



External Assessment Report 2009

Subject	Fitness and Exercise PBNC
Level	Higher and Intermediate 2

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

Comments on candidate performance

General comments

As has been the case for a number of years, it continues to be the same centres who are delivering both awards. Although centres had recently come on board with the awards, these centres had delivered similar awards for some time and had gained considerable experience in delivering and assessing to the National Standard.

The briefs had not been changed and so the assessments were the same as they had been. All centres had, for the Units, used NAB materials with the only changes being those which improved the award and clarified the prepared marking schemes. Many centres had expanded the marking to good effect.

Many centres had a number of candidates who were actively involved in sport and fitness activities and were committed to the subject area.

One matter that was noted this year was the fact that a number of candidates performed and achieved much better in the planning and development stages than in the evaluation stages. Discussions with staff suggested that this may simply be due to candidates thinking that they had finished and as it were taking their “eye off the ball”. Candidates may need reminding that all three parts of the assessment count towards the final grade.

Areas in which candidates performed well

As is often the case, candidates tend to select these courses due to an existing commitment and interest in the subject area and consequently their performance in the activity tends towards high grades for the development section. Again this year candidates did better in this section than in others.

Skills developed and knowledge acquired would be valuable as much are transferable. The communication, management and interpersonal skills developed would be valuable in any future career path.

Areas which candidates found demanding

In some cases, as indicated, candidates performed less well in the final Evaluating stage. The assessments had not changed from previous years. This led to the view that candidates may simply have failed to realise the importance of each stage and did not give the same effort to the final stage of the work. This view was shared by the staff of the centres involved although this did not apply to all candidates.

Some centre allowed a free choice of brief while others directed candidates to better suit the needs and facilities available.

Advice to centres for preparation of future candidates

There was, in some cases, evidence that centres may have not fully appreciated the target dates for completion of SQA submissions as candidates had been registered very late for some awards. This may also have led to a last minute rush to complete the final stage of the award and may have contributed to the variation in quality of work in the final section.

Centres should try to ensure that sufficient time and consideration is given to each of the stages. It is important that all candidates try to keep up with their own plan and times they have stated at the planning stage and that the assessor gives realistic feedback to support and inform students. Candidates may need reminded of the fact that all stages need to be given detailed attention.

Candidates need to clearly understand the quality and depth of responses which are required.

Intermediate 2

Statistical information: update on Courses

Number of resulted entries in 2008	24
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Number of resulted entries in 2009	26
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 200				
A	19.2%	19.2%	5	140
B	23.1%	42.3%	6	120
C	38.5%	80.8%	10	100
D	7.7%	88.5%	2	90
No award	11.5%	100.0%	3	-

Higher

Statistical information: update on Courses

Number of resulted entries in 2008	40
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Number of resulted entries in 2009	44
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 200				
A	38.6%	38.6%	17	140
B	22.7%	61.4%	10	120
C	18.2%	79.5%	8	100
D	2.3%	81.8%	1	90
No award	18.2%	100.0%	8	-

General commentary on grade boundaries

- While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- Where standards are comparable to previous years, similar grade boundaries are maintained.
- An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.