

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2018**

018 PHYSICAL EDUCATION

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Students' Items Response Analysis (SIRA) for the 2018 Form Two National Assessment (FTNA) in Physical Education. The FTNA results is the basis for selecting students to continue with Form Three Studies.

The report serves as feedback to teachers, students, policy makers and other education stakeholders on how the students responded to the assessment questions. It is expected that the feedback will enable stakeholders in education to work on the challenges which the students faced for the sake of improving the performance in this subject in future examinations.

The report also highlights the factors which contributed to the students' failure to attempt some of the questions correctly. The factors include: lack of knowledge and skills in a specific topic, inability to identify the requirements of the questions, misinterpretation in some of the questions and poor English language skills. On the other hand, the students who scored high marks identified the requirements of the questions, had sufficient knowledge of the subject matter and good mastery of English language.

Finally, the National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general that can be used for improving future Students' Item Response Analysis reports. The Council is grateful to all the examinations officers and all other stakeholders who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2018 Physical Education Form Two National Assessment (FTNA) assessed the students' competences in the Form one and Form two topics as stipulated by the 2005 syllabus and the examination format of 2017. There were a total of 9,703 registered students, of which, 8,789 (90.6%) sat for the assessment. In this assessment, only 3,442 (39.30%) students passed. The performance is therefore higher by 17.65 per cent compared to the 2017 Physical Education Assessment, in which, a total of 8,571 students were registered for the assessment; 7,842 (91.4%) sat for the assessment and only 1,696 (21.65%) passed it.

The above mentioned paper comprised of ten (10) questions in sections A, B and C. The students were required to answer all questions in the paper. Section A consisted of four objective type questions. Question 1 contained ten multiple-choice items, question 2 contained five matching items, question 3 comprised of ten TRUE/FALSE items, while question 4 had five filling in the blanks items. Each item in all the questions in section A carried 1 mark; making a total of 30 marks. Section B consisted of five short answer questions; carrying 10 marks each. Section C consisted of only one question, carrying 20 marks.

In this report, the analysis of individual questions starts by indicating the requirement of each question; followed by the analysis of the students' performance in that particular question. The analysis of the students' performance in each topic is also presented in the report. Pass mark in analysis is based on the percentage of the students who scored 30 percent or above of the marks allocated to the question. That is, the performance ranging from 65 to 100 percent of the allocated marks is considered good, the performance ranging from 30 to 64 percent is considered average and weak performance is ranging from 0 to 29 percent. For easier presentation, three basic colours namely, green, yellow and red represent good, average and weak performance, respectively.

Furthermore, the report highlights the strengths and weaknesses observed in the students' answers and identify possible reasons for such observed strengths or weaknesses. The percentages of scores in each group are summarized using charts or graphs. In addition, extracts from students' scripts are used to illustrate poor or good performance. They are also meant to guide teachers and students in future preparation for the assessment.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective Questions

This section presents analysis of four (4) questions. Question 1 (multiple choice items), question 2 (matching items), question 3 (TRUE/FALSE items) and question 4 (filling in blanks items).

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 write its letter against the item's number. The items were constructed from form one and form two topics in the respective syllabus. The topics were: *Swimming, Ball Games (Soccer), First Aid, Recreation and Outdoor Activities, Track and Field Events and Injury Management*. The question tested the students' knowledge of various areas of physical education and the application of such knowledge in their daily lives.

This question was answered by 8,789 (100%) students, of which, 231(2.6%) scored from 7 to 10 marks; which is a good performance. Moreover, the analysis shows that 5,197 (59.2%) scored from 3 to 6 marks; signifying average performance; and 3,361 (38.2%) performed poorly by scoring from 0 to 2 marks; with 4.4 percent scoring 0 marks. In general, the performance of the students in this question was average. This performance is shown in Figure 1.

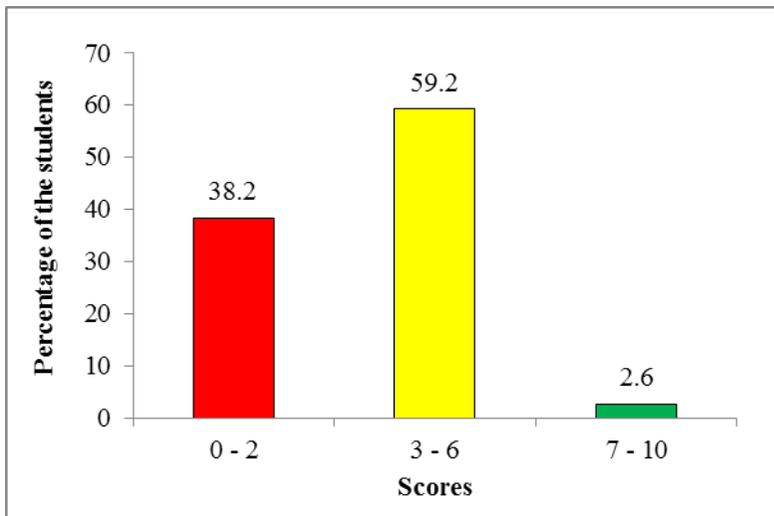


Figure 1 shows the performance in the question; whereby, 61.8 percent of the students passed by scoring from 3 to 10 marks.

Item (i) required the students to identify the common swimming styles among the given alternatives. The correct answer was A, “Butterfly stroke, back stroke, breast stroke, and free style”. The students who chose the alternative B, “Breast stroke, free style stroke, diving stroke and back stroke” failed to recognize that diving is not a swimming style but an act of jumping into water with head and arms first. Those who chose the alternative C, “Back stroke, breast stroke, floating stroke, and free style stroke” did not know that floating is buoying on the surface of water without sinking, not a swimming style. The students who selected the alternative D, “Free style stroke, sculling stroke, butterfly stroke, and back stroke” failed to understand that sculling is not a common swimming style but a technique of swimming; whereby a person uses quick horizontal movements of the hands in water to maintain the head above the water surface.

Item (ii) required the students to determine a skill in soccer which involves receiving, stopping, passing and shooting a ball using the head. The correct response was D, “heading”. The students who chose the incorrect alternative A, “clipping” were wrong because clipping is an act of throwing the body across the back of the leg of an eligible receiver, not the asked skill. The students who chose the alternative B, “ball shooting” were convinced by the word “shooting” which is in the stem of the question.

They likely did not understand that shooting can also be done by foot. Alternative C, “ball control” was chosen by the students who failed to realize that ball control is an offensive strategy in which a team tries to keep the possession of the ball for extended period of time using different parts of the body, except hands, not the head only.

Item (iii) required the students to identify criterion for determining a winner in a tournament. The correct answer B, “victory in the final match” was chosen by the students who had knowledge of tournaments. The students who selected the alternative A, “playing the final match”, C, “number of matches played” and D, “the referee of the match” lacked knowledge of criteria for determining a winner in the final match, hence just guessed.

Item (iv) required the students to determine a type of an injury in the muscles or tendons. The students who got the correct answer C “strain” had adequate knowledge of sports injuries. However, the students who chose A, “fracture” failed to understand that fracture is not a type of injury in the muscles but a break or crack in the bone. On the other hand, the students who chose B, “dislocation” lacked knowledge that dislocation is a partial or full displacement of bones at a joint. Those who chose D, “sprain” failed to realize that sprain is not a type of injury in the muscles, but an injury in the ligaments that surround and support a joint.

Item (v) required the students to identify equipment which can be used by the orienteers to find their way to the designated control point. The correct answer was C, “map and compass”. The students who chose A, “compass and ruler” were convinced by the word “compass” but they failed to understand that the function of a ruler is to measure length or distance, not to find a way during orienteering. The students who chose the alternatives B, “direction and time” and D, “road and leader” lacked knowledge of orienteering. This is because the term has no relationship with orienteering equipment.

Item (vi) required the students to identify the baton exchange zone in relay. The correct answer B, “20 meters” was chosen by the students who had knowledge of baton exchange zone in relay; that is, the zone which has a fixed distance of 20 meters only. The students who chose A, “25

meters”, C, “30 meters”, D, “15 meters” had no knowledge of baton exchange zone in relay.

