

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

018 PHYSICAL EDUCATION

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
BOOKLET ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

018 PHYSICAL EDUCATION

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FOREWORD

The Form Two National Assessment (FTNA) was conducted National wise on November 2015. The National Examinations Council of Tanzania has prepared this booklet for the purpose of providing feedback to all educational stakeholders including students, teachers, parents and policy makers, about the performance of the students and the challenges they face in attempting assessment questions.

The Form Two National Assessment is a formative evaluation, which among other things, shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, the students' responses to the assessment questions are an indication of the effectiveness of the education delivery in general and particularly, the acquisition of knowledge, skills and the attitude of the students in their two years of Ordinary Secondary Education.

The analysis presented in this booklet is intended to contribute towards understanding of possible reasons behind students' performance in Physical Education subject. The report therefore, highlights the factors that made a few students to perform well in the assessment. Such factors include ability to identify the demand of the questions, ability to transfer knowledge from practical field of sports to writings and adequate knowledge and skills on the concepts related to the subject. On the other hand, the booklet highlights the factors that made the majority of the students to perform poorly in the assessment. Such factors include: inability to identify the demand of the questions, inability to transfer knowledge from practical field of sports to writings, poor command of English Language and inadequate knowledge and skills on the concepts related to the subject. The feedback provided will enable educational administrators, school managers, teachers, students and other stakeholders to take appropriate measures in order to improve the students' performance in future assessments administered by the Council.

The National Examinations Council of Tanzania invites comments and suggestions from teachers, students, school inspectors, curriculum developers and the public in general, that aims at improving future FTNA booklets.

Finally, the Council would like to thank the Examiners and all those who participated in processing and analysing the data used in this booklet.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This booklet presents the analysis of the performance of students who sat for FTNA in November, 2015 in Physical Education subject. The analysis shows how these students performed in each question. The report focuses on analysing the levels of students' performance in each question by highlighting the questions in which the performance was either good, average or poor.

The analysis of the students' performance is organised in such a way that, the students' performance in individual items for the 2015 Physical Education paper is presented by indicating the percentage of students who attempted the question and the percentage of those who scored various marks based on their responses. Furthermore, some extracts of students' responses are inserted in order to provide a general overview of how the students responded according to the demands of each item.

The FTNA Physical Education paper consisted of Seven (07) questions which were categorized into three sections namely; Section A, B, and C. The students were required to answer all the questions in all the sections. Section A comprised three objective type of questions. Question one consisted of 10 multiple choice items, while question two had 10 matching items and question three comprised 10 TRUE/FALSE items. Each item in all the questions carried 1 mark. Section B had three short answer questions, with different weight, as shown in the analysis of each question and Section C had one structured essay question, which carried 30 marks.

A total of 3,911 students sat for the assessment. Of these, 1,163 (29.7%) students passed and 2,748 (70.3%) failed. The performance has decreased by 24.46 percent when compared to that of 2014. In 2014, a total of 1,658 students sat for the examination and 54.16 percent passed.

The analysis of the students' performance highlights the requirement of each question and the strengths and weaknesses of students' responses with probable reasons for such responses. Moreover, the extract samples of students' responses are presented in order to provide a general overview of how the students responded according to the demands of each question.

In the analysis, the questions are categorized according to the following percentage: 0-29 poor, 30-49 average and 50-100 good, denoted by red, yellow and green colours respectively. Moreover, the performance in a topic is categorized as weak, average or good if the percentage of students who scored 30 percent or above of the marks allocated to a particular question is 0-29, 30-49 and 50-100 percent respectively.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective Questions

This section presents an analysis of three (3) questions. The students were required to answer all the questions. Question one had ten multiple choice items, while question two had ten matching items and question three had ten True/False items. Each item in each question weighed 1 mark, making a total of 30 marks for this section.

2.1.1 Question 1: Multiple Choice

In this question, students were required to choose the correct answer from the given alternatives and write its letter against the item number. The items were constructed from various Form one and Form Two topics of the syllabus which are: Ball games, Health Related Physical Fitness, Track and Field Events, Swimming, Camping and Injury Management.

This question was attempted by 3,911 students (100%), of which 26.3 percent scored below 30 percent, with scores ranging from 0 to 2 marks, with 1.6 percent scoring a 0 mark. Further analysis shows that 47.2 percent scored from 3 to 4 marks, signifying an average performance and 26.5 percent scored from 5 to 9 marks, which is good performance. There was no student who scored full marks. Table 2.1.1.1 depicts this analysis of data. This trend indicates good performance in this question.

Table 2.1.1.1: Number of students and their scores.

Scores	0.0 _ 2.0 (Weak)	3.0 _ 4.0 (Average)	5.0 _ 9.0 (Good)	Total
Number of Students	1030	1843	1038	3911
Percent	26.3	47.2	26.5	100.0

The analysis in this question shows that, item number (ii), (iii) and (v) appeared to be difficult for most of the students because the majority of them failed to get the correct alternatives. Item (ii) required the students to identify one of the activities which is used for beginners to familiarize with water when learning how to swim. In order to answer this item correctly, the students were supposed to have knowledge of what beginners for swimming start to practice, which include: swimming in shallow water, to open eyes and to float with the support of floaters. The correct alternative was 'A': (random movement in shallow water). However, the majority opted for alternative 'C': (to open eyes when under deep water) possibly because they were attracted by the words 'to open eyes' but they failed to figure out that it should be under the shallow water and not under deep water. Students who opted for other alternatives showed poor mastery of the activities used to introduce the beginners on how to swim.

Item number (iii) tested the students' ability to identify the exercises which can measure the strength and muscle endurance of the arms and shoulder girdle. The correct response was 'B': (push-ups). However, some candidates opted for 'D': (sit ups) because they failed to understand that sit ups are specific exercises for developing abdominal muscles. Students who chose other alternatives lacked knowledge on the specific exercises to develop the strength and endurance of muscles of the arms and shoulder girdle, hence failed to choose the correct exercise among the given options.

