



**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) 2023**

PHYSICAL EDUCATION



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(FTNA) 2023**

018 PHYSICAL EDUCATION

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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.....	7
2.2 Section B: Short Answer Questions.....	8
2.2.1 Question 3: Ball Games (Soccer)	8
2.2.2 Question 4: Health Related Physical Fitness.....	11
2.2.3 Question 5: Recreation and Outdoor Activities	14
2.2.4 Question 6: Gymnastics.....	17
2.2.5 Question 7: Performance Related Physical Fitness.....	21
2.2.6 Question 8: Ball Games (Netball)	24
2.2.7 Question 9: Track and Field Events	27
2.3 Section C: Essay Type Question.....	30
2.3.1 Question 10: Ball Games (Netball)	30
3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC	35
4.0 CONCLUSION	36
5.0 RECOMMENDATIONS	36
Appendix: Summary of the Students' Performance - Topic Wise	38

FOREWORD

This report presents Students' Item Response Analysis (SIRA) on the Form Two Physical Education National Assessment which was conducted in November 2023. The report aims to provide feedback to all stakeholders in education 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 for the purpose of providing feedback that teachers, students and other stakeholders in education can use to improve the teaching and learning of the subject. The analysis of the students' responses in the Physical Education subject shows that, the students who attained high scores had adequate competencies in the subject matter. They identified the requirements of the questions and had adequate knowledge of the subject contents. However, the students with poor performance showed contrary attributes.

This report is intended to help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It is also intended to 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 stakeholders in education should take proper measures to improve teaching and learning of the Physical Education subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for their overall benefits and better performance in future assessments and examinations.

The Council appreciates the contribution of all those who participated in the preparation of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an analysis of the performance of the students who sat for the FTNA in Physical Education subject in November, 2023. The assessment paper covered the Form I and II topics in the Physical Education Syllabus of 2005 and adhered to the 2020 assessment format. A total of 8,363 students were registered for the assessment, of which 7,282 (87.07%) sat for the assessment. The general performance was poor as only 2,034 (27.93%) students passed. The performance has increased by 20.35 per cent compared to 7.58 per cent of the students who passed the assessment in 2022.

The 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 a matching item, consisting of five premises. Each premise carried one mark. Section B consisted of seven (7) short answer questions carrying 10 marks each and Section C had one (1) essay question with fifteen (15) marks.

In this report the students' performance in each question was analysed by indicating the topic, the requirement of the question and the percentage of the students who attempted the question. In addition, the percentage of the students who had good, average and weak performance is presented.

The national assessment results are based on the following intervals of scores; 75 – 100 (excellent), 65 – 74 (very good), 45 – 64 (good), 30 – 44 (satisfactory) and 0 – 29 (fail). In this report, the pass mark in each question 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 or tables to indicate good, average and weak performance 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 of responses from students' scripts are used to illustrate samples of good and poor performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

This part presents the analysis of students' responses in each question in all sections of the paper. The analysis includes presentation of the reasons that made students score high or poor performance.

2.1 Section A: Objective Questions

This section presents the analysis of two (2) questions; question 1 which comprised of ten multiple choice items and question 2 which comprised of five items for matching.

2.1.1 Question 1: 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 seven topics which are *Ball Games, First Aid, Safety, Recreation and Outdoor Activities, Swimming, Gymnastics, and Track and Field Events*. The question tested the students' knowledge about various aspects of Physical Education and application of such knowledge in their daily life.

This question was answered by 7,282 (100%) students of which 372 (5.11%) scored from 7 to 9 marks. However, none of them scored 10 marks. Moreover, the analysis showed that 5,241 (71.97%) students scored from 3 to 6 marks and 1,669 (22.92%) students scored from 0 to 2 marks, with 1.21% scoring 0 marks. In general, the performance of the students in this question was good since 77.08% scored from 3 to 9 marks. Figure 1 illustrates the students' performance in this question.

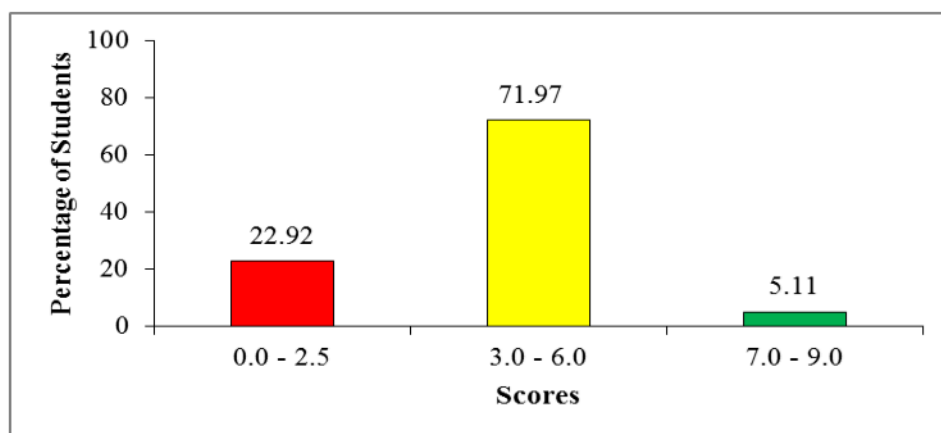


Figure 1: Students' performance on question 1

The analysis indicates that: in item (i), the students were required to identify the situations which makes the centre player to perform a centre pass. In order to answer this question correctly, students were supposed to have knowledge about netball game. The correct alternative was A *Start and restart of the play*. The students who chose this answer knew that, in netball the centre pass is performed at the beginning of the game or when resuming the game at the beginning of each quarter/half and after each goal. The students who chose distractor B *After body contact and goal scoring*, did not understand that, *body contact* in this alternative was a distracter since during netball play, the pass is performed where the contact occurred. Those who chose alternative C *Throw-in and after first quarter*, failed to distinguish throw-in from centre pass. Throw-in is occurred at the side line where the ball crosses to outside the court. The students who chose alternative D *Toss-up and restart of play* had insufficient knowledge about the situations which necessitate the use of toss-up. Toss-up is used to restart the netball game when simultaneous foul occurs among the opponent players.

In item (ii), the students were required to identify the procedures to be followed when helping the injured player who is bleeding on the lower part of the leg. The correct response was A *Direct pressure, elevation and pressure points*. The students who chose this answer understood that, to help the injured person who is bleeding on the lower part of the leg, direct pressure should be applied to the injured part in order to control the flow of blood, then elevation of the injured part to reduce pain and the flow of blood to the injured part. If the bleeding can not be controlled, pressure point should be applied. This is a spot on the body whereby one can squeeze the nearby artery against the bone to slow the flow of blood to the wound. However students who chose alternative B *Direct pressure, medicine and checking pulse* had insufficient knowledge about injury management because medication refers to the provision of drugs for the purpose of treating and curing illness, while checking of pulse is done for the person who is unconscious. Students who selected alternative C *Elevation, direct contact and covering with bandage* failed to understand the situation where the two procedures are applied. Direct contact and covering with bandage is done after the bleeding has been controlled or covering an injured part which is not bleeding.

Those who chose D *Direct pressure, bandage and pressure points* failed to distinguish procedure from tools. Bandage is not a procedure, but a cotton or elastic material used to cover the wound or tighten the injured area.

For item (iii), the students were required to identify the major principles of sport training which are to be followed when practising any physical activities. The correct response D *Specificity, overloading and progression*, was chosen by the students who understood the principles of sport training. However, students who chose A *Good nutrition, safe sports gear and equipment* and B *Warm up, motivation and cooling down* could not distinguish principles of sport training from precautions and pre-activity a person needs to consider for safe training outcome. Those who chose C *Overloading, progression and cooling down* failed to differentiate the principles and activities. Cooling down refers to the activities performed after intensive physical activities for the purpose of returning the body physiology to its normal state.

In item (iv), the students were required to identify important things to prepare before going out for camping. The correct answer C *Food, water, safety equipment, tent and clothing* was chosen by the students who understood the essential items needed by the campers. Students who chose the alternatives A *Air bags, ropes, jersey, tent and safety equipment*, B *Chocolate, fruits, jersey, tent and safety equipment* and D *Air bags, demarcation ropes, food, water and tents* failed to identify that some items in those alternatives are not necessary during camping. Those items are *jersey, chocolate* and *fruits*. Also, they failed to understand that, *air bags and demarcation ropes* are important in orienteering.

In item (v), the students were required to pinpoint the individualized swimming style which is not involved in preparing a tournament event. Alternative D *4 x 400m breast stroke relay* was the correct response as the style involves four swimmers per team in which each relay team member swim one-fourth of the race. The students who chose alternatives A *100m and 200m backstroke*, B *50m and 100m freestyle* and C *100m and 200m butterfly* failed to distinguish team swimming from individualized swimming styles since in the later the swimmer complete the race individually.

