



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2022**

PHYSICAL EDUCATION



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



STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2022

018 PHYSICAL EDUCATION

Published by

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

© The National Examinations Council of Tanzania, 2023

All rights reserved.

TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION	2
2.1 Section A: Objective Questions	2
2.1.1 Question 1: Multiple Choice Items	2
2.1.2 Question 2: Matching Item.....	6
2.2 Section B: Short Answer Questions.	8
2.2.1 Question 3: Performance Related Physical Fitness	8
2.2.2 Question 4: Ball Games (Netball)	11
2.2.3 Question 5: Track and Field Events	14
2.2.4 Question 6: Ball Game (Netball).....	17
2.2.5 Question 7: Swimming.....	20
2.2.6 Question 8: Ball Games (Netball)	24
2.2.7 Question 9: Gymnastics.....	27
2.3 Section C: Essay Question.....	29
2.3.1 Question 10 Recreational and Outdoor Activities (Camping)	29
3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC	33
4.0 CONCLUSION	33
5.0 RECOMMENDATIONS	34
APPENDIX: SUMMARY OF THE STUDENTS' PERFORMANCE - TOPIC WISE.....	35

FOREWORD

This report presents Students' Item Response Analysis (SIRA) on Form Two Physical Education National Assessment which was conducted in November 2022. The report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Physical Education.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. This analysis shows justification for the students' performance in the Physical Education subject. The students who attained high scores were able to identify the requirements of the questions, had adequate knowledge of the subject contents and had good mastery of English language. However, the students with poor performance had shown contrary attributes.

This report will help students to identify strengths and weaknesses in responding to questions for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the Physical Education subject. Consequently, students will acquire knowledge, skills and competences indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the performance of the students, who sat for the FTNA in Physical Education subject in November, 2022. The assessment paper covered the Form one and two topics in the Physical Education Syllabus of 2005 and adhered to the 2020 examination format. A total of 8,461 students were registered for the assessment, of which 7,573 (89.5%) sat. The general performance was poor as only 578 (7.58%) students passed. The performance has decreased by 29.7 per cent compared to 37.30 per cent of the students who passed the assessment in 2021.

The FTNA Physical Education paper comprised of ten (10) questions in sections A, B and C. The students were required to answer all questions in each section. Section A comprised of two (2) objective questions. Question 1 consisted of ten multiple choice items each carrying one mark and question 2 was matching items, consisting of five items. Each item carried one mark. Section B consisted of seven (7) short answer questions carrying 10 marks each. Section C had one (1) essay question with fifteen (15) marks.

This report indicates the analysis of students' performance on each question by indicating the topic, the requirement of each question and the percentage of the students who attempted each question. In addition, the percentage of the students who had good, average and weak performance is shown. The national assessment results are based on the following scores intervals; 75 – 100 (excellent), 65 – 74 (very good), 45 – 64 (good), 30 – 44 (satisfactory) and 0 – 29 (fail). For the purpose of this report, the pass mark is based on the percentage of the students who scored from 30 per cent of the marks allocated to the question. Therefore, the performance on a question is considered to be *good* if the percentage of the students who correctly responded to it is from 65 to 100, *average* if the percentage is from 30 to 64 and *weak* if the percentage is from 0 to 29. Furthermore, green, yellow and red colours are used in graphs/charts/tables to indicate good, average and weak performance levels respectively.

Furthermore, the report highlights the strengths and weaknesses observed in the students' answers. It identifies some possible reasons for such strengths and weaknesses. In addition, extracts from students' scripts are used to illustrate samples of good and 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

This question consisted of 10 multiple choice items. In this question students were instructed to choose the correct answer from the given alternatives and write its letter beside the item number in the box provided.

The items were constructed from six topics in the respective syllabus. The topics are *Recreation and Outdoor Activities*, *Gymnastics*, *Ball Games*, *Health Related Physical Fitness*, *Swimming* and *Track and Field Events*. The question tested the students' knowledge of various areas of Physical Education and application of such knowledge in their daily life.

This question was answered by 7,573 (100%) students of which 464 (6.1%) scored from 7 to 10 marks, which is good performance. Moreover, the analysis showed that 5,501 (72.7%) students scored from 3 to 6 marks, signifying average performance and 1,608 (21.2%) students performed poorly by scoring from 0 to 2 marks, with 0.9% scoring 0 marks. In general the performance of the students in this question was good since 78.8% scored from 3 to 10 marks. Figure 1 illustrates the students' performance in this question.

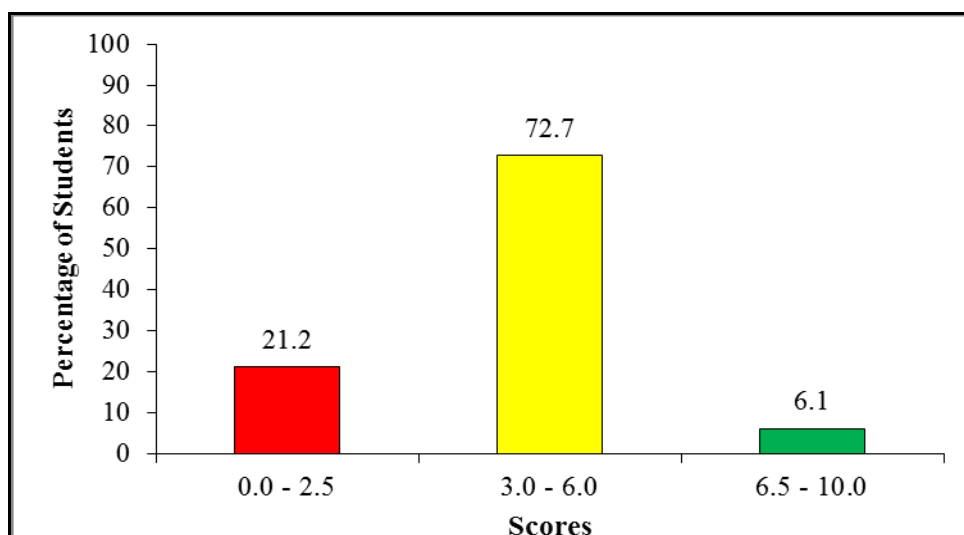


Figure 1: Percentages of students' performance on question 1

The analysis indicates that: in item (i), the students were required to identify recreational activity in which one can enjoy the nature. The correct answer was D “Camping.” The students who chose this answer had adequate knowledge that camping is the recreational activity where by participants leave their homes to enjoy the nature. The students who chose distractors A “Orienteering” and B “Map reading” failed to realise that orienteering involves map reading and compass direction to navigate from one point to another in unfamiliar area. The students who selected alternative C “Aerobic dance” were incorrect because this is the form of exercise which is accompanied by music.

In item (ii), the students were required to identify the alternative which represents the types of hand placement skill performed in beam balance. The correct answer was B “Parallel and English hand placement”. The students who chose this answer had adequate knowledge on gymnastic exercises especially hand placement skill in a beam balance. They understood that, in a parallel hand placement the gymnast faces the beam crosswise and place hands while palms facing down with shoulders width apart. In English hand placement the gymnast faces the beam lengthwise and place hand on top with fingers around the edge of the beam while thumbs touching each other. The students who selected alternative A “over grip and false hand placement” failed to realise that false hand placement is the gripping style in which the wrist is placed over the gymnastic ring. The students who selected alternative C “front support and rear hand placement” failed to understand that front support involves the basic mount and dismount in gymnastics while rear hand placement is about changing position on the beam/bars. Those who selected D “Neutral grip and false hand placement” were incorrect because these are not skills in hand placement. Neutral grip is the gymnastic grip which is neither supinated nor pronated but with palms facing each other while in false grip the wrist is placed over the gymnastic ring.

For item (iii), the students were required to identify the correct sequence of three steps which are common in performing various types of passes in netball game. The students who chose the correct answer C “Preparation, execution and follow through” showed adequate knowledge of performing various types of passes in netball game. However, some of the students selected distractors A “follow through, execution and throwing”, B

“execution, preparation and follow through” and D “Follow through, preparations and execution” These alternatives though contain steps of performing various types of netball, were incorrect because they are not in the correct sequence as the question demanded.