Item (v) required the students to identify the types of pass in soccer in accordance with performance among the given four alternatives. The correct response was 'C' (push, instep and flick pass). The students who opted for 'A': (short and long pass) failed to understand that those are passes in accordance with the distance covered by the ball. However, students who opted for 'B': (side, back and front pass) were not aware that those are passes in accordance with direction of the ball. Students who opted for alternative 'D': (short, push and front pass) demonstrated lack of understanding about types of passes in soccer.

2.1.2 Question 2: Matching items

This question consisted of ten matching items. Students were required to match the items in list A with corresponding responses in list B. The items in this part were derived from one topic; Physical Fitness.

This question was attempted by 3,910 (100%) students, of which 52.2 percent scored below 30 percent, with 15.5 percent scoring a 0 mark and 36.7 percent scoring from 1 to 2 marks. Furthermore, 27.5 percent scored from 3 to 4 of the allocated marks, which is an average performance. Further analysis shows that, 20.3 percent of the students performed well and had their scores ranging from 5 to 10 marks, with only 1 student scoring full marks. Figure 2.1.2.1 depicts the analysis of the data. The trend of analysis indicates an average performance in this question.

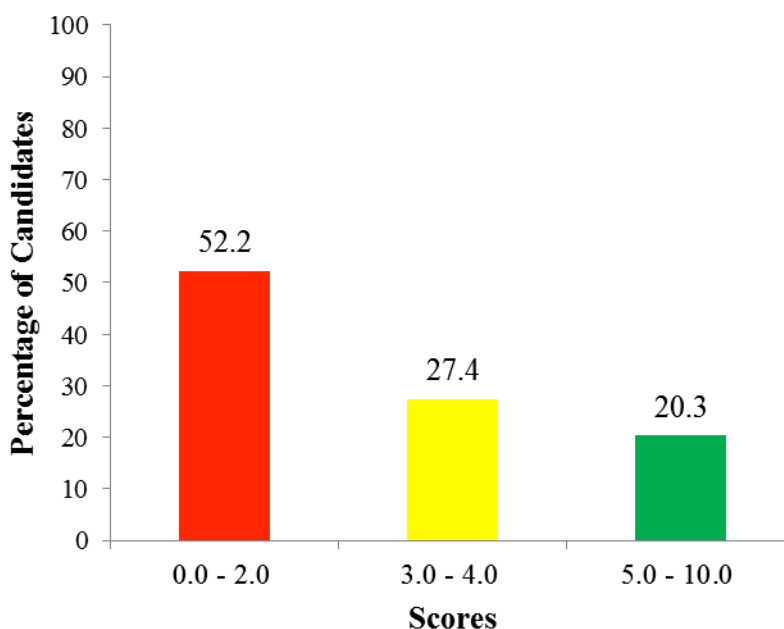


Figure 2.1.2.1: Illustration of students' scores in percentage, showing weak performance by the majority of students, with a few of them registering an average and good performance.

The analysis in this part of the question shows that, students responded well in item number (i), (ii), (iv), (v), (vi) and (vii). However, item number (iii), (v), (viii) and (ix) were wrongly matched by most students.

Item number (iii) required the students to identify a component of physical fitness, which is described by the ability of muscle or muscle group to remain contracted, or contract repeatedly for a long period of time. The correct response in this item was 'L' (muscular endurance). However, some candidates opted for D: (cardiovascular endurance) because they failed to distinguish between muscular endurance and cardiovascular endurance. Item (v) required the student to identify the ability of an athlete to move the body accurately and rapidly in different directions. The correct alternative for this item was 'J': (Agility). Most of the students chose the wrong alternative 'B': (speed). Possibly they were distracted by the word 'rapidly', which is synonymous to speed. Item (viii) required the students to identify a component of physical fitness which is defined as the ability of an athlete to transfer energy into force at a fast rate. The correct alternative in this item was 'H' (power). However, some candidates who opted for 'B': (speed) were convinced by the words 'fast rate' which are normally associated with speed. Item number (ix) required the student to identify the ability of an athlete to perform a skill in a short period of time. The correct alternative was 'B': (speed). However, most candidates matched it with option 'N': (strength). They failed to understand that strength does not deal with skill and time but rather it deals with force and effort. Generally, since the items resulted from the same topic, students' failure to choose the correct alternatives in this question indicates that, they lacked knowledge necessary to enable them to distinguish the components of physical fitness.

2.1.3 Question 3: True and False items

In this question, students were required to write TRUE if the statement was correct and FALSE if the statement was incorrect. The items were derived from different topics which are: Ball Games, First Aid, Recreation and Outdoor Activities, Swimming, Track and Field Events, Principles of Physical Education and Health Related Physical Fitness.

The question was attempted by 3,910 (100%) students and was highly performed since 82.5 percent of the students scored from 5 to 10 marks, 15.1 percent scored from 3 to 4 marks, depicting an average performance and 2.4 percent performed poorly by scoring from 0- 2 marks, with 0.6 percent scoring a 0 mark. Figure 2.1.3.1 depicts the analysis of the data.