For item (vi), the students were required to identify specific exercises which are involved when practicing hangs exercises in gymnastics sessions. The students who chose correct answer C *long and flexed arm hangs* understood that, hangs exercises in gymnastics are performed from a long-hangs position with hands in over grip and flex the arms to raise the chin slightly above the bar. Students who chose A *Tuck and swing half turn hangs* failed to identify that tuck and swing half turn exercises are performed from the standing position with arms extended, hands in over grip and swing under the bar in a tuck position. Furthermore, students who chose B *Front and rear hangs* failed to identify that, in *front hangs* the arms are straight as possible, the upper thigh rest on the bar and the legs are straight and extended downwards while in rear hangs, the hands are placed in over grip next to hips with legs together and sit on the bar. The students who chose D *Tucked pull over hangs* had limited knowledge about gymnastics because in *tucked pull over hangs*, the gymnast stand on both feet at arm's length from the bar with hands grasping bar over the grip.

In item (vii), students were required to identify the reason for Baraka to use his extra time in aerobic dance exercises. The correct answer A *To increase oxygen circulation and functioning of the immune system* was given by the students who understood the health benefits of participating in physical exercises such as aerobic dance. Students who chose B *To make good understanding of the body systems and immune system*, had insufficient knowledge about the benefits of aerobic dance exercises because understanding of body health can be done through body check ups in the health centres. Those who chose C *To increase immune system by increasing body weight*, failed to recognize that, increasing in body weight has negative health outcomes. The immune system can be increased by reducing body weight. Those who selected alternative D *To reduce obesity by increasing the intake of carbohydrates*, had insufficient knowledge about the causes body weight increase. Increasing intake of carbohydrates can lead to the increase of obesity rather than decrease.

In item (viii), the students were required to give the reason for insisting on warm up exercise before the match. The correct answer was B *It stimulates the cardio-respiratory system*. Students who chose this answer understood that, warm up exercises before the match prepares the body physiologically for the coming strenuous physical activities. The students who went

contrary to the correct answer chose C *It puts the body to its normal physiological level*. This was incorrect because cooling down is done after strenuous physical activities. Students who chose A *It is the rules and regulation in soccer*, lacked knowledge about soccer because warm up is not among the rules and regulation of soccer. Those who chose D *It motivates the players to win the game*, had insufficient knowledge about the reason for warm up exercises. Furthermore, motivation in this context is the stimulant to play soccer.

In item (ix), the students were given the scenario that; ‘A Form Two student placed up the heel of the leading leg and kept up the toes during hurdling’. Then, they were required to identify the skill which was performed by the student. The correct answer B *Landing skill* was chosen by the students who had sufficient knowledge about the skills of hurdle race. The students who chose A *Take-off skill* had insufficient understanding about the skills in hurdle race. They did not understand that, during the take off the hurdler straighten up the body to be ready for the good hurdle clearance. Those who chose C *Clearance skill*, were incorrect because when clearing the hurdle, the thigh of the leading leg should go beyond the horizontal while the lower leg point downward and the trailing leg stretched away from the body. Those who chose D *Running skill*, lacked understanding of the phases of hurdle race. In this running phase the runner increase speed with vigorous strides.

In item (x), students were required to determine the officials who are not part of management in the swimming competitions. The students who chose the correct answer A *Referee, assistant referees and fourth official* understood that, assistant referee and fourth official are part of management in soccer competitions and not swimming. The students who chose alternatives B *referee, judges of strokes and clerk of course*, C *timekeepers, inspectors of turns and referee* and D *finishing judges, time keepers and starter* lacked knowledge about officials who are part of management of swimming competition. Alternatives B, C and D all referred to officials during swimming competition to ensure rules related to swimming are adhered to.

2.1.2 Question 2: Matching Item

The question consisted of five (5) premises from the topic of Gymnastics. The students were instructed to match the descriptions of skills executed on low horizontal bar in List A with their corresponding skills in List B by writing the letter of the correct response below the item number in the table provided. The question intended to measure the students understanding about gymnastics.

The question was attempted by 7,282 (100%) students. Among them 4,632 (63.61%) scored from 0 to 1 mark which is poor performance. Moreover, 2,131 (29.26%) students scored from 2.0 to 3.0 marks indicating average performance while 519 (7.13%) students scored from 3.5 to 5.0 marks indicating good performance. The general performance of the students in this question was average as 36.39 per cent of the students scored from 2 to 5 marks. Figure 2 illustrates the students' performance in this question.

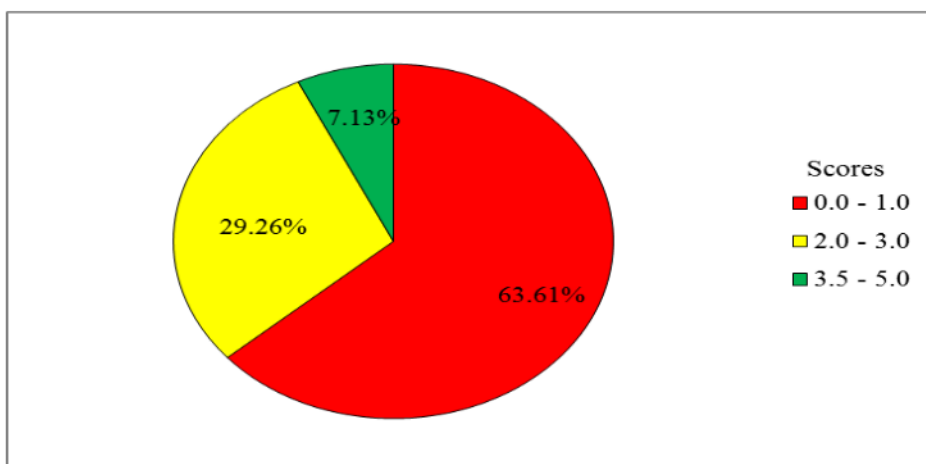


Figure 2: Students' performance on question 2

In item (i), the students were required to select the response which correctly match with the act of getting on the bar. The students who chose the correct response D *Mount* demonstrated adequate knowledge about the skills performed on the low horizontal bar. However, the majority of the students who did not get the correct answer chose B *Grip*. They were incorrect because grip is the act of placing hands on the bar.

In item (ii), the students were required to select the response which correctly matches with the act of grasping the bar while suspended below it.

The students who had sufficient knowledge about the skills of performing low horizontal bar chose the correct response C *Hangs*. However, majority of the students who matched with incorrect response selected F *Swing* they failed to differentiate the terms hangs and swing because both are the act of grasping the bar, but swing involves grasping while oscillating the hangs involves grasping the bar while suspended all body weight from hands without oscillating.

In item (iii), the students were required to select the response which correctly matches with the act of placing hands on the bar. The correct answer B *Grip* was chosen by the students who had sufficient knowledge about the skills performed on the low horizontal bar. The majority of the students wrongly selected D *Mount* because both grip and mount are concerned with holding the bar with hands but they failed to identify that mount is the act of getting on the bar.

In item (iv), the students were required to select response which correctly matched with the act of lending from the bar. The correct response A *Dismount* was chosen by the students who had sufficient knowledge about the skills of low horizontal bar. These students understood that, the dismount involves pushes off the hands from the bar. Other students selected incorrect options like D *Mount* they failed to distinguish the act of getting on the bar and the act of lending from the bar.

Moreover, in premise (v), the students were required to select the response which correctly matched with the act of grasping the bar and oscillating. The correct response F *Swing* was selected by students who had sufficient knowledge about the skills of low horizontal bar. However, the students who did not get the correct answer selected other responses randomly. Such students had insufficient knowledge about hangs and swing.

2.2 Section B: Short Answer Questions

This section presents the analysis of seven (7) short answer questions, question 3 to 9.

2.2.1 Question 3: Ball Games (Soccer)

The students were instructed to describe the equipment which are necessary during soccer training. The question tested the students' understanding on the rules of soccer specifically rule number 4 players' equipment.

The question was attempted by 7,282 (100 %) students. Among them, 3,585 (49.23%) had poor performance with their scores ranging from 0 to 2.5 marks, out of which 18.02 per cent scored 0 mark. A total of 2,655 (36.46%) students had average performance ranging from 3 to 6.0 marks and 1,042 (14.31%) students had good performance with their scores ranging from 6.5 to 10 marks. The performance of this question was generally average as 50.77 per cent of the students scored from 3 to 10 marks. Figure 3 summarises the students' performance.

