![Government of Western Australia - School Curriculum and Standards Authority]
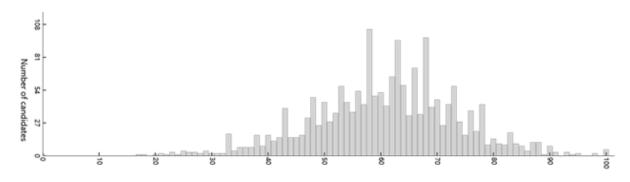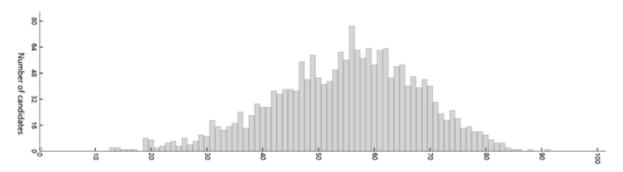
Summary report of the 2019 ATAR course examination:
Physical Education Studies

Year	Number who sat all examination components	Number of absentees from all examination components
2019	1843	10
2018	2083	13
2017	2170	19
2016	2280	33

Examination score distribution–Practical

Examination score distribution–Written

Summary
Practical examination
Skills performance
Attempted by 1857 candidates   Mean 30.37%   Max 50.00%   Min 6.67%
Conditioned performance
Attempted by 1854 candidates   Mean 30.49%   Max 50.00%   Min 5.00%

Section means were:
Skills   Mean 60.65%
Attempted by 1822 candidates   Mean 30.32(/50)   Max 50.00   Min 6.67
Alternative examination   Mean 65.90%
Attempted by 35 candidates   Mean 32.95(/50)   Max 48.33   Min 15.00
Performance   Mean 61.08%
Attempted by 1819 candidates   Mean 30.54(/50)   Max 50.00   Min 5.00
Alternative examination   Mean 55.14%
Attempted by 35 candidates   Mean 27.57(/50)   Max 50.00   Min 7.50

Examination	Population	Mean	Standard deviation	Maximum	Minimum
Alternative	35	60.52	16.62	90.83	29.17
Australian Football	195	63.14	10.82	90.00	30.83
Badminton	91	60.67	14.92	100.00	33.33
Basketball	161	58.86	13.28	98.33	29.17
Cricket	48	61.44	12.96	82.50	24.17
Hockey	98	60.96	10.87	89.17	35.83
Netball	648	60.28	12.48	100.00	16.67
Soccer	172	64.34	11.08	85.00	0.00
Tennis	39	67.35	16.95	94.17	21.67
Touch	221	58.93	12.28	85.00	30.00
Volleyball	150	58.64	15.95	100.00	25.83

Written examination
Attempted by 1940 candidates   Mean 54.77%   Max 90.96%   Min 0.00%

Section means were:
Section One: Multiple-choice   Mean 66.15%
Attempted by 1940 candidates   Mean 13.23(/20)   Max 20.00   Min 0.00
Section Two: Short answer   Mean 50.30%
Attempted by 1939 candidates   Mean 25.15(/50)   Max 46.96   Min 3.38
Section Three: Extended answer   Mean 54.78%
Attempted by 1936 candidates   Mean 16.44(/30)   Max 29.50   Min 0.00

The examination was designed to be a fair and valid assessment of a candidate's knowledge of the five key areas of the syllabus; Exercise Physiology, Biomechanics, Motor Learning and Coaching, Functional Anatomy and Sport Psychology. Questions ranged from simple to complex with the majority of questions scaffolded to provide discrimination between candidates. There was a more even distribution of marks across the three sections of the paper compared to last year. The greatest improvement was in the Extended answer section with a mean of 54.78% compared to 46.46% in 2018. The overall mean of 54.77% is higher compared to the mean of 2018 (51.42%)

General comments
Practical examination
In each sport, five skills were examined. The drills were appropriate to the skills being assessed and allowed the candidates to show their understanding of the skill in both their application of the skill and knowledge of the drill. The conditioned performance allowed candidates to show their abilities in game play. They demonstrated attack, defence and effective communication. The five skills along with the conditioned performance were a sound indicator of the candidates' ability.

Written examination
Candidates continued to perform poorly in areas such as Carron's Model, while questions about the Magnus effect and transfer of learning were handled well.

Advice for candidates
- Read the question carefully. Too many candidates misread the question and don't provide an appropriate answer.
- Any examples used must relate to the context of the question.
- If a question asks to outline, write at least a sentence rather than three to four words.
- Remember to use I D E; identify the concept in the answer, describe/define the concept and provide an example relevant to the stem of the question.

Advice for teachers
- Encourage students to read the questions carefully and more than once so they know exactly what is expected.
- Remind students to relate examples to the context in the stem of the question.
- Use past examination papers to teach students how to answer questions and receive full marks.

Comments on specific sections and questions
Practical examination
Questions 1 to 5 relate to skills. Only the skills in the support document are used in the examination. The full range of marks were awarded. The examinations of the different sports were similar so that 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; with one less complex (or bit easier skill) and one more technical (or more difficult skill). All of the practical examinations enabled markers to assess, differentiate between candidates and reflect the range of ability (i.e. 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 (20 Marks)
Candidates scored well in this section. The mean score of 66.15% was the highest of the three sections. Three questions that scored a mean of below 50%. Question 6 was the hardest for candidates to answer with a mean of 33%. A pivot point was identified in the photograph indicating a lever system in action and there was only one answer (torque) from the distractors that related to levers. Question 2 was the second lowest scoring question from the section. Candidates were required to identify the physiological effects of using anabolic steroids from a list. By deduction, candidates should have been able to narrow down their choice to two. Candidates may not have read the question properly that only asked for physiological responses, not psychological. Question 10, about drag and the impact of turbulent flow around an object, was answered poorly.

Section Two: Short answer (74 Marks)
The mean for Section Two increased to 50.30% compared to 48.86% in 2018. Candidates found it difficult applying their knowledge to justify an answer, hence, were unable to take full advantage of the allotted marks. In general, candidates were able to identify the concept required by the question. The more capable candidates were able to apply the concept to their answer or were able to justify their answer using the concept. Less able candidates only gave a simplistic answer.

Section Three: Extended answer (30 Marks)
The mean for Section Three was 54.78%. Compared to 2018, this is an increase of 14.32% and also presents the highest mean for the Extended answer section in the last five years.