

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2019**



018 PHYSICAL EDUCATION

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The National Examination Council of Tanzania (NECTA) is pleased to issue the report on Candidates' Items Response Analysis (CIRA) for the 2019 Form Four National Examination (CSEE) in Physical Education.

The report presents candidates' performance into three categories, namely, good, average and poor. In the analysis, various reasons for good, average or poor performance were identified. It was established that some of the reasons for incorrect responses provided by the candidates were: lack of knowledge and skills on certain topics, inability to identify questions' requirements, misinterpretation of some of the questions and poor proficiency in English Language. However, the analysis indicates that some of the candidates responded well because they were able to identify the requirements of the questions, they had adequate knowledge of the subject matter and they had good mastery of the English language.

The National Examinations Council of Tanzania (NECTA) expects that, the feedback provided in this report will enable teachers, candidates, policy makers and other education stakeholders to work on the challenges encountered by the candidates in order to improve performance in this subject in future examinations.

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



Dr. Charles Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The CSEE 2019 examination paper covered the topics in the Physical Education Syllabus of 2005 and followed the examination format of 2019. There was a total of 1,445 registered candidates, of which 1,423 (98.4%) sat for the examination. In this examination, 808 (56.86%) candidates passed. The performance rates was therefore increased by 2.48 percent compared to the 2018 Physical Education performance in which a total of 1,426 candidates were registered for the examination, 1,359 (95.3%) sat for the examination, and only 739 (54.38%) candidates passed.

The CSEE Physical Education paper comprised of eleven (11) questions, which were distributed in sections A, B and C. The candidates were required to answer all questions in sections A and B. In section C, the candidates were required to answer three (3) questions only. Section A comprised of two (2) objective questions. Question 1 consisted of ten multiple choice items and question 2 involved five matching items. Each item in both questions carried one mark. Section B consisted of five short answer questions; carrying 8 marks each. Section C had four questions containing 15 marks each.

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

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

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: OBJECTIVE QUESTIONS

2.1.1 Question 1: Multiple-Choice Items

In this question, the candidates were instructed to choose the correct answer from the given alternatives and write its letter besides item number in the answer booklet provided. The items were constructed from seven topics in the respective syllabus. The topics were *Racket Games*, *Track and Field Events*, *Management and Administration of Sport Activities*, *Recreation and Outdoor Activities*, *Ball Games*, *Gymnastics* and *Health Related Physical Fitness*. The questions tested the candidates' knowledge on various areas of Physical Education and application of such knowledge in their daily lives.

This question was answered by 1,423 (100%) candidates, of which 576 (40.5%) candidates performed poorly by scoring from 0 to 2 marks of which 5.9% scored 0 marks. The analysis indicates that, 797 (56%) candidates scored from 3 to 6 marks, implicating average performance. Moreover, the analysis shows that 50 (3.5%) candidates scored from 7 to 9 marks, which is considered as good performance. Generally, the performance of the candidates in this question was average because 59.5% were able to score from 3 to 10 marks. Figure 1 illustrates the candidates' performance in this question.

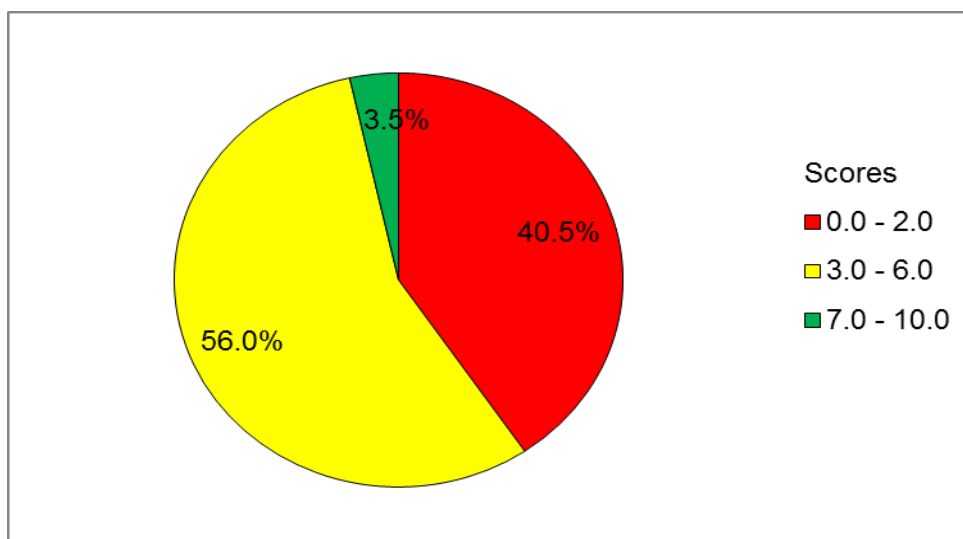


Figure 1: Percentages of Candidates' Performance in Question 1

In item (i), the candidates were required to identify the fundamental skills which are used in cricket game. The correct answer was E “Ball gripping, running, catching, throwing and hitting”. The candidates who chose this answer had appropriate knowledge on cricket game. Further analysis shows that, the candidates who chose other alternatives did not have enough knowledge on cricket game because these alternatives had a mixture of skills used in cricket game with those which are used in ball games. For example, some of the candidates chose A “Running, shooting, catching, throwing and dribbling”, some of them chose B “Running, passing, throwing, ball gripping and catching”, while some chose C “Hitting, kicking, catching, throwing and shooting” and others chose D “catching, hitting, running, dribbling and lay-up”, These candidates did not understand that shooting and dribbling in A, passing in B, kicking and shooting in C and dribbling and lay - up in D are skills used in ball games such as soccer, basketball and handball.

In item (ii), the candidates were required to determine the correct stage in relay race which is performed by an athlete who executed forward forceful action when leaving a starting block during 4 x 100 metres. The correct answer was A “Take off”. The candidates who chose this alternative had adequate knowledge on the relay race competition. Alternative B “Finishing” is a stage at which an athlete completes the race and alternative C “Positioning” is just a setting of athlete at starting stage. Alternative D “full speed” means the middle stage between starting and finishing point and alternative E “false start” is not a stage but a rule violation that athlete may do at the starting point. Therefore, the candidates who chose those incorrect alternatives lacked knowledge of relay race.

In item (iii), the candidates were required to identify the managerial skill which deals with designing of structure and relationship among sports activities. The correct answer was B “Organizing”. This alternative was selected by candidates who had sufficient knowledge on Management and Administration of Sport Activities. Some of the candidates selected alternative A “Commanding”. These candidates did not understand that this is about authority and giving order in sport activities. Furthermore, the candidates who selected alternative C “Controlling” did not remember that this is to check and make sure that all activities occur according to the principles established. In addition, the candidates who selected alternative D “Planning” did not understand that this is on how and when the event is

to be done before making decision. The candidates who selected alternative E “Coordinating” did not understand that this is about determining of time and sequence of activities against resource available to achieve the intended goal.

In item (iv), the candidates were required to identify the triple jump phase which is applied by an athlete who jumps off the board and landing on the same foot on the run way. The correct answer was C “Hop”. The candidates who chose this alternative had sufficient knowledge of the triple jump event. The candidates who lacked such knowledge selected other alternatives. For example, the candidates who selected alternative A “Step” did not realize that, after making hop over the board then the athlete has to make step by using the same foot. Likewise, the candidates who chose alternative B “Approach” did not understand that approach is the run way phase on which the athletes run in order to get momentum before hoping over the board. Moreover, those who selected alternative D “Flight”, did not know that flight is the last phase in triple jump event whereby the athlete after take-off he/she flies in the sand pitch before landing. Finally, the candidates who selected alternative E “Take-off” did not realize that, take-off is about the athlete to leave the ground and start flying towards the sand pitch.

The candidates were required to determine the correct set of activities which is carried out when playing aquatic games in item (v). The correct answer was D “swimming, diving, canoeing and boating”. This alternative was chosen by the candidates who had knowledge of aquatic game. The candidates who chose other alternatives did not realize that all other alternatives contained set of activities carried in an aquatic game but they are mixed with one or two distractors. For example, the candidates who chose alternative A “Swimming, running, jogging and diving”, did not recognize that running and jogging are the activities which are done by players on the land. Further analysis shows that, the candidates who selected alternative B “Hunting, boating, fishing and swimming” did not realize that hunting is not the aquatic game activity. Furthermore, the candidates who chose alternative C “Water polo, soccer, swimming and boating” did not identify that the specific playing area for soccer is soccer pitch. Additionally, the candidates who selected alternative E “Diving, boating, throwing and galloping” did not realize that throwing is an activity which is performed on the field.