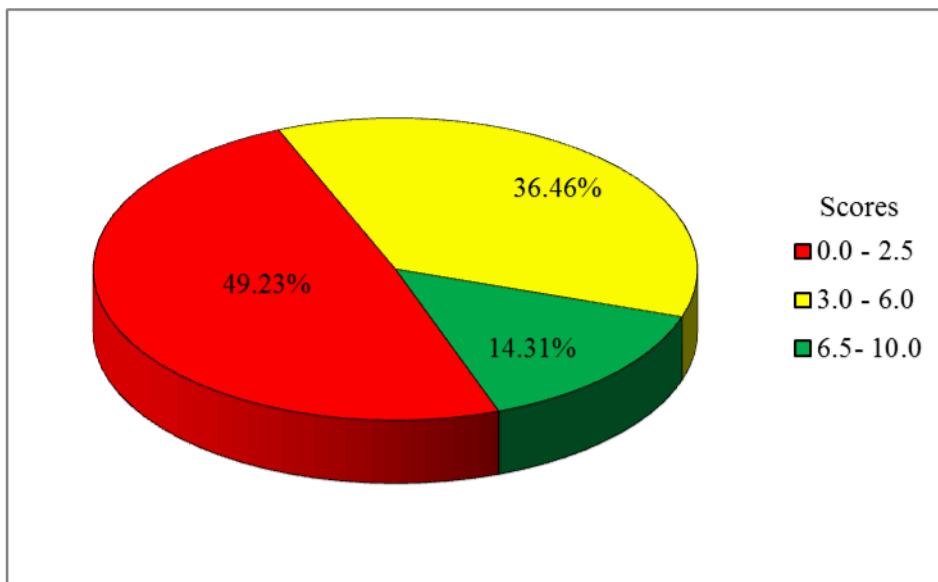


Figure 3: Students' performance on question 3

The analysis of the responses of the students who had poor performance (49.23%) shows that students had inadequate knowledge about soccer which led to provision of incorrect answers. For example, one of the students described incorrect roles of equipment in soccer such as; *the equipment which are considered to be necessary during soccer training to the injured life skills, to the equipment which are considered to be necessary during soccer training to the study air, to the equipment which are considered to be necessary during soccer training skills, to the equipment which are considered to be necessary during soccer training to the government, to the equipment which are considered to be necessary during soccer training injured meaning.* Another student copied multiple choice items from question 1 (ii) in the question paper and uses them as answers to this question.

Another reason of students' poor performance in this category was poor command of English language. This was demonstrated by grammatically incorrect and meaningless sentences mixed with Swahili language phrases provided by the students. The example of such responses from one of the students was: *During netball competitions player during mambo the equipment which during mambo kama dada mdamda baada mbogami throw, During kama for start netball and which major majo mambo myamboni Tanzania mwanazi makama shenga, Mama kama kwani nyama wali nyambani bandage and pons nyambani, Form number be necessary training mamboni, Mamboni nyambani myamda mambo students.* This is barrier for the students to understand the demands of the question as well as to present their answers. Extract 3.1 illustrates another poor response from one of the students.

3.	Briefly describe the equipment which are considered to be necessary during soccer training
(i)	direct pressure elevation and pressure point
(ii)	direct pressure elevation medicine and checking pulse
(iii)	Elevation direct contact and covering with bandage
(iv)	direct pressure bandage and pressure point considered
(v)	Showed pressure inability to perform various and pressure considered

Extract 3.1: A sample of incorrect responses for question 3

In Extract 3.1 the student copied multiple choice items from question 1 (ii) instead of describing the equipment which are necessary during soccer training.

Students with average performance (36.46 %) described equipment which can be used during soccer training, but lacked clarity in their responses. 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.

Further analysis shows that, the students who scored high marks in this question (14.31%) described correctly the necessary equipment used in soccer training. They had adequate knowledge about soccer. The correct equipment provided include: shoes to prevent players from getting injuries and effectively kick the ball; jersey for the players to understand each other easily; ball which is a major tool for players to perform all movement and skills in soccer, shin guard to protect/prevent on injury on the leg and stopwatch to record the time. Extract 3.2 shows a good response from one of the students.

<p>3. Briefly describe the equipment which are considered to be necessary during soccer training.</p> <p>(i) <u>Ball Footballs</u>: These are ^{round} spherical balls used by players in soccer either by kicking, passing or heading or or throwing.</p> <p>(ii) <u>Sport attires</u> is a collection of sport gears like jersey and shoes.</p> <p>(iii) <u>Coaching aids</u>: includes instruments like cones or whistles that are used by players and trainers.</p> <p>(iv) <u>Flags and cards</u>: Cards include red card and yellow cards. Flags are used by referees to indicate offside and others are posted.</p> <p>(v) <u>First aid kit</u>: is a small box that contains items used for rendering rendering first aid. It is important in case of injuries.</p>

Extract 3.2: A sample of correct responses for question 3

In Extract 3.2, the student described correctly the equipment used during soccer training.

2.2.2 Question 4: Health Related Physical Fitness

In this question, the students were given a scenario that “Most of the Form One students showed inability to perform various physical activities for a prolonged period of time due to poor cardiovascular endurance”. Then, they were instructed to analyse four exercises that can improve their status. The question tested students’ knowledge about the components of performance related physical fitness.

A total of 7,282 (100%) students attempted this question. The analysis shows that 3,051 (41.90%) students performed poorly by scoring from 0 to 2.5 marks with 29.06 per cent scoring 0 mark. The average performance (from 3 to 6.0 marks) was attained by 3,212 (44.11%) students. The remaining 1,019 (13.99%) students had a good performance ranging from 6.5 to 10 marks. The general performance in this question was average because 58.10 per cent of the students scored from 3 to 10 marks. Figure 4 illustrates the students' performance in this question.

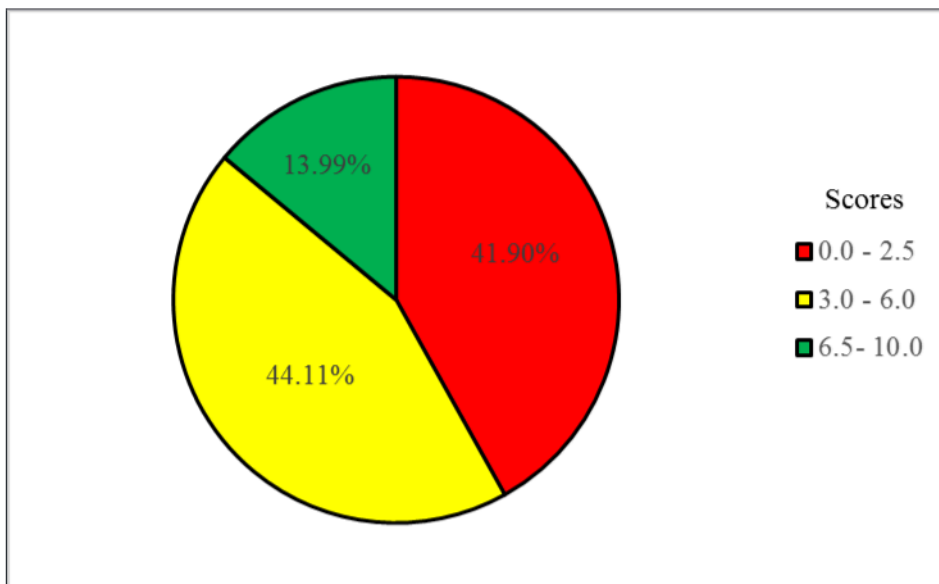


Figure 4: Students' performance on question 4

The analysis shows that, the students who had weak performance (41.90%) provided irrelevant responses due to inability to understand the requirement of the question. For example, some of the students explained the importance of physical exercises instead of analyzing the exercises that can improve cardiovascular endurance. Their answers included; *reduce body weight, facilitates mental enjoyment, facilitate body enjoyment and help to reduce stress*. Others provided components of physical fitness such as: *Flexibility as one of the physical activities that involve the ability to move the joint through the range of the movement, Stamina as one of physical activity that involve the ability to work for long period time, Balance as one of physical activities that involve the maintenance of equilibrium when stationary or moving, Agility as one of physical activity that involve the*

ability of the change direction of the body, Strength as one of physical activities that involve the ability of muscle to carry daily task.

Moreover, some of the students in this category had inadequate knowledge about the exercises that improve cardiovascular endurance. This was evident in their responses. For example, one student copied the premises from question 2 which were: *The act of getting on the bar, the act of grasping the bar while suspended below it, the act of placing hands on the bar, the act of lending from the bar, the act of grasping the bar and oscillating* indicating that he/she had no ideas of the asked concept. Extract 4.1 shows a sample of incorrect students' responses to question 4.