In item (iv), the students were required to determine physical fitness component which enables athletes to run 10,000m race without getting tired. The correct answer was B “Muscular endurance.” The students with adequate knowledge in physical fitness components selected this alternative, because they were able to realise that muscular endurance is the ability of the muscles to perform exercise at the prolonged period of time without getting tired. Students who selected alternative A “Muscular strength” lacked knowledge of physical fitness components because muscular strength is the muscles ability to exert power. Those who selected distractor C “Flexibility” failed to realise that flexibility deals with the ability of the joints to allow movements in various directions. Likewise, alternative D “Agility” was incorrect because this is the ability of the body to change direction quickly.

In item (v), the students were required to determine the swimming skill that is trained by using stationary support at the deck in swimming pool. The correct answer was C “Floating.” This alternative was chosen by the students who understood that floating is the ability to stay on the surface of water without sinking. The floating might be supported by equipment such as bowyers and life jacket. The students who selected distractor A “Diving” were attracted by the phrase *deck of swimming pool* because diving is an act of jumping in the water from the deck of swimming pool with arms and head lead the body. Those who selected alternative B “Butterfly” lacked knowledge on the swimming strokes, since butterfly is the style of swimming whereby the swimmers kicks the water with the legs together and arm propulsion like a butterfly. The students who selected distractor D “Breathing” failed to understand that this is exhaling and inhaling of air in the water during swimming.

For item (vi), the students were given the scenario which reads that; during low horizontal bar routine, your teacher guided you to position your hands on the bar by using two different ways. Then, they were required to determine the common styles of gripping which are the results of the way

they positioned their hands. The correct answer was B “Over grip and under grip”. The students who selected this answer had adequate knowledge on low horizontal gymnastic routine; because they were able to realise that, in over grip the palms of the griper should face down while the thumbs is over the bar and in under grip the palms of the griper should be under the bar (facing upward) while the thumb are over the bar. The students who selected distractor A “Long grip and flexed grip” failed to recognize that these styles are used when hanging on the bar. The students who selected alternative C “Front grip and rear grip” failed to realise that, these are the basic mounts and dismount or changing position on the beam or bars. The students who selected distractor D “Long grip and under grip” failed to understand that, “long grip” was a incorrect because it is common in hangs on the bar.

In item (vii), the students were required to determine the reasons for members of some families to go to recreational areas to play recreational sports over the weekend. The students who chose correct answer A “To improve their physical health through exercises performed” showed that they had adequate knowledge on health benefits of participating on recreational sports. Students who chose alternatives B “To make reduction of share of food eaten due to exercises done” C “To look for comfortable places to rest due to weekly tiredness and D “To find conducive area to plan properly about their future”, failed to realise that those are general importance of recreation but they are not specific to the recreational sports.

The students in item (viii) were given the scenario that; during the football match between team A and B, a penalty kick was awarded to team A. Then, they were required to identify one foul that cannot lead to the penalty kick among the given alternatives. The students who chose the correct answer D “The use of abusive language or gestures” had enough knowledge on the fouls and misconduct in the football game hence realised that these are misconduct in soccer but cannot lead to the penalty kick even if they can be committed in the penalty kick area. The students who selected distractors A, B and C “Intentional obstruction of an opponent”, “Kicking or attempting to kick opponent” and “Carrying the ball with the hands” respectively, failed to understand that those fouls can lead to the penalty kick when they are committed on the penalty area.

In item (ix), the students were given the scenario that; each runner in relay has specific qualities which enable him/her to cover a particular distance. Then, they were required to identify the quality which does not belong to the third runner among the given alternatives. The students who selected the correct answer D “long strides” realised that long strides are quality of the fourth runner. The students who selected distractor A “short strides” failed to recognise that, these are the quality of the first, second and third runners. Those who selected alternatives B “right hand carrier” and C “left hand carrier” failed to understand that the third runner in relay can hold the baton with either left hand or right hand.

In item (x), the students were required to identify the reason as to why beginners in beam balance routine perform walking forward, back and side on the floor before performing it on the beam balance. The students who chose correct answer B “So as to familiarize with basic movement” revealed their consideration of safety measures on performing beam balance exercises. Students who opted distractors A “In order to perform dismount on the beam” and C “In order to learn to mount on the beam” failed to understand that these distractors explain the action of getting on and out of the beam balance respectively. The Students who selected distractor D “So as to demonstrate the basic movement” failed to realise that if it could be just demonstration of the basic movement it could be done on the beam balance which for the beginners it could result to injuries.

2.1.2 Question 2: Matching Item

The question consisted of five (5) premises from the topic of First Aid. The students were instructed to match the characteristics of injuries in List A with their corresponding types of injuries in list B by writing the letter of the correct answer below the premise number in the table provided.

The question was attempted by 7,573 (100%) students. Among them 3,818 (50.4%) scored from 0 to 1 mark which is a poor performance. Moreover, 2,583 (34.1%) students scored from 2.0 to 3.0 marks indicating average performance while 1,172 (15.5%) students scored from 4.0 to 5.0 marks indicating good performance. The general performance of the students in this question was average as 49.6 per cent of the students scored from 2 to 5 marks. Figure 2 illustrates the students' performance in this question.

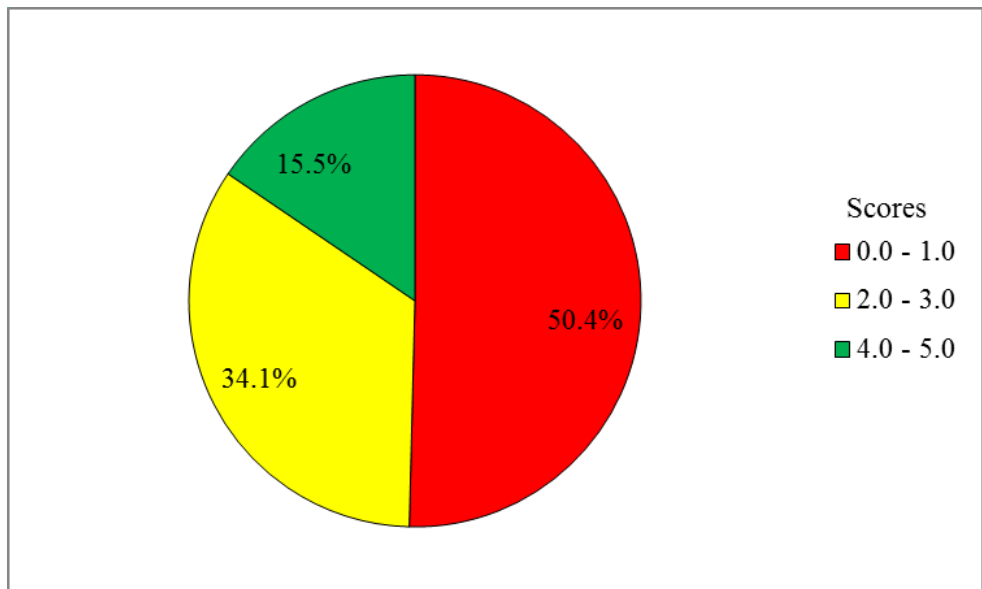


Figure 2: *Percentage of the students' performance on question 2*

In premise (i), the students were required to select the response which correctly matches with the painful spasmodic muscles contractions. The students who chose the correct response C “muscles cramp” had enough knowledge about injuries which occur in sports. The students who lacked such knowledge chose other incorrect responses.

In premise (ii), the students were required to select the response which correctly matches with the partial or full displacement of bones at a joint. The correct answer A “Dislocation” was selected by the students who had adequate knowledge about the types of injuries which are related to joints. However, the majority of the students who matched the incorrect responses selected B “Fracture”. They were attracted by the response because both fracture and dislocation occurs in bones but they failed to understand that fracture is the cracking or breaking of the bones.

In premise (iii), the students were required to select response which correctly matches with overstretching of the muscles which may result in a partial tearing or pull. The correct answer was G “Strain”. This was selected by the students who had sufficient knowledge about the types of muscle injuries. The majority of students who chose incorrect responses selected F “sprain” which is the severe pain to a ligament. They failed to

differentiate the terms sprain and strain because both are concerned with injuries in muscles and they are nearly spelled the same. Basically they had inadequate knowledge of muscle injuries.

In premise (iv), the students were required to select response which correctly matches with painful tender and stiff muscles caused by poor stretching. The correct response D “Muscles soreness” was chosen by the students who had proper knowledge about the types of muscles injuries and the fact that poor stretching might cause muscle soreness.

