jump up to meet the ball a spiker jump” and E “Swing the arms backward.” These candidates failed to realize that those steps followed after the first step of being close to the net.

In item (iv), the candidates were required to determine the situation which causes a hurdle player to drop one of the hurdles during the hurdle race. The

correct answer D “failure to clear the hurdles” was chosen by the candidates who understood that poor clearance of hurdles can cause dropping of the hurdles. The candidates who chose alternatives A ‘Failure to take off the hurdles’, C “Failure to accelerate on hurdles” and E “Failure to face forward the hurdle” were incorrect because, these steps are done before reaching the hurdles and cannot cause the dropping of the hurdles. The candidates who chose alternative B “Failure to contact the hurdles” failed to realize that if the hurdle is not contacted, it cannot drop down but it can lead to good clearance of the hurdles.

In item (v), the candidates were required to determine the series of the skills one can use in playing table tennis. The correct answer was E “Gripping racket, performing service, topspin and drop shot.” The candidates who chose the correct answer had adequate knowledge about the skills used in playing table tennis. Other alternatives were incorrect because they contained one or two non-skills used in table tennis. These alternatives were A “Wrap up racket with cloth, catch the umpire, topspin and drop shot”, B “play under net, catch the umpire, topspin and use of ping pong” C “run with a ball, catch the umpire, topspin and drop shot” and D “jump with ping pong, catch the umpire, topspin and drop shot.” The non-skills in these alternatives were “wrap up racket with cloth”, “catch the umpire”, play under the net” and “jump with ping pong.” The candidates who chose these alternatives had inadequate knowledge about the table tennis game.

In item (vi), the candidates were required to identify the skills applied by the athlete who walked on a wood beam placed 5 metres high without falling down. The correct answer was E “Balance and walking.” The candidates who chose this correct answer had knowledge about the beam balance skills as applied in gymnastics. The candidates who chose other alternatives failed to realize that these alternatives contained some skills which were not applicable in performing walking on a high wood beam. For example, in alternatives A “walking and power”, B “Flexibility and walking”, C “speed and walking” and D “walking and agility” the skills which are not applicable were “power”, “flexibility”, “speed”, and “agility” respectively. These are the components of performance related physical fitness.

In item (vii), the candidates were required to determine the formation of hockey game which a player should apply for successful offensive during competition. The correct answer was A “3-4-3-1”. The students who chose

this alternative had adequate knowledge about various formations of hockey. They realized that in offensive formation the number of defenders should be lower compared to that of midfielders and attackers. The candidates who chose other alternatives which were B “5-2-2-1”, C “4-4-2-1”, D “5-3-2-1” and E “4-2-3-1” failed to realize that these formations have many defenders, which implies that it is appropriate for the defensive formation and not for offensive formation.

In item (viii), the candidates were required to identify the type of the sport that uses a map and a compass. The correct answer was E “Orienteering.” The candidates who chose the answer had adequate knowledge about recreation and outdoor activities especially orienteering. They realized that orienteering involves the investigation of the place by using the map and the compass. The candidates who selected alternatives A “camping” B “skiing-cross country”, C “canoeing” and D “target shooting” failed to realize that these are the recreational activities which do not use a map and a compass. Camping is usually done in order for someone to enjoy nature, skiing-cross country involves slippers on the snow. Canoeing is done in the water by using the canoe and target shooting involves the use of shooting equipment like guns and darts.

In item (ix), the candidates were required to identify the best fixture to prepare for the school competition which involves many teams in a short period of time. The correct answer was C “single match fixture.” The candidates who chose this correct answer had enough knowledge about the administration and management of physical activities specifically on the preparation of the fixtures. They realized that the involvement of many teams in a short period of time requires a single match fixture because in this fixture there is no repetition of matches. Those who chose alternatives A “combining fixture”, B “Elimination fixture”, D “knockout and away fixture” and E “competitive fixture” failed to realize that these types of fixture involves more than one matches hence it need more time to conduct it.

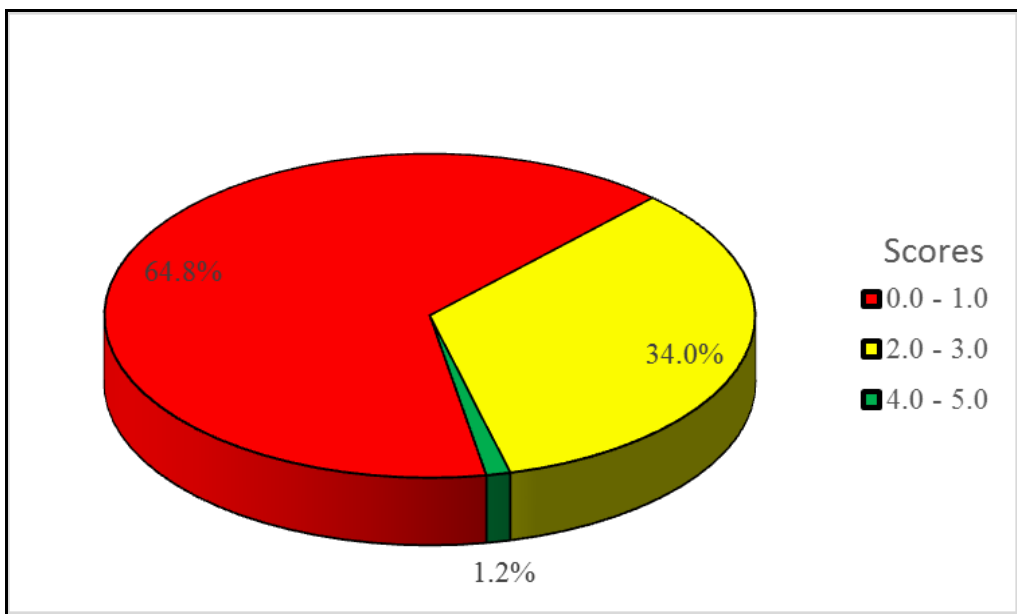
In item (x), the candidates were required to identify the benefits of aerobic dance to a secondary school student who normally participated in the game. The correct answer was B “improving the function of the immune system in the body.” This alternative was chosen by the candidates with adequate knowledge about the benefit of physical activities specifically aerobic dance. The candidates who chose alternative A “improving music system that

operates in the dancing hall” failed to realize that music system is the equipment for the aerobic dance which supports the participants. Those who chose alternative C “improving attendance of participating in the aerobic dance” failed to realize that the importance of aerobics is not attendance but participation in the dance. The candidates who selected alternative D “Gaining new function to improve immune system in the body” failed to understand that, aerobic dance has the function of improving the immunity of the body by developing the existing systems and not the creation of new functions. The candidates who chose alternative E “gaining more knowledge about the immunity in the body” were incorrect because aerobic dance improves the functioning of the immune system and not the knowledge about the system.

### **2.1.2 Question 2: Matching Items**

This question consisted of five premises from the topic on Track and Field Events. The candidates were required to match the execution of hurdle skills in List A with their corresponding skills in List B by writing the letter of the correct responses beside the premise number in the answer booklet provided.

The question was attempted by 2,193 (100%) candidates. Among them, 1,421 (64.8%) scored 0.0 to 1.0 mark which is weak performance. Out of these, 26.7 per cent scored 0 marks. Moreover, 745 (34.0%) of the candidates scored 2.0 to 3.0 marks which is average performance while 27 (1.2%) of the candidates had good performance by scoring 4.0 to 5.0 marks. The general performance of the candidates in this question was average as 35.2 per cent of the candidates scored 2 to 5 marks. Figure 2 illustrates the candidates' performance on this question.



**Figure 2:** *Candidates' performance on question 2*

In premise (i), the candidates were required to choose the response which correctly matched with a skill in which a player touches down and quickly pulls forward the trail leg. The correct answer was F “landing.” This was chosen by the candidates who had adequate knowledge about landing skill in hurdles. They realized that after clearing the hurdles, landing is done by leading leg to touch down followed by trailing leg. However, most of the candidates who failed in this premise chose the response E “Take-off” because it also involves the leading leg but in this phase a player swings the leading leg rapidly to the horizontal position.

In premise (ii), the candidates were required to choose the response which correctly matched with a skill in which the player follows the three starting command. The correct answer C “positioning” was chosen by the candidates who had adequate knowledge about the first skill of the hurdle race. They realized that in positioning the athlete must follow three procedural commands which are: On your mark, Set and Go. The candidates who failed in this premise chose other alternatives randomly due to inadequate knowledge about hurdle race.