In item (vi), the candidates were required to determine the points received by Jackline's basketball team after she scored two set shots by being infringed, three lay-up shots and a jump shot outside the three-point curve. The correct answer was E "Eleven". This alternative was chosen by the candidates who were competent in basketball game because they managed to count correctly all points that Jackline scored from different areas of the basketball court. In fact, two set shots contributed 2 points, three lay-up shots contributed 6 points and one jump shot outside the three point curve contributed 3 points, making a total of eleven (11) points. The candidates who selected alternatives A "Three", B "ten", C "nine" and D " Eight" lacked knowledge on the basketball game.

In item (vii), the candidates were required to identify an exercise which belongs to beam balance in gymnastic. The correct answer was A "Hands stand". The candidates who chose this alternative had adequate knowledge on exercise practiced on beam balance. The candidates who selected alternative B "Track hang" did not understand that Truck hang is the exercise for stretching the trunk whereby the athlete hangs on the vertical bar while folding his legs and knees across the chest. The candidates who selected alternative C "front support" and D "upper arm support", did not know that all these physical exercises are for arm muscles stretching and are not done in beam balance. Finally, the candidates who selected alternative E "hips to bar" did not know that this is physical exercise to strengthen arm and shoulder muscles by holding low horizontal bar then jump side to side on low horizontal bar.

Item (viii) required the candidates to identify the benefits which would be gained by the people who perform jogging as their regular physical exercises. The correct answer was D "Reduces blood pressure and increases chances of living longer". This alternative was chosen by the candidates who had knowledge on Health Related Physical Fitness. The candidates who chose other alternatives did not recognize that each alternative had one correct and one incorrect benefit of jogging. For example, in alternative A "Decreases the rate of blood circulation in the body and controls heart beat", the correct benefit of jogging was the control of heart beat. In alternative B "Decreases volume of blood vessel and improve blood supply in the body", the correct benefit of jogging was to improve blood supply in the body while in alternatives C "Reduces heart beat rate and increase chance of living longer" and E "Reduces heart performance and increases

chance of living longer”; the correct benefit of jogging was to increase chances of living longer.

In item (ix), the candidates were given a scenario that, eight athletes were competing in 100m race. When a whistle was blown, three athletes started running immediately while the rest delayed in their starting blocks. Then, they were required to identify the reason for the athletes’ difference in starting the race. The correct answer was D “Difference in reaction time”. The candidates who selected this alternative justified their ability on Performance Related Physical Fitness. Other candidates who selected other alternatives lacked knowledge on Performance Related Physical Fitness. For example, the candidates who chose alternative A “Difference in flexibility” did not understand that flexibility is about the activity of body joints to move freely at different directions. Likewise, the candidates who chose alternative B “Different in power” did not realize that power is about the energy used by the body to perform certain work. The candidates who chose alternative C “Difference in balance” did not know that balance is about body or object to be in equilibrium position either at stationary or moving state. The candidates who chose alternative E “Difference in agility” did not understand that agility is the ability of the body to change direction at speed.

The last item (x) required the candidates to identify the first step in the execution of blocking skills in volleyball. The correct answer was B “standing close to the net”. The candidates who chose this alternative had sufficient knowledge on volleyball game. The candidates who selected other alternatives lacked adequate knowledge on the game, hence failed to identify the correct answer. For example, the candidates who chose the alternatives A “Holding the finger tense and straight”, C “Thrusting the arms forward and upward”, D “Swinging the arms backward” and E “jumping up to meet the ball” did not realize that these steps followed after the player is already closer to the net when executing blocking skill in the volleyball.

2.1.2 Question 2: Matching Items

The question was derived from the topic of *Health Related Physical Fitness*. The candidates were instructed to match the descriptions of the Health Related Fitness exercises in List A with their corresponding types of

exercise in List B by writing the letter of the correct answer beside the item number in the answer booklet provided.

A total of 1,423 (100%) candidates attempted the question, whereby 1,155 (81.2%) candidates performed poorly by scoring from 0 to 1 mark, 43.4% of them scored 0 marks. Further analysis showed that 252 (17.7%) scored from 2 to 3 marks, indicating an average performance, while 16 (1.1%) candidates scored from 4 to 5 marks, which is a good performance. The general performance in this question was poor because 81.2% of the candidates scored from 0 to 1 mark. Figure 2 shows the performance in the question.

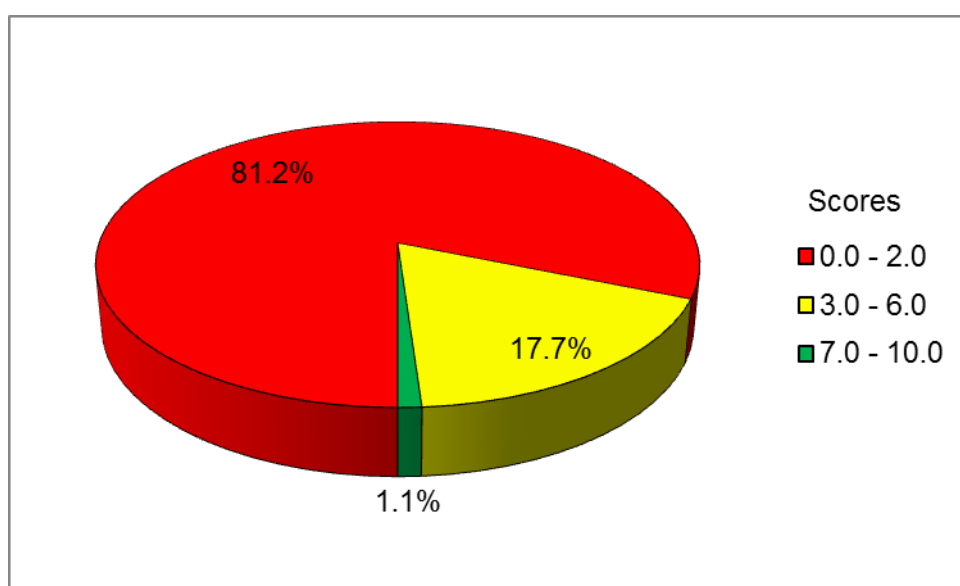


Figure 2: *Percentages of Candidates' Performance in Question 2*

In item (i), the candidates were required to select the response which correctly matches with an exercise in which a person sits on a chair with the back upright and one leg resting on the floor while the other leg extending out as far as possible. The candidates who chose the correct response C “Hamstring flexibility” had sufficient knowledge about hamstring flexibility exercise. However, majority of the candidates who did not get the correct response chose response E “Single Curly”. These candidates lacked adequate knowledge on the physical exercises because single curly is an exercise in which a person leans against a wall with back straight and all knees bent.

The candidates were required to select the response which correctly matches with the exercise in which a person stands with shoulders down and weight held at the side, palm up, flex arms and brings one hand weight up and down in item (ii). The correct response was E “Single Curly”. The candidates who chose the correct response proved that they had adequate knowledge on single curly. The candidates who chose incorrect response wrote D “shoulder flexibility”. This was incorrect because shoulder flexibility is the ability of the person to join together his/her hand behind the neck while one hand is sliding upward from the back.

In item (iii), the candidates were required to select the response which correctly matches with an exercise in which a person leans against a wall with back straight and knees bent 90° angle, scoring the length of time and holding the sitting position. The correct response was G “sit and hold”. The candidates who chose this alternative had adequate knowledge on sit and hold exercise. However, some of the candidates who chose incorrect response selected A “Curl and hold”. These candidates did not realize that curl and hold is an exercise in which a person lies down with knees bent at 90° angle.

In item (iv), the candidates were required to select the response which correctly matches with an exercise in which a person reaches behind the neck and down the back with the right hand while sliding the left hand upward from the back. The correct answer was D “Shoulder flexibility”. Candidates who select the correct answer had adequate knowledge on shoulder flexibility exercise. Those candidates who chose incorrect answer selected C “Hamstring flexibility”. The presence of term flexibility on this response attracted candidates to select the response. The candidates did not realize that in hamstring flexibility exercise a person sit on a chair with the back upright one leg resting on the floor and the other leg is extending out as far as possible.

Item (v) required the candidates to select the response which correctly matches with an exercise in which a person lies down with knees bent at 90° angle, crosses wrist over the chest raises head, shoulders and upper body to 45° angle. The correct response was A “curly and hold”. The candidate who chose the correct response had sufficient knowledge on curly and hold exercise. However, majority of the candidates who chose incorrect response selected response G “Sit and hold”. These candidates did not

realize that, sit and hold is an exercise in which a person leans against the wall with back straight and knees bent 90° angle scoring the length of time and holding the sitting position.

2.2 SECTION B: SHORT ANSWER QUESTIONS

2.2.1 Question 3: Gymnastics

This question demanded the candidates to give four steps that a player should follow when demonstrating seated knee flexor stretch skill in gymnastics. The question tested the candidate's knowledge on execution of gymnastics exercises.

