



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



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2025**

**SPORTS SUBJECTS
(VOCATIONAL STREAM)**



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FOREWORD

The National Examinations Council of Tanzania has prepared a report analysing students' performance in the Form Two National Assessment (FTNA) conducted in November 2025. This report focuses on the Vocational Stream Sports subjects, which include Football Performance, Netball Performance, and Track Events Performance. The purpose of this report is to provide feedback to education stakeholders on the factors that influenced students' performance.

This report analyses performance levels for each competence and examines students' responses in relation to the assessed competences. Students' performance in Sports subjects, together with the factors contributing to good, average, or weak performance, has been identified in order to provide feedback to students, teachers, curriculum developers, policymakers and all education stakeholders.

Overall, students' performance in the Sports subjects was good. The National Examinations Council of Tanzania expects that, this report will support education stakeholders in strengthening teaching and learning processes in Sports subjects, thereby ensuring that students attain the intended competences.

The National Examinations Council of Tanzania extends its heartfelt appreciation to the Examiners, subject specialists and all contributors whose dedication and expertise made this report possible. Their efforts ensure that the Students' Item Response Analysis (SIRA) remains a valuable instrument for advancing educational quality and fostering a brighter future for our students and our nation.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an overall analysis of students' performance in the Form Two National Assessment on the Sports subjects conducted in November 2025. The assessment papers covered Form One and Two competences in the 241 Football Performance, 242 Netball Performance and 243 Track Events Performance Syllabi and were administered in accordance with the 2025 Vocational Stream assessment formats.

The Sports subjects consisted of two papers: Theory papers and Practical papers. The Theory papers comprised ten (10) questions organised into sections A, B and C. The students were required to answer all questions in each section. Section A comprised two (2) objective questions. Question 1 consisted of ten multiple-choice items each carrying one mark and question 2 was a matching item, consisting of five premises each carrying one mark. Section B consisted of seven (7) short answer questions, each worth 10 marks and Section C contained one (1) essay question which was worth 15 marks. Each theory paper carried a total of 100 marks.

The Practical papers comprised five (5) questions. Each student was required to attempt one (1) question within 15 minutes and each question carried a total of 100 marks.

The purpose of analysing students' performance across different competences is to provide feedback to education stakeholders on the competences with good, average and weak performance. This feedback will enable stakeholders to develop strategies to help students attain the intended competences, thereby contributing to improved performance in future assessments and examinations.

2.0 REGISTRATION AND ATTENDANCE OF STUDENTS

2.1 Registration of Students

A total of 262 students were registered to sit for the Form Two National Assessment in Sports subjects in 2025. Among them, 163 were boys and 99 were girls. The analysis of student registration by subject and gender is presented in Table 1.

Table 1: Student Registration for FTNA Sports Subjects, 2025

S/N	Subject Name	Registered for Assessment		
		Males	Females	Total
1.	241 Football Performance	119	19	138
2.	242 Netball Performance	15	68	83
3.	243 Track Events Performance	29	12	41
Total		163	99	262

2.2 Attendance of Students

A total of 242 students sat for the Form Two National Assessment in Sports subjects in 2025. Among them, 147 were boys and 95 were girls. The analysis of student attendance by subject and gender is presented in Table 2.

Table 2: Student Attendance in FTNA Sports Subjects, 2025

S/N	Subject Name	Students who Sat for the Assessment		
		Males	Females	Total
1.	241 Football Performance	110	19	129
2.	242 Netball Performance	11	64	75
3.	243 Track Events Performance	26	12	38
Total		147	95	242

3.0 ASSESSMENT RESULTS IN EACH SUBJECT

All students (242) who sat for the Sports subjects assessment in 2025 passed the assessment. Therefore, the performance was good. Statistics on students' performance in each subject for 2025 are presented in Table. 3.