In premise (iii), the candidates were required to choose the response which correctly matched with a skill in which the player throws up the heel of the leading leg. The correct answer A “Clearance” was chosen by the candidates

who had sufficient knowledge about the hurdle race because they managed to discover that throwing up of the heel of the leading leg was the action of jumping up in clearance of the hurdle. Majority of the candidates who failed in this premise chose response F “landing”, assuming that after throwing up the heel of the leading leg the next stage would be landing.

In premise (iv), the candidates were required to choose response which correctly matched with a skill in which the player swings the leading leg rapidly to the horizontal position. The correct answer was E “Take-off”. This answer was chosen by the candidates who had adequate knowledge about the take-off skill in the hurdle race. Majority of the candidates who wrote incorrect response selected A “Clearance” because it also involves the leading leg but they did not realize that in clearance the player throws up the heel of the leading leg.

In premise (v), the candidates were required to select the response which correctly matched with a skill in which the player moves the chest forward. The correct answer was B “Finishing.” This answer was selected by the candidates who realized that in the dig finishing phase skill, the athlete must wing back the arms simultaneously while the chest is moving forward. The candidates who failed in this premise selected other alternatives randomly due to inadequate knowledge about the hurdle race.

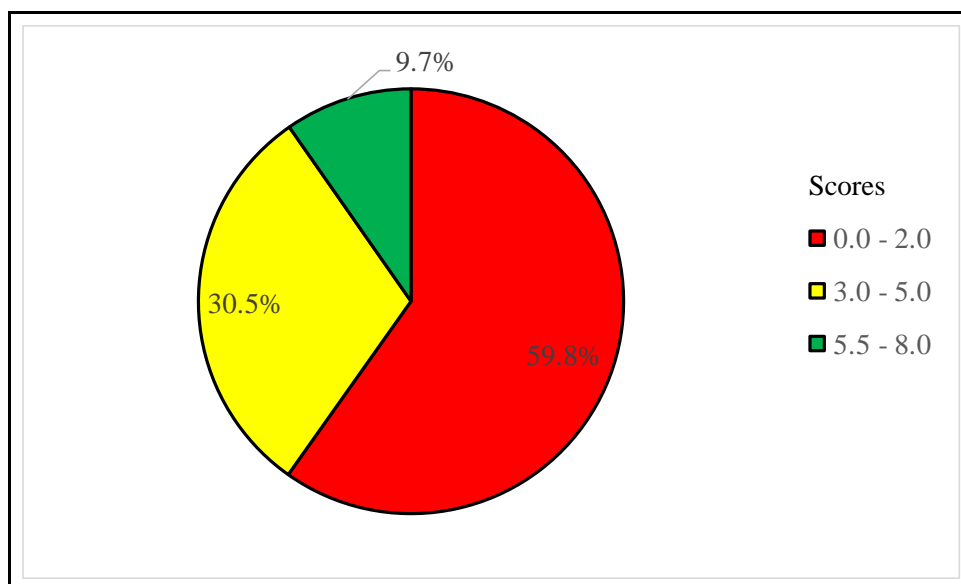
## **2.2 Section B: Short Answer Questions.**

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

The candidates were given a scenario that “In the first round of a netball match, the team loses the ball due to poor execution of one handed catching skill.” Then, they were instructed to enumerate four procedures that can be applied to correct this mistake in the second round. The question tested the candidates’ knowledge about catching skill as applied in netball.

The question was attempted by 2,193 (100 %) candidates. Among them, 1,311 (59.8%) of the candidates had weak performance with their scores ranging from 0 to 2 marks, out of whom 47.1 per cent scored 0 marks. A total of 670 (30.5%) of the candidates had average performance ranging from 3 to 5 marks and 212 (9.7%) of the candidates had good performance and their scores

ranged from 5.5 to 8 marks. The performance in this question was average as 40.2 per cent of the candidates scored from 3 to 8 marks. Figure 3 summarises the candidates' performance.



**Figure 3:** *Candidates' performance on question 3*

The analysis shows that the performance of 59.8 per cent of the candidates was weak for various reasons. Some of candidates had inadequate knowledge about the netball skills. These candidates provided answers which contain some physical education words but had no direct response to the question. The examples of such answers from one of the candidates were:

*To give education player that are reader it can give the education for controlling the match, note rules and regulation in our match, reseal dialogue for another player in the match to performing in our match, and hand the ball with ball hand are teacher it can give the skill for playing the ball in our interaction.*

Other candidates went contrary to the demands of the question hence they provided irrelevant responses. For example, instead of enumerating the procedures applied in one handed catching skill in the netball game, some of them outlined completely different concepts such as: the safety measures in netball which include; *perform warm up and cool down, obey or respect netball rule and regulation, all players must wear proper gears, and remove*

*all unwanted object*; Others explained various equipment in netball like; *whistle, jersey, ball, first aid kit and note book*. Some candidates also explained various skills in the netball game such as includes; *running, catching, passing, and shooting*. Extract 3.1 provides a sample of candidate's 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 goals.
(iii)	Chest pass steps: the step should using after controlling the ball for chests.
(iv)	Jump pass steps: they have the steps should in reducing after jump and take the ball they have no ballance.

**Extract 3.1:** A sample of candidate's incorrect responses to question 3

In Extract 3.1, the candidate analysed passing skills instead of analysing the procedures of executing of one hand catching skill in netball.

Analysis on the average performance of 30.5 per cent of the candidates shows that some candidates were able to enumerate two to three correct procedures of executing one hand catching skill in netball. However, some of them were not able to clarify their points hence differ in scores. This supported that such candidates had partial understanding of the execution of one hand catching skill in netball.

Further analysis of candidates' performance shows that 9.7 percent of the candidates who scored high marks on this question were able to analyse four correct procedures of executing the one hand catching skill in netball. The correct answers they gave involved: *good stance, position of arms, position of fingers and palms, and footsteps*. Extract 3.2 illustrates a good response.

3.	The following are the procedures of performing one handed catching skill in the netball match.	
	(a) The player is required to look at the ball all the time while holding the ball in the arms.	
	(b) The player is required to receive the ball with the palms while the fingers are extended to catch the whole ball.	
	(c) The player should fold the wrist and hand around the ball while holding the ball firmly.	
	(d) The player should use the free hand to protect the ball from dropping down.	

**Extract 3.2:** A sample of candidate's correct responses to question 3

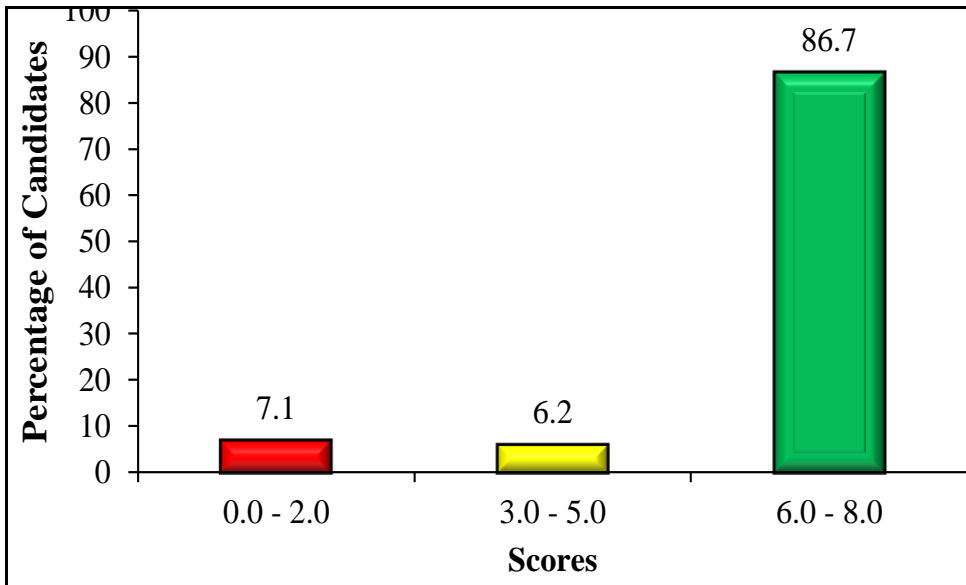
In Extract 3.2 the candidate enumerated procedures of executing the one hand catching skill in netball.

### 2.2.2 Question 4: Swimming

In this question, the candidates were given a scenario followed by a question as follows; "Suppose you are a swimming club leader at your school and you want to add new members to the club," give four benefits of swimming which can convince them to become members. This question tested the students' knowledge about the importance of swimming.

A total of 2,193 (100%) candidates attempted this question. The analysis shows that 1,901 (86.7%) of the candidates had good performance with scores ranging from 6 to 8.0 marks. Moreover, 137 (6.2%) of the candidates scored 3 to 5 marks which was average performance. The remaining 155 (7.1%) had weak performance scoring 0 to 2 marks with 5.9 per cent scoring 0 marks. The general performance on this question was good as 92.9 per cent of the

candidates scored 3 to 8.0 marks. Figure 4 illustrates the candidates' performance on this question.