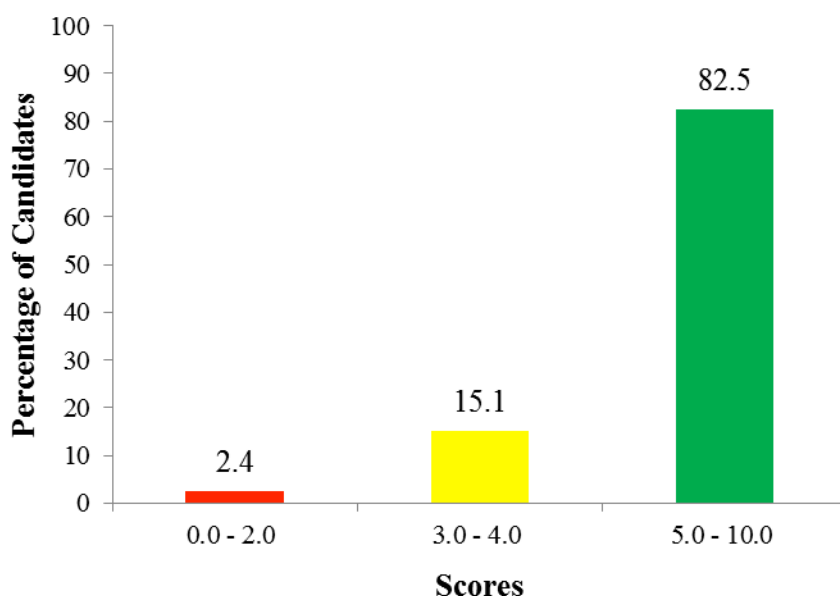


Figure 2.1.3.1: Illustration of Students’ Scores in Percentage showing a good performance by the majority of the students with a few of them registering an average and weak performance.

The analysis of students’ responses in this question shows that, they performed well in items (i), (iii), (iv), (vi), (vii), (ix) and (x). Further analysis revealed that, item number (ii), (v) and (viii) seemed to challenge most students because the majority failed to respond correctly. Item (ii) required the students to either agree or disagree if “The term *First Aid* means immediate and useful help given to an injured person after seeking medical assistance”. The correct response “FALSE” was opted by the students who were aware of the definition of First Aid. Meanwhile, the students who provided a “TRUE” response hurriedly read the question, as a result they failed to figure out that, First Aid is given to an injured person before seeking medical assistance and not after seeking medical assistance as the statement read.

Item (v) required the students to either agree or disagree if “unlike crawl kick in swimming, both legs act at the same time in breast stroke kick”. The correct response “TRUE” was given by students who were aware of the characteristics of different types of strokes in swimming, including crawl and breast stroke kicks. The students who provided a “FALSE” response failed to understand that, in breast stroke kick, both legs act at the same time to generate a forward glide.

Item (viii) required the students to provide the truth or falsity of the statement “Physical Education, play, game and sport are different terms which have the same meaning”. The correct response, “FALSE” was provided by the students who were aware of the meaning of the terms Physical Education, play, game and sport. However, the students who provided a wrong response, “TRUE” exhibited lack of knowledge that Physical Education is an education dimension performed through use of physical activities and it contains the elements of play, game and sport with different meanings. Sports are highly organized, formalized and competitive form of play. Play is an activity for fun, amusement and relaxation, without necessarily having educational aims, while Games are activities closely related to sports with the elements of amusement, diversion, modified rules and competitions.

2.2 Section B: Short Answer Questions

2.2.1 Question 4: Recreation and Outdoor Activities

This question had two parts; (a) and (b). In part (a), students were required to give any five values of physical exercises to the participants and part (b) required them to outline five important items of camping. The question had 10 marks.

The question was attempted by 3,911 (100%) students, out of which 40.1 percent scored below 30 percent, with 26.1 percent scoring a 0 mark and 14 percent scoring from 0.5 to 2.5 marks. 14.7 percent had average scores ranging from 3 to 4.5 marks. Further analysis showed that, 45.2 percent had good scores, ranging from 5 to 10 marks, with 10.0 percent scoring full marks. Figure 2.2.1.1 shows the analysis of data which indicate good performance in this question.

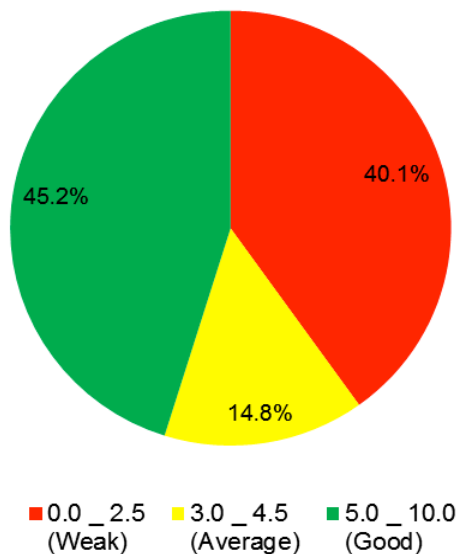


Figure 2.2.1.1: Illustration of Students Scores in Percentage showing a good performance by the majority of students.

The students who scored from 5 to 10 marks had sufficient knowledge on the topic of Recreation and Outdoor Activities, specifically camping from which the question was derived. Some of the students managed to answer this question correctly. Those who scored full marks managed to outline in part (a), five values of physical exercises to the participants such as: develop physical fitness, prevent depression, and prevent diseases, to mention some, as shown in extract 4.1.1

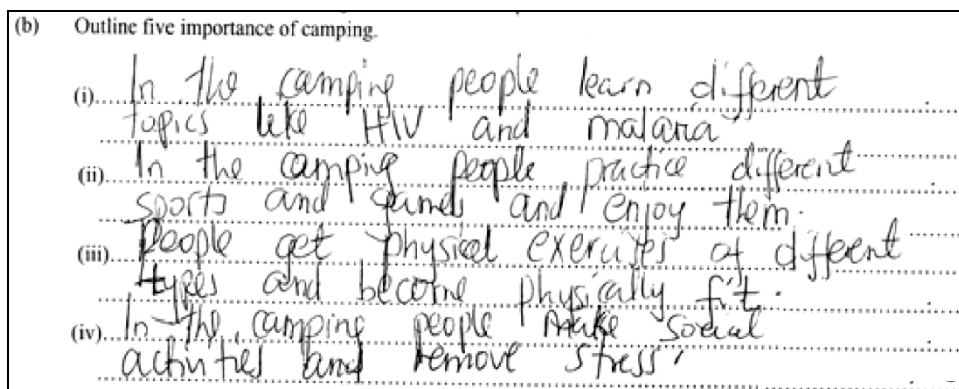
Extract 4.1.1

4. (a) Give any five values of physical exercises to the participant.