Table 3: Students Performance by Subject in FTNA Sports Subjects, 2025

S/N	Subject	Students		Grade				
		Number	Percentage	A	B	C	D	F
1.	241/1 Football Performance 1	129	100	26	22	72	9	0
2.	242/1 Netball Performance 1	75	100	1	9	52	13	0
3.	243/1 Track Events Performance 1	38	100	0	5	32	1	0

4.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH SUBJECT

4.1 Analysis of Students' Performance Based on Competences

The analysis of students' performance in both theory and practical papers by competences was conducted across three sports subjects: 241 Football Performance, 242 Netball Performance and 243 Track Events Performance. This analysis aimed to identify competences that demonstrated good, average and weak performance.

Students' performance by each competence was determined based on the percentage of students who scored 30 per cent or above of the total marks allocated to a particular question, categorised as follows: good performance (65 – 100), average performance (30 – 64) and weak performance (0 – 29). In addition, recommendations are provided to improve teaching and learning in competences identified as having weak or average performance in the respective subjects, with the aim of achieving better results in future assessments and examinations. A summary of each competence performance in each subject in paper 1 is presented in a separate **Appendices I, II and III**.

4.1.1 Analysis of Competences in the 241 Football Performance Subject

A total of four (4) competences were assessed in 241/1 Football Performance Paper 1, while three (3) competences were assessed in Paper 2. In Paper 1, only one competence *Performing Football Skills in*

Accordance to Rules had good performance (69.38%). The remaining three competences *Performing Exercises for Physical Fitness* (53.00%), *Maintaining Health and Safety in Football* (49.60%) and *Performing Football Strategies* (37.20%) had average performance.

The analysis shows that students who scored average performance in three competences had insufficient knowledge about the concepts being asked concepts. Also, they had poor command of the English language, which led them to write unclear and grammatically incorrect sentences.

Competences with average performance in the Football Performance subject can be improved by taking the following measures:

- (a) During the teaching and learning process, teachers should provide effective demonstrations of specific skills and provide sufficient time for each student to practice. This approach will help improve students' understanding and mastery of the skills.
- (b) Teachers should encourage students to use English in their daily communication to help them overcome challenges of writing unclear and grammatically incorrect sentences, as indicated in the analysis. Many students struggled to express themselves effectively in examination questions.

On the other hand, in 241/2 Football Performance Paper 2, all three competences: *Performing Exercises for Physical Fitness*, *Performing Football Skills in Accordance to Rules* and *Performing Football Strategies* had good performance.

4.1.2 Analysis of Competences in the 242 Netball Performance Subject

A total of four (4) competences were assessed in 242/1 Netball Performance Paper 1, while three (3) competences were assessed in Paper 2. In Paper 1, three (3) competences *Performing Netball Tactics* (40.65%), *Maintaining Health and Safety in Netball* (40.00%) and *Performing Netball in Accordance to Rules* (30.65%) had average performance. The competence of *Performing Exercises for Improving Physical Fitness* had weak performance, with only 14 per cent of the students scoring 30 marks or above.

The analysis shows that weak performance in the competence of *Performing Exercises for Physical Fitness* was caused by student's inability to identify the demands of the question. These students failed to provide the relevant responses to commanding words such as *explain, analyse and describe*. Also, they had poor command of English language which hinder them to express ideas and concepts clearly.

Weak performance in the Netball Performance subject can be improved by taking the following measures:

- (a) Teachers should train students to analyse assessment questions by identifying commanding words such as *explain, analyse, describe and support* so that they can respond according to the specific requirements of each question.
- (b) Teachers should encourage students to use English language regularly in both classroom and extracurricular activities to improve their ability to express ideas and concepts clearly during assessments.

Further analysis shows that, in 242/2 Netball Performance Paper 2, all three competences: *Performing Netball Tactics, Performing Netball in Accordance to Rules and Performing Exercises for Physical Fitness* had good performance.

4.1.3 Analysis of Competence in the 243 Track Events Performance Subject

A total of four (4) competences were assessed in 241/1 Track Events Performance Paper 1, while three (3) competences were assessed in Paper 2. In Paper 1, *Maintaining Health and Safety in Track Events* was the only competence which had good performance (65.80%). Competence of *Performing Exercises for Improving Physical Fitness* had an average performance (43.43%) and two competences *Performing Sprints Skills in Accordance to Rules* (15.80%) and *Performing Relays Skills in Accordance to Rules* (10.55%) had weak performance.