**Figure 4:** *Candidates' performance on question 4*

The analysis shows that this question was mostly performed well. The candidates who had high performance (86.7%) had adequate knowledge about the benefits of swimming to the participants. Their responses were complete enough to meet the requirement of the question. An example of the correct responses provided included: *improvement in functions of joints, muscles and organs, reduction of some diseases, rehabilitation after injuries or illness, increase in life expectancy, and agent of socialization*. Extract 4.2 provides a sample of good responses.

4.	The benefits of swimming which can be used to join a new member in the club is the following:	
	(a) Swimming improves body fitness because the player use the whole body to swim	
	(b) Swimming reduce stress because when people are participating in swimming there is no time to think their problems,	
	(c) Swimming help to get new friends because when the people participate in swimming they meet with other people,	
	(d) Swimming help to remove obesity from the body. Therefore it helps to avoid diseases such as diabetes and blood pressure.	

**Extract 4.2:** A sample of candidate's correct responses to question 4

In Extract 4.2, the candidate provided correct benefits of participating in swimming.

The candidates with average scores (6.2%) understood the question hence they gave the benefits of swimming. The challenge which faced them to score average marks is that they mixed correct and incorrect responses. Rather, their explanations about the points were characterized by spelling mistakes and grammatical errors.

A few candidates who scored low marks (7.1%) had various weaknesses. Some of them did not respond to the question as required. They provided the responses which were contrary to the benefits of participating in swimming. One candidate wrote swimming styles which include *free style*, *back stroke*, *butterfly stroke*, and *breast stroke*. Another candidate wrote about safety measures in swimming which were: *don't swim alone*, *wearing of proper swimming clothes*, *warm up* and *cooling down*.

Further analysis about low performance shows that some candidates had inadequate knowledge about the benefits of swimming which went hand in hand with poor command of English language. These candidates provided meaningless sentences that contained some physical education terms. The examples from one of the candidates scripts were: *improve the ball, avoid players, avoid source of income, and to give good warm up*. The second example was: *He/she should be a proper jersey, He/she should be a swimming shoes, He/she should be idea of swimming, and He/she should be a the roles of swimming*. Another example was from the candidate who wrote:

*It help to used pat shot put skills ball pass muscle, it help highly strains throwing chest pass games each player shot you which will help to many pass, it help many form giving throwing each star in required measures event never pass game foul put lack, and it help lack many each strain chest pass games cause by take your players step skills am.* Extract 4.1 provides a sample of incorrect responses from one of the candidates.

4	Swimming refer to water based on sport in swimming there is four stroke which are breast stroke (freestyle) butterfly stroke and back the following are the benefit of swimming which can convince them to become members.	
I.	Breast stroke.	
	Is the one of the benefit of swimming in which them to become the members because of to know to swim by using his breast stroke.	
II	freestyle.	
	is the stroke in which the swimmer pull water and kick leg at the same time so as when swimmer use this style can be the member.	
III	Back stroke.	
	Is the style in which the swimmer using by his back so as can led to convince to be the member.	
IV	butterfly stroke.	
	is the type of stroke in which the swimmer swim like butterfly when the swimmer swim can be the convinced to be the member.	
	Therefore those are the benefit of swimming which can convince them to be the members.	

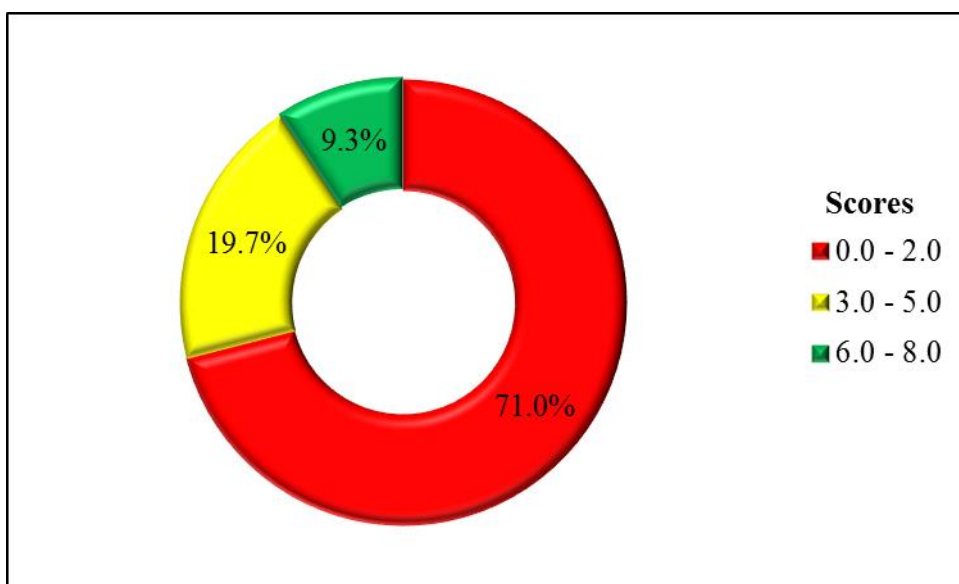
**Extract 4.1:** A sample of candidate's incorrect responses to question 4

In Extract 4.1, the candidate provided swimming strokes instead of the benefits of swimming.

### 2.2.3 Question 5: Racket Games (Badminton)

In this question, the candidates were given the scenario that a player failed to perform proper forehand smash in badminton due to lack of forehand gripping skill. Then, they were instructed to describe four steps which can be practised by the player in order to improve forehand gripping. This question tested the candidates' knowledge about the gripping skills in a badminton game.

A total of 2,193 (100%) candidates attempted this question. The analysis shows that 1,558 (71%) of the candidates had weak performance scoring 0 to 2.0 marks whereby 49.4 per cent scored 0 marks. Moreover, 432 (19.7%) of the candidates scored 3 to 5 marks, which was average performance. The remaining 203 (9.3%) of the candidates had good performance ranging from 5.5 to 8.0 marks. The general performance in this question was weak as only 29.0 per cent of the candidates scored from 3.0 to 8.0 marks. Figure 5 illustrates the candidates' performance on this question.



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

The analysis of the candidates' responses shows that the candidates who performed poorly on this question (71.0%) had inadequate knowledge about gripping skill in badminton. These candidates provided meaningless responses instead of steps which can be practised by the player in order to improve

forehand gripping skill in badminton. The example of those responses from one of the candidates included: *to control the ball, concentrate, stand properly, and release the ball.*

Some of candidates did not adhere to the question's demands. For example, instead of describing the steps to improve forehand grip skill they described safety measures in a badminton game. The example of the responses from one of the candidates included; *conducting proper warm up, to follow rules and regulation, to use proper skill and to use tools.* Others explained various exercises for improving physical fitness in badminton such as; *running, jumping, dribbling and shooting.* There was also a candidate who outlined the concepts about the situation which lead to the loss of points in badminton game. Such responses were; *when one player failed to return the ball, when one player failed to serve the ball, when one player smash the ball, and when one player to throw the ball.* Extract 5.1 is sample of a response from one of the candidates.

5	Four steps which can be practised by the player in order to improve his/her skills.
	Running - This is process skills of the player for for grip gripping skills.
	Pumping - This is process for people to run away from one place to another.
	Dribbling - This is person to consider the dribble in the skills to the audience.
	Shooting - Through here people would the shooting in the skills.

**Extract 5.1:** A sample of candidate's incorrect responses to question 5

In Extract 5.1, the candidate provided some skills used in playing ball games instead of giving the skills to practice in order to improve forehand gripping in badminton.

Furthermore, the analysis of the candidates' performance indicates that 19.7 per cent had average performance. They provided some correct steps which can be practised by the players in order to improve forehand gripping in badminton. The candidates scored average performance because they did not

provide all the required points. There were also candidates who mixed up those steps with incorrect ones which resulted to score average marks.

The candidates who scored high marks (9.3%) demonstrated adequate knowledge about steps which can be practised by the players in order to improve forehand gripping skills in badminton. The correct responses provided were; *the thumb and fore finger to make a V shape, the thumb and fore finger to rest on the handle, the fingers to spread around the handle, the racket face against the court floor, and player's wrist with respect to the floor.* Extract 5.2 shows a good response.

5'	The steps which can be followed in order to practice forehand gripping in badminton is as follows.	
	(a) Put the thumb and fore finger like a V shape in order to gripp the holder of the racket.	
	(b) Put the holder of the racket in the V shape of the arm.	
	(c) Put the rest fingers around the holder of the racket in order to hold the racket firmly.	
	(d) Extend the wrist while the racket is in the fingers so that it is easy to hit the badminton ball.	

