

Principal Assessor Report 2002

Assessment Panel:

Physical Education

Qualification area

**Subject(s) and Level(s)
included in this report**

Physical Education Advanced Higher

Statistical information: update

Number of entries in 2001	36
Pre appeal	
Post appeal	

Number of entries in 2002	60
Pre appeal	
Post appeal	

General comments re entry numbers

The figure of 60 students represents 31 number of centres which is an encouraging increase from last year. Many centres, however, have only one or two students undertaking the course.

General comments

Overall performance in the second year of presentation was slightly disappointing compared with previous years. Considering the learning and teaching materials and examples of completed unit and course assessment in schools, many students failed to achieve the standard required. This may be due slightly to the high number of centres presenting for the first time.

Grade boundaries at C, B and A for each subject area included in the report

Grade	Band	Minimum Mark
A	1	190
A	2	170
B	3	159
B	4	148
C	5	137
C	6	126
Compensatory	7	115
No award	8	104
No award	9	0

General commentary on grade boundaries

Notional percentage cut-offs for each grade

Question papers and their associated marking schemes are designed to be of the required standard and to meet the assessment specification for the subject/level concerned.

For National courses the examination paper(s) are set in order that a score of approximately 50% of the total marks for all components merits a grade C (based on the grade descriptions for that grade), and similarly a score of 70 % for a grade A. The lowest mark for a grade B is set by the computer software as half way between the C and A grade boundaries.

Comments on grade boundaries for each subject area

These grade boundaries were exactly the same as the previous year for Advanced Higher.

Comments on candidate performance

Areas of external assessment in which candidates performed well

The pattern of high performance marks was evident in the second year of Advanced Higher. The mean mark was 66.7 out of 70 marks. Marks again were generated across a wide range of activities.

In the dissertation the mean mark was 55.2 out of the 140 marks available. At the lower end the work submitted was, in many cases, below Higher level. However, at the upper end, the work was of a high standard.

Almost all the students had difficulty staying within the 3500 word allocation. Many were well beyond. The course specification suggests that this word limit should also include all appendix material. Much of the material in the appendices is very extensive, making it very difficult for the students to stay within the current limit.

Many final dissertations were submitted unsigned by both students and staff. This may be due to the lay out of the flysheet or to an oversight by centres.

Areas of external assessment in which candidates had difficulty

In the opening section of the dissertation, students needed to be more specific about how the major issues (perspectives and concepts) introduced could be and were going to be developed. In a few instances, it was very difficult to see what issues were in fact to be the subject of the dissertation.

The nature and the demands of the chosen performance were varied, ranging from detailed knowledge to a lack of understanding of the influences on performance.

The level of research which had been undertaken by the most able was impressive, thus allowing the work to progress in a qualitative way.

The quality of discussion in this year's scripts was very varied. At the upper level, relevant information was clearly presented, interpreted and its significance discussed. However, many students had only a partial understanding of the specific issues involved. Much of the discussion was descriptive and narrative. This led to a lack of critical thinking by students leading to low marks being allocated in this section.

As in previous areas, the best work fully discussed the processes undertaken, but many students presented modest discussion of the findings.

Most candidates were able to organise and present their work in a logical manner.

Areas of common misunderstanding

Some candidates presented a dissertation which in fact was very similar to a Higher investigation. In these circumstances, comma there was a lack of understanding of the issues involved and areas to be addressed. This affected their ability to access the marks in some sections of the mark scheme.