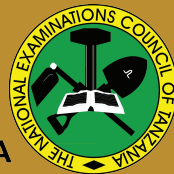




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2023**

PHYSICAL EDUCATION



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) 2023

018 PHYSICAL EDUCATION

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

© The National Examinations Council of Tanzania, 2024

All rights reserved.

Table of Contents

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON 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 Item	7
2.2 Section B: Short Answer Questions.	9
2.2.1 Question 3: Racket Games (Hockey).....	9
2.2.2 Question 4: Gymnastics	13
2.2.3 Question 5: Racket Games (Cricket)	16
2.2.4 Question 6: Track and Field Events (Throwing events)	20
2.2.5 Question 7: Track and Field Events (Hurdles)	24
2.2.6 Question 8: Racket Games (Table Tennis)	27
2.3 Section C: Essay Type Question	31
2.3.1 Question 9: Management and Administration of Physical Activities.....	31
2.3.2 Question 10: Ball Games (Basketball).....	35
2.3.3 Question 11: Safety.....	39
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC	44
4.0 CONCLUSION	45
5.0 RECOMMENDATIONS.....	45
Appendix: Summary of Candidates' Performance Per Topic.....	46

FOREWORD

The National Examinations Council of Tanzania (NECTA) presents the Candidates' Item Response Analysis (CIRA) on the Certificate of Secondary Education Examination (CSEE) which was done in November 2023. This report provides feedback to all educational stakeholders regarding the factors that affected the candidates' performance in Physical Education subject.

Analysis of candidates' responses in Physical Education revealed that the candidates who achieved good performance demonstrated sufficient subject competencies, including possessing adequate subject knowledge and understanding question requirements. On the contrary, candidates with weak performance provided incorrect responses since they were unable to understand the requirements of the question, misinterpretation of concepts, inadequate knowledge of the topics tested and a poor command of the English language.

The National Examinations Council of Tanzania (NECTA) expects all educational stakeholders to use the feedback and recommendations in this report. This will enable them to identify proper measures to improve teaching and learning of the Physical Education subject. Consequently, candidates will acquire knowledge, skills and competences indicated in the syllabus for better performance in future examination.

The Council acknowledges the contributions of all those who were involved in preparing this report.



Dr. Said Ally Mohamed

EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report presented herein offers an analysis of the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in November 2023, the Physical Education subject. The Physical Education examination adhered to the 2022 examination format established from the 2005 Physical Education Syllabus.

A total of 2,116 candidates were registered for the examination, out of which 2,085 candidates (98.53%) attended. Among those who attended, 1,729 candidates (82.39%) successfully passed the examination. This represents an increase of 0.28 per cent in performance compared to the 2022 examination, where 98.25 per cent of candidates passed.

The Physical Education paper of the CSEE comprised 11 questions divided into sections A, B, and C. Candidates were instructed to answer all questions in sections A and B. In section C, candidates were tasked with answering two (2) out of three questions. Section A included two (2) objective questions. Question 1 entailed ten multiple-choice items, while question 2 presented six matching items. Each item carried one mark. Section B featured six short-answer questions, each worth 9 marks. Section C contained three questions, each carried 15 marks.

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 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 was good; performance ranging from 30 to 64 per cent was average and weak performance ranged from 0 to 29 per cent. Furthermore, green, yellow, and red colours are used in graphs/charts/tables to indicate good, average, and weak performance levels respectively.

Furthermore, this report highlights the strengths and weaknesses observed in the candidates' responses. 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 performance.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION

This part presents the analysis of candidates' responses in each question in all sections of the paper. The analysis includes presentation of the reasons that made candidates score high marks or poor performance.

2.1 Section A: Objective Questions

This section presents the analysis of two (2) questions: question one comprised of ten multiple choice items and question two which composed of six items for matching.

2.1.1 Question 1: Multiple Choice Items

In this question 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 items were constructed from seven topics which are: *Swimming, Performance related physical fitness, Ball Games, Racket Games, Gymnastics, Track and Field Events and Recreation and Outdoor Activities*. The question tested candidates' competences in various areas of Physical Education.

The question was attempted by 2,085 (100%) candidates. Among them, 256 (12.28%) scored from 7.0 to 10.0 marks, indicating good performance. Furthermore, 1,569 (75.25%) of the candidates scored from 3.0 to 6.0 marks, representing average performance, while 260 (12.47%) of the candidates exhibited weak performance by scoring from 0.0 to 2.0 marks, with 0.67 per cent scoring 0 marks. Overall, the candidates' performance in this question was good, as 87.53 per cent scored from 3.0 to 10.0 marks. Figure 1 provides a visual representation of the candidates' performance on this question.

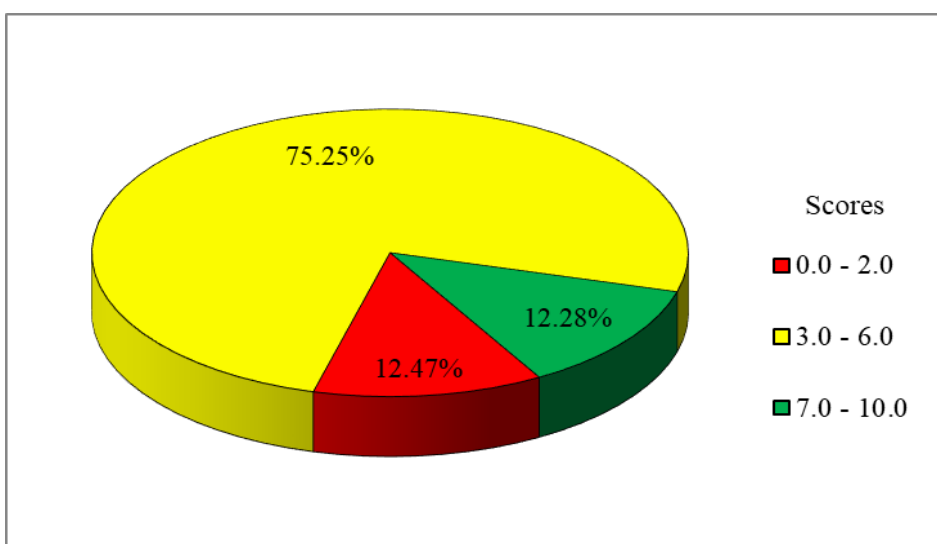


Figure 1: *Candidates' performance on question 1*

In item (i), candidates were tasked with identifying the game that employs the backstroke style. The correct answer was C, "Swimming". Candidates who selected this option demonstrated sufficient knowledge about the various strokes used in swimming. They correctly recognized that the backstroke style pertains to swimming techniques. However, candidates who chose alternative A, "Aquatic", alternative B, "Acrobatics", alternative D, "Water skiing", and alternative E, "Water polo", did not grasp that these options referred to recreational activities or sports played in or near water bodies for leisure purposes. Their selections indicated a misunderstanding of the nature of the activities described.

In item (ii), candidates were asked to identify the type of fitness demonstrated when a football player moves with the ball and changes direction at high speed. The correct answer was C, "Agility". Candidates who selected this option displayed adequate knowledge about the components of physical fitness. They correctly understood that agility involves the ability to change and control the direction and position of the body while maintaining rapid motion. However, candidates who chose alternative A, "Strength", were incorrect because strength pertains to the muscles' ability to exert force during activity. Those who selected alternative B, "Endurance", failed to recognize that endurance refers to the muscles' ability to sustain continuous activity over an extended period without fatigue. Similarly, candidates who chose alternative D, "Flexibility", were incorrect as flexibility relates to the joints'

ability to move through their full range of motion. Additionally, those who selected alternative E, "Water polo", were incorrect because water polo is a sport and not a physical fitness component.

In item (iii), candidates were asked to identify the type of techniques used when holding the racket in playing badminton. The correct answer, E, "Forehand and backhand gripping", was selected by candidates who possessed adequate knowledge about the gripping techniques in badminton. They understood that in forehand gripping, the player holds the racket with the head facing the right side of the body and the palm forward, while in backhand gripping, the player holds the racket with the head facing the left side and the palm towards the body. However, some candidates randomly selected other alternatives, which were incorrect. These alternatives included A, "V shape and shake hands gripping", B, "anticlockwise and forehand gripping", C, "Forehand side and backhand side", and D, "backhand and front V-shape gripping". These alternatives contained concepts such as V-shape, anticlockwise, forehand side, backhand side, and front V-shape, which are not types of gripping techniques in badminton.

In item (iv), candidates were tasked with determining the primary task of a player positioned at center-front in volleyball. The correct answer, B, "Setter on offense and blocker on defense", was chosen by candidates who possessed adequate knowledge about the role of the center-front player, primarily involving setting the ball on offense and blocking on defense. However, candidates who selected alternative A, "Attacker on offense and blocker on defense", did not understand that this role is typically assigned to the front-right and front-left players. Those who chose alternative C, "Receiver on offense and crosscourt digging on defense", did not recognize that this role is generally assigned to the back-center player. Additionally, candidates who opted for alternatives D, "Setter on defense and blocker on offense", and E, "Attacker on defense and blocker on offense", were incorrect because no player in volleyball is tasked with setting and blocking in defensive side or blocking on offensive side.

In item (v), candidates were asked to determine the motive behind campers spending the night in a peculiar place for recreational activities. The correct response, E, "To achieve a camping theme", was chosen by candidates who understood that campers leave their homes to experience and embody a

specific camping theme during recreational activities. However, candidates who selected alternative A, "To achieve a camping scene", and alternative C, "To practice camping songs", did not grasp that these activities are typically part of the camping experience itself rather than the motive behind spending the night in a peculiar place. Furthermore, candidates who chose distractors B, "To construct a camping tent", and D, "To select a camping site", failed to recognize that these activities are part of the preparation process for camping rather than the motive behind spending the night in a peculiar place.

In item (vi), candidates were tasked with identifying the procedure that is not involved in the execution of the two-handed catching technique in netball during the preparation stage. The correct answer, C, "Putting thumbs behind the ball", was selected by candidates who understood that this action is typically performed after receiving the ball, not during the preparation stage. Candidates who chose alternatives A, "Keeping the body balance", B, "Watching the ball", D, "Driving out arms to meet the ball", and E, "Bending elbow slightly", demonstrated understanding of the procedures involved in the catching technique in netball. These actions are indeed part of the preparation stage or execution of the catching technique.