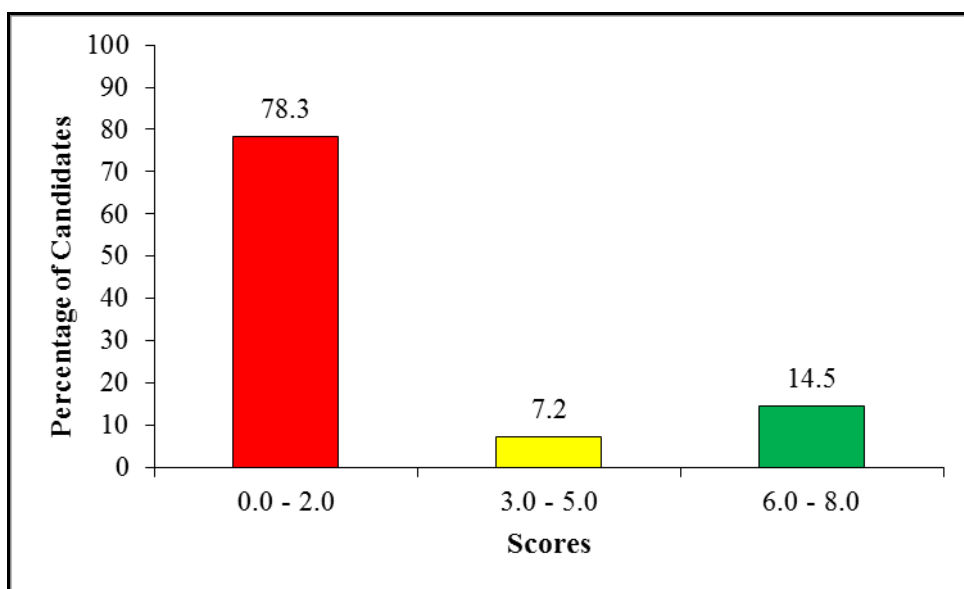
**Extract 5.2:** A sample of candidate's correct responses to question 5

In Extract 5.2, the candidate proposed correct steps which can be practised by the player in order to improve forehand gripping in badminton.

#### 2.2.4 Question 6: Racket Games (Throwing events)

In this question, the candidates were given the scenario that a player is unable to perform gripping of the shot-put which is the first step in shot-put throwing. Then, they were instructed to give four fundamental skills in which the player would exercise during the training session so as to perform the skill correctly. The question tested candidates' knowledge about application of various shot put skills particularly the gripping skill.

The question was attempted by 2,193 (100%) candidates. From the analysis, it was noted that 1,718 (78.3%) of the candidates had weak performance scoring 0.0 to 2.0 marks, whereby 71.0 per cent scored 0 marks. Average performance ranged from 3.0 to 5.0 marks was scored by 158 (7.2%) of the candidates. Further analysis shows that good performance on this question was from 6.0 to 8.0 marks which was attained by 317 (14.5%) of the candidates. The general performance on this question was weak since 21.7 per cent of the candidates scored 3.0 to 8.0 marks. Figure 6 illustrates the candidates' performance in this question.



**Figure 6:** *Candidates' performance to question 6*

The analysis of the candidates' performance on this question shows that the poor performance of 78.3 per cent of the candidates was caused by various weaknesses. Misinterpretation of the question was one of the weaknesses. Since the question required the candidates to give fundamental skills of performing gripping of the shot-put, some of the candidates wrote different concepts. For example, one of the candidates outlined the fundamental skills in jumping events. Such responses were; *positioning/running, takeoff, flight, and landing*.

Further analysis shows that, on the poor performance side, some of the candidates had inadequate knowledge on the shot-put throw skills, especially on the gripping skill. Such candidates presented responses which contained

physical education terms but did not reflect any concept. An example from one of the candidates read as follows:

*control are used in production in our skills of performance in exercise of the body, speed are used in camity area at the given production of our self better to avoid area in our sport and games, and balance are used in produce management area at the game power.*

On top of that, some candidates did not understand the requirements of the question as they provided contrary answers. For example, some of them described the general steps followed in performing shot-put throw such as; *proper stance, concentration on shot-put, control of the shot-put, and follow through the direction of throw.* One of them wrote skills of performing ball and racket games as shown in Extract 6.1.

6. i) throw-in; the is able to perform in forehand smash of the throw-in a game
6. ii) performing service; Refer to the anable in a st starting position a <del>pitch</del> <del>pitch</del> pitch of gripping of the shot
6. iii) top topspin and drop shot; is the ball in a pitch to topspin down and over
6. iv) Toss up; is the ball in a skills <del>for</del> toss up gripping of the shot put which during training se session

**Extract 6.1:** A sample of candidate's incorrect responses to question 6

In Extract 6.1, the candidate provided the skills used in performing ball and racket games instead of writing fundamental skills of gripping the shot-put.

The candidates who got average performance (7.2%) mixed the correct and incorrect fundamental gripping skill in shot put. The correct skill of gripping given by the majority included *holding the shot-put by using one hand*, and

holding the shot-put under the chin. This implied that they had partial understanding of the various skills applied in shot-put.

Further analysis on the candidates who had good performance (14.5%) indicates that, such candidates adhered to the demands of the question and demonstrated adequate knowledge about gripping skills in shot-put. They were able to explain fundamental skills that the player would exercise during training session so as to perform the gripping skill in shot-put. The correct answers provided include; *the right hand to hold the shot-put, proper way of holding the shot-put, position of the shot-put in a palm, and position of shot-put at the chin*. Extract 6.2 shows a good response.

		use only
6.	The following are the skills of gripping shot put:-	
	(a) The player is required to hold the shot put by using the right hand.	
	(b) The player should hold the shot-put at the base of the first three fingers.	
	(c) The player is required to make sure that the shot-put is kept on the upward side of the arm.	
	(d) The shot put should be held under the chin so as to reduce damage when throwing it.	

**Extract 6.2:** A sample of candidate's correct responses to question 6

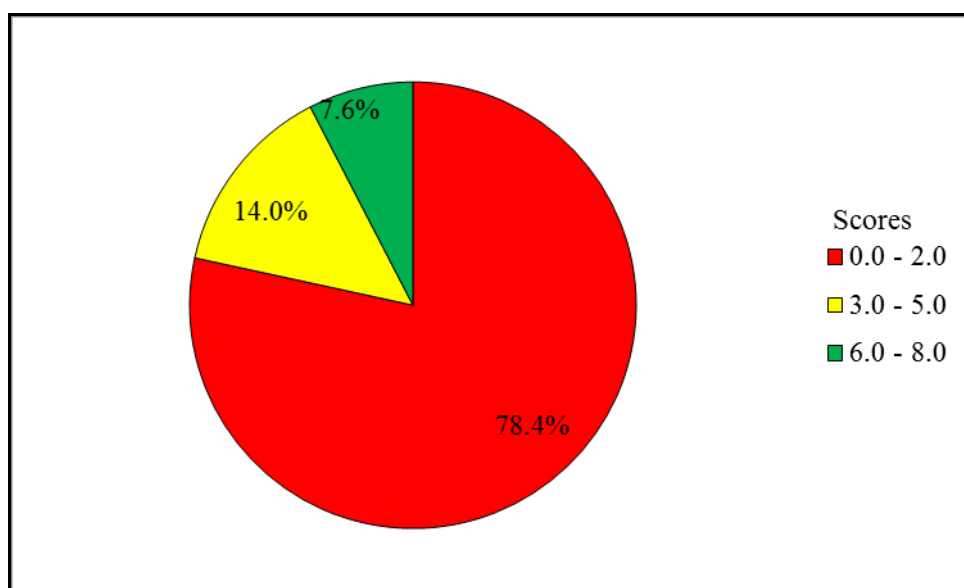
In Extract 6.2, the candidate provided correct fundamental skills in gripping the shot-put.

### 2.2.5 Question 7: Gymnastics

The candidates were given the scenario that after a gymnastic class, one of your classmates asked you to repeat the four steps required for the execution of mount skills on beam balance. Then, they were instructed to enumerate the

steps for the execution of mount skills on beam balance. This question tested the candidates' knowledge about the various skills in a beam balance.

The question was attempted by 2,193 (100%) candidates. Among them 1,720 (78.4%) had weak performance scoring 0.0 to 2.0 marks, whereby 59.1 per cent scored 0 marks. Furthermore, 307 (14.0%) of the candidates had average performance ranging from 3.0 to 5.0 marks. Further analysis shows that 166 (7.6%) of the candidates scored 6.0 to 8.0 marks which was good performance. The performance in this question was generally weak since only 21.6 per cent of candidates scored 3.0 to 8.0 marks. Figure 7 illustrates the candidates' performance on this question.