4. Most of the Form One students showed inability to perform various physical activities for a prolonged period of time due to poor cardiovascular endurance. Briefly analyse four exercises that can improve their status.
(i) <i>Improve body weight</i>
(ii) <i>Facilitates body enjoyment</i>
(iii) <i>Facilitates mental enjoyment</i>
(iv) <i>Improve reduce stress</i>
(v) <i>Make to the most endurance</i>

Extract 4.1: A sample of incorrect responses to question 4

In Extract 4:1 the student listed the benefits of participating in physical activities instead of analyzing the exercises which are done in order to improve cardiovascular endurance.

Further, analysis of students' performance shows that, 44.11 per cent of the students with average performance had partial knowledge about exercises for improving cardiovascular endurance. Such students described few exercises for improving cardiovascular endurance contrary to the demanded ones. Also, they did not clarify their points well.

The students who scored high marks on this question (13.99%) had adequate knowledge on the physical exercises which improves cardiovascular endurance. They analysed correctly four exercises for improving cardiovascular endurance as per requirement of the question. Extract 4.2 depicts a sample of good responses.

4. Most of the Form One students showed inability to perform various physical activities for a prolonged period of time due to poor cardiovascular endurance. Briefly analyse four exercises that can improve their status.

- (i) Running; running is moving with ~~high~~ high speed and can also refer as sprinting. So through running you improve efficiency of lungs to supply oxygen and heart circulate blood.
- (ii) Jogging; jogging is sprint with low speed and slowly, so through sprinting of jogging you increase rate of respiration and so reduce fat and increase lung ability to supply oxygen.
- (iii) brisk walking; also through walking we can improve cardiovascular endurance because it improve heart and fat level in body and so increase efficiency of lung to supply oxygen.
- (iv) swimming; swimming is moving in water, through moving the water, as you move you increase rate of lungs to supply oxygen for releasing energy to continue to swim. So it improve cardiovascular
- (v) Aerobic dance; is exercising according to music accompaniment so through these aerobic exercise we improve ability of heart supply blood.

Extract 4.2: A sample of correct responses to question 4

In Extract 4.2 the student analysed correctly exercises that can improve cardiovascular endurance.

2.2.3 Question 5: Recreation and Outdoor Activities

In this question, the students were given a scenario that “A person who is not attending aerobic dance may have some disadvantages compared to his/her counterpart”. Then they were instructed to elaborate five disadvantages of not attending aerobic dance. This question tested the students’ knowledge about the benefits of aerobic dance.

A total of 7,282 (100%) students attempted this question. The analysis shows that 5,748 (78.93%) students performed poorly by scoring 0 to 2.5 marks with 47.31 per cent scoring 0 marks. The average performance from 3 to 6.0 marks was scored by 960 (13.19%) students. Students who had good performance in this question were 574 (7.88%) with their scores ranging from 6.5 to 10 marks. The general performance of students in this question was poor as only 21.07 per cent of students scored from 3 to 10 marks. Figure 5 illustrates the students’ performance in this question.

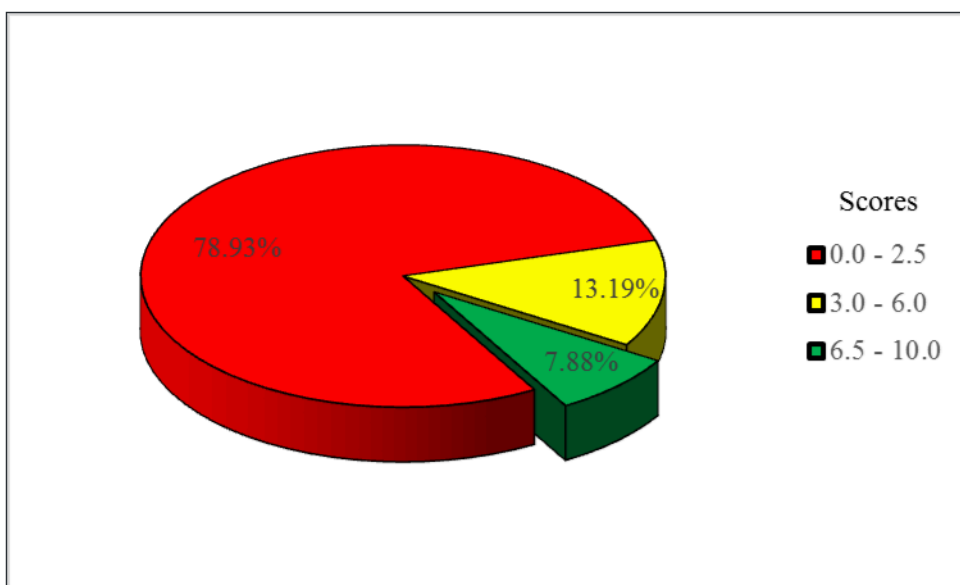


Figure 5: *Students' performance on question 5*

The analysis of the students' responses shows that, the students who performed poorly on this question (78.93%) had inadequate knowledge about the benefits of recreational activities especially aerobic dance. These students provided incorrect responses.

Further, analysis reveals that, some of the students described the benefits of attending the aerobic dance contrary to the requirement of the question which was disadvantages of not attending aerobic dance. For example; *it enable person to be flexible, it bring functioning of immune system, it bring people together, it make people to meet with new friends, it increase oxygen circulation*. Others described elements of physical education such as; *Music Dance, Physical activities, Play and Exercises*. Extract 5.1 is another sample of poor responses from one of the students.

5. A person who is not attending aerobic dance may have some disadvantages compared to his/her counterpart. Elaborate five disadvantages.

- (i) It is expensive aerobic dance is expensive due to need the equipment like radio, speaker and Memory they need the money to buy.
- (ii) It cause moral decay aerobic dancer they copy the dance style to the other people that can cause moral decay.
- (iii) Decrease our culture aerobic dance can decrease our culture example dancer from Tanzania copy the style of dance to the European people.
- (iv) Some time aerobic dance leads to the abuse language, also aerobic dance leads to the abuse language to the people.
- (v) Aerobic dance can cause an accident, due to played without check the area that becoming activities.

Extract 5.1: A sample of incorrect responses for question 5

In Extract 5.1, the student elaborated disadvantages of aerobic dance instead of elaborating the disadvantages one is likely to get by not attending aerobic dances.

Moreover, the analysis indicates that the students who had average performance (13.19%) provided some correct disadvantages of not attending aerobic dance. However, their responses lacked sufficient explanations. Others did not provide all the required points. There were also cases in which students were unable to explain the concepts in English language correctly and they presented correct and incorrect responses which resulted to score average marks.

The students who scored high marks (7.88 %) adhered to the requirement of the question and demonstrated adequate knowledge about the disadvantages of not attending aerobic dance. A sample of good responses is shown in Extract 5.2.

5. A person who is not attending aerobic dance may have some disadvantages compared to his/her counterpart. Elaborate five disadvantages.

- (i) Poor blood and oxygen circulation.
A person that will not perform aerobic dance will have poor blood and oxygen circulation because aerobic activities help to improve oxygen circulation.
- (ii) Weak body immunity.
Also, he or she will have weak body immunity and finally can be attacked by diseases including heart diseases.
- (iii) Poor performance of heart and lungs.
Furthermore, a person will have poor heart and lungs performance because of not attending to aerobic dance which improve heart efficiency.
- (iv) Lead to stress and depression.
On the other hand, aerobic dance help to reduce stress so if a person will not perform aerobic dance therefore, will be accompanied with stress.
- (v) Increase of body weight which leads to obesity.
Also, a person will have ~~bad~~ obesity because of not attending to aerobic dance. Aerobic dance help to reduce body weight so if a person will not perform this activity therefore will have obesity.

Extract 5.2: A sample of correct responses to question 5

In Extract 5.2 the student elaborated correctly the disadvantages of not attending aerobic dance.

2.2.4 Question 6: Gymnastics

In this question, the students were given a scenario that, “Gymnastics are required to maintain balance and stability by practicing body positioning through floor exercises before mounting on equipment such as beam balance”. Then they were instructed to describe five types of body positions which are performed by gymnastics on the floor. The question intended to measure the students’ knowledge about the types of body positions which are performed on the floor.

The question was attempted by 7,282 (100%) students. From the analysis of performance, it is found that 7,136 (98.0%) performed poorly by scoring from 0.0 to 2.5 marks, with 87.46 per cent scoring 0 marks. Statistics further showed that 79 (1.08%) students had average performance of 3.0 to 6.0 marks and 67 (0.92%) students scored from 6.5 to 10.0 marks which is good performance. The performance of students in this question was

generally poor since only 2.0 per cent of students scored from 3.0 to 10.0 marks. Figure 6 summarizes the students' performance in this question.

