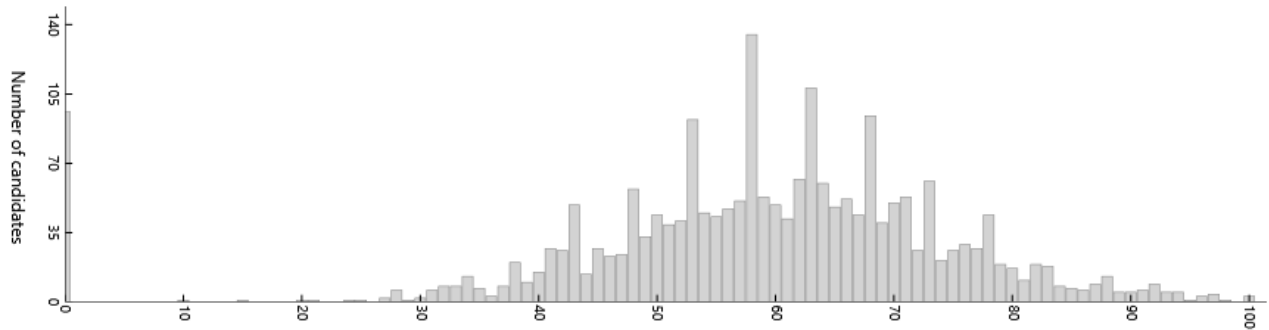




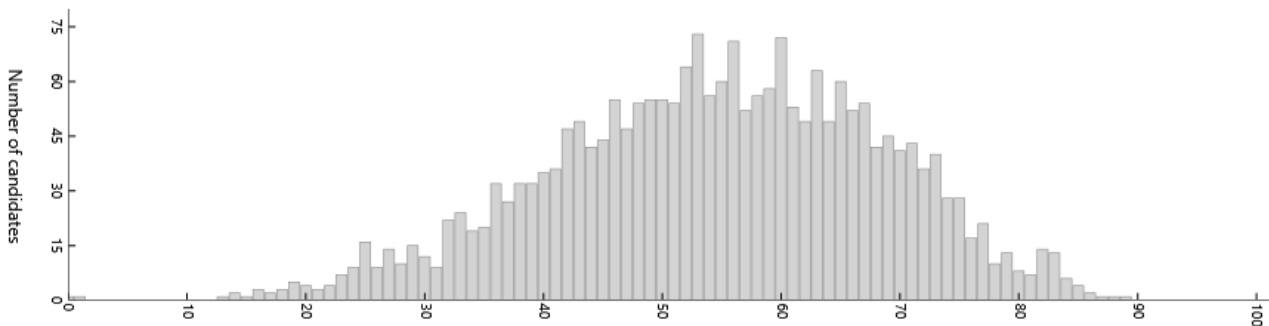
Summary report of the 2017 ATAR course examination: Physical Education Studies

Year	Number who sat all examination components	Number of absentees from all examination components
2017	2170	19
2016	2280	33

Examination score distribution – Practical



Examination score distribution – Written



Summary

Practical examination

Skills performance	Mean 60.69%		
Attempted by 2095 candidates	Mean 30.35(/50)	Max 50.00	Min 8.33
Conditioned performance	Mean 60.84%		
Attempted by 2095 candidates	Mean 30.42(/50)	Max 50.00	Min 0.00

Section means were:

General	Mean 60.69%		
Attempted by 2060 candidates	Mean 30.34(/50)	Max 50.00	Min 8.33
Alternative Exam	Mean 60.86%		
Attempted by 35 candidates	Mean 30.43(/50)	Max 50.00	Min 10.00
General	Mean 60.61%		
Attempted by 2060 candidates	Mean 30.46(/50)	Max 50.00	Min 0.00
Alternative Exam	Mean 56.71%		
Attempted by 35 candidates	Mean 28.36(/50)	Max 47.50	Min 5.00

