

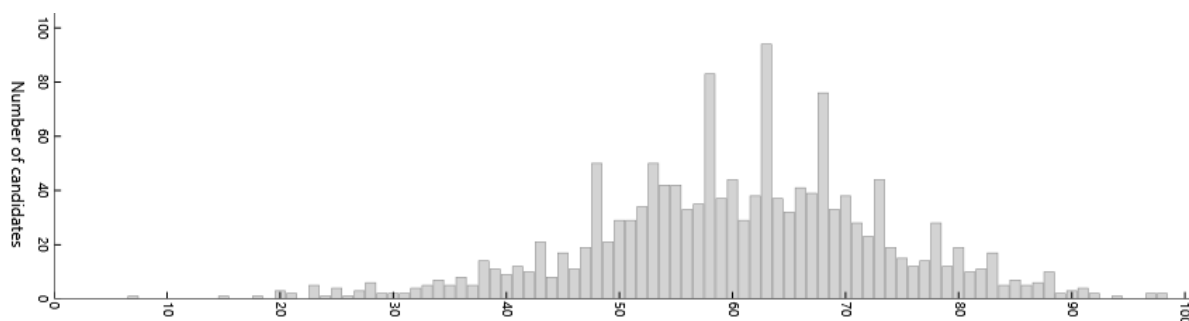


## Summary report of the 2022 ATAR course examination report: Physical Education Studies

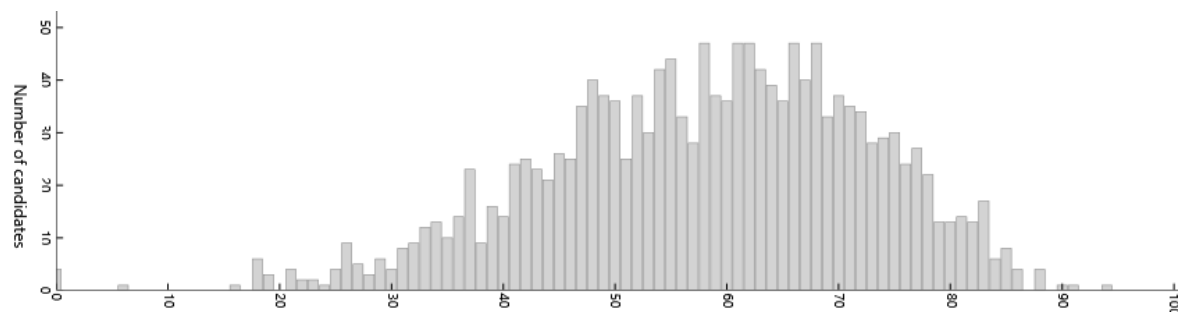
Year	Number who sat all examination components	Number of absentees from all examination components
2022	1573	34
2021	1603	13
2020	1622	12
2019	1843	10

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

### **Examination score distribution–Practical**



### **Examination score distribution–Written**



### **Summary**

#### **Practical examination**

Skills performance

Attempted by 1487 candidates                      Mean 30.28%                      Max 48.33%                      Min 6.67%

Conditioned performance

Attempted by 1485 candidates                      Mean 30.13%                      Max 50.00%                      Min 0.00%

Section means were:

Skill

Mean 60.48%

Attempted by 1462 candidates

Mean 30.24(/50)

Max 48.33

Min 6.67

Alternative Exam

Mean 65.60%

Attempted by 25 candidates

Mean 32.80(/50)

Max 46.67

Min 20.00



### *Advice for teachers*

- Instruct students of the correct procedure for submitting a sickness/misadventure form as some students attended the practical examinations with injury concerns.
- Ensure students are aware of the tactical strategies for their sport and have an appropriate fitness level so that they are able to give their best performance.

### **Written examination**

Overall, the candidates performed well in the examination. The more capable candidates were able to write comprehensively in order to achieve full marks, whereas the lower ability candidates could only recall some information and were unable to elaborate in their answers, so only achieved partial marks for some questions.

### *Advice for candidates*

- Ensure you read the question carefully and understand what it requires from you.
- When required, make sure you include in your answer the reason why or how something occurs, in order to avoid a superficial response and be awarded full marks. Answering in this way will allow you to demonstrate a depth of understanding of the syllabus.

### *Advice for teachers*

- Where appropriate, teach your students to answer questions by identifying the concept being questioned, describing the concept, explaining why and how it is significant and, finally, applying the information in the question to show how the concept is used. This may also be a useful revision method for students.

### **Comments on specific sections and questions**

#### **Practical examination**

##### **Skill (50 Marks)**

Skill 1 attempted by 1461 candidates	Mean 3.72(/6)	Max 6	Min 0
Skill 2 attempted by 1462 candidates	Mean 3.67(/6)	Max 6	Min 0
Skill 3 attempted by 1461 candidates	Mean 3.64(/6)	Max 6	Min 0
Skill 4 attempted by 1460 candidates	Mean 3.63(/6)	Max 6	Min 1
Skill 5 attempted by 1460 candidates	Mean 3.51(/6)	Max 6	Min 0

##### **Alternative Exam (50 Marks)**

Question 1 attempted by 25 candidates	Mean 4.04(/6)	Max 5	Min 3
Question 2 attempted by 25 candidates	Mean 3.84(/6)	Max 5	Min 2
Question 3 attempted by 25 candidates	Mean 3.84(/6)	Max 6	Min 2
Question 4 attempted by 25 candidates	Mean 4.04(/6)	Max 6	Min 1
Question 5 attempted by 25 candidates	Mean 3.92(/6)	Max 6	Min 2

The skills in the support documents were used in the examination. The full range of marks were awarded across the sports. The examination of the different sports was similar, so that a comparison could be made among them. Each sport examined one static and four dynamic components; with one less complex (or easier skill) and one more technical (or more difficult skill).

##### **Performance (20 Marks)**

Question 6 attempted by 1460 candidates	Mean 12.06(/20)	Max 20	Min 0
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##### **Alternative Exam (20 Marks)**

Question 6 attempted by 25 candidates	Mean 11.48(/20)	Max 16	Min 5
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## **Written examination**

### **Section One: Multiple-choice (20 Marks)**

Question 1, with a mean of 38%, proved difficult for many candidates who could not identify that a drop shot involves putting back spin on a ball to cause it to bounce and slow down. Question 20 required candidates to decipher a training program and many candidates did not examine the frequency, volume and intensity in the program to determine where the taper was.

### **Section Two: Short answer (56 Marks)**

Of the three sections in the examination the lower mean for this section suggested that it was the most challenging for candidates. This section needed candidates to be very specific in their responses, in order to achieve full marks, and many candidates failed to provide an appropriate level of detail.

### **Section Three: Extended answer (30 Marks)**

Candidates performed well in the extended answer section with a mean of 57.27%. The four questions ranged in mean from 52% to 61%.