The analysis shows that students who had weak performance in two competences had insufficient knowledge about the asked concepts. Also, they failed to identify the requirements of the asked question.

Weak performance in the Track Events Performance subject can be improved by taking the following measures:

- (a) In the course of teaching, teachers should clearly demonstrate each specific skill and give every student adequate opportunity for hands-on practice. This will enhance students' comprehension and help them develop confidence and proficiency in the skills.
- (b) Teachers should guide students to carefully examine assessment questions by recognizing key command words (such as *explain, analyse, describe and support*) and ensuring their answers directly address what each question demands, including a correct understanding of the question stem before responding.

Furthermore, in 243/2 Track Events Performance Paper 2, all three competences: *Performing Exercises for Improving Physical Fitness, Performing Sprints Skills in Accordance to Rules* and *Performing Relays Skills in Accordance to Rules* had good performance.

4.2 Analysis of Students' Performance based on Questions

Analysis of students' performance based on questions in the Sports subjects was conducted to determine why some students scored high or low marks on specific questions and to provide guidance to teachers and students on measures to improve performance. Students who achieved high marks demonstrated adequate understanding of the assessed competences, were able to interpret the questions accurately and expressed their ideas clearly in English language.

On the other hand, students who had weak performance in the assessed competences lacked sufficient knowledge of the competences, failed to understand the requirements of the questions, misinterpreted key terms in the question stems and had limited proficiency in English, which hindered their ability to express themselves clearly.

Additionally, sample responses from selected students were used to illustrate the factors that contributed to high or low scores in each subject.

4.2.1 Analysis of Students' Performance in 241 Football Performance: Theory and Practical Papers

4.2.1.1 241/1 Football Performance 1

The 241/1 Football Performance 1 theory paper comprised ten (10) questions. Analysis indicates that students performed well in five (5) questions, achieved average performance in four (4) questions and had weak performance in one (1) question.

Question 9 had the highest level of performance. The question required the students to “Propose five equipment to be used by the referees during a football match”. A total of 113 (87.60%) students answered this question correctly. They adhered to the requirements of the question and demonstrated adequate knowledge about the referees' equipment in football match. They proposed correctly the equipment used by the referee during a football match. Extract 1 presents a sample of correct responses to this question.

9. Propose five equipment to be used by the referees during a football match.
- (i) A stopwatch ; Any referee must have a stopwatch which helps him to manage time effectively without wasting it
 - (ii) A whistle ; this equipment is used by the referee to make decisions if either to start a game or to end the game
 - (iii) Referee jersey : these are the clothes or garments which are worn by the referees and are always different from player's jerseys
 - (iv) Cleats / Indoor shoes - these are the boots/shoes worn by the referee to prevent feet injuries.
 - (v) Referee's microphone ; this enable him to communicate with other referees or official like the one's in VAR room for any emergency

Extract 1: A sample of correct responses to question 9

In Extract 1, the student correctly identified five equipment used by referees during a football match.

On the other hand, the analysis shows that 76.00 per cent of the students had weak performance on Question 7. In this question students were given a scenario that: *You have been appointed to practice a body weight squats exercise during the football practical session.* Then, they were required to *briefly analyse four procedures to follow for the exercise.*

The analysis indicates that students who scored low marks failed to understand the requirements of the question and had insufficient knowledge about the competence of performing exercises for physical fitness particularly body weight squats exercises. For example, some of students analysed safety measures to be observed when practicing the exercise such as: *change your dress and take a jersey, warm up and stretching, check the ground if it is safe, follow rules and perform cool down.*

Another reason for students' weak performance on this question was misinterpretation of the word "exercises" in the question stem. Some students provided exercises for improving muscular endurance rather than analysing procedures to follow when practicing a body weight squat exercise. An example of such responses from one of the students was: *jumping squat, jogging, pushups, lunges and planks.* Additionally, one student provided tools for providing first aid instead of analysing procedures to follow when executing a body weight squats exercise. Such responses were: *antiseptic wipes, elastic bandage, triangular bandage and cotton balls.* Extract 2 shows a sample of incorrect responses to this question.

