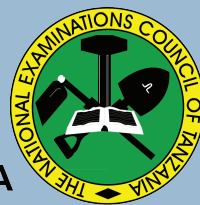




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2024**

PHYSICAL EDUCATION



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018 PHYSICAL EDUCATION

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FOREWORD

This report presents Students' Item Response Analysis (SIRA) on the Form Two Physical Education National Assessment that was conducted in November 2024. 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 competencies 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 2024. The assessment paper covered the Form 1 and 2 topics in the Physical Education Syllabus of 2005 and adhered to the 2021 assessment format.

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

A total of 8,753 students were registered for the assessment, of which 7,973 (91.09%) sat for the assessment. The general performance was weak as only 2012 (25.24%) students passed. This performance has decreased by 2.69 per cent compared to 27.93 per cent of the students who passed the assessment in 2023.

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.

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. 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.

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 (A – D) and write its letter in the box provided. The items were constructed from five topics of Physical Education syllabus for form I and II which are: *Gymnastics, Ball Games, Track and Field Events, Recreation and Outdoor Activities* and *Swimming*. The items generally aimed at assessing students' competence to comprehend various concepts.

A total of 7,973 (100%) students attempted this question. The analysis reveals that 372 (4.66%) scored from 7.0 to 9.0 marks. Moreover, the analysis showed that 5,199 (65.21%) students scored from 3.0 to 6.0 marks and 2,402 (30.13%) students scored from 0.0 to 2.0 marks, with 2.13% scoring 0 marks. In general, the performance of the students in this question was good since 69.87% scored from 3.0 to 9.0 marks. Figure 1 shows the performance of the students in question 1.

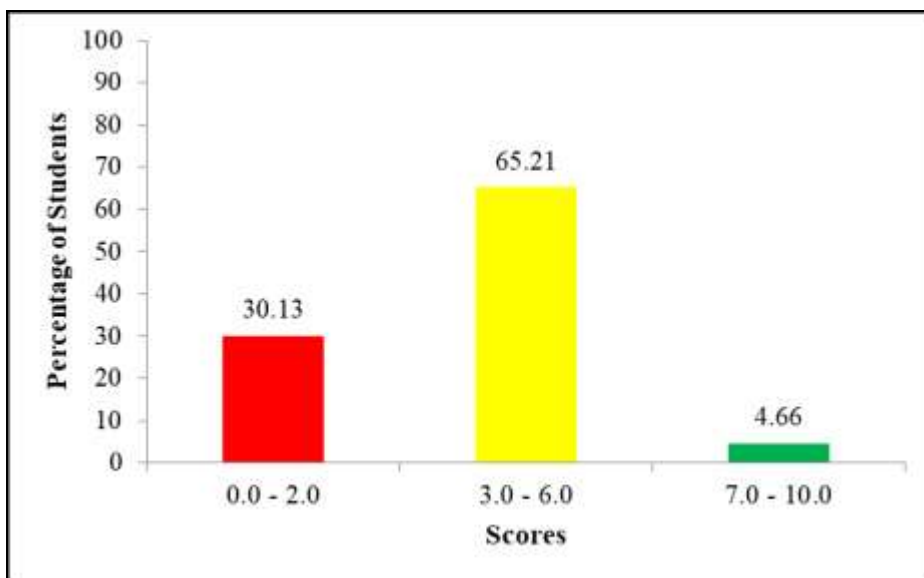


Figure 1: *Students' performance on question 1*

In item (i), the students were required to identify the type of still rings hangs in gymnastics which is performed by grasping the rings, bending at hips and bringing the feet up and over the head. This item tested the ability of students to apply still rings skills. Students who chose the correct response A “Inverted” had enough knowledge on still ring skills specifically on the types of hangs. The students who chose alternative B “Long” did not understand that, long hang is performed on the parallel bar by using either over grip or under grip or both to grasp the bar. Those who chose alternative C “Spike” failed to understand that spike in sports involves hitting sharply downward towards the ground for example in volleyball. The students who chose alternative D “Tuck” had insufficient knowledge about types of hangs on the still ring, because tuck hang involves spine vertical, pulling knees up until they touch chest on the parallel bar.

In item (ii), the students were given the scenario that “During the relay training session, Ebitto was disqualified by passing the baton to his teammate out of the recommended marked zone” then, they were instructed to identify the zone which Ebitto was supposed to pass the baton. This item tested the ability of students to apply relay skills. Students who chose the correct response B “Change-over zone” had enough knowledge on relay that during relay race the baton is passed

from one runner to another runner in a specific zone named change-over zone. However, students who chose alternative A “Starting line zone” failed to understand that in relay there is no zone for starting but there is the line for starting the race. Students who selected alternative C “End race zone” failed to understand that in relay there is finishing line where the athlete race end but not end race zone. Those who chose D “Throw baton zone” had insufficient knowledge on the relay because throwing of baton can cause disqualification.

In item (iii), the students were required to identify the equipment which is used to develop kicking skill for beginner during swimming. This item tested the ability of students to apply swimming skills. Students who chose the correct response A “Swimming fins” had enough knowledge about swimming equipment and their uses. They understood that swimming fins are finlike accessory made up of rubber or plastic materials which are worn on foot to improve kicking technique. Those who chose alternative B “Flutter boards” failed to understand that, flutter boards are a foam board that swimmers use to support the weight of the upper body. Those who chose C “Pull buoy” failed to understand that, this is the foam which helps swimmer to concentrate on arms training. Furthermore, the students who chose alternative D “Rubber rings” failed to realize that, this is the water toy worn around the swimmer’s torso to hold the swimmer above the water surface.

In item (iv), the students were required to pinpoint the areas which they would observe in order to identify the quality of a map during orienteering. This item tested the ability of students to apply orienteering skills. Students who chose the correct response A “Title, boundary, scale, key and north direction” had sufficient knowledge about orienteering recreational activities specifically quality of the good orienteering map. Students who chose the alternatives B “Boundary, natural features, man-made features and north direction”, C “title, boundary, natural features, scale, key and grid reference” and D “Title, grid reference, contours, man-made features and north direction” failed to identify that some items in those alternatives are not quality of a map during orienteering. Those items are natural features, man-made features, grid reference and contours.

In item (v), the students were required to identify type of gymnastic exercise which involves moving the body up in smooth motion, keeping the elbow close to one's side and continue moving the body up until the chest reaches the ring. This item tested the ability of students to apply gymnastics skills. Students who chose the correct response B "Pull ups" had adequate knowledge about gymnastic exercises. Those who chose alternative A "Push up" failed to understand that push up exercise involves moving the body upward and downward while straighten the body and touching the ground. Students who chose C "Tuck jump" failed to realize that, this exercise involves jumping vertically off the ground while bringing the knees up towards the chest in a tucked position. Those who selected alternative D "Tuck half turn" failed to understand that, this is the skill where the gymnast performs a jump in a tucked position while completing a 180-degree (half) turn in the air.

In item (vi), the students were given a scenario that "You have been appointed as an umpire to officiate a netball game during the inter-class competitions at your school" then, they were instructed to identify the official who they would cooperate with in officiating the game. This item tested the ability of students to apply netball skills. Students who chose the correct response D "Timekeeper and scorer" had enough knowledge on netball officials that during officiating a netball game an umpire needs to cooperate with timekeeper because he/she is the official who keep the time of play during the netball game as well as the scorer who record the scores during the netball game. Students who chose alternatives A "Timekeeper and assistant referee" C "Fourth official and timekeeper" failed to identify that assistant referee and fourth official are the officials in soccer game. Furthermore, students who chose B "Scorer and line judge" failed to identify that, line judge is an official found in track and field events.

In item (vii), the students were required to identify the list of exercises Gondya should perform in order to improve his strength. This item tested the ability of students to apply gymnastics skills. Students who chose the correct answer B "Pull ups, chin ups and push-ups" had enough knowledge about gymnastics exercises specifically strength exercises to enable a gymnast to perform still rings skills. They realized that in order to improve strength, powerlifting and body-weight

exercises should be performed. Students who chose A “Bending, twisting and stretching” failed to identify that these are the exercises for improving flexibility. Those who chose C “Running, push -ups and jogging” failed to recognize that, the item running and jogging are exercises for improving body composition and cardiovascular endurance. Those who selected alternative D “Pull ups, running and twisting” had insufficient knowledge because the item running improves body composition and cardiovascular endurance while twisting improves flexibility.

In item (viii), the students were given the scenario that “During a netball match, one player committed a foul in footwork which enforced an umpire to blow a whistle and award a free pass to the opponent team” then, they were instructed to identify the foul he/she committed. This item tested the ability of students to apply netball skills correctly. Students who chose the correct response A “Catching the ball and walking” had sufficient knowledge about fouls and violations in netball. They realized that in netball, only one step with the non-landing leg is allowed after receiving the ball, but walking constitutes a foul. The students who went contrary to the correct response chose B “Jumping and catching the ball”, C “Jumping and landing with both legs” and D “Catching the ball and pivoting” These students failed to identify that all the alternatives represent the correct footwork skills in netball which cannot resulted to a foul.

In item (ix), the students were required to identify the type of camping which involves cooking utensils, sleeping pads, simple tents and safety equipment. This item tested the ability of students to apply camping skills. Students who chose the correct response C “Tent camping” had enough knowledge about the types of camping which requires the mentioned items. The students who chose A “Primitives area camping” did not understand that, primitive area camping refers to the camping in the non-established site. Those who chose B “Well-developed facility camping” were incorrect because this type of camping involves camping placed in campgrounds containing some amenities such as fire places, road access for vehicles and picnic tables. Those who chose D “Sweet home camping” had insufficient knowledge about camping, because camping involves leaving homes and enjoying the nature.