In item (vii), candidates were asked to identify the weight of the javelin for men and women. The correct answer, B, "Heavier for men than women", was selected by candidates who understood that the standard weight of the javelin for men is 800g, whereas for women, it is 600g. Candidates who chose alternative A, "Moderate for women than men", alternative C, "Light for men than women", and alternative D, "Moderate for men than women", did not grasp the fact that due to physical and biological differences, on average, men tend to be stronger than women. Therefore, men are able to handle and throw a heavier javelin compared to women.

In item (viii), candidates were asked to identify the type of skill executed by a player who dribbles by throwing the ball and running after it in basketball. The correct answer, E, "speed dribble", was selected by candidates who had adequate knowledge about the various types of dribbling skills in basketball. Candidates who chose alternative A, "control dribble", did not recognize that in this type of dribbling a player protects the ball rather than throwing it and running after it. Similarly, candidates who selected B, "Foot fire dribble", failed to understand that foot fire dribbling involves the dribbler moving their

feet up and down quickly while moving with the ball, which is not consistent with the action described in the scenario. Candidates who opted for alternative D, "inside dribble", did not comprehend that inside dribbling refers to dribbling while the ball passes between the legs, whether from the front or back, and should be kept close to the body, which differs from the action described in the scenario. Furthermore, those who chose alternative C, "change of pace dribble", did not understand that this type of dribbling involves players changing speed abruptly from slow or moderate to a sudden burst of speed or vice versa when faking out the opponent, which does not align with the action described in the scenario.

In item (ix), candidates were assessed on their ability to identify the recreational events that would be prepared when organizing a three-day study tour during the holiday. The correct answer, E, "Camping activities", was selected by candidates who demonstrated adequate knowledge about recreation and outdoor activities, particularly camping. Candidates who chose alternative A, "Camping tents", did not understand that tents are among the equipment used for camping activities, rather than being the activities themselves. Similarly, candidates who selected distractors B, "Campsite activity", C, "Campground practice", and D, "Campers' exercises", failed to comprehend that these terms refer to the recreational activities or movements conducted by campers during camping, rather than being the overarching activities organized for the study tour.

In item (x), candidates were asked to identify the gymnastic skill in which preschool children repetitively jump from the floor to the balance beam. The correct answer, E, "Hopping", was chosen by candidates who possessed adequate knowledge about gymnastic skills. However, candidates who selected alternative A, "Mounting", did not recognize that mounting involves getting onto the balance beam but is different from hopping, which is performed by children. Similarly, candidates who chose alternative B, "Dismounting", failed to understand that dismounting refers to the act of getting off the balance beam. Candidates, who opted for alternative C, "Stunting", did not understand that stunting involves hangs or swings on the balance beam, rather than repetitive jumping from the floor to the beam. Finally, candidates who chose alternative D, "Stepping", were not aware that in stepping, the gymnast stands facing the beam and steps onto the top of the

beam with one foot, which differs from the repetitive jumping action described in the scenario

2.1.2 Question 2: Matching Item

This question consisted of six matching items from the topic of ball games. The candidates were instructed to match each description of netball shooting skills in List A with their appropriate type of shots in List B by writing the correct responses beside the corresponding item number in the answer booklet provided. The question tested the candidates' knowledge about shooting skills in the ball games.

The analysis of the candidates' performance on this question indicates that 2,085 (100%) candidates attempted the question. Among them, 1,335 (64.03%) scored from 0.0 and 1.0 marks, indicating weak performance. Within this group, 27.91 per cent scored 0 marks. Additionally, 681 (32.66%) candidates scored from 2.0 to 3.0 marks, indicating average performance, while 69 (3.31%) candidates demonstrated good performance by scoring from 4.0 to 6.0 marks. The general performance of candidates on this question was average because 35.97 per cent scoring from 2 to 6 marks. Figure 2 provides a visual representation of the candidates' performance on this question.

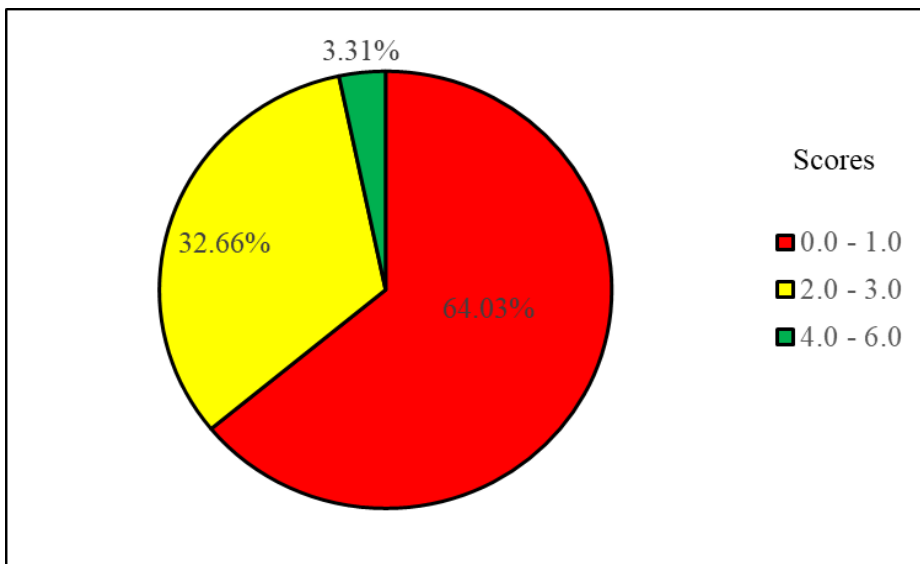


Figure 2: *Candidates' performance on question 2*

In item (i), candidates were required to select the response that correctly matched to the shooting technique performed by the player without jumping during the drill. The accurate choice was C, the "set shot." Those who selected

this option recognized it as a shot taken while standing. Conversely, candidates who provided incorrect responses displayed random matching with those options.

In item (ii), candidates were tasked with selecting the response that accurately matched with the shooting skill executed by the player with precise control of speed during the final steps. The correct choice, A, referred to as a "lay-up," was accurately identified by candidates familiar with this skill. Conversely, candidates who selected incorrect responses demonstrated random matching with those options.

In item (iii), candidates were tasked with selecting the response that accurately corresponded to the shooting skill where the player maintains hand balance on the ball until its release. The correct response, G, referred to as the "hook shot," was correctly identified by candidates knowledgeable about various types of shots, particularly the hook shot. However, many candidates who struggled with this item mistakenly chose response F, the "Dunk shot," likely due to a misunderstanding. They may have overlooked that in a dunk shot, a player jumps into the air, controls the ball above the rim's horizontal plane, and scores by pushing the ball directly into the basket with one or both hands.

In item (iv), candidates were tasked with matching a shot where the player performs rhythmic down and up actions of the legs. The correct response, E, referred to as the "jump shot," was accurately matched by candidates who recognized its use for scoring from long range or when overbalanced past the baseline. Conversely, many candidates who selected incorrect responses chose A, the "lay-up shot," perhaps because it also involves the downward and upward leg actions, but it is executed with precise control of speed during the final steps, rather than primarily for long-range or overbalanced situations.

In item (v), candidates were asked to choose the response that accurately matched a shot where the player releases the ball while their shooting foot is slightly outside the designated mark. The correct choice, B, referred to as the "Free throw shot," was correctly identified by candidates with sufficient knowledge of shooting skills. Candidates who selected other alternatives may have lacked familiarity with various types of shooting techniques. For instance, some drew option C, the "set shot," due to its similarity in being

taken from a stationary position, but the distinction lies in the free throw shot's potential execution slightly outside the designated mark.

In item (vi), candidates were instructed to choose the response that accurately matched a shooting skill where a player moves towards the post with a clear pathway. The correct choice, H, denoted as the "running shot," was correctly identified by candidates who comprehended that executing this shot involves receiving the ball at full stretch while advancing toward the post. Conversely, candidates who selected other alternatives demonstrated insufficient knowledge about the running shot.

2.2 Section B: Short Answer Questions

This section provides an analysis of six (6) short-answer questions, which demanded brief responses from the candidates. Each question within this section carried a weight of nine (9) marks, resulting in a cumulative total of 54 marks for the entire section.

2.2.1 Question 3: Racket Games (Hockey)

The candidates were presented with a scenario wherein "Samuel became a winner in the hockey competition because he was able to perform the correct hitting techniques to move the ball along the ground." They were then tasked with explaining six major steps that he followed in performing the technique. This question aimed to assess the candidates' understanding of hitting skills in hockey.

The question was attempted by 2,085 (100%) candidates. Among them, 1,473 (70.65%) of the candidates exhibited weak performance, with scores ranging from 0.0 to 2.5 marks. Within this group, 24.56 per cent scored 0 marks. A total of 582 (27.91%) candidates demonstrated average performance, scoring from 3.0 to 5.5 marks. Additionally, 30 (1.44%) candidates demonstrated good performance, with scores ranging from 6.0 to 9.0 marks. Overall, the performance in this question was weak, as 29.35 per cent of candidates scored from 3.0 to 7.5 marks. Figure 3 provides a summary of the candidates' performance.