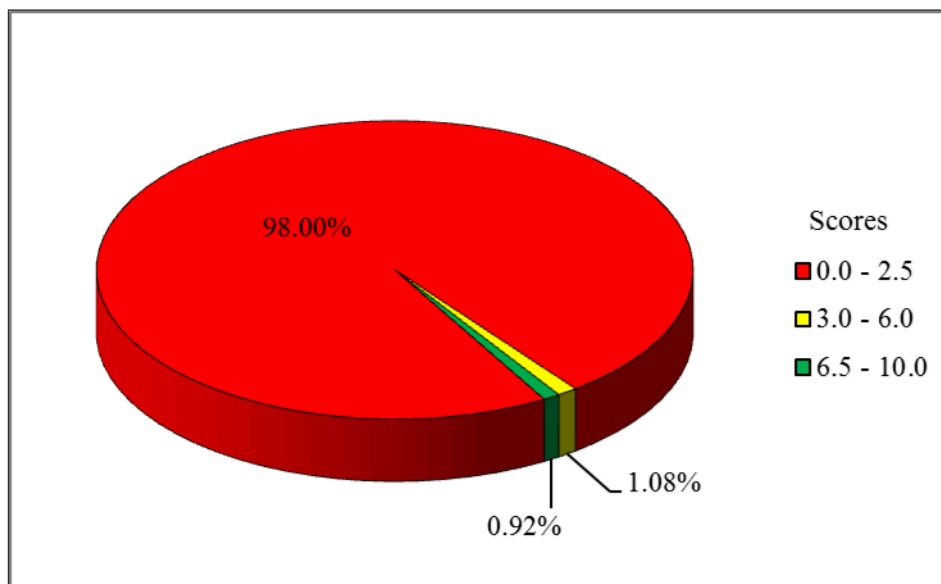


Figure 6: Students' performance on question 6

The analysis of the students' responses in this question reveals that, some of the students who had poor performance (98.0%) misunderstood the words which were used on the stem of the question. For example, one student presented the importance of floor found in the building instead of types of body positions which are performed by gymnastics on the floor. The student wrote;

Schools to presence in the pitch of school in order to students to doing exercise, At home it will presence in order to do a family doing at home, In hotels it will presence near the swimming pool in order to get people, In the pitch it is presence in order doing people to getting the exercise for expression, At hospital this it presence in order to doing the sicker in hospital to do the exercise that follow the explain of a doctor.

In this response, apart from the students' attempt to elaborate the importance of the floor in performing exercises, the student made grammatical errors which made the sentences difficult to be understood.

Another student explained parts of the body instead of the types of body positions which are performed by gymnastics on the floor. Such as:

head and neck position in gymnastics the head and neck must be balanced in and stable in order to prevent injury, hands and arms position this is the second position that is being considered in gymnastics, legs and feet position gymnast should be well in this legs and feet so as to reduce risk of getting injury, chest and abdominal position, gymnast also they are must be well in the chest and abdominal parties, torso position this position involve of the upper part of the body like chest, hands shoulder and head.

On top of that, inability to identify the requirement of the question was another reason which contributed to poor performance. For example, one of the students described the components of physical fitness instead of types of body positions in gymnastics. Such responses were:

Flexibility this is one of the body position that involves the move our joint through the range of movement, agility this is one of the body position that involve the ability of change direction of the body speed, power recreation time is one of the body position that involved the ability of respond to the quickly, balance this is one of maintain equilibrium when stationary or move, coordination this is one of the body position that involve the ability of the body smoothing. Another sample of poor responses is shown in Extract 6.1.

6. Gymnastics are required to maintain balance and stability by practising body positioning through floor exercises before mounting on equipment such as beam balance. Briefly describe five types of body positions which are performed by gymnastics on the floor.

(i) Hand stand: This is a type of exercise which can be performed on a gymnastic floor, it involve legs ups and while the arm down which act as legs.

(ii) Forward rolls: This are among of acrobatics which can be performed on the floor of gymnastic.

(iii) Somersaults: This is also another form of acrobatic and type of body position which can be performed on the floor of gymnastic.

(iv) Backward rolls: This is an acrobatic skill which can be performed on the floor of gymnastic.

(v) Side horse vaulting: The last but not least is side horse vaulting, this type of body position can also be performed on the gymnastic floor.

Extract 6.1: A sample of incorrect responses to question 6

In Extract 6.1 the students described various exercises on the gymnastics instead of describing types of body position which are performed by gymnastics on the floor.

The students who had average performance (1.08%) demonstrated moderate knowledge about types of body positions which are performed by gymnastics on the floor. They understood the demands of the question but had partial understanding about gymnastics which made them mix the correct and incorrect responses as well as providing inadequate explanations.

Further analysis on the scripts of the few students who had good performance (0.92%) shows that, they adhered to the demands of the question and demonstrated adequate knowledge of gymnastics. They described correctly the types of body positions which are performed by gymnastics on the floor. The sample of correct responses provided include are the one shown in Extract 6.2.

6. Gymnastics are required to maintain balance and stability by practising body positioning through floor exercises before mounting on equipment such as beam balance. Briefly describe five types of body positions which are performed by gymnastics on the floor.

- (i) Staddle position - In this position, the body of the gymnast is faced forward and the legs are spread apart.
- (ii) Arch position - In this position, the athlete curve his/her back backwards and the body takes the convex shape while the chest is open.
- (iii) Tuck position - In this position, the athlete pulls knees and hips into the chest while holding the knees.
- (iv) pike position - The athlete bend the body forward to the waist while legs are straighten.
- (v) Hollow position - In this position, the athlete lie on the back and turn his/her hips upward while bending the chest forward.

Extract 6.2: A sample of correct responses to question 6

In Extract 6.2: the student described correctly the types of body position which are performed by gymnastics on the floor.

2.2.5 Question 7: Performance Related Physical Fitness

This question consisted of parts (a) and (b). In part (a), the students were required to give two differences between agility and speed while in part (b), they were required to give two differences between balance and coordination. The question tested the students' knowledge on physical fitness components.

The question was attempted by 7,282 (100%) students. The analysis indicates that, 6,360 (87.34%) students had poor performance since they scored from 0 to 2.5 marks, with 65.08 per cent scoring 0 marks. The analysis further indicates that 878 (12.06%) students had average performance with their scores ranging from 3 to 6.0 marks and 44 (0.60%) students scored from 6.5 to 10 marks which is good performance. The performance in this question was generally poor since only 12.66 per cent of students scored from 3 to 10 marks. Figure 7 illustrates the students' performance in this question.

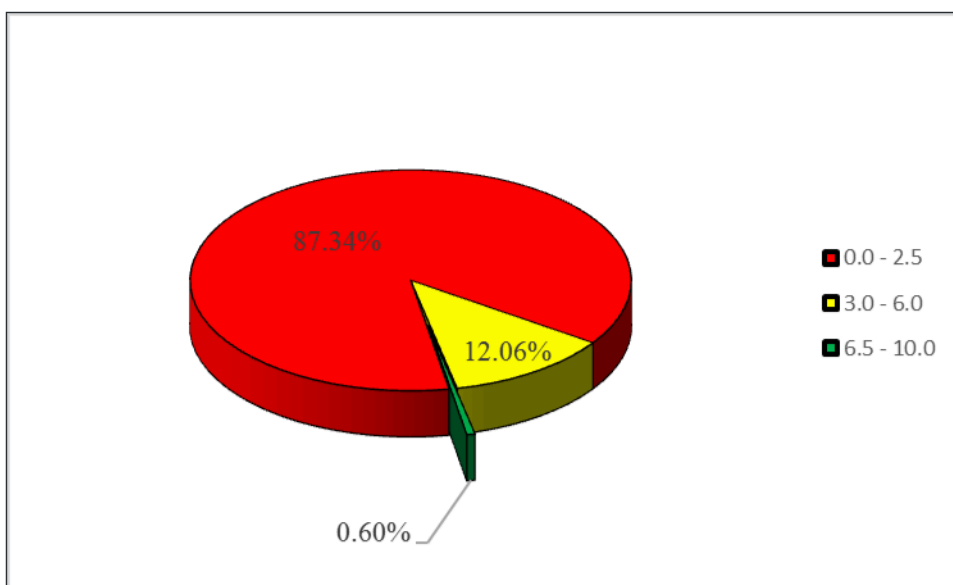


Figure 7: Students' performance on question 7

Several factors led to poor performance of 87.34 per cent of the students in this question. Some of the students provided answers which are contrary to the demand of the question. For example, they provided one meaning of the given pairs of concepts instead of giving the differences between (a) agility and speed (b) balance and coordination. Such responses were; (a) (i), *agility is the action of the body or athlete to change direction quickly.* (ii), *speed is a rate of something or body to move with a specific distance at a given time.* (b) (i), *balance is a state of a body to be stable.* (ii), *coordination refers to an act of using the sense organs in performing any physical activities.*