In item (x), students were given the scenario that; “During football match the referee blew a whistle to indicate a goal but the defending team complained that it was an offside” then, they were instructed to determine the situation in which the player did received the ball. This item tested the ability of students to apply football skills. Students who chose the correct answer D “Throw in and goal kick” had sufficient knowledge about the rules and regulations in football. They realized that the offside occurs if any part of the head, body, or feet is in the opponent’s half (excluding the halfway line) and closer to the goal than both the ball and the second-last opponent. The students who chose A “Free kick and goal kick” B “Penalty kick and goal kick” and C “Goal kick and free kick” had insufficient knowledge about the rules and regulations of football.

2.1.2 Question 2: Matching Item

The question consisted of five (5) premises from the topic of Performance Related Physical Fitness. The students were instructed to match the descriptions of Performance Related Physical Fitness in List A with their corresponding components 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 components of Performance Related Physical Fitness.

The question was attempted by 7,973 (100%) students. Among them 2,017 (25.30%) scored from 0.0 to 1.0 mark which is weak performance, with 9.41 per cent scoring 0 marks. Moreover, 2,904 (36.42%) students scored from 2.0 to 3.0 marks indicating average performance while 3,052 (38.28%) students scored from 4.0 to 5.0 marks indicating good performance. The general performance of the students in this question was good as 74.70 per cent scored from 2.0 to 5.0 marks. Figure 2 illustrates the students' performance in this question.

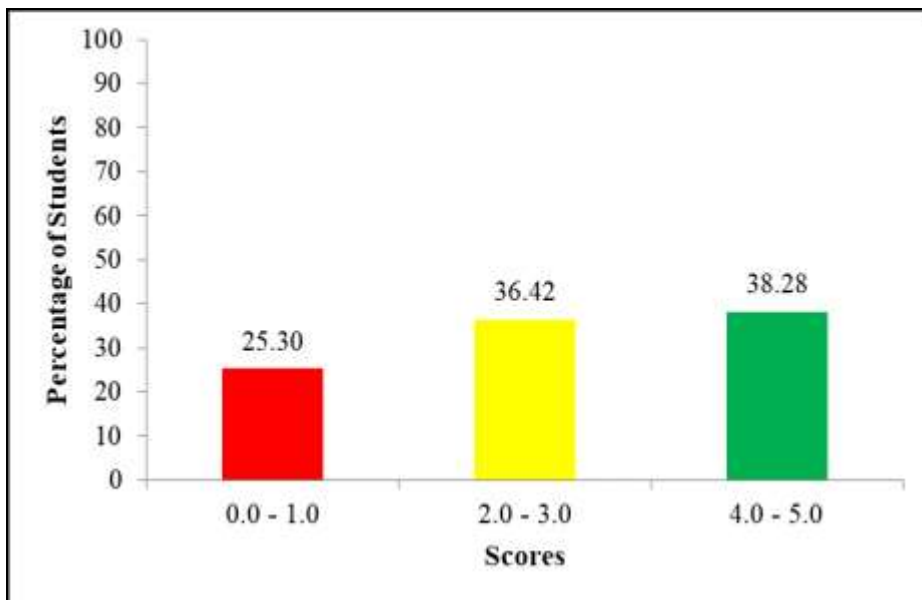


Figure 2: *Students' performance on question 2*

In item (i), the students were required to select the response which correctly match with the ability to change and control direction and position of the body while maintaining a constant rapid motion. The students who chose the correct response F “Agility” demonstrated adequate knowledge about the components of performance related physical fitness. However, the majority of the students who did not get the correct answer chose E “speed”. They were attracted by the term ‘rapid motion’ on the stem of the question but they were incorrect because speed is the ability to move all parts of the body as quickly as possible.

In item (ii), the students were required to select the response which correctly matches with the ability to control or stabilise the body when one is standing still or moving. The students who had sufficient knowledge about the components of performance related physical fitness chose the correct response D “Balance”. However, majority of the students who matched with incorrect response selected C “Coordination” failed to realize that, coordination is the ability to repeatedly execute a sequence of movements smoothly and accurately.

In item (iii), the students were required to select the response which correctly matches with the ability to react or respond quickly to what you hear, see and feel. The correct response A “Reaction time” was chosen by the students who had sufficient knowledge about the components of performance related physical fitness. The majority of the students wrongly selected C “Coordination” because both involves the senses organs, but they failed to identify that coordination is the ability to repeatedly execute a sequence of movements smoothly and accurately.

In item (iv), the students were required to select response which correctly matched with the ability to move all parts of the body as quickly as possible. The correct response E “Speed” was chosen by the students who had sufficient knowledge about the components of performance related physical fitness. Other students selected incorrect options like F “Agility”. They failed to distinguish moving parts of the body quickly and changing direction of the body.

Furthermore, in item (v), the students were required to select the response which correctly matched with the ability to move the body parts swiftly while applying the maximum force of the muscles. The correct response B “Power” was selected by the students who had sufficient knowledge about the components of performance related physical fitness. However, the students who did not get the correct answer selected other responses randomly. Such students had insufficient knowledge about components of performance related physical fitness.

2.2 Section B: Short Answer Questions

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

2.2.1 Question 3: Track and Field Events

The students were given the scenario that “Mwasi failed to win the hurdle race because she lacked tactics of the finishing phase.” Then, they were instructed to give four tactics which she should practice in

order to perform well. The question tested the students' understanding on the skills of finishing phase in hurdle race.

A total of 7,973 (100%) students opted for this question. The analysis of students' performance shows that 7,757 (97.29%) students scored from 0.0 to 2.5 indicating weak performance, with 81.36 per cent scoring 0 marks. Further analysis indicates that 191 (2.40%) scored from 3.0 to 6.0 marks which is average performance and 25 (0.31%) scored from 6.5 to 10.0 marks which is a good performance. The general performance of the students in this question was weak since only 2.71 per cent of students scored from 3.0 to 10.0 marks. Figure 3 illustrates the students' performance in this question.

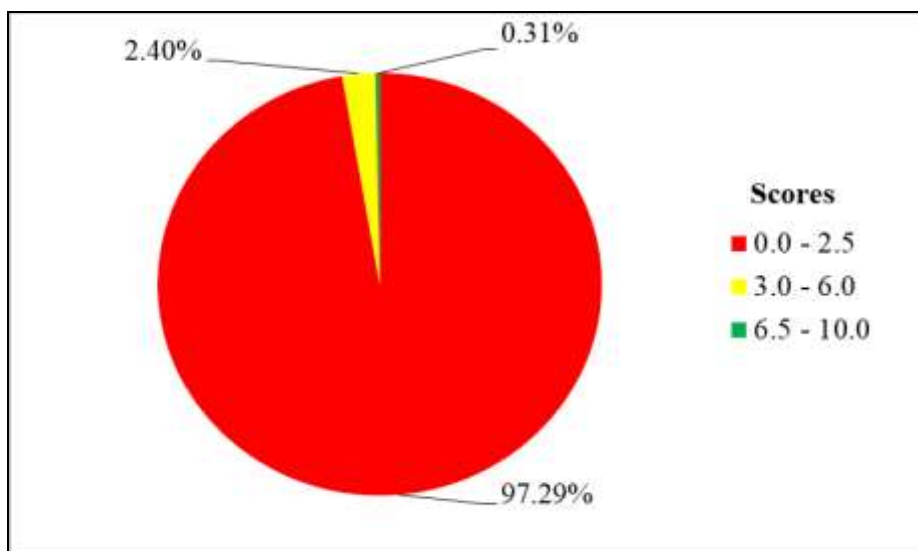
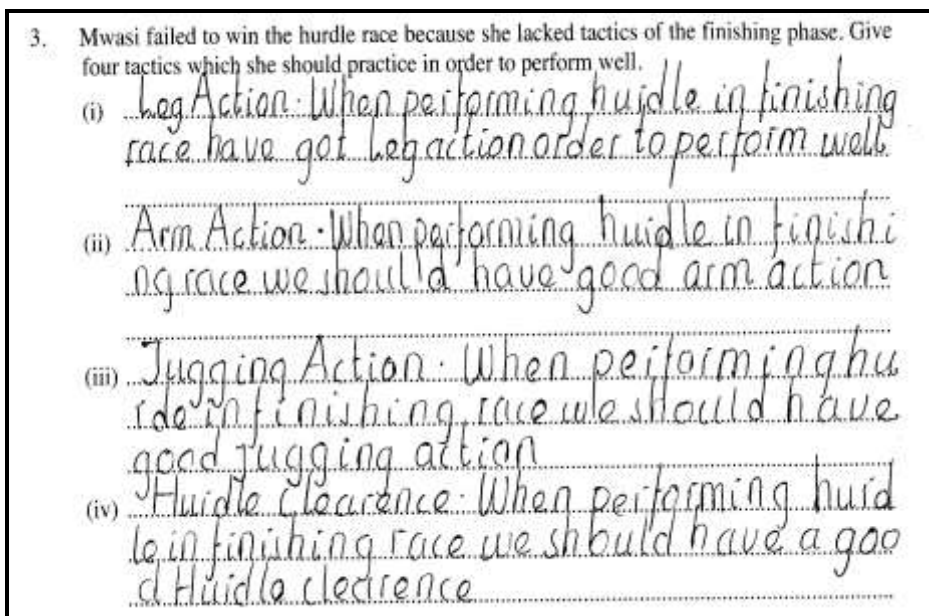


Figure 3: Students' performance on question 3

The analysis shows that, the students who had weak performance (97.29%) provided irrelevant responses due to inability to understand the requirement of the question and had insufficient knowledge about hurdle race specifically tactics for finishing phase. For example, some of the students provided incorrect tactics of finishing phase in hurdle race such as; *keep your hips forward, put your head at middle attempt, put the hand in front of you and put your foot in front.* Others provided precautionary measures to be observed during hurdle race. Their answers included; *to perform warm up, preparation of first aid, to make proper movement and to know rules of the game.*

Moreover, other students failed because of misinterpretation of words. This was demonstrated by some of them who misinterpreted the word “phases” on the stem of the question as they provided phases in hurdle race. The example of such responses from one of the students was: *start phase, drive phase, approach the hurdle phase and finishing phase.*

In addition, one student copied the multiple choices alternatives from item (viii) on the question paper and used them as answers for this question. Such responses are; *catching the ball and pivoting, landing with both legs, jumping and landing with both legs and catching the ball and walking.* Indicating that he/she had no ideas of the asked concept. Extract 3.1 shows a sample of incorrect students’ responses to question 3.



