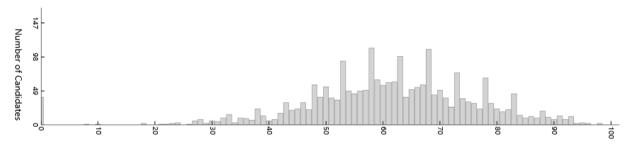


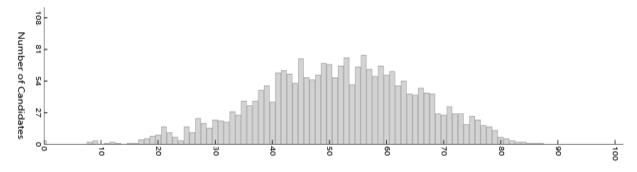
Summary report of the 2016 ATAR course examination: Physical Education Studies

Year	Number who sat all examination components	Number of absentees from all examination components
2016	2280	33

Examination score distribution—Practical



Examination score distribution-Written



Summary

The 2016 Physical Education Studies examination was designed to be a well-balanced and fair paper with some questions aimed at discerning the higher calibre candidates from the other candidates. The appropriateness, fairness, reliability and balance of content was substantiated by anecdotal comments and positive feedback.

Practical examination

Skills performance attempted by 2263 candidates

Skills performance altempted by 2203 candid	aits		
	Mean 31.39(/50)	Max 50.00	Min 5.00
Conditioned performance attempted by 2263	candidates		
	Mean 30.63(/50)	Max 50.00	Min 0.00

Examination	Population	Mean	SD	Minimum	Maximum
AFL	272	64.78	9.44	31.67	86.67
Badminton	187	55.23	11.86	31.67	95.83
Basketball	198	62.45	13.1	28.33	92.5
Cricket	52	63.8	11.88	42.5	90.83
Hockey	126	63	13.59	0	91.67
Netball	617	62.7	13.34	18.33	93.33
Soccer	254	60.59	11.28	24.17	94.17
Tennis	60	64.04	16.76	32.5	90.83
Touch	269	67.22	13.55	30	95
Volleyball	185	54.23	18.76	18.33	97.5
Total	2220	61.98	13.74	0	97.5

Written examination

Attempted by 2406 candidates	Mean 51.45(/100)	Max 87.31	Min 0.00
Section means were:			
Section One: Multiple-choice	Mean 14.66(/20)	Max 20.00	Min 0.00
Section Two: Short answer	Mean 23.34(/50)	Max 45.51	Min 0.64
Section Three: Extended answer	Mean 13.55(/30)	Max 28.00	Min 0.00

General comments

The mean was 51.45%. The low mean can be contributed to candidates not reading and comprehending the requirements of the questions. A large number of candidates missed out on obtainable marks by writing answers out of the context of the question. Candidates performed best in Section One: Multiple-choice achieving an average of 73%. Section Two: Short answer was not completed as well as hoped for, with candidates averaging 47%. Section Three: Extended answer gave scope for the more capable candidates to extend themselves. However, the mean of 45% was the lowest sectional mean in the paper.

Written examination

Advice for candidates

- Fully understand the dot points of the syllabus by being able to define and explain each, but more so be able to apply the syllabus points to a variety of sports as well as be able to identify the concepts in any sporting example provided.
- Obtain a copy of 'Glossary of key terms used in the formulation of questions' from the Authority website. This will assist you in understanding what is meant by a particular term used in a question, allowing a correct answer to be formulated more easily.
- Understand terms and words used in examination questions such as define, apply, explain, identify and describe and understand the difference between them.
- Learn how to write full, correct definitions.
- Relate examples in your answer back to the situation outlined in the guestion.

Advice for teachers

- Reinforce to students the importance of knowing, understanding and developing the ability to apply the syllabus dot points to sporting situations.
- When writing assessments, use terminology from the Authority document 'Glossary of key terms used in the formulation of questions' and teach students what the terms require them to do in answering a question.
- Provide opportunities for students to write correct, full definitions, do not accept half definitions in your assessment tasks.
- For students to have the best opportunity to score highly, they need to have an understanding of terms and words used in examination questions such as define, apply,

explain, identify and describe. They must also know the vocabulary of the concepts covered in the Physical Education Studies syllabus and not only be able to define and explain terms but demonstrate the application of concepts in a variety of sporting fields as this is often the focus of questions in the examination.

Comments on specific sections and questions Practical examination

Attempted by 2228 candidates Mean 31.36(/50) Max 50.00 Min 8.33

2016 was the first year that ten sports were examined. Questions 1 to 5 relate to skills. Only the skills in the support document were used in the examination. The examinations were balanced to ensure the different sports were similar and comparisons could be made between sports. Each sport was aimed to be a moderate to high level examination with one static and four dynamic components and with one less complex or bit easier skill and one more technical or more difficult skill. Examinations were easy for markers to assess, differentiate between candidates and reflect ability (low, middle and high). They included a range/spread of skills for each sport with no specialist skills. Three drills to assess five skills worked well for most sports.

Written examination

Section One: Multiple-choice

Attempted by 2406 candidates Mean 14.66(/20) Max 20.00 Min 0.00 This section of the paper had the highest mean. Two questions indicated that candidates have a good understanding of social loafing (Question 7 - 97%) and recovery techniques (Question12 - 98%). The parts of the syllabus least understood were the harder concepts such as how muscles contract (Question 5 - 39%) and co-efficient of restitution (Question 19 - 41%).

Section Two: Short answer

Attempted by 2402 candidates Mean 23.34(/50) Max 45.51 Min 0.64 The mean for this section was disappointing with a number of candidates not achieving full marks. Either a lack of clarity was demonstrated in their answers or they deviated from what the question required in an answer.

Section Three: Extended answer

Attempted by 2396 candidates Mean 13.55(/30) Max 28.00 Min 0.00 This section of the examination allowed candidates to demonstrate their understanding of the course in answering two questions from four options. As in previous year, this section was the hardest for candidates to score highly with an average score of 45%.