Another reason was lack of knowledge about the concepts tested. For example, some of the students presented irrelevant responses such as; (a) (i), *agility is the ability the body to work for period long the time but speed is the ability the body to work for period short time.* (ii), *agility is the ability of the body to recording longtime but speed is the ability of the body to recorded period short time.* (b) (i), *balance is the ability of work and balance the body while coordination is the study of climate weather in the atmosphere.* (ii), *balance is the ability of work in the body while coordination is the study of past event and climate condition in the atmosphere.*

Moreover, other students provided wrong differences such as; (a) *Agility need a person to have balance because he can fall down while speed needs a person to be have vascular endurance.* (b) *balance is the process of the body to be well abdominal part of the body while coordination is the process of a body to be well in joints of the body; when a person doesn't have body balance he/she will be getting injuries frequently while when a person does not have body coordination he/she will getting pains in the joints frequently.* Extract 7.1 depicts another sample of poor responses.

7.	Give two differences for each of the following concepts:
(a)	Agility and speed
(i)	Agility is the ability of the body to work for period of time but speed is the ability of the body to work for short time period short time.
(ii)	Agility is the ability of the body to recoded long time but speed is the ability of the body to recoded period short time.
(b)	Balance and coordination
(i)	Balance is the ability of work and balance the body while coordination is the study of climate weather in the atmosphere.
(ii)	Balance is the ability of work in the body while coordination is the study of past events and climate condition in the atmosphere.

Extract 7.1: A sample of incorrect responses to question 7

In extract 7.1 the student gave incorrect differences between (a) agility and speed and (b) balance and coordination.

Further analysis shows that students with average performance (12.06%) had partial knowledge and English language proficiency in explaining the differences between the pairs of the assessed concepts. However, their ability to identify the requirement of the question was good. They scored average marks because their responses lacked clarity and coherence due to poor mastery of English language and partial understanding about the component of performance related physical fitness. This consequently made them provide a mixture of incorrect and correct responses.

Further analysis shows that few students (0.60%) who scored high marks in this question differentiated correctly the assessed concepts as used in the performance related physical fitness. Their responses were clear and complete enough to meet the requirement of the question. This was verified by their correct responses provided such as the one shown in extract 7.2.

7. Give two differences for each of the following concepts:

(a) Agility and speed

(i) Agility is the ability of the body to change direction while in speed. while speed is the ability to move quickly.

(ii) Agility it also can involve dot drill and lateral drill while speed it does not involve dot drill and lateral drill.

(b) Balance and coordination

(i) Balance is the ability of the body to maintain equilibrium while moving or standing while coordination is the ability to carry out the series of movement efficiently and smoothly.

(ii) balance it involve only a body to be stable while coordination it does include the body to be stable with in series of movement.

Extract 7.2: A sample of correct responses to question 7

In Extract 7.2 the student gave correct differences between (a) agility and speed and (b) balance and coordination.

2.2.6 Question 8: Ball Games (Netball)

The students were given a scenario that, “You were invited to demonstrate one-hand catch receiving skill in netball”. Then they were instructed to describe five steps in executing the skill. The question intended to measure knowledge about netball skills specifically one hand catch receiving skill.

The question was attempted by 7,282 (100 %) students. Among them, 6,237 (85.65%) had poor performance with their scores ranging from 0 to 2.5 marks, out of which 63.73 per cent scored 0 mark. A total of 967 (13.28%) students had average performance ranging from 3.0 to 6.0 marks and the remaining 78 (1.07%) students had good performance ranging from 6.5 to 10 marks. The performance of students in this question was generally poor since only 14.35 per cent of the students scored from 3.0 to 10.0 marks. Figure 8 summarises the students’ performance.

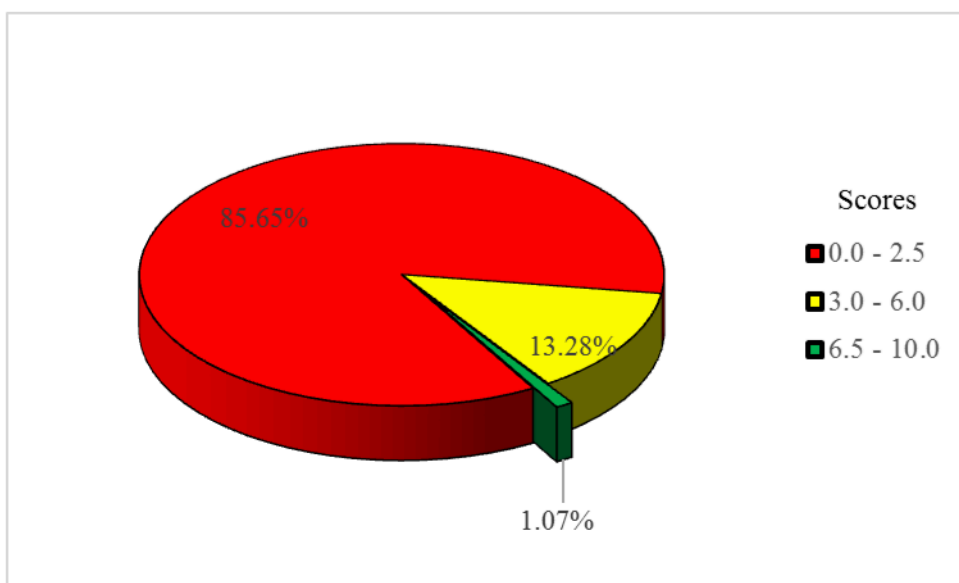


Figure 8: Students' performance on question 8

The analysis shows that, inadequate knowledge about catching skill in netball was one of the reasons for the poor performance of 85.65 per cent of the students. This was demonstrated by irrelevant responses the students provided on the steps to follow in executing the one-hand catch receiving skill in netball. An example of such responses from one of the students was:

The ball must still rest stationary in the ground, should touch at the top of the ball or catch before taking from the ground, should press the hand side of the ball by around it nearest the hand to contact or touch the ground, should around the hand from up to down very fast for few part of the hand by touchdown of the ground, rise up the ball by using your hand after around it from up to down of the ball and put up of your hands so you can continue at playing game.

Other students did not understand the requirements of the question therefore; they provided responses which were contrary to the demand of the question. For example, some of them described safety measures in performing one-hand catching skill, instead of describing steps applied in one-hand catching skill in netball. Their responses include; *Performing warm up before receiving skills in netball, safe environment, first aid kit should be available, to collect equipment after receiving skill in netball to perform cool down after receiving skill in netball.* Others outlined types of passes in netball like; *chest pass, overhead pass, side pass, long pass, lob pass.*

Further analysis shows that, poor command of English language was also the factor for poor performance of students in this question. Some of the students provided meaningless or grammatically incorrect sentences. For example, one of the students wrote; *Invited to demonstrate one hand each receiving skill netball steps you would follow in executing the long pass, to the demonstrate one hand each reciving, in skill to the injured to the study, inveted to skills in netball to the instability to passing, inveted to skills in netball to the instability to passing invete injuries or exercise.* From this kind of responses it was difficult to understand what the student was trying to communicate. Extract 8.1 provides another sample of incorrect responses from the script of one of the students.

8.	You were invited to demonstrate one-hand catch receiving skill in netball. Describe five steps you would follow in executing the skill.
(i)	The ball must still rest stationary in the ground.
(ii)	Should touch at the top of the ball or catch before taking from the ground.
(iii)	Should press the hand side of the ball the by around it nearest the hand to contactor touch the ground
(iv)	Should around the hand from up to down very fast for few part of the hand by touch downot the ground.
(v)	Pick up the ball by using your hand after around it from up to down of the ball and put up of your hands so you can continue at playing game.

Extract 8.1: A sample of incorrect responses to question 8

In Extract 8.1 the student provided incorrect steps to follow when executing one-hand catching skill in netball.

Moreover, the students who had average scores (13.28) in this question provided some correct steps to follow when executing one-hand catching skill in netball, but they scored averagely because their responses lacked clarity and had insufficient explanations. Also some students in this group did not provide all the required steps.

Furthermore, analysis showed that 1.07 per cent of the students who scored high marks adhered to the requirement of the question and demonstrated adequate knowledge about the steps to follow when executing one-hand catch receiving skill in netball. The correct answers they provided includes the one shown in extract 8.2.