7. You have been appointed to practise a body weight squats exercise during the football practical session. Briefly analyse four procedures you would follow for the exercise.

- (i) Flexibility the ability to move body joint through the full range of motion
- (ii) Cardio Vascular endurance, The ability of the heart and lungs to work together to provide they need oxygen to the body during sustained workload
- (iii) The ability of the muscle to perform the physical activities for a long period of time.

Extract 2: A sample of incorrect responses to question 7

In Extract 2, the student provided meaning of health-related physical fitness components instead of analysing procedures to follow when executing a body weight squats exercise.

Moreover, analysis of the students' performance indicated that few (17.10%) students who scored average marks in this question were able to provide some of the correct procedures of performing a body weight squats exercise. The correct answers provided by the majority of students in this group include:

Stand with feet a little wider than hip width, toes facing in front, in a squat position, keep your heels and toes on the ground with the chest up and shoulder back.

4.2.1.2 241/2 Football Performance 2

The 241/2 Football Performance 2 practical paper consisted of five (5) questions constructed from three (3) competences from Form One and Two. Those competences are: *Performing Exercises for Physical Fitness*, *Performing Football in Accordance to Rules* and *Performing Football Strategies*. Each student was required to attempt only one question, selected through a lucky dip system. Practical assessment was conducted on the

spot, whereby each student was assessed as he/she performs the asked skills by filling the scores in the prepared assessment sheet.

The analysis indicates good performance across all questions, showing that students had a clear understanding of the assessed competences and were effectively demonstrated the required skills. Figure 1 illustrates the students' performance in practical paper.

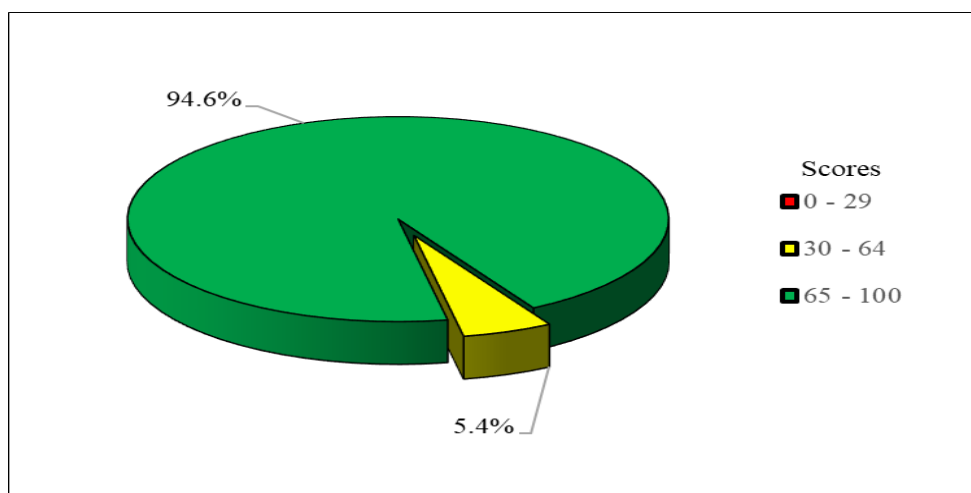


Figure 1: *Students' performance on practical paper in Football Performance*

4.2.2 Analysis of Students' Performance in 242 Netball Performance: Theory and Practical Papers

4.2.2.1 242/1 Netball Performance 1

The 242/1 Netball Performance 1 theory paper consisted of ten (10) questions. Analysis shows that students had good performance in one (1) question, average performance in six (6) questions and three (3) questions had weak performance.

Question 10 which had good performance, the students were asked as follows: *You were appointed to train types of passes to the Form One netball team players. Analyse six types of passes to train them.* A total of 42 (56.00%) students attempted the question correctly. These students meet the requirements of the question and demonstrated sufficient knowledge about the types of passes used in netball. They accurately identified and explained six types of passes used in netball. Likewise, they managed to

provide clear and complete responses that fully addressed the question. Extract 3 presents a sample of correct responses to this question.

10. You were appointed to train types of passes to the Form One netball team players. Analyse six types of passes you would train them.