A total of 1,423 (100%) candidates attempted this question. The analysis of candidates' performance shows that 1,243 (87.4%) candidates performed poorly by scoring from 0 to 2 marks; with 78.5 per cent scoring 0 marks. Further analysis shows that 101 (7%) candidates scored from 2.5 to 5 marks, signifying average performance. Moreover, 79 (5.6%) candidates scored from 5.5 to 8 marks; indicating good performance. In general, the performance in this question was poor because 87.4 per cent of the candidates scored from 0 to 2 marks. Figure 3 illustrates the candidates' performance in this question.

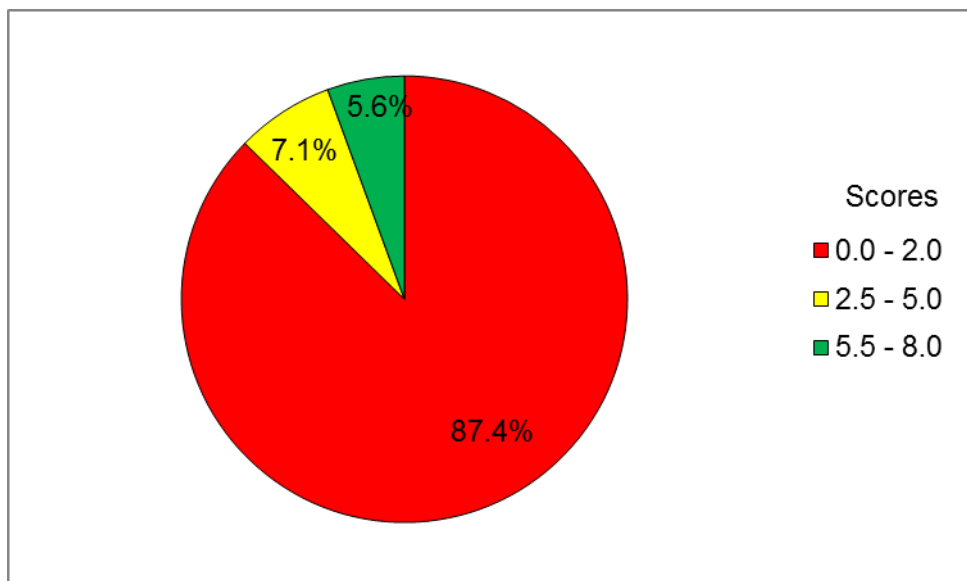


Figure 3: Percentages of Candidates' Performance in Question 3

The analysis of the candidates' performance shows that the candidates who had poor performance (87.4%) in this question lacked knowledge on gymnastics. This was demonstrated by incorrect answers they provided about steps to observe when executing seated knee flexor stretch skill. The examples of such incorrect answers include: *any activities, balancing the body in equilibrium in order to conduct easy any exercise and perform well, prepare the body in physical emotion according to an exercise to be start soon*. Other candidates misinterpreted the question, consequently, instead of giving the steps to observe when executing seated knee flexor stretch skill they explained precautions to be taken in gymnastics exercises such as: *to remove unwanted materials, to use proper equipment and to prepare Firs Aid Kit*. Extract 3.1 is a sample of a poor response from of the candidates.

3.	Gymnastic is a sport which involve Physical exercise with intendent in Strength, flexibility and - Coordination. The following are the steps of involve in gymnastic.
	Identify your body, Through identify the body which is are enable to do things in - Order to do gym.
	Remove all unwanted materials, Which is - an important event through these unwanted materials which can cause injuries
	Preparation of first aid kit, Through which - the ball of player must follow the preparation - of first aid kit
	Use Proper equipment. Through the use these - equipment which was used in this keep well - before starting the gym.
	Therefore There are importance which is - Used to improve the gym are It help to reduce stress and tension and It help to Control blood pressure.

Extract 3.1: A sample of a candidate's poor response in question 3

Extract 3.1 shows a response from a candidate who explained precautions to be taken in gymnastics exercises instead of giving the steps to observe when executing seated knee flexor stretch skill.

The candidates who had average performance (7%) provided correct some answers correctly while others were incorrect. Others managed to provide few correct answers which did not meet the demands of the question.

The analysis indicates further that, the candidates who had high performance (5.6%) explained correctly the seated knee flexor stretch skill in gymnastics. The correct answer they gave include: *sit on the floor with the leg extended inside of the ankles as close as possible, keep the feet relaxed in a natural position, place the hand on the floor next to the thighs, bend at the waist and lower the head towards the legs, keep the back of the knees on the floor and slide the hand towards the feet and keep them alongside the legs*. These candidates demonstrated their understanding of the steps in seated knee flexor stretch skill and adhered to the requirement of the question. The variation of their scores was due to differences in the clarity of their explanations. Extract 3.2 shows a sample of a good response from one of the candidates.

3.	Seated knee flexor stretch skill in gymnastics	
a)	Sit on the floor with the legs extended inside of the ankles as close together as possible	
b)	Keep the feet relaxed in a natural position.	
c)	Place the hands on the floor next to the thighs.	
d)	Bend at the waist and lower the head towards the legs, keeping the back of the knees on the floor	

Extract 3.2: A sample of a candidate's good response in question 3

Extract 3.2 shows a response from a candidate who explained correctly the seated knee flexor stretch skill in gymnastics.

2.2.2 Question 4: Swimming

The candidates were required to enumerate four key steps to follow when performing breast stroke during swimming. This question tested the candidates' knowledge on breast stroke in swimming.

All 1,423 (100%) candidates attempted the question. In this question, 1,054 (74.1%) candidates scored from 0 to 2 marks, which is a poor performance,

while 326 (22.9%) candidates scored from 2.5 to 5.0 marks, indicating an average performance. Further analysis shows that only 43 (3%) candidates obtained good performance by scoring from 5.5 to 8 marks. The general performance in this question was poor because 74.1 percent of the candidates scored from 0 to 2.0 marks. Figure 4 illustrates the candidates' performance in this question.

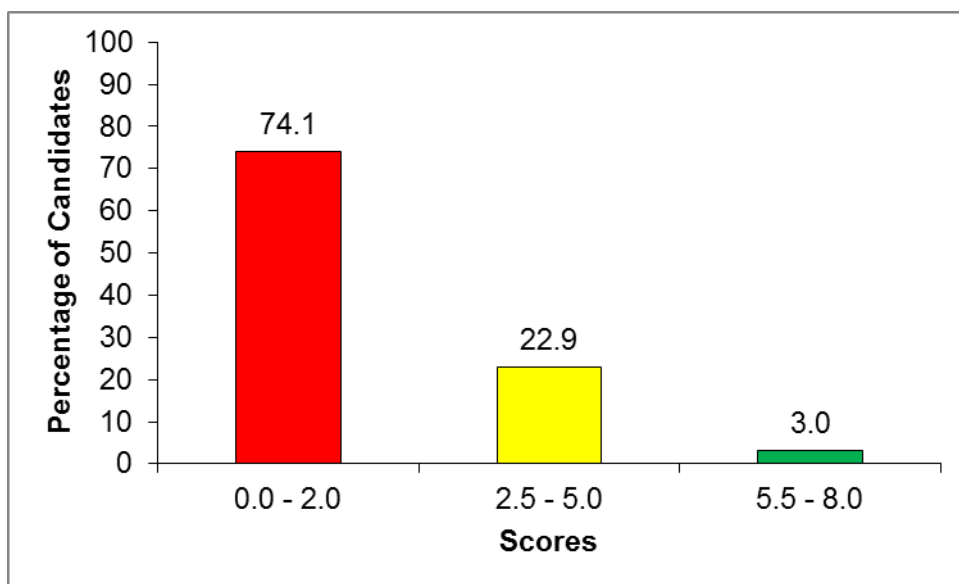


Figure 4: Percentages of Candidates' Performance in Question 4

In the analysis of the candidates' performance, various reasons which contributed to the failure of the candidates (74.1%) in this question were identified. One of the reasons was inability to identify the requirements of the question. For example, instead of enumerating steps to follow when performing breast stroke during swimming, some of the candidates provided explanations which contained points on precaution measures and importance of swimming, such as *to prepare the jacket, to avoid drug or alcohol, to manage stress and to improve confidence*. Others enumerated facilities and equipment for swimming, including *swimming pool, swimming costumes and glasses for eyes*. Extract 4.1 is a sample of a poor response from one of the candidates.