8. You were invited to demonstrate one-hand catch receiving skill in netball. Describe five steps you would follow in executing the skill.

- (i) I will keep my eyes on the ball when receiving the ball by using one hand catch.
- (ii) I will over stretch my fingers so that I will catch the ball properly.
- (iii) I will receive the ball with an open palm and grip it firmly with my fingers.
- (iv) I will put my wrist and my hand in curved shape around the ball.
- (v) I will use my free hand to protect the ball from dropping down.

Extract 8.2: A sample of correct responses to question 8

In Extract 8.2 the student described correct steps to follow when executing one-hand catching skill in netball.

2.2.7 Question 9: Track and Field Events

The students were given a scenario that “you have been appointed to demonstrate landing techniques in hurdles”. Then they were required to enumerate four important things to consider when executing landing technique in hurdles. This question tested the students’ knowledge about application of various hurdles particularly landing techniques.

The question was attempted by 7,282 (100 %) students. Among them, 7,259 (99.68%) had poor performance with their scores ranging from 0 to 2.5 marks, out of which 95.36 per cent scored 0 mark. The average performance ranging from 3 to 6 marks was scored by 22 (0.31%) students. Only one student (0.01%) attained good performance. The general performance of students in this question was poor as only 0.32 per cent of the students managed to score from 3.0 to 8.0 marks. Figure 9 summarises the students’ performance.

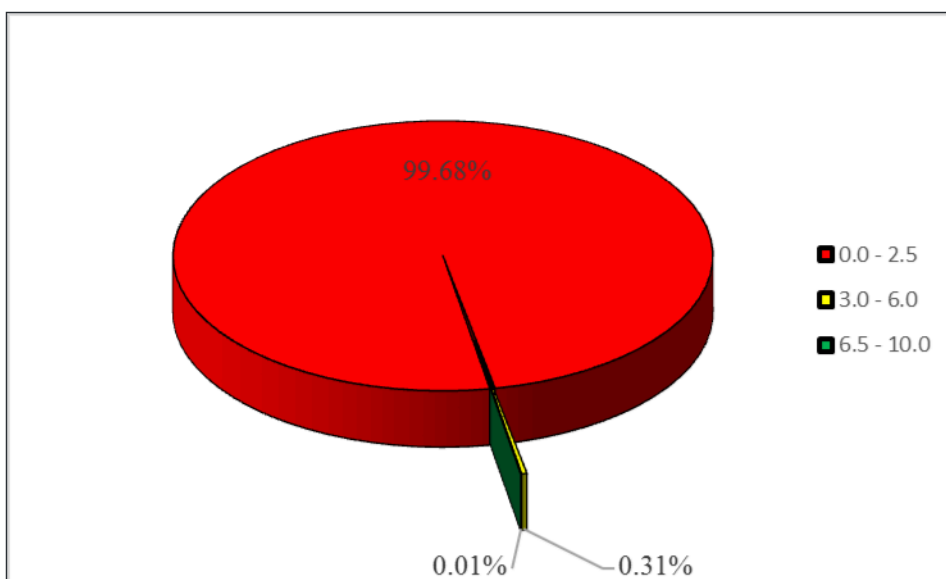


Figure 9: Students' performance on question 9

The analysis shows that, students' performance in this question was very poor since 99.68 per cent of the students failed. The major reasons for poor performance included inadequate knowledge, skills and competences about landing techniques in hurdles. For example, one student responded as follows:

keep your body acceleration low and your eyes look forward to the hurdle which you can jump and landing on it, bent knees about 90 degree and spread out to 120 degree when taking other step on jump on and hip stable position, keep the chest and torso part low and relaxed to allow contraction of muscles joint and ankle rotates also place body weight over, place and spread the whole body up and standing by feet of the legs and hips high and head forward the hurdles.

Further analysis shows that, some of the students misinterpreted the word important which is in the question. Therefore, they provided answers related to advantages of landing techniques in hurdles such as: to reduce injuries, to win the game and to be an expert, instead of enumerating important things to consider in executing landing technique in hurdles. For example, one of the students wrote;

On top of that, students' failure to understand the requirement of the question was another reason for poor performance in this question. Some of the students elaborated techniques in hurdles such as: starting phase, acceleration phase, clearance and landing, instead of enumerating the execution of landing technique in hurdles. Extract 9.1 illustrates one of the poor responses.

9. You have been appointed to demonstrate landing techniques in hurdles. Enumerate four important things you would consider in executing the technique.

(i) Starting phase:
This is the skill associated with starting the race so, after being allowed runner should start running at bending angle.

(ii) Acceleration phase:
Then runner should lean lean forward while swing the arms at 90° to increase velocity and speed per time.

(iii) Clearance phase:
Then runner should start clearing hurdles by jumping over them without touching them.

(iv) Landing/ pushing phase:
Then runner must increase speed while lean forward and swing arms freely while possible.

Extract 9.1: A sample of incorrect responses to question 9

In Extract 9.1 the student enumerated the phases of hurdle race instead of enumerating important things to consider in the execution of landing techniques in hurdles.

The analysis also revealed the reasons that led to the average performance of 0.31 percent of the students. Though they were able to identify the requirement of the question, the students in this category had inadequate knowledge about hurdle race techniques as they were mixing correct and incorrect responses.

The analysis further revealed that the students (0.01%) who attained good performance in this question provided correct responses to most parts of the question. The correct answers he/she wrote include: *the landing distance- may be one meter and above depending on the athletes, body posture- the body should maintain forward lean, landing foot- landing should be on the ball of the foot of the leading leg, striding between the hurdles - the rear leg with knee carried high is needed to swing to the front and down ready*

for striding between the hurdles. Extract 9.2 illustrates part of his/her correct responses

9. You have been appointed to demonstrate landing techniques in hurdles. Enumerate four important things you would consider in executing the technique.
- (i) **Landing foot** -
Landing technique in hurdles should consider the the landing foot which should be on the ball of the leading leg's foot.
 - (ii) **Landing distance** - The landing ~~are~~ distance in hurdles depends ~~deper~~ on the athlete but it should be from 1 metre.
 - (iii) **The body position** - When executing landing techniques in hurdles the body should be in forward lean position.

Extract 9.2: A sample of correct responses to question 9

In extract 9.2 the student enumerated correct important things to consider in the execution of landing techniques in hurdles although he/she was not able to exhaust all the required points.

2.3 Section C: Essay Type Question

2.3.1 Question 10: Ball Games (Netball)

The students were given the scenario that “A guest of honour in your school bonanza was interested to know the netball players in their position of play”. Then they were instructed to describe seven players’ positions to fulfill his interest. This question was intended to measure the students’ knowledge of ball games, specifically players’ positions in netball.

A total of 7,282 (100%) students attempted this question. The analysis shows that, 2,525 (34.67%) students performed poorly in this question by scoring from 0 to 4.0 marks of which 14.95 per cent scored 0 marks. The average performance ranging from 4.5 to 9.5 marks was attained by 2,881 (39.57%) students. The remaining 1,876 (25.76%) students had a good performance ranging from 10.0 to 15.0 marks. The overall performance in this question was good as 65.33 per cent passed by scoring 4.5 to 15.0 marks. Figure 10 illustrates the students’ performance in this question.

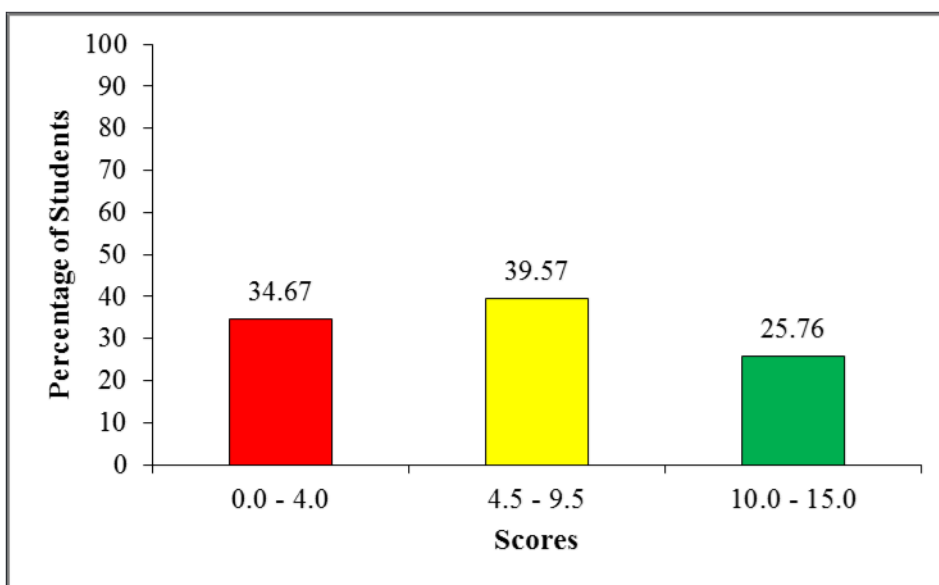


Figure 10: Students' performance on question 10

The analysis of the students' responses indicates that, 34.67 per cent who had poor performance failed to state the positions and roles of each player in a given position. This indicates that the students had inadequate knowledge about positions of netball players and their area of play. Most of them provided responses which contained the concepts of soccer and netball altogether. An example of responses from one of the students was:

Netball players is a sport or game in which involve two time and are netball payers, netball player in the soccer training our into make of team two and player of netball, netball player in the soccer passing in the temperature of hard weak in the sport game was interested to knowledge our player in the girl of the team two WD and GD, netball player football in the rate temperature improve enjoyment and increase income at the netball player before and goalkeeper and head and leg.