Passing is the offensive skill which is mostly used in netball. It involves players when providing the ball from one player to another. Passing has got types which are used in netball. They are as follows;

Chest pass: Is the type of pass which is executed from the chest and goes straight to the receiver in a short distance. When ~~ex~~ passing the hands should fall through.

Lob pass: This is the pass which is executed from above the shoulder and passed through the arc curved pass from the passer to the receiver. This pass is passed in a long distance. It can be also called "high shoulder pass".

Shoulder pass: Is the type of pass which is passed from the ~~set~~ behind the shoulder level from the passer to the receiver. It is passed in a long distance, also is passed with one hand.

Over head pass: This is the type of pass which is passed from above the head. It is executed in a long distance from the passer to the receiver and it is passed with two hands with fall through.

Bounce pass: Is the pass which is passed from the chest level then bounced to the receiver in distance of at least ~~3~~ 4 near to the receiver so as the defender ~~can~~ should not get a chance to intercept it. It is pass with two hands.

Side pass: This is the type of pass which is passed from side the body. It can be the right side or left side of the body and also

Extract 3: A sample of correct responses to question 10

In Extract 3, the student provided correct responses about the types of passes used in netball.

On the other hand, the analysis shows that 94.7 per cent of the students had weak performance on question 6. This question asked that: *Your coach asked you to perform a jump shot skill. Briefly analyse five steps you would follow to perform the skill.*

The analysis of the students' responses reveals that the students who had weak performance misunderstood the question and had inadequate knowledge about the steps to follow when performing a jump shot skill in netball. For example, one student described shooting skills used in netball which are *layup shot and standing shot* instead of analysing steps to follow when performing a jump shot in netball.

Others described equipment used to perform exercises for improving balance and safety measures when performing netball skills. Such responses include: *jumping ropes, balance pad, foam roller, balance beam, prepare your equipment and make sure your court is clean.* Also, there were students who explained the basic first aid techniques protocol instead of steps for performing a jump shot in netball. Such responses include: *R – rest, I – ice, C – compression, E – evaluation and R – referral.* Likewise, one of the students described acronym used to define clear and effective goals. Such responses were: *S – specific, M – measurable, A – achievable, R – relevant and T – time bound.* Extract 4 is a sample of incorrect responses to this question.

6. Your coach asked you to perform a jump shot skill. Briefly analyse five steps you would follow to perform the skill.
- (i) Stepping - you have to do this they at the ego and if you have a you take a large you stepping.
 - (ii) pivoting - is performed by on one foot to showing the goal they at the ground don't anything to this pivoting.
 - (iii) Foot work - is your improving shooting you have to sell him this steps they at the ground.
 - (iv) loading - is you a player you sell his or her they at the ground to practicing this exercise.
 - (v) Reinforcing - you they at the ground you have to sell his or her to stand this skills for shooting.

Extract 4: A sample of incorrect responses to question 6

In Extract 4, the students analysed offensive and defensive skill in netball instead of analysing steps to follow when performing a jump shot skill in netball.

Moreover, analysis shows that few students (5.3%) who had average performance they were able to provide some of the correct steps of performing a jump shot skill in netball, however they mixed correct and incorrect steps. The correct answers they were supposed to provide include:

Stand with the feet shoulder-width apart while knees are slightly bent for balanced, hold the ball with your shooting hand, jump or push off the ground with both feet, extend your shooting arms and release the ball, follow through in the direction of the shot and land with both feet softly.

4.2.2.2 242/2 Netball Performance 2

The 242/2 Netball Performance 2 practical paper consisted of five (5) questions constructed from three (3) competences from Form One and Two. The competences assessed were: *Performing Exercises for Physical Fitness*, *Performing Netball in Accordance to Rules* and *Performing Netball Tactics*. Each student was required to attempt only one question, selected through a lucky dip system. Practical assessment was conducted on the spot, whereby each student is evaluated as he/she performed the required skills.

The analysis shows that students performed well in all questions. This indicates that students had a good understanding of the asked skills and were able to meet the requirements of the questions. Figure 2 illustrates the students' performance in practical paper.