4.	<p>Swimming strokes are the important technique in swimming in a such a way that if they are not done there is no swimming. The following are the steps to perform breast stroke during swimming session as follow to.</p> <p>To prepare the jacket used for swimming. It is very important to prepare the jacket used for swimming strokes and to perform breast stroke during the swimming session.</p> <p>To avoid the drug alcohol in the swimming. This are very important technique that are used for swimming strokes to perform breast stroke in during to swimming session of the water.</p> <p>To Improve the manage stress the swimming stroke are important technique that are used for swimming in a such a way of life and to maintain the balance of power to the human being and to perform the best stroke.</p> <p>To Improve the confidence swimming stroke are important technique that are used to improve the confidence to the people and to perform the breast stroke in during to swimming session.</p> <p>In Generally swimming its important because it help to manage stress of people and to save the life of human and to improve the technology of people and to entertain the people in the society.</p>
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Extract 4.1: A sample of a candidate's poor response in question 4

Extract 4.1 is from a candidate who enumerated some precaution measures and importance of swimming instead of steps required in breast stroke during swimming.

The analysis indicates that, the candidates with average performance (22.9%) provided some correct steps used to perform breast stroke during swimming although they did not exhaust all the required points. These candidates demonstrated partial understanding of the content under this

topic. The correct responses provided by most of these candidates were *hands to push water backwards* and *to maintain body stance for balance*.

Furthermore, analysis showed that 3 percent of the candidates scored high marks because they were able to identify the requirement of the question and demonstrated adequate knowledge about key steps to perform breast stroke during the swimming session. Their answers include: *pull the hand toward the waist, bring the feet closer to the hips* and *fold the legs to kick water backwards*. Extract 4.2 illustrates a sample of a good response.

4.	a) Pull the hands towards the wrist	
	b) Bring the feet closer to the hips	
	c) Fold the legs and kick water with the feet.	
	d) Keep the body, from head to hips, as straight as possible.	

Extract 4.2: A sample of a candidate's good response in question 4

Extract 4.2 shows a response from a candidate who provided correct response on key steps to perform breast stroke during swimming.

2.2.3 Question 5: Track and Field Events

In this question, the candidates were required to describe four fundamental skills of gripping the shot-put. This question tested the candidates' knowledge on shot-put gripping.

The question was attempted by 1,423 (100%) candidates, of which 1,054 (74.1%) had poor performance with their scores ranging from 0 to 2 marks. Out of these 52.1 percent scoring 0 marks. Further analysis shows that 264 (20.9%) candidates had an average performance ranging from 2.5 to 5 marks, and 75 (5.3%) candidates had good performance with their scores ranging from 5.5 to 8 marks. The general performance in this question was poor because 74.1% of the candidates scored from 0 to 2 marks. Figure 5 summarizes the candidates' performance.

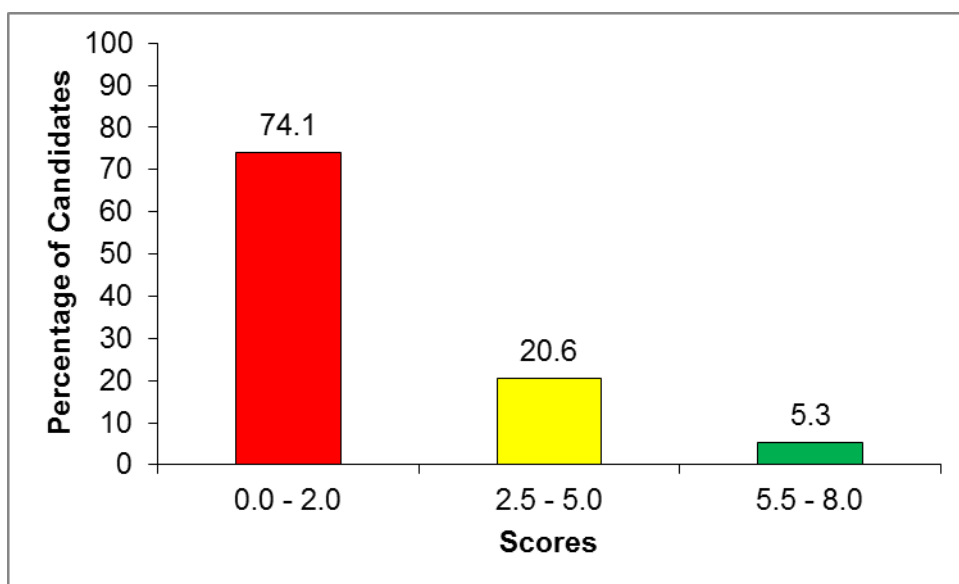


Figure 5: Percentages of Candidates' Performance in Question 5

The analysis of the candidates' responses indicates that (74.1%) of the candidates' had poor performance due to various reasons. One of the reasons was poor command of English language. This was evidenced from the candidates' responses, for example, *shot put is gripping in hand in ground, shot put to help in throwing, shot put to people in the athletics and shot put to running events in playing.*

Further analysis indicates that, other candidates failed to understand the requirement of the question. For example, instead of describing fundamental steps in shot put gripping, they mentioned some components of health and performance related physical fitness like *Balance exercise, power exercise, agility exercise and flexibility exercise.* A sample of a poor response from one of the candidates is shown in Extract 5.1.

5:	i: Balance exercise.
	ii: power exercise
	iii: Agility exercise
	iv: Flexibility exercise.

Extract 5.1: A sample of a candidate's poor response in question 5

The analysis shows further that the candidates with average performance (20.9%) provided one or two correct fundamental steps of gripping shot put out of the four required steps. The most mentioned steps were *shot put should be hold by one hand* and *shot put should be placed under the chin*.

It was also established that, 5.3% of the candidates performed well. These candidates had sufficient knowledge on shot put throwing events. The candidates described the fundamental steps on how to grip the shot put during the shot put throwing events. Some of their correct answers were: *the shot put is to be held by one right or left hand*, *the shot put is to be held at the base of the first three fingers* and *the shot put is to be held upward side of the palm*. Extract 5.2 is a sample of a good response from one of the candidates.

5. a)	The shot put should be held by one hand.	
b)	The shot put should be held upward side of the palm.	
c)	The shot put should be held at the base of the first three fingers.	
d)	The shot put should be held close under the chin above the shoulder.	

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

Extract 5.2 is a sample from a candidate who provided correct fundamental steps of gripping shot put.

2.2.4 Question 6: Ball Games

In this question the candidate were required to enumerate four points on how to dribble the ball in soccer. This question tested the candidates' knowledge on dribbling technique in soccer.

A total of 1,423 (100%) candidates attempted this question. The analysis of candidates' performance shows that 1,306 (91.8%) candidates performed poorly by scoring from 0 to 2 marks, with 76.7 percent scoring 0 marks. The average performance of 2.5 to 5 marks was scored by 103 (7.2%) candidates. The remaining 14 (1%) candidates had a good performance ranging from 5.5 to 8 marks. Figure 6 illustrates the candidates' performance in this question.

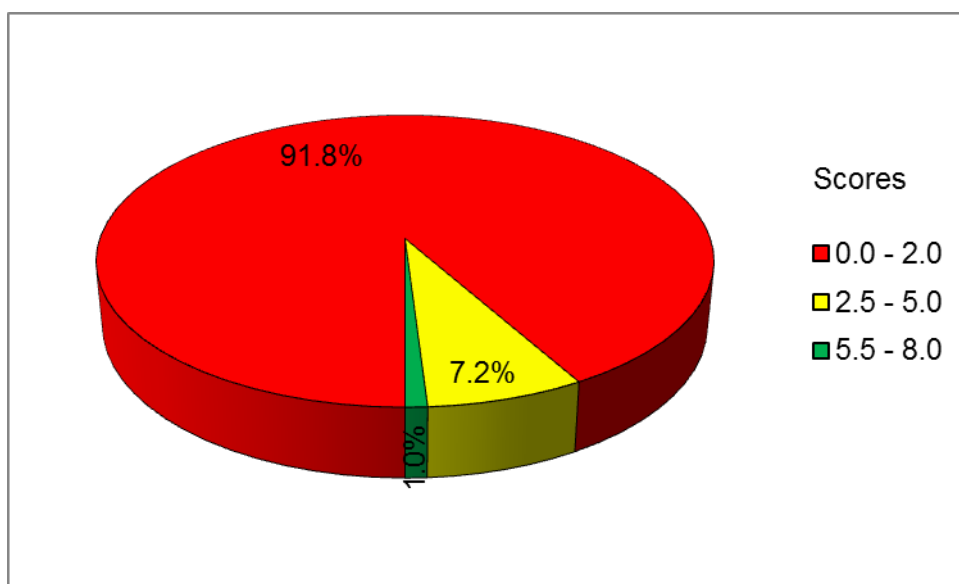


Figure 6: Percentages of Candidates' Performance in Question 6

The analysis of the candidates' performance indicates that 91.8 percent of the candidates failed. Some of these candidates lacked knowledge on Soccer Game hence provided incorrect steps on how to dribble the ball in soccer. The examples of such answers include: *moving the ball clockwise motion, moving the ball anticlockwise motion, moving the ball in and out style and avoid contamination that lead to the fouls between the players*. Other candidates provided answers which are contrary to the question requirement. For example, instead of enumerating how to dribble the ball in soccer, some of them explained ways of dribbling in handball and basketball. Some of the responses provided were: *ball dribbling by bouncing* and *ball dribbling by using hands*. Their poor and incorrect responses were also a result of poor command of English language, as shown in Extract 6.1.