Due to grammatical errors and mixture of phrases of soccer and netball, it was difficult to understand what the student intended to present.

Another reason for poor performance was poor command of English language in which the students provided incomprehensible sentences with a lot of grammatical errors. Others presented the answers in Swahili language which was not the language of instructions. The examples of responses provided were; *netball ni mchezo wa wanawake unaochezwa kwa kutumia*

wachezaji saba ambao unachezwa kwa kutumia mikono kwa sababu ndio mchezo wenyewe unavyo chezwa kwa kutumia beki wawili viungo watatu na washambuliaji wawili. Despite using Swahili language, the student did not specifically explain the positions of players in netball and their roles rather than simply giving general roles.

On top of that, other students went contrary to the demand of the question; hence provided irrelevant responses. For example, some of them outlined different concepts such as rules and regulation of netball instead of describing players' position in netball and the role of each player in that position. Their answers included; *Rules of netball, field, time, thrown-in, body contact and goal scoring, start and restart of the play.* Extract 10.1 illustrates a poor response.

10. A guest of honour in your school bonanza was interested to know the netball players in their positions of play. Describe seven players' positions to fulfill his interest.

PLAYERS

players is a person of the netball court where play starts. Here by the players' positions of the netball court.

A players performance the netball game attract the play court develops.

A players reduce the netball game sport gear of the play bad weight.

A players to should goal keeping or goal attack of the play football.

A players leading the should muscular cramps of the body weight netball play.

A players to performance the netball warm up of the play.

A players when the netball court standing the play should be goal keeper but the goal attract of the playing netball.

A players to reduce the netball required the goal shooter to should the netball exercise.

A players To should GS or GD when the play position of the netball starts of the play body activities.

A players To should be the netball play of the performed the body muscular endurance when the play football develops.

A players To should be pressure beam balance of the body netball of the court person.

A players It motivates to win the game netball.

Extract 10.1: A sample of incorrect responses to question 10

In Extract 10.1 the student gave some meaningless explanations which had soccer and netball terms/words instead of describing players' positions and their area of play in netball.

Further analysis reveals that, 2,881 (39.57%) students who scored average marks identified the demand of the question and the majority had moderate knowledge about players' positions in netball. They provided correct answer to some points of the question but not others. Some of them scored marks from the introductory part and from the few points they provided.

On other hand, analysis revealed that, the students who performed well 1,876 (25.76%) adhered to the requirements of the question. They correctly described seven positions of players in netball and the role of each player in a given position. Their correct responses focused on the positions and roles of; *Goal keeper (GK)*, *Goal defense (GD)*, *Wing defense (WD)*, *Centre(C)*, *Wing attack (WA)*, *Goal attack (GA)*, and *Goal shooter (GS)*. Their responses were clear and complete enough to meet the requirement of the question. Extract 10.2 is a sample of good response from student who provided correct answers regarding positions and roles of different netball players.

10. A guest of honour in your school bonanza was interested to know the netball players in their positions of play. Describe seven players' positions to fulfill his interest.

The term netball means a fast skilful game which involve running, throwing, jumping, catching or receiving and shooting. Netball game has got its some techniques for example, catching, jumping, landing, shooting, and throwing also there is an important skill or technique in netball which is passing, passing simply means the action of sending the ball to your teammate from one part of field to another, there are some types of passes which are chest pass, shoulder pass, bounce pass, overhead pass, side pass and hip pass. Netball has got seven players which these players, play in a special area known as court. Netball players are Goal keeper (GK), goal defense (GD), wing defense, (WD), centre (C), wing attack (WA), goal attack, (GA) and goal shooter (GS). These listed players play in their specific areas, to go straight on the main point let me explain the respective areas of each player in netball :-

Goal keeper (GK): Is a player who is required to play in his/her goal circle and the whole goal third of his/her team only. he/she is responsible to work with Goal defense so as to prevent goal attacker and goal shooter from scoring goals.

Goal defense (GD): He/she is required to play in his/her goal circle, the whole goal third of his/her team and the centre third. Its duty is to work with goal keeper and prevent goal attacker and the goal shooter from scoring goals.

Wing defense (WD): He/she is required to play in his/her goal third (without including goal circle), and the centre third only. In addition wing defense is responsible to reduce the effects of wing attack and win the ball.

Center (C): He/she is required to play in his/her goal third

but without including the goal circle, the centre third and the goal third of the opposite team but without including the goal circle of the opposite team only. In addition to his/her playing position the centre player is responsible to link the centre pass to the defence and the attack.

Wing attack (WA): He/she is required to play in the centre third and the goal third of the opposite team without including the goal circle of the opposite team. Wing attack is responsible to feed the circle players and link the passes to the attack and defence.

Goal attacker (GA): He/she is required to play in the centre third, the goal third of opposite team as well as its goal circle only. In addition, goal attacker is responsible to work with goal shooter and score goals.

Goal shooter (GS): He/she is required to play in the goal third of opposite team as well as its goal circle only. In addition to his/her playing position also the goal shooter is responsible to work with goal attacker and score goals.

Therefore, I can conclude that netball game is different from other games because its players play in their respective designated areas. Look for the illustration below for more understanding.

Extract 10.2: A sample of correct responses to question 10

In Extract 10.2 the student described correctly the players' positions in netball.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

In FTNA 2023, nine (9) out of 10 topics for Form one and Form two part of the Physical Education syllabus were assessed. These topics are: *Gymnastics, Health Related Physical Fitness, Recreation and Outdoor Activities, Swimming, Ball Games, First Aid, Safety, 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 which were: *Ball Games, First Aid, Safety, Recreation and Outdoor Activities, Swimming, Gymnastics, and Track and Field Events*. In this question the percentage of the students who scored from 30 per cent was 77.08. This performance indicates that students had adequate knowledge of the tested concepts.

Further, the performance was average in two (2) topics of *Performance Related Physical Fitness* which comprise question 4 and *Ball Games*

(*Soccer*) which comprised questions 3, 8 and 10. The percentages of the students who scored from 30 per cent in these topics were 58.10 to the former topic and 43.48 to the later. This performance indicates that students had partial knowledge of these topics.

The students' performance was poor in four (4) topics. The topics with their number of questions in brackets are: *Recreation and Outdoor Activities (5)*, *Performance Related Physical Fitness (7)*, *Gymnastics (2 & 6)* and *Track and Field Events (9)*. The average percentages of the students who scored from 30 per cent in those questions were 21.07, 12.66, 19.19 and 0.32 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 2023 was weak as only 27.93 per cent of the students passed, while 93.07 failed. The weak 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 Track and Field Events, Gymnastics, Performance Related Physical Fitness, Ball Games - Netball, and Recreation and Outdoor Activities in which they performed poorly.
- (b) Teachers should make effective use of films, video, charts and pictures as well as guiding 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.

Summary of the Students' Performance - Topic Wise

S/N	Topic	Question Number	The Percentage of the Students who Scored 30% or Above per Question	Average Performance	Remarks
1.	Ball Games, First Aid, Safety, Recreation and Outdoor Activities, Swimming, Gymnastics, and Track and Field Events	1	77.08	77.08	Good
2.	Performance Related Physical Fitness	4	58.10	58.10	Average
3.	Ball Games	10	65.33	43.48	Average
		3	50.77		
		8	14.35		
4.	Recreation and Outdoor Activities	5	21.07	21.07	Weak
5.	Performance Related Physical Fitness	7	12.66	12.66	Weak
6.	Gymnastics	2	36.39	19.19	Weak
		6	2.0		
7.	Track and Field Events	9	0.32	0.32	Weak

