



External Assessment Report 2009

Subject	Physical Education
Level	Intermediate 1 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

Intermediate 1

All learning outcomes and key concepts were covered throughout the paper. There was a slight increase in number of candidates, especially in S4.

There was an increase in the number of candidates who attempted the Performance Appreciation questions. It was noted that candidates are performing slightly better in this area than in previous years.

Candidates also benefited from naming the Structure, Strategy or Composition early on in question 4

Intermediate 2

All learning outcomes and key concepts were covered throughout the paper. There was an increase in entries especially in S4 and S5.

The paper was straight forward, allowing candidates to access a full range of marks. The impression from markers was that the paper was straight forward to mark and allowed candidates an opportunity to explore the full range of knowledge.

It was noted that across the paper there was an increase in the amount of “data collection” type questions. This issue will be considered for subsequent papers.

It was also pleasing to note that a number of candidates are responding to the knowledge based questions with more depth and detail.

Areas in which candidates performed well

Intermediate 1

Candidates responded well to questions where a “steer” was in place. For example in question 3e, candidates were given a steer on the principles of effective practice, which allowed some candidates to respond with a depth of knowledge. This was also evident in question 4(b), where candidates were given a steer on describing their Structure, Strategy or Composition.

Candidates are now performing well when naming and describing a type and/or aspect of fitness.

Intermediate 2

As mentioned previously it was felt that candidates’ responses had much more depth of knowledge.

Evidence shows that candidates are now accessing more marks and are responding not only with more depth of knowledge, but also their standard of language is improving.

Throughout the paper, “collection of data” questions were performed well. In questions 2(c), 5(a), 5(b), 5(c), 7(b) candidates’ responses were generally good. It was evident that candidates are applying both knowledge and analytical skills when responding to these questions.

Once again there was increase in candidates who performed well when responding to the Performance Appreciation questions. It was noted that more candidates are being taught this area of analysis and responses are generally improving.

Areas which candidates found demanding

Intermediate 1

Candidates are still finding questions referring to “training programmes” demanding, especially in Preparation of the Body.

Question 2(g) within Preparation of the Body, was demanding for candidates. Although they could name a short and long term goal, candidates found it difficult to give more detail on the actual goals they had set.

Some candidates found question 4(a) (ii) demanding, especially when trying to give detail on the role they played within the Structure, Strategy or Composition.

Intermediate 2

Candidates are still finding questions referring to “training programmes” demanding, especially in Preparation of the Body.

In the Principles of Training question, 4(d), candidates found it demanding to respond to this question with a depth of knowledge

Candidates found the Principles of Effective Practice question, 6(d), demanding. Many responses were vague and did not relate to the key concept knowledge.

Very few candidates respond to question 8. Candidates found “the course of action” question in part 8(d) difficult.

Advice to centres for preparation of future candidates

Centres are advised to ensure that all aspects of content, as outlined in the key concepts, are covered in the coursework. This will allow candidates to access marks across the paper.

Centres are advised to make sure that descriptions of detailed training programmes are covered within their coursework. This will allow candidates to access the depth of knowledge required in these questions.

Centres are advised ensure that candidates have knowledge of the difference between “Principles of Effective Practice” and Principles of Training”, so that candidates are not confused when responding to relevant questions.

Candidates should always back their responses up with examples from the activity that they are discussing.

Centres may find it useful to refer to the marking instructions for 2009 on the SQA web-site.

Intermediate 1

Statistical information: update on Courses

Number of resulted entries in 2008	1403
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Number of resulted entries in 2009	1522
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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 - 100				
A	53.7%	53.7%	817	70
B	21.2%	74.9%	323	60
C	13.3%	88.2%	203	50
D	2.1%	90.3%	32	45
No award	9.7%	100.0%	147	-

Intermediate 2

Statistical information: update on Courses

Number of resulted entries in 2008	3631
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Number of resulted entries in 2009	4042
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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 - 100				
A	40.8%	40.8%	1649	72
B	36.6%	77.4%	1481	61
C	15.4%	92.8%	621	50
D	2.0%	94.8%	82	44
No award	5.2%	100.0%	209	-

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.