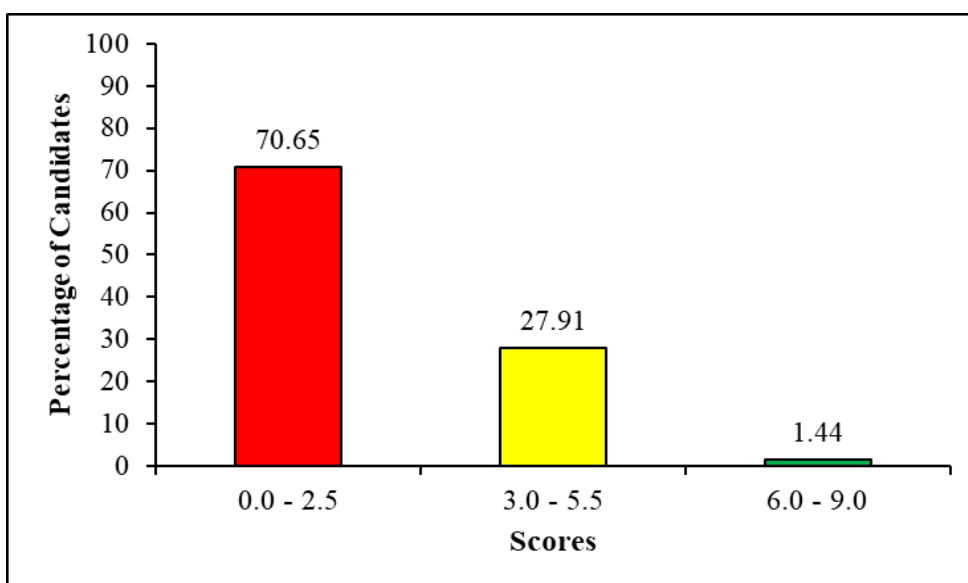


Figure 3: *Candidates' performance on question 3*

The analysis of the candidates' performance revealed that poor performance stemmed from several factors. One significant reason was the inadequate knowledge of hockey techniques, particularly the hitting technique. For instance, some candidates provided irrelevant responses regarding the steps to follow in performing the hitting technique in hockey. Examples of such responses were:

holding or catching the bat by using one hand, when holding the bat should supported by using fingers, also tossing the bat in order for playing, also when tossing the bat hitting into play, when tossing or hitting the bat supported with hand, also when hitting the bat you must use the power in order to win the game or service.

These student responses serve as compelling evidence that a significant portion of candidates lack sufficient knowledge about the hitting technique in hockey.

Another contributing factor to poor performance was misconceptions among candidates. Some candidates misunderstood the question, resulting in incorrect answers. For instance, certain candidates misinterpreted the term "technique" within the context of hitting techniques. Consequently, they provided explanations of techniques in the game of hockey rather than detailing the steps involved in performing the hitting technique. Because of misconception, other candidates failed to identify the major steps in the hitting technique.

Instead, they explained various situations involving steps or movements in the hockey game. Examples of such responses were:

service this are the one of steps which can be followed when hitting the ball, climbing this are the one which are used in hockey which can be followed this step in the system of climbing, pushing this are the one of the skill which will be followed in hockey system, shooting, this are the one which are used in hockey system which can be followed as a step in hitting system, throwing this are the step which can be followed by the roll owing step which should be throwing, dribbling this are the step which can be followed after hitting system.

From the above response it appeared that, these candidates responded out of the context due to misconception.

Furthermore, analysis indicates that certain individuals failed to comply with the requirements of the question, resulting in incorrect responses. For instance, instead of elucidating the steps involved in executing the hitting skill in hockey, some respondents discussed situations that lead to a player winning the game in racket sports. Examples of such responses include: *they make good services, they make good return, they touch the ball single in succession, they move with on the plan surface, if a player does stepping or serving, if a player does clear*. Extract 3.1 is another sample of poor responses from one of the candidates.

3.	Major steps he was following in performed the techniques in the hockey competition.
①	Hitting - in the play of a hockey is every the techniques used to perform the hockey.
②	Pushing - in the certain phase is very to pass or maner of hockey which consist the play which player used them.
③	Dribbling - also is the techniques which used to perform the hockey when realised the court.
④	Goal Keeping - sometimes is basic things in the hockey court because the organ is the player leaving the court when not taking goal post.
⑤	Receiving - also in the hockey for control the play for receiving of the each team to consists opponent a team.
⑥	Playing formation - which can be said to perform the play for arrangement of player in when good system of player such as 4:3:3 etc.

Extract 3.1: A sample of incorrect responses to question 3

In Extract 3.1, the candidate mixed the techniques of playing racket and ball games instead of explaining the steps required in performing the hitting technique in hockey game.

Candidates with average performance exhibited a moderate understanding of the steps involved in performing the hitting technique. While many grasped the essence of the question, their scores remained average due to deficiencies in their responses, incomplete development of points, limited familiarity with the subject matter, and inadequate proficiency in English language, resulting in a lack of clarity in explaining key points to demonstrate comprehensive knowledge. Consequently, it suggests that they possessed only partial knowledge concerning the hitting technique in hockey.

Upon further analysis of candidates' performance, it was found that 1.44 per cent of those who achieved high marks in this question diligently followed the instructions and addressed the question's requirements, showcasing commendable knowledge of hockey skills. They articulated their explanations effectively, detailing the key steps involved in hitting the hockey ball along the ground. An exemplary response is shown in Extract 3.2.

3.	Hitting ; Is the act of shooting the ball in order to score a goals. The following are procedures for hitting technique in hockey in which are:
i)	Bring both legs slightly close together ; A player should be able to place the legs in such that he or she can shoot the ball and have balance in order to perform properly the hitting technique.
ii)	The ball should be at side one side of the body ; The ball should be at side and not in front so as a player can be able to hit it properly in order to perform the hitting technique.
iii)	Hold the hockey stick with both arms ; A player should hold the hockey sto stick with both arms where by the stronger or shooting arm should at front and the other arm near the end of the hockey stick.
iv)	Lean the trunk ; A player should lean the trunk so as to make proper angle to hit the ball and make a good hitting.

v) Slightly bend the knees; A player should slightly bend the knees so to create power and balance so as to have hit the ball.
vi) Bring the hockey stick backward and at drive it to hit the ball; A player should make a backswing with the hockey stick so as to have power to hit the ball.

Extract 3.2: A sample of correct responses to question 3

In Extract 3.2 the candidate explained correctly the major steps of hitting the hockey ball along the ground.

2.2.2 Question 4: Gymnastics

In this question, candidates were presented with a scenario where "A player is unable to execute pulling up on the still rings in gymnastics." They were tasked with outlining six fundamental steps that could be practiced to successfully perform this skill. The aim of the question was to evaluate the candidates' understanding of the skills required for the still rings in gymnastics.

A total of 2,085 (100%) candidates attempted this question. The analysis indicates that 1,903 (91.27%) had weak performance, scoring from 0.0 to 2.5 marks. Among them, 64.27 per cent scored 0 marks. Additionally, 179 (8.59%) candidates demonstrated average performance, scoring from 3.0 to 5.5 marks. Additionally, 3 (0.14%) candidates exhibited good performance, scoring from 6.0 to 9.0 marks. The general performance on this question was weak because 91.27 per cent of the candidates scored from 0 to 2.5 marks. Figure 4 provides a visual representation of the candidates' performance on this question.

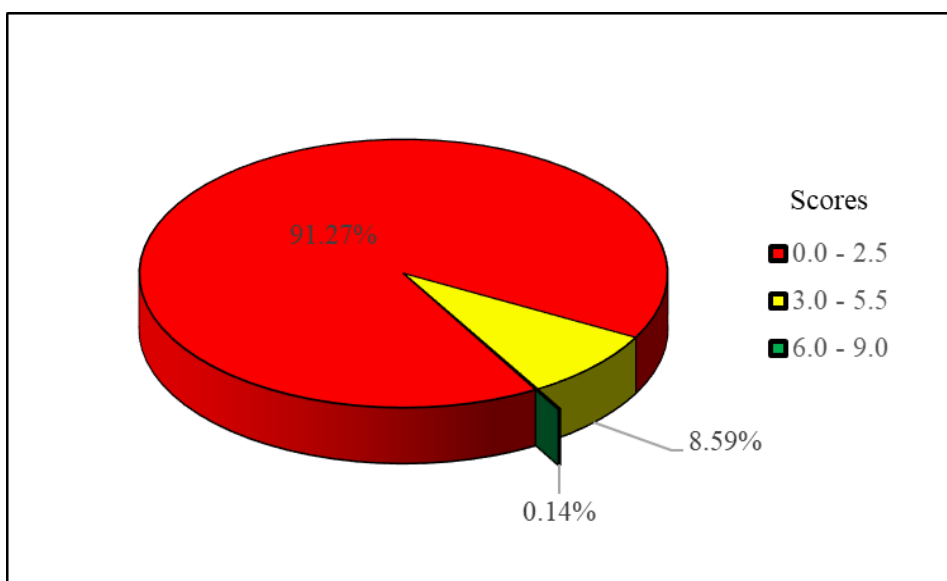


Figure 4: Candidates' performance on question 4

The analysis of candidates' performance indicates that several factors contributed to the poor performance of candidates. One primary reason was their failure to comprehend the requirements of the question, leading them to provide irrelevant responses. For instance, some of the candidates explained the components of physical fitness in relation to gymnastics instead of outlining steps to perform the pulling up on the still rings skill in gymnastics. The examples of their responses were:

Agility as body to change direction at high speed, flexibility to move full range of joint so as to get good still ring, balance for making a body in equilibrium so as to perform pulling up on this still rings, coordination, which involve parts of the body in a certain activities, strength for the body to perform the activity and stamina for the body to progress with task for long time without fatigue it help for pulling up on still rings.

Moreover, some candidates included descriptions of the equipment used in various gymnastics exercises, which was unrelated to the question's focus on the steps needed to perform the pulling up on the still rings skill. Such responses were; *parallel bar, horizontal bar, still rings, side horse vaulting, landing mats balance beam.*

Secondly, insufficient knowledge about the steps required to perform the pulling up on the still rings skill in gymnastics was another contributing factor to poor performance among candidates. This lack of understanding was evident in some candidates' responses. For instance, one candidate provided

the following answers: *lay down or bend down, take a ring in order to play, touch the ring with five finger, bend back ward for starting the ring, push the ring in order to move as far as possible, follow the ring by stepping in order to landing.*

This suggests that candidates resorted to guessing the answers due to their lack of knowledge about the steps involved in performing the pulling up on the still rings skill in gymnastics. Extract 4.1 presented another example of poor ' responses from one of the candidates.