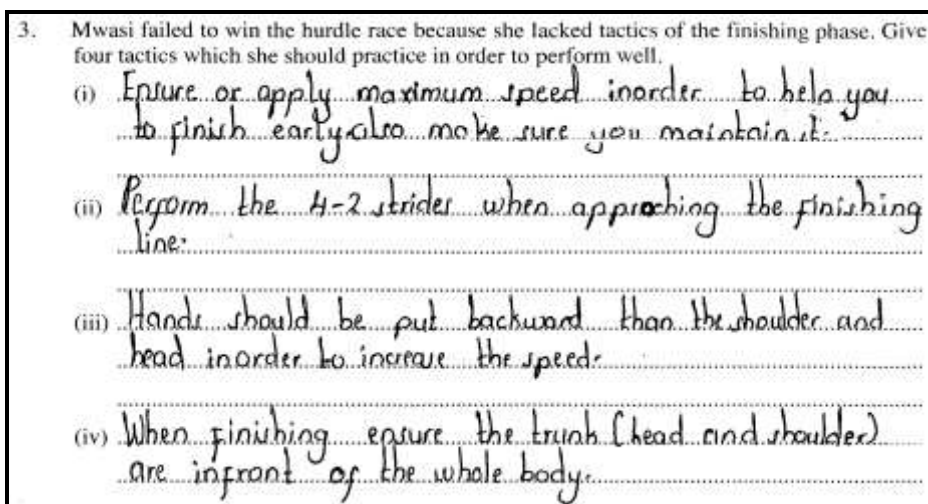
Extract 3.1: A sample of incorrect responses to question 3

In Extract 3.1 the student provided explanations which contained hurdle race words but did not relate with the tactics required during finishing phase in hurdle race.

Further analysis of students’ performance shows that, 2.40 per cent of the students with average performance had partial knowledge about finishing phase in hurdle race. Such students described few tactics of

finishing phase in hurdle race contrary to the demands of the question. In addition, they did not clarify their points well.

Moreover, the few students who scored high marks (0.31%) adhered to the requirement of the question and demonstrated adequate knowledge about tactics of finishing phase in hurdle race. The correct tactics provided include: Ensure maximum speed, increase the strides when approaching the finishing line, hands should be put backward together, ensure the trunk are in front of the whole body. Extract 3.2 shows a good response from one of the students.



Extract 3.2: A sample of correct responses to question 3

In Extract 3.2 the student provided correct tactics of the finishing phase in hurdle race.

2.2.2 Question 4: Ball Games (Soccer)

In this question, the students were instructed to enumerate five roles of midfielders in soccer. The question tested students' knowledge about the players' positions and their roles in soccer.

A total of 7,973 (100%) students attempted this question. The analysis of students' performance shows that 4,902 (61.48%) students scored from 0.0 to 2.5 marks indicating weak performance, with 50.39 per cent scoring 0 marks. Further analysis indicates that 1,991 (24.97%) scored from 3.0 to 6.0 marks which is average performance and 1,080

(13.55%) scored from 6.5 to 10.0 marks which is a good performance. The general performance in this question was average because 38.52 per cent of the students scored from 3.0 to 10.0 marks. Figure 4 summarizes the students' performance in this question.

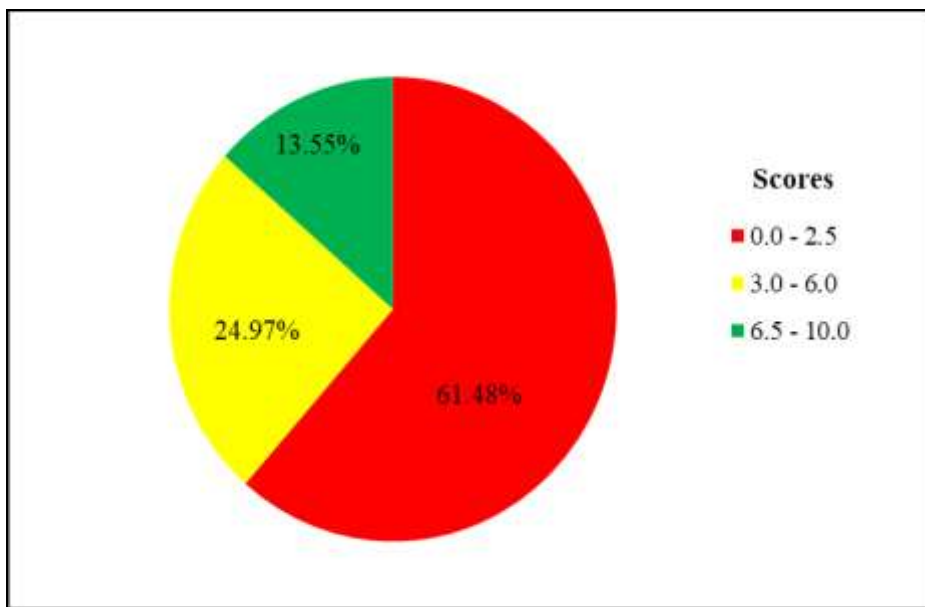


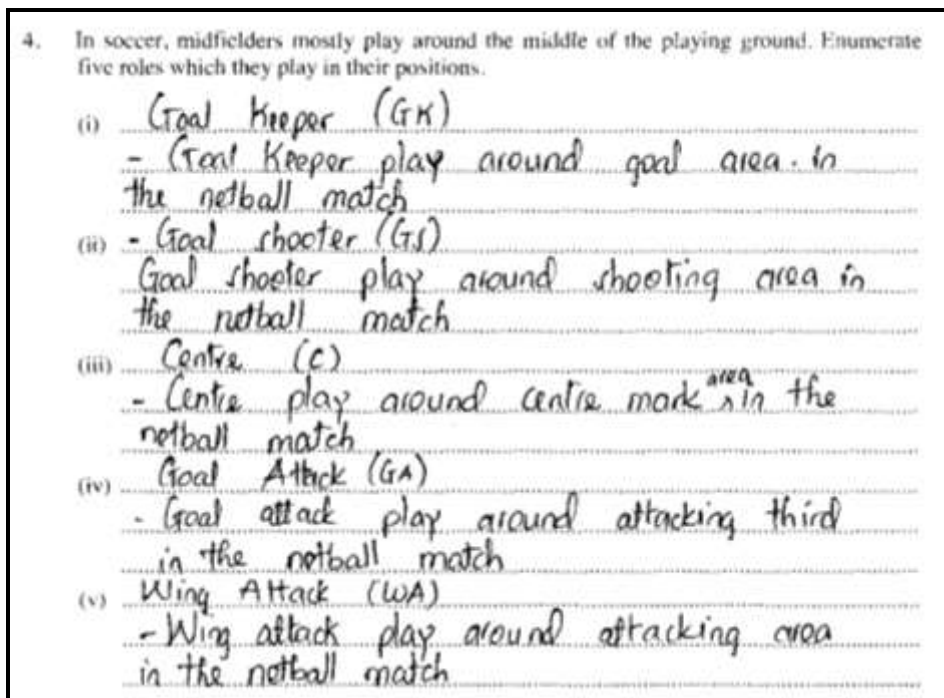
Figure 4: *Students' performance on question 4*

The analysis of the students' responses indicates that, 61.48 per cent who had weak performance failed to enumerate roles of midfielders in soccer. This indicates that the students had inadequate knowledge about positions of players in soccer and their roles. For example, some of the students explained incorrect roles of midfield players such as;

to play at the midfielder area, to help the goalkeeper to attack the ball, to help the goalkeeper to keep the ball, to help the defender to have the ball and to help to change direction of the ball.

Other students provided responses which were contrary to the requirement of the question. For example, one of the students explained the characteristics of the midfielders in soccer instead of explaining the roles of midfielders. His/her responses are; *must be tall player, must be*

skilled, must be good performer and must be trained. Extract 4.1 shows a sample of incorrect responses from one of the students.



Extract 4.1: A sample of incorrect responses to question 4

In Extract 4.1 the student explained roles and positions of netball players instead of roles of midfielders in soccer.

The analysis also indicates that the students who had average performance (24.97%) provided some correct roles of midfielders in soccer. However, their responses lacked sufficient explanations. Others did not provide all the required points, which resulted to score average marks.

Moreover, the students who scored high marks on this question (13.55%) had adequate knowledge on the roles of midfielders in soccer. They explained five roles of midfielders in soccer as per requirement of the question. Extract 4.2 depicts a sample of good responses.

4. In soccer, midfielders mostly play around the middle of the playing ground. Enumerate five roles which they play in their positions.

- (i) They help to create attacking situation to their opponent's goal. Midfielders assist the forwards by giving passes and scoring goals.
- (ii) They prevent the ball from reaching the defenders. Midfielders defend the ball and protect the ball to reach the defenders.
- (iii) They link the defense players and the forwards. Midfielders help to distribute and provide passes from the defender to the forwards.
- (iv) They defend when not in ball possession. Midfielders help the defenders to defend and get a ball when they do not possess the ball.
- (v) They feed the ball to the forwards for them to score. Midfielders help to take the ball from the defenders and provide it to the forwards.

