



External Assessment Report 2010

Subject	Physical Education
Level	Standard Grade

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

Feedback suggests that the 2010 question papers at Foundation, General and Credit levels were very well received. Markers and Examiners felt that all the papers had a similar demand and challenge as in previous years. Feedback suggests that the use of core activities in the Evaluation section of the paper was well received.

In order to increase accessibility to marks at all levels, Setters ensured that the overall wording of questions was simplified and candidates were given clear instructions. There was a significant improvement in candidates' ability to respond to questions and there were significantly fewer unanswered questions. It was therefore pleasing to note that there had been an overall improvement in candidate performance at all levels, but especially General.

A major factor in this improvement in candidates' performance may have been the fact that the Standard Grade Physical Education examination was the first examination in the 2010 diet. This may have been advantageous in that Course concepts were still fresh in the candidates' minds and it was the first examination they had studied for.

The method of marking remained the same, but a wider range of examples were given in the evaluating marking instructions, and more appropriate definitions were given for Knowledge and Understanding. This made the marks more accessible for candidates.

There was clear evidence that most candidates had been very well prepared by centres and were responding in detail, which allowed them to demonstrate their full potential in both the Evaluating and Knowledge and Understanding elements. Markers felt there were fewer question papers with really low marks, and most candidates had attempted to answer all questions.

There were fewer instances of General/Credit candidates being presented at an inappropriate level. However, the excellent performance of some Foundation/General candidates, particularly in the General paper, would suggest that they could have been presented at the General/Credit level.

Further clarification in the invigilators' handbook, and the addition of a countdown clock on the standard time DVD, may have assisted in candidates' time management of the examination at all levels.

Areas in which candidates performed well

Foundation

Markers and Examiners commented that both sections were designed with questions which were appropriate in terms of demand.

Overall, Markers and Examiners felt that candidates performed well, in both the Evaluating and Knowledge and Understanding sections of the paper.

Overall, candidates responded very well to the variety of activities in the Evaluating section of the paper.

Candidates responded well to true/false and 'done well/needs improvement' style of questions in the Evaluating section.

Evaluation questions were generally answered well by candidates. Feedback suggests that the actions in all questions were clear, simple and well defined, which allowed many candidates the opportunity to access full marks.

Candidates responded positively to the accessible Knowledge and Understanding content.

General

Many candidates accessed full marks in Question 4, Part A, and Question 5, Part A, as the action was simple, clear and played at the appropriate speed.

Markers and Examiners commented on improvements in relation to:

- ◆ candidates' ability to name reasons for warming up in Question 6, Part A
- ◆ candidates' ability to describe how power is created in Question 8, Part B

Credit

Overall, in both Evaluating and Knowledge and Understanding, a greater number of candidates achieved Credit awards. Markers reported less evidence of candidates being presented at an inappropriate level.

In the Evaluating element, Markers reported a marked improvement in candidate performance. Evidence showed that not only were more candidates accessing more marks, but also there were fewer unanswered questions. Candidates were describing Part A actions in more detail, and responses for improvements in Part B were also more detailed.

In the Knowledge and Understanding element, Markers and Examiners noticed that candidates were able to access more marks in Part A questions, as they had learned definitions and reasons, etc. For example, many candidates accessed full marks for Question 6, Part A, Question 7, Part A, and Question 9, Part A.

Areas which candidates found demanding

Foundation

Candidates generally performed well in both the Evaluating and Knowledge and Understanding elements, with the exception of:

- ◆ Question 8, Parts B (ii) and (iv), where they struggled with the concept of whole body speed

- ◆ Question 10, Part B (ii) and (iv), where they struggled with the concept of achieving balance

General

Candidates generally performed well in both the Evaluating and Knowledge and Understanding elements, with the following exceptions:

- ◆ Candidates presented at F/G level found it challenging in Question 2, Part B, and Question 3, Part B, to identify a second improvement.
- ◆ In Question 7, Part B (i), some candidates experienced difficulty in describing creativity to gain marks.
- ◆ In Question 10, Part B, candidates did not perform well on the concept of resistance as an advantage and a disadvantage.

Credit

Candidates generally performed well in both the Evaluating and Knowledge and Understanding elements, with the following exceptions:

- ◆ In Question 1, Part A, some candidates failed to read 'when catching the ball' and consequently limited their ability to access full marks.
- ◆ In Question 4, Part B, some candidates had difficulty in suggesting a third improvement.
- ◆ Joints and joint movement, Question 8, Part B, remains a challenging area for many candidates, who found it difficult to explain the effect of joint movement on performance.
- ◆ Some candidates had difficulty with the definition of reversibility in Question 10, Part A (i).
- ◆ Candidates continue to find the concept of principles of training, Question 10, Part B, challenging.

Advice to centres for preparation of future candidates

There was evidence that fewer candidates were using negative statements in Evaluating Part B answers. Centres are advised to keep encouraging candidates to avoid using negative language in their Evaluating Part B answers.

Candidates should be reminded to read the question carefully, paying particular attention to the parts in bold. In Evaluating questions, candidates are more frequently being directed to a specific piece of the action in the video clip.

Questions where there were three parts to the answer proved to be both demanding and challenging in the Knowledge and Understanding sections. Candidates should be reminded to read the question carefully and plan their whole answer before beginning to write.

The number of incidences where candidates choose inappropriate activities for Knowledge and Understanding questions has been dramatically reduced. Centres should continue to make candidates aware that activities used in Knowledge and Understanding answers

should be within the bounds of physical education or school sport, ie unacceptable activities include darts, snooker and pool.

Candidates performing well in Knowledge and Understanding at Credit level are obviously being directed by centres to the appropriate content, as outlined in the Standard Grade support materials on the SQA website (Physical Education homepage).

Centres across all local authorities should continue to make themselves aware of the Course content that represents Standard Grade Physical Education. Centres are also advised to familiarise themselves with documents titled *A Marking Guide to Evaluating and Knowledge and Understanding Content at Foundation, General and Credit levels*. This material can be accessed on the SQA website (Physical Education homepage).

Statistical information: update on Courses

Number of resulted entries in 2009	17034
Number of resulted entries in 2010	16444

Statistical information: performance of candidates

Distribution of overall awards

Grade 1	23.0%
Grade 2	37.3%
Grade 3	26.9%
Grade 4	10.1%
Grade 5	1.5%
Grade 6	0.1%
Grade 7	0.0%
No award	1.0%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
KU	55	36	26	50	26	20	45	24	18
EV	50	32	24	50	28	23	50	30	23