4.	<p>Gymnastics. Are the systematic and rhythmic exercises on floors, bars and mats. still rings as a type of gymnastics the following are the fundamental steps that practiced to perform the skill successfully.</p> <p>i) Remove all jewellogies. Example rings. These jewellogies should make him or her injured thus cause the accidents.</p> <p>ii) Wear personal sport gears. Also the tight clothes should restrict movement thus a person should wear loose clothes to allow movement.</p> <p>iii) Perform warm up. This means preparing body for physical activity as when body is prepared prevent injuries. increase heart rate and muscle temperature and also increase body temperature.</p> <p>iv) Obey rules and regulations. That laws and skills should be followed in order to prevent from being restricted that when a person is not wellled prevent him or her to being successfully.</p>
----	---

Extract 4.1: A sample of incorrect responses to question 4

In Extract 4:1 the candidate explained safety measures to take during gymnastics instead of describing the steps to follow when performing pulling up on the still rings skills in gymnastics.

Furthermore, the analysis of candidates' performance indicates that those with average performance exhibited partial knowledge of still rings skills in gymnastics. These candidates were unable to effectively provide all six steps necessary to perform pulling up on the still rings skill in gymnastics, resulting in an incomplete response and a failure to earn full marks. Additionally, some

candidates struggled to articulate their explanations fully in English, which contributed to their average performance.

Moreover, analysis of the candidates' responses indicated that none of the candidates achieved good performance in this question, as they were unable to provide the correct responses according to the question's requirements. The correct answers they were supposed to provide include: *grasping the rings with false style, keeping the elbow close throughout the movement, pulling the body upward starting with feet slightly, directing the chest to the rings and hands to armpits, pushing the ring down and out to turn it over, and continuing to push on the ring to maintain control and lift.*

2.2.3 Question 5: Racket Games (Cricket)

In this question, candidates were presented with a scenario where "A Physical Education student made several trials when practicing hitting skill in cricket until he/she became an expert in that skill." They were then instructed to explain six steps that the student was following during the practice of this skill. The question aimed to assess the candidates' understanding of skills in cricket, particularly the hitting skill.

A total of 2,085 (100%) candidates attempted this question. The analysis indicates that 867 (41.58%) of the candidates had weak performance, scoring from 0.0 to 2.5 marks, with 19.28 per cent scoring 0 marks. Additionally, 1,024 (49.12%) candidates scored from 3.0 to 6.0 marks which reflecting average performance. The remaining 194 (9.30%) candidates demonstrated good performance, achieving scores ranging from 6.0 to 8.5 marks. The general performance on this question was average, with 58.42 per cent of candidates scoring from 3.0 to 9.0 marks. Figure 5 provides a visual representation of the candidates' performance on this question.

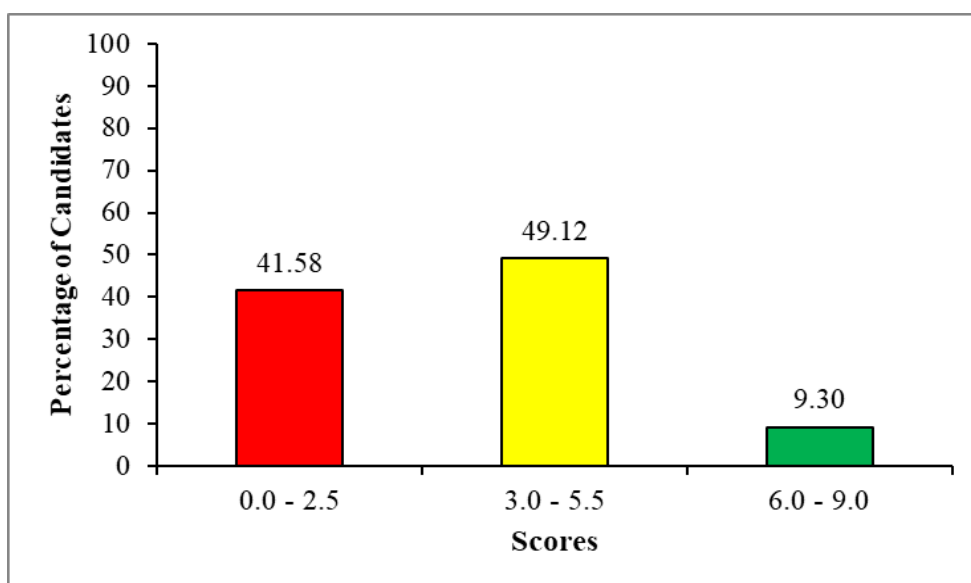


Figure 5: *Candidate's performance on question 5*

The analysis of candidates' responses reveals that those who performed poorly lacked sufficient knowledge about the hitting skill in cricket. This led them to provide irrelevant answers, such as: *see or prepare teammate, hold the ball properly, carefully looking on the other player or team mate, release the ball, extend arms outward.*

Furthermore, other candidates failed to grasp the requirements of the question, resulting in divergent answers. Instead of outlining the steps involved in practicing the hitting skill, they elaborated on safety measures before and during the practice of hitting skill in cricket. Examples of such responses include: *to perform warm up, to keep your mind on what are you doing, to exercise hitting skill regular, to follow the rules and instruction of the game what is say, to learn about hitting skill by the coach, to wear personal sport gears so as to make easy movement during the game.* Additionally, there were candidates who explained skills related to racket games in general. Examples of such responses include: *holding the racket, serving the ball, smashing, gripping, shooting and clearing.* Extract 5.1 is another sample of poor responses from one of the candidates.

5.	Physical education to the steps of magering steps sho was.
i	The study i the class and magerment in the aparetus to upose beng but andang.
ii	The study element of Physical education to the player boang of opos so to the perng the steps.
iii	The study Rules is the physical education on dung put magerment cell of plomo nt to Rules per egment put the mager ng study.

iv	The study Symbols physical education is very sympul to studies in the sym bol and head to the bo careful in the study magering.
v	The study theory physical education is very to the theory action under to study and teacher is very seapars to the study.
vi	The study Subject that physical education is per magerment taking of very seapars and to study undomene.

Extract 5.1: A sample of incorrect responses to question 5

In Extract 5.1, the candidate provided sentences which contain Physical Education words but have no any relation with the steps to follow when practicing hitting skill in cricket.

Candidates with average performance offered a mix of correct and incorrect answers. Despite recognizing the question's needs, their responses lacked the required depth or completeness.

The candidates who scored high marks demonstrated sufficient knowledge regarding the steps to follow when practicing the hitting skill in cricket. Extract 5.2 shows a good response.

05.	The following are the steps to be followed when practicing hitting skill in cricket.
	i, Holding (Gripping) the racket; A cricket player (batter) should ensure that he or she grip the racket in a good way so as to ensure that it will not drop when hitting the ball.
	ii, Focus eye on the ball; A cricket ball is hit after being thrown, therefore a batter have to focus on the thrown ball before hitting.
	iii, Balancing the body; A player can't hit the ball while his/her hands and body are not balanced. Therefore he or she have to put his/her feet and shoulder width apart so as to balance the body.

	iv, Swing the racket; A racket should be swung by a batter before hit the ball. This is done so as to generate the force that could be used to hit the ball.
	v, Hit the ball; After the racket being swung, a player have to hit the ball immediately by using high force and directing it to the opposite wickets.
	vi, Follow through A player have to follow through to the ball hit by using his/her racket. This will help to direct the ball where it suppose to drop.

Extract 5.2: A sample of correct responses to question 5

In Extract 5.2, the candidate proposed correct steps to follow when practicing hitting skill in cricket.

2.2.4 Question 6: Track and Field Events (Throwing events)

This question comprised two parts. Part (a) tasked the candidates with explaining the four phases of the discus throw, while part (b) required them to explain two important considerations when the discus is released from the thrower's hand into the air. The question aimed to evaluate the candidates' comprehension of throwing events, particularly discus throws.

The question was attempted by 2,085 (100%) candidates. Analysis revealed that 1,190 (57.07%) of the candidates had weak performance, scoring from 0.0 to 2.5 marks, with 38.03 per cent scoring 0 marks. Average performance, ranging from 3.0 to 5.5 marks, was achieved by 503 (24.13%) of the candidates. Furthermore, good performance on this question, scoring from 6.0 to 8.0 marks, was attained by 392 (18.80%) of the candidates. Overall, the general performance on this question was average, with 42.93 per cent of the candidates scoring from 3.0 to 9.0 marks. Figure 6 provides a visual representation of the candidates' performance in this question.

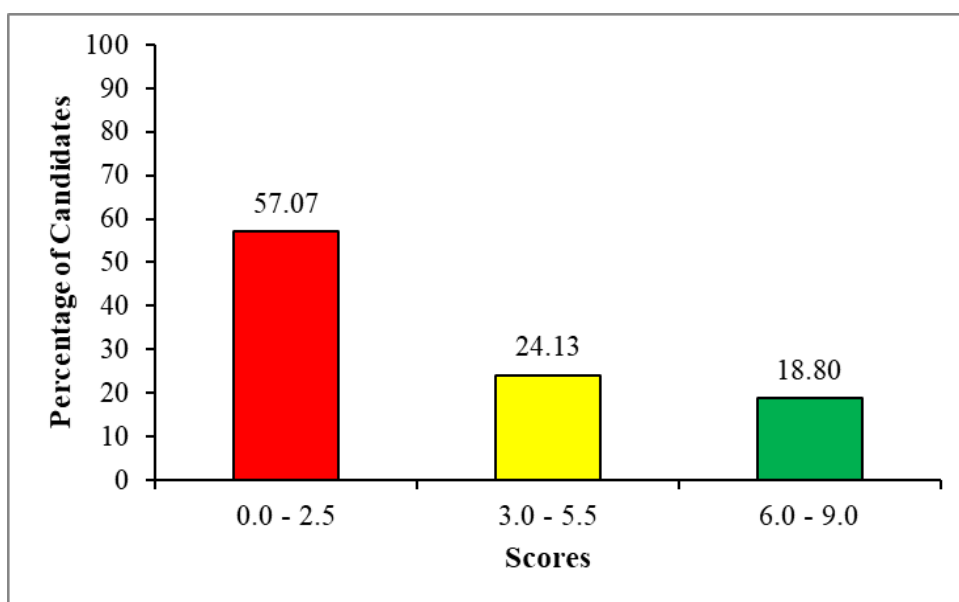


Figure 6: *Candidates' performance to question 6*

The analysis of candidates' performance in this question indicates that those who performed poorly lacked adequate knowledge about throwing events, particularly regarding the four phases of the discus throw. Their responses suggested a lack of understanding of the subtopic of discus throw. These candidates provided responses that included terms related to physical education but did not reflect an understanding of the discus throw concept. An example of one candidate's response is: part (a), *catch or holding the ball using two hand, the ball should out behind of the head, also the player should make a good runner up in order to get power of throwing the ball, also when the player throw the ball must stop at the ended line* part (b), *the player should make a good runner up, the ball should out behind of the head when throwing.*

Poor command of the English language also contributed to candidates' poor performance in this question. This affected candidates in various ways, including their failure to correctly interpret the question, leading to misconceptions about terms used in the question stem. Candidates struggled to express themselves accurately, made numerous spelling mistakes, and, in some cases, wrote words that could not be identified as English. Consequently, some candidates provided irrelevant responses. For instance, due to a misconception of the term "phases" in the context of the discus throw, some candidates explained concepts related to the phases of short and middle-distance running instead of addressing the phases required in discus throw. Examples of such responses were: part (a), *start phase, takes off phase, acceleration phase, finish phase*. Part (b), *planting and landing*.