Item (vii) required the students to choose the best starting position in short distance race for international athletes among the given alternatives. The correct answer A, “Crouch start” was chosen by the students who knew the starting position in short distance races. The students who chose B, “Knee bending start” did not know that knee bending is one of the steps in crouch start which is also applied as a starting position in local short distance races, not in the international ones. The students who chose C, “Standing start” failed to realize that this type of start is normally used in long distance races. The students who chose D, “Body bending start” did not know that this is not the starting position, but a technique of starting position in long distance races.

Item (viii) required the students to identify the determinants of the end of the game in swimming. The students who had enough knowledge of swimming chose the correct answer D, “Judges”. Those who chose A, “Referee” failed to distinguish the sports in which a person with authority is referred to as a referee or a judge. They did not know that a referee is to sports like football, not swimming. The students who chose B, “Distance” failed to realize that distance does not determine the end of the game in swimming, but in throws such as shot put, javelin and discus. The students who chose C, “Time” also failed to understand that time is not what determines the end of the game in swimming.

Item (ix) required the students to choose a situation in which a penalty is awarded to the attacking team in a football match. The correct answer A, “A defender commits a major offensive within his own penalty area” was given by the students who understood rules of football sport. The students who chose B, “Attacker commits a foul within his opponents’ team penalty area” lacked knowledge of rules, laws and regulations of football, because for this infringement, what is awarded is a free kick to the opponent, not a penalty. The students who chose C, “A goal keeper catches the ball by hands within the goal area” failed to understand the roles of a goal keeper in a football game. This is because a goal keeper is the only player in football who is allowed to catch the ball using hands in his/her penalty area. The students who chose D, “The defender kicks the

ball to his own goal” failed to understand that there is no penalty for such a situation.

Item (x) required the students to identify three signs of common injuries to the bones. The correct answer was D, “Sharp pain, bruising and snapping sound of broken bone”. The students who chose A, “Dislocation, strain and tenderness”, B “Strain, muscle soreness and swelling” and C “Shock, cuts of the body and sharp pain” failed to understand that dislocation and strain in A, strain in B and cuts of the body in C are the types, not the signs of injuries.

2.1.2 Question 2: Matching Items

This was a homogenous question from the topic of *First Aid*. The students were instructed to match the items in list A with the corresponding responses in list B. The responses in list B were A, “RICE”, B, “FIT”, C, “Causes of injury”, D, “Injury to the joints”, E, “Injuries to the muscles”, F, “Safety measures”, G, “Treatment of bleeding” and H, “Categories of wounds”. The question tested the students’ knowledge of the skills of rendering first aid and assessing injuries.

The question was attempted by 8,789 (100%) students. The performance of the students in the question was as follows: 2,249 (25.5%) students scored from 4 to 5 marks; indicating a good performance, whereas, 3,024 (34.4%) students scored from 2 to 3 marks; which was an average performance. Further, 3,522 (40.1%) students scored from 0 to 1 marks; which is poor, out of which, 18.4% scored 0 marks. The general performance in this question was average. Figure 2 summarizes.

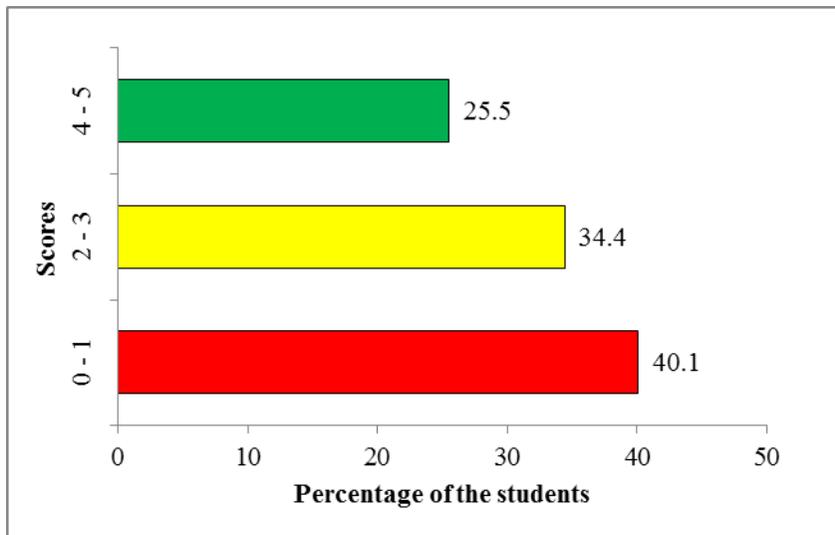


Figure 2 shows that the performance in the question was average since 59.9 percent scored from 3 to 10 marks.

In item (i), the students were required to select a response which correctly matches with puncture, laceration, incision, abrasion and avulsion. The correct response was H, “Categories of wounds”. The students who failed to identify the correct response had insufficient knowledge of the categories of wounds. For example, most of them selected “RICE”, probably because it is the mnemonic in treating many sports-related injuries.

In item (ii), the students were required to select a response which correctly matches with a treatment of many sport-related injuries such as muscle soreness. The correct answer in this item was “A,” (RICE). This item was selected correctly by a good number of the students; implying that they had sufficient knowledge of first aid provision. A few of the students selected injuries to the muscles because they related it to the muscle soreness; which is seen in the stem of the question as an example of sport-related injuries.

In item (iii), the students were required to select a response which correctly matches with muscle cramp, strain, rupture, and stiffness. The correct response was E, “Injuries to the muscle”. The students who were not familiar with common injuries to the muscles in physical activities failed to identify the correct answer. As a result, they selected wrong alternatives by guessing.

In item (iv), the students were required to select a response which correctly matches with sprain and dislocation in sport environment. In order to answer this question correctly, the students had to differentiate between common injuries to the bones and joints in physical activities. In this item, the correct response was D, “Injuries to the joints”. Some of the students who selected E, “Injuries to the muscles” confused the term sprain with strain, whereby, sprain involves injuries to the joints while strain is to the muscles.

In item (v), the students were required to select a response which correctly matches with wearing protective equipment, proper eating, appropriate use of sport equipment and rules. The correct response was F, “Safety measures”. The student who failed to choose this correct response did not understand the safety measures in sports.

2.1.3 Question 3: True or False Items

In this question, the students were instructed to write TRUE if the statement was correct or FALSE if the statement was incorrect. The items were derived from the topics of: *Track and Field Events, Health Related Physical Fitness, Physical Education, Gymnastic, Recreation and Outdoor Activities and Swimming*. The question tested the students’ knowledge and skills in various area of Physical Education.

The question was attempted by 8,789 (100%) students, of which, 104 (1.2%) had good performance after scoring from 7 to 10 marks. Further analysis shows that 4,683 (53.3%) students scored from 3 to 6 marks; denoting an average performance. In addition, 4,002 (45.5%) performed poorly; after scoring from 0 to 2 marks (with 1 percent scoring 0 marks). The analysis indicates that the students had average performance in the question. Figure 3 summarizes the students’ performance in the question.

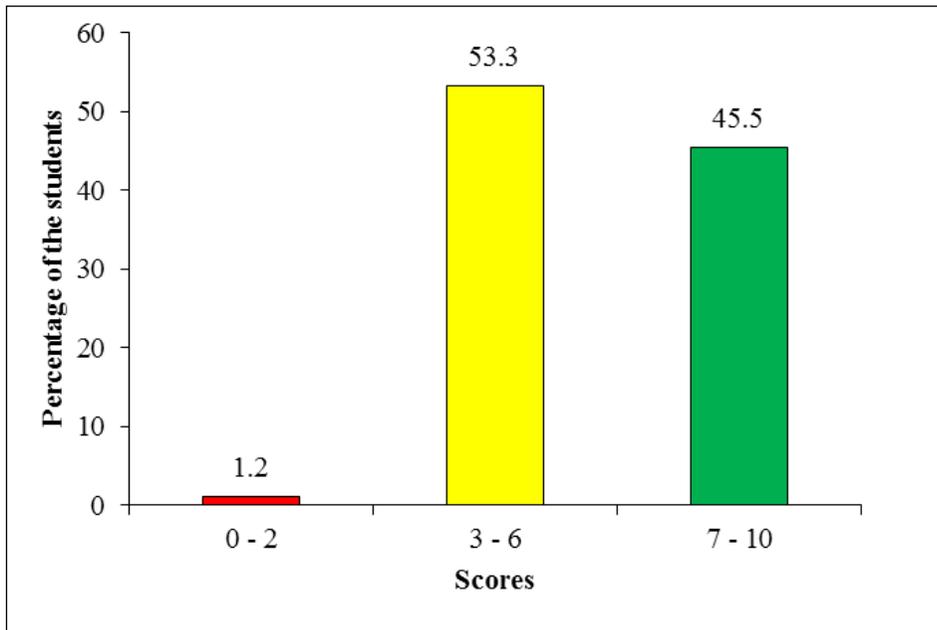


Figure 3 shows that the majority of the students (98.8%) passed in the question after scoring from 3 to 10 marks.

