

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT  
FOR THE FORM TWO NATIONAL ASSESSMENT  
(FTNA) 2019**

**018 PHYSICAL EDUCATION**

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## **FOREWORD**

The National Examination Council of Tanzania (NECTA) is pleased to issue the report on Students Items Response Analysis (SIRA) for the 2019 Form Two National Assessment (FTNA) in Physical Education.

The report points out possible challenges that students might have encountered that hindered them from providing correct responses. Some of the identified challenges include: lack of knowledge and skills in a specific topic, inability to identify requirements of the questions, misinterpretation in some of the questions and poor proficiency in the English Language. However, the analysis indicates that some of the students scored high marks because they were able to identify the requirement of the questions, they had adequate knowledge on the subject matter and also they had good mastery of the English Language.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable teachers, students, policy makers and other education stakeholders to devise some mechanisms in order to improve students' performance in this subject in future assessments.

Finally, the National Examination Council of Tanzania is grateful to all the examinations officers and other stakeholders who participated in the preparation of this report.



Dr. Charles Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents the analysis of the students' performance for the FTNA in Physical Education subject conducted in November, 2019. The assessment covered the Form one and Form two topics in the Physical Education Syllabus of 2005 and followed the examination format of 2017. There was a total of 9,247 registered students; among them, 8,470 students (91.6%) sat for the assessment. In this assessment, only 2,677 (31.6%) students passed. The analysis indicate that the performance rate decreased by 7.7 percent compared to the 2018 performance in this subject. In 2018, a total of 9,703 students were registered for the assessment and 8,789 (90.6%) sat for the assessment. Among them, 3,442 (39.30%) students passed the assessment.

The FTNA Physical Education paper was divided into three sections, namely A, B and C. The sections comprised of ten (10) questions altogether. The students were required to answer all questions in the three Sections. Section A comprised of four (4) objective questions. Question 1 consisted of ten multiple choice items, question 2 had five matching items, question 3 comprised of ten TRUE/FALSE items while question 4 contained five filling in the blanks items. Each item in all questions carried one mark. Section B consisted of five short answer questions which carried 10 marks each. Section C involved only one question with 20 marks.

The analysis presented in this report focused on the requirements of individual question and the students' performance in that particular question. The analysis of the students' performance in each topic is also presented in the report. In this analysis, the performance ranging from 65 to 100 percent of the allocated marks is considered good, 30 to 64 percent is regarded as average performance while weak performance ranges from 0 to 29 percent. For easier presentation, three basic colours, namely green, yellow and red are used to present good, average and weak performance, respectively.

The report also highlights the strengths and weaknesses observed in the students' answers. It identifies some possible reasons for the strengths and weaknesses observed. The percentages of scores in each group are summarized using charts or graphs. In addition, extracts from students' scripts are used as a sample to illustrate the reasons behind good, an average or poor performance.

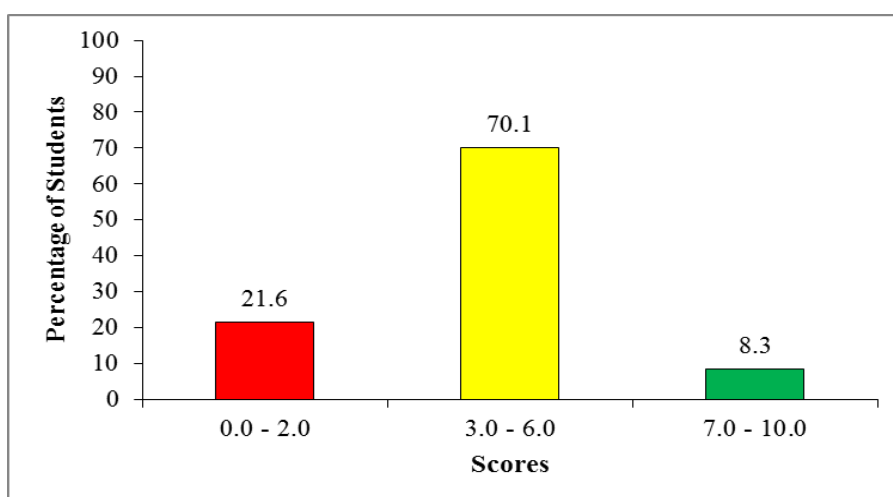
## 2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

### 2.1 Section A: Objective Questions

#### 2.1.1 Question 1: Multiple Choice Items

In this question, the students were instructed to choose a correct answer from the given alternatives, and then write its letter in the box provided. The items were set based on Form one and Form two Topics in the respective syllabus. The topics considered include *First Aid, Gymnastics, Introduction to Physical Education, Health Related Physical Fitness, Recreation and Outdoor Activities, Swimming, Ball Games (soccer) and Safety*. The question tested the students' knowledge in various areas of Physical Education and application of such knowledge in their daily lives.

This question was answered by 8,470 (100%) students, of which 705 (8.3%) scored from 7 to 10 marks; which is good performance. Moreover, the analysis shows that 5,934 (70.1%) students scored from 3 to 6 marks; signifying an average performance; while 1,831 (21.6%) students performed poorly by scoring from 0 to 2 marks. Generally, the performance of the students in this question was good because 78.4 percent scored from 3 to 10 marks. Figure 1 illustrates the students' performance in this question.



**Figure 1:** Percentages of Students' Performance in Question 1

In item (i), the students were required to give the correct term for the process of rendering First Aid to an injured person followed by body rehabilitation. The correct answer was D “injury management”. Students who had knowledge on the process of rendering First Aid provided correct response . The students who chose alternative A “injury intervention” failed to understand that injury intervention is related to actions or behaviours which can prevent injuries. Likewise, those who chose alternative B “injury prevention” did not know that prevention is taken before the occurrence of an injury. For those who chose the alternative C “injury treatment” failed to reason out that treatment is further step to First Aid.

Item (ii) demanded the students to identify the advantage of gymnastic game. In order to answer this item correctly, the students were supposed to have general knowledge of gymnastics. The correct answer was alternative B “To develop body strength”. The students who selected alternative A “To improve speed” had no knowledge that speed is significant in executing gymnastic game efficiently. The students who chose C “To warm up the body” had no understanding on the fact that warming up of the body is done by doing various exercises before playing any game or doing vigorous exercises. Finally, the students who chose D “To roll the body forward” were distracted by the word *roll* which is mostly used in gymnastics, but they failed to realize that it involves the complete rotation of the body.

In item (iii), the students were required to identify the way the knowledge acquired from mathematics is applied in Physical Education. In order to get the correct answer C “In calculating dimension of sports facilities”, the students were supposed to have general knowledge on the relationship between Physical Education and other subjects/disciplines. The students who chose alternative A “In managing participation in sport activities” failed to realize that this has to deal with the application of sports management. Furthermore, the students who chose alternative B “In determining location of sports facilities” failed to understand that location of sport facilities is the application of Geography. Those who chose alternative D “In managing position of players in sport activities” had no knowledge on Mathematics in relation to Physical Education.



Item (iv) required the students to determine the role of exercise in improving cardiovascular endurance. The analysis shows that, the student who chose the correct answer D “To improve body circulation” were knowledgeable on the subject matter. The other alternatives which were A “To decrease fat metabolism”, B “To increase the lean muscles tissue” and C “To lower percentage of body fat” signify the importance of physical activities to the body. The students who chose these alternatives lacked knowledge on the role of exercise on improving cardiovascular endurance.

In item (v), the students were required to determine the act of putting a ball in play during beach volleyball game. The students with adequate knowledge in beach volleyball were able to select the correct alternative B “serving”. Those who chose A, “starting” did not understand that *starting* is used in games such as athletics and not in beach volleyball. The students who chose alternative C “attacking” failed to understand that attacking is the act of spiking the ball towards the opponents’ court in order to score the goal. The students who selected D “setting” failed to realize that, setting is the tactical centre of the volleyball where the ball is set to the spiker or smasher.

In item (vi), the students were required to name the swimming official who is in-charge of running race and final decision for winning in competition. The correct answer A “referee” was selected by the students who had adequate knowledge of swimming competitions. The students who selected alternative B “starter” demonstrated lack of knowledge because starter is the swimming official who is responsible for starting the race. Furthermore, the students who selected alternative C “timekeeper” failed to understand that timekeeper is responsible for keeping time. Additionally, those who chose alternative D “stroke judge” had no idea that Judge of strokes is responsible for ensuring that rules are being followed during swimming competition.