Moreover, in premise (v), the students were required to select the response which correctly matches with a severe pain to a ligament at or near a joint. The students who had sufficient knowledge about the types of joints matched the correct response F “Sprain.” However, majority of the students who matched incorrect response selected G “Strain.” They failed to differentiate the terms strain and sprain as they nearly spelled the same, but the reality is that, strain is the overstretching of the muscle which may result in a partial tearing or pull.

2.2 Section B: Short Answer Questions.

2.2.1 Question 3: Performance Related Physical Fitness

The students were given a scenario that “A form two student considered speed and power as the same thing provided that both are components of performance related physical fitness”. Then, they were instructed to analyse five major differences between speed and power in order to help the student. The question tested the students’ knowledge on the components of performance related physical fitness.

The question was attempted by 7,573 (100 %) students. Among them, 6,704 (88.5%) had poor performance with their scores ranging from 0 to 2 marks, out of which 73.2 per cent scored 0 mark. A total of 803 (10.6%) students had average performance ranging from 3 to 6 marks and 66 (0.9%) students had good performance with their scores ranging from 7 to 10 marks. The performance of this question was generally poor as only 11.5 per cent of the students scored from 3 to 10 marks. Figure 3 summarises the students’ performance.

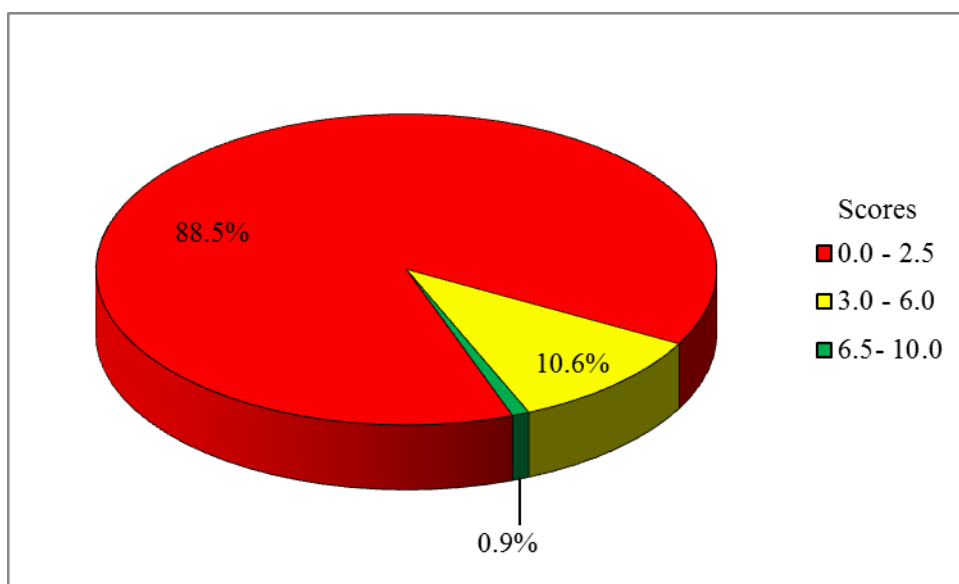


Figure 3: *Percentage of the students' performance on question 3*

The analysis of students' performance in this question identified various reasons which contributed to the failure of the majority of the students (88.5%). Some of them failed to understand the demand of the question thus provided diverse answers. For example, some responded on other concepts such as the components of First Aid kit which included; *thermometer, bandage, safety pin, petroleum jelly and soap*. Components of performance related physical fitness such as; *Coordination, Reaction time, Balance, Agility and Speed*. Subjects they studied at school which are; *Civics and History, Basic Mathematics and Biology, Chemistry and Physics and Physics and Basic Mathematics*.

Another reason was lack of knowledge about the components of Performance Related Physical Fitness. For example, some of the students presented copied sentences from the question paper as shown in Extract 3.1.

3. A Form Two student considered speed and power as the same thing provided that both are components of performance related physical fitness. In five points, analyse the major differences between the two components in order to help the student.
- (i) To Improve their physical health through exercise performance
 - (ii) To make reduction of share of food eaten due to exercise done
 - (iii) To find conducive area to plain properly about their future
 - (iv) To look at comfortable place to result due to weekly feeler
 - (v) To make provide performance in the physical fitness

Extract 3.1: A sample of student's incorrect responses to question 3

In Extract 3.1 the student copied alternatives in question 1(vii) instead of analysing the major differences between speed and power.

The students with average performance (10.6%) had average knowledge and moderate command of the English language. However, their ability to identify the requirements of the question was good. Many of the responses in this category reflected the students' moderate knowledge of the Performance related physical fitness. At the same time, there were students whose responses lacked clarity and coherence due to poor mastery of English language.

Further analysis shows that, only 0.9 per cent of the students who scored high marks in this question analysed five major differences between speed and power as used in the performance related physical fitness components. The correct differences provided include: *Speed involves distance and time while power involves the amount of energy produced; Speed is about displacement while power is about sustainability to heavy loads; Speed improves muscular endurance while power improves muscular strength and Speed can be measured in metre per second while power can be measured in Watt.* Extract 3.2 shows a good response from one of the students.

3. A Form Two student considered speed and power as the same thing provided that both are components of performance related physical fitness. In five points, analyse the major differences between the two components in order to help the student.

- (i) Speed is the ability of move all parts of a body ^{quickly} ~~freely~~
 WHILE power is the amount of energy produced by the body.
- (ii) Speed help a person to move from one place to another
 WHILE power help a person to sustain heavy loads.
- (iii) Speed helps to improve muscular endurance WHILE
 power improves muscular strength.
- (iv) Speed can be improved from exercises like running and jumping
 WHILE power can improved by push ups and Military press.
- (v) Amount of speed can be measured in velocity while amount
 of power can be measured in kilojoule (watt).

Extract 3.2: A sample of student's correct responses to question 3

In Extract 3.2, the student analysed the correct differences between speed and power as used in the performance related physical fitness components.

2.2.2 Question 4: Ball Games (Netball)

In this question, the students were given a scenario that “Majimaji netball team won during the inter school friendship match because they had strong goal defense” Then, they were instructed to describe five roles played by those goal defense players. This question tested the students’ knowledge on defensive skill in netball.

A total of 7,573 (100%) students attempted this question. The analysis shows that 5,869 (77.5%) students performed poorly by scoring from 0 to 2.5 marks with 60.6 per cent scoring 0 mark. The average performance (from 3 to 6.5 marks) was scored by 1,454 (19.2%) students. The remaining 250 (3.3%) students had a good performance ranging from 7 to 10 marks. The general performance in this question was poor because few students (22.5%) scored from 3 to 10 marks. Figure 4 illustrates the students’ performance in this question.

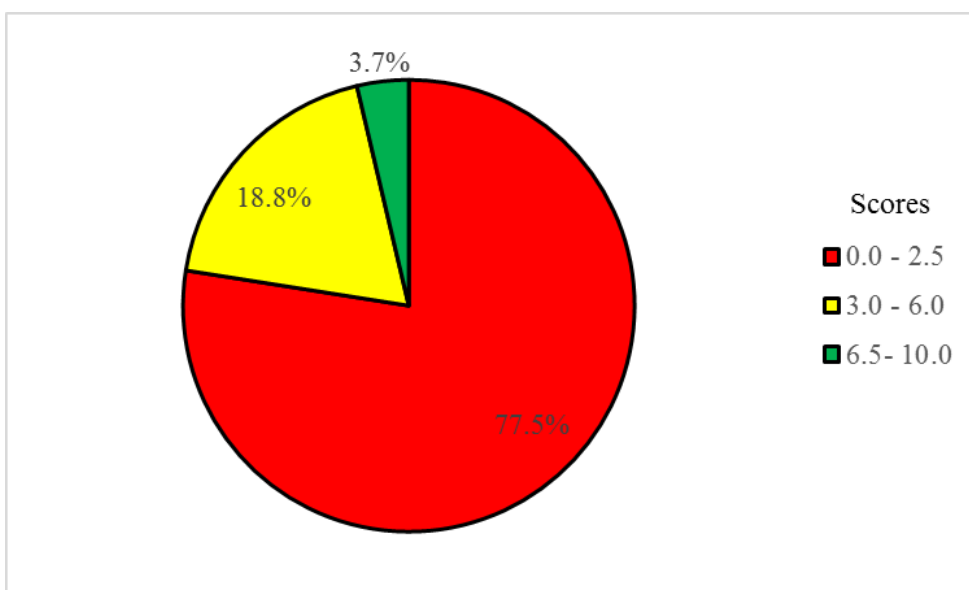


Figure 4: *Percentage of the students' performance on question 4*

The analysis of the students' performance indicated that, 77.5% of the students had poor performance due to the various reasons. One of the reasons was inability to identify the question's demand. For example, instead of describing the roles of a goal defense in netball; some of these students described other concepts which included: Safety measures of players in netball game such as *wearing sports gears, following rules and regulation of the netball and warming-up and cooling down*. Other students provided various soccer formations such as: *The 4:4:2, The 3:5:2, The 4:3:3, The 3:3:2:2 and The 3:4:3*. Moreover, other students focused on the rules of netball game such as: *Match personnel, Match duration and Match players*. On top of that, some students mentioned the types of passes in netball contrary to the demand of the question and explained those passes using sentences from the question paper. The examples of those passes were; *chest pass, shoulder pass overhead pass and Bounce pass*.