- (i) Help to develop the body physical fitness.
- (ii) It make the body to be free from the diseases like flu and obesity.
- (iii) Physical exercises prevent a person to get stress.
- (iv) Physical exercises maintain body weight to be constant.
- (v) Physical exercises help to learn different skills of the sports and games.

Extract 4.1.1 is the sample of a response of a student who managed to outline values of physical exercises to the participant.

In part (b), the students who scored full marks were able to outline five important attributes of camping. Extract 4.1.2 shows an example of a good answer for this question.



Extract 4.1.2 is the sample of a part of a response of a student who outlined the importance of camping.

Students who scored from 3 to 4.5 marks managed to provide two to three correct answers from either part (a) or (b) of the question but did not manage to provide all the required points. They also had limited understanding of the Recreation and Outdoor Activities.

Students who scored from 0.5 to 2.5 failed to give correct answers to many parts of the question. For example, among the required five values of physical exercises to the participants in part (a) and five importance of camping in part (b), they mentioned only one or two correct answers.

Students who scored a 0 mark did not understand the question's demands as they failed to give any values of physical exercises in part (a). For example some of the students mentioned the equipment required in various games such as beam balance, landing mats and hurdles. Others demonstrated poor command of English Language. For example, one student wrote 'it promote obesity, it promote blood pressure' the indication is that the student did not know the meaning of the word *promote*. There were students who mentioned physical exercises applied in different games such as push up, jumping, running, and throwing in place of values. Other students wrote interdisciplinary subjects to Physical Education such as Biology, Physics, Chemistry and

Mathematics and others left the space unfilled. Extract 4.2.1 is a sample of a poor response from one of the students in this category.

Extract 4.2.1

4.	(a)	Give any five values of physical exercises to the participant.
	(i).	Push up
	(ii).	Jumping
	(iii).	Running
	(iv).	Push down
	(v).	Throwing

In extract 4.2.1 the student failed to give values of physical exercises, instead he/she gave physical exercises applied in different games.

There was also evidence that some students did not understand the requirement of the question. For example, in part (b), instead of five importance of camping some students outlined the meaning of camping and the environment in which camping is done. For example, “is the outdoor recreational activities, it use a tent, caravan and primitive structures”. Others outlined wrong answers which were not related to camping like ‘it reduce sport, it reduce game, and it proved physical exercises’. Some students copied parts of other questions, for example one student copied four distractors of question number 1 (ii) about swimming and used them as the answers for this question, as shown in extract 4.2.2.

Extract 4.2.2

(b)	Outline five importance of camping.
(i).	random movement of shallow water
(ii).	floating with or without floaters
(iii).	to open eyes when under deep water
(iv).	Crawl movement pattern in swimming pool

Extract 4.2.2 is the sample of a response of a student who failed to outline five importance of camping; instead he/she copied the distractors from question number 1(ii), about swimming.

2.2.2 Question 5: Ball Games (Soccer)

The question had two parts, (a) and (b). In part (a) the students were required to mention precautionary measures to be observed before, during and after playing soccer. In part (b) students were required to briefly explain five important procedures to follow when performing passing skill in soccer. The question had a total of 16 marks.

This question was attempted by 3,911 students (100%), of which 90.8 percent performed poorly by scoring below 30 percent, with 50.2 percent scoring a 0 mark and 40.6 percent scoring from 0.5 to 4 marks. On the other hand, 5.7 percent had average scores ranging from 5 to 7 marks, and only 3.5 percent had an impressive performance by scoring from 8 to 16 marks, with 0.1 percent scoring full marks. Figure 2.2.2.1 depicts the given analysis of data indicating a poor performance in this question.

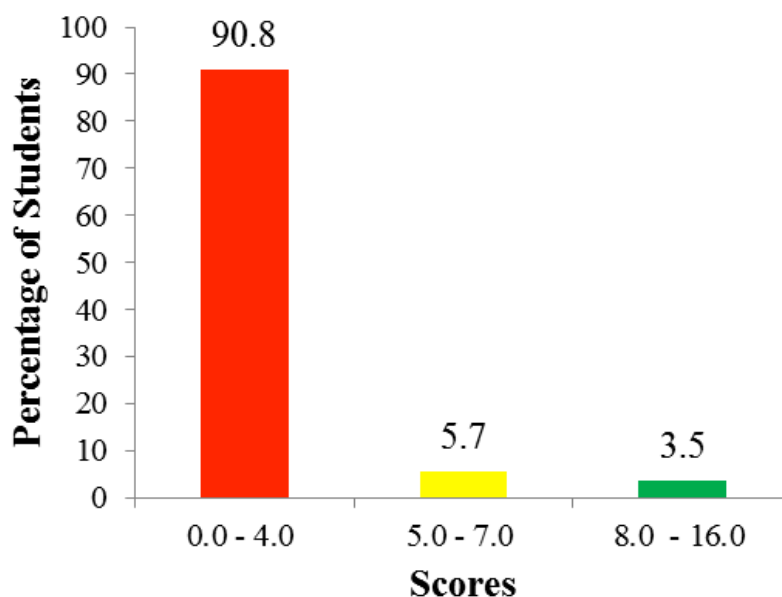


Figure 2.2.2.1: Illustration of Students Scores in Percentage, showing a weak performance by the majority of students with a few of them registering an average and good performance.

Students who scored a 0 mark failed to identify the requirements of the question in both part (a) and (b), hence producing irrelevant responses. For example in part (a), instead of precautionary measures to be observed before, during and after play, some students wrote answers

such as ‘to prepare our body and to make the clothes of the player before play, to play very well during play and to rest after play’. Other students explained some definitions which have no meaning, with many words copied from the distractors of multiple choices in section A. Extract 5.1.1 is a sample of a response of a student in this category.

Extract 5.1.1

5.	(a)	Mention precautionary measures to be observed before, during and after playing soccer.
		Before play
	(i)	To prepare our body
	(ii)	To make the clothes of player.
		During play
	(i)	To play very well
	(ii)	To make sure your good player
		After play
	(i)	To rest after play.
	(ii)	To doing the physical activity.