In item (vii), the students were required to choose a soccer technique which involves eyes on the ball while pointing foot toe up followed by shooting. The students who chose the correct answer A “Receiving the ball on the ground” had enough knowledge on soccer techniques. On the contrary, the students who chose B “Receiving ball from the air” were not aware that this techniques involves chest, thigh and head and not pointing foot toe up. Moreover, the students who chose C “Passing ball on the ground” did not understand that passing ball on the ground involves pointing foot toe down. The students who

chose the alternative D “Shooting the ball to the air” were distracted by the word *shooting* which is in the stem of the question.

Item (viii) demanded the students to determine the process of identifying signs and collecting symptoms information from the injured person. The students with adequate knowledge on First Aid procedures chose the correct response A “diagnosis”. The students who chose alternative B “treatment” could not understand that treatment follows after the diagnosis of the injury. Likewise, the students who chose alternative C “disposal” did not understand that disposal involves either the doctor to examine the victim on the spot or to take him/her to the suitable place of shelter. Finally, the students who chose alternative D “management” lacked knowledge on First Aid, hence failed to respond correctly.

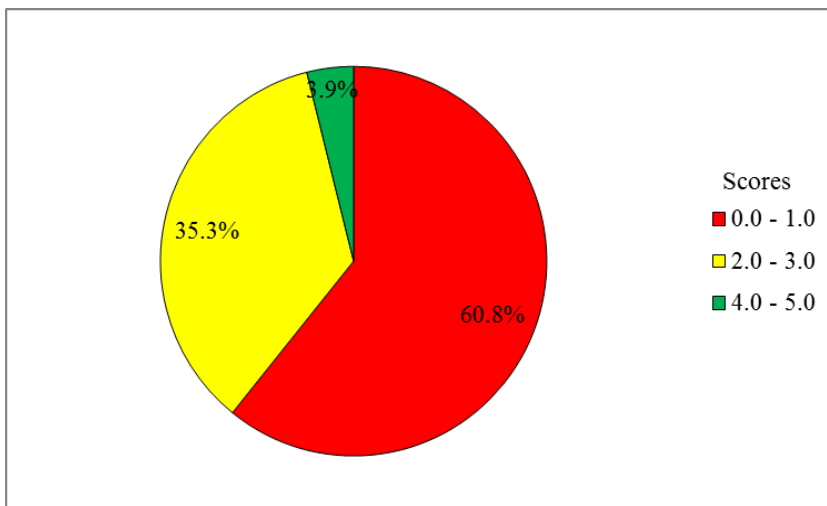
In item (ix) the student were required to choose the sport which requires players to use detailed map and compass for searching points in the landscape. The analysis shows that, the students who chose the correct answer C “orienteering” were knowledgeable on the orienteering sport. The students who chose A “camping” failed to understand that camping is the situation of going out of your home place within a period of time for a recreational purpose. Additionally, the students who chose B “soccer” and D “netball” did not realize that these are types of ball games.

In item (x), the students were required to identify the collective term for an exercise which involves running, skipping, hopping and leaping in gymnastics. The students who had adequate knowledge in Gymnastics chose the correct answer A “locomotion exercises”. On the contrary, the students who chose alternative B “static exercises” did not understand that static exercises involves exercising without moving from one place to another while those who chose alternative C “supportive exercises” did not realize that “supportive exercises” involves exercising using supported equipment. Finally, the students who chose alternative D “purposive exercises” did not understand that purposive exercises are done for the specific purpose of the person involved.

### 2.1.2 Question 2: Matching Items

This question was derived from the topic of *Ball Games*. The students were required to match the descriptions of Netball skills in List A with the appropriate skill in List B by writing the letter of the correct skill below the corresponding description number.

The question was attempted by 8,470 (100%) students, out of which 5,151 (60.8%) scored from 0 to 1, implying poor performance. 2,987 (35.3%) students scored from 2.0 to 3.0 marks, indicating an average performance, while 332 (3.9%) students scored from 4.0 to 5.0 marks, which is regarded as good performance. Students' general performance in this question was average because 39.2 percent of the students scored from 2.0 to 5.0 marks. Figure 2 illustrates the students' performance in this question.



**Figure 2:** Percentage of the Students' Performance in Question 2

In item (i), the students were required to select the response which correctly matches with the skill which involves proper handling of the ball from the time a player touches it to its arrival at its next destination. The correct response was C “Ball control”. The students who selected the correct response had sufficient knowledge on netball game. However, some of the students who selected incorrect answer selected D “Catching” simply because they were distracted by the word *handling* which is found in the stem of the question.

Item (ii) demanded the students to select the response which correctly matches with the skills that involves two hand catch, one hand catch, both hand catch and split-foot reception catch in the goal circle. The correct response was D

“Catching techniques”. Majority of the students selected the correct answer in this item. This indicates that many of them were knowledgeable on catching skills in netball. However, a few students with insufficient knowledge on catching techniques in netball selected incorrect alternatives.

In item (iii), the students were required to select a response which correctly matches with the skills applied when opposing players covers all situations and protecting the target player who is behind the opponents. The correct response A “Lob pass” was selected by the students who had adequate knowledge on the types of passes in netball game. Majority of the students failed to provide the correct answer, hence selected B “overhead pass”. This suggests that they did not realize that this type of pass should be taken from above the head and its delivery involves the ball to pass over the opponents’ head to another team members.

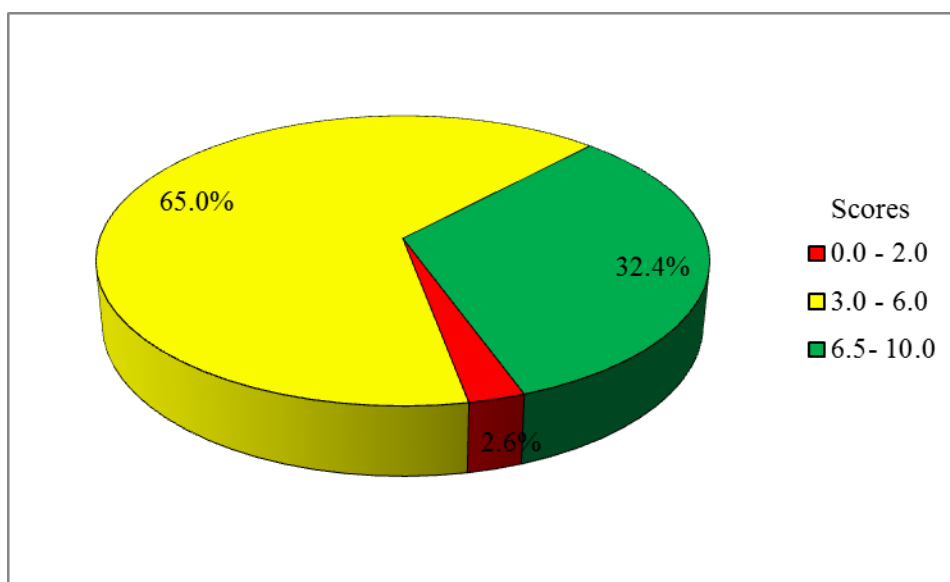
In item (iv), the students were required to select a response which correctly matches with the skill applied when the umpire is unsighted or unsure of who last touches the ball before it went out of the court. The correct response was E “Toss up”. However, there was no an answer which is selected commonly by those who did not get the correct answer. The randomly selected incorrect answers indicate that these students lacked knowledge on the rules and regulations of netball game.

Item (v) demanded the students to select the response which correctly matches with the skills involved in throwing the ball over the defenders with vertical arm. The correct response was B “Hip pass”. Some of the students who did not get the correct answer selected response G “overhead pass”. They were distracted by the phrase *over the defenders* which is found in the stem of the question. The analysis indicate that these students had no efficient knowledge on the hip pass.