It can be concluded that poor performance in this question is primarily attributed to a lack of comprehension of the English language. Extract 6.1 is a sample response from one of the candidates.

6.	(a) (i) Short discus Phases - Through the short discus phases it can involve the various due to the increasing of the various areas on the discus activities which done.
	(ii) Long discus phases - Another phase it consist the long discus phases which it can assist and help them with various area and another thing for the areas;
	(iii) Middle discus phases - Also through the throwing various middle phases it can consist the various that can increase through the large amount of the area to play.
	(iv) Back discus phases. - Another discus phases that will increase the different areas it should consist in the different area and other through the discus phases.
	(b) (i) Position of the discus. - Another things to consider the discus on the hand of a thrower to the air it should ensure the position of the discus.
	(ii) Rule and regulation. - Another things to consider is to ensure the rules and regulation of the discus when throwing to the air.

Extract 6.1: A sample of incorrect responses to question 6

In Extract 6.1, the candidate borrowed the idea of running events to answer for the phases in discus throw as well as the important things to consider when the discus is released from the hand of a thrower to the air.

Candidates who achieved average performance demonstrated a mixture of correct and incorrect phases in the discus throw and important considerations when the discus is released from the hand of a thrower to the air. However, the majority of candidates successfully provided phases of the discus throw in part (a), such as *gripping*, *stance*, *shift*, and *release*. This suggests that they had a partial understanding of the discus throw subtopic within throwing events.

Further analysis of the responses from candidates who demonstrated good performance indicated that they effectively adhered to the requirements of the question. These candidates exhibited a high level of knowledge, competence, and skill in discus throw. They provided explanations for the four phases in

discus throw and identified two important considerations when the discus is released from the hand of a thrower to the air. The correct answers provided were: (a) Gripping, stance, glide/shift, release and (b) A discus should rotate in a forward direction; the final finger to touch the discus at release should be the index. Extract 6.2 presents a sample of the exemplary responses from the script of one of the candidates.

6.	
a/	
i/	Gripping; This involves the way how discus is caught by using the hand where by the discus is laid on the palm of the hand while fingers are left to hold it by stretching over it
ii/	Stance; This involves the way how a one can stand and have good proper posture of legs during throwing discus. This is whereby the legs are stretched apart one inside the circle another outside the circle.
iii/	Glide/Shift; This involves movement of the body from one position to another during throwing discus. The body of an individual would rotate making 360° where the foot left outside will move to the centre and that one inside will move to the release position.
iv/	Release; This involves throwing discus through a specified area allowed. This happens whereby

6.	one releases the discuss on the landing sector.
b/	
i/	One should release the discuss with maximum strength so as the discuss can reach as far as possible
ii/	One should never cross the line of the release area to the landing sector.

Extract 6.2: A sample of correct responses to question 6

In Extract 6.2, the candidate provided correct phase in discus throw and important things to consider when the discus is released from the hand of a thrower to the air.

2.2.5 Question 7: Track and Field events (Hurdles)

In this question, candidates were presented with a scenario where Farida could perform all the skills required for a hurdle race except for the finishing skill, which hindered her performance in the race. They were then tasked with describing six necessary steps that would assist her in executing the finishing skill. This question aimed to evaluate candidates' understanding of the finishing skill in hurdle races.

The question was attempted by 2,085 (100%) candidates. Among them, 1,754 (84.12%) exhibited weak performance, scoring from 0.0 to 2.5 marks, with 44.56 per cent scoring 0 marks. Additionally, 305 (14.63%) of the candidates demonstrated average performance, scoring from 3.0 to 5.5 marks. Further analysis revealed that, 26 (1.25%) candidates achieved good performance by scoring from 6.0 to 9.0 marks. Overall, the performance on this question was weak, as 84.12 per cent of the candidates scored from 0 to 2.5 marks. Figure 7 provides a visual representation of the candidates' performance on this question.

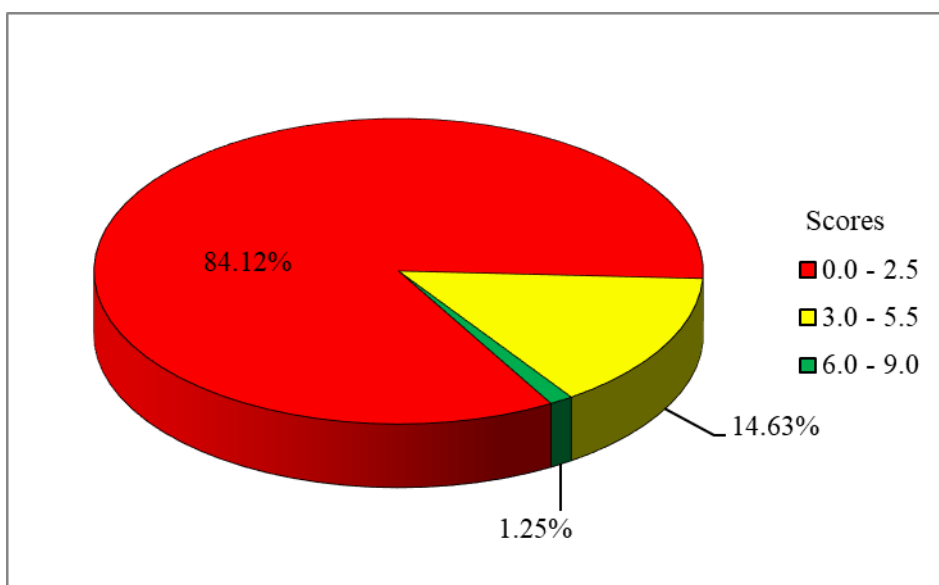


Figure 7: *Candidates' performance on question 7*

The analysis of candidates' responses indicates that those who achieved poor performance in this question lacked sufficient knowledge about hurdle skills, particularly in describing the finishing skill in a hurdle race. This was evident in responses such as one candidate providing steps commonly associated with hurdle races but not specific to the finishing skill. Another candidate described importance of hurdle race such as: *to maintain muscular strength, to be free from obesity, to socialize with others.*

Moreover, poor command of the English language was another contributing factor to candidates' poor performance as it hindered their ability to express themselves. This was demonstrated by grammatically incorrect and meaningless sentences provided by some candidates, such as: *it should be precautions the materials in the play, cooling down with exercises, all necessary movement not allowed in the play, it should be downward and upward in the exercises, it can to takes place in the environment, it can to make they environment in the activities.*

Some candidates failed to comprehend the requirements of the question, resulting in poor performance as they provided responses that were unrelated to the execution of the finishing skill in a hurdle race. For instance, one candidate explained skills related to throwing events instead of addressing the execution of the finishing skill in a hurdle race. Such responses included:

flight in the air, run-up/approach, glide/shift, release and landing. Extract 7.1 provides another sample of incorrect responses.

7.	<p>i) To maintain muscular strength.</p> <p>- Another necessary steps to which used in executing it consist the the area of the ground and others through this situation.</p>
	<p>ii) Power reability.</p> <p>- Due to finishing Skill it should have the enough powers which can assist in the various areas and through this way.</p>
	<p>iii) To count hurdles.</p> <p>- Another skills and steps which used to execute the hurdles are it consist this situation by the various area.</p>
	<p>iv) Starting with high Speed.</p> <p>- Also when jump the hurdles it should have to use more power and high speed which assist them to jump well.</p>
	<p>v) High jumping hurdles.</p> <p>- Through this it can ensure the different area with the increase in the various it should be increased with, the various hurdles.</p>
	<p>vi) Focus your mind on hurdles.</p> <p>- Through this situation it can consist the various areas due to this situation and various things.</p>

Extract 7.1: A sample of incorrect responses to question 7

In Extract 7.1, the candidate provided the explanations which contained hurdle race words but did not relate to the steps required to execute the finishing skill in hurdle race.

On the other hand, some candidates demonstrated inadequate knowledge of the subject matter. They provided a mixture of relevant and irrelevant responses, indicating only partial understanding of the skills required in a hurdles race. This suggests that they possessed only moderate knowledge about the skill, which resulted in their moderate performance.

Additionally, candidates who demonstrated a good understanding of the skills required in a hurdle race performed well in this question. They provided the correct responses regarding the finishing skill in a hurdle race as required. Example of correct response is as shown in Extract 7.2.

7.	The following are the steps for executing finishing skill during race:
i)	Have strong and long stride, soon after running between the hurdles; Strong and long stride helps an athlete to have good speed.
ii)	Increase the speed when approaching to finishing line; so as to avoid being passed by other athletes, therefore increasing of speed helps the athlete to finish the race early.
iii)	Maintain the speed gained after increasing of the speed; this will help to ensure and have the great probability of winning the race.
iv)	Keep your eyes to the finishing line and rope; do not look down or sideways. Have concentration to the finishing line and have a vision on it.
v)	Keep the chest forward than the head during finishing; keeping the chest first increases the rate of winning because the chest will touch the line first hence winning.
vi)	Have a good reaction time so as to touch the finishing rope the first and do not sit off after finishing but an athlete should perform cool down by jogging so as to restore the body condition.