Extract 5.1.1 shows the sample of a response of the student who gave wrong responses instead of mentioning the precautionary measures to be observed before, during and after playing soccer.

In part (b) the analysis showed that the question was misconceived by the majority of the students. Instead of explaining important procedures when performing passing skill in soccer, some students wrote wrong answers which relate to the word ‘important’ but with no relation to the question. For example, ‘it help to be active, it help to decline of agility, it help the coordination of warm-up and it build to self – esteem’. Others wrote ‘it help to control heading skill, dribbling skill, shooting skill and passing skill in soccer’. Moreover, there were students in this group who demonstrated poor command of English Language, as they wrote the sentences which have no meaning. Extract 5.1.2 is a sample of a response of a candidate in this category.

Extract 5.1.2

(b) Briefly explain five important procedures to follow when performing passing skill in soccer.

(i) It help to controlling heading skill in the soccer.

(ii) It help to controlling Dribbling skill in the soccer.

(iii) It help to controlling shooting skill in the soccer.

(iv) It help to be active.

(v) It help to controlling passing skill in the soccer.

Extract 5.1.2 shows the sample of a response of a student who demonstrated misconception of the word 'important' instead of important procedures to follow when performing passing skills in soccer.

Students who scored from 0.5 to 4 marks managed to give one or two correct answers from either part (a) or (b). These students had little knowledge in ball games.

Students who scored 5 to 7 marks managed to provide two to three correct answers from some parts of the question but did not manage to provide all ten required points.

Furthermore, students who scored from 8 to 16 marks adhered to the demand of the question and demonstrated adequate knowledge on the topic as they outlined three to five points among the total ten required points. In part (a), the students who scored full marks managed to mention precautionary measures to be observed before, during and after playing soccer as shown in extract 5.2.1.

Extract 5.2.1

5. (a) Mention precautionary measures to be observed before, during and after playing soccer.

Before play

(i) Warm-up before play.

(ii) Make clean lines in the playing ground

During play

(i) Play by following the rules of the game of football.

(ii) Avoid to kick another person when playing.

After play

(i) Make a cool down ^{exercise} before going to rest.

(ii) Clean the ground of play after the play.

Extract 5.2.1 shows the sample of response from the student who mentioned precautionary measures to be observed before, during and after playing soccer.

In part (b), students who scored full marks were able to provide relevant procedures to be observed when making a pass in soccer. The students displayed clear understanding of the requirement of the question and had sufficient knowledge of the topic. Extract 5.2.2 is a sample of a response in this category.

Extract 5.2.2

(b) Briefly explain five important procedures to follow when performing passing skill in soccer

(i) Eyes should be on the ball.

(ii) Kick the ball when the toes are straight in instep pass.

(iii) Follow-through in the push pass.

(iv) In the push pass kick the ball on the centre.

Extract 5.2.2 is part of the sample of a response from a student who briefly explained the important procedures to take when performing passing skill in soccer.

2.2.3 Question 6: Safety and First Aid

This question had three parts, (a), (b) and (c). In part (a), students were required to identify four common injuries to the muscles in physical activity. In part (b), the students were required to give brief explanations on each of the four injuries identified in part (a) and in part (c), the students were asked about how the RICE procedures are applied for the treatment of common muscle injuries. The question had a total of 14 marks.

The question was attempted by 3,910 (100%) students, of which 84.0 percent failed by scoring from 0 to 4.0 marks, with 46.5 percent scoring a 0 mark. Further analysis showed that, 5 percent had average scores ranging from 4.5 to 6.5 marks. The remaining 11 percent had scores ranging from 7 to 14 marks. Only 1 student scored full marks. Figure 2.2.3.1 depicts the analysis of data which indicate poor performance in this question.

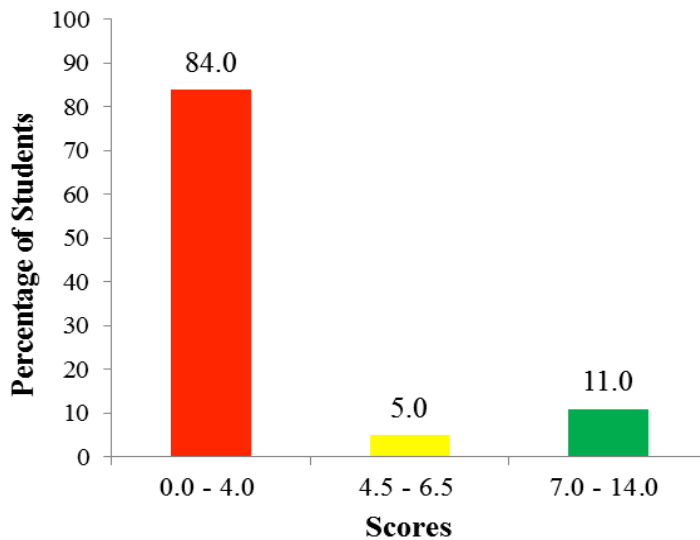


Figure 2.2.3.1: Illustration of students' scores in percentage showing a weak performance by the majority of students, with few of them registering an average and good performance.

Students who scored a 0 mark failed to identify the requirements of the question in all parts (a), (b) and (c), hence gave irrelevant responses. For example, in part (a), instead of identifying common injuries to the muscles in physical activities some students mentioned other tissues which are susceptible to injury such as bones and joints. Others wrote general injuries which may occur in physical activities like soft tissue injury, hard tissue injury and adipose tissue injury. In addition, there were students who mentioned internal injuries, prevention of injuries and head injuries. Other students outlined the components of physical fitness which are agility, flexibility, coordination and balance. Extract 6.1.1 is a sample of a response of a student in this category.