Item (i) required the students to either agree or disagree with the statement that, “100 metres is also known as sprint”. The correct answer was "TRUE" the students who were able to give the correct response had knowledge of short distance running in Track Events. Those who failed to give the correct answer had inadequate knowledge on short distance running events; considering that, 100 metres, 200 metres and 400 metres running events are all known as sprinting.

Item (ii) required the students to either agree or disagree with a proposition that the body composition is a proportion of bones, muscles and connective tissues and fat in the body. The correct response was "TRUE". The students who gave this correct response had enough knowledge of Health Related Physical Fitness; especially that the body composition is one of its components. Those who failed to provide this correct response had inadequate knowledge of the topic.

Item (iii) required the students to either agree or disagree with a proposition that “sports, games, play, dance and exercise are components of physical activities”. The correct response was "TRUE". The students who gave this correct answer had good knowledge of the Introduction to Physical

Education; where the elements are taught. However, the students who failed to provide this correct response lacked the required knowledge.

Item (iv) required the students to either agree or disagree with a statement that “when training for Health Related Fitness, principles of specificity over load, frequency, intensity and time should be considered”. In order to answer this question correctly, the students should have understood that an athlete should increase overload, which can be achieved by using frequency, intensity and time, to achieve the intended fitness level. The correct response was "TRUE". Those who did not understand the principle of training in physical activities failed to provide the correct answer.

Item (v) required the students to either agree or disagree with the statement that "gymnastic is the performance of movement patterns on a piece of apparatus or a floor". The correct answer “TRUE” was given by the students who were aware of gymnastics and its movement patterns. Those who failed to get the correct response did not have knowledge of gymnastics.

Item (vi) required the students to either agree or disagree with a statement that “coordination in dance is when learners move various body parts such as feet and the arms in relation to song tune, rhythm and partner”. The correct response was “TRUE”. The students who gave this correct answer had knowledge of coordination, as the organization of different elements so as to enable them to work together effectively. Those who gave incorrect response lacked such knowledge.

Item (vii) required the students to either agree or disagree with a statement that “balance beam and side horse vaulting are the types of swimming”. The correct response was “FALSE”. The students who did not provide this correct response failed to recognise that balance beam and side horse vaulting are the types of gymnastic exercises, not the types of swimming.

Item (viii) required the students to either agree or disagree with the statement that "track events are foot races run in the field of play over a specified distance". The correct answer was “FALSE”. The students who wrote this correct answer were aware that track events involving running events are done in tracks, whereas, field events such as jumping and throwing are done in the field. The students who failed to respond correctly

had insufficient knowledge of the track and field events or hurriedly read the question and failed to understand its proposition.

Item (ix) required the students to either agree or disagree with the statement that "aerobic dance help people to maintain active life style." The correct response was "TRUE". The majority of the students who wrote this correct response had enough knowledge of aerobic dance. Incorrect responses by a few of the students indicate inadequate knowledge of the importance of aerobic dance.

Item (x) required the students to either agree or disagree with the statement that "relay races include 4 x 100 metres and 4 x 400 metres". The correct response was "TRUE". The students who provided this correct had knowledge of Track Events, while those who failed to provide this correct response might have misinterpreted the numbers. That is, instead of taking 4 as the number of athletes, they took it to be a multiplication of numbers, result in 400 metres and 1600 metres, which are not the relay races.

2.1.4 Question 4: Filling in the Blank Items

The question consisted of five (5) items with blank spaces. The students were required to fill in each blank by writing a correct answer. The items were set from the topics of *Performance Related Physical Fitness, Swimming and Recreation and Outdoor Activities*.

A total of 8,789 (100%) students attempted the question, of which, 5,070 (57.7%) students performed poorly by scoring 0 to 1 marks; with 30.5 percent scoring 0 marks. Further analysis showed that 3,087 (35.1%) scored from 1.5 to 3 marks, which is an average performance. Meanwhile, 631 (7.2%) scored from 3.5 to 5 marks, which is a good performance. The performance in this question was poor; since 57.7% of the students scored from 0 to 1 mark. Figure 4 depicts the performance of the students in the question.

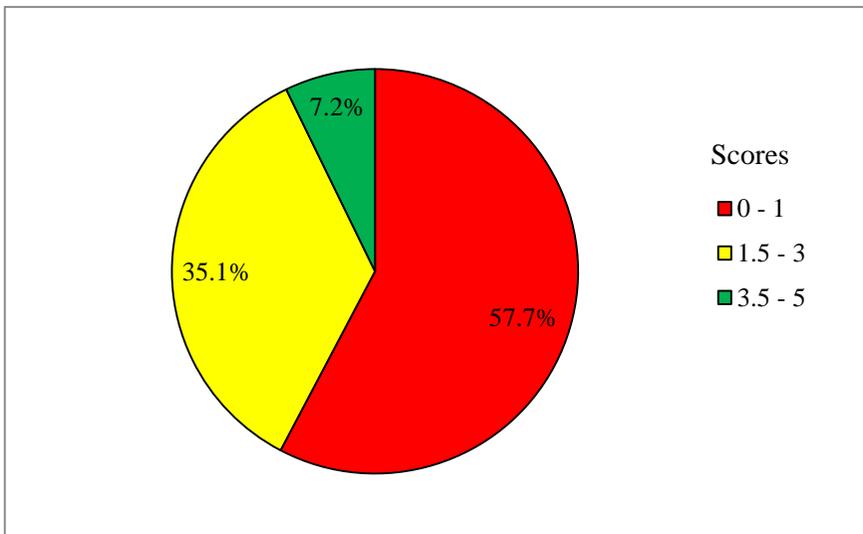


Figure 4 illustrates average performance; as 42.3percent of the students scored from 3 to 10 marks in the question

Item (i) required the students to fill in the blank on the part which is made by agility, balance, coordination, power, reaction time and speed. The correct answer was “*Skill or performance related fitness*” which was written by the student who had enough knowledge of the components of Physical Fitness. Some of the students wrote incorrect answers such as *Health-Related Physical Fitness* or its components which were *body composition, flexibility and muscular endurance*. These students failed to distinguish skills or performance related fitness from Health Related Physical Fitness. Others wrote games involving some of the components such as *football, basketball, swimming and gymnastics*.

Item (ii) required the students to fill in the blank a statement which means, “familiarization with water, holding breath, eye open, float and gliding are parts of”. The correct answer was “*swimming*”. The students with enough knowledge of swimming filled the blank with the correct answer. Some of the students provided irrelevant responses in the item; likely because they failed to understand the demands of the question. They filled in the blank the styles of swimming such as *back stroke, breast stroke or crawling stroke*. Others filled out the swimming techniques such as *diving in water and floating in water*.

Item (iii) required the students to fill in the blank “a style of swimming stroke where by a swimmer faces upward while the arms are pushing

water is” The correct response was “*back stroke*”. The student who responded correctly to the question had good knowledge of different swimming strokes, while those who failed to respond to the question correctly had inadequate knowledge of the swimming styles. Some of them mentioned other types of swimming strokes such as *free style*, *breast* and *back strokes*. The students vividly did not have knowledge of the specific skills required to perform various strokes.

Item (iv) required the students to fill in the blank the cover term for the “preparation of a theme, equipment, clothing shelter materials, food and water are among the fundamental preparation for” The correct answer was “*camping*”. The student who managed to provide the correct response had good knowledge of preparation for camping and its attendant equipment. However, the students who failed to write the correct response did not understand the requirements of the question. As a result, some of them wrote the camping activities such as *beach volley*, *water polo* and *beach soccer*, while, others wrote equipment used during camping such as *tents*, *pegs* and *ropes*.