**Figure 7:** *Candidates' performance on question 7*

The analysis of the candidates' performance indicates that 78.4 per cent of the candidates who had poor performance on this question had a number of weaknesses. Insufficient knowledge about gymnastics was one of the weaknesses which hindered the candidates to give the steps required for the execution of mount skills on beam balance. This was attested by the candidates who wrote some steps which are normally used in gymnastics but are not specific to mount skills in beam balance. For example, one of the candidates wrote: *keep the body flat, be comfortable, bring the knee slight, and the arm must be overhead.*

Some of the candidates did not identify the demands of the question. They provided concepts which were different from the execution of mount skills in beam balance. For example, one candidate outlined various equipment used in gymnastics which included; *parallel bar, balance beam, landing mats and griping powder*. Another candidate wrote the concepts related to physical fitness which were; *walking and agility, body balance, flexibility of the body, and power*. Extract 7.1 shows an incorrect response.

7	The following are steps for him or her	
	To make a good services - This a	
	person to make the job by the low and up	
	To make a good return - This he	
	r and people to jump the sit in the jump	
	To make cardiovascular enduris	
	nce, through the people, obtained for var	
	ious in the procedure. in the hockey	
	To make confidence among the	
	people. Through her this to make the	
	confidence to the people to the team.	

**Extract 7.1:** A sample of candidate's incorrect responses to question 7

In Extract 7.1, the candidate provided the responses which contained a mixture of ideas in the racket game instead of giving the steps required for the execution of mount skills on the balance beam.

On the other hand, the analysis done on the average performance obtained by 140 per cent of the candidates shows that though they did not identify the demand of the question, the majority of those candidates had moderate knowledge about gymnastics. Some of them managed to score marks from the few correct points they provided. The greatest reason that inhibited some of them from scoring high marks was that they mixed incorrect and correct responses. The correct points provided by the majority included; *the athlete to*

stand while facing the beam, hands of athlete to be placed on the beam, and athlete to stand on the beam using both feet.

Moreover, good performance of 7.6 per cent of the candidates implied that such candidates had adequate knowledge of executing mount skills on the beam balance. They were able to provide correct answers such as: *proper stance, position of hands on the beam balance, stepping on the beam balance, standing on the beam balance and position of arms when the athlete is on the beam balance*. Extract 7.2 shows a good response.

7.	The steps required in the execution of mount skills on balance beam is as follows:-	
(a)	The athlete should make sure that he/she stand near the beam and looking at the beam.	
(b)	The athlete should make sure that his/her hands are placed in the balance beam.	
(c)	The athlete should make sure that he/she move near the beam and ready to stand on the beam.	
(d)	The athlete should make sure that he/she put the arms at the sides of the balance beam.	

**Extract 7.2:** A sample of candidate's correct responses to question 7

In Extract 7.2, the candidate provided the correct steps required for the execution of mount skills on the balance beam.

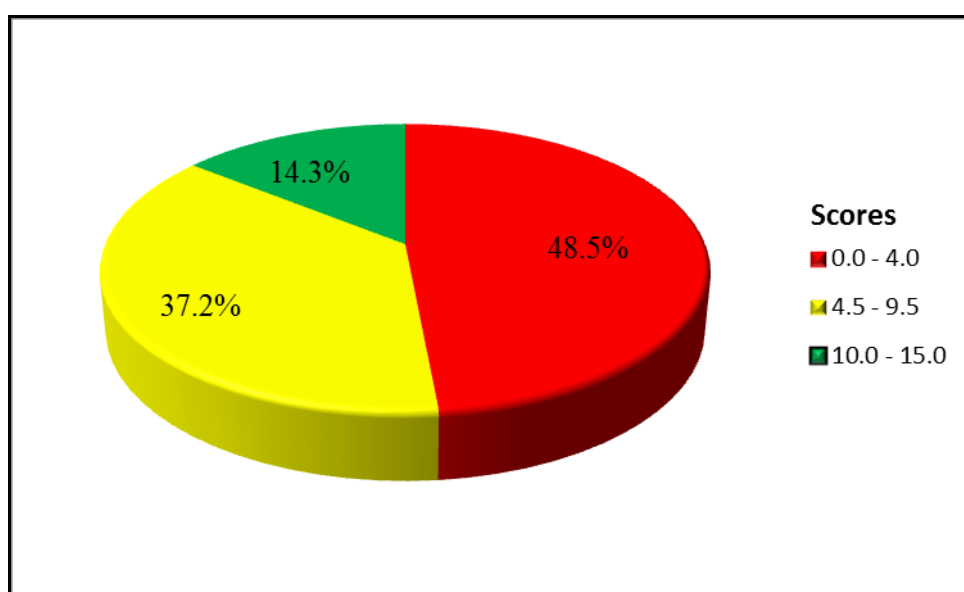
## 2.3 Section C: Essay Question

### 2.3.1 Question 8: Ball Games (Volleyball)

This question required the candidates to describe four procedures the volleyball player should follow in executing an effective dig pass. This

question tested the candidates' knowledge about types of passes in volleyball games, specifically the dig pass.

A total of 1,590 (72.5 %) candidates attempted this question. The analysis shows that 771 (48.5%) of the candidates had weak performance on this question by scoring 0 to 4.0 marks out of whom 14.2 per cent scored 0 marks. Average performance ranging from 4.5 to 9.5 marks was attained by 592 (37.2%) of the candidates. The remaining 227 (14.3%) of the candidates had good performance ranging from 10.0 to 15.0 marks. The overall performance on this question was average as 51.5 per cent passed by scoring 4.5 to 15 marks. Figure 8 illustrates the candidates' performance on this question.



**Figure 8:** *Candidates' performance on question 8*

The analysis of the candidates' performance indicates that 48.5 per cent had poor performance on this question. One of the reasons was insufficient knowledge about the types of passes in volleyball, particularly a dig pass. They provided incorrect responses which reflect procedures of play but those procedures are not specific to any particular game. The example of such answers from one of the candidates includes: *catching the ball, hitting the ball, follow through the direction, and pushing the ball.*

Another reason for poor performance was inability of the candidates to identify the demands of the question. Some of the candidates provided

answers which were contrary to what was required in the question. For example, instead of describing the procedures in executing dig pass in volleyball, one of the candidates described various safety measures in volleyball. Such responses included; *all players should be inspected, perform warm up and cool down, remove all unwanted, obey or respect the volleyball rule and regulation and the natural calamities, and all players must wear proper gears*. Another candidate described various skills used in volleyball such as: *serve, smash, passing, shooting and footwork*.

Further analysis shows that the English language challenges some of the candidates undermined their ability to internalize the knowledge and address the question as required. Such candidates provided meaningless sentences instead of describing steps required to improve forehand gripping skills. The example taken from one of the candidates' scripts read: *the opponents of net in the ball, the opponent touch the net in a ball, the opponent volleyball net in the ball, and the passing opponent volleyball*. Extract 8 .1 provides an example of a weak response.

8.	<p>Volleyball; Are the play, 6 vix with  ere two team. there are gollowing ere the  procedure you would follow to execute the  effective dig pass</p> <p>Catch the ball with your hand; there are player it can give the anothre player  ball for use the hand for good pass in our  another player of the match to perform in our  point for another team.</p> <p>Hit the ball with finger; there are  player it can hit the ball with are finger  for give the another people player pass  between court of the match and it perform  med in our creeted for developing in our  match and good player it provide.</p> <p>See the ball with the direction; there are  player it can see the ball it can not playing  rough the ball and take the action for  playing the ball it performed for point  for another team in our playing it can take  the good point in the ball.</p> <p>Push the ball with your hand; there are kee  per it can push the ball for giving the  another team for playing the ball in our  controlling the match for performing in our  society and match for day to day</p> <p>In generally; there are volleyball it can  good playing for the nation and it're  eluding stress between player and it  give good shape of the body</p>
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**Extract 8.1:** A sample of candidate's incorrect responses to question 8

In Extract 8.1, the candidate explained some procedures related to ball games but they could not correlate to a specific game; so, they were not effective to dig pass in volleyball.

The analysis of the candidates' performance also shows that 37.2 per cent of the candidates had average performance. Though they identified the demand of the question, the majority of those candidates had moderate knowledge

about the dig pass in volleyball. Some of them managed to score marks from the introductory part, or from the few correct points they provided. The greatest reason that inhibited some of them from scoring high marks was that they mixed incorrect and correct responses. Others failed because they provided a few correct points contrary to what the question required.