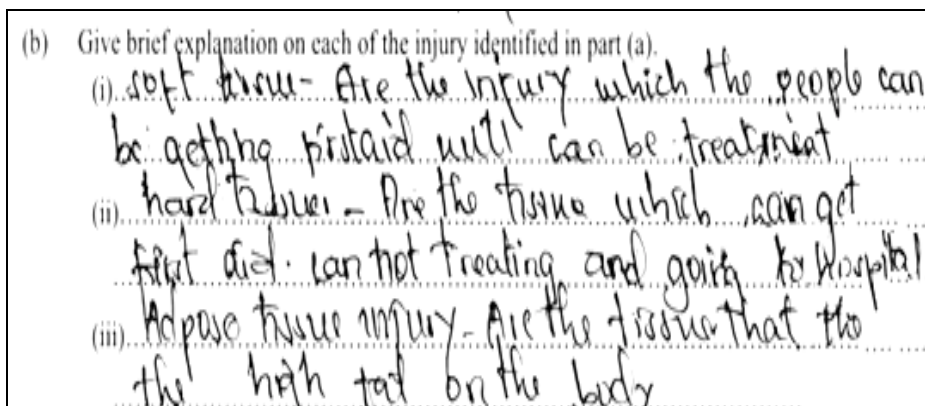
Extract 6.1.1

6.	(a)	Identify four common injuries to the muscles in physical activity.
	(i)	soft tissue injury
	(ii)	hard tissue injury
	(iii)	Adipose tissue injury

Extract 6.1.1 is the sample of a response of the student who outlined general injuries which may occur in physical activities instead of the common injuries to the muscles.

Part (b) of this question required the students to explain the injuries identified in part (a). Thus failure to get the correct answer in part (a) made part (b) to be wrong. Extract 6.1.2 is a sample of a response of a student in this category.

Extract 6.1.2



Extract 6.1.2 is the sample of a response of the student who gave wrong explanation on the common injuries to the muscles.

In part (c), instead of explaining how the RICE procedure is applied in treatment of common muscle injuries, some students mentioned symptoms of injuries and content of First Aid Kit. Others explained R.I.C.E as elements of physical injury. Some had a misconception as they explained R.I.C.E formula as an instrument or medicine used in the treatment of physical injuries. Meanwhile, some students outlined the words related to Injuries, First Aid and General Hygiene which were irrelevant to the question's demands. For example, treatment, diagnosis, disposal and assessing the situation. A sample of the response of a student in this category is shown in Extract 6.1.3.

Extract 6.1.3

(c) The treatment of common muscle injuries follows the RICE procedure. How the procedure is applied?

(i) ... Ice treatment

.....

(ii) ... bandage

.....

(iii) ... physical

.....

(iv) ... Assessing the situation

Extract 6.1.3 is the sample of a response of the student who outlined the words which did not correlate with how R.I.C.E procedure is applied to treat common muscle injuries.

Students who scored from 4.5 to 6.5 marks managed to give one or two correct answers from either part (a), (b) or (c). These students possessed little knowledge in Safety and First Aid.

Students who scored from 7 to 14 marks managed to provide two to three correct answers from either part of the question, but did not manage to provide all the required points. They also had limited understanding about Safety and First Aid.

In addition to that, students who scored from 15 to 26 marks adhered to the demand of the question and demonstrated adequate knowledge on the topic as they managed to outline almost three to four points among the total demanded points per part.

In part (a) the correct common injuries identified were muscle cramp, strain, ruptures and muscle soreness, as shown in Extract 6.2.1.

Extract 6.2.1

6. (a) Identify four common injuries to the muscles in physical activity.
- (i) Muscle Cramp
 - (ii) Strain
 - (iii) Rupture
 - (iv) Muscle Spasms

Extract 6.2.1 is a part of the sample of a good response from the student who identified correct common injuries to the muscles in physical activity.

In part (b), the students in this category also managed to give a brief explanation about the injuries mentioned in part (a) as shown in Extract 6.2.2.

Extract 6.2.2

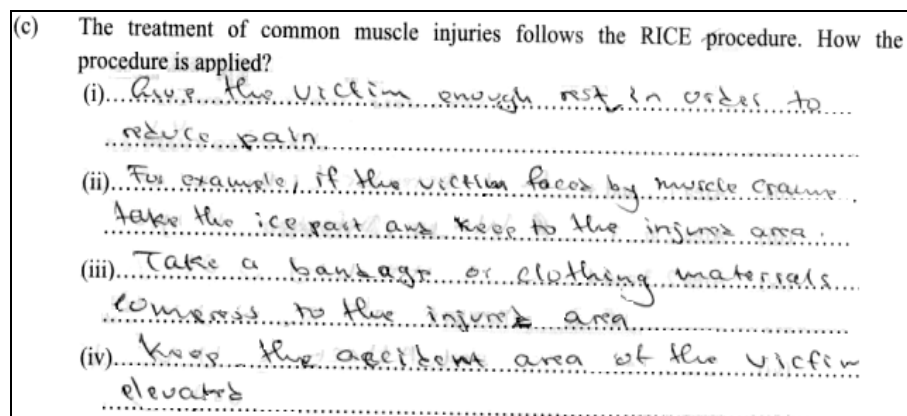
- (b) Give brief explanation on each of the injury identified in part (a).
- (i) Muscle Cramp these are painful muscles that can be treated by massage, gentle stretch etc.
 - (ii) Strain this is a overstretching of muscles which may occur in the fleshy part of the tendon.
 - (iii) Rupture this is a complete tearing of muscle occurs in the fleshy part of the tendon.
 - (iv) Muscle Spasms these are painful, tender and stiff muscles caused by poor stretching.

Extract 6.2.2 is a sample of a response from the student who gave a brief explanation about the injuries mentioned in part (a).

In part (c), the students were able to give explanations on how RICE procedure is used in the treatment of common muscle injuries. The examples of the correct answers given were: Rest the injured area to avoid further injury; Ice the injured area with ice pack or cold-compress to reduce swelling, bruising and pain; Compress by bandaging or compressing the injured area and Elevate the injured

limb to minimize blood flow in order to minimize swelling. Extract 6.2.3 is a sample of a good response in this category.