### **2.1.3 Question 3: True or False Items**

In this question the students were required to write TRUE if the statement was correct or FALSE if the statement was incorrect. The items were constructed from different topics, namely *Introduction to Physical Education*, *Ball Games* (soccer), *Gymnastics*, *Recreation and Outdoor Activities*, *Health Related Physical Fitness*, *Track and Field Events* and *Swimming*. The question tested the students’ knowledge on the mentioned topics.

A total of 8,470 (100%) students attempted this question. The analysis of students' performance shows that 2,747 (32.4%) students scored from 6.5 to 10 marks; indicating good performance while 5,502 (65%) students scored from 3 to 6 marks, signifying average performance. The analysis indicates further that, 221(2.6%) students performed poorly by scoring from 0 to 2 marks. In general, the performance in this question was good because 97.4 per cent of the students scored from 3 to 10 marks. Figure 3 illustrates the students' performance in this question.



**Figure 3:** Percentages of the Students' Performance in Question 3

Item (i) required the students to either agree or disagree with the statement that “Physical Education enables student to acquire teamwork and social interaction skills”. The correct response was “TRUE”. The students who provided the correct answer were aware of the benefit obtained from Physical Education in the daily life. The students who wrote “FALSE” did not understand the benefit of Physical Education.

Item (ii) demanded the students to either agree or disagree that “After playing soccer a player is advised to perform warm up”. The correct response was “FALSE”. Majority of the students were able to give the correct answer. This indicates that many of them had sufficient knowledge on the principles of all games in that warm up should be done before playing soccer in order to activate the whole body system and to raise the body temperature. However,

the students who provided incorrect response “TRUE” failed to differentiate warm up which is done before playing any game and cool down which is done after playing.

In item (iii), the students were required to either agree or disagree with the statement that “Rolling is one of the gymnastic exercises”. The correct answer was “TRUE”. The students who provided the correct answer demonstrated adequate knowledge on gymnastic exercises. Those who failed to respond correctly had no knowledge on gymnastics.

In item (iv), the students were required to either agree or disagree that “The type of camping set in non-established site is called tent camping”. The correct answer was “TRUE”. The students who gave the correct answer had knowledge on tent camping. On the other hand, the students who failed to provide the correct response were unknowledgeable on tent camping.

In item (v), the students were required to either agree or disagree that “Warm up, cool down, stretching, sleeping and cardiovascular conditionings are the components of the aerobic dance”. The answer was “FALSE”. This response was provided by the students who were well informed on the of recreational activities especially aerobic dance. However, the students who provided an incorrect response failed to recognize that aerobic dance components exclude sleeping.

Item (vi) demanded the students to either agree or disagree that “Jumping rope is one of the exercises for improving coordination”. The correct response was “TRUE”. The students who provided the correct answer had knowledge of exercises for increasing coordination whereas those who did not provide a correct response were unaware of the exercises that increase coordination.

In item (vii), the students were required to either agree or disagree that “Runners line up at a straight starting line when beginning 1500 metres distance race”. The correct answer was “FALSE”. The students with adequate knowledge on track events managed to provide the correct response. However, the majority of the students who failed to supply the correct response had insufficient knowledge on the running events.

In item (viii), the students were required to either agree or disagree that “Winning in swimming competition is determined by distance covered”. The

correct answer was “FALSE”. The students who got it correctly were aware of the rules and regulation of swimming. However, the incorrect response was chosen by the students who failed to recognize that winning in swimming competition is determined by time taken and not distance covered.

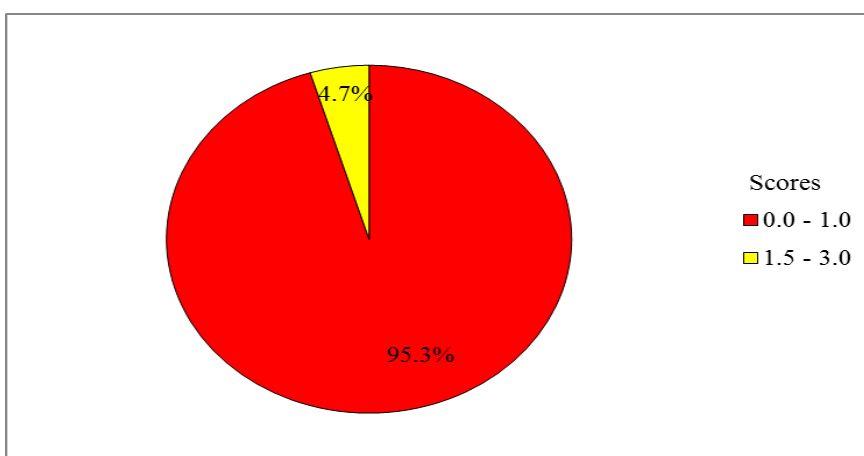
In item (ix), the students were required to either agree or disagree that “One of the importance of warm up is to increase blood flow to the working skeletal muscles”. The correct response was “TRUE”. The majority of the students provided correct response. This indicates that many had adequate knowledge on the advantages of warm up activities to the body system. However, a few students who chose an incorrect answer lacked knowledge on the importance of warm up to the body.

Item (x) demanded the students to either agree or disagree that “IAAF is a short form of international federation that governed athletics”. The correct response was “TRUE”. This response was provided by the students who understood the long form of IAAF. Those who provided incorrect response had no knowledge on such form.

#### **2.1.4 Question 4: Filling in the Blanks Items**

This question consisted five (5) items with blank spaces. The students were required to fill in each blank by writing the correct answer. The items were set from the topics of *Ball games* (soccer), *First Aid*, *Track and Field Events* (Athletics), *Swimming* and *Gymnastics*. The questions tested students’ knowledge about the listed topics.

All 8,470 (100%) students attempted the question. In this question, 8,076 (95.3%) students scored from 0 to 1 mark, which is a poor performance, while 393 (4.7%) students scored from 1.5 to 3.0 marks indicating an average performance. Further analysis shows that, only 1 student obtained good performance by scoring 4.0 marks. The general performance in this question was poor because 93.5 percent of the students scored from 0 to 1.0 mark, as demonstrated in Figure 4.



**Figure 4:** *Percentage of the Students' Performance in Question 4*

In item (i), the students were required to give the type of pass in football which involves kicking the ball by contacting center of the ball with surface of foot. The students with adequate knowledge in ball games provided the correct answer which was “push pass”. Some of the students who provided incorrect answers wrote other types of passes like *instep pass*, *flick pass* and *short pass*. This suggests those students lacked knowledge on types of passes in football.

In item (ii), the students were required to fill in the blank with the collective term for a group of injuries which includes contusions, strains, sprains, dislocation and fracture. The correct answer was “closed injuries”. The students with adequate knowledge on injuries were able to provide the correct response. However, students with insufficient knowledge on injuries filled the blank with incorrect answers such as *chronic injuries*, *severe injuries* and *body injuries*.

In item (iii), the students were required to give a technique in relay in which the baton carrier passes the baton with down forward pushing motion to the hand of baton receiver. The correct answer was “down sweep”. Some of the students misinterpreted the words *forward pushing motion* by relating them with swimming, hence provided incorrect answers such as *forward swim*, *free style* and *breast stroke*.

Item (iv) demanded the students to fill in the blank a skill in swimming activity in which a swimmer moves smoothly for a reasonable distance over the water without sinking. The correct response was floating. The students



who responded correctly to the question had enough knowledge on Swimming. Those with inadequate knowledge provided incorrect answers such as *diving*, *backstroke* and *freestyle stroke*.

In item (v), the students were required to fill in the blank the correct term for a type of game which comprises animal walk such as puppy dog walk, crab walk and donkey kick. The students who were knowledgeable on exercises done during gymnastics provided the correct response “gymnastics”. Those with inadequate knowledge provided irrelevant answers such as *football*, *starting* and *safety*. The samples of good and poor responses to the question are shown in extracts 4.1 and 4.2, respectively.