Extract 4.2: A sample of correct responses to question 4

In Extract 4.2 the student enumerated correct roles of midfielders in soccer.

2.2.3 Question 5: Swimming

In this question, the students were instructed to describe five procedures to follow when performing body positioning in backstroke during swimming session. This question tested the students' knowledge about the backstroke in swimming, specifically the execution of body position.

The question was attempted by 7,972 (99.99%) students. Among them, 7,729 (96.95%) had weak performance with their scores ranging from 0.0 to 2.5 marks, out of which 87.11 per cent scored 0 marks. The average performance ranging from 3.0 to 6.0 marks was scored by 229 (2.87%) students. Only 14 (0.18%) students scored from 6.5 to 10.0 marks indicating good performance. The general performance of the students in this question was weak as only 3.05 per cent scored from 3.0

to 10.0 marks. Figure 5 illustrates the students' performance in this question.

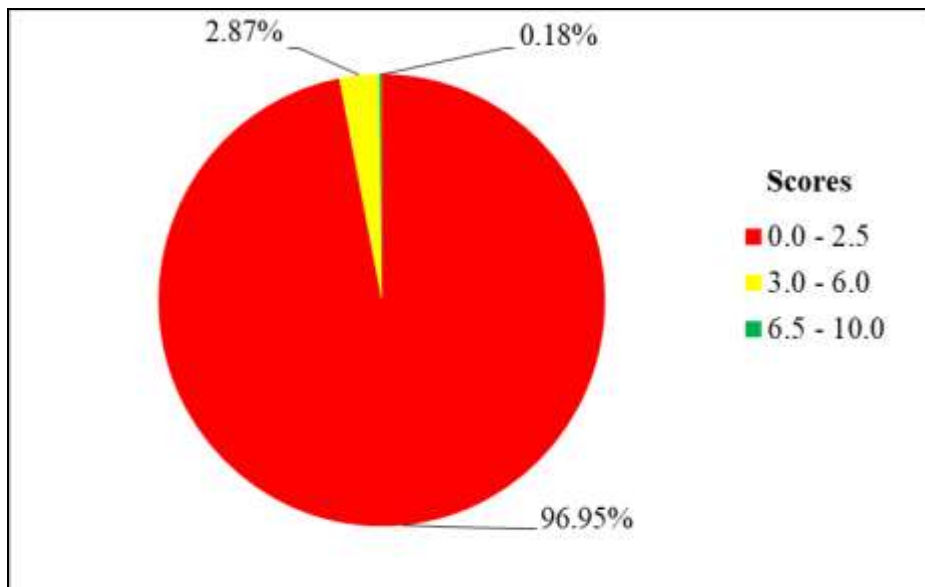


Figure 5: *Students' performance on question 5*

The analysis shows that, 96.95 per cent of the students who had weak performance provided answers which are contrary to the requirements of the question. For example, some of them explained about safety measures to be observed during swimming instead of explaining procedures to follow when performing body position in backstroke. Such responses were: *Proper dressing, swim in group, remove all unwanted materials, don't swim in the area that are in deep and follow the rules of the game.*

Others described the procedures to consider when executing backstroke in swimming. Such as; *body position, leg action, arms action and breathing timing.* Likewise, one of the students described ways for familiarizing with water for beginners during swimming instead of explaining procedures to follow when performing body position in backstroke. Such responses include: *getting into water, water confidence, moving through water, floating and breathing.* Extract 5.1 is another sample of poor responses from one of the students.

5. Briefly describe five procedures which you would follow when performing body positioning in backstroke during swimming session.

(i) to stroke performing body of butterfly kick

(ii) because body is complex in performance of swimming pool

(iii) because to stroke in development butterfly kick

(iv) because it used to perform development activities in flutter kick

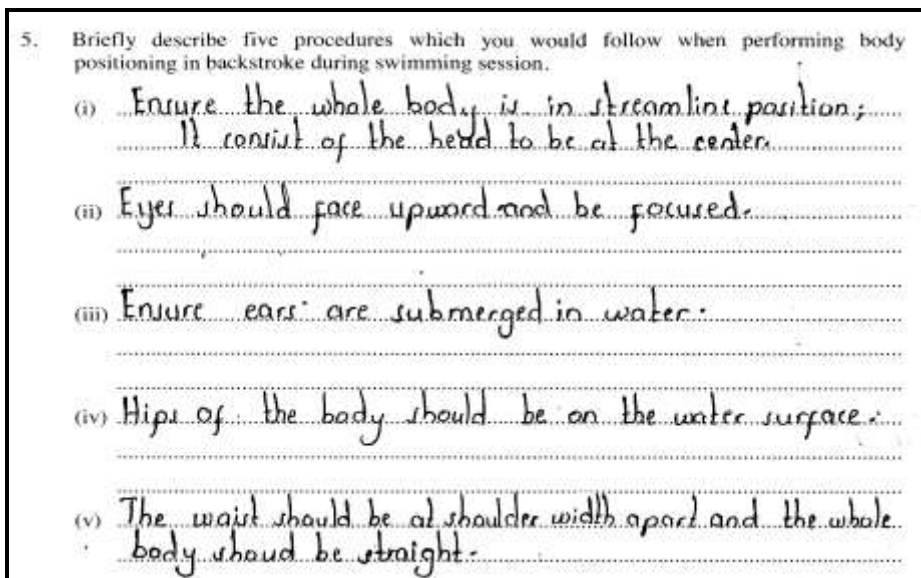
(v) because it used to perform the swimming session during the backstroke

Extract 5.1: A sample of incorrect responses to question 5

In Extract 5.1 the student provided meaningless sentences which contain words related to swimming instead of describing body positioning in backstroke during swimming session.

Moreover, the analysis indicates that the students who had average performance (2.87%) demonstrated moderate knowledge about procedures to follow when performing body positioning in backstroke. They understood the demands of the question but provided a mixture of correct and incorrect responses, along with inadequate explanations which led to an average score.

Further analysis shows that few students (0.18%) who scored high marks in this question adhered to the requirement of the question and demonstrated adequate knowledge about body positioning in backstroke. The correct answers they provided includes the one shown in extract 5.2.



Extract 5.2: A sample of correct responses to question 5

In Extract 5.2 the student described correct procedures to follow when performing body positioning in backstroke during swimming session.

2.2.4 Question 6: Gymnastics

In this question, the students were given a scenario that, “A form Two students lacked competence in executing flexed arm hang on low horizontal bar.” Then, they were instructed to describe five procedures which the student was required to practice in order to be competent in that skill. This question intended to measure the students’ knowledge about the hang skill on the low horizontal bar.

A total of 7,973 (100%) students attempted this question. The analysis of students’ performance shows that 7,403 (92.85%) students scored from 0.0 to 2.5 marks indicating weak performance, with 84.56 per cent scoring 0 marks. 502 (6.30%) scored from 3.0 to 6.0 marks which is average performance and 68 (0.85%) scored from 6.5 to 10.0 marks which is a good performance. The general performance of students in this question was weak as only 7.2 per cent of the students scored from 3.0 to 10.0 marks. Figure 6 illustrates the students’ performance in this question.

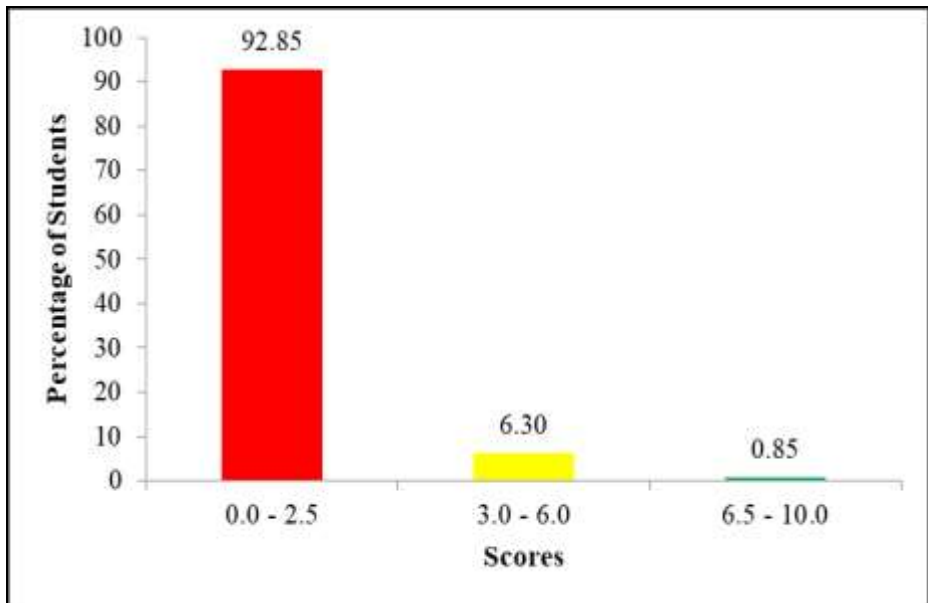
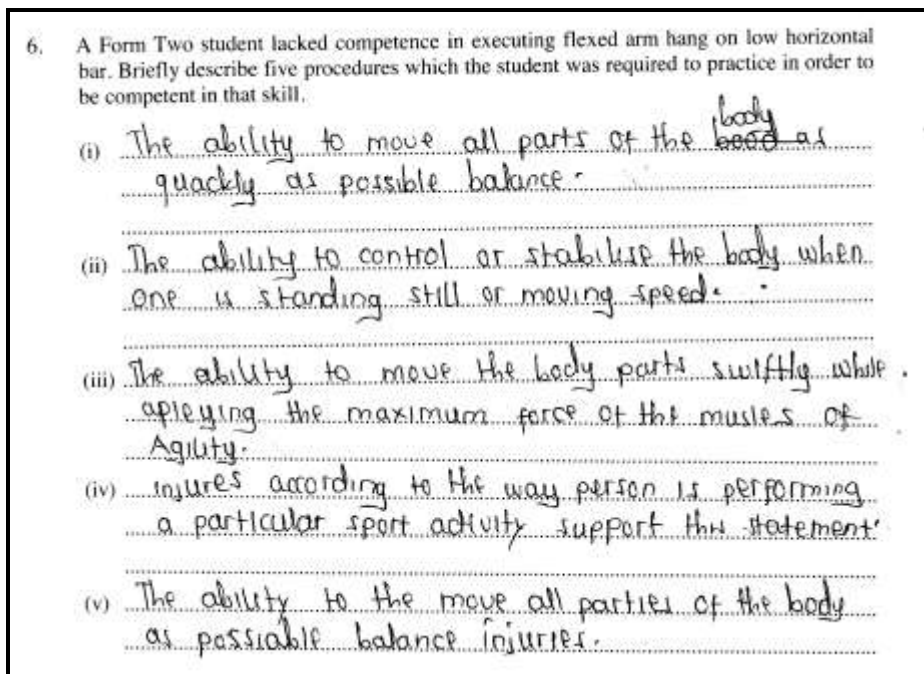