Extract 6.2.3



Extract 6.2.2 is the sample of a response from a student who gave explanations on how RICE procedure is used in the treatment of common muscle injuries.

2.3 Section C: Essay Questions

2.3.1 Question 7: Ball Games (Netball)

This question had four parts, (a), (b), (c) and (d). In part (a), students were required to name the respective players in each of the given playing positions in netball. In part (b), students were required to mention the player(s) who is allowed to play in the given playing areas in netball. In part (c), students were required to define the terms: Goal Circles, Goal Thirds, Centre Third, Transverse Lines, Side Lines, Goal Lines and Centre Circle, and in part (d) students were required to mention four equipment which are compulsory in netball, according to rule Number 1.

The question was attempted by 3,902 (99.8%) students of which 87.3 percent failed by scoring 0 to 8.5 marks, with 15.2 scoring a 0 mark. Further analysis showed that, 10.8 percent had average scores ranging from 9 to 14 marks. The remaining 1.9 percent had good scores, ranging from 15 to 26 marks. Since the total marks for this question was 30, no student scored full marks. In addition, 9 candidates (0.2%) did not attempt this question. The summary of this analysis of data is given in table 2.3.1.1. The statistics imply that, this question was poorly performed.

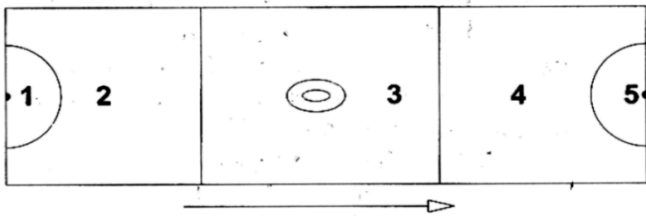
Table 2.3.1.1: The number of students and their scores

Scores	0.0 - 8.5 (Weak)	9.0 - 14.0 (Average)	15.0 - 30.0 (Good)	Non Response	Total
Number of Students	3413	424	65	9	3911
Percent	87.3	10.8	1.7	0.2	100

Students who scored a 0 mark failed to identify the requirements of the question in all parts, (a), (b), (c) and (d), hence provided irrelevant responses. For example, in part (a), instead of naming the respective players in a given playing position, some students named them in wrong positions. For example in position 1, some students wrote Goal Attack or Goal Shooter instead of Goal Keeper. These students failed to transfer knowledge from a practical field of sports, where they play Netball and apply them in answering the question. Others named the areas and lines which are goal line, goal third, Centre third, Centre circle and goal circle with a lot of spelling mistakes, as shown in extract 7.1.1.

Extract 7.1.1

7. The following figure is a sketch diagram of a netball court representing one side players. Study it carefully then respond to the questions that follow:



Direction of play

(a) Name the respective player(s) in each of the following playing position:

- Position number 1
Goal circle
- Position number 2
Third circle
- Position number 3
Centre circle
- Position number 4
Third circle
- Position number 5
Goal area

Extract 7.1.1 is a sample of the response of a student who failed to name the respective players in each of the given playing positions in netball; instead he/she named the areas and lines with spelling mistakes.

In part (b), instead of mentioning the player who is allowed to play in the given playing areas, some of the students mentioned the players but in the wrong playing areas. One student compared the areas while at the same time gave the definitions which have no meaning, as shown in extract 7.1.2.

Extract 7.1.2

(b) Mention the player(s) who is allowed to play in the following playing areas:

- (i) Area 1 and 2... Area one is more than area two,
- (ii) Area 1, 2 and 3... Area one and two is better than area three
- (iii) Area 2 and 3... Are 2 and 3 to go travel with another
- (iv) Area 2, 3 and 4... Are the process with score than one.
- (v) Area 3 and 4... Are the process with one to another,
- (vi) Area 3, 4 and 5... Are the score than one to travel.
- (vii) Area 4 and 5... Are the passing and technique

Extract 7.1.2 is the sample of the response of a student who failed to mention the player(s) who is allowed to play in the given playing areas in netball but instead he/she gave irrelevant responses.

In Part (c) of this question some students gave irrelevant definitions of the terms Goal Circle, Goal Thirds, Centre Third, Transverse Lines, Side Lines, Goal Lines and Centre Lines. This implies that the students were not aware of the key sport terms during the teaching and learning process. A sample of the students in this category is shown in extract 7.1.3.

Extract 7.1.3

(c) By using the netball court, define the following terms:

- (i) Goal circles. Is the process where by which to helped and the runner one goal.
- (ii) Goal thirds. Is the process where by which to score than one or more line.
- (iii) Centre third. Is the process where by which to determining in the line.
- (iv) Transverse lines. Is the process where the w.b to travel with w.b to behind.
- (v) Side lines. Is the process where by which side line to arrange the position.
- (vi) Goal lines. Is the process where by which to score the side of line.
- (vii) Centre circle. Is the process where by which to score the position.

Extract 7.1.3 is the sample of a response of a student who gave wrong definitions of Goal Circles, Goal Thirds, Centre Third, Transverse Lines, Side Lines, Goal Lines and Centre Circle.

In part (d), some students mentioned the skills required in the game such as dribbling, passing and shooting, instead of mentioning the equipment for Netball. Other students mentioned goal lines, side lines, goal circles and goal thirds in place of the required skills. There were students who mentioned humans' basic needs instead of equipment which are compulsory in netball. Extract 7.1.4 is a sample of the response of a student in this category.

Extract 7.1.4

(d)	Mention four equipment which are compulsory in netball according to rule 1.
(i)	Shelter.
(ii)	Food.
(iii)	clothes.
(iv)	drinking water or house.

Extract 7.1.4 is the sample of the response of a student who mentioned human basic needs instead of equipment which are compulsory in netball.

Students who scored from 0.5 to 8.5 marks managed to give one or two correct answers from either part (a), (b), (c) or (d). These students possessed little knowledge in Ball Games (Netball).