<p>4. For each of the following items, fill in the blank spaces by writing the correct answer.</p> <p>(i) The type of pass in football which involves kicking the ball by contacting center of the ball with surface of the foot is called...<i>push</i>.....</p> <p>(ii) A group of injuries which includes contusions, strains, sprains, dislocation and fracture is called...<i>close injuries</i>.....</p> <p>(iii) A technique in relay in which the baton carrier passes the baton with downward forward - pushing motion to the hand of baton receiver is known as...<i>down sweep technique</i>.....</p> <p>(iv) The skill in swimming activity in which a swimmer move smoothly for a reasonable distance over the water without sinking is named as...<i>Floating</i>.....</p> <p>(v) A type of game which comprise animal walk such as puppy dog walk, crab walk and donkey kick is called...<i>gymnastics</i>.....</p>
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Extract 4.1: A sample of a student’s good response in question 4

Extract 4.1 exemplifies a response from a student who filled the blanks by writing the correct answers.

<p>4. For each of the following items, fill in the blank spaces by writing the correct answer.</p> <p>(i) The type of pass in football which involves kicking the ball by contacting center of the ball with surface of the foot is called...<i>STARTING</i>.....</p> <p>(ii) A group of injuries which includes contusions, strains, sprains, dislocation and fracture is called...<i>Safety</i>.....</p> <p>(iii) A technique in relay in which the baton carrier passes the baton with downward forward - pushing motion to the hand of baton receiver is known as...<i>Swimming</i>.....</p> <p>(iv) The skill in swimming activity in which a swimmer move smoothly for a reasonable distance over the water without sinking is named as...<i>pushing motion to the</i>.....</p> <p>(v) A type of game which comprise animal walk such as puppy dog walk, crab walk and donkey kick is called...<i>football</i>.....</p>
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Extract 4.2: A sample of a student’s poor response in question 4.

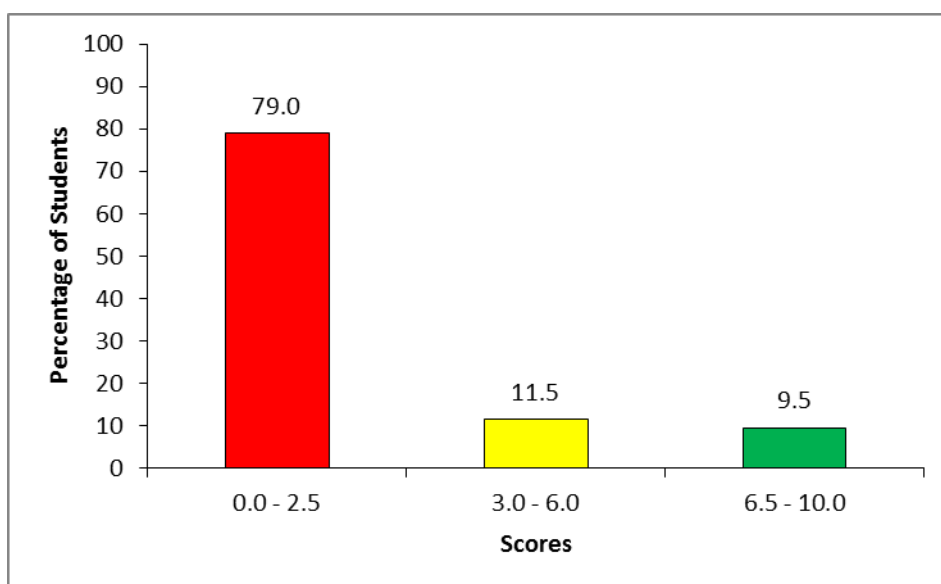
Extract 4.2 illustrates a response from a student who filled in the blanks with incorrect answers contrary to the demands of each item.

## 2.2 Section B: Short Answer Questions

### 2.2.1 Question 5: Track and Field Events

The question had two parts, namely (a) and (b). In part (a), students were instructed to explain briefly the term coordination as applied in Performance Related Physical Fitness. In part (b), the students were required to describe leg actions of an athlete in performing four phases of sprinting. The question intended to measure the students' understanding on coordination and sprinting.

The question was attempted by 8,470 (100%) students, of which 6,690 (79%) performed poorly by scoring from 0 to 2 marks. Further analysis shows that 975 (11.5%) students had an average performance ranging from 3 to 6 marks, while 805 (9.5%) had good performance with their scores ranging from 6.5 to 10 marks. The performance of this question was generally poor because only 21% of the students scored from 3 to 10 marks. Figure 5 summarizes the students' performance.



**Figure 5:** *Percentage of the Students' Performance in Question 5*

In the analysis of the students' performance, some of the reasons for the failure of 79 percent of the students in this question were provided. The analysis indicates that one of the reasons was lack of knowledge of coordination to the students. This was demonstrated by the irrelevant answers provided. For example, in part (a), the students explained coordination *as the jumping rope exercise improving games, is the physical fitness, is the body of*

safety, is the body of fitness and is to exercise the body. Another reason was the students' inability to identify the demand of the question. For example, in part (a), some of the students provided the importance of physical exercises instead of explaining coordination. Their answers included: *to make the body free from diseases, the body has the ability to do many activities and ability of the body to practice physical exercises*. Others mentioned the components of Performance Related Physical Fitness in which coordination belongs, such as *agility, balance, speed, power and reaction time*.

In part (b) the students who failed to identify the demands of the question provided incorrect response. For example, instead of describing the leg actions of an athlete in performing the phases of sprinting, some of the students explained the importance of track event, as: *It help to get good performance, to get or improve physical fitness, to get profession people and to improve judgment skills*. Others provided explanation related to the types of passes used in various ball games such as: *Lob pass, hip pass and toss up*. Extracts 5.1.1 and 5.1.2 are samples of poor responses in question 5 (a) and (b), respectively.

(a) Briefly explain coordination as applied in performance related physical fitness.

*To make the body to be free from illness or disease.*  
*- This is the performance related to physical fitness,*  
*which it enable to be free from illness or disease.*

*To make the management of temperature.*  
*- It help us to make the management of temperature as applied in performance related physical fitness.*

Extract 5.1.1: A sample of a student's poor response in question 5 (a).

Extract 5.1.1 exemplifies poor response from a student who explained importance of physical exercises instead of explaining coordination.

- (b) Briefly describe leg actions of an athlete in performing four phases of sprinting.
- (i) lob pass  
- This is the pass action of leg in which a player playing using a leg to kick up the ball to the other team mate.
  - (ii) tip pass  
- This is the pass action of leg where by the player pass with the ball to the other team mate.
  - (iii) Bis - up pass  
- This is the phases action of leg where by the player use toss up pass to take the ball from under ground.
  - (iv) Diving pass  
- This involving diving by using head in order to give the team mate pass.

Extract 5.1.2: A sample of a student's poor response in question 5 (b).

Extract 5.1.2 illustrates poor response from a student who provided explanation related to the types of passes used in various ball games instead of describing the leg actions of an athlete in performing the phases of sprinting.

On the one hand, the analysis indicates that the students with average performance (11.5%) were able to provide explanation of coordination in part (a). On the other hand the majority provided phases of sprinting but failed to describe leg actions of an athlete in those phases in part (b). Variation of the marks was determined by the number of points and clarity of explanations given by the students.

Despite the fact that many students performed poorly in this question, there were few students (9.5%) who performed well. This suggests that those students had adequate knowledge on coordination and phases of sprinting and adhered to the demands of the question. In part (a), the students provided correct explanation of coordination while in part (b), they described leg actions of an athlete in performing four phases of sprinting. Extract 5.2 shows a sample of a good response.

5. (a) Briefly explain coordination as applied in performance related physical fitness.

Is the ability to use the senses such as sight or hearing together with the body parts in performing motor tasks smoothly and accurately.

- (b) Briefly describe leg actions of an athlete in performing four phases of sprinting.

(i) Take off phase - supporting leg is driving through the athlete's center of mass (hips) and pushing the body into the flying trajectory. The athlete should keep the flight angle small. The supporting leg should be maximally extended at the hip joint but not at the knee joint.

(ii) Acceleration phase - As the drive leg leaves the ground flexes at the knee joint and rotates up and under the buttocks into the next stride. The ankle should dorsiflex to shorten the lever while hamstring relaxed.

(iii) Support phase - The centre of mass (hips) moves over the supporting leg and the body prepares for another take off phase with the opposite leg. The braking forces at the hip, knee, and ankle should be minimised.

(iv) Landing phase - The foot should be placed no more than 15-30 cm in front of the body at impact.