Item (v) required the students to fill in the blank a correct term to complete the sentence, “popular aquatics games in Tanzania include water polo, beach volleyball, beach football and”.The correct response was “*swimming*”. The students who responded to the question correctly had enough knowledge of the topic of Recreational and Outdoor Activities. Those who provided wrong answers such as *netball*, *orienteering* and *skiing* had inadequate knowledge of the topic. The samples of good and poor responses to the question are shown by Extract 4.1 and 4.2, respectively.

4. In each of the following items, complete the sentence by filling in the blanks with the correct answers.

- (i) Agility, balance, coordination, power, reaction time and speed are parts of...performance related to physical fitness.....
- (ii) Familiarization with water, holding breath, eyes open, float and gliding are basic drills for...swimming beginners.....
- (iii) A style of swimming stroke whereby swimmer faces upward while the arms pushing water is called...backstroke.....
- (iv) Preparation for a theme, equipment, clothing, shelter materials, food and water are among the fundamental preparation for...camping.....
- (v) Popular aquatic games in Tanzania include water polo, beach volleyball, beach football and...swimming.....

Extract 4.1 is from a student who filled in the blanks the correct answers each item.

4. In each of the following items, complete the sentence by filling in the blanks with the correct answers.

- (i) Agility, balance, coordination, power, reaction time and speed are parts of...gymnastics.....
- (ii) Familiarization with water, holding breath, eyes open, float and gliding are basic drills for...Health.....
- (iii) A style of swimming stroke whereby swimmer faces upward while the arms pushing water is called...Agility.....
- (iv) Preparation for a theme, equipment, clothing, shelter materials, food and water are among the fundamental preparation for...throw in.....
- (v) Popular aquatic games in Tanzania include water polo, beach volleyball, beach football and...Netball.....

Extract 4.2 is from a student who filled in the blanks incorrect answers to each item.

2.2 Section B: Short Answer Questions

This section presents analysis of five (5) short answer questions.

2.2.1 Question 5: Gymnastics

In this question, the students were instructed to outline ten (10) safety precautions which can be taken when performing gymnastic exercises. The question intended to measure the students' knowledge of safety in gymnastic exercises.

The question was attempted by 8,788 (100%) students. The analysis revealed that 6,378 (72.6%) had poor performance after scoring marks ranging from 0 to 2.5, out of which, 46.8% percent scored 0 marks. Some of the students 1,947 (22.1%) had average performance after scoring from 3 to 6 marks. However, 463 (5.3%) had good performance after scoring from 7 to 10 marks. The general performance of the question was poor since 72.6% of the students scored from 0 to 2.5 marks. Figure 5.1 shows the details.

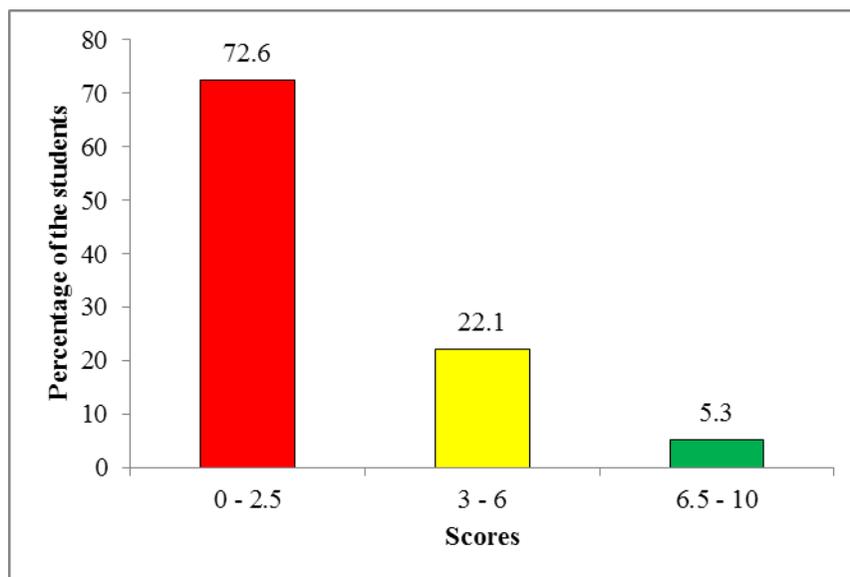


Figure 5.1 depicts poor performance, considering that 72.6 percent of the students scored from 0 to 2.5 marks, out of 10 marks allocated to this question.

The analysis of the students' performance in the question reveals weak performance; because 72.6 percent of them failed. Various reasons might

have contributed to the failure of these students in the question. First, lack of sufficient knowledge about safety precautions in gymnastic exercises might have made some of the students to produce irrelevant responses such as: *agility, performance fitness, muscle cramp, parallel bars, mats, building a gymnastic hall, carpets, use self-ability, meets with other players before the exercise execute a front hand support, use hangs and swings, insert parallel bars, introduce the place for doing gymnastic which is permanent and to increase understanding*. Other irrelevant responses were: *goal line, center, goalkeeper, form a straight arm support, demonstrate practice, and goal attack*.

Second, inability to comprehend the requirements of the question might have contributed to the failure. For example, instead of safety precautions which can be taken when performing gymnastic exercises, some of the students outlined steps taken in parallel and low horizontal bars such as the *use two spotters on each side of the bar, keep the head facing straight ahead, straight arm support swing and hand walk forward halfway across the bar*. Other students outlined the importance of gymnastics as shown in Extract 5.1.

5. Outline ten safety precautions which can be taken when performing gymnastics exercises.

(i) It promote family to gather

(ii) It know challenger

(iii) It maintain physical fitness

(iv) It promote friendship

(v) It provide body building

(vi) It promote fun

(vii) maintain good posture

(viii) It promote confidence freedom

(ix) Health benefit

(x) Improve mood and self confidence

Extract 5.1 shows a response from a student who provided the importance of gymnastics instead of the safety precautions in gymnastic exercises.

The students who had average performance in this question provided some correct responses but failed to provide all the required points to get full marks. Correct points which were outlined by the majority include: *regular inspection of the equipment, to ensure that Gymnastic area is clean, wearing appropriate clothing, warm up and cool down is necessary, avoiding over exercising, and to ensure that a gymnast has good health.*

Furthermore, the students who scored high marks adhered to the requirement of the question and demonstrated adequate knowledge of the topic. They managed to give correct explanations on the safety precautions to take when performing gymnastic exercises. Extract 5.2 demonstrates.

5. Outline ten safety precautions which can be taken when performing gymnastics exercises.

- (i) Don't do the activities which you are not allowed to do in gymnastics.
- (ii) Don't use the equipment which is not allowed to use.
- (iii) Do proper warm up before going to do gymnastics.
- (iv) Use the mat for landing in order to avoid injuries.
- (v) Study and understand properly the skills required in gymnastics.
- (vi) Wear proper gymnastics attire which fit in the body properly.
- (vii) Don't perform new skill which is not taught by the teacher.
- (viii) Complete all the steps of doing a gymnastic skills.

Extract 5.2 shows a response from a student who provided correct responses on the safety precautions to take when performing gymnastic exercises.

2.2.2 Question 6: Ball Games (Netball)

In this question, the students were instructed to give two roles of netball players in each of the following:- (a) Goal keeper, (b) Goal defence(c) Wing attack (d) Wing defence and (e) Goal attack. The question was intended to measure the students' knowledge of ball games, specifically the netball.

A total of 8,789 (100%) students attempted this question. The analysis of the students' performance shows that 7,441 (84.7%) students performed poorly in the question by scoring 0 to 2.5 marks; with 51.5 percent scoring 0 marks. The average performance from 3 to 6 marks was scored by 1,224

(13.9%) of the students. The remaining 124 students (1.4%) had good performance ranging from 6.5 to 10 marks. The overall performance in this question was poor as shown in Figure 6.

