

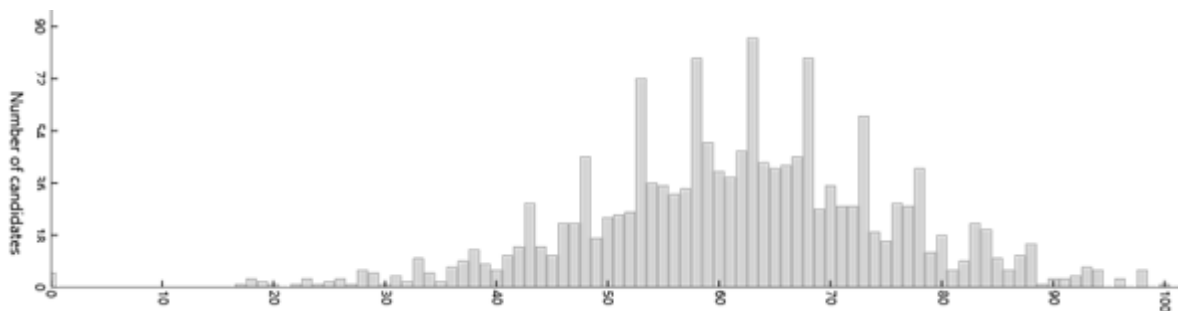


Summary report of the 2020 ATAR course examination: Physical Education Studies

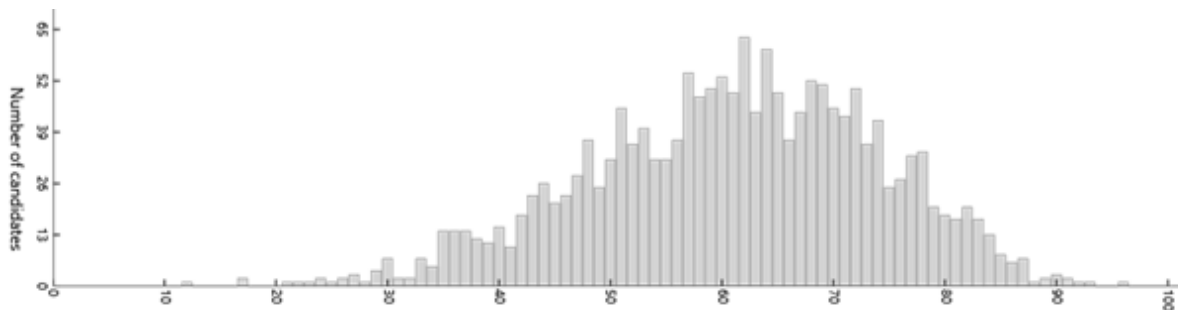
Year	Number who sat all examination components	Number of absentees from all examination components
2020	1622	12
2019	1843	10
2018	2083	13
2017	2170	19

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 1628 candidates	Mean 30.76%	Max 50.00%	Min 10.00%
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Conditioned performance

Attempted by 1622 candidates	Mean 31.14%	Max 50.00%	Min 7.50%
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Section means were:

Skill

Attempted by 1597 candidates	Mean 61.47%	Mean 30.74(/50)	Max 50.00	Min 10.00
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Alternative Exam

Attempted by 31 candidates	Mean 63.55%	Mean 31.77(/50)	Max 43.33	Min 16.67
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Performance

Attempted by 1591 candidates	Mean 62.37%	Mean 31.19(/50)	Max 50.00	Min 7.50
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Alternative Exam

Attempted by 31 candidates	Mean 57.26%	Mean 28.63(/50)	Max 50.00	Min 10.00
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- Where possible, always extend your response to include a 'why'. For example, in answering a question about 'tapering' you should provide a definition of what tapering is and then explain why an athlete needs to use it.
- Comparison questions need to compare the two items rather than discuss them in isolation.

Advice for teachers

- Students need to use past examinations and marking keys to practise answering questions.
- Reinforce the need for students to do more than just recall information; they need to be able to demonstrate how this information is applied in sport.
- Remind students to extend their responses to include a reason why an athlete might apply the concepts from the syllabus. This will add depth to their answer and rather than be superficial.
- Encourage students to be succinct in their responses. This will enable a student to provide an answer that is direct and meaningful.

Comments on specific sections and questions

Practical examination

The skills in the support document were used in the examination. The full range of marks were awarded across the sports. The examination of the different sports were 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).

Written examination

Section One: Multiple-choice (20 Marks)

Candidates performed well in this section, with a mean of 82.94% compared to 66.15% in 2019. Question 15 was the sole question that scored a mean below 70%. Candidates may not have read the question properly with the word 'decrease' distracting candidates into selecting the incorrect response.

Section Two: Short answer (58 Marks)

The mean for Section Two increased to 56.74% compared to 50.30% in 2019. Some candidates found it difficult applying their knowledge to justify an answer. The more capable candidates were able to demonstrate their knowledge through recall of concepts and applying examples relating to the question.

Section Three: Extended answer (30 Marks)

Section Three achieved the lowest mean across the paper. Candidates chose two of the four questions with the majority selecting Questions 30 and 31. Question 30 related to sports nutrition and Question 31 to Carron's model.