6	Dribbling, are the among of term that can be used in the match during to the soccer.
	The following are the points enumerate how to dribble the ball in soccer.
	Help the body to be attention, This is because when you can do the dribbling your body can be attention and to reduce some chance like crash.
	Joint mobility, This are the among of the numbers take the things that can help the person to drive ball forward in order to win the match.
	Make sure organization is enough, That can help the person or player to get the goal in the soccer or to win during to the match in soccer.
	Manager to control well other player, That can help to win the match apart from that means say that when that important skill can be observed to win the match can be easy.

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

Extract 6.1 is a sample from a candidate who provided incorrect ways to dribble the ball in soccer.

The analysis of candidates' responses also revealed that, the candidates who had average performance (7.2%) enumerated some correct ways on how to dribble the ball in soccer. However, their responses were not complete enough to meet the question requirements. The common ways of how to dribble the ball in soccer provided were: *kicking the ball slightly focusing the eyes on the ball while observing the whole field and protect the ball against opponents*. These candidates demonstrated partial understanding of the soccer game techniques.

The analysis indicates further that 14 (1%) candidates who had good performance had adequate knowledge of how to dribble the ball in soccer and their responses were clear and complete to meet the requirements of the question. Examples of the correct responses provided include:- *Push the ball softly in the desired direction, shield the ball from opponents, move at a speed at which you can control the ball and eyes. focus to the ball at the same time scanning the field.*

6	a) Push the ball softly in the desired direction, especially if you are dribbling close to defender.	
	b) Learn to glance up and down at the ball in order to control it at the same time scan the field.	
	c) Shield the ball from opponents by positioning your body between the ball and the opponent.	
	d) Move at a speed at which you can control the ball.	

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

Extract 6.2 is a sample of a good response from a candidate who provided the correct ways on how to dribble the ball in soccer.

2.2.5 Question 7: Ball Games

In this question, the candidates were required to give two differences between high and low jump shot skills in handball. This question tested the candidates knowledge about techniques used in handball game, especially shooting.

A total of 1,423 (100%) candidates attempted this question. The analysis of candidates' performance shows that 1,303 (91.6%) candidates scored from 0 to 2 marks, with 14.4 percent scoring 0 marks. This indicates a poor performance. Further analysis established that 114 (8%) candidates scored from 2.5 to 5 marks, which is interpreted as an average performance, whereas 6 (0.4%) candidates scored from 5.5 to 8 marks indicating poor performance. The general performance in this question was poor because 91.6% of the candidates scored from 0 to 2 marks. Figure 7 illustrates the candidates' performance in this question.

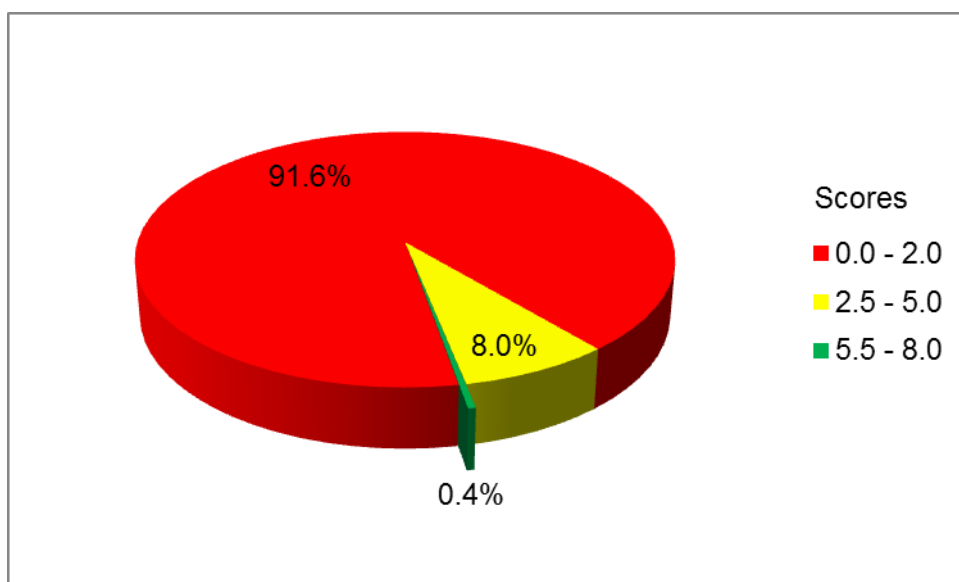


Figure 7: Percentages of Candidates' Performance in Question 7

In the analysis of the candidates' performance in this question, various reasons that contributed to the failure of 91.6 percent of the candidates were identified. One of the reasons was inadequate knowledge on shooting skill in handball which made some of the candidates to produce incorrect responses, such as: *High jump shot and low jump shot can lead the ball to touch the net. High jump shot applied from the centre line while low jump shot applied from the side line.* Other candidates did not understand the demands of the question thus instead of giving the difference between high jump and low jump shot as used in handball, their explanation focused on high jump in Track and Field Events. For example, they wrote *high jump shooting skill is the ability of a player to perform high jump event while low jump shooting skill is the ability of the player to perform low jump event.* A sample of a poor response from one of the candidates is shown in Extract 7.1

7	
1)	^{high} Jump shooting skill is the skill that a player was play in high jump events. While, low jump shooting due to that this refers refer to the range low jumping events.
10)	High jump shooting skill is the ability of a player to perform the high jump high jumping events while low jump shooting is the low ability to maintain the high jump of the players.

Extract 7.1: A sample of a candidate's poor response in question 7

Extract 7.1 shows a response in which a candidate's explanation focused on high jump event that is found in track and field events rather than high jump shooting technique that is found in handball game.

The candidates who had average performance (8%) in this question provided some correct points on the difference between high jump and low jump shot skills in handball game. This group scored averagely because they did not provide all the required points. The common difference identified by the majority was: *A player has greater chance to score if he/she applies high jump shooting skill compared to the player who will apply low jump shot skill as it is easier for the defender to block the ball.*

The candidates who scored high marks (0.4%) adhered to the requirement of the question and demonstrated adequate knowledge on shooting skill in handball game. They provided correct points on the differences between high and low jump shot skill as shown in extract 7.2.

7	High jump shot	Low jump shot	
1	a player jumps upward during shooting	a player jumps at a low level during shooting	
2	Is used when a player who wants to score a goal is shorter than a defender	Is used when a player who wants to score a goal has the same height with a defender.	
3	The player has maximum chance of scoring the goal at all angles	The player has minimum chance of scoring the goal	

Extract 7.2: A sample of a candidate's good response in question 7

Extract 7.2 shows sample of a response from a candidate who provided correct points on the differences between high and low jump shot skill.

2.3 SECTION C: ESSAY TYPE QUESTIONS

2.3.1 Question 8 Racket Games

In this question, the candidates were instructed to explain four fouls that a player might commit during badminton match. This question tested candidates' understanding of the rules which guide badminton game.

This question was opted by 867 (60.9%) candidates. The analysis of candidates' performance shows that 434 (50.1%) candidates scored from 10 to 15.0 marks, indicating good performance. Further analysis shows that 190 (21.9%) scored from 4.5 to 9.5 marks which is an average performance. It was also noted that 243 (28%) performed poorly by scoring from 0 to 4 marks; with 15.8 percent scoring 0 marks. Performance in this question was generally good because 72 percent of the candidates scored from 4.5 to 15 marks. Figure 8 illustrates the candidates' performance in this question.