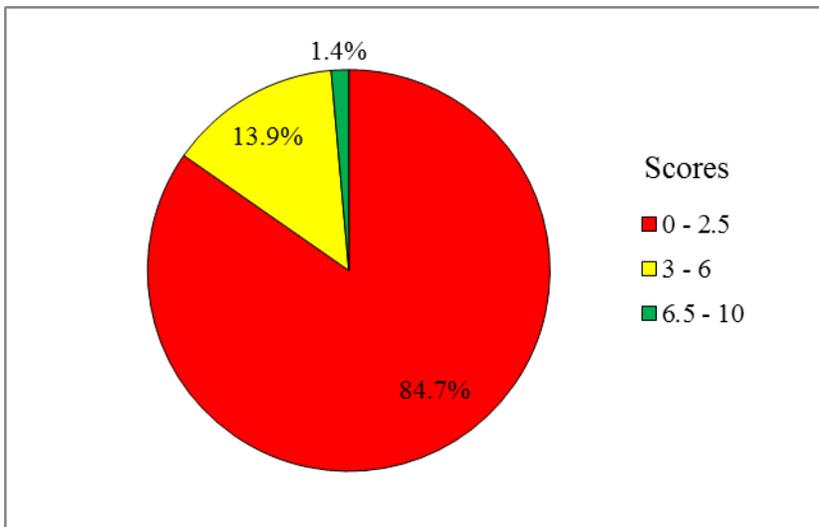


Figure 6 depicts poor performance in the question; considering that only 15.3 percent of the students scored from 3 to 10 marks.

The students who performed well in this question adhered to the requirements of the question. They correctly stated the roles of different netball players. Extract 6.1 is a sample of a good response from a student who provided correct answers regarding the roles of different netball players.

6. Give two roles of netball players in each of the following positions:

(b) Goal Defence
 (i) To give pass to a teammate.
 (ii) To prevent the ball from the possession by a goal attacker.

(c) Wing Attack
 (i) To bring the play to the centre circle from the Centre third.
 (ii) To pass the ball to the goal shooter and goal attacker.

(d) Wing Defence
 (i) To defend passes and pass the ball to the attacking area.
 (ii) To defend the ball which reach the opponent goal area.

(e) Goal Attack
 (i) To receive the ball from wing attack.
 (ii) To prevent the ball from being possessed by wing defence.

Extract 6.1 is from a student who gave the roles of netball players in their position correctly.

Further analysis reveals that 13.9 percent of the students scored average marks. These students provided correct answers to some parts of the question, but failed to provide all the required points. They therefore demonstrated partial understanding of the roles of different netball players.

On the other hand, 84.7 percent of the students failed to state the roles of different netball players. This indicates inadequate knowledge of Ball Games (netball in particular). Most of them provided irrelevant answers such as writing the number and positions of players, instead of writing the roles of players in the netball such as *1, 2, 3, and inside the D area, Centre area and all areas except in the D* respectively.

Some of the students in this group showed poor command of the English Language in this question. These wrote sentences with a lot of grammatical errors and hence incomprehensible. Others mixed English with Swahili in answering the question as shown in Extract 6.2.

(b) Goal Defence
 (i) Is the goal keeper of (Ndani' ya kumi nanane)
 (ii) Is the Arusiwe kutoka ndani' ya 18 kukamata mpira.

(c) Wing Attack
 (i) washing the human being like.
 (ii) The libe education among nguvu.

(d) Wing Defence
 (i) The defence is the human of soccer
 (ii) The nine or ten is kushute mpira ndani' ya uwanja.

(e) Goal Attack
 (i) The word to human.
 (ii) Goal attack of person.

Extract 6.2 is from a student who mixed English with Swahili in answering the question.

2.2.3 Question 7: Recreational and Outdoor Activities

This question required the students to write down four safety precautions to consider during camping.

The question was answered by 8,789 (100%) students. From the analysis of the students' performance, it was noted that 7,810 (88.9%) had poor performance, by scoring from 0 to 2.5 marks; with 55.6 percent scoring 0 marks. The average performance was from 3 to 6 marks, which was scored by 903 (10.2%) students. In addition, 76 (0.9%) students had good performance after scoring from 6.5 to 10 marks. The analysis revealed that the performance in the question was generally poor. Figure 7 demonstrates.

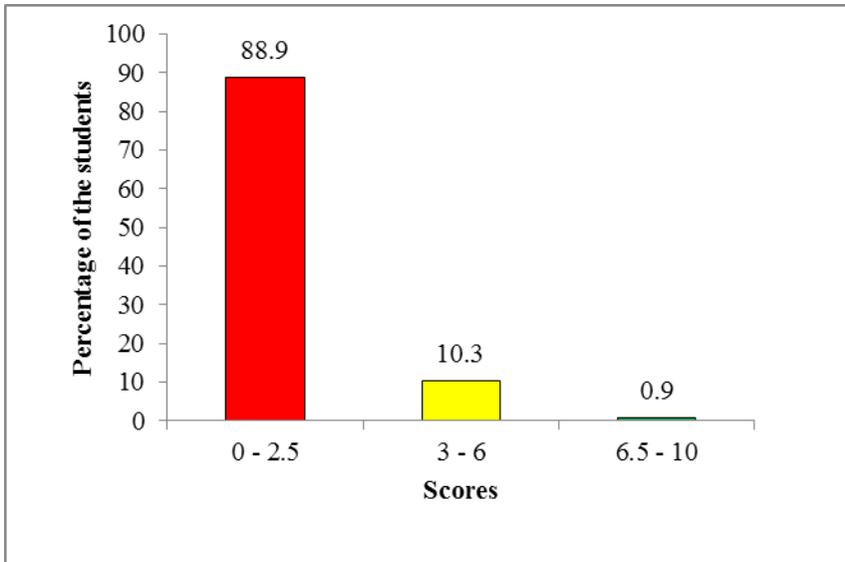
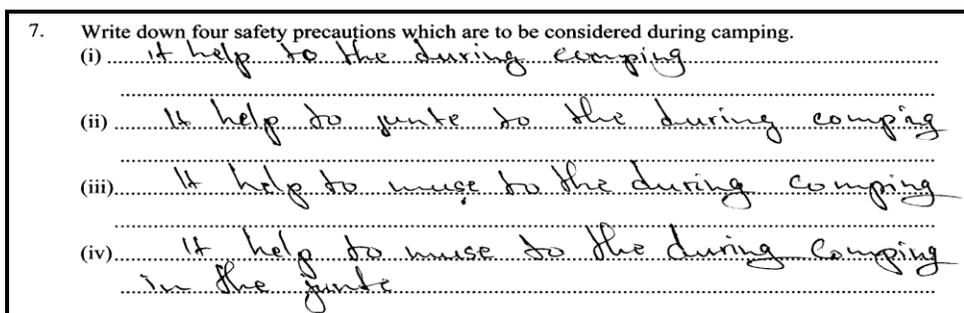


Figure 7 shows poor performance; considering that only 11.2 percent of the students scored from 3 to 10 marks in the question.

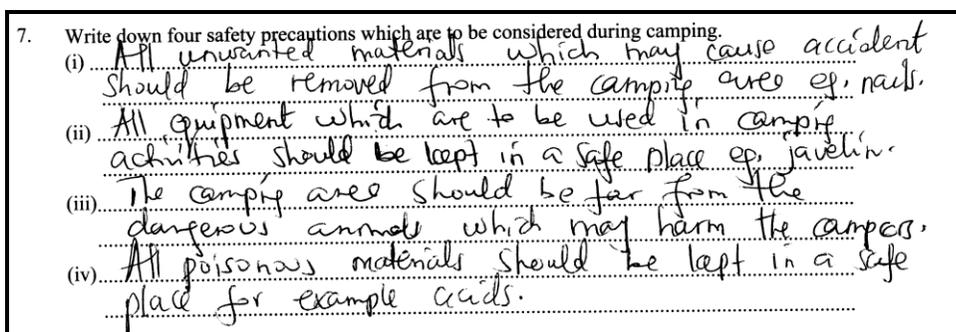
The analysis of the students' performance in this question was poor; considering that 88.9 percent of the students failed. The students who scored 0 marks in the question failed to identify the requirements of the question. Instead of explaining the four safety precautions to consider during camping, some of the students mentioned the importance of camping such as *enjoyment, education, encouraging social interaction, reducing stress, reducing boredom* and *for improvement of individual fitness*. Moreover, some of the students lacked knowledge of the topic of Recreational and Outdoor Activities; going by how they provided irrelevant answers such as, *remember to warm up, obey the rules of the game, and to attend proper training* as Extract 7.1 shows.



