



External Assessment Report 2010

Subject	Physical Education
Level	Intermediate 1 and 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

Overall candidates performed well at this level. There was an increase in number of entries from 1380 to 1613, with 23 new centres and a number of centres returning to this qualification.

The analysis and development of performance paper worked well, allowing candidates to access the range of learning outcomes and key concepts throughout the paper. Candidates responded to various types of questions, which lead them through the analysis and development process.

Although not many candidates responded to the performance appreciation area, we found that those candidates who did are now performing significantly better.

Intermediate 2

Overall, candidates have performed well at this level. There was a significant increase in numbers from 3848 to 4474.

Feedback from centres and Markers has shown that the external exam was a fair paper, which allowed candidates to respond to the range of learning outcomes and key concepts.

It was noted that candidates are responding with more depth and detail than in previous years.

More centres have decided to adopt the performance appreciation area of this Course and have applied this to their learning and teaching. This is evident in the depth of candidates' responses in this area of the Course, although there is still a minority of candidates who are responding in this area.

Areas in which candidates performed well

Intermediate 1

Once again candidates performed well in the performance element of the Course. The average performance mark was 46.9.

Where candidates were given a steer on questions, it was highlighted that they did perform better and were able to respond with more depth.

Candidates who responded to the performance appreciation question performed much better than in previous years. It was noted that many more centres are exploring this area and applying it to their various Courses, with good results.

Candidates also performed well in the 'skill and techniques' area of the external exam.

Intermediate 2

Candidates performed well in the performance element of the Course, achieving an average performance mark of 46.9.

In the analysis and development section of the performance external exam, candidates performed well in the 'preparation of the body' area, especially in their responses to types and aspects of fitness.

As noted previously, although the number of candidates responding in the performance appreciation area is a minority, there has been a significant improvement in the depth of responses.

Areas which candidates found demanding

Intermediate 1

Within the analysis and development of performance element, candidates found the 'structure and strategies' question more demanding. For future years, candidates will be asked to actually name the structure, strategy and composition.

In general, candidates have difficulty when applying depth and detail to their responses. For example, more detail is required when asked for a 'description of practices', 'methods of collecting data' and 'principles of training'.

Intermediate 2

Within the analysis and development of performance element, candidates had difficulty when asked to apply knowledge. For example, candidates had difficulty when asked to apply the actual principles of training to their training programme.

A significant number of candidates had difficulty with 'principles of effective practice' within the skills and techniques section.

Candidates had difficulty when responding to Questions 6 (c) and 6 (d). Candidates' responses were repetitive and in some cases did not explain how they monitored their progress.

Advice to centres for preparation of future candidates

Centres are advised to ensure that all key concepts are covered within their Courses, and studied at the appropriate depth and level of demand.

Centres are advised to not only develop the cycle of analysis, but also to develop the depth of knowledge required and how to apply this knowledge within their chosen activity, especially at Intermediate 2 level.

Centres should consider the types of questions asked when allowing candidates to describe a structure, strategy or composition they have used. Candidates may be asked to describe

the structure, strategy or composition or may be asked to describe their role in that structure, strategy or composition.

More depth of knowledge is required in candidates' responses to training programmes across the three areas.

It was noted that 'principles of training' and 'principles of effective practice' still confused candidates. Centres are advised to develop the knowledge and understanding required for these key features for both areas of analysis.

Candidates should always try to back their responses up with examples from their performance.

Centres may find the 2010 marking instructions on the SQA website useful.

Statistical information: update on Courses

Intermediate 1

Number of resulted entries in 2009	1522
Number of resulted entries in 2010	1725

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	45.6%	45.6%	787	70
B	26.3%	71.9%	454	60
C	17.7%	89.7%	306	50
D	2.3%	92.0%	40	45
No award	8.0%	100.0%	138	—

Statistical information: update on Courses

Intermediate 2

Number of resulted entries in 2009	4042
Number of resulted entries in 2010	4598

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	40.5%	40.5%	1860	72
B	38.0%	78.4%	1746	61
C	16.1%	94.6%	742	50
D	2.0%	96.5%	91	44
No award	3.5%	100.0%	159	—

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, therefore, SQA 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 Head of Service 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.