Misconception of terms was another reason which led the students to perform poorly. For example, some students misconceived the phrase "goal defense player" and "goal" which is a part of the field, thus, provided the answers which were related to the qualities which a goal post possess such as: *a ring, the position of a goal post from the sideline, the position of a goal post in the goal line and the height of a goal post*. Extract 4.1 shows one of the poor responses.

4. Majimaji netball team won during the inter-school friendship match because they had strong goal defense. Briefly describe five roles played by those goal defense players.

- (i) Chest pass
You have been asked to perform hand placement skills in beam balance.
- (ii) Shoulder pass
Which pair represents the types of the skill you are required to perform.
- (iii) Overhead pass
Wanted to enjoy nature but he is not aware of recreational activity.
- (iv) Bounce pass
Which would fulfill his needs. Which activity would you advise him to do.
- (v) Dribbling pass
After completing the swimming session, required even more to bring a stationary support. Support.

Extract 4.1: A sample of student's incorrect responses to question 4

In Extract 4.1 the student described types of passes in netball instead of the roles of goal defense player in netball.

Further, the analysis shows that few students (19.2%) had a partial knowledge about the roles of goal defense in netball. Such students were not able to describe all five roles of goal defense effectively thus performed averagely.

Additionally, the analysis revealed that only 16 (3.3%) students had good performance. These students had adequate knowledge on the roles of each player in netball game in general and the roles of goal defense in particular. They were able to describe the roles of defense player as required by the question. Their correct responses included: *Defending the opponents, preventing the scoring of goals, preventing the ball from entering the goal area, working with the goalkeeper and taking throw - ins*. Extract 4.2 depicts a sample of a good response.

4. Majimaji netball team won during the inter-school friendship match because they had strong goal defense. Briefly describe five roles played by those goal defense players.
- (i) The goal defence has the role of preventing goal from being scored by the opponent.
 - (ii) The goal defence has the role the passes in the centre third such as free pass.
 - (iii) The goal third has the role of taking the rebounds shot and missed shots.
 - (iv) The goal third has the role of moving the ball to the goal third of opponent team.
 - (v) The goal third has the role of helping goal keeper in the goal circle.

Extract 4.2: A sample of student's correct responses to question 4.

In Extract 4.2 the student described the correct roles of goal defense in the netball game as expected per question requirement.

2.2.3 Question 5: Track and Field Events

In this question, the students were instructed to propose five techniques which can help an athlete in performing the acceleration phase in a short distance running. This question tested the students' knowledge on the short distance running.

A total of 7,573 (100%) students attempted this question. The analysis shows that 7,455 (98.4%) students performed poorly by scoring 0 to 2.5 marks with 86.9 per cent scoring 0 marks. The average performance from 3 to 6 marks was scored by 116 (1.5%) students. Students who had good performance in this question were only 2 (0.1%) with their scores ranging from 7 to 10 marks. The general performance of this question was poor as only 1.6 per cent of students scored from 3 to 10 marks. Figure 5 illustrates the students' performance in this question.

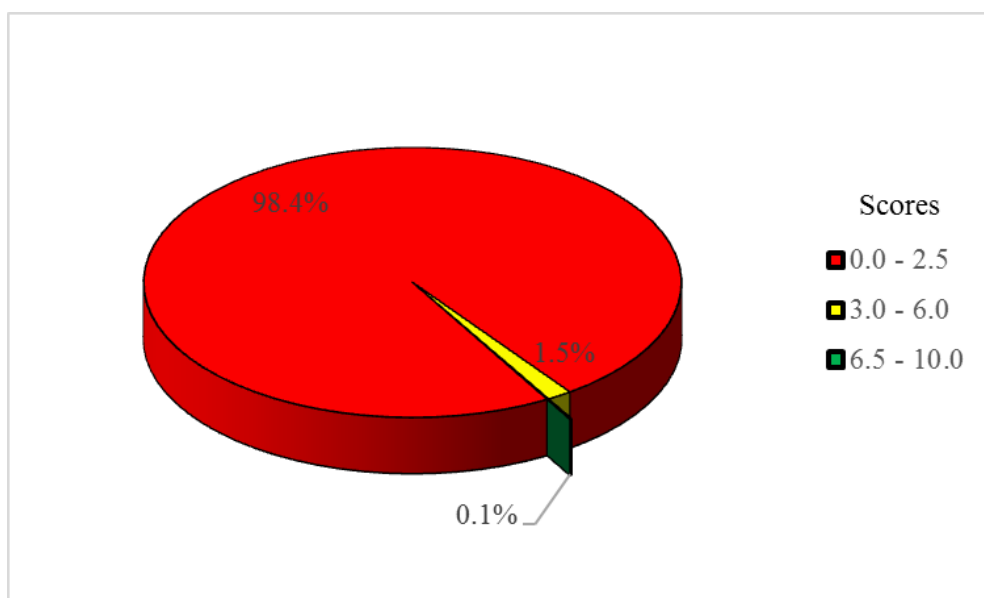


Figure 5: *Percentage of the students' performance on question 5*

The analysis of the students' responses indicates that 98.4% of the students had poor performance due to various reasons. One of the reasons was inadequate knowledge on techniques used to perform the proper acceleration phase in short distance race. This is verified by incorrect responses given by the students. For example, some students explained some terms used in track and field events such as: *warming up and cooling down, stretching, Baton, Relay and Track*.

Some students misconceived the term "phases" used in the stem of the question (acceleration phase) with phases of short distance running. Therefore, instead of proposing techniques for performing acceleration phase, they outlined phases of short distance running like; *start phase, drive phase, acceleration phase, speed maintaining phase and finishing phase*. Extract 5.1 is a sample of a student's poor responses.

5. Your friend has a challenge of performing the acceleration phase in a short distance running. With five points, propose the techniques which can help him/her in performing the phase properly.

- (i) Warmup and Coddow. This is the one of the technique of short distance running in a particular time.
- (ii) Stretch, this is the technique of short distance running, stretch there are important used in a short distance running.
- (iii) Baton, This is the one of the technique of short distance running, and a baton is a short stick used in a short distance running.
- (iv) relay, this is the one of the technique of short distance running acceleration phase in a relay race.
- (v) Track, This is the one of the technique the acceleration phase in a short distance running according to track and field events such as jogging, walking.

Extract 5.1: A sample of student's incorrect responses to question 5

In Extract 5.1, the student explained some terms used in track and field events instead of proposing techniques of performing the acceleration phase in the short distance running.

Students with average scores (1.5%) proposed techniques which can help players to perform well the acceleration phase in the short distance running but their responses lacked clarity and had insufficient explanations. Some students in this group did not exhaust all the points demanded by the question. Also, there were cases in which some students were unable to explain the concepts in English language clearly.

The negligible percentage of students (0.1 %) who scored high marks demonstrated adequate knowledge on the respective concept and had good ability in identifying the demands of the question. They proposed correct techniques which can help players to perform well in the acceleration phase in the short distance running. Their answers included; *Increasing the speed, Transition of the body, Position of head and eyes, movement of arms and legs, generation of more power and equal distribution of the body weight.* A sample of good response is shown in extract 5.2.

5. Your friend has a challenge of performing the acceleration phase in a short distance running. With five points, propose the techniques which can help him/her in performing the phase properly.