Extract 7.2: A sample of correct responses to question 7

In Extract 7.2, the candidate provided the correct steps of executing finishing skill on the hurdle race.

2.2.6 Question 8: Racket Games (Table Tennis)

In this question, candidates were tasked with describing six procedures that should be followed during the execution of a service in table tennis. The question aimed to assess candidates' knowledge about table tennis skills, particularly the service skill.

A total of 2,085 (100%) candidates attempted this question. The analysis reveals that 1,149 (55.11%) of the candidates exhibited weak performance, scoring from 0.0 to 2.5 marks, with 22.16 per cent scoring 0 marks. Additionally, 815 (39.09%) of the candidates demonstrated average performance, scoring from 3.0 to 5.5 marks. Furthermore, 121 (5.80%) candidates achieved good performance, scoring from 6.0 to 9.0 marks. Overall, the performance on this question was average because 44.89 per cent of candidates scored from 3.0 to 9.0 marks. Figure 8 provides a visual representation of the candidates' performance on this question.

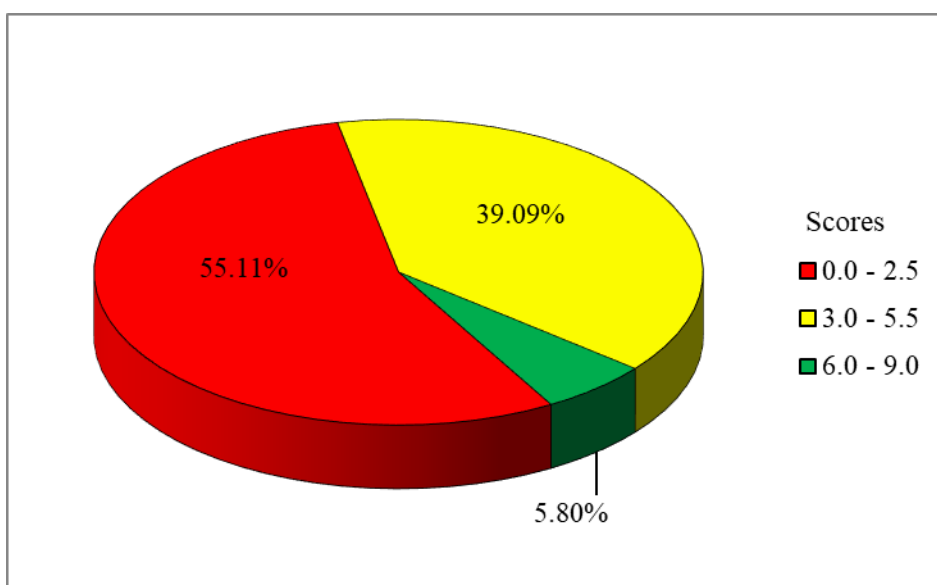


Figure 8: Candidates' performance on question 8

The analysis of candidates' responses who had poor performance revealed that they produced irrelevant responses. For example, some candidates explained situations that could lead a player to win a game in table tennis instead of describing the procedures that should be followed during the execution of a service skill. Examples of such responses were: *inspect the racquet, focus on the table surface, proper smashing, should not cross center line to the opponent, should not touch the net of the table surface, should not get out of the table surface*. Other irrelevant responses were; *make a good return, a player should not free hand touch in a play surface, a player should not striker the ball twice in succession, make a good service when the ball pull to the opponents team, hitting the bat over the court*.

Secondly, lack of knowledge also contributed to poor performance. For example, some candidates provided incorrect answers which relates to safety measures during service in a table tennis game instead of describing the procedures that should be followed during the execution of a service skill in table tennis as shown in Extract 8.1.

8:	Table Tennis: Is the Process of getting the Point using Small bat across the net.
(i)	First Touch well Pen.
→	This occur when the Player Touching well the Pen in order to fish well the bat.
(ii)	Make sure that the small bat are not slippery.
→	This occur when Player who play in table tennis - they touch a Pen in order to fish well the ball so that when it is slippery the bat does not serve.
(iii)	Make sure that you stand comfortable.
→	This occur when Player it can standing comfortable for the aim of getting the Point during playing in table tennis.
(iv)	Make sure that you understanding well the table.
→	So that some time table it does not good so that it can engage in order to not engaging the bat to move well.
(v)	Make sure that the field of table are safe.
→	This occur when the field are safe in order to get well the point for the aim of engaging well to table.
(vi)	Make sure that the rules and regulation are follow during serving skills.
→	This occur when the rules and regulation are follows for the aim of getting the point.

Extract 8.1: A sample of incorrect responses to question 8

In Extract 8.1, the candidate explained the safety measures to take during service instead of explaining the procedures of executing a service skill in table tennis.

On the other hand, candidates with average performance demonstrated some correct knowledge about the procedures that should be followed during the execution of a service skill in table tennis, although they did not cover all the required points. These candidates showed an understanding of the question's requirements, but they scored average marks due to gaps in their responses, incomplete development of points, limited knowledge of the subject matter, and incorrect usage of the English language, resulting in a lack of clarity in expanding upon points to demonstrate thorough knowledge. This suggests that they had partial knowledge about the service skill in table tennis.

Further analysis revealed that candidates who achieved good performance demonstrated adequate knowledge of the procedures that should be followed during the execution of a service skill in table tennis. They accurately identified the requirements of the question and showcased comprehensive understanding of the service skill in table tennis. These candidates successfully described all six procedures as instructed by the question. Examples of their answers included the one shown in Extract 8.2.

Q8.	(i) Positioning. In this procedure the player is supposed to sit or stay or stand at the edge or the corner of the table tennis table as to be in a good position for serve.	
	(ii) Stand with feet shoulder apart so as to create the balance of the body when serving the ball. A player has to stand in a such a way he or she will be in a good posture.	
	(iii) Grip the racket by flexing the wrist to make a good gripping of the racket. Racket refers to the tool used for beating and gripping is the way of holding it. Therefore hold it in a good order.	
	(iv) Take the ball or the ping pong up in a good manner such that it can be easy for hitting it. The ball or the ping pong should not be taken to high but in a moderate level.	
	(v) Hit or strike the ball or the ping pong nicely so that it can cross the net and land to opponents court. A player can use either the forehand or backward but forward motion.	
	(vi) Follow through your serve so as to ensure the safety of the serve. For a player to have a successful serve he or she has to make sure the ball is returned.	

Extract 8.2: A sample of correct responses to question 8

In Extract 8.2 the candidate provided the correct procedures of executing a service skill in table tennis.

2.3 Section C: Essay Type Question

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

2.3.1 Question 9: Management and Administration of Physical Activities

The candidates were presented with the scenario that "Your Physical Education teacher instructed you to plan for your own individual training programme during the holiday." They were then instructed to explain four factors to consider when planning for that programme. This question aimed to assess the candidates' knowledge about the planning of an individual training program.

A total of 1,619 (77.65%) candidates attempted this question. The analysis shows that 447 (27.61%) of the candidates performed well by scoring from 10.0 to 15.0 marks. Additionally, 644 (39.78%) candidates demonstrated average performance, scoring from 4.5 to 9.5 marks. On the other hand, 528 (32.61%) the candidates had weak performance by scoring from 0.0 to 4.0 marks. Among them 9.26 per cent scoring 0 marks. Overall, the performance on this question was good, as 67.39 per cent of the candidates passed by scoring from 4.5 to 15 marks. Figure 9 provides a visual representation of the candidates' performance on this question.

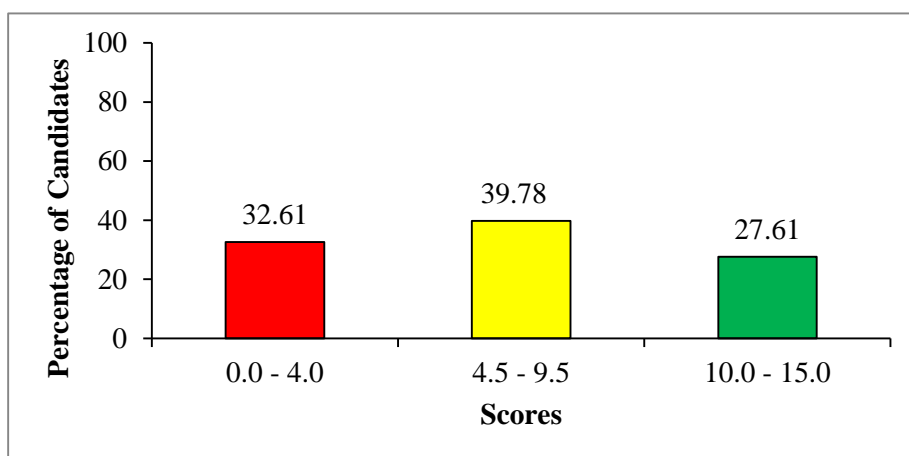


Figure 9: *Candidates' performance on question 9*

The analysis of candidates' performance reveals that those who had poor performance in this question were unable to identify the requirements of the question. For example, some of these candidates provided incorrect answers by explaining various committees involved in planning physical activities instead of explaining factors to consider when planning an individual training programme. Such responses included: *refreshment committee, announcement committee, publicity committee, chairman committee, executive committee, advising committee*. Another candidate explained items to consider before camping events such as *Medical status, food, source of fire, tent*.

Another reason for poor performance was inadequate knowledge about the factors to consider when planning an individual training programme. Some of the incorrect responses included: *first bye will be third of U.H, second bye will be first of L.H, third bye will be first of U.H fourth bye will be third of L.H*. Extract 9.1 is another sample of incorrect response from one of the candidates.

9	Physical education is the branch of science which deal with physical fitness of human body the following are the factor which you would consider when planning for that programme we see as follows: Clearance: This is one among of factor which you would consider when planning for that programme this during training programme must be used this because this it help in the planning for programme. handing: This is second factors which you would consider when planning for that programme this make slower that training programme u consider when planning for that programme. Take off: This is one among of factor which you would consider when planning for that programme this it help in the planning because this during holiday this factor which you would consider when planning for that programme in the training. It increase knowledge: This is one among of factor which you would consider when planning for that programme this it increase knowledge because during holiday the individual training programme the people they recreation their mind and their body. so physical education teacher used factors which you would consider when planning for that programme.
---	--

Extract 9.1: A sample of incorrect responses to question 9

In Extract 9.1, the candidate who presented phases of hurdle race instead of factors which would be considered when planning individual programme.