Figure 6: *Students' performance on question 6*

The analysis of the students' responses reveals that, the students who had weak performance (92.85%) misunderstood the question and had inadequate knowledge about procedures for executing flexed arm hang on low horizontal bar. For example, one student described components of performance related physical fitness instead of describing procedures for executing flexed arm hand on low horizontal bar. Such responses include: *balance, agility, speed, power and reaction time*

Others mentioned equipment required on low horizontal bar such as: *gripping powder, parallel bar, landing mats, low horizontal bar and horse vault*. Also, there were students who described the safety measure in low horizontal bar instead of procedures required in executing flexed arm hang on low horizontal bar. Such responses were: *Perform warm up and cooling down, keep your mind on what you doing, don't change your mind in middle attempt, bars must be inspected and collect equipment and keep safe*. Extract 6.1 depicts another sample of poor responses.

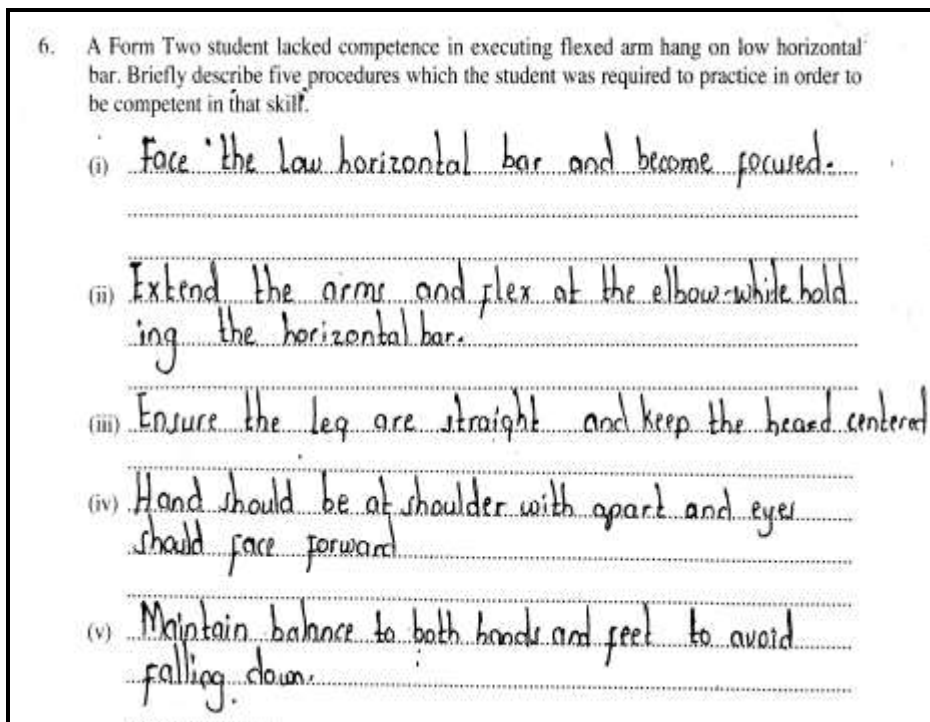


Extract 6.1: A sample of incorrect responses to question 6

In Extract 6.1 the students copied the descriptions of Performance Related Physical Fitness from question 2 instead of describing the procedures required in executing flexed arm hang on low horizontal bar.

The students who had average performance (6.30%) demonstrated moderate knowledge about procedures required in executing flexed arm hang on low horizontal bar. They mixed the correct and incorrect responses as well as providing inadequate explanations.

Further analysis on the scripts of the students who had good performance (0.85%) shows that, they adhered to the demands of the question and demonstrated adequate knowledge of gymnastics. They described correctly procedures required in executing flexed arm hang on low horizontal bar. The sample of correct responses provided is as shown in Extract 6.2.



Extract 6.2: A sample of correct responses to question 6

In Extract 6.2 the student described correctly procedures required in executing flexed arm hang on low horizontal bar.

2.2.5 Question 7: Recreational and Outdoor Activities

In this question, the students were given a scenario that “Participation of people in orienteering recreational activities has some benefits to the participants.” Then they were instructed to support this view with five points. This question tested the students’ knowledge about the benefits of the orienteering recreational activities.

A total of 7,973 (100%) students attempted this question. The analysis of students’ performance shows that 2,440 (30.60%) students scored from 0.0 to 2.5 marks indicating weak performance, with 20.77 per cent scoring 0 marks. Further analysis indicates that 3,929 (49.28%) scored from 3.0 to 6.0 marks which is average performance and 1,604 (20.12%) scored from 6.5 to 10.0 marks which is a good performance. The general performance of the students in this question was good

because 69.40 per cent of the students scored from 3.0 to 10.0 marks. Figure 7 summarizes the students' performance in this question.

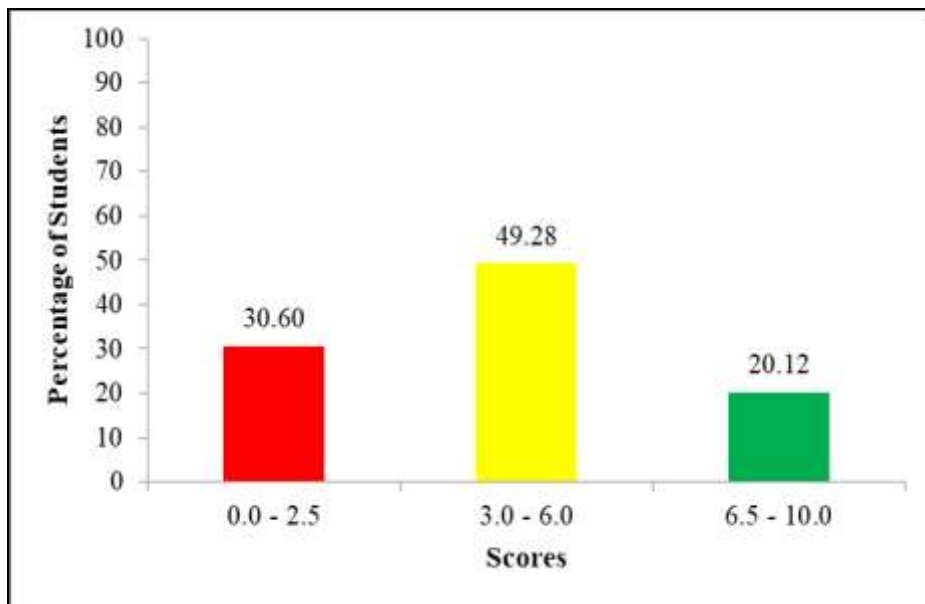


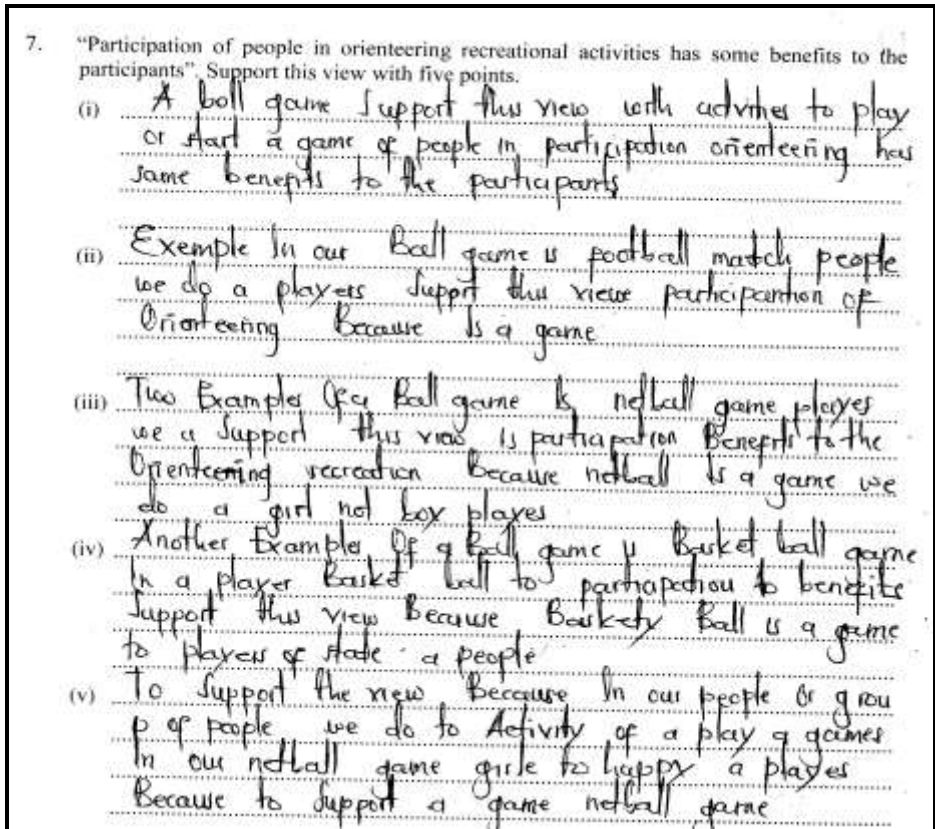
Figure 7: *Students' performance on question 7*

The analysis shows that, inadequate knowledge about benefits of participating in orienteering recreational activities was one of the reasons for the weak performance of 30.60 per cent of the students. This was demonstrated by irrelevant responses the students provided on the benefits of participating in orienteering recreational activities. An example of such responses from one of the students was;

because orienteering recreational provide map, people go to big distance and use map, provide the direction compass, provide natural features and use title when go to recreational orienteering.