Students who scored from 9 to 14 marks managed to provide two to three correct answers from some parts of the question but did not manage to provide all the required points. They also had limited understanding about Ball Games (Netball).

On the other hand, students who scored from 15 to 26 marks adhered to the demand of the question and demonstrated adequate knowledge on the topic as they managed to name the respective players in each of the given playing positions in netball, as shown in extract 7.2.1.

Extract 7.2.1

The following figure is a sketch diagram of a netball court representing one side players. Study it carefully then respond to the questions that follow:

(a) Name the respective player(s) in each of the following playing position:

- (i) Position number 1 GK
- (ii) Position number 2 GD and WD
- (iii) Position number 3 C
- (iv) Position number 4 GA and WA
- (v) Position number 5 GS

Extract 7.2.1 is the sample of the response from a student who named the respective players in each of the given playing positions in netball.

These students also managed to mention the player(s) who is allowed to play in the given playing areas in netball, as shown in extract 7.2.2.

Extract 7.2.2

(a) Mention the player(s) who is allowed to play in the following playing areas:

- (i) Area 1 and 2... Goal Keeper.
- (ii) Area 1, 2 and 3... Goal Defence
- (iii) Area 2 and 3... Wing Defence.
- (iv) Area 2, 3 and 4... Centre
- (v) Area 3 and 4... Wing Attack.
- (vi) Area 3, 4 and 5... Goal Attack.
- (vii) Area 4 and 5... Goal Shooter

Extract 7.2.2 shows the sample of a response from a student who mentioned the player(s) allowed to play in the given playing areas in netball.

Moreover, the students were able to define the following terms: Goal Circles, Goal Thirds, Centre Third, Transverse Lines, Side Lines, Goal Lines and Centre Circle, as shown in extract 7.2.3.

Extract 7.2.3

(c) By using the netball court, define the following terms:

- (i) Goal circles. Is the half-circle which is found at goal line.
- (ii) Goal thirds. Is one of the three parts of the netball. Its sides are goal line and transverse line.
- (iii) Centre third. This is part of netball court which is surrounded by goal third and transverse line.
- (iv) Side lines. Are lines at the side/length of the court. They are two in number.
- (v) Goal lines. Are the two lines which show the width of the netball court.
- (vi) Centre circle. It is the circle in the centre of the court. The play is start in this circle.

Extract 7.2.3 is the sample of the response from a student who defined the terms; Goal Circles, Goal Thirds, Centre Third, Transverse Lines, Side Lines, Goal lines and Centre Circle.

In part (d), students were able to mention equipment which are compulsory in netball according to rule 1. Extract 7.2.4 is a sample of a good response in this category.

Extract 7.2.4

(d) Mention four equipment which are compulsory in netball according to rule 1.

- (i) Ball
- (ii) Players
- (iii) Goal posts
- (iv) Playing ground

Extract 7.2.4 shows the sample of a response from a student who mentioned four equipment which are compulsory in netball according to rule 1.

3.0 PERFORMANCE OF STUDENTS IN EACH TOPIC

The analysis of topics shows that the performance was poor in eight topics which are: *Principles of Physical Education, Health Related Physical Fitness, Recreation and Outdoor Activities, Track and Field Events, Swimming, Gymnastics, Safety and First Aid* and *Ball games*, from which questions 1, 3, 5, 6 and 7 were derived. In these topics, less than 20 percent of the students scored above 30 percent. However, *Recreation and Outdoor Activities* had good performance in question 4, as it was done well by 59.9 percent of the students. On the other hand, *Physical Fitness* topic was averagely performed in question 2, as the performance of the students was 47.8 percent. The performance of students in different topics is summarized in the attached appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of the performance in each question shows that, most of the questions were poorly performed. The analysis in terms of topics shows that, students' performance varied from one topic to another, as shown in the appendix.

It is evident from the analysis that, many students had weak performance due to lack of knowledge on some of the topics in the syllabus, inability of the students to identify and understand the tasks of the questions (questions demand) poor command of English Language, lack of skills of transferring knowledge from practical field of sports to the writings, and misconceptions in some questions. On the other hand, the factors that made few students to perform well in the assessment were ability to identify the task of the question and sufficient knowledge and skills on the concepts related to the subject.

4.2 Recommendations

In order to improve the performance in the future assessment, it is recommended that:

- (a) Emphasis should be made to encourage students to value both theory and practicals in learning Physical Education so as to be able to transfer knowledge during assessment.

- (b) Students should be able to read both text and reference books so that they can have a wide knowledge in Physical Education which will enable them to take assessment successfully.
- (c) Students should be encouraged to read questions carefully in order to avoid providing irrelevant answers.
- (d) Students should practice using English Language regularly so as to improve their writing skills. Reading of short story books and debating activities are some of the things which can improve both spoken and written English Language.
- (e) Teachers should encourage students to have the spirit of doing continuous revision to instil the long-term memory of what they have learnt to avoid the provision of incomplete responses or partial explanations.
- (f) Students should be provided with standard tests (weekly/monthly) as well as terminal and annual examinations with immediate feedback so as to improve their learning skills which can help them to have enough knowledge on identification of the questions demands.

Appendix

Summary of Students' Performance in 018 Physical Education-Topic wise.

S/N	Topic	Question Number	Percentage of students who scored 30 percent and above	Average performance per topic (%)	Remarks
1	-Recreation and Outdoor activities	4	59.9	59.9	Good
2	-Physical Fitness	2	47.8	47.8	Average
3	-Safety and First aid	6	16	16	Weak
4	-Principles of Physical Education -First Aid -Health related physical fitness -Swimming -Ball Games -Track and field events -Recreation and Outdoor activities	3	97.6	13.9	Weak
5	-Principles of Physical Education -Safety -Health related physical fitness -Swimming -Ball games -Track and field events	1	73.7	12.3	Weak
6	-Ball Games	5	9.2	9.3	Weak
		7	9.3		
Overall percentage of performance		26.5			Weak