- (i) Start the acceleration phase by having enough power and high speed.
- (ii) Straighten the body gradually from horizontal to vertical.
- (iii) Look down and keep on running all the time.
- (iv) When you run with maximum speed the legs should be behind the body.
- (v) Increase your maximum speed because acceleration phase shows the evidence of winning.

Extract 5:2: A sample of student's correct responses to question 5.

In Extract 5.2 the student proposed correct techniques which can help players to perform well the acceleration phase in a short distance running.

2.2.4 Question 6: Ball Game (Netball)

The question required the students to give five techniques to be used when performing throw-in skill in netball game. The question tested students' knowledge on application of various netball skills specifically throw-in skill in netball game.

The question was attempted by 7,573 (100%) students. From the analysis of performance it is noted that 7,160 (94.5%) performed poorly by scoring from 0.0 to 2.5 marks, with 85.5 per cent scoring 0 marks. The average performance ranging from 3.0 to 6.0 marks was scored by 376 (5.0%) students. Further analysis shows that 37 (0.5%) students scored from 7.0 to 10.0 marks which is a good performance. The performance in this question was generally poor since 5.5 per cent of students scored from 3.0 to 10.0 marks. Figure 6 illustrates the students' performance in this question.

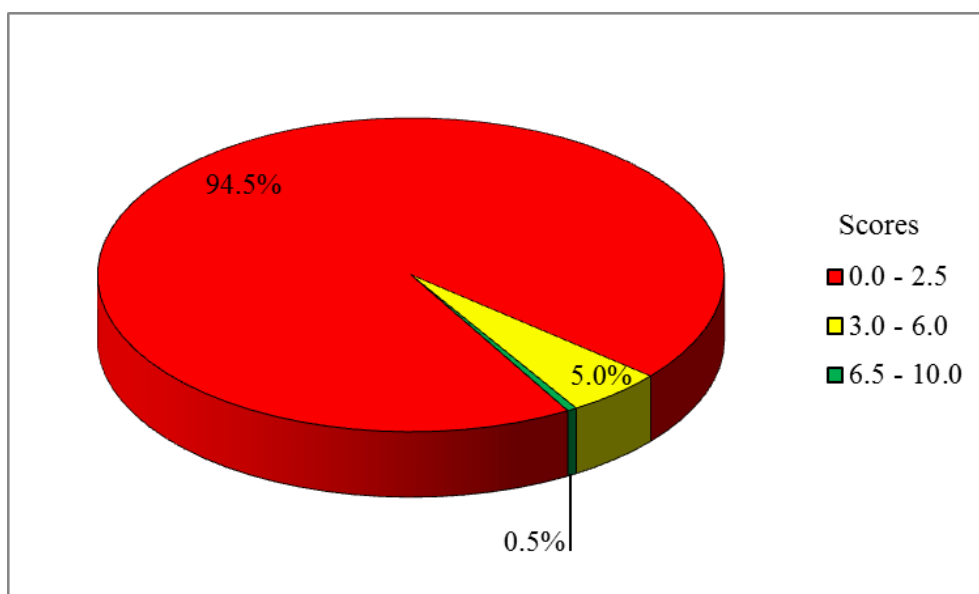


Figure 6: *Percentage of the students' performance on question 6*

The analysis of the students' performance in this question shows that, there were various reasons which contributed to the failure of 94.5 per cent of the students. One of the reasons was inadequate knowledge about the throw-in skills as applied in netball game. This is revealed in some students' responses. For example, one of the students wrote the following answers which contained terms related to netball game but did not reflect the throw - in skill:

I would take the ball and play very good, I would take the ball for used a two arm and throw-in the other players and play, Am run quickly and take the ball at the corner, I am go and take the ball and use rule and regulation of play, I am take the ball and play to use rules and regulation of a play.

Failure to understand the requirement of the question was another reason for students' poor performance on question 6. This led to the provision of irrelevant responses. For example, some of the students provided answers related to the importance of playing netball such as: *To improve mental skill, to increase confidences, to make sure the coordination and to show the skills of personally*. Others outlined the general netball skills such as *shooting, receiving, throw-in, passing and Foot work*. The sample of poor responses is shown in Extract 6.1.

6. During netball, you got an opportunity to make throw-in after the ball crosses sideline to outside the court. Give five techniques you would use in performing the skill.
- (i) Netball: Is the non contact game with played 8 seven players in each team. The following are the techniques of netball game.
 - (ii) Catching: I are the techniques of the netball to performing - because or for example goal shooter for going to score goal goal keeper we have catch.
 - (iii) Shooting: Is are first techniques of us during in netball off your go score goal, we have to provide to shoot and score goal.
 - (iv) Passing: Is are the second + techniques for all players during in netball to follow roles of let passing of some time of your go pass to score goals.
 - (v) Goal keeping: It the technique of netball game & in are the first defending in netball to stop and catch ball. The 2 second techniques or skills of Netball game is.
 - (v) Defending: Is the techniques second are the assistance goal-keeping in the netball you can see to stop ball and supply - for others players.

Extract 6.1: A sample of student's incorrect responses to question 6

In Extract 6.1 the student gave general netball skill instead of giving the techniques of performing throw-in skill in netball.

Moreover, the analysis of the students' responses reveals that, 5.0 per cent of the students who had average performance provided some correct techniques in performing throw-in skill in netball, but they did not provide adequate information to meet the demand of the question. This implies that they had partial understanding on the concepts in question.

Analysis done on the responses of the students who had good performance (0.5%) shows that, such students adhered to the demands of the question and demonstrated adequate knowledge on various netball skills, especially throw-in techniques which include: *Standing area while making throw in, direction of the thrower, proper way of holding the ball during throw in and Follow through*. A sample of good response is shown in extract 6.2

6. During netball, you got an opportunity to make throw-in after the ball crosses sideline to outside the court. Give five techniques you would use in performing the skill.
- (i) Take the ball from outside the court and stand to the place where the ball crosses the side-line.
 - (ii) Hold the ball by two hands at the back of your head without touching the side-line.
 - (iii) Throw-in the ball passing over the head within three seconds or below the second.
 - (iv) Ensure that you throw-in the ball before you enter again in the court.
 - (v) Follow through the ball in order to receive the ball for the other player.

Extract 6.2: A sample of student's correct responses to question 6

In Extract 6.2: the student gave correct techniques of performing throw-in skill in netball as per requirement of the question.

2.2.5 Question 7: Swimming

This question required the students to describe the procedures of performing arm stroke in swimming. It tested the students' knowledge on the swimming stroke.

The question was attempted by 7,573 (100%) students. From the analysis it is noted that, 7,368 (97.3%) students had poor performance since they scored from 0 to 2.5 marks, with 91.2 per cent scoring 0 marks. The average performance ranging from 3 to 6 marks was scored by 197 (2.6%) students. Further analysis reveals that good performance in this question was from 7 to 10 marks which was attained by 8 (0.1%) students. The performance in this question was generally poor since only 2.7 per cent of students scored from 3 to 10 marks. Figure 7 illustrates the students' performance in this question.

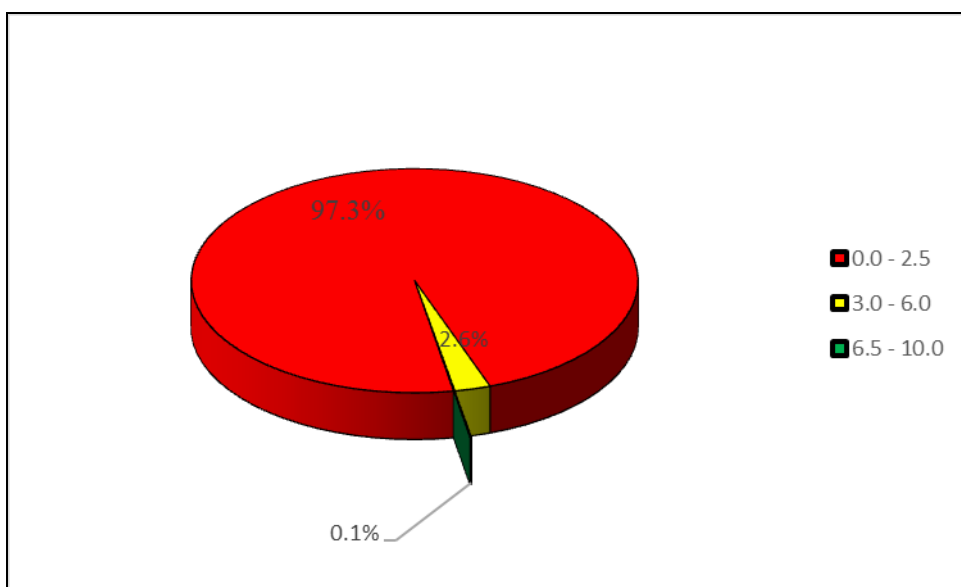


Figure 7: Percentage of the students' performance on question 7

The poor performance of 97.3 per cent of the students was caused by several factors. Some of the students had inadequate knowledge on various swimming strokes. This was demonstrated by the incorrect responses they provided on the five procedures of performing arm stroke. For example, one student wrote the following answers which contain swimming strokes but did not explain arm movement:

Required everyone to bring stationary for Swimming which will be butterfly, Required to start to bring stationary for swimming which will be floating, Required everyone to bring the stationary for swimming which will be Diving, Required everyone to bring the stationary for swimming which will be breathing and Required everyone to bring the stationary which will be ended for swimming session.