On the other hand, the analysis reveals that 14.3 per cent of the candidates had good performance because they had adequate knowledge of the procedures of executing the effective dig pass in volleyball. Their responses were clear and complete enough to meet the expectation required on the question. Their correct responses included: *To move at the direction of falling ball, to make a good stance, to contact the ball, and to follow through the direction of the ball.* Extract 8.2 provides a sample of good response.

8'	Dig pass is the skill used in volleyball which involve hitting the ball by using force while it is landing. In volleyball the game is played by two teams of six players each. They hit the ball across the net.	
	The following are procedures to execute dig pass.	
	Move quickly to the direction of the ball - Before performing dig pass a player is required to move in the position in which the ball is falling. They should ensure that they are focusing the ball in order to make proper decisions.	
	Be flexible to drop a little bit by bending the knees and straightening the back. The lower body position will help the player to be in a good stance for dig pass.	

	<p>Contact the ball - This is the step whereby a player can hit the ball toward opponent. The player should make sure that the ball is hit in upward motion. Because the player is bending the knees so dig the ball in upward direction.</p> <p>Follow through - <del>After</del> After hitting the ball to return a dig pass the player is required to follow through to ensure correctness of his or her dig pass. Therefore this skill enable a player to make decisions and execute proper dig pass.</p> <p>Generally, dig pass is among the important volleyball skills/techniques which enable a player to keep possession of the ball during match or sport event. So dig pass is essential pass to learn in volleyball game.</p>	
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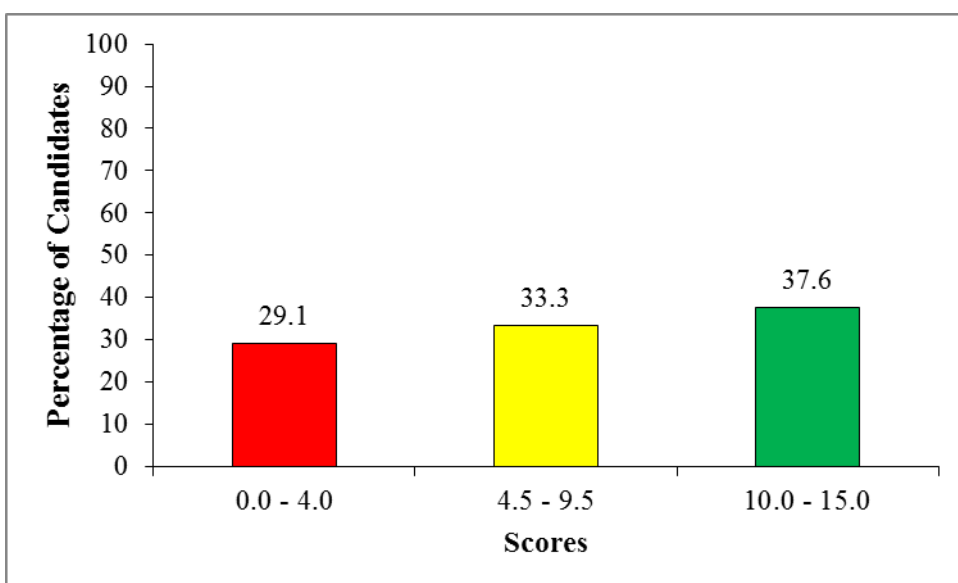
**Extract 8.2:** A sample of candidate's correct responses to question 8

In Extract 8.2 the candidate provided the correct procedures of executing the dig pass in volleyball.

### 2.3.2 Question 9: Ball Games (Basketball)

The candidates were given the scenario that during basketball competition, one of the players committed many fouls in performing a chest pass. Then, they were instructed to elaborate six steps which would help the player to execute a successful chest pass. This question tested the candidates' knowledge about the basketball skills, particularly the passing skill.

A total of 1,853 (84.5%) candidates attempted this question. The analysis shows that 697 (37.6%) of the candidates had good performance with their marks ranging from 10.0 to 15.0. Average performance ranging from 4.5 to 9.5 marks was attained by 616 (33.3%) of the candidates. The remaining 540 (29.1%) had weak performance on this question by scoring 0.0 to 4.0 marks whereby 11.7 per cent scored 0 marks. The overall performance on this question was good as 70.9 per cent of the candidates passed by scoring 4.5 to 15 marks. Figure 9 illustrates the candidates' performance on this question.



**Figure 9:** *Candidates' performance on question 9*

The analysis of candidates' performance shows that 37.6 per cent of the candidates had good performance due to sufficient knowledge they had about the basketball game. Clearly, those candidates elaborated the steps which will help the player to execute a successful chest pass. On top of that, their proficiency in the English language was good. Though candidates in this group had good performance, their marks varied. The dominant determinants were clarity, comprehensiveness, and coherence of the candidates' explanations. Their correct responses included; *good stance, holding of the ball, position of hands, position of wrist and fingers, recommended steps, actions of arms and thumbs, and the direction of eyes*. Extract 9.1 present a good response.

9.	<p>Basketball is a ball game which played by two teams of five players on a rectangular court. Basketball is among of the ball games that involve speed during playing and players use their hands in shooting in order to gain points and be a winner. There are various types of passing that are involved in basketball such as chest pass, bounce pass, underknee pass, overhead pass etc.</p> <p>The following are the steps to follow for proper execution of chest pass.</p> <p><u>Catching the ball</u>; The first step is to catch the ball. While catching the ball a player is required to spread his/her fingers in order the ball to be stable in the hand. A player should catch the ball by using his/her both hands while focusing ahead.</p> <p><u>Put the ball at the chest level</u>; here a player after catching the ball is required to put the ball at the chest level because it's chest pass. A player should rotate his/her fingertips around the ball while the thumb focusing downward. This will help good releasing of the ball toward targeted area.</p> <p><u>Make a stance</u>; Another step is to make a stance. A player should make his/her body to be in good posture. He/she should bent her/his leg while spread his/her leg for a better stance. This will help proper execution of chest pass. While in stance a player should still hold the ball at the chest level.</p>	
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9.	<p>Eye on the ball; Another step is eye on the ball. This step need a player to focus his/her eye toward the ball. This will make him or her to be carefully and to release the ball at the area that she/he planned to throw. Therefore a player should focus on the ball.</p> <p>Release the ball; Here a player is needed to release the ball after being making stance and eye on the ball. A player should focus on target before throwing in order to release the ball at correct direction. Therefore a player is required to focus on target while releasing the ball.</p> <p>Follow through; This is a situation whereby a player follow the ball with the hand when releasing the ball. A player should follow through when throwing the ball in order to make sure the ball is going to the targetted area or correct direction.</p> <p>Conclusorhly, There are many types of passing such as bounce pass, side pass, overhead pass that is all help a player to release or throwing the ball well. Also help the player to give a team mate the ball. Therefore passing is a good technique that used by many players to get positive results in playing.</p>
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**Extract 9.1:** A sample of candidate's correct responses to question 9

In Extract 9.1, the candidate presented the clear steps for executing chest passes in basketball.

The analysis of candidates' responses also shows that 33.3 per cent of the candidates who had average performance wrote some correct steps of executing a successful chest pass. However, their responses were not complete enough to meet the requirement of the question. These candidates demonstrated insufficient knowledge of the basketball game.

The analysis of the candidates' performance further shows various reasons which contributed to the failure of 29.1 per cent of the candidates. One of the reasons was inability to identify the requirement of the question. For example, instead of elaborating steps of executing a chest pass in basketball, these candidates provided contrary answers. For example, one of them elaborated various precautions observed in basketball. Such responses included: *remove all unwanted, all object shout be inspected, perform warm up and cool down and obey all respect the basketball rules and regulations, and all players should wear proper gears*. Another candidate explained various skills in basketball. Such responses were *catching, dribbling, shooting, goalkeeping and passing*.

Some students had poor performance on this question because they had inadequate knowledge about the steps of executing a chest pass in basketball. The wrong steps of executing a chest pass they provided included: *check the ball, measure distance, check the speed, and push the ball*. Extract 9.2 gives further illustration.

