



## External Assessment Report 2014

Subject(s)	Physical Education
Level(s)	Intermediate 2 and Intermediate 1

The statistics used in this report are prior to the outcome of any Post Results Services requests

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

Performance marks remain high, with an average mark of 47.3. The question paper had an average of 20.5.

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

Numbers dropped to approximately 250 candidates.

### Intermediate 2

Performance marks remain high with an average mark of at 47.5. The average mark for the question paper remained consistent at 21.5.

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

Numbers dropped to approximately 3,200 candidates.

## Areas in which candidates performed well

### Intermediate 1

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

### Intermediate 2

In general candidate responses to Preparation of the Body and Skills and Techniques were completed with more detail than the other sections.

Candidates performed well in the 'Describe' questions.

Candidates performed consistently well in question 8.

## Areas which candidates found demanding

### Intermediate 1

Candidates found questions 3(c)(i) and (c)(ii) demanding, where they were asked to identify Principles of Effective Practice.

## **Intermediate 2**

Candidates found questions which asked for an explanation challenging. For example, questions 5(a) and 5(b), where an explanation of why the skill was a strength or a weakness was required.

Question 3(c) – Candidates found it challenging to detail the training programme.

Question 5(d) – Principles of Effective Practice – candidates found this question challenging.

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

### **Intermediate 1**

Centres must ensure that candidates have enough knowledge to describe the training methods or programme they may use across all areas.

For candidates to access all marks available in a Principles of Effective Practice question, centres should make sure that candidates have clear knowledge and understanding of this area.

### **Intermediate 2**

Centres must ensure that candidates have appropriate knowledge of Principles of Effective Practice.

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

Candidates must be able to respond to a 'explain' question, where they will be expected to give reasons why.

## Statistical information: update on Courses - Intermediate 2

Number of resulted entries in 2013	5298
------------------------------------	------

Number of resulted entries in 2014	3391
------------------------------------	------

## 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	39.1%	39.1%	1326	72
B	37.2%	76.3%	1260	61
C	19.0%	95.3%	644	50
D	2.0%	97.3%	69	44
No award	2.7%	-	92	-

## Statistical information: update on Courses Intermediate 1

Number of resulted entries in 2013	1621
------------------------------------	------

Number of resulted entries in 2014	277
------------------------------------	-----

## 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	41.5%	41.5%	115	70
B	31.8%	73.3%	88	60
C	20.9%	94.2%	58	50
D	1.1%	95.3%	3	45
No award	4.7%	-	13	-

## **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.