Extract 5.2: A sample of a student's good response in question 5

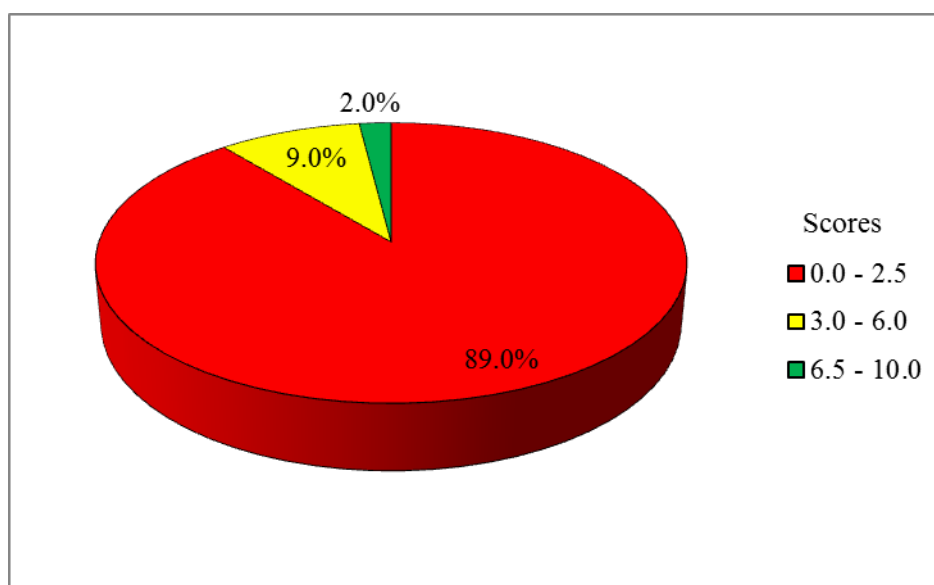
Extract 5.2 illustrates a response from a student who provided correct explanation of coordination as applied in Performance Related Physical Fitness in part (a), and in part (b), was able to provide correct leg actions of an athlete in performing four phases of sprinting.

### 2.2.2 Question 6: Swimming

In this question, students were asked to describe the legs actions during the execution of breast stroke in swimming exercises. This question tested students' knowledge on Swimming.

A total of 8,470 (100%) students attempted this question. The analysis of students' performance shows that 7,540 (89%) students performed poorly by scoring from 0 to 2.5 marks. 759 (9%) students scored from 3 to 6 marks

which is regarded as average performance. The remaining 171 (2%) students had a good performance, ranging from 6.5 to 10 marks. Figure 6 illustrates the students' performance in this question.



**Figure 6:** *Percentage of the Students' Performance in Question 6*

The analysis of students' performance indicates that 89 percent of the students failed in this question. Some of these students provided incorrect answers on the legs actions during the execution of breast stroke in swimming exercises. This shows lack of adequate knowledge on Swimming. Examples of such incorrect answers include: *legs should propel in the water, swim while opposing our legs by crossing them when properting in water, propel quickly while swimming but not to slow and the legs are supported during swimming.*

Other students provided answers which are contrary to the requirements of the question. For example, instead of describing the legs actions during the execution of breast stroke in swimming exercises, some of them described steps of learning how to swim such as: *position of the body, movement of arms and how to breathe*; while others explained advantages of using legs during swimming including: *help to balance the body, help to move the body forward, help to change direction and to provide support to the body.*

Further analysis shows that, the students who scored low marks in this question had poor command of English Language. Some of them wrote meaningless sentences which contained a collection of Physical Education words, but were not related to the asked question. Extract 6.1 exemplifies a poor response.

6. Describe the legs actions during the execution of the breast stroke in swimming exercises. Give five points.
- (i) legs help to balance the body, while swimming legs help the person to balance the body in the breast stroke swimming.
  - (ii) legs help to push the body forward, when person swimming during the execution of breast stroke help to move forward faster through balancing the body weight and weight of water.
  - (iii) legs help to change the direction while breast stroke swimming exercise the body that balanced by the legs help to change direction in water.
  - (iv) legs provides support for the body swimming. legs support to swim in water.
  - (v) legs increase the possibility of muscular to gain strength and familiarize with swimming exercise so swimming by using legs for the stroke breast swimming provide strength for the muscular.

Extract 6.1: A sample of a student's poor response in question 6.

Extract 6.1 illustrates a response from a student who explained advantages of using legs during swimming instead of explaining the legs actions during the execution of breast stroke in swimming.

The student who scored average performance (9%) provided some correct legs actions during the execution of breast stroke in swimming. However, their responses were not complete to meet the requirement of the question. The common legs actions during the execution of breast stroke in swimming exercises which were provided by the majority included: *The feet should be drawn forward as far as possible and the feet should perform a sculling action during the initial propulsive stage.*

The analysis shows further that, the students who scored high marks understood the demand of the question and demonstrated adequate knowledge on the swimming topic. These students explained the legs actions during the execution of the breast stroke in swimming exercises. Additionally, the students had good command of English Language. Extract 6.2 illustrates a good response.

6. Describe the legs actions during the execution of the breast stroke in swimming exercises. Give five points.
- (i) The feet should be drawn forward as far as possible without upsetting the body position.
  - (ii) The feet should perform a sculling action during the initial propulsive action.
  - (iii) Leg recovery begins by bending the hips and knees and gradually separating the knees as the heels are drawn up the midline of the body towards the buttocks.
  - (iv) The swimmer should stretch both legs and perform paired movements below the surface of the water.
  - (v) At the end of the recovery, the ankles flex and rotate outward, positioning the feet for propulsive actions.

Extract 6.2: A sample of a student's good response in question 6.

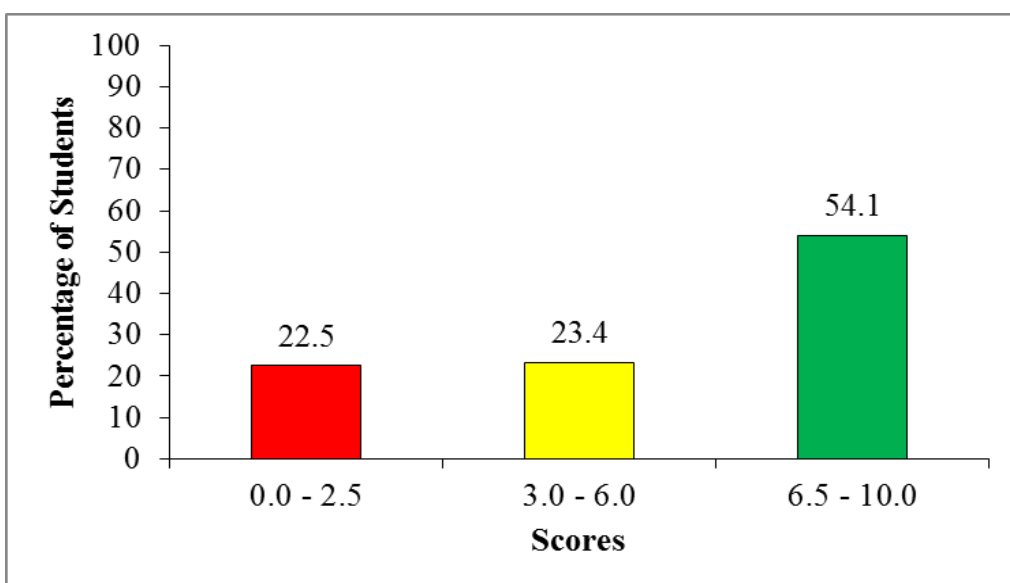
Extract 6.2 illustrates a response from a student who explained correctly the legs actions during the execution of breast stroke in swimming.

### 2.2.3 Question 7: Physical Education

This question required the students to give reasons as to why physical activities are important for development of athletes' health.

A total of 8,470 (100%) students attempted this question. The analysis of students' performance shows that, 4,585 (54.1%) scored from 6.5 to 10 marks, indicating good performance. Further analysis shows that 1,980 (23.4%) scored from 3 to 6 marks, which is an average performance where as 1,905 (22.5%) scored from 0 to 2.5 marks, which is regarded as poor performance. The performance in this question was generally good because 77.5% of the students scored from 3 to 10 marks. Figure 7 illustrates the students' performance in this question.





