



External Assessment Report 2009

Subject	Leading Sports Activities Intermediate 2 (PBNC) and Sports Coaching Studies Higher (PBNC)
Level	Intermediate 2 and Higher

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 had been the case in previous years, numbers were not large and while new centres were involved, these centres were not new to similar PBNC awards. Effectively this meant that experienced centres were delivering the awards and this led to a growing confidence in the quality of assessments.

Centres had generally made effective use of sound feedback to candidates and this approach is to be encouraged. This helps candidates to understand what they may have completed well and where they might improve in the future.

As was the case with other awards, some candidates had not achieved as highly as they might in the final stage. This may be a case of loss of focus and a rush to complete the last stage of the award.

The briefs had remained the same as in previous years as had the marking scheme. Centres had expanded this well in some cases to allow clarification and show exactly where marks were being awarded.

Skills developed by candidates were considered to be transferable to other areas and the skills and knowledge gained in Communication, Management and Interpersonal ability would be valuable in any future career path.

Areas in which candidates performed well

Candidates who had elected to study the course, had as was the case in previous years, often come from a very sporting background. This led to a real interest and involvement in the subject area and this often led to high grades for the Development stage of the award. Candidate motivation was considered to be the principal reason for this.

Areas which candidates found demanding

Candidates had, as indicated, performed less well in the final Evaluating stage. Discussions with staff suggested that this may be due to candidates simply rushing at the final stage and giving that stage less time and consideration. There had been no change to the Units or the assessments or marking guide so this probability seemed the most realistic explanation.

As in previous years, some centres allowed a free choice of brief while others gave more direction to candidates due to local needs and available facilities. Both approaches met the needs of the award and candidates.

Advice to centres for preparation of future candidates

Centres may need to advise candidates at the Planning stage, that their planned time schedule needs to be realistic to allow full focus on each and every stage.

Candidates may need reminded that the Evaluating stage is as important as the other 2 stages and it also needs a full and considered response. Candidates were in some centres, not achieving at the same level for this section, as they had for other sections.

Centres should also ensure that the dates required for SQA candidate submission do require to be kept to ensure certification of candidates at the required time.

Sports Coaching Studies Higher (PBNC)
Statistical information: update on Courses

Number of resulted entries in 2008	42
---	----

Number of resulted entries in 2009	70
---	----

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	34.3%	34.3%	24	140
B	38.6%	72.9%	27	120
C	15.7%	88.6%	11	100
D	0.0%	88.6%	0	90
No award	11.4%	100.0%	8	-

Leading Sports Activities Intermediate 2 (PBNC)
Statistical information: update on Courses

Number of resulted entries in 2008	22
---	----

Number of resulted entries in 2009	23
---	----

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	26.1%	26.1%	6	140
B	43.5%	69.6%	10	120
C	26.1%	95.7%	6	100
D	0.0%	95.7%	0	90
No award	4.3%	100.0%	1	-

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.