Extract 7.1 is a sample from a student who outlined the importance of camping instead of the safety precautions to consider during camping.

The student who scored average marks (10.3%) provided correct answers to some parts of the question, but failed to provide all the required points. For example one student wrote correct answers such as; *the camp site should not be near the dangerous wild animals and make sure that you have enough food and water*, but he/she also added *the professional doctor is needed*, which is not correct. They thus demonstrated partial understanding of outdoors activities specifically camping. Their scores depended on the number of points they presented and clarity of language they used.

Further analysis showed that only 0.9 percent of the students scored high marks because they were able to identify the requirements of the question and demonstrated adequate knowledge of the topic of Recreational and Outdoor Activities. They wrote down four safety precautions which are to be considered during camping as Extract 7.2 shows.



Extract 7.2 is from a student who correctly explained the four safety precautions to consider during camping.

2.2.4 Question 8: Physical Education

This question required the students to define (i) Sport (ii) Exercise (iii) Recreation and (iv) Game as used in Physical Education. The question tested the students' knowledge of elements of Physical Education and Recreational and Outdoor Activities.

The question was attempted by 8,788 (100%) students. The analysis of the students' performance shows that 6,953 (79.1%) had poor performance after attaining scores ranging from 0 to 2.5 marks, of which 53.4 percent scored 0 marks. The analysis of the students' performance also shows that 1,285 (14.6%) students had average performance of 3 to 6 marks.

Moreover, 550 (6.3%) students scored from 7 to 10 marks, which was good performance. The performance in this question was poor; considering that 79.1 percent of the students failed. Figure 8 illustrates.

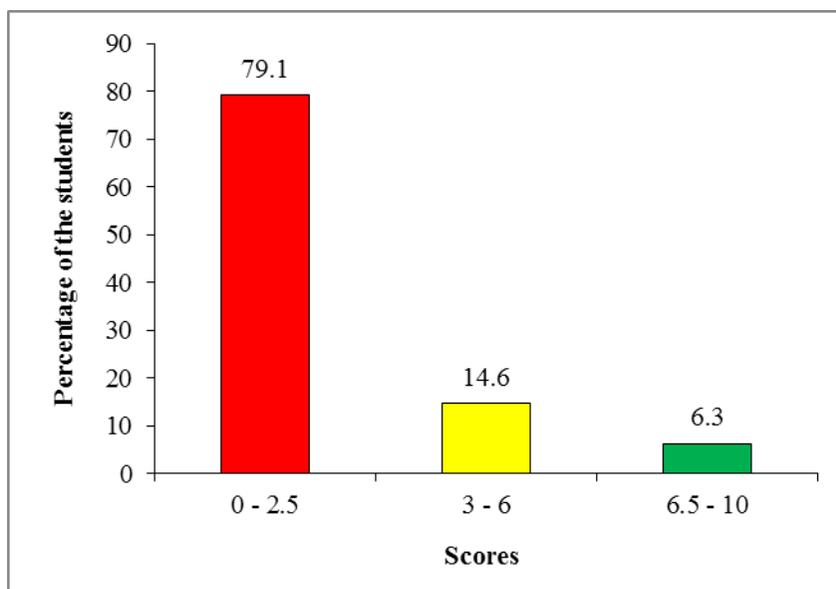


Figure 8 shows that the performance in the question was poor. It shows that 20.9 percent of the students scored from 3 to 10 marks.

The analysis of the students' performance in this question indicates poor performance. That is, the majority of the students (79.1%) failed to answer the question correctly. Some of them lacked knowledge of elements of Physical Education; going by how they provided irrelevant responses to the definition of sport, exercise recreation and game. Examples of such wrong definitions are (i) *Sport is any sport game which played by using ball e.g. football*, (ii) *Exercise is the something that to do*, (iii) *recreation is the activity done when one not working* and (iv) *Game is any played or game is a play of a person in soccer*. Extract 8.1 is a sample of wrong responses to the question.

8. Define the following terms as used in Physical Education.

(i) Sport. IS the system of game and exercise to realse
game increase standard cage

(ii) Exercise. IS a component of physical activities fitness
and physical activities game, play, sport

(iii) Recreation. IS the system of game and sport to the
fitness exercises tt used for to give an exercises

(iv) Game IS the play of exercise starting of play and exerci
se

Extract 8.1 is from a student who provided incorrect definitions of sport, exercise, recreation and game.

The students, who scored average marks (14.6%), provided correct answers to some parts of the question but incomplete answers to other parts. An example of incomplete answers was in defining sport; where the students wrote *the process of play governed by rules* instead of *highly organized, formalized and competitive form of play*.

Moreover, the analysis of the students' performance suggested factors which caused a few of the students (27.2%) to perform well in the question. These students had enough knowledge of elements of Physical Education. Such students provided the correct definition of sport, exercise, game and recreation. Extract 8.2 shows a sample of correct answers to the question.

8. Define the following terms as used in Physical Education.

- (i) Sport. Are considered as highly organized, formalized and competitive form of play governed by rules.
- (ii) Exercise. Is the generation of force which is activated by muscles.
- (iii) Recreation. Is a voluntary participation in leisure activities which are meaningful and enjoyable to the person involved.
- (iv) Game. Is an alternative closely related to sport but includes elements of amusement, diversion, modified rules and competition.

Extract 8.2 is from a student who stated the meaning of sport, exercise, recreation and game correctly.

2.2.5 Question 9: Recreational and Outdoor Activities

This question required the students to outline five benefits of aerobic dance. The question tested the students' knowledge of Recreational and Outdoor Activities in the subtopic of Aerobic Dance.

The question was attempted by 8,789 (100%) students. The analysis of the students' performance shows that 2,388 (27.2%) had good performance after scoring from 7 to 10 marks. Furthermore, 2,493 (28.3%) had average performance after scoring marks ranging from 3 to 6; while 3,907 (44.5%) students scored from 0 to 2.5 marks, out of which, 32.7 percent scored 0 marks (which was poor performance). The performance in the question was average. Figure 9.1 shows the details.

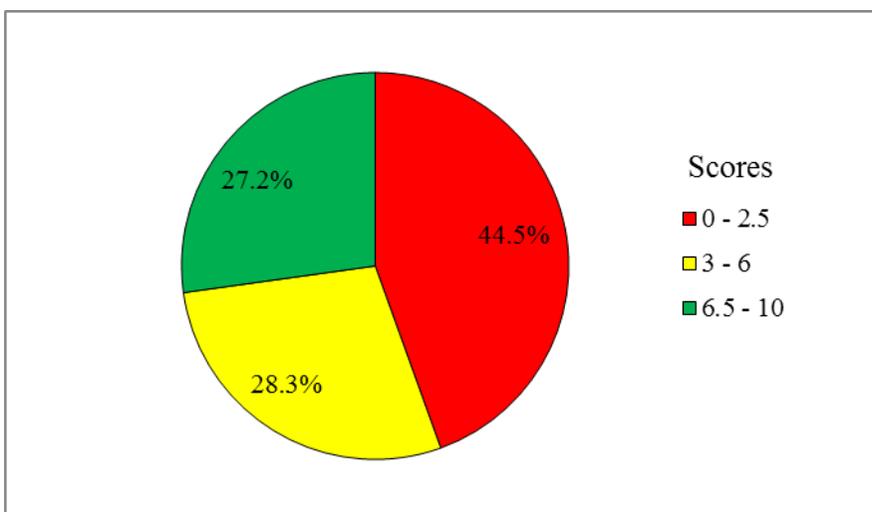


Figure 9.1 shows that the performance in the question was average. That is, 55.5 percent of the students scored from 3 to 10 marks in the question.

The analysis of the students' performance in this question shows that the performance was average; as 55.5 percent of the students passed. Despite the average performance in the question, 44.5 percent of the students failed. The reasons for the failure in this question include insufficient knowledge of Aerobic Dance, which caused the students to provide irrelevant answers such as: *Relation to the song tune, feet and the arm, music of aerobic dance like it improves sleep, it help to improve mental ability it help to give confidence. jumping, running, doping and jogging.* Extract 9.1 is from a student who gave incorrect responses to the question.