**Figure 7:** *Percentage of the Students' Performance in Question 7*

The analysis of students' responses indicates that 54.1 percent of the students who performed well adhered to the demand of the question and demonstrated adequate knowledge on Physical Education. These students provided correct points as to why physical activities are important for development of athletes' health. Extract 7.1 is an example of a good response from one of the students.

7. Why physical activities are important for the development of athletes' health? Give five points.

- (i) It develops muscle strength and flexibility.
- (ii) It reduces stress.
- (iii) It reduces blood pressure and other diseases.
- (iv) It improves the respiratory system of the body.
- (v) It develops muscular endurance.

**Extract 7.1:** A sample of a student's good response in question 7

Extract 7.1 illustrates a response from a student who provided a correct answer on the importance of physical activities for the development of athlete's health.

The analysis shows further that the students who had average performance (23.4%) in this question provided a few correct points on the importance of physical activities for the development of athlete's health. They scored different marks depending on the number of points they provided and the clarity of their explanations.

Despite the good performance, the analysis of the students' performance indicates that 22.5 percent of the students performed poorly in this question. Inadequate knowledge on Physical Education was one of the reasons for producing irrelevant responses. The examples of irrelevant responses provided by one of the students were: *sport activities in sport facilities, in sport managing, participation in sport activities* and *sport activities*. Some of the students copied alternatives from the multiple choice items and used them as answers to this question. This demonstrates lack of knowledge on importance of physical activities. Extract 7.2 exemplifies a poor response from one of the students who performed poorly in this question.

7.	Why physical activities are important for the development of athletes' health? Give five point
(i)	...In...managing position...of players...in sport activities.....
(ii)	...In...calculating...dimension of...sports facilities.....
(iii)	...In...determining...location of...sports facilities.....
(iv)	...In...managing participation in sports activities.....
(v)	.....

Extract 7.2: A sample of a student's poor response in question 7

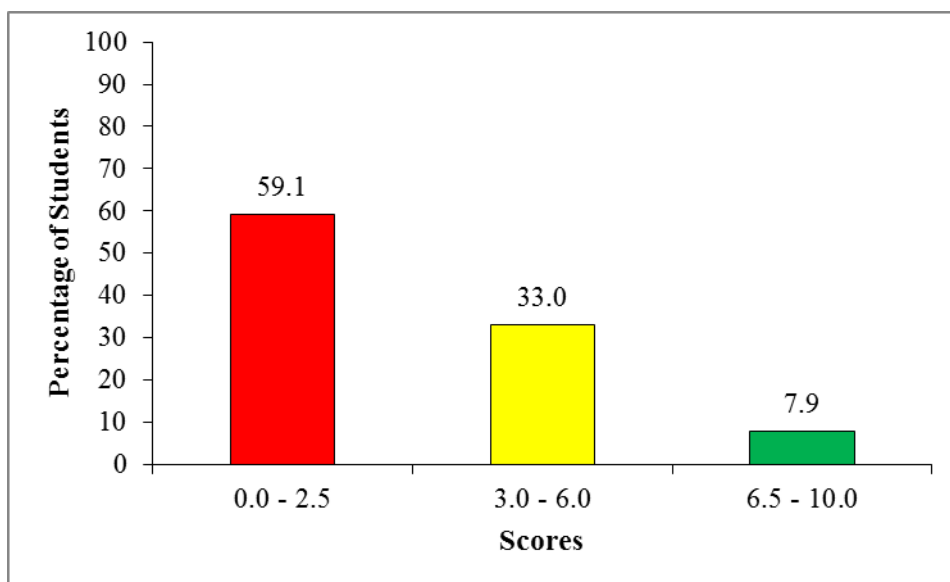
Extract 7.2 illustrates a response from a student who copied multiple choice alternatives from question 1(iii) and used them as answers for question 7.

#### 2.2.4 Question 8: Physical Fitness

This question consisted of two parts; (a) and (b). Part (a) demanded the students to explain how lateral raise exercise for improving body composition is performed, while part (b) required them to outline three differences between Health Related Physical Fitness and Performance Related Physical Fitness.

This question was attempted by 8,470 (100%) students. The analysis of students' performance shows that 5,008 (59.1%) performed poorly by scoring

from 0 to 2.5 marks; with 41.9 percent scoring 0 marks. 2,791 (33.0%) scored from 3 to 6 marks, which is an average performance, whereas 671 (7.9%) scored from 6.5 to 10.0 marks, indicating good performance. The general performance in this question was average because 40.9 percent of the students scored from 3.0 to 10.0 marks. Figure 8 illustrates the students' performance in this question.



**Figure 8:** *Percentage of the Students' Performance in Question 8*

The analysis of the students' responses in this question shows that students who performed poorly in this question did not understand the demands of the question. For example, in part (a), they did not explain how lateral raise exercise for improving body composition is performed, instead, some of them explained general rules for improving body health such as: *to participate regularly in physical exercises, to increase the intensity of exercises and to keep records of participation in physical activities..* Likewise, in part (b), instead of giving the differences between Health and Performance Related Physical Fitness, some of the students explained components of Health Related Physical Fitness, which are; *Muscular strength, cardiovascular endurance, flexibility and muscular endurance.* Others explained components of Performance Related Physical Fitness such as: *Agility, balance, coordination, power and reaction time.*

Additionally, some students could not construct grammatical and meaningful sentences in English. For example, in part (a), one of the students explained how lateral raise exercise for improving body composition is performed as: (i)

enable student from the one and (ii) to aquire and the netball game. The correct answer for this question was: (i) the athlete should stand with feet shoulder width apart and hold weights in each hand with palm down at sides (ii) The athlete should repeatedly lift the weights out to the sides and up to the shoulder level. In part (b), they differentiated Health Related from Performance Related Physical Fitness by writing meaningless sentences related to passing techniques in netball and football, such as: *passing and the netball game and passing the short is one of the exercise to improving coordination*. Extract 8.1 shows a sample of a poor response from one of the students.

8.	(a) How lateral raise exercise for improving body composition is performed?
(i)	enable student from the one
(ii)	to equired and the netbal game
(b)	Give three differences between health- related physical fitness and performance-related physical fitness.
(i)	passing and the netball game and passing the short is one the exercises for improving coordining coordination beginning when the competition
(ii)	A group of pass in football game creates an the equired and the football game mes the skin which is the foot ball the rendering of ch. techning during and football game from one, and the
(iii)	passing importance athletes hearth pain is activities education and the knowled treatment injury of the students from the one injury the in the net ball football game and the net ball game

Extract 8.1: A sample of a student's poor response in question 8.

Extract 8.1 indicates a response from a student who failed to construct grammatical and meaningful sentences in English, hence unable to provide correct responses in question 8 (a) and (b).

The analysis indicates further that students with average performance (33.0%) attempted to provide one point on how lateral raise exercise for improving body composition is performed. The common point provided by the majority

was to hold weights in each hand with palm down at sides. They also provided one to two differences between Health and Performance Related Physical Fitness. The common difference provided by the majority was *components* of Health and Performance Related Physical Fitness.

The analysis shows that 7.9 percent of the students who scored high marks in this question were able to: explain how lateral raise exercise for improving body composition is performed in part (a), while in part (b) they outlined three differences between Health Related Physical Fitness and Performance Related Physical Fitness. This suggests that those students had sufficient knowledge on physical fitness. Their responses show that their proficiency in the English Language is good. Extract 8.2 exemplifies good performance in this question.