Further analysis shows that; poor command of the English language was another contributing factor to student's weak performance in this question as it hindered their ability to express themselves. This was demonstrated by grammatically incorrect and meaningless sentences provided by most of the students, such as:

the view that to change and contor of the bodof, is the view that to body patrs swity while applying, is the view that to react or respond geuckl to that hear and is the view that to move all pasrt of as body as geucks possible. Extract 7.1 depicts another sample of poor responses.



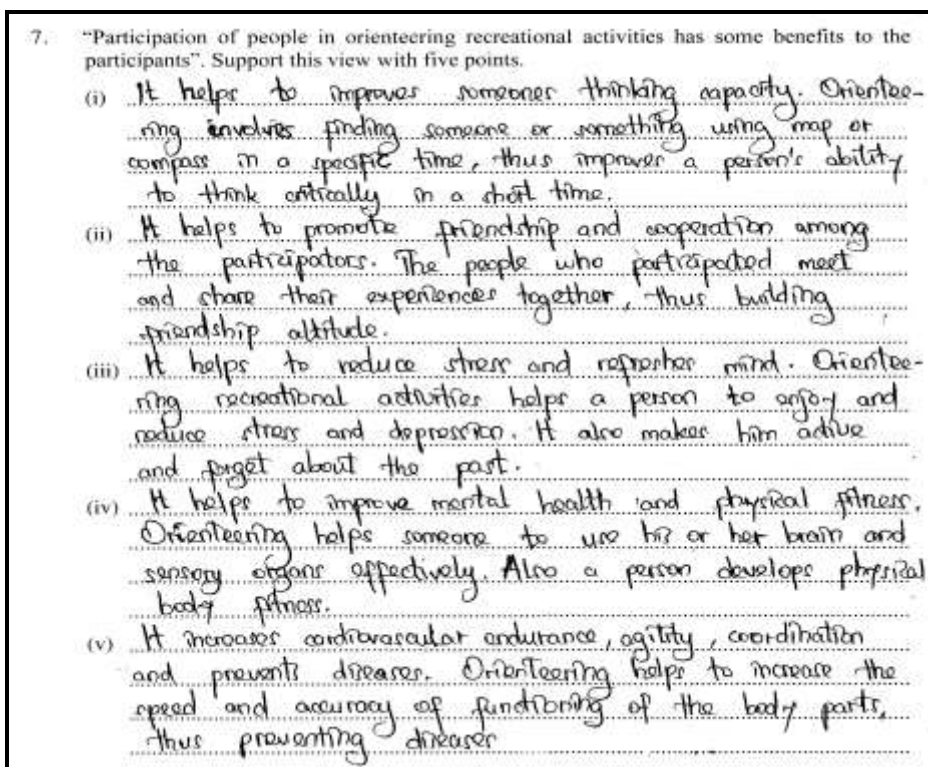
Extract 7.1: A sample of incorrect responses to question 7

In extract 7.1 the student provided meaningless sentences related to ball games and recreational activities instead of benefits of orienteering recreational activities.

Moreover, the analysis shows that the students who had average performance (49.28%) had partial knowledge about benefits of orienteering recreational activities. They scored average marks because their responses lacked clarity and coherence due to poor mastery of English language and partial understanding of the benefits of

orienteering recreational activities. Hence, consequently provided a mixture of incorrect and correct responses.

On other hand, analysis revealed that, the students who performed well (20.12%) adhered to the requirements of the question. They described five benefits of orienteering recreational activities correctly. This was verified by their correct responses such as the one shown in extract 7.2.



Extract 7.2: A sample of correct responses to question 7

In Extract 7.2 the student provided correct benefits of orienteering recreational activities.

2.2.6 Question 8: First Aid

The students were given a scenario that, "Muscle injuries are named according to the way they occur when a person is performing a particular sport activity." Then they were instructed to support this statement by using four types of muscle injuries. The question intended

to measure students' knowledge about types of injuries in sport activity specifically muscle injuries.

A total of 7,973 (100%) students attempted for this question. The analysis of students' performance shows that 6,536 (81.98%) students scored from 0.0 to 2.5 marks indicating weak performance, with 44.46 per cent scoring 0 marks. Further analysis indicates that 920 (11.54%) scored from 3.0 to 6.0 marks which is average performance and 517 (6.48%) scored from 6.5 to 10.0 marks which is a good performance. The general performance of students in this question was weak as only 18.02 per cent of students scored from 3.0 to 10.0 marks. Figure 8 illustrates the students' performance in this question.

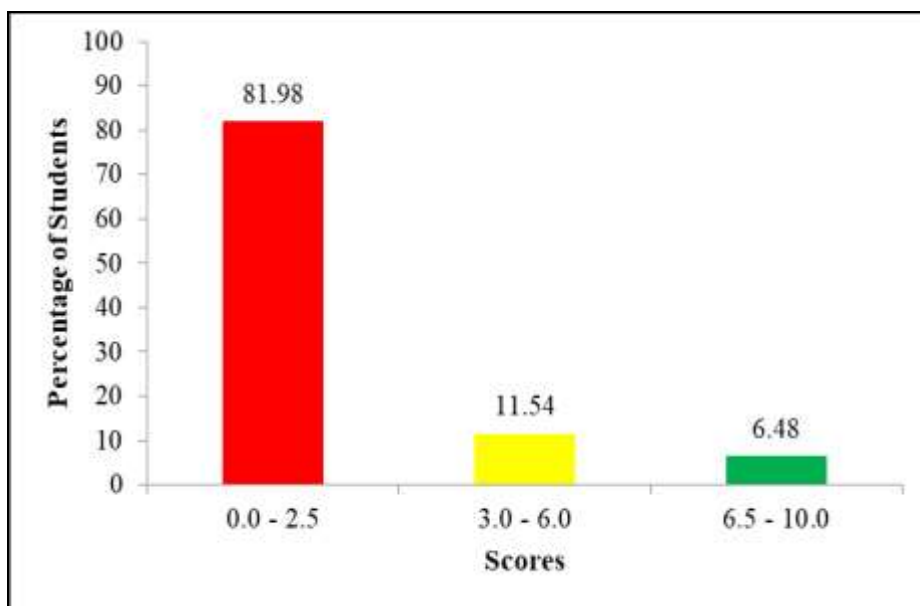


Figure 8: *Students' performance on question 8*

The analysis of the students' responses shows that, (81.98%) of the students had weak performance. The major reason for weak performance is inadequate knowledge, skills and competences about types of muscle injuries. For example, one of the students explained incorrect types of muscle injuries such as:

muscle length is the muscle injuries which people got by performing particular sport activities, muscle pain is the muscle

injuries which gate the pain in the muscle by performing sport activities, muscle endurance is the muscle which people by performing a particular activity and muscle joint is the muscle injuries which people get pain of joint by performing particular activities.

Another reason for students' weak performance in this question was inability to understand the requirements of the question. For example, some of them described types of injuries in sport activities such as: *injuries to the joint, injuries to the bone, injuries to the muscle and bleeding injuries* instead of describing types of muscle injuries in sport activity. Others explained types of joints and bones injuries such as; *sprain, dislocation and fracture.*

Moreover, the students who demonstrated weak performance had poor command of English language. Some of them provided meaningless or grammatically incorrect sentences mixed with Swahili language which made difficult to understand what the student was trying to communicate. For example, one student wrote:

soka malau kama katika sike mambani has some the points four, mkuu ofisi katika points kama has kama support view with has benefit to, kama kwanini shanya kwanya tanya mkuu ofisi nyambani, kanyani the supoti this four of himpaka, and kama Wanya power speed the jump been upakama been you your kama what tithekee.

Extract 8.1 shows a sample of incorrect responses to question 8.