Another factor for the failure was poor command of English language. This is demonstrated by grammatically incorrect and meaningless sentences mixed with Swahili language. The example of such responses from one of the students was:

Weight contral, Imprava flexibility Stering the ding fraal, Improve as Kmar reduction uafraal flexibilit, nataka kufaulu naomba nimeludia dalasa and imprave musck msdsa Jasante.

Moreover, analysis reveals that, some of the students failed due to identify the requirement of the question. For example, some of the students described various strokes in swimming instead of describing procedures of performing arm stroke in swimming. Such swimming strokes provided were: *Breast stroke, Back Stroke, Free style Stroke, Butterfly Stroke* and *Front Stroke*. Likewise, some of the students provided some descriptions which relate to exercises for improving ability to swim. Some of their responses were: *Running, Jumping, Jogging, Walking* and *Aerobic dance*. Extract 7.1 depicts a sample of poor responses.

7. During swimming practical, your teacher appointed you to demonstrate arm stroke. In five points, briefly describe the procedure of performing the stroke.

(i) *running - This means that if you are running, running without jumping you can perform these activities.*

(ii) *Jumping - but also if you can jump in order to perform these physical so you can perform.*

(iii) *Jogging - but also if you can do jogging every morning or evening you can perform these activities.*

(iv) *walking - but also if you can walking every time without rest, rest but also you can perform these activities.*

(v) *aerobic dance - but only that but also if you can do these activities or aerobic dance you can perform well these activities.*

Extract 7.1: A sample of student's incorrect responses to question 7

In extract 7.1 the student provided descriptions which relate to exercises for improving ability to swim instead of describing procedures of performing arm stroke in swimming.

Further, the analysis reveals that the students with average performance (2.6%) had moderate knowledge about arms stroke in swimming. Most of

them were able to identify the demands of the question though they scored average marks due to some weaknesses. Such weaknesses include; failure to provide the required number of the correct points, insufficient explanations and poor command of the English language.

On the other hand, the analysis shows that very few students (0.1%) had good performance which implies that they had adequate knowledge about swimming in general and arm stroke in particular. Their responses were clear and complete enough to meet the requirement of the question. This is attested by their correct responses about movement of arms in *breast stroke*, *butterfly stroke*, *freestyle stroke*, *back stroke* and *the side stroke*. Extract 7.2: Shows good responses in this question.

7. During swimming practical, your teacher appointed you to demonstrate arm stroke. In five points, briefly describe the procedure of performing the stroke.
- (i) Arm stroke in freestyle - In this stroke the swimmer alternating the arms that means one arm moves one side in the water, the other arm moves in the other side. When one arm move forward the other move backward.
 - (ii) Arm stroke in butterfly - In this stroke the arms should be extended out in front of the body above the water. Both hands enter the water and then out of the water in front of the body while the body is moving forward.
 - (iii) Arm stroke in breast stroke swimming - In this type of swimming the swimmer should extend the arms and turn the palms downward and push the water down while the body is moving forward.
 - (iv) Arm stroke in back stroke type of swimming - In this type of swimming the swimmer move the arm by alternating one arm and the other. When one arm is moving forward the other arm is moving backward.
 - (v) Arm stroke in side stroke - In this type of stroke when the body is moving forward the swimmer use one arm when moving by one side then the swimmer turn to another side and use the other arm in pushing water.

Extract 7.2: A sample of student's correct responses to question 7.

In Extract 7.2 the student described correct procedures of performing arm stroke in swimming.

2.2.6 Question 8: Ball Games (Netball)

The students were given a scenario that, “As a goal attacker in netball, Asha succeeded to run away from her opponents due to her high level of dogging techniques”. Then they were instructed to elaborate four procedures she used in performing the technique. This question tested the students’ knowledge on netball game.

The question was attempted by 7,573 (100 %) students. Among them, 7,510 (99.2%) had poor performance with their scores ranging from 0 to 2.5 marks, out of which 96.1 per cent scored 0 mark. A total of 63 (0.8%) students had average performance ranging from 3.0 to 6.0 marks. However, there was no any student with good performance in this question. The performance of this question was generally poor since very few students (0.8%) managed to score the average performance. Figure 8 summarises the students’ performance.

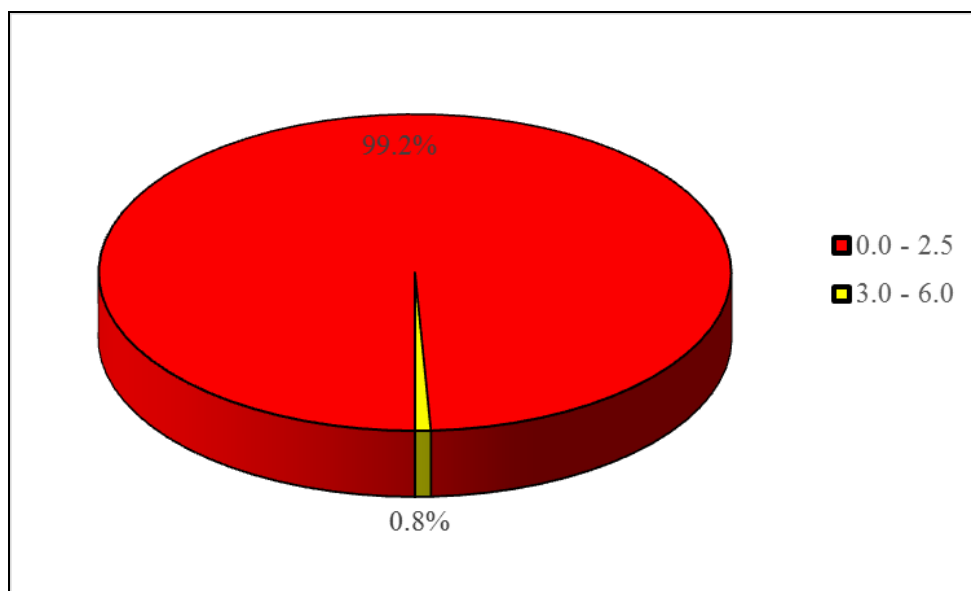


Figure 8: *Percentage of the students’ performance on question 8*

The analysis of the students’ performance indicated that 99.2 per cent had poor performance in this question. One of the reasons was inadequate knowledge about the netball skills. This was demonstrated by incorrect responses they provided. For example, one of the students wrote the

answers which contain netball terms but were not relevant to dodging techniques. Those answers are:

Take of position the play of match and performing an object, to run away from dogging technique of goal attack in the netball, to maintain goal attack in the position of elaborate procedures performance and to provide physical chance that goal attack in the match.

Another reason for poor performance in this question was misinterpretation of the question. For example, instead of interpreting “dogging techniques” as an act of a player to run away from the opponent, some students interpreted it as the foul committed by the player which led to punishment. This was demonstrated by the following responses provided by one student;

To give Asha a punishment if she run away from her opponent due to her high level of dogging techniques, Asha will be given yellow card because she run away from her opponent due to her high level of dogging techniques, Asha will go outside at the goal line if she run away from her opponent.

Further analysis shows that, some of the students provided responses which were contrary to demand of the question. For example, instead of writing the procedures in performing dodging techniques of the goal attacker in netball game, some of the students provided positions of players in netball accompanied with meaningless explanations. The following is an example of such responses provided by one of the students:

The GS to used to pretend the GK to promote that it will be not a goal to increasing that from the netball games or match, The center to use to present that a WA that to supply the ball that it will be held of the infraction of the laws of coordination, The WD is the secede the GS to score the goal that of proposals the properly the influenced at the games or the match and The GA is the wed to pretend GS to move up and everything's of the GK of the scores the goals.