8.	(a) How lateral raise exercise for improving body composition is performed?
(i)	The athlete should repeatedly lift the weights out to the sides and up to the shoulders level
(ii)	The athlete should stand with feet shoulder width apart and then hold weights in each hand with palm down at sides

(b)	Give three differences between health- related physical fitness and performance-related physical fitness.
(i)	Health related physical fitness include fitness in areas such as cardiovascular fitness, strength, muscular endurance, flexibility and body composition while performance related physical fitness eg. balance
(ii)	The achievement of components of health related physical fitness need a lot of physical training while those of performance related physical fitness require technical training
(iii)	Health related physical fitness helps the participant to stay healthy while performance related physical fitness helps the participant to perform well in sports and activities that requires certain skills

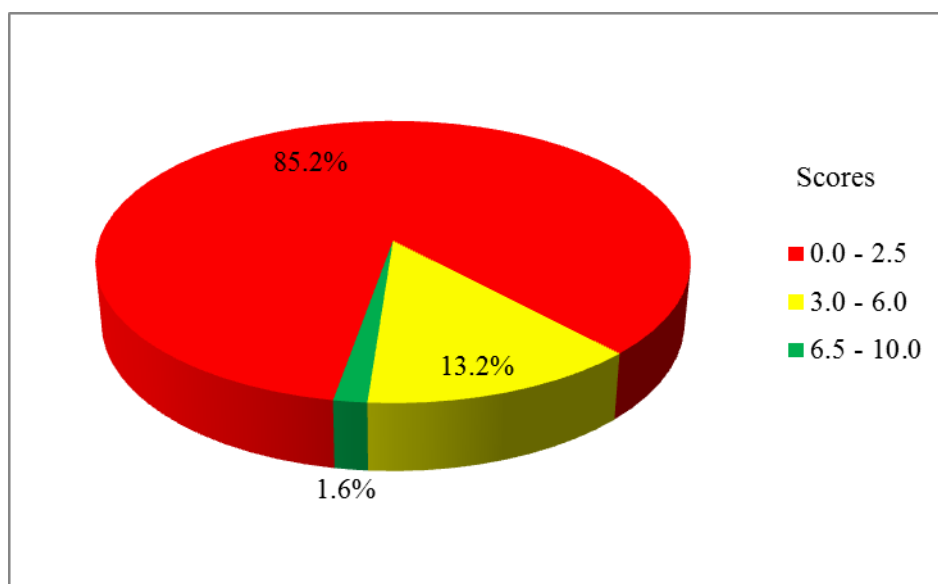
Extract 8.2: A sample of a student's good response in question 8.

Extract 8.2 is an example of a good response from one of the students who explained correctly how lateral raise exercise for improving body composition is performed in 8 (a) and differentiate Health Related from Performance Related Physical Fitness in 8 (b).

### 2.2.5 Question 9: Gymnastics

This question required the students to explain how horizontal bars exercises are performed by the athletes. The question tested the students' knowledge on Gymnastics.

This question was attempted by 8,470 (100%) students. From the analysis of the students' performance, it was noted that 7,218 (85.2%) had poor performance by scoring from 0 to 2.5 marks; with 68.2 percent scoring 0 marks. The average performance ranged from 3.0 to 6.0 marks, which was scored by 1,119 (13.2%) students. Further analysis indicates that good performance in this question was from 7.0 to 10.0 marks which was scored by 133 (1.6%) students. Students' Performance in this question was generally poor because only 14.8 percent of the students scored from 3.0 to 10.0 marks. Figure 9 illustrates the students' performance in this question.



**Figure 9:** *Percentage of the Students' Performance in Question 9*

The analysis of students' performance in this question shows that 85.2 percent of students failed because they did not understand the demands of the question. For example, instead of explaining how horizontal bars exercises are performed by the athletes, some of these students mentioned subjects which are related to Physical Education in various aspects. Their answers included: *Mathematics, Biology and Chemistry*. Other students explained safety measures to take when swimming such as: *Never swim alone, know how to swim, supervise children, proper wearing should be observed*. There were also

some students who explained safety measures to take when performing horizontal bar exercises including: *to conduct warm up, to make sure that equipment are in good arrangement, to follow rules and regulations, equipment should be kept in safe environment after their use.* Extract 9.1 is a sample of the poor response from one of the students.

9. By giving five points, explain how horizontal bars exercises are performed by the athletes?
- (i) Conduct warm-up: After conducting any physical exercise the athlete should conduct a warm up. It could be a specific warm up... Individual warm up or general warm up - so to make the body familiar with exercise going to be done.
  - (ii) Make sure that all equipment are in good Arrangement and horizontal bars exercise are in good location to minimise the risk to the athletes: and ensure the presence of first aid kit and first aid to save when injury happens.
  - (iii) Start to conduct the exercise by following the rules and regulation of bars exercise so as to reduce the accidents and reduce high ability of getting risk or injury.
  - (iv) Provides all unpleasant skills so as to manage the bar horizontal bars exercises this involves all skills that enables athletes to handle and use safe equipment when performed horizontal bars exercises.
  - (v) After conducting the horizontal bars skill ensure that all equipment, tools and materials should kept in safe place. So to manage the skill & increase the knowledge and understanding of horizontal bars skills performance.

Extract 9.1: A sample of a student's poor response in question 9.

Extract 9.1 exemplifies a poor response from one of the students who failed to explain how horizontal bars exercises are performed by the athletes.

The analysis also shows that 13.2 percent of the students had average performance. These students provided few correct explanations on how horizontal bars exercises are performed by the athletes. They scored different marks depending on the number of points they provided and the clarity of their explanations.

It was also established that some students managed to score high marks because they understood the demand of the question and demonstrated adequate knowledge on Gymnastics. They explained how horizontal bars exercises are performed by the athletes as extract 9.2 illustrates.

9. By giving five points, explain how horizontal bars exercises are performed by the athletes?

- (i) Jump to front support - the athlete should take the bar with hands positioned on the bar in over grip and jump while straightening arms to a front support position.
- (ii) He/she should have the hips close to the bar, a shift of the wrists and extension of the arms to a front support.
- (iii) The athlete should do a preparatory and progression pullover which is skills for the back hip circle, hip to bar and tucked pullover.
- (iv) The athlete should do one-leg kick or running pullover, then do straight-leg pullover.
- (v) Finally, the athlete should assist stand beside gymnast in front of bar. place one hand on back and the other hand under legs.

Extract 9.2: A sample of a student's good response in question 9.

Extract 9.2 shows a response of a student who provided correct explanation on how horizontal bar exercises are performed by the athletes.

## 2.3 Section C: Essay Type Question

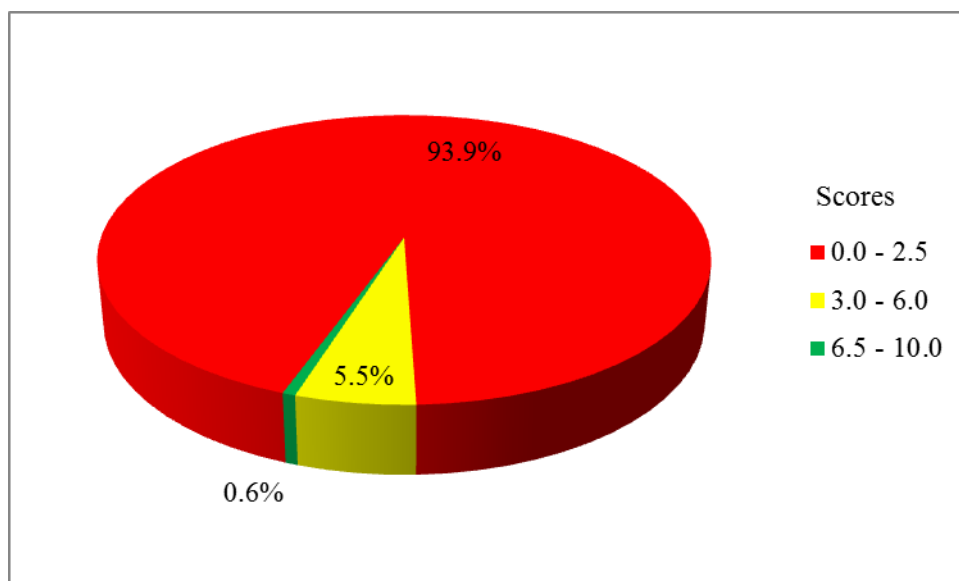
### 2.3.1 Question 10: Ball Games

This question required the students to describe the execution of shoulder pass during netball competitions. The question tested the students' knowledge on Ball Games, specifically the Netball.

A total of 8,470 (100%) students attempted this question. The analysis of the students' performance shows that 7,951 (93.9%) students performed poorly in the question by scoring 0 to 5.5 marks; with 69.9 percent scoring 0 marks. 464 (5.5%) students scored from 6.0 to 12.5 marks, indicating average performance. The remaining 55 (0.6%) students had good performance by scoring from 13.0 to 20.0 marks. The highest score in this question was 19



marks. The overall performance in this question was poor because only 6.1 percent passed by scoring 6 to 20 marks. Figure 10 illustrates the students' performance in this question.