Examination	Population	Mean	SD	Maximum	Minimum
Alternative examination	35	58.79	17.09	97.5	15
Australian Football	208	66.03	11.37	94.17	28.33
Badminton	198	53.11	12.31	96.67	20.83
Basketball	192	63.8	16.69	100	0
Cricket	18	67.13	14.28	92.5	34.17
Hockey	100	64.86	15.11	94.17	0
Netball	588	63.37	11.06	96.67	10
Soccer	242	61.22	10.7	84.17	20
Touch	255	54.56	11.1	85	26.67
Volleyball	208	57.92	14.98	100	0
Total	2044	60.81	18.38	100	0

Written examination

The 2017 examination was attempted by 2275 candidates and the mean was 54.44%. Scores ranged from a minimum of 1.00% to a maximum of 89.06%. The examination covered a range of content across Units 3 and 4 of the Physical Education Studies ATAR course syllabus. Questions were constructed to allow all candidates an opportunity to demonstrate their understanding of motor learning and coaching, sport psychology, functional anatomy, biomechanics and exercise physiology. The paper had a combination of easy questions, such as requiring candidates to identify concepts and terms from the syllabus, and questions aimed at discerning the higher calibre candidates who could interpret information and provide an application for particular sporting examples.

Section means were:

Section One: Multiple-choice	Mean 75.77%		
Attempted by 2275 candidates	Mean 15.15(/20)	Max 20.00	Min 1.00
Section Two: Short answer	Mean 51.80%		
Attempted by 2274 candidates	Mean 25.90(/50)	Max 45.06	Min 1.74
Section Three: Extended answer	Mean 44.80%		
Attempted by 2268 candidates	Mean 13.44(/30)	Max 29.00	Min 0.00

General comments

Written examination

Feedback from the candidates and teachers was positive, they thought it was an accessible examination that was well balanced across all content areas and fair and reliable in providing candidates a means to demonstrate their level of knowledge across the Physical Education Studies syllabus. The easiness of the paper was deceptive as many candidates misinterpreted questions, did not relate answers to examples given, or used inappropriate terminology.

It was noted that candidates have learned to write words/terms such as *increase* or *decrease* rather than using up and down arrows. They are also using full words/terms from the syllabus rather than abbreviations such as *HR* for heart rate. However, this year saw a significant decrease in the number who lost marks for making these errors.

Advice for candidates

- Use and understand the terminology that is directly from the examinable content in the syllabus.
- When answering questions relate the answer to the particular practical example identified in the question e.g. explain the concept (motor learning and coaching, sport psychology, functional anatomy, biomechanics or exercise physiology) and then show how it is applied to the practical example used in the question.

Advice for teachers

- When teaching be mindful to use the terminology in the syllabus and reinforce with your students the importance to use these words when answering examination questions.
- Construct examinations with questions and marking keys that reward students demonstrating application of concepts to practical examples.
- Use examples of various training programmes to reinforce student understanding of *periodisation, tapering, peaking*, etc.

Comments on specific sections and questions

Practical examination

General (30 Marks)

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 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 enabled 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.

General (20 Marks)

All candidates in a sport were given equal opportunity in the number of trials to demonstrate their performance and the mean was pleasing.

Written examination

Section One: Multiple-choice (20 Marks)

As expected performance on the multiple-choice was the strongest in the entire paper. Ninety-seven percent of candidates understood *glycaemic index* (Question 4) and when transfer of learning does not occur (Question 13). The lowest scoring questions demonstrated that students were not as knowledgeable of what a *dendrite* is (Question 5) and types of coaching activities (Question 16). For this question, the majority of candidates answered *Static to Dynamic* but the answer was *simple to complex* because the water polo players are throwing and catching while stationary in the pool so the distractor was strong.

Section Two: Short answer (86 Marks)

This year the examining panel included more questions that allowed candidates greater opportunity to demonstrate their knowledge. Hence this section contains more marks this year compared to 2016.

With the design of the paper scaffolded by difficulty over three sections, it was to be expected that the Short answer section would pose more difficulty than the Multiple-choice section and the mean score of 51.80% was evidence of this. Candidates lost marks for not providing examples of the practical activity identified in the question.

Section Three: Extended answer (30 Marks)

Detrimental to performance was the fact many candidates struggled to interpret information from a graph in Question 33 as well as writing brief answers, failing to extend their response to relate the aspects they are discussing to the practical activity provided in the question.