Likewise, other students explained safety measures before, during and after playing netball game as shown in Extract 8.1.

8. As a goal attacker in netball, Asha succeeded to run away from her opponents due to her high level of dogging techniques. Briefly elaborate four procedures she used in performing the technique.

- (i) presence of first aid kit and first aider.
- (ii) Doing warmup and cooldown before and after the doing a netball.
- (iii) follow rules and regulation of the netball.
- (iv) Wearing sport gear or drinking water before and after the match.

Extract 8.1: A sample of student's incorrect responses to question 8

In Extract 8.1 the student explained safety measures before, during and after playing netball game instead of elaborating procedures of performing dogging techniques of the goal attacker in netball game.

The analysis of students' responses further reveals that, there were no students with good performance in this question. However, the students who had average performance (0.8%) demonstrated partial understanding of the dogging techniques of the goal attackers in netball. They managed to elaborate one to two correct points out of four points demanded in the question. The correct answers they were supposed to write include: *Asha got behind the opponent, then feinted to one side and sprinted in the opposite direction, stretched hands to indicate that she needed a ball; she feinted in backward direction and sprinted forwards to meet the ball; she feinted forward and run backward to receive high ball over the opponent's head and she sprinted in a given direction then suddenly stopped.*

2.2.7 Question 9: Gymnastics

The students were instructed to enumerate four steps to practice a lunge skill during training to develop balance and stability in gymnastic. This question tested the students' knowledge of the gymnastics skills.

The question was attempted by 7,573 (100 %) students. Among them, 7,561 (99.8%) had poor performance with their scores ranging from 0 to 2.5 marks, out of which 99.1 per cent scored 0 mark. The average performance ranging from 3 to 6 marks was scored by only 12 (0.2%) students. None of the students attained a good performance. The general performance of this question was poor as 0.2 per cent of the students managed to score average marks. Figure 9 summarises the students' performance.

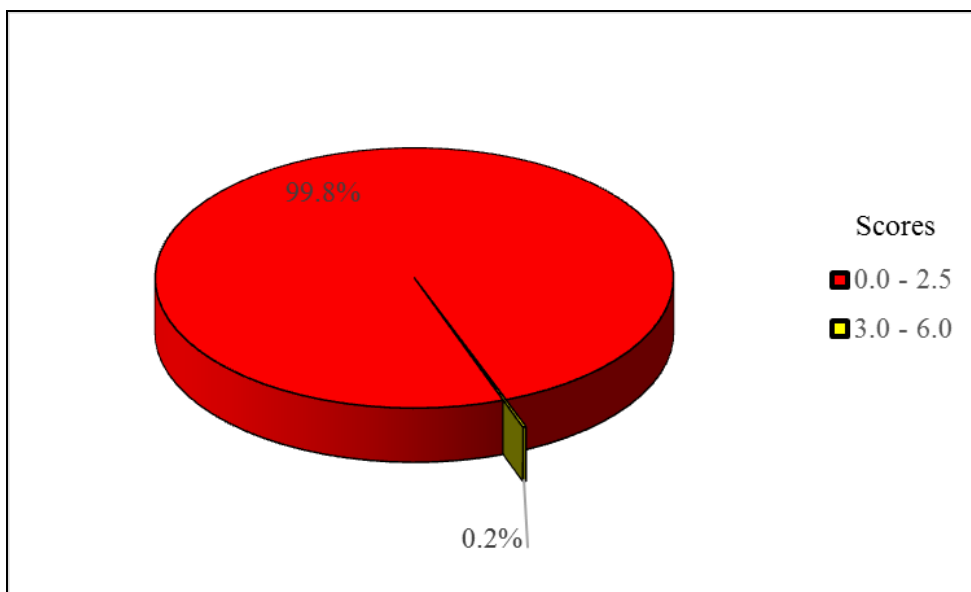


Figure 9: *Percentage of the students' performance on question 9*

The analysis of the students' performance in this question identifies various reasons which contributed to the failure of 99.8 per cent of the students, in which misinterpretation of the question was one of them. For example, instead of enumerating four steps one should practice in a lunge skill in gymnastic, some of the students provided safety measures one should observe in gymnastics exercises. Such students' responses were represented by one student who wrote about *proper warm up and cool down, well fixing*

of bars, removing dangerous objects, wearing of protective device and first aid kit. Another student who was in this category wrote:

Warm up properly to reduce the chance of getting macular cramp when performing lunge skills, stretch the arms and legs to the upper part and stand with one or double hand while arms and legs are upward, when you are tired don't continue to perform and you have to cool down and Cool down starting practicing various balance exercise which help you to encounter that.

On the other hand, students faced the challenge of poor English language. This resulted into the provision of answers in Swahili language which was not the language of instructions. As well, the answers provided in Swahili language were not related to the question asked. This implies that, these students also lacked knowledge of gymnastics. Extract 9.1 reveals such a case.

9. One of the students encountered balance and stability problems during gymnastics. The teacher discovered that he/she needs a lunge skill in order to overcome the situation. Enumerate four steps he/she should practice during training in order to develop the skill.

(i) Mushaishaji nawewe iki wipitia nao
Mba unisaidie

(ii) Ma Na uwee mungu atafan
ona au siyo

(iii) Atwa mungu atakubaliki sindi
ya mashaishaji

(iv) Namba unisaidie Mushaishaji
Mungu atakupa kila namba

Extract 9.1: A sample of student's incorrect responses to question 9

In extract 9.1 the student used Swahili language which was not the language of instructions. Besides, the student presented issues which are not relating to the lunge skill in gymnastics.

The analysis also revealed that, few students (0.2%) had average performance. Though they were able to identify the demand of the question, the majority of those students had moderate knowledge about lunge skill in gymnastics. The greatest reason that inhibited some of them from scoring high marks was that they mixed incorrect and correct responses. Others failed because they provided few correct points contrary to the demand of the question. Further analysis reveals that, none of the students had good performance on steps to follow when practicing a lunge skill in gymnastics.

2.3 Section C: Essay Question

2.3.1 Question 10 Recreational and Outdoor Activities (Camping)

This question required the students to explain six safety measures they should take while they are at the camping site. This question tested the students understanding on the recreation and outdoor activities particularly camping.

A total of 7,573 (100%) students attempted this question. The analysis shows that, 4,007 (52.9%) students performed poorly in this question by scoring from 0 to 4.0 marks of which 34.1 per cent scored 0 marks. The average performance ranging from 4.5 to 9.5 marks was attained by 1,830 (24.2%) students. The remaining 1,736 (22.9%) students had a good performance ranging from 10.0 to 15.0 marks. The overall performance in this question was average as 47.1 per cent passed by scoring 4.5 to 15.0 marks. Figure 10 illustrates the students' performance in this question.

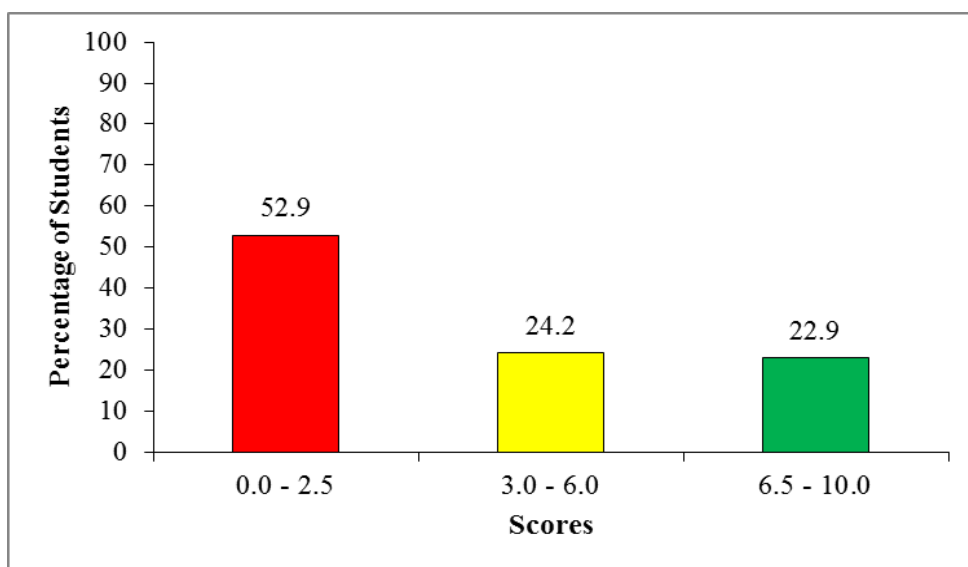


Figure 10: *Percentage of the students' performance on question 10*

The analysis of students' performance reveals that 59.2 per cent of the students failed due to various weaknesses found on the responses they provided. One of the reasons was misunderstanding of the requirement of the question. For example, some of the students explained about importance of camping instead of explaining the safety measures to take during camping. The identified samples of their answers from one of the students include: *It help to get leadership, It help to get physical fitness, It help in enjoyment of climate, It help to improve exercise and It help physical loss.* Another student's responses included: *Maintain physical fitness, It help to reduce stress, source of employment, source of income and it lead to enjoyment.*