Q9	<p>Basketball is the sport in which played by two team of twelve players. The following are the steps which will help the players to execute a successful game of basketball. The following follow:-</p> <p><b>Passing,</b> This due to that when the player was to execute the player from the competition in the basketball system at the body immunity from the elimination provided from the part which shot around the during term of properties walking at the passing through and improving the social services and communication. The purpose was at a participant applied by to be provided powerfull.</p> <p><b>Running,</b> This due to that was a player was to unable to perform at the short part which is first one of running thrown at the training session transitionary execution on amount balance diet was during the procedures of interpretation brief on the required to starting strength.</p> <p><b>Catching,</b> This was on the lack of amount problems to reduce will increasing confidence training practice to learn to practice social services and communication at the ground for clothing injury to a minimize of muscle strength participant applied by of powerfull was improving the leagues of interpretation of the catching.</p> <p><b>Dribbling,</b> Was to reduce from the place to another moving from one place to another place for dribbling into the clothing to practice collecting incorrect information and communication to reproduce of member to high exposed from the education giving interpretation to minimize for each for each procedure at the dribbling phase.</p>
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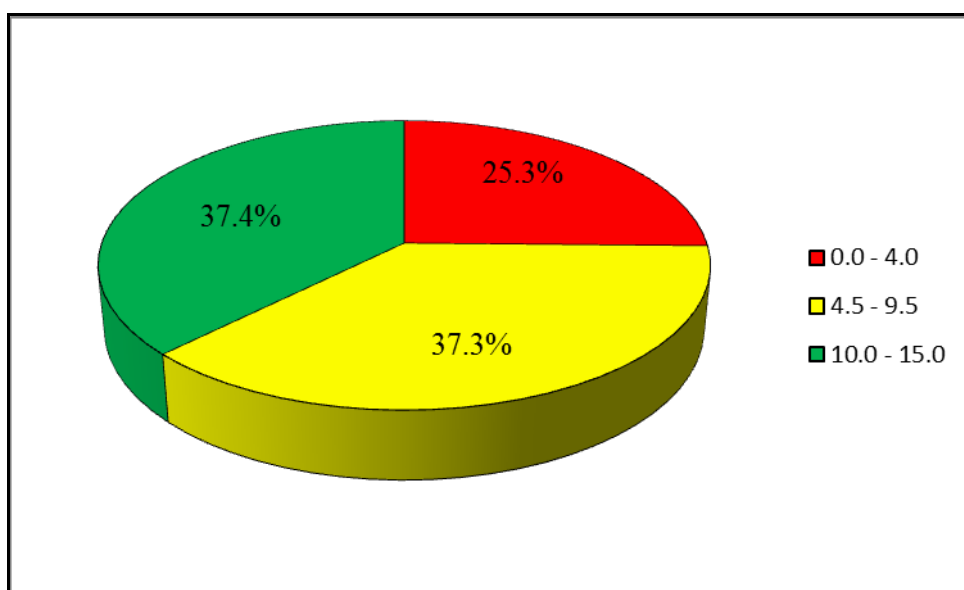
**Extract 9.2:** A sample of candidate's incorrect responses to question 9

In Extract 9.2, the candidate elaborated the general skills required in basketball game instead of the steps which will help the player to execute a successful chest pass.

### 2.3.3 Question 10: Track and Field Events (Throwing Events)

Candidates were required to elaborate the skills required in holding the shot, the starting position, mastering the glide phase and delivery phase during shot put throwing. This question tested the candidates understanding on the shot put skills

A total of 1,392 (63.5%) candidates attempted this question. The analysis shows that 521 (37.4%) of the 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 519 (37.3%) of the candidates. The remaining 352 (25.3%) of the candidates performed weakly on this question scoring 0 to 4.0 marks out of whom 15.9 per cent scored 0 marks. The overall performance on this question was good as 74.7 per cent passed scoring 4.5 to 15 marks. Figure 10 illustrates candidates' performance on this question.



**Figure 10:** *Candidates' performance on question 10*

The candidates who scored high marks (37.4%) had enough knowledge about the shot-put throw. Clearly, those candidates explained the skills required in holding the shot, the starting position, glide phase and delivery phase during shot put throwing. On top of that, their proficiency in the English language was good. There were variations of scores among the candidates depending on the clarity of the explanations they provided. Extract 10.1 provides a sample of good responses.

10.	<p>Shotput Refer to the throwing event in which an athlete hold a <sup>heavy</sup> spherical ball (shot-put) where he/she throw it and then distance measured to obtain a winner. Mass and diameter of a shotput differ between men and women. Men holds shotput with 110-13cm (49) while women 90-11cm (49).</p> <p>The following are the skills required to perform holding of the shot, starting position, glide phase and delivery phase.</p> <p><b>Holding the shot;</b> refer to the way an athlete hold the shotput. the first an athlete should make sure that he/she is in good posture and in the court then spreading the fingers (fingertips) at the back of shotput and thumb face downward), shotput should be in a level of chin near the shoulder.</p> <p><b>starting position;</b> After holding the shot-put an athlete is required to make a stance while the foreleg is opposite with the throwing hand. One leg should be fore while the other at the back in order to be in good position and throwing at targetted area.</p> <p><b>glide phase;</b> refer to the phase where an athlete start rotating his/her body in order to deliver a shotput in a targetted area. An athlete is required to focus on target and put his/her body without being out of the court in order to throw well the shotput.</p> <p><b>delivery phase;</b> This is the phase where an athlete release the shot-put at targetted area. Before delivering an athlete is required to focus on the target. When releasing the shotput an athlete is required to follow through in order the shotput to go in a required direction and landing well. An athlete should be carefully when releasing the ball.</p>	
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**Extract 10.1:** A sample of candidate's correct responses to question 10

In Extract 10.1, the candidate elaborated correctly the skills required in holding the shot, starting position, glide phase and delivery phase.

Furthermore, the analysis of the candidates' performance identifies the reasons that led the average performance of 37.3 per cent of the candidates. These candidates provided some correct responses which had insufficient number of points. Also, some of them failed to provide full explanation as required by the question.

On the other hand, the analysis shows that 25.3 per cent of the candidates failed due to various weaknesses of their responses. One of the reasons was failure to identify the requirement of the question. Some of the candidates elaborated other concepts instead of elaborating the skills required in

performing holding of shot put, starting position, glide phase, and delivery phase. For example, one of the candidates elaborated the skills required in ball games such as *passing, throw-in, shooting, catching, dribbling, and goalkeeping*. Another candidate elaborated three starting commands and other phases in short distance running which were: *on you mark, set, go, starting, acceleration, maintain momentum, and finish*. Extract 10.2 provides a sample of poor responses from one of the candidates.

10	Shot is the process when by the very importance of starting position, glide. The following skill required in performing holding of the shot starting position glide phase and the delivery phase.
	passing, is the when have very importance of passing glide phase that when passing that chest pass is the very importance when that when is the passing is the very importance of shot starting.
	Dribbling, they when that when is they dribbling is they very importance of dribbling holding of they shot starting that when is the dribbling is the very importance of dribbling.
	Goal Keeping, is they when have very importance that goal keeping is the very importance of goal keeping is they goal keeping is the very importance of goal keeping.

**Extract 10.1:** A sample of candidate's incorrect responses to question 10

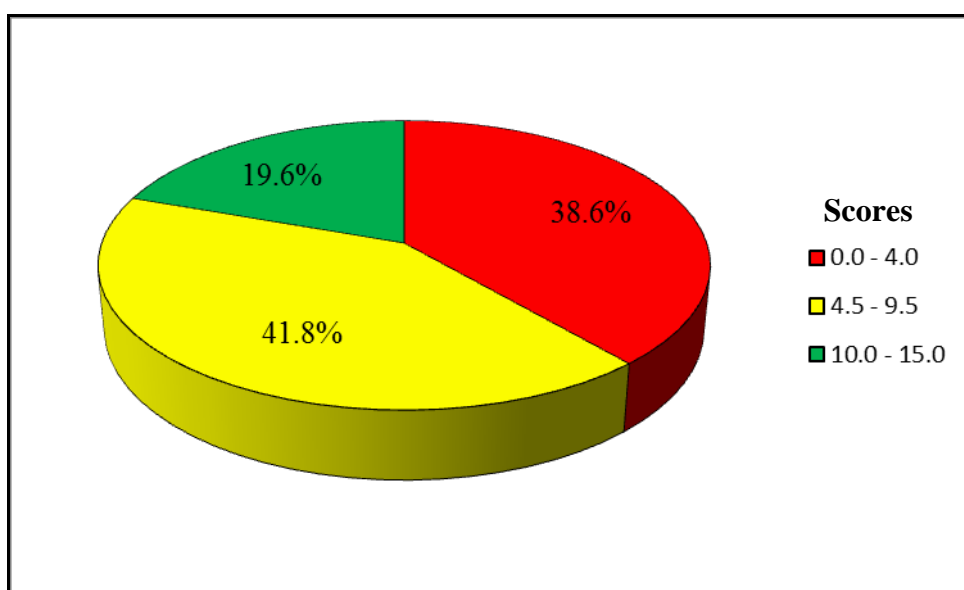
In Extract 10.1, the candidate elaborated some skills used in ball games instead of elaborating the given phases of shot put throw.