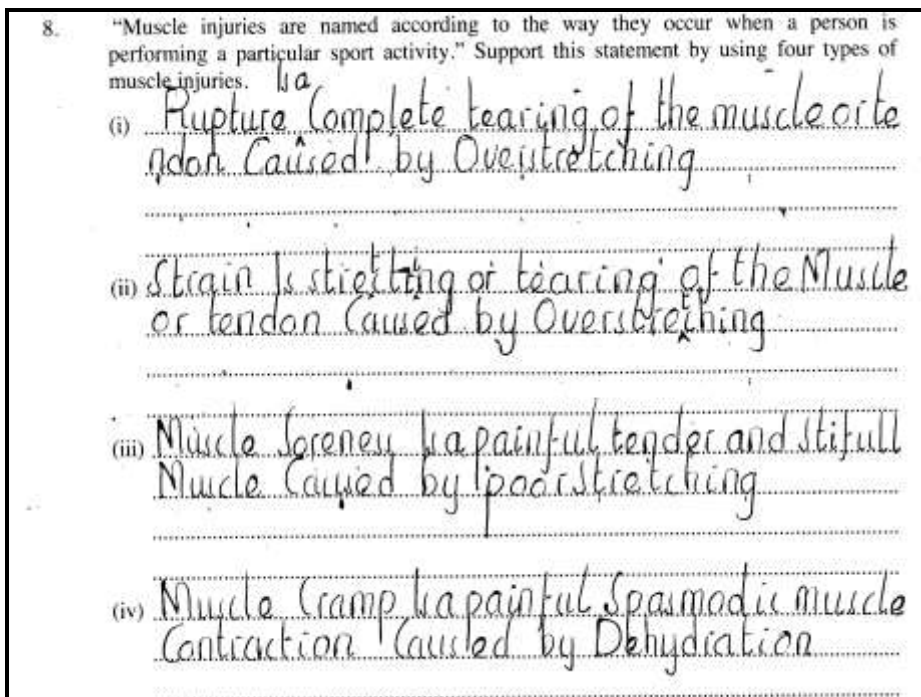
8. "Muscle injuries are named according to the way they occur when a person is performing a particular sport activity." Support this statement by using four types of muscle injuries.
- (i) Ireeffondian a the you Daxufhi
are what collfung Are number
support which to jumping ball
Katersils usp facility they camping
 - (ii) went there sho is follomind enforced
cooking player tow have cuntin
hips out camping butenga
 - (iii) in the Amostifaspi Umajer camping
home they were fins buoy to
school na they what following
number close jump monting
 - (iv) which a of elbow botfung follows
and, competetion beer fourth the
wnk Bunning werej of have fox
half would skill appointed north

Extract 8.1: A sample of incorrect responses to question 8

In Extract 8.1 the student provided meaningless sentences instead of giving types of muscle injuries in sport activity.

On the other hand, the students who had average scores (11.54%) provided one to two correct types of muscle injuries. They also scored averagely because their responses had insufficient explanations.

Furthermore, the analysis showed that only 6.48 per cent of the students who scored high marks adhered to the requirements of the question and demonstrated adequate knowledge about the types of muscle injuries in sport activity. Extract 8.2 illustrates one of the good responses.



Extract 8.2: A sample of correct responses to question 8

In Extract 8.2 the student described correctly types of muscle injuries in sport activity.

2.2.7 Question 9: Health Related Physical Fitness

In this question, the students were given a scenario that, “Juma described cardiovascular endurance and muscular strength interchangeably.” Then they were instructed to use four points to differentiate cardiovascular endurance and muscular strength to help him. This question tested the students’ knowledge about components of health-related physical fitness.

A total of 7,973 (100%) students attempted this question. The analysis of students’ performance shows that 6,822 (85.56%) students scored from 0.0 to 2.5 marks indicating weak performance, with 75.66 per cent scoring 0 marks. Further analysis indicates that 1,023 (12.83%) scored from 3.0 to 6.0 marks which is average performance and 128 (1.61%) scored from 6.5 to 10.0 marks which is a good performance. The general performance of the students in this question was weak since

only 14.44 per cent of students scored from 3.0 to 10.0 marks. Figure 9 illustrates the students' performance in this question.

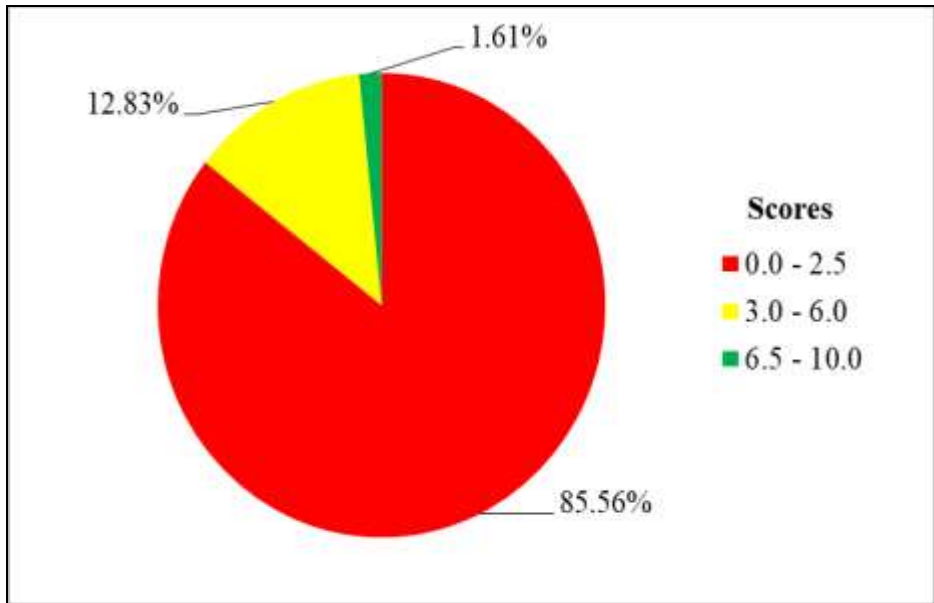


Figure 9: Students' performance on question 9

The analysis of the students' responses indicates that, 85.56 per cent who had weak performance in this question failed to differentiate cardiovascular endurance and muscular strength. Some of the students misinterpreted the word components of fitness which is in the question hence they provided the components of performance related physical fitness such as: *agility, balance, power, reaction time, coordination and speed*. Others wrote components of health-related physical fitness such as; *flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition*.

On top of that, inadequate knowledge about components of health-related physical fitness was another reason for the weak performance. This was demonstrated by irrelevant responses they provided on the differences between cardiovascular endurance and muscular strength. For example, one student wrote:

cardiovascular endurance is the ability of a body to describe the percentage of fat and bone while muscular strength, to the

cardiovascular endurance there was activities of running walking while muscular strength there was jogging, to the cardiovascular endurance there was acrobatic activities while to the muscular strength there was no acrobatic activities and to the cardiovascular endurance there was jumping activities while the muscular strength there was no jumping activities.

Extract 9.1 presents a sample of incorrect responses to question 9.

9. Juma described cardiovascular endurance and muscular strength interchangeably. By using four points, differentiate components of fitness to help him.

(i) cardiovascular endurance: is the ability of a body to describe the percentage of fat and bone while muscular strength:

(ii) To the cardiovascular endurance there was activities of running walking while muscular strength there was jogging

(iii) To the cardiovascular endurance there was acrob acrobatic activities while to the muscle strength there was no acrobatic activities.

(iv) To the cardiovascular endurance there was jumping activities while the muscle strength there was no jumping activities

Extract 9.1: A sample of incorrect responses to question 9

In Extract 9.1 the student provided explanations related to components of health related physical fitness instead of differentiating cardiovascular endurance and muscular strength.

Further analysis shows that students with average performance (12.83%) had partial knowledge about the differences between cardiovascular endurance and muscular strength. They scored average marks because they provided a mixture of incorrect and correct responses.

On other hand, the analysis revealed that, the students who performed well (1.61%) adhered to the requirements of the question. They correctly describe four differences between cardiovascular endurance and muscular strength. Their responses were clear and complete enough to meet the requirement of the question. This was verified by the correct responses provided by one of the students in extract 9.2.

9. Juma described cardiovascular endurance and muscular strength interchangeably. By using four points, differentiate components of fitness to help him.

- (i) Cardiovascular endurance is the ability of the heart blood vessels and lungs to provide enough oxygen to the working muscles for long period of time while Muscular strength is the ability of the muscles to exert a force during physical exercise.
- (ii) Roles of exercise for improving cardiovascular endurance are to reduce the cardiac stress such as heart diseases while roles of exercise for improving muscular strength are to improve and build muscles.
- (iii) Exercise for improving cardiovascular endurance are cycling, jogging and running while Exercises for improving muscular strength are chin ups, push ups, and pull ups.
- (iv) Cardiovascular endurance involves the lungs, heart and blood vessels while muscular strength involves the muscles of the body.

Extract 9.2: A sample of correct responses to question 9

In extract 9.2 the student described correctly differences between cardiovascular endurance and muscular strength.

2.3 Section C: Essay Question

2.3.1 Question 10: Ball Games (Soccer)

The students were given a scenario that “During UMISSETA competition 2024, soccer seems to have many fans compared to other

sport. Some of the fans declared that the execution of its skills attracted them to watch and enjoy the game.” Then they were instructed to elaborate six basic skills that could have attracted the fans. This question was intended to measure the students’ knowledge about ball games, specifically skills of soccer.

The question was attempted by 7,973 (100%) students. Among them, 4,075 (51.11%) had weak performance with their scores ranging from 0.0 to 4.0 marks, out of which 33.42 per cent scored 0 marks. The average performance ranging from 4.5 to 9.5 marks was scored by 2,801 (35.13%) students and the remaining 1,097(13.76%) students scored from 10.0 to 15.0 marks indicating good performance. The general performance of the students in this question was average as only 48.89 per cent of the students scored from 3.0 to 10.0 marks. Figure 10 illustrates the students’ performance in this question.