**Figure 10:** *Percentage of the Students' Performance in Question 10*

The analysis indicates that 93.9 percent of the students had poor performance. These students provided irrelevant answers regarding the execution of shoulder pass during netball competitions. This suggests that, the students had no enough knowledge on Ball Games, particularly the Netball. The examples of such irrelevant answers included: *passing, heading, chest pass, dribbling, goal kick, gymnastics, swimming, muscle cramp, shoulder pass*. Other examples were: *the pass which were used in shoulder from the players, those are the main techniques from which were used in netball game, shoulder are the pass so from which at the protect or to prevent infection or injuries*.

The analysis shows further that, poor proficiency in the English Language was one of the reasons for the students' poor performance. For example, one student provided unclear explanation in this question extract 10.1 exemplifies

10. By giving ten points, describe the execution of the shoulder pass during netball competitions.

- (i) Throw in those are the pass of the netball game from which its throw in from the game.
- (ii) Shoulder pass are the pass so from which at the protect or to prevent infection or injuries of the player.
- (iii) Passes in the netball so when which are main technique from the netball game so player it improve strong bone / muscle from the body.
- (iv) Shoulder pass in netball those are the pass so its used for should to obtain passes.
- (v) Shoulder pass those are the pass which we use in shoulder from the player.
- (vi) Those are the main techniques from which were used in netball game.
- (vii) Shoulder pass during netball who are correct comfortable from this player in the game.
- (viii) Shoulder pass during netball it competitions from the player who are the proper skill or technique use from the game.
- (ix) Shoulder are the pass when are used should use from the game to obtain to be must give pass from this in player.

Extract 10.1: A sample of a student's poor response in question 10.

Extract 10.1 illustrates a poor response from one of the students who used shoulder pass repeatedly to explain the execution of the shoulder pass during netball competitions.

Further analysis shows that 5.5 percent of the students had average performance in this question. They explained three to six points on the execution of the shoulder pass during netball competitions, out of the required ten points. They scored different marks depending on the number of points they provided and the clarity of their explanations.

The students who performed well in this question (0.6%) explained the execution of the shoulder pass during netball competitions. This indicates that those students understood the demands of the question and had adequate knowledge on Ball Games, especially the Netball. The students also demonstrated good command of English Language. Extract 10.2 is a sample of a good response from one of the students.

10. By giving ten points, describe the execution of the shoulder pass during netball competitions.

- (i) A player should establish her/his balance while facing goal post. The balance of the body is very important for the good execution process. Without proper balance, the player can fall or fail to follow the proper direction of the ball.
- (ii) The ball should be positioned quickly on player's preferred throwing side, slightly behind the shoulder. This will help the player to create proper power and strength for the execution of the pass correctly.
- (iii) The throwing hand should be firm and placed behind the ball. The arm, trunk muscles and shoulder muscles are needed mostly in this process because this pass is very strong and long.
- (iv) The fingers should spread to make sure that the ball is in place on the player's hand without dropping or following different direction during the execution.
- (v) The player should always stand up tall when passing, maximizing her/his height, vision and throwing angle. This is very important for the proper pass to reach the targeted receiver.
- (vi) The player should prompt in placement of the ball in the optimum space for the target by taking in account targets, speed, proximity to the thrower, bounce and defensive pursuit.
- (vii) The player needs to have the opposite foot forward from the throwing arm when passing or executing the shoulder pass.
- (viii) The player should adjust her/his feet accordingly before release. It is very important for the player to adjust the feet and making sure that what is done is correct for the pass execution.
- (ix) The player should select the most appropriate target for optimal power. The player should have the skill to scan the court situation in order to pass correctly the ball to the targeted team mate.
- (x) To finish the pass, the thrower should follow through with a crackle of the wrist and fingers to add confidence and control.

Extract 10.2: A sample of a student's good response in question 10.

Extract 10.2 demonstrates a good response from one of the students who provided correct and clear explanation on the execution of shoulder pass.

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

In FTNA 2019, all ten (10) topics in Form one and Form two part of the Physical Education syllabus were tested. These topics are: *Safety, Gymnastics, Health Related Physical Fitness, Introduction to Physical Education, Reaction and Outdoor Activities, Swimming, Ball Games, First Aid, Performance Related Physical Fitness and Track and Field Events.*

The analysis shows that students' performance was good in Introduction to Physical Education topic, where question 7 was constructed from. In this question, 77.5 percent of the students scored 30 percent and above. Likewise, the performance was good in question 3 (TRUE/FALSE items) and question 1 (Multiple choice items) which comprised various topics. In these questions, the percentage of the students who scored 30 percent and above was 97.4 and 78.4, respectively. This performance indicates that students had adequate knowledge on these topics.

Further analysis shows that the performance was average in two (2) topics of Physical Fitness, from which question 8 was constructed, and Ball games (Netball), from which question 2 was constructed. The percentages of the students who scored 30 percent and above were 40.9 and 39.2, respectively. This performance indicates that students had insufficient knowledge on these topics.

It was also established that, the students' performance was weak in four (4) topics, namely: *Track and Field Events, Gymnastics, Swimming and Ball Games* from which questions 5, 9, 6 and 10 were constructed. The percentages of the students who scored 30 percent and above were 21, 14.8, 11 and 6.1, respectively. Likewise, the performance was weak in question 4 (filling in the blanks items) which comprise various topics. In this question, only 4.7 percent of the students scored 30 percent and above. The poor performance in the topics was a result of inadequate knowledge on the topics, poor mastery of English Language and failure to understand the requirement of the questions. The performance of the students in different topics is summarized in the attached appendix.

## **4.0 CONCLUSION**

The performance of the students in Physical Education FTNA 2019 was average because only 31.6% of the students passed. 68.4% scored below 30 percent of the total marks. From the analysis, it was noted that factors that enabled 31.6% of the students to score 30 percent and above in the assessment were: ability to identify the requirements of the questions, adequate knowledge and skills on the topics tested and good proficiency in the English Language. On the contrary, the 68.4% of the students scored below 30 percent of the total marks due to: inability to identify the requirements of the questions, misinterpretation of the concepts, insufficient knowledge and skills on the topics tested and poor command of English Language.

## **5.0 RECOMMENDATIONS**

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

- (a) Students should read and understand questions well before attempting them. This will overcome the challenge of the students' failure to identify the requirements of the questions.
- (b) Teachers should put more emphasis on terms and vocabularies used during teaching and learning process so as to avoid misinterpretation of words which was among the challenges identified in some questions.
- (c) Students should practice English Language as a means of communication in their daily school routines. They should also read both fiction and non-fiction books in order to improve their English Language proficiency in writing, reading, speaking and listening. This will overcome the challenge of writing sentences with grammatical errors as well as meaningless constructions.
- (d) During teaching and learning process, teachers should make effective demonstration of specific skills and let each student practice them. This will improve students' performance in topics such as *Gymnastics*, *Swimming* and *Track and Field Events* in which they scored low marks.

**Summary of the Performance of Students per Topic**

SN	TOPIC	Question Number	The Percentage of the Students who Scored an Average of 30% and Above per Question	Average	Remarks
1.	Principles of Physical Education, Ball Games Gymnastic, Recreation and Outdoor Activities, , Track and Field Events, Swimming, Health Related Physical Fitness and safety.	3	97.4	97.4	Good
2.	Principles of Physical Education, Health Related Physical Fitness, Safety, First Aid, Performance Related Physical Fitness and Gymnastic.	1	78.4	78.4	Good
3.	Physical Education	7	77.5	77.5	Good
4.	Physical Fitness	8	40.9	40.9	Average
5.	Ball Games	2	39.2	39.2	Average
6.	Track and field events	5	21	21	Poor
7.	Gymnastics	9	14.8	14.8	Poor
8.	Swimming	6	11.0	11.0	Poor
9.	Principles of Physical Education, Ball games, Track and Field Events, Swimming and Gymnastics	4	4.7	4.7	Poor
	Total		40.9		Average