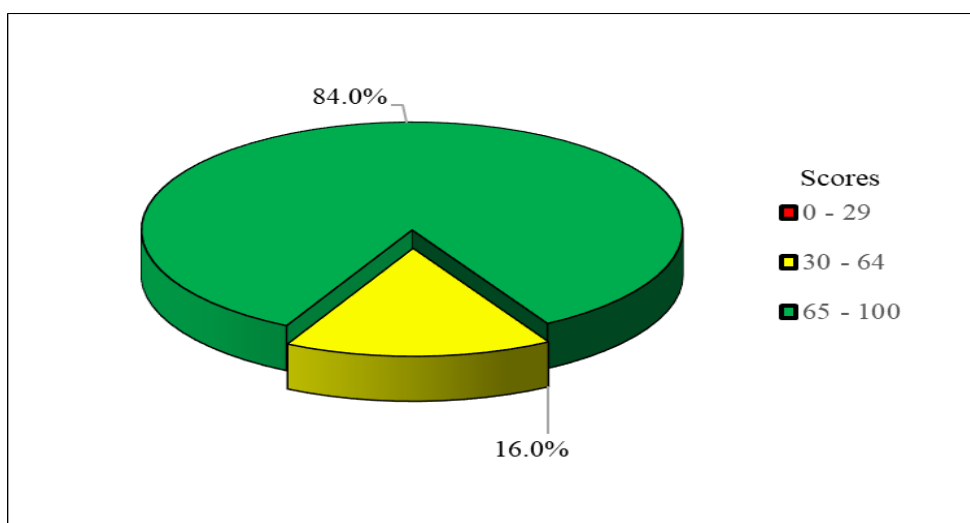


Figure 2: *Students' performance on practical paper in Netball Performance*

4.2.3 Analysis of Students' Performance in 243 Track Events Performance: Theory and Practical Papers

4.2.3.1 243/1 Track Events Performance 1

The 243/1 Track Events Performance 1 theory paper comprised ten (10) questions. Analysis indicates that students had good performance in three

(3) questions, achieved average performance in two (2) questions and had weak performance in five (5) questions.

Although three questions were answered well, Question 4 demonstrated the highest performance as 65.80 per cent of the students answered it correctly. The question was: *Suppose you are required to buy the equipment which are suitable for improving your body composition. Briefly explain five equipment which you would buy.* The students adhered to the requirements of the question and demonstrated adequate knowledge about the equipment used to improve body composition. Extract 5 presents a sample of correct responses to this question.

4. Suppose you are required to buy the equipment which are suitable for improving your body composition. Briefly explain five equipment which you would buy.
- (a) Mats, this equipment is used to practice the
some exercise for example push-up, plank.
 - (b) Bike, this equipment is used to cycling the
bicycle to improve the foot.
 - (c) Rope, This equipment is used to athlete to jump
the rope from down to up.
 - (d) Free weight, this equipment is used to improve
the muscle from your body.
 - (e) Medicine ball, This equipment is used to practice
the exercise for to improve the body
and your hands.

Extract 5: A sample of correct responses to question 4

In Extract 5, the student correctly explained five equipment suitable for improving body composition.

On the other hand, the analysis shows that 100 per cent of the students had weak performance in question 6. This question was as follows: *Mwaki failed to win the 4 x 100 m relay race because he lacked some tactics for a good finishing. Give five tactics which Mwaki would practise in order to win the race in subsequent events.*

The correct tactics for the finishing phase of a relay race that students were expected to provide include:

Running from the starting line towards the finishing line with the baton in her hands, leaning forward as she approaches about 2-3 strides to finishing line, maintaining slight forward leaning and driving her chest to ensure that she crosses the finishing line, keep on sprinting through the finishing line without decelerating until few meters past the line, decelerating gradually after crossing the finishing line and repeat the drill to improve the finishing in the 4 x 100 m race.