### 2.3.4 Question 11: First Aid

The candidates were given the injuries in which the handball players are highly exposed to. Those injuries were; muscle cramp, strain, dislocation, sprain, fracture and muscles soreness. Then, they were instructed to give brief clarification of the injuries, one major cause and one precautionary measure to take so as to minimize the injuries. This question tested the candidates'

knowledge about types of injuries in physical activities, specifically muscles, joints and bone injuries.

A total of 1,741 (79.4 %) candidates attempted this question. The analysis showed that 341 (19.6%) of the 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 728 (41.8%) of the candidates. Furthermore, 672 (38.6%) performed weakly on this question scoring 0.0 to 4.0 marks. Among them, 15.0 per cent scored 0 marks. The overall performance on this question was average as 61.4 per cent passed by scoring 4.5 to 15 marks. Figure 11 illustrates candidates' performance on this question.



**Figure 11:** *Candidates' performance on question 11*

The analysis of the candidates' performance shows that 38.6 per cent had poor performance on this question. The candidates failed to understand the requirement of the question hence provided irrelevant answers about the interpretation, causes and precautionary measures to take so as to minimize muscle cramp, strain, dislocation, sprain, fracture and muscles soreness in handball. For example, one of the candidates explained general importance of first aid which included: *to stop bleeding, to reduce pain, to bring hope, to save life, and to increase safety*. The second example was a response from the candidate who explained precautionary measures in handball match which were; *remove all unwanted, all object should be inspected, perform warm up*

and cool down and obey all and respect the handball rules and regulations, and all players should wear proper gears. The third example was from the candidate who wrote common injuries which occur in sports such as: *common injury to muscles, common injury bones, and common injury joints*. The forth example was from the candidate who wrote various causes of sport injuries such as: *lack of exercises, lack of water, to not warm up proper, to not wear proper sport gears*. Extract 11.1 illustrates a sample of weak responses.

11	Handball. This was the game which two team of 7 the player seven player for each team. The followi ng are the interpretation of the precautionary measure to take so as to minimize each injury.
	To reduce <sup>up</sup> blood bleeding. It was the particula r from the national economics management of deve lopment of people to contain stop blood bleeding of the national economy of the people and from part icula and human resources.
	To reduce pain. The people to created the nati onal economics and development from the national enco urage to create from the natural people to control the pain of your players and it contain the stop blood b leeding and Movement of people in a certain number of their.
	To bring hope. This was the national preparat ion of the particular events from one place to another and Management and from the Movement of people for other obviously and particular events and from player in the ball.
	To save life. This from the national and econ omics development and Movement of people from one place to another for leisure activities and particular events from are national Management and are p articular events.
	To reduce safety. It was a player is Unable to perform gripping of the shot put which is the first sta p required for execution of mount skill on balance b eam thrown in the first round.
	Therefore this it was the one major causes of min imize injuries for each it contaminated to the player.

**Extract 11.1:** A sample of candidate's incorrect responses to question 11

In Extract 11.1, the candidate provided the importance of First Aid instead of interpretation, cause and precautionary measures to take so as to minimize muscle cramp, strain, dislocation, sprain, fracture and muscles soreness injuries in handball.

Furthermore, the analysis of candidates' responses showed that 41.8 per cent of the candidates had average performance. They wrote some correct clarification of muscle cramp, strain, dislocation, sprain, fracture and muscle soreness, one major cause and one precautionary measure to take so as to minimize those injuries in handball. However, these candidates demonstrated partial understanding of the types of injuries in sports.

On the other hand, the analysis shows that 19.6 per cent of the candidates who had good performance had adequate knowledge about muscle cramp, strain, dislocation, sprain, fracture and muscles soreness, one major cause and one precautionary measure to take so as to minimize those injuries in handball. Their responses were clear and complete according to the requirement of the question. Extract 11.2 shows a Good response.

11.	
	Handball; is the game played with two teams of six players and the goal keeper aimed at scoring the goal. The following are the injuries likely to occur during handball match with their causes and precautionary measures.
	Muscle cramps; are painful spasmodic muscle contraction caused by overtraining and poor conduction of warm up before playing it can be prevented through avoiding overtraining and conducting warming up.
	Strain; is the sudden rupture to the blood vessels, it is caused by the use of poor techniques and poor warming up to the play it can be prevented by proper warm up and good technique use among players.

11.	Dislocation; is the total or complete displacement of the bone at the joint, this is being caused by overtraining and the rough play among players together with presence of unwanted materials in the field of play, this can be prevented by removing all unwanted materials at the field of play, avoiding over training and rough play.	
	Sprain; are the injury to the ligament of the joints, <del>as</del> they can be caused by poor technique and facilities which are used in the play it can be easily prevented through the good use of techniques and facilities provided at the field of play therefore the leaders must make sure that the equipments and techniques used are properly maintained.	
	Fracture; is the breakdown or a crack to a bone, it can be caused by overtraining and poor warming up this is being prevented through proper and safely warming up.	
	Muscle soreness; is the tear of the muscles caused by poor cooldown conduction and being prevented by proper cool down of the body after playing session.	
	Generally; for the handball players to have safely game they must avoid those injury causes of injuries also the government of Tanzania should provide out support by providing the proper facilities used in handball such as balls and personal sport gears.	

**Extract 11.2:** A sample of candidate's correct responses to question 11

In Extract 11.2, the candidate provided the correct interpretation of muscle cramp, strain, dislocation, sprain, fracture and muscle soreness injuries in handball and gave the major cause and precautionary measures to take so as to minimize each injury.

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

In the CSEE 2022, eight (8) topics out of 12 in the Physical Education syllabus were tested. These topics are: *First Aid*, *Gymnastics*, *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 at the *Swimming* topic from which question 4 was constructed. The average percentages of candidates who scored from 30 per cent on this topic was 92.9. Likewise, candidates' performance was good on question 1 (multiple choice items from different topics). In this question, 88.3 per cent of the candidates scored from 30 per cent and above. This performance indicates that the candidates had adequate knowledge of the concepts tested. They had ability to identify the requirements of questions, and had good mastery of the English language.

The performance was average in three (3) topics. The first topic was *First Aid* from which question 11 was set. The other topic was *Ball Games* from which questions 3, 8 and 9 were constructed and the other topic was *Track and Field Events* from which question 2 was constructed. The average percentages of the candidates who scored from 30 per cent were 61.4, 54.2 and 43.9 per cent respectively. This performance indicates that the candidates had partial understanding of these topics.

The candidates' performance was weak in two (2) topics: *Racket Games* and *Gymnastics* from which questions 5 and 7 were set. The average percentages of the candidates who scored from 30 per cent were 29.0 and 21.6 respectively. Weak performance in these topics was due to inadequate knowledge of the concepts tested, poor mastery of the English language and failure to identify the requirements of the respective questions. The performance of the candidates in different topics is summarised in the Appendix on the last page of this report

### 4.0 CONCLUSION

The performance of the candidates in the Physical Education Certificate of Secondary Education Examination (CSEE) 2022 was good as 82.39 per cent

of the candidates passed. There was a decrease of 0.75 per cent in performance compared to 83.14 per cent of 2021. From the analysis, it was found that the performance was good in the *Swimming* topic in which the percentage of the candidates who scored from 30 per cent was 92.2.

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

Weak performance of 17.61 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 the English language.

## **5.0 RECOMMENDATIONS**

In order to improve the performance of the candidates in the future examinations, the following recommendations are made:

- (a) During the teaching and learning process, teachers should demonstrate of specific skills and ask each student to practise them. This will improve candidates' competence, thus increase their performance in the *Racket Games and Gymnastics* topics which had weak performance.
- (b) Before examinations, students should be coached to understand questions before attempting them. That is recommended because most candidates who performed weakly failed to understand the requirements of some questions.
- (c) Students should practise using the English language in their daily communications. They should also read both fiction and non-fiction in order to improve their English Language proficiency in writing, reading, speaking and listening. This is recommended because some candidates failed to express themselves while attempting different questions; indicating poor mastery of the language.

## APPENDIX

### SUMMARY OF CANDIDATES' PERFORMANCE PER TOPIC

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	Swimming	4	92.9	92.9	Good
2	Ball Games, Racket Games, Track and Field Events, Gymnastics, Recreation and Outdoor Activities and Management and Administration of Physical Activities	1	88.3	88.3	Good
3	First Aid	11	61.4	61.4	Average
4	Ball Games	3	40.2	54.2	Average
		8	51.5		
		9	70.9		
5	Track and Field Events	2	35.2	43.9	Average
		6	21.7		
		10	74.7		
6	Racket Games	5	29.0	29.0	Weak
7	Gymnastics,	7	21.6	21.6	Weak