The analysis of the candidates' performance also shows that those who had average performance were able to identify the demand of the question. The majority of these candidates had moderate knowledge about planning an individual training programme. Some of them managed to score marks from the introductory part or from a few correct points they provided. However, the main reason that inhibited them from scoring higher marks was that they mixed incorrect and correct responses. Others failed because they provided only a few correct points, which was contrary to the demand of the question.

Further analysis of candidates' performance shows that those who had good performance demonstrated sufficient knowledge about planning an individual programme. They clearly explained factors that would be considered when planning an individual training programme. However, within this group, candidates' marks varied. The determinant factors were the clarity, comprehensiveness, and coherence of the candidates' presentations. Extract 9.2 present a good response.

• 09	<p>Planning is the process of arranging things in a good way which may results to good effects. Individual training programme planning refers to the process of arranging exercise in a good way which results to good effects to the body such as reducing infections and the diseases like blood pressure. The following are factors to consider when planning that programme.</p> <p>Time as a key factor of that programme.</p> <p>A person should consider about time (Time table) when to start and when he/she will finish the programme. Time table will also drive him/her much to perform different exercises. Example for Monday from 6 Six o'clock AM he should perform squattling and during the night he/she will perform swimming.</p> <p>He/She should consider about the Area or the ground where he/she will perform that exercise. When a person wants him/her self to perform individual training programme he wanted to know/consider where he/she will use for individual training programme. Example swimming activities he should know the pool where he/she going to use.</p> <p>Consider Equipment and facilities.</p> <p>A person who wants to plan for individual training programme should consider about the equipments that going to be used example gears, water pools, balls and other like cricket, rackets, in racketed games so he/she should consider the equipments.</p> <p>He/she should consider The budget (cost) so as to get all needs for that programme. Any programme is costly effective in terms of money and time so a person should consider about the budget and any cost that will occur during planning that</p>
------	---

1	Programme includes money required for bought balls and gear.
	In general Individual training programme have its impacts to that person example it helps to improve body fitness, reduction of the diseases and infections also it improve health to an individual.

Extract 9.2: A sample of correct responses to question 9

In Extract 9.2, the candidate correctly explained the factors which would be considered when planning individual programme.

2.3.2 Question 10: Ball Games (Basketball)

In this question, candidates were presented with a scenario: "In a basketball match, the players in one of the teams lost the game due to poor execution of the lay-up shot." They were then instructed to propose six steps the players were supposed to follow in order to execute the lay-up shot properly. This question tested the candidates' knowledge about basketball skills, particularly the lay-up skill.

A total of 532 (25.52%) candidates attempted this question. The analysis shows that 275 (51.69%) of the candidates had good performance by scoring from 10.0 to 15.0 marks. Additionally, 116 (21.80%) candidates demonstrated average performance, as their scores ranged from 4.5 to 9.5 marks. On the other hand, 141 (26.51%) candidates had weak performance by scoring from 0.0 to 4.0 marks, with 3.12 per cent scoring 0 marks. Overall, the performance on this question was good because 73.49 per cent of the candidates scored from 4.5 to 15 marks. Figure 10 provides a visual representation of candidates' performance on this question.

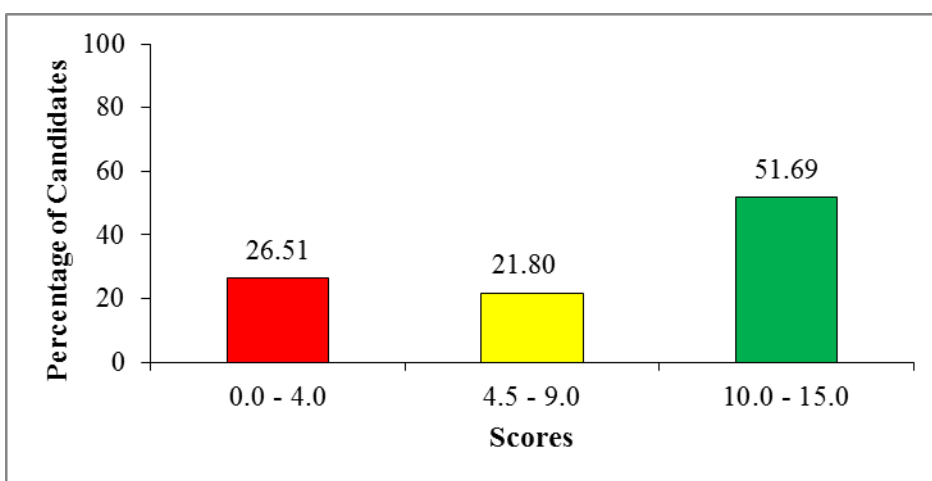


Figure 10: *Candidates' performance on question 10*

The analysis of candidates' performance shows that those who had poor performance were unable to identify the requirement of the question. Instead of proposing six steps for executing a lay-up shot in basketball, they explained different concepts in basketball. This is evidenced by one candidate who wrote: *kicking the ball, travelling, double dribble, backcourt, changing the position, three second rule.*

Some students had poor performance in this question because they lacked adequate knowledge about the steps of executing a layup shot in basketball. The wrong steps they provided included: *application of maximum power, application of eyes, application of body balance, application of maximum and minimum, ensure putting thumb, ensure the driving out arm to meet the ball.*

Lastly, poor command of the English language was another reason for candidates' poor performance in this question. They constructed meaningless sentences exhibiting broken and muddled English and erratic development in their essays. In many cases, they completely misunderstood the question and included disconnected points. An example of wrong responses from one of the candidates was: *the basket that step of menagement to opposed amoebaing to six playes and two referee, the match of opoused up team garming of magnematics movement and referee to pernushed of match, the basketball that match and coach to head magnefaction and would that player to opposed the match to basket and coach, the match that stadium and two team and head coacgh that studing players in the stadium, the playes that comfraction and*

wouldng perning outside to menegment of putering and player one to goal and pusent. Extract 10.1 provides another sample of poor responses from one of the candidates.

10 Basketball : Is the sport which play by two team of five player in the court. And the following are the step which the players should follow in order to execute that lay-up properly in order to reduce poor execution of lay-up shot properly as following

Passing : Through this steps or technique the player should follow in order to escape from the any team last the game due to poor execution by perform passing the ball from other team in order to perform lay-up shot of the ball in order to reduce poor execution on the any team.

Serving : The player should serve the ball the the an one team to another in order to escape the the players in one of the team last the game due to poor lay-up shot due to the poor step and techniques by provide good ways for follows and reduce.

Receiving : This occurred when the player catching the ball follow by the high throwing from other team will help by have good reduce of poor execution by follow rules and regulation in order to prevent poor execution.

Dribbling : The player should hit the ball from the ground in order to escape the other player to one another in order to help the one teams to not last the game to to poor performance of the game.

Defense : The players should doing security to their area by provide good steps and technique which will help to securing the area of scoring the good goal.

Shooting : Through shot the ball the the goal circle or the area where the goal can be scored it will help to provide good lay-up shot in order to score the goal.

Conclusively : Basketball is the game which help people to get fun and entertainment which will help people to be graceful and have good cooperation with other.

Extract 10.1: A sample of incorrect responses to question 10

In Extract 10.1, the candidate explained various techniques used in playing basketball instead of proposing the steps of executing lay-up shot in basketball.

Further analysis of candidates' responses also shows that those who had average performance demonstrated average knowledge about the lay-up shot

in basketball. They wrote some correct steps for executing the lay-up shot. However, their responses were not complete enough to meet the requirement of the question to fully develop correct points. These candidates demonstrated insufficient knowledge of the basketball game.

The analysis is further shows that, the candidates who scored high marks had good performance due to sufficient knowledge about the basketball game. Clearly, those candidates elaborated steps of executing lay-up shot in basketball. Though candidates in this group had good performance, their marks varied. The dominant determinants were clarity, comprehensiveness and coherence of the candidates' explanations. Extract 10.2 provides a sample of good responses.

10. Six steps of executing lay-up shot in basketball.

Lay up shot is a shot which is performed near to the basket and the player is required to jump high and put a ball into the basket.

The steps of executing lay up in basketball are as follows:

- (a) The player is required to increase the speed to the maximum on the last three or four steps towards the ball by jumping high and put the ball in the basket.
- (b) The player should push the body forward and maintain balance when jumping high. The shooting side knee should lead and be highest.
- (c) The player should catch the ball by using the left hand while looking at the ball properly. The player should hold the ball by left hand and support it by using right hand until the time of release.
- (d) The player should jump high, and target where to release the ball into the basket when the body is still on air.

(e)	The player should drop the ball into the basket. If the ball does not enter the basket, the player should make rebound if possible and if the ball enter the basket the player drop down the court.
(f)	The player should make a follow through in the direction of the back board and regain the balance to continue playing the basket game.
	I conclude by saying that, lay-up shot should be taken when the player is running, after receiving the ball or after making a dribble and jump high to release the ball into the basket.

Extract 10.2: A sample of correct responses to question 10

In Extract 10.2, the candidate proposing correct steps of executing lay-up shot in basketball.

2.3.3 Question 11: Safety

The candidates were presented with the scenario: "As a football coach, you have realized that players encounter injuries every time they participate in match events." They were then instructed to explain six safety measures they could advise the players to take in order to avoid such injuries. This question tested the candidates' knowledge about safety measures in physical activities.

A total of 2,015 (96.64%) candidates attempted this question. The analysis showed that 1,761 (87.39%) 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 195 (9.68%) of the candidates. Furthermore, 59 (2.93%) performed weak by scoring from 0.0 to 4.0 marks. Among them, 0.96 per cent scored 0 marks. The overall performance on this question was good, with 97.07 per cent passed by scoring 4.5 to 15 marks. Figure 11 illustrates candidates' performance on this question.