The analysis reveals that students who had weak performance misunderstood the question and had insufficient knowledge of performing relay skills in accordance to rules, particularly, the tactics used during the finishing phase. For example, some students explained methods and techniques of baton exchange instead of tactics for finishing phase in 4×100 m relay race. Such responses included; *non-visual baton exchange, visual baton exchange, up-sweep baton exchange and down-sweep baton exchange.*

Other students listed equipment required for practicing relay races instead of addressing the question. Their responses included; *starting block, running shorts, clappers, starting gun and spike shoe.* Similarly, some students described aspects of maintaining personal safety in track events. Such responses included:

Performing proper warm-up and cool down, wearing appropriate sports attire, hydrate your body by drinking enough water, obey the governing rules, do not practice if you are sick or tired and go to medical treatment for checkup.

Further analysis shows that some students explained the stages of performing sprints events rather than providing tactics for the finishing phase of a relay race. An example of such a response from one student was: *Drive phase, acceleration phase, maximum speed/velocity phase and finishing phase.* Extract 6 shows a sample of incorrect responses to this question.

6. Mwaki failed to win the 4 x 100 m relay race because he lacked some tactics for a good finishing. Give five tactics which Mwaki would practise in order to win the race in subsequent events.
- (a) it enhance performance
 - (b) it Reventing the speed of illness
 - (c) it help to reduced medical cost-
 - (d) it help injury Revention or it help ^{enhance} Player confi-
dence
 - (e) it help to Team moral and dynamics

Extract 6: A sample of incorrect responses to question 6

In Extract 6, the student provided importance of safety practices in track events instead of giving tactics for finishing phase in relay race.

4.2.3.2 243/2 Track Events Performance 2

The 243/2 Track Events Performance 2 practical paper consisted of five (5) questions constructed from three (3) competences from Form One and Two. The competences assessed were: *Performing Exercises for Improving Physical Fitness*, *Performing Sprints Skills in Accordance to Rules* and *Performing Relays Skills in Accordance to Rules*. Each student was required to attempt only one question, selected through a lucky dip system. Practical assessment was conducted on the spot, whereby each student was assessed as he/she performed the required skills.

The analysis shows that students performed well in all questions. This indicates that students had a good understanding of the required skills and met the requirements of the questions. Figure 3 illustrates the students' performance in practical paper.

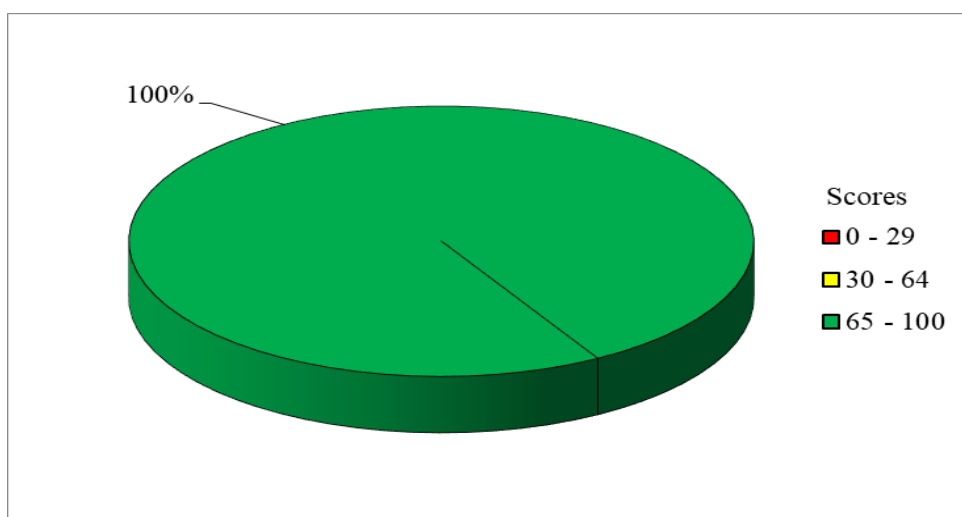


Figure 3: *Students' performance on practical paper in Track Events Performance*

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This report presents the results of an analysis of students' performance in the Form Two National Assessment 2025 for Sports subjects, highlighting attendance, performance by subject which comprised competences and individual questions. It also explains the factors contributing to good or weak performance and provides sample student responses for further clarification. In addition, a table summarizing students' performance by subject across the examined competences is included at the end of the report.

