



## External Assessment Report 2013

Subject(s)	Physical Education
Level(s)	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

Entries at this level remained stable at 1621.

The question paper covered a full range of concepts and features. Questions allowed candidates to access all marks. Markers noted the paper performed well, with most candidates completing all questions within their selected areas.

There was a definite increase in the number of candidates who selected the Performance Appreciation area.

### Intermediate 2

Entries at this level remained stable at 5298, a slight increase from last year.

The average mark for Performance remains high, with the average mark for the question paper dropping slightly.

Markers found the paper straightforward and felt that candidates could access all questions.

Candidates did not seem to cover concepts and features in as much detail as in previous years.

Again, more candidates selected a question from the Performance Appreciation section.

## Areas in which candidates performed well

### Intermediate 1

Candidates performed well in the Performance component, with the average mark increasing to 47.4.

Q2e) Most candidates could describe how to monitor training.

Q2f) Most candidates were able to explain why they monitored their training.

Q3d) Candidates were able to give good descriptions on how they collected information on their performance.

### Intermediate 2

As with Intermediate 1, candidates performed well in the Performance component, with an average mark of 47.

In general, candidates' responses to Preparation of the Body and Skills and Techniques were completed with more detail than the other options.

- Q3b) Candidates performed well when describing methods to collect information.
- Q3c) Candidates generally could explain why the methods selected were appropriate.
- Q7a) Candidates described their structure, strategy or composition in good detail.

## **Areas which candidates found demanding**

### **Intermediate 1**

- Q1e) Candidates found it demanding to describe the steps they took to improve their performance.
- Q1f) Candidates found it difficult to suggest changes to their performance.
- Q2d) Many candidates found it difficult to describe three principles of training with enough detail to access all marks.
- Q3b) Candidates found it demanding to break the skill down into preparation, action and recovery.
- Q3f) Most candidates found it difficult to describe a satisfactory improvement programme to overcome a weakness.
- Q4e) Candidates struggled to describe the steps they took to improve their weakness(s). This was relevant to whether they chose to adapt a structure, strategy or composition, or complete relevant training methods.

### **Intermediate 2**

- Q3c) Most candidates found it demanding to explain why two different types of fitness were important for a successful performance. They generally could explain one type of fitness but responses were limited for the second type.
- Q5a) Candidates struggled to describe a skilled performance. Candidates found it difficult to describe the actual performance.

Across the paper, training programmes or methods of training were not described in enough detail.

Candidates struggled with 'next steps' type questions across the paper.

## **Advice to centres for preparation of future candidates**

### **Intermediate 1**

Candidates should be encouraged to have enough knowledge to describe the training methods or programme they may use across all areas.

Centres may wish to consider preparing candidates to break down skills into preparation, action and recovery.

For candidates to access all marks available in a Principles of Training question, centres should make sure that candidates can qualify responses with an example.

## **Intermediate 2**

Centres should ensure that candidates have enough knowledge in the three different types of fitness.

Centres should ensure that candidates are able to describe a programme of work or training methods required during the development process.

## Statistical information: update on Courses

### Intermediate 1

Number of resulted entries in 2012	1639
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Number of resulted entries in 2013	1621
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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	56.2%	56.2%	911	70
B	25.2%	81.4%	408	60
C	12.2%	93.6%	198	50
D	1.8%	95.4%	29	45
No award	4.6%	100.0%	75	-

## Statistical information: update on Courses

### Intermediate 2

Number of resulted entries in 2012	5108
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Number of resulted entries in 2013	5298
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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	39.3%	39.3%	2084	72
B	39.1%	78.5%	2073	61
C	16.9%	95.4%	896	50
D	2.6%	98.0%	138	44
No award	2.0%	100.0%	107	-

## 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.