9. Outline five benefits of aerobic dance.

(i) ... *sports*

(ii) ... *games*

(iii) ... *play*

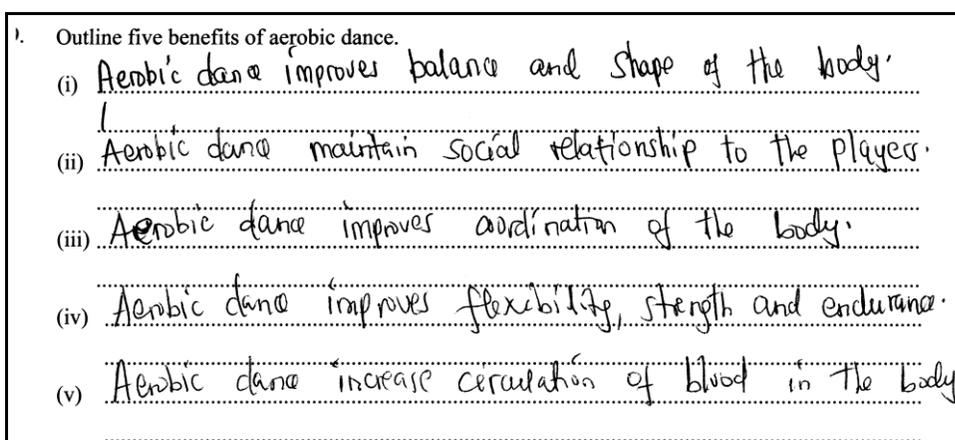
(iv) ... *exercise*

(v) ... *Recreation*

Extract 9.1 is from a student who mentioned irrelevant benefits of aerobic dance.

The students who had average performance in the question outlined the correct benefits of aerobic dance but failed to explore all the required points. Examples of points provided by the majority include; *it changes the body structure, it improve the mental health, and it improve cardiovascular endurance.*

Detailed analysis shows that 27.2 percent of the students who performed well in the question had enough knowledge of the topic and were able to follow the requirements of the question. That is, they managed to outline five benefits of aerobic dance accordingly. Extract 9.2 is a sample from a script of a student who correctly outlined and explored the required points.

- 
1. Outline five benefits of aerobic dance.
- (i) Aerobic dance improves balance and shape of the body.
 - (ii) Aerobic dance maintain social relationship to the player.
 - (iii) Aerobic dance improves coordination of the body.
 - (iv) Aerobic dance improves flexibility, strength and endurance.
 - (v) Aerobic dance increase circulation of blood in the body.

Extract 9.2 is from a student who explained the benefits of aerobic dance correctly.

2.3 Section C: Essay Type Question

This section presents analysis of one (1) essay type question.

2.3.1 Question 10: Ball Games (Netball)

This question had two parts (a) and (b). In Part (a), the students were instructed to explain five common types of passes in netball. In part (b), they were instructed to draw a sketch diagram of the netball court with standard dimensions of length and width and indicate position of each player for both teams. The question intended to measure the students' ability to draw a sketch diagram and to indicate positions of players in the netball court.

The question was attempted by 8,789 (100%) students. The analysis of the students' performance shows that 4,816 (54.8%) students scored from 0 to 5.5 marks, of which, 12.6 percent scored 0 marks. Further analysis shows that 3,316 (37.7%) students scored from 6 to 12.5 marks; indicating average performance. Meanwhile, 657 (7.5%) students scored from 13 to 20 marks; which is good performance. The general performance in the question was average.

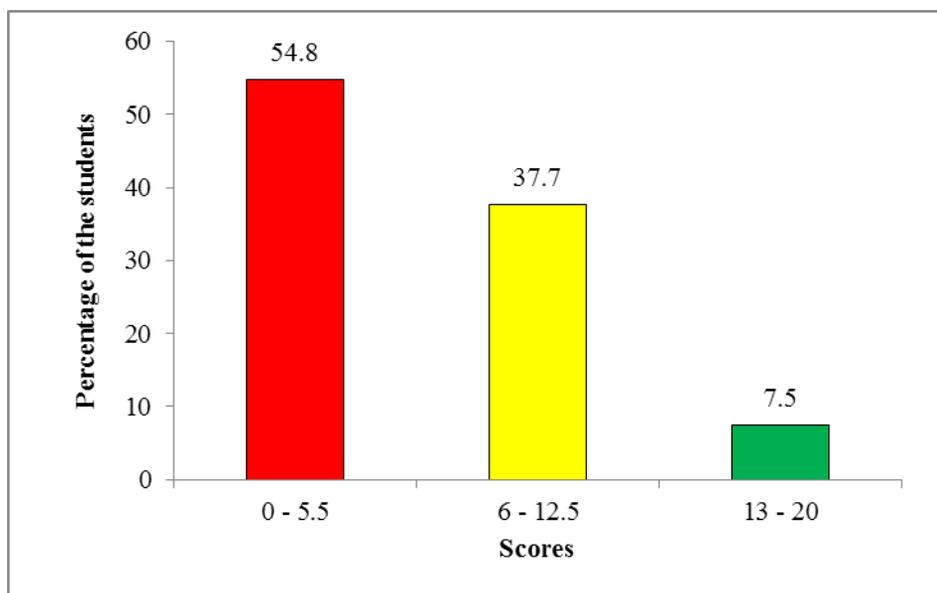


Figure 10 shows average performance in the question; considering that 45.2 percent of the students scored from 6 to 20 marks.

In part (a), the students who scored 0 marks failed because of the lack of knowledge of ball games, specifically the netball and the failure to understand the requirements of the question. As a result, some of the students wrote netball players' positions instead of the types of passes. Such positions included: *Goal Keeper*, *Goal Shooter* and *Wing Attack*. Other students mentioned skills of netball such as: *shooting skills*, *passing skills* and *receiving skills*.

Others provided varieties of irrelevant answers such as: *chip pass*, *direction pass*, *head pass*, *left pass*, *run pass*, *active pass*, *repel pass*, *passive pass*, *up pass* and *pivoting pass*. Even more, some of the students reduplicated statements from multiple choice items in question 1 and presented them as answers to the question. Extract 10.1.1 demonstrates.

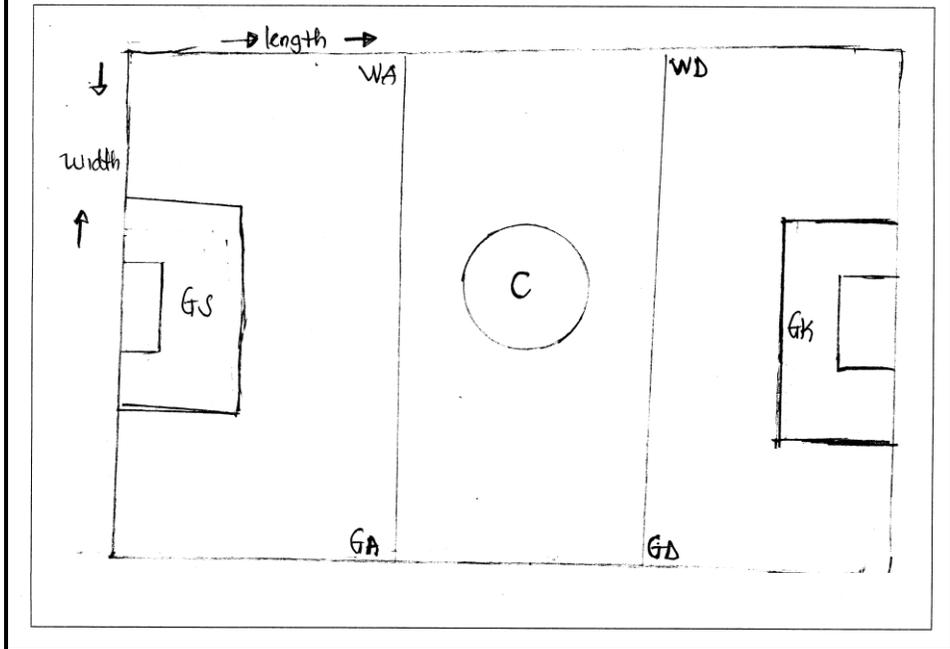
10. (a) Explain five common types of passes in Netball.