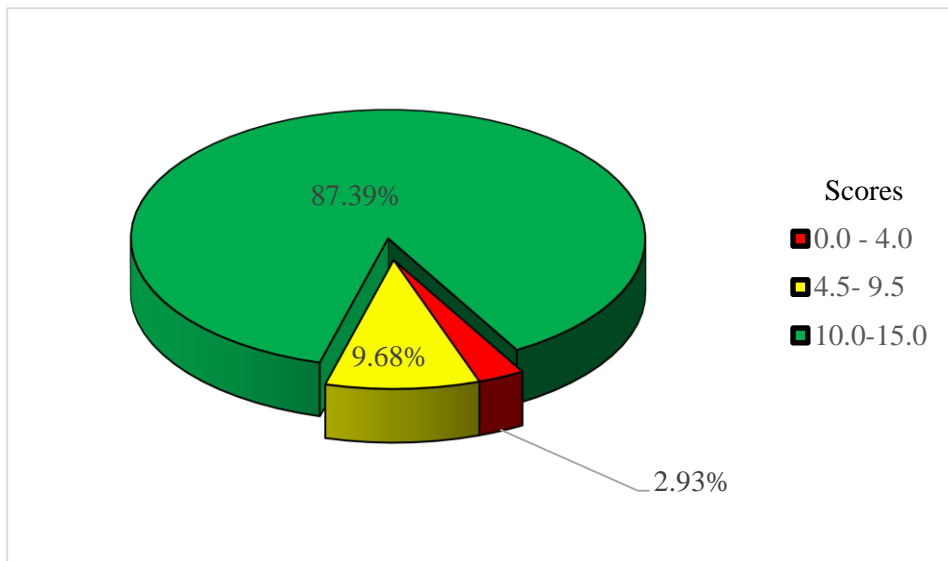


Figure 11: *Candidates' performance on question 11*

The analysis indicates that candidates with poor performance lacked English language proficiency. They listed items from a first aid kit, but their responses did not address safety measures to prevent injuries in football. For instance, one candidate listed items like *safety pin*, *thermometer*, *pin killer*, *soap*, *water*, and *glucose* instead of providing meaningful safety measures for injury prevention in football matches.

Furthermore, a lack of knowledge about safety measures to reduce the chance of injuries in football was another contributing factor. This was evident from candidates who provided irrelevant answers regarding safety measures to mitigate injuries in football. Examples of such responses included: *the search or control joints to after to play*, *exercise in stepping in which to joint*, *the football coach you have not repetitively jump from the floor to the beam balance*, *camp ground practice to sieve injuries*.

Inability to identify the question's requirements was another reason for poor performance in this question. Some candidates, for example, discussed the causes of injuries in football rather than explaining safety measures that can help players avoid injuries. An example of such a response is: *no warm up*, *no cool down*, *no equipment*, *fouls*. Extract 11.1 illustrates another sample of weak responses.

11	<p>Football coach: Are the coach which to educate player to perform the exercise to escape the injuries and to win the game/match. The following are explain safety measures you could advise to be taken by the players in order to avoid such injuries.</p> <p>To avoid shoes: The players was to avoid shoes in the performing the order to avoid injuries person in the cases of avoid shoes.</p> <p>To avoid Gloves: The are the safety which take for first aid in player in the cases of injuries take the gloves.</p> <p>To avoid tools and equipment: The coach was to avoid the tools and equipment to escape the injuries and safety to the players.</p> <p>To avoid the warm up exercise: This are the coach to coach the players to perform the warm up exercise to avoid injuries that is safety.</p> <p>To avoid the cooldown exercise: This are the exercise which performing after the match to work the physical exercise coach was coach players to avoid the injuries.</p> <p>To avoid the Tackles in the players: Coach was to influence players performing the game in tackling the Tackles in the match.</p>	u
----	---	---

Extract 11.1: A sample of incorrect responses to question 11

In Extract 11.1, the candidate provided causes of injuries in football rather than explaining the safety measures to take in order to avoid injuries in football.

Further analysis reveals that candidates who scored average marks were able to identify the question's requirements. The majority of these candidates had moderate knowledge about safety measures to be taken to avoid injuries in football. Some candidates provided a few points on safety measures in football, demonstrating partial knowledge about the topic. Other candidates did not provide clear explanations for some of the points.

On top of that, the analysis revealed that candidates who scored high marks adhered to the demand of the question and demonstrated adequate knowledge of safety measures in football. These candidates correctly explained safety measures which players can take to avoid injuries in football. Examples of the correct responses are shown in Extract 11.2.

11.	<p>Football coach refers to the special and a specialist teacher of the football sports whereby football can be defined as a sports or sport played by eleven players in a team on a rectangular field using the legs to pass the ball from one place to another place. Football coach is the one concerned with the appearance and the ability and capability of the players.</p> <p>The following are the safety measures to be considered in football so as to avoid the injuries.</p> <p>Proper execution of warm up before and cooldown after the exercising session. It is very important to perform the cooldown because it prepares the body for aerobic activities and also it help the heart to pump the blood accordingly. Also cooldown enables the body to have the recovery to the normal condition.</p> <p>Inspecting the sports facilities and the equipments to ensure safety by removing all unwanted materials. Unwanted materials are dangerous to our body or bodies as they can led to injuries. for example broken bottles and stones can directly cause the injuries to the players leading to the extremely bleeding.</p> <p>Wearing proper personal sports gear for example shorts, T-shirts, socks and sports shoes. It is highly advised to wear the sports gear because they can prevent the</p>
-----	---

injuries and when Lacking can led to the injuries for example sports shoes prevent the injuries to the toes and also gloves prevents the goalkeepers hands from getting the injuries especially to the fingers.
Proper executing of the skills. All the players should execute the skills properly and accordingly. for example when executing the heading skills in soccer or football there are series of procedures to follow and failure to follow them can led to the injuries to the head or even injuries to the neck.
Avoiding exercising in the bad weather condition. It is not advised to exercise in a poor or bad weather condition because it leads to the injuries for example exercising in the rain or too much sunshine place can cause the injuries to a player for example too much sun leads to the damage of blood capillaries.
Paying attention and following the rules and regulation of the sport. Each sport has its own rules and regulation which helps the officials to ensure safety during match. Therefore when players follow all the rules and regulation they won't fight or do fights and faults leading to injuries.
Generally sport are for every body because they enable the players to have the healthy body because it prevent some of the diseases especially fats and obesity.

Extract 11.2: A sample of correct responses to question 11

In Extract 11.2, the candidate explained the correct safety measures which the players could take in order to avoid injuries in football.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

In the CSEE 2023, nine (9) topics out of 12 in the Physical Education syllabus were tested. These topics are: *Safety*, *Gymnastics*, *Performance Related Physical Fitness*, *Swimming*, *Recreation and Outdoor Activities*, *Ball Games*, *Racket Games*, *Management and Administration of Physical Activities* and *Track and Field Events*.

The analysis of candidates' performance indicates that they performed well on questions derived from the *Safety* and *Management and Administration of Physical Activities* topics, with average percentages of 97.07 and 67.39 respectively scoring above 30 per cent. Similarly, candidates demonstrated good performance on question 1, where 87.53 per cent scored above 30 per cent. This suggests a strong understanding of the concepts tested in these topics, as well as an ability to comprehend question requirements and effectively express knowledge in English.

The analysis reveals that candidates' performance was average in two topics: *Ball Games* and *Racket Games*. For *Ball Games*, questions 2 and 10 were set, with an average percentage of 54.73 per cent scoring above 30 per cent. Similarly, for *Racket Games*, questions 5, 8, and 3 were constructed, with an average percentage of 44.22 per cent scoring above 30 per cent. This suggests that candidates had a partial understanding of these topics, indicating room for improvement in comprehension and application of concepts related to ball and racket games.

The candidates' performance was weak in two topics: *Track and Field Events*, from which questions 6 and 7 were set, and *Gymnastics*, from which question 4 was set. The average percentages of candidates who scored above 30 per cent were 29.40 and 8.73, respectively. Weak performance in these topics was attributed to inadequate knowledge of the concepts tested, poor mastery of the English language, and failure to identify the requirements of the respective questions. Further details on candidates' performance in different topics can be found in the Appendix on the last page of this report.

4.0 CONCLUSION

The candidates' performance in the Physical Education CSEE 2023 was good as 87.40 per cent of the candidates passed. This marked a 0.28 per cent increase compared to the 82.39 percent in 2022. Upon analysis, it was observed that candidates had good performance in the *Safety and Management and Administration of Physical Activities* topics, with 97.07 and 67.39 per cent of the candidates respectively, scoring above 30 per cent. The contributing factors to this achievement were identified as follows: candidates' ability to recognize the requirements of each question and possessing sufficient knowledge and skills in the tested topics.

The weak performance of 12.60 per cent was due to: inability to identify the requirements of the questions, misinterpretation of concepts, inadequate knowledge and skills on the topics tested, and a poor command of the English language.

5.0 RECOMMENDATIONS

To enhance candidates' performance in future examinations, the following recommendations are proposed:

- (a) During the teaching and learning process, teachers should actively demonstrate specific skills and encourage individual practice. This approach will boost candidates' competence, thereby improving their performance in topics such as *Track and Field Events* and *Gymnastics*, where weaknesses were observed.
- (b) Prior to examinations, students should receive guidance on understanding questions thoroughly before attempting them. This is crucial as many candidates who performed poorly struggled to grasp the requirements of certain questions.
- (c) Students should prioritize regular practice using the English language in their everyday communications. Additionally, engaging in reading both fiction and non-fiction works will aid in enhancing their proficiency in writing, reading, speaking, and listening. This recommendation stems from the observation that some candidates faced difficulties expressing themselves while attempting various questions, indicating inadequate 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 or Above	Candidates' Performance per topic	Remarks
1.	Safety	11	97.07	97.07	Good
2.	Swimming, Performance related physical fitness, Ball Games, Racket Games, Gymnastics, Track and Field Events and Recreation and Outdoor Activities	1	87.53	87.53	Good
3.	Management and Administration of Physical Activities	9	67.39	67.39	Good
4.	Ball Games	10	73.49	54.73	Average
		2	35.97		
5.	Racket Games	5	58.42	44.22	Average
		8	44.89		
		3	29.35		
6.	Track and Field Events	6	42.93	29.40	Weak
		7	15.88		
7.	Gymnastics	4	8.73	8.73	Weak