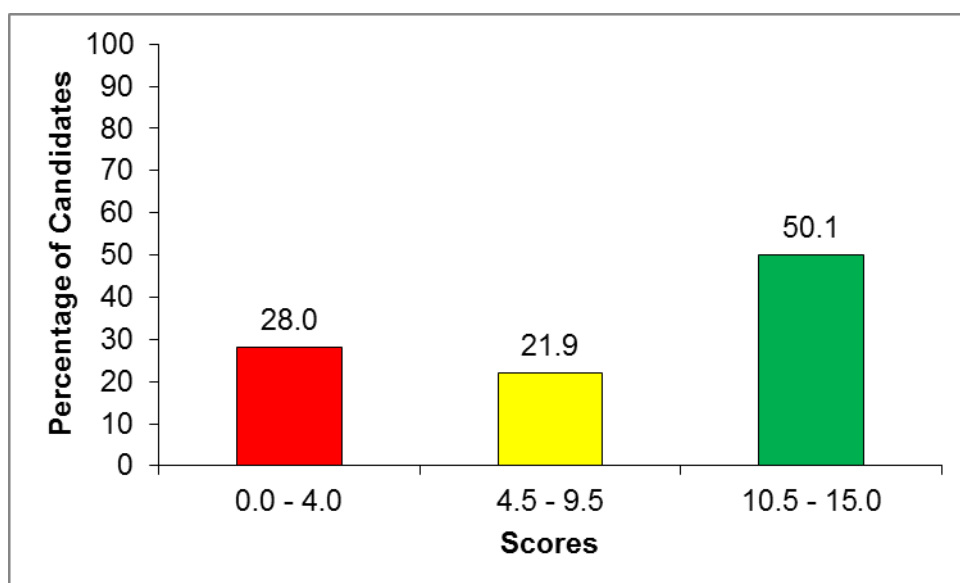


Figure 8: *Percentages of Candidates' Performance in Question 8*

The analysis of candidates' performance shows that 50.1 percent of the candidates who scored high marks in this question were able to explain four

fouls that a player might commit during badminton match. This suggests that the candidates had sufficient knowledge on Badminton and adhered to the demands of the question. In addition, their responses showed that they had good mastery of the English Language. Extract 8.1 exemplifies a good performance in this question from one of the candidates.

8	a) Failure to make a good serve - A serving player loses a point if he/she failed to make a serve that start in the service court from the right. The serve must be underhanded and receiver must stand still until the service is completed. The head of racket must be below the wrist level of the server and the grip must be above the head of racket on contact. good	
	b) Failure to make a good return - A receiving player loses a point if he/she failed to make a return which involves the receiver to stand stationary diagonally to the court until the server's racket contact the shuttle.	
	c) Hitting shuttle outside the proper boundary lines. A receiving player loses a point if he/she failed to hit the shuttle from the left hand side in singles and diagonally in doubles.	
	d) Hitting shuttle into the net - A player loses a point he/she failed to hit the shuttle so that it barely clears the net and lands in the opponent's forecourt. The player may commit this fault when he/she stands far from the net but hit the shuttle into the net, since the shuttle is light to transfer great distance with the force.	

Extract 8.1: A sample of a candidate's good response in question 8

Extract 8.1 is a sample of a good response from a candidate who explained the correct fouls that a player might commit during badminton match.

The candidates who had average performance (21.9%) in this question provided some correct fouls that a player might commit during badminton match, but failed to provide all the required points. The correct fouls which were mentioned by the majority included: *the Shuttle to hit the net, the*

shuttle to land out the planning ground and players' poor return. Their responses suggest that these candidates had insufficient knowledge on badminton game.

Further analysis of candidates' performance shows that, 28 percent of the candidates failed to explain the fouls that the player might commit during badminton match. The analysis revealed that inability to identify the requirement of the question was the major reason for the failure in this question. For example, instead of explaining fouls that a player might commit during the badminton match, some of the candidates explained punishment given to the team after a player commit foul during soccer match. The punishment mentioned include: *Direct free kick*, *indirect free kick* and *penalty kick*. Another reason was lack of knowledge on badminton which was demonstrated by incorrect answers provided by some of the candidates. Such incorrect answers were: *rolling foul*, *confident foul*, *seriously foul* and *stepping foul*. Additionally, poor command of English language was another reason for the poor performance of the candidates in this question. For example, some of the candidates wrote meaningless sentences which contain some words related to various games. Extract 8.2 shows a sample of a poor performance in this question.

8.	Badminton the sport in which the areas and the bad minton to performance the game players various foul the Badminton. the following the four fouls that the player might have committed. The show the fouls: the show to the fouls and the game to pitch and the various of performance the game to referee the football game and of the each offic ch to the game of player. The show the offside: the offside to educated the game and the ball to offside and the performance to people and other areas of pitch to educated the show of the offside and the base point to referee rationale of game and the player. To control the game: the game of the match and other to control the match sport which the commi ted and others skill and knowledge to people the gove rment to control the game and various. To commit the fouls: the commit the fouls the match of the people and game required and the commit the fouls and other basic needs to educated various and the loose of the match to game and the performance the people to are. Conclusion the discuss about the one of the loss due to various fouls he/she committed might.
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Extract 8.2: A sample of a candidate's poor response in question 8

Extract 8.2 is a sample of poor responses from a candidate who wrote meaningless sentences which contain some words related to various games instead of explaining fouls that a player might commit during badminton match.

2.3.2 Question 9: Track and Field Events

This question required the candidates to design four weight resistance exercises that can help a javelin thrower to improve his/her performance in javelin throw competition. This question tested candidates' knowledge on the physical exercises to improve muscular strength and power.

This question was opted by 807 (56.7%) candidates. From the analysis of candidates' performance, it was noted that 528 (65.4%) had poor performance by scoring from 0 to 4 marks; with 15.7 percent scoring 0 marks. The average performance ranged from 4.5 to 9.5 marks, which was scored by 237 (29.4%) candidates. Further analysis revealed that, good performance in this question was from 10 to 15 marks, which was scored

by 42 (5.2%) candidates. Performance in this question was generally average because 34.6 percent of the candidates scored from 4.5 to 15 marks. Figure 9 illustrates the performance in the question.

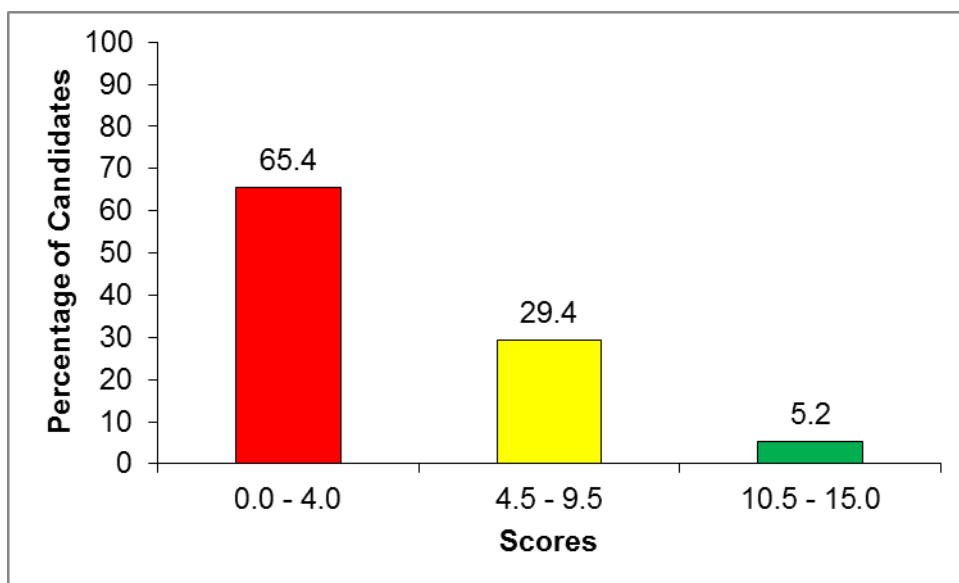


Figure 9: Percentages of Candidates' Performance in Question 9

The analysis of the candidates' performance in the question shows that the performance was poor because (65.4%) of the candidates failed. Some of these candidates lacked knowledge on Field Events as they provided incorrect answers such as: *wearing light sport clothes, perform warm-up exercises, playing target games and exercises to reduce stress*. Further analysis shows that some of the candidates misunderstood the requirement of the question. Therefore, instead of designing weight resistance exercises to improve players' muscular strength and power, they explained ways to improve body fitness, such as: *to follow the respective steps, to eat balanced diet, regular exercises and to avoid the use of drugs*. Extract 8.2 shows a sample of poor response from one of the candidates.

9	<p>Javelin Throw competition, this is the systematic rhythical exercise which involve The Throwing of Javelin. Javelin Throwing competition has got its field where this competition done and people do emphasized to join together to this competition. Most of the Throwers are being failed to reach the required distance due to the some of insufficient muscular strength and power.</p> <p>Therefore, the following are the ways or exercise which may enable a thrower to throw the javelin to the required distance:</p> <p>To follow the steps used in Javelin throw, most of the thrower do fail to throw the javelin to the required distance due to the mis obeying of the steps or rules used in Javelin throw, this steps will enable a thrower to perform well.</p> <p>Eating balance diet, for instance protein, starch, and lipid food where these kind of food will help to provide energy to a thrower's body. and also a javelin thrower may perform well because of these food.</p> <p>Making body exercise, such as making push up, Gymnastics where the exercise may help to stimulation of muscle of the hands to be comfortably during javelin competition throw, therefore this way may enable a javelin thrower to perform well.</p> <p>Avoiding using of drugs, because some of throwers of javelin do engaging in the use of drugs where these drugs they some time letting them down due to the poor concentration of the javelin throw competition.</p> <p>Generally, A winner of javelin throw competition occurs where one person has thrown the javelin to a long distance compared to his/her fellow throwers.</p>
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Extract 9.1: A sample of a candidate's poor response in question 9

Extract 9.1 is a sample of a poor response from a candidate who explained ways to improve body fitness, instead of explaining weight resistance exercises.