- (i) The phrases represent common and Butterfly stroke, back, breast stroke and free style stroke.
- (ii) The league is determined by leading and victory in the final match.
- (iii) The baton exchange zone in relay 25 metres, 30 metres.
- (iv) Back stroke, free style stroke, diving stroke, shot, eye ball, shooting, chippings.
- (v) The referee of the match heading is ball control.

Extract 10.1.1 is from a student who reduplicated statements from multiple choice items in question 1, instead of explaining five common types of passes in netball.

In part (b), the students who scored 0 marks failed to meet the requirements of the question. For example, some of the students sketched the diagram of the football pitch; while others sketched the diagram of the volleyball court. Extract 10.1.2 is a sample answer illustrating how the students failed to answer part (b) of the question

(b) Draw a netball court with standard dimensions of length and width and indicate the position of each player for both teams.



Extract 10.1.2 is from a student who sketched the diagram of the football pitch but labeled it with netball players' positions; instead of drawing the netball court.

The students who scored average marks provided correct answer to only parts of the question, but failed to provide all the required explanations; which implies that they had limited understanding of netball. For example in part (a), a large number of the students mentioned the types of passes in netball but failed to explain them in detail. In part (b), the students managed to draw a sketch diagram of the netball court but failed to allocate players' positions for both teams.

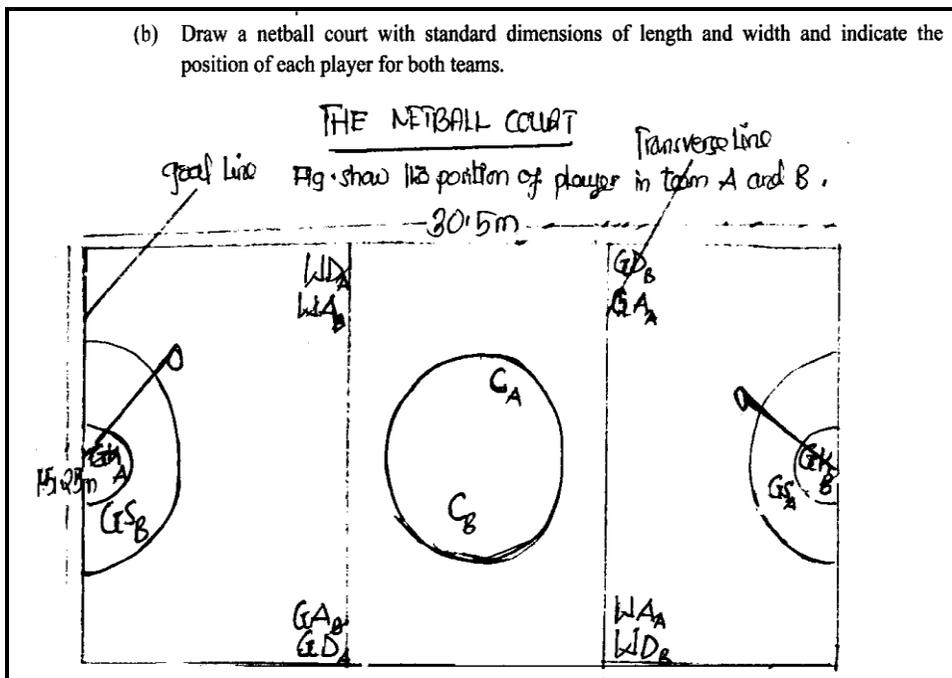
The students who performed well in this question (7.5%) had enough knowledge of netball and adhered to the requirements of the question. In part (a), they gave and explained five common types of passes in netball, for example, bounce pass, overhead pass, chest pass, side pass and shoulder pass. Extract 10.2.1 shows an answer from a student who attempted the question correctly.

10. (a) Explain five common types of passes in Netball.

- (i) Bounce pass: This is the type of pass in Netball game and occur when a player release the ball to the team mate by bouncing the ball direct then to the his/her team mate.
- (ii) Over head pass: Over head pass occur when a player pass the ball or release the ball to his/her team mate by throw the ball when the hand rise up over head. then the player release the ball ~~but~~ the size of head.
- (iii) Chest pass: This is the type of pass that are used in the Netball game which occur when a player release the ball by placing his/her hand holding the ball ~~is~~ on the chest. then the player release the ball ~~to~~ on the side of the chest.

Extract 10.2.1 is from a student who provided correct explanations of the common types of passes in netball.

In part (b), the students managed to draw a sketch diagram of the netball court with standard dimensions of length and width and indicated the position of each player for both teams. Extract 10.2.2 is a sample of such correct answers from a script of a student.



Extract 10.2.2 is from a student who sketched the diagram of the netball court and indicated the positions of players of both teams correctly.

3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH TOPIC

All ten (10) topics of Form one and two in the syllabus were tested in this assessment. The topics were: *Track and Field Events, Safety, First Aid, Ball Games, Health-Related Physical Fitness, Principles of Physical Education, Performance-Related Physical Fitness, Recreation and Outdoor Activities, Swimming and Gymnastics.*

The analysis of performance by topic shows that the students had average performance in *First Aid (59.9%), Ball Games (30.2%)* and *Recreation and Outdoor Activities (33.4%)* topics. However, they had poor performance in *Gymnastics (27.4%)* and *Physical Education (20.9%)*. The poor performance in the topics implies that the students had poor mastery of the subject matter pertaining to the topics as well as inability to identify the requirements of the questions.

Further analysis reveals that items for questions 1 (multiple choice), 3 (TRUE or FALSE) and 4 (fill in the blanks) were from various topics. As a result, it was not possible to establish the performance in each of these

topics. The performance of the students by topic is summarized in the attached appendix.

4.0 CONCLUSION

Generally, the performance of the students in Physical Education in the Form Two National Assessment for the year 2018 was average (37.84%). Detailed analysis shows that the performance of the students in three topics was average and poor in two topics. The topics which contributed items to various questions were not rated separately in this assessment because of the challenge of demarcation.

The analysis shows that the students had good performance in question number 3 (98.8%), average performance in question number 1 (61.8%), number 2 (59.9%), number 9 (55.5%), number 10 (45.2%), and number 4 (42.3%). However, they poorly performed in question number 5 (27.4%), number 8 (20.9%), number 6 (15.3%) and number 7 (11.2%).

The analysis further reveals that the poor performance in the assessment was caused by the lack of knowledge and skills in specific topics, inability of the students to identify the requirements of the questions, misinterpretation of some of the questions and the low command of the English Language. The reasons noted for good performance among the few students in the Physical Education Assessment were the possession of sufficient knowledge and skills in specific topics and the ability to identify the requirement of questions.

5.0 RECOMMENDATIONS

In order to improve performance in Physical Education subject in future, it is recommended that:

- (a) teachers should advise and guide students to build a habit of reading questions carefully in order to identify their requirements before attempting them. This will prevent the problem of misinterpreting questions.
- (b) teachers should identify slow learners and give them special attention during the teaching and learning process.

- (c) teachers and students are advised to use information in this report to identify areas which challenged them in the teaching and learning process so that they can give more effort to them.
- (d) teachers should employ varieties of appropriate teaching and learning techniques to facilitate effective learning. For example, they should effectively use group discussion through questions and answers so as to enable students to acquire adequate knowledge in Physical Education and Gymnastics topics, where the majority of the students failed. On top of that, they should effectively use specific materials for drilling in teaching and learning gymnastics.
- (e) teachers should also encourage students to read both fiction and non-fiction books in order to improve their English Language proficiency in all the four language skills (writing, reading, speaking and listening)

Summary of the Performance of Students - Topic Wise

SN	TOPIC	Question Number	The Percentage of the Students who Scored an Average of 30% and Above	Remarks
1.	Track and Field Events, Health Related Physical Fitness, Physical Education, Gymnastic, Recreation and Outdoor Activities and Swimming.	3	98.8	Good
2.	Swimming, Ball games (Soccer) First aid, Recreational and outdoor activities, Track and field event and Injury management	1	61.8	Average
3.	First Aid	2	59.9	Average
4.	Performance Related Physical Fitness, Swimming and Recreation and Outdoor Activities	4	42.3	Average
5.	Recreational and outdoor Activities	7&9	33.4	Average
6.	Ball Games (Netball)	6 &10	30.2	Average
7.	Gymnastics	5	27.4	Poor
8.	Physical Education	8	20.9	Poor