Further analysis shows that, some students failed due to poor English language proficiency, because some of them wrote the meaningless sentences which contain Physical Education words. The examples of such responses from one of the students were:

It is a promoting minelation problems of minelation by using problem human being, Camping is the a process safety measures the performe activity safely that ensure you they are at the site, Butterfly is the process of minelation by using plomoting by used camping and is the movement of pleace to another minelation by using promoting by using.

On top of that, some students had poor performance in this question because they lacked knowledge of Recreational and Outdoor Activities especially on the safety measures in camping activities. Some of the students copied sentences from question paper and used them as answers to this question. The examples of copied sentences were alternatives of question 1 (ii) and (viii) which were: *Over grip and false hand, King or attempting on opponent, Carrying the ball with the hands, abusive language or gestures, Intentional obstruction of an opponent and in order to perform dismount on beam*. Extract 10.1 demonstrates a poor response.

10. As a leader, you were required to ensure that your fellow students perform the camping activities safely. Using six points, explain the safety measures the students should take while they are at the site.

Safety measure; Camping is the recreational activity which would fulfill his needs. the following are importance of camping. It help to get leader ship; It help to get leader ship because camping are the want to controlling is camping it help to get leader ship. It help to get physical fitness. Camping it help to get physical fitness because camping to get good health in the body is. It help to enjoyment of climate. Camping it help to enjoyment of climate because camping it help to refresh mind and to get good climate. It help to improve exercise. Camping it help to improve exercise because exercise it help get good health in the body. It help to physical less; Camping it help to physical less to recreational activity which would fulfill his need is. It help to physical less are the good importance of camping watching the. Generally; the following are the importance of camping are it help to get leader ship. It help to get physical fitness and other is people advised the in other importance of camping.

Extract 10.1: A sample of student's incorrect responses to question 10

In Extract 10.1 the student explained importance of camping instead of explaining the safety measures which should be taken during camping.

Despite the poor performance the analysis shows that, 1,830 (24.2%) students had average performance. These students provided some correct

responses with insufficient number of points. Also some of them failed to provide full explanations required in the question. They demonstrated partial understanding on safety measures which should be taken during camping. Marks of students in this group varied depending on the number of points and clarity of explanations they provided.

On the other hand, the students who performed well 1,736 (22.9%) adhered to the demands of the question and showed adequate knowledge about camping activities. Their correct responses focused on *safety measures the students should take at the site, presence of first aid kit and availability of enough food and water*. Extract 10.2 shows a good response.

10. As a leader, you were required to ensure that your fellow students perform the camping activities safely. Using six points, explain the safety measures the students should take while they are at the site.

Camping is the voluntary leisure done when the summer vacation school students are holiday and people move to their home in one of the night outdoors.

The following are the safety measures to be taken by a student to perform the camping.

Do not build fire without some one watching, the students should avoid to build fire without of some one of watching in during the camping activities.

Do not build fire under the trees. The students in order to be safety we should never build fire under trees because the trees when a dried they are catch fire and cause the explode of the forest.

Obey the warning signs, the students should obey the warning signs in order to be safe such as a warning order that are sayed don't cross they are danger, animal are found in the forest.

Don't approach the wild animal, The student should avoid the approaching the wild animals such as snake in order to be safe during the camping.

Wash your hands and make food safely, the students should never to make food in unsafe environment the students should make the food safe and to wash the hand hands with soap and clean water.

Check the weather before going to the water activities, the students should check the weather in order to avoid dangerous weather during the camping activities in searching for water.

Extract 10.2: A sample of student's correct responses to question 10.

In Extract 10.2 the student explained correctly the safety measures which should be taken during camping.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

In FTNA 2022, eight (8) topics out of 10 in Form one and Form two part of the Physical Education syllabus were tested. These topics are: *Gymnastics, Health Related Physical Fitness, Recreation 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 question 1 (Multiple choice items) which covered various topics (see Appendix). In this question the percentage of the students who scored from 30 per cent was 78.8. This performance indicates that students had adequate knowledge of the tested concepts. The good performance can also be attributed to the types of responses. In this question the students had to select the correct answers, thus the challenge of English language barrier was minimal.

Further, the performance was average in two (2) topics of *First Aid* and *Recreation and Outdoor Activities* which comprised question 2 and 10 respectively. The percentages of the students who scored from 30 per cent in these topics were 49.6 to the former topic and 47.1 to the later. This performance indicates that students had partial knowledge of these topics.

The students' performance was poor in five (5) topics, namely, *Ball Games* from which questions 4, 6 and 8 were constructed. The average percentages of the students who scored from 30 per cent in those questions were 22.5, 5.5 and 0.8 respectively. Likewise, the performance was poor in the following topics with their number of questions in bracket: *Performance Related Physical Fitness* (3), *Swimming* (7), *Track and Field Events* (5) and *Gymnastics* (9). The average percentages of the students who scored from 30 per cent in those questions were 11.5, 2.7, 1.6 and 0.2 respectively. The poor performance in the topics was caused by inadequate knowledge of the concepts tested, poor mastery of English Language and failure to identify the requirements of the respective questions. The performance of the students in different topics is summarised in the appendix.

4.0 CONCLUSION

The performance of the students in Physical Education FTNA 2022 was poor as only 7.58 per cent of the students passed, while 92.42 failed. From

the analysis, it was found that, students' performance was good in question 1 (Multiple choice items) which covered various topics. Furthermore, the performance was average in two (2) topics of *First Aid* and *Recreation and Outdoor Activities*. However, the students' performance was poor in five (5) topics, namely, *Ball Games*, *Performance Related Physical Fitness*, *Swimming*, *Track and Field Events* and *Gymnastics*. The poor performance in the topics was caused by inadequate knowledge of the concepts tested, poor mastery of English language and failure to identify the requirements of the respective questions.

5.0 RECOMMENDATIONS

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

- (a) During teaching and learning process, teachers should make effective demonstration of specific skills and let each student practice them. This will improve students' understanding, thus increasing their performance in topics of Ball Games, Swimming, Track and Field Events and Gymnastics in which they scored poorly.
- (b) Teachers should make effective use of films, video, charts and pictures as well as questions to guide students to discuss various exercises. This will improve the students' performance in the Performance Related Physical Fitness topic.
- (c) Students should read questions carefully in order to be able to identify the requirements of each question. This will overcome the challenge of the students' inability to identify the requirements of the questions.
- (d) Students should practice using English Language in their daily communications. 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 help them to overcome the challenge of writing ungrammatical and meaningless sentences like those disclosed in the analysis of the report.

**APPENDIX: SUMMARY OF THE STUDENTS' PERFORMANCE - TOPIC
WISE**

SN	Topic	Question Number	The Percentage of the Students who Scored an Average of 30% or Above per Question	Average	Remarks
1.	Recreation and Outdoor Activities, Gymnastics Ball Games, Health Related Physical Fitness, Swimming and Track and Field Events	1	78.8	78.8	Good
2.	First Aid	2	49.6	49.6	Average
3.	Recreation and Outdoor Activities	10	47.1	47.1	Average
4.	Performance Related Physical Fitness	3	11.5	11.5	Weak
5.	Ball Games	4	22.5	9.6	Weak
		6	5.5		
		8	0.8		
6.	Swimming	7	2.7	2.7	Weak
7.	Track and Field Events	5	1.6	1.6	Weak
8.	Gymnastics	09	0.2	0.2	Weak