Students' performance in the Form Two National Assessment 2025 in Sports subjects was good, with all students (100%) passing the assessment. This good performance indicates that most students had adequate knowledge, correctly identified the requirements of the questions and expressed their ideas clearly in English.

Despite all students passing the assessment, the analysis reveals that some students had weak performance in some competences in the theory paper. This weak performance was attributed to insufficient knowledge of the competences, failure to understand the requirements of the questions, misinterpretation of key terms in the question stems and limited proficiency in English, which hindered their ability to express themselves clearly.

The National Examinations Council of Tanzania expects that this report will enable various education stakeholders to take appropriate actions aimed at improving and enhancing future students' performance in Sports subjects.

5.2 Recommendations

To improve students' performance in Sports subjects in future assessments, the following measures are recommended for implementation:

- (a) Teachers should more emphasize both theoretical and practical learning to help students develop a clear understanding of key concepts and competences.
- (b) Teachers should adopt effectively learner-centered approaches such as group work, peer teaching, discussions and demonstrations to actively engage students and help them acquire the intended skills.
- (c) Students are encouraged to use English regularly in their everyday communication. In addition, reading both fiction and non-fiction texts can enhance their proficiency in writing, reading, speaking and listening. These practices will help students in addressing difficulties related to producing grammatically incorrect and unclear sentences.
- (d) Students are advised to read each question attentively so that they can clearly understand what is being asked. This approach will help address the problem of students struggling to identify the specific requirements of questions.

Appendix I

Summary of Students' Performance per Competence in Football Performance Paper 1

241/1 FOOTBALL PERFORMANCE 1					
S/N	Competence	Number of Questions	The Percentage of the Students who Scored 30 or above per Question	Average Performance	Remarks
1.	Maintaining Health and Safety in Football, Performing Exercises for Improving Physical Fitness, Performing Football Skills in Accordance to Rules and Performing Football strategies	1	96.10	96.10	Good
2.	Performing Football Skills in Accordance to Rules	9	87.60	69.38	Good
		4	74.40		
		10	65.90		
		3	49.60		
3.	Performing Exercises for Improving Physical Fitness	2	94.60	53.00	Average
		5	40.30		
		7	24.10		
4.	Maintaining Health and Safety in Football	6	49.60	49.60	Average
5.	Performing Football strategies	8	37.20	37.20	Average

Appendix II

Summary of Students' Performance per Competence in Netball Performance Paper 1

242/1 NETBALL PERFORMANCE 1					
S/N	Competence	Number of Questions	The Percentage of the Students who Scored 30 or above per Question	Average Performance	Remarks
1.	Maintaining Health and Safety in Netball, Performing Exercises for Improving Physical Fitness, Performing Netball in Accordance to Rules and Performing Netball Tactics	1	57.30	57.30	Average
2.	Performing Netball Tactics	2	76.00	40.65	Average
		3	40.00		
		9	34.60		
		8	12.00		
3.	Maintaining Health and Safety in Netball	5	40.00	40.00	Average
4.	Performing Netball in Accordance to Rules	10	56.00	30.65	Average
		6	5.30		
5.	Performing Exercises for Improving Physical Fitness	4	32.00	14.00	Weak
		7	6.70		
		6	5.30		
		8	12.00		

Appendix III

**Summary of Students' Performance per Competence in Track Events
Performance Paper 1**

243/1 TRACK EVENTS PERFORMANCE 1					
S/N	Competence	Number of Questions	The Percentage of the Students who Scored 30 or above per Question	Average Performance	Remarks
1.	Maintaining Health and Safety in Track Events, Performing Exercises for Improving Physical Fitness, Performing Sprints Skills in Accordance to Rules and Performing Relay Skills in Accordance to Rules	1	97.30	97.30	Good
2.	Maintaining Health and Safety in Track Events	2	65.80	65.80	Good
3.	Performing Exercises for Improving Physical Fitness	4	65.80	43.43	Average
		3	47.40		
		10	44.70		
		7	15.80		
4.	Performing Sprints Skills in Accordance to Rules.	5	15.80	15.80	Weak
5.	Performing Relay Skills in Accordance to Rules	9	13.20	10.55	Weak
		6	0.00		
		8	7.90		