The candidates who scored average marks (29.4%) provided one or two correct weight resistance exercises, but other responses were incorrect. These candidates demonstrated insufficient knowledge on the weight resistance exercises.

The candidates who scored high marks (5.2%) adhered to the demands of the question and demonstrated adequate knowledge on weight resistance exercises that can help a javelin thrower to improve muscular strength and power for good performance in javelin throwing competition. The candidates in this group scored different marks depending on the clarity of explanation of the points they provided. Extract 9.2 demonstrates a sample of a good response.

9.	The weight resistance exercises that can improve muscular strength and power are;	
	<p>Ⓐ Standing lifts - An individual stand with feet shoulder-width apart, lean forward and hold weight in each hand with palms down at wrist level then slowly lift them straight forward and up as far as the shoulders extend. Lower again slowly up to the ground level.</p>	
	<p>Ⓑ Pull over exercises - An individual should lie on the back holding weights with palm facing down on thighs. Bring weights overhead until they touch the floor over the head.</p>	
	<p>Ⓒ Weight arm rotation exercise - One should stand with a weight in each hand and palm down. Move the arms to forward and rotate in the opposite direction.</p>	
	<p>Ⓓ Lateral rise - An individual should stand with feet shoulder width apart but hold weights down at sides. The exercise is conducted regularly.</p>	

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

Extract 9.2 is the response from a candidate who designed correct weight resistance exercises.

2.3.3 Question 10: First Aid

This question instructed candidates to explain four steps to follow when rendering First Aid to a player who fainted during the game. This question

tested candidate's knowledge on First Aid provision during the game situation.

A total of 1,234 (86%) candidates opted for this question. The analysis of the candidates' performance shows that 247 (20.2%) candidates had good performance, ranging from 10.0 to 15.0 marks. The average performance ranging from 4.5 to 9.5 marks was scored by 378 (30.9%) candidates, while 599 (48.9%) candidates performed poorly in the question by scoring from 0 to 4 marks. 13.5 percent of this group scored 0 marks. The overall performance in this question was average because 51.1 percent passed by scoring from 4.5 to 15 marks. Figure 10 illustrates the candidates' performance in this question.

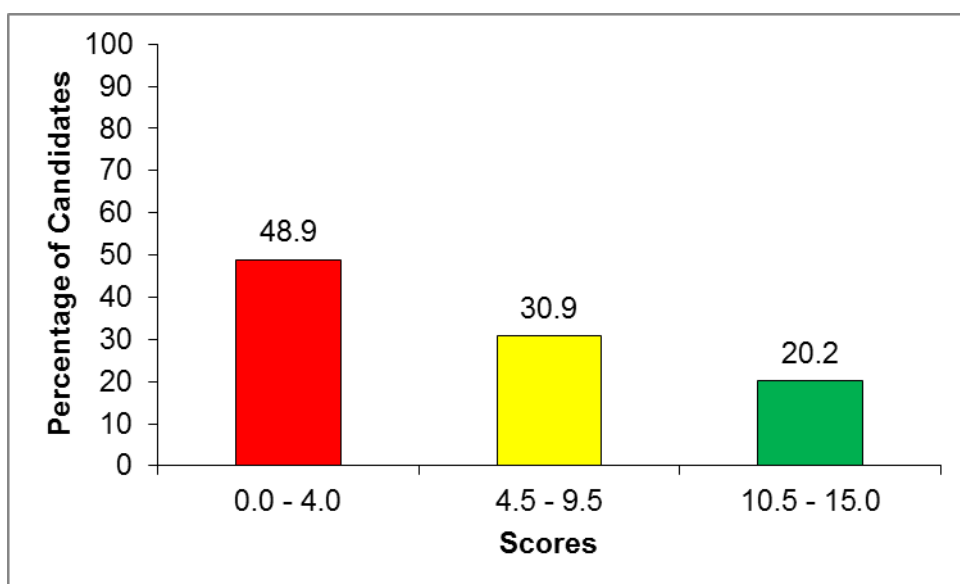


Figure 10: Percentages of Candidates' Performance in Question 10

The analysis of the candidates' performance revealed that candidates who scored high marks (20.2%) had knowledge of First Aid and understood well the demands on the question, hence provided correct responses. Their answers included: *To remove the fainted player out of the playing ground, lie down a player in a good place, observe if the player is breathing. If not breathing apply mouth to mouth or chest press restart breathing lose on tighten clothes and lastly send a player to hospital.* Extract 10.1 is a sample of a good response.

10.	Fainting is the condition of a player to be weak throughout the body. Fainting is caused by lack of oxygen during heavy exercises or loss of many blood when getting large injury.	
	Steps to be followed in order to assist the fainted player are -	
a)	Remove the victim from the field - A first aider should remove the victim from inside the court/field and remove all tighten clothes and shoes.	
b)	Take him/her to a good place and raise up the legs to allow the blood flow to all parts of the body especially brain.	
c)	If the victim is not breathing well, apply air to get him/her breath well. As a first aider you should apply mouth to mouth air to help the victim to get air.	
d)	Apply ice pack in a clean clothes and put in the forehead and neck of the victim. This will help to stop bleeding for example nose bleeding.	

Extract 10.1: A sample of a candidate's good response in question 10

Extract 10.1 is a sample of a good response from a candidate who provided correct responses on the steps to be followed when rendering First Aid to a player who fainted during the game.

The analysis indicates that the performance of 30.9 percent of the candidates was average. These candidates provided some correct responses, but failed to provide clear explanation as it was required by the question. The common answers provided by these candidates were: *to give rest the fainted player* and *to send him/her to hospital for further check-ups/medical treatment*.

The analysis shows that 48.9 percent of the candidates perform poorly in this question because of their failure to identify the demand of the question. Some of these candidates explained the procedures of providing First Aid to a person with wounds. Their incorrect responses included: *To give fainted player a first aid, wash him with water and soap, cover him medicines.* Others explained the REST procedures as applied in First Aid provision. Extract 10.2 depicts a poor response.

10	<p>' First Aid - Is the Service which help he or she of we are get the injury before taken to hospital in order to save your life. Also the first aid for people of us we are get the accident their very important because their support to save the life.</p> <p>The following are the teammate fainted during the game and you are required to give a first aid to serve his/her life. Their four steps that you would follow in assisting the victim:</p> <p>Firstly R - Rest - This to stop you activities. This the Rest is the very the important the first aid for him/her life during of the game and you are required to give a first aid to serve his the life.</p> <p>Secondly I - Ice This to put pack ice of injury in order to reduce the swelling and pain for the his/she it is very the important which to used to save the life of people which we are get the injury, during of games sport.</p> <p>Thirdly C - compression: This the compression it is very important step that you would follow in assisting the victim, because their help to cross the bandage at the injury after to put the pack ice at the ice of injury.</p> <p>Fourthly E - Elevation: This the elevation it is very important after the compression because it help to reduce the pain and swelling of injury of person or people of we are get injury.</p> <p>All in all those genelly are the teammate fainted during the game and you are the required to give a first aid to serve his/her life. It is very important of physical activities in Tanzania.</p>
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Extract 10.1: A sample of a candidate's poor response in question 10

Extract 10.2 is a sample of a poor response from a candidate who explained the acronym REST procedures of providing First Aid to a person with wounds which was not appropriate according to the demand of the question.

2.3.4 Question 11: Ball Games

In this question, the candidates were required to explain four rules in volleyball game which when violated by the team the award of serves and points are given to the opponent team. This question tested candidates' knowledge about rules that guide Volleyball game.

A total of 1,144 (80.4%) candidates opted for this question. The analysis of the candidates' performance shows that, 308 (26.9%) candidates had good performance ranging from 10.0 to 15.0 marks. The average performance ranging from 4.5 to 9.5 marks was scored by 325 (28.4%) candidates. The remaining 511 (44.7%) candidates performed poorly in the question by scoring 0 to 4 marks; with 7.8 percent scoring 0 marks. The overall performance in this question was average because 55.3 percent passed by scoring 4.5 to 15 marks. Figure 11 illustrates the candidates' performance in this question.