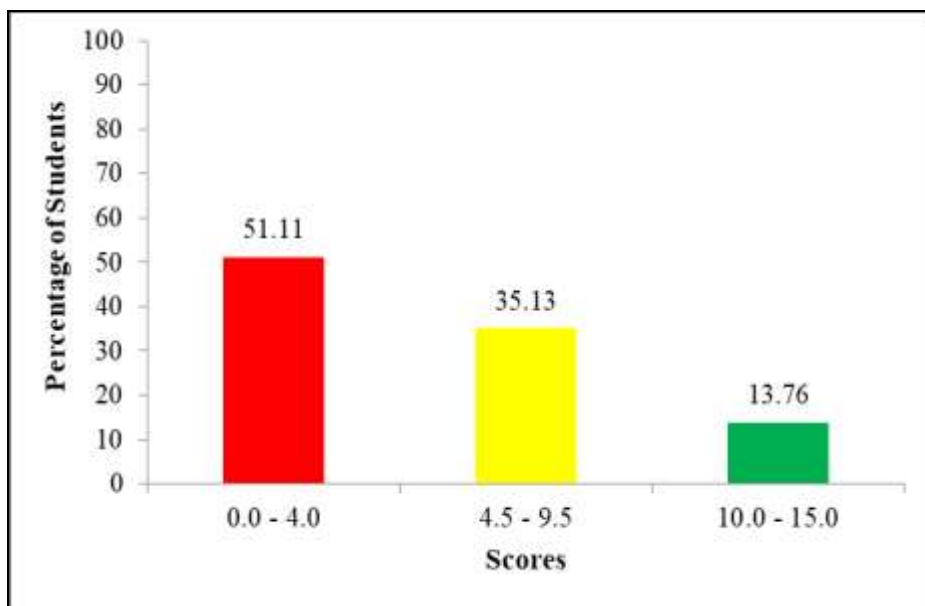


Figure 10: *Students’ performance on question 10*

The analysis of the responses of the students who had weak performance (51.11%) shows that students had inadequate knowledge about soccer skills, which led them to provide incorrect answers. For example, one of the students described principles of play, systems of play and some exercises in soccer instead of explaining skills of soccer,

such responses were; *defending, attacking, formation, catching and running.*

Further analysis reveals that, inability to identify the requirement of the question was another reason which contributed to weak performance. Some of the students provided answers which were contrary to the demand of the question. For example, one student elaborated rules of soccer instead of skills of soccer. Such rules were; *field of play, referee, ball, foul and misconduct and duration of the match.* Others explained the importances of soccer during UMISSETA such as; *reduce stress, help to good academic performance, improves health, improves flexibility, maintain mental and it helps to get employment.*

Another reason for weak performance was poor command of English language which hinder the students to identify the demands of the question. For example, by just seeing the word UMISSETA on the stem of the question, some of them provided sports conducted during UMISSETA such as: *volleyball, basketball, football, running, handball and netball.* Extract 10.1 illustrates a poor response.

10. During UMISSETA competition 2024, soccer seems to have many fans compared to other sports. Some of the fans declared that the execution of its skills attracted them to watch and enjoy the game. Elaborate six basic skills which could have attracted the fans.

Fan is the ability of a person to stay at the pitch and to show the game. There are a lot of basic skill which could have attracted the fan eg: to study, to enjoy the game, to refresh mind and other. The following are the basic skill which could have attracted the fans.

To study; some people go at the pitch to study the what people do at the pitch, and what people who win or at the pitch because some of people are dream to be a player of football or netball or basketball or volleyball and other sports.

To enjoy the game; some of people go at the pitch to see the match to enjoy and to fill happy because like some of people Halsha watched the match because of to enjoy and to fill happy.

To refresh mind; some of people go at the pitch to refresh mind because there are a lot of job people do so he/she they go to to calm down to fill happy and to refresh mind.

General; at the fan it help people to refresh mind. To study and to enjoy the game that is the some of a lot of the fan. It improve flexibility, improve strength to do something well. It help people to be a hope full and to know something well in the life.

Extract 10.1: A sample of incorrect responses to question 10

In Extract 10.1 the student elaborated advantages of being a soccer fan instead of elaborating the skills of soccer which could have attracted the fans.

Further analysis reveals that, students who scored average marks (35.13%) identified the demands of the question but had moderate knowledge about skills in soccer. They provided correct answers to some points of the question including the introductory part.

On other hand, analysis revealed that the students who performed well (13.76%) adhered to the requirements of the question and had enough knowledge about soccer skills. They correctly described six soccer

skills. Their responses were clear and complete enough to meet the requirement of the question. A sample of good responses is shown in Extract 10.2.

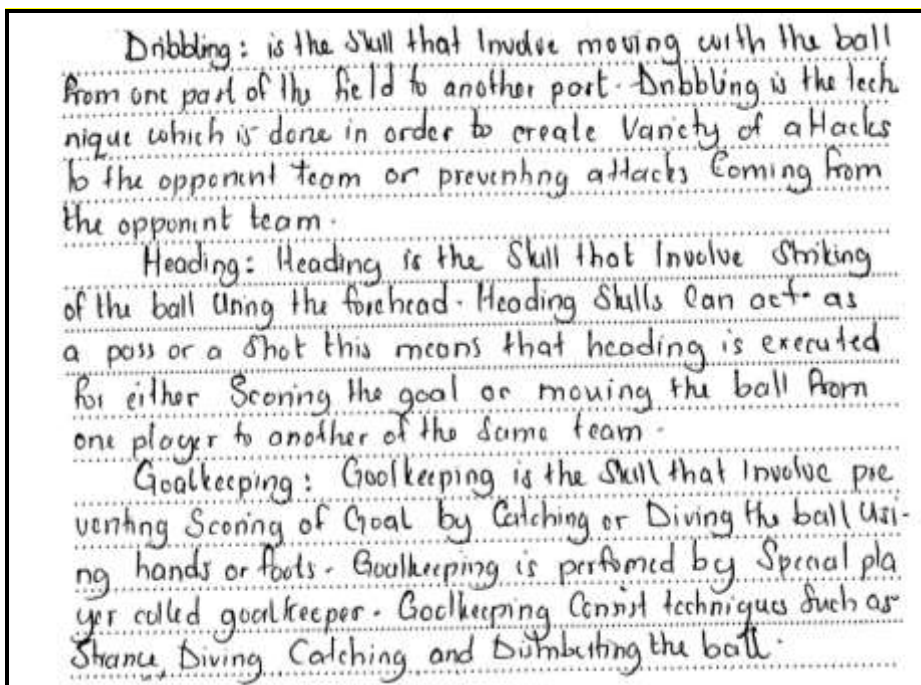
10. During UMISSETA competition 2024, soccer seems to have many fans compared to other sports. Some of the fans declared that the execution of its skills attracted them to watch and enjoy the game. Elaborate six basic skills which could have attracted the fans.

Soccer is the ball game played by two teams of eleven (11) players of ~~two team~~ each which involve playing the ball using foot. Soccer is the most favourite ball game played in the world due to its skills executed. The following are the basic fundamental skill executed in Soccer.

Passing: passing is the skill that involve moving the ball from one player to another place of the player of the same team. Passing in Soccer is classified into types based on its execution. There is Instep pass, Inside of the foot pass, outside of the foot pass, Cheap pass and others.

Tackling: is the technique that involve fair dispossessing of the ball from the player of the opponent team. Tackling is the one of defending technique which is mostly executed by Defenders and midfielders to the Forwards of the opponent team.

Shooting: Shooting is the skill that involve Striking the ball into the goalkeeper for the purpose of Scoring the goal. Shooting is categorised into types based on the way they are executed. Shooting is grouped into Instep Shot, Overhead Shots and Outside of the foot Shot.



Extract 10.2: A sample of correct responses to question 10

Extract 10.2 is the part of the correct responses about the skills of soccer.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

In FTNA 2024, eight (8) out of 10 topics for Form One and Form Two were assessed. These topics were: *Gymnastics, Health Related Physical Fitness, Recreation and Outdoor Activities, Swimming, Ball Games, First Aid, Performance Related Physical Fitness and Track and Field Events.*

The analysis indicates that the students performed well on questions derived from the *Performance Related Physical fitness* (74.70%) which comprised question 2 and *Recreational and Outdoor Activities* (69.40%) which comprised question 7. Similarly, the students demonstrated good performance on question 1 which was set from five topics namely: *Ball Games, Recreation and Outdoor Activities, Swimming, Gymnastics, and Track and Field Events* where 69.87 per cent scored above 30 per cent.

This performance indicates that students had adequate knowledge of the tested concepts.

The analysis also reveals that the students' performance was average in one topic of *Ball Games* which comprised questions 4 and 10 with an average of 43.71 per cent scoring above 30 per cent. This performance indicates that students had a partial knowledge of this topic.

On the other hand, the students' performance was weak in five topics which were: *Track and Field Events* (2.71%) from which question 3 was set, *Swimming* (3.05%) from which question 5 was set, *Gymnastics* (7.15%) from which question 6 was set, *First Aid* (18.02%) from which question 8 was set and *Health Related Physical Fitness* (14.44%) from which question 9 was set. Weak performance in these topics was attributed to inadequate knowledge of the concepts tested, poor mastery of the English language, and failure to identify the requirements of the respective questions. Further details on students' performance in different topics is shown in the Appendix on the last page of this report.

4.0 CONCLUSION

The performance in Physical Education FTNA 2024 was weak as only 25.24 per cent of the students passed, while 74.76 per cent failed. The weak performance 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, Swimming, First Aid and Health Related Physical Fitness 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 skills and exercises. This will improve the students' performance in the Track and Field Events, Gymnastics and Swimming topics.
- (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.
- (e) Prior to assessment, students should receive guidance on understanding questions thoroughly before attempting them. This is crucial as many students who performed poorly struggled to grasp the requirements of certain questions.

Appendix: Summary of the Students' Performance – Topic Wise

S/N	Topic	Number of Questions	The Percentage of the Students who Scored 30 or per Above Question	Average Performance	Remarks
1.	Performance Related Physical Fitness	2	74.70	74.70	Good
2.	Gymnastics, Track and Field Events, Swimming, Recreational and Outdoor Activities and Ball Games	1	69.87	69.87	Good
3.	Recreational and Outdoor Activities	7	69.40	69.40	Good
4.	Ball Games	4	38.52	43.71	Average
		10	48.89		
5.	First Aid	8	18.02	18.02	Weak
6.	Health Related Physical Fitness	9	14.44	14.44	Weak
7.	Gymnastics	6	7.15	7.15	Weak
8.	Swimming	5	3.05	3.05	Weak
9.	Track and Field Events	3	2.71	2.71	Weak