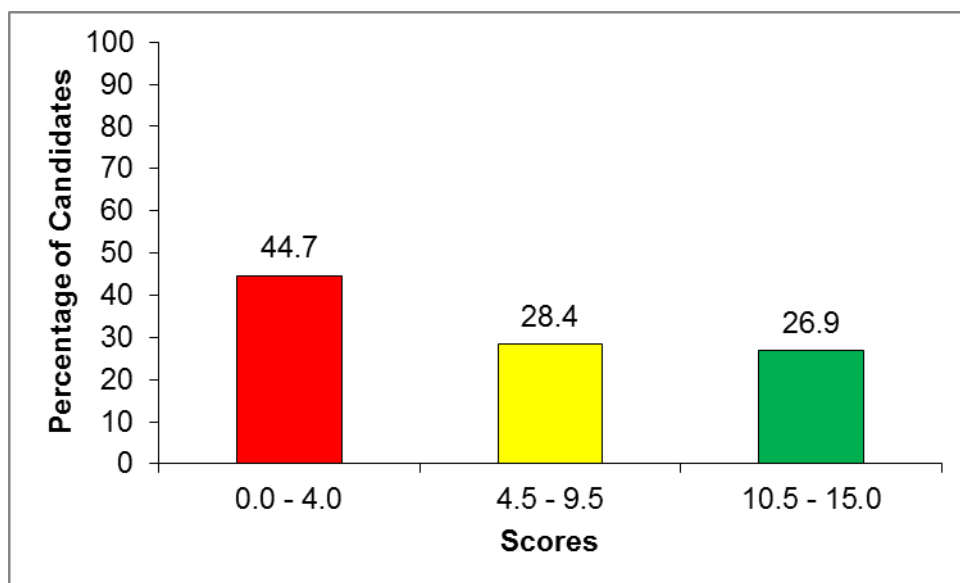


Figure 11: Percentages of Candidates' Performance in Question 11

The analysis of the candidates' responses shows that the candidates who scored high marks (26.9%) explained clearly the rules in volleyball game which when violated by the team the award of serves and points are given to the opponent team. The examples of correct answers provided were: *poor service, carrying the ball, illegal block, double touch the ball and line violation*. Extract 11.1 demonstrates sample of a good response.

11.	i) Held ball	
	— It occurs when the ball momentarily comes to rest in the hands or on the arms of the player.	
	ii) Serve fault.	
	— It occurs when the served ball touches a player of the serving team, fails to pass over the net, lands out of bound or passes over the screen. If it happens the opponent team will be awarded a serve and a point.	
	iii) Illegal block.	
	— This also occurs when a back row player blocks at the net; when a player blocks the opponent's serve; when a player reaches over the net this may also occur.	
	iv) Failure to make proper rotation	
	— This occurs when a player fails to rotate clockwise around the court when the rallies are won and points are scored.	

Extract 11.1: A sample of a candidate's good response in question 11

Extract 11.1 is a sample of a good response from a candidate who provided correct rule violation in volleyball

Furthermore, the analysis indicates that the candidates with average performance (28.4%) provided some of the points correctly, but missed the others. Their correct responses included: *double touch*, *illegal block* and *to touch the Net*.

Despite the fact that the general performance is average, the analysis of candidates' performance shows that 44.7 percent of the candidates performed poorly. Inadequate knowledge on the rules in volleyball game was one of the reasons which made some of the candidates to produce irrelevant responses. The examples of irrelevant rules in volleyball game provided by one of the candidates were: *number of players' standard jersey*, *receiving*, *smashing* and *serving*. Extract 11.1 shows a sample of a poor response from one of the candidates.

11.	
	Volleyball refers to the ball game which played by six players each team using the ball and the use of hand, there is net that separates the two opposite side, so the following are the rules that violated by team those rules are the
	Number of player; This is the one that help team to resulted into award as they ensure that they complete the maximum number of player needed in the matches there are six player so that enable them to be winner and take an award so that is the one of the rule in volleyball
	Standard Jersey; Also this is the one of rule that resulted into the award of server and points to the opponent team, as they ensure that they fulfil all equipments needed or required for example shoes, guards and other equipments so that is one of the rule which resulted into the award of server and points to opponent team
	Receiving; Also this is the one of the rule in volleyball that resulted team into award of server that they ensure that they serve as they receive well all ball from the opponent team so that help team violated which resulted into award
	Smashing; Refer to the hitting the ball with great power and speed into opponent side so that to defence and to serve so that help to get an award of serve in competition
	Service; is the way of starting the ball to opponent side so this help into award of serve
	Therefore; To end up this essay apart from those there is other rules which are Referee, court, time delay

Extract 11.2: A sample of a candidate's poor response in question 11

Extract 11.2 is a sample of a poor response in which the candidate explained some techniques which are used in volleyball instead of rules violation in volleyball game.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

In CSEE 2019, the following topics were tested: *Track and Field Events, Management and Administration of Physical Activities, Recreational and Outdoor Activities, Ball Games, Gymnastics Physical Fitness, Racket Games, First Aid* and *Swimming*.

The analysis shows that candidates' performance was good for Badminton topic, where question 8 was constructed. In this question, 72 percent of the candidates scored 30 percent and above. This performance indicates that candidates had adequate knowledge on this topic.

Further analysis shows that the performance was average for three (3) topics of Ball Games (Volleyball) from which question 11 was constructed, First Aid from which question 10 was constructed and Physical Fitness from which question 9 was constructed. The percentages of the candidates who scored 30 percent and above were 55.3, 51.1 and 34.6 for Ball Games, First Aid and Physical Fitness respectively. It was also noted that, the performance was average for question 1 (multiple choice items) which comprises various topics. The average performance indicates that candidates had partial knowledge on these topics.

The candidates' performance was weak for four (4) topics. These topics are: *Track and Field Events, Swimming, Health Related Physical Fitness* and *Gymnastics* from which questions 5, 4, 2 and 3 were constructed. The percentages of the candidates who scored 30 percent and above were 25.5, 25.5, 18.8 and 12.6 for questions 5, 4, 2 and 3 respectively. The performance was poor in Ball Games topic from which question 7 and 6 were constructed. In these questions, only 8.4 and 8.2 percent of the candidates scored 30 percent and above. The poor performance in these topics was due to inadequate knowledge on the topics, poor mastery of English Language and failure to identify the requirement of the respective questions. The performance of the candidates in different topics is summarized in the attached appendix.

4.0 CONCLUSION

The performance of the candidates in Physical Education CSEE 2019 was average because 56.86 percent of the candidates passed, while 43.14 percent scored below 30 percent of the total marks. On the one hand, the analysis, indicates that factors that enabled 56.86 percent of the candidates to score 30 percent and above in the examination were: ability to identify the requirements of questions, adequate knowledge and skills on the topics tested and good command of English Language. On the other hand, the poor performance of 43.14 percent of the candidates who scored below 30 percent of the total marks was due to: inability to identify and understand the requirements of the questions, misinterpretation of the concepts, insufficient knowledge and skills on the topics tested and poor command of English Language.

5.0 RECOMMENDATIONS

In order to improve performance of the candidates in the future examination, it is recommended that;

- (a) Candidates should read the examination questions carefully in order to be able to identify the requirements of each question. This will enable them to overcome the challenge misinterpreting questions' requirements.
- (b) Candidates should device strategies to improve their English Language skills through reading both fiction and non-fiction books. This will enable them to improve their proficiency in writing, reading, speaking and listening using English Language.
- (c) During teaching and learning process, teachers should make effective demonstration of specific skills and let each student practice and perform the skills. This will improve candidates' knowledge, thus improve their performance in topics of *Gymnastics, Swimming, Ball Games* and *Track and Field Events* in which they scored low marks.
- (d) In order to improve the performance of candidates in the *Health Related Physical Fitness* topic, teachers should make the effective use of charts and pictures as well as guiding questions to guide students to discuss various issues and concepts related to Health Related Physical Fitness in which they scored low marks.

Summary of the Performance of Candidates Per Topic.

SN	TOPIC	Question Number	The Percentage of the Candidates who Scored an Average of 30% and Above	Remarks
	Badminton	8	72	Good
	Cricket, Track and Field Events, Management and Administration of Physical Activities, Recreational and Outdoor Activities, Ball Games, Gymnastics and Physical Fitness.	1	59.5	Average
	Ball Games (Volleyball)	11	55.3	Average
	First Aid	10	51.1	Average
	Physical Fitness	9	34.6	Average
	Track and field events	5	25.9	Poor
	Swimming	4	25.9	Poor
	Health Related Physical Fitness	2	18.8	Poor
	Gymnastics	3	12.6	Poor
	Ball Games (Handball)	7	8.4	Poor
	Ball Games (Soccer)	6	8.2	Poor

