



External Assessment Report 2012

Subject(s)	Physical Education
Level(s)	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 2012 Question Papers at Foundation, General and Credit were very well received.

Markers and Examiners felt that the Foundation paper had a similar demand and challenge to last year, but that the Credit Knowledge and Understanding, and the General Evaluating, were slightly more demanding this year. They felt the Credit Evaluating, and General Knowledge and Understanding, were slightly less demanding this year.

For these reasons, following discussion and analysis of statistical data at the Grade Boundary setting meeting, the decision was taken to make slight adjustments to the grade boundaries for General and Credit Physical Education.

There was clear evidence that most candidates had been well prepared by centres and were responding in detail, which allowed them to demonstrate their full potential in both Evaluating and Knowledge and Understanding elements. Markers commented that there were few Question Papers with very low marks, and that there were few occasions where candidates had left blanks or whole questions unanswered.

The method of marking remained the same, and again a wide range of answers were given in both the Evaluating Marking and Knowledge and Understanding marking instructions.

Many Markers indicated that candidates did particularly well in both EV and K&U at Foundation level due to the format of the questions.

Many commented that centres were preparing candidates well to answer Evaluating questions at all levels, with fewer candidates providing negative responses to Part B questions.

Markers' comments were mostly constructive, but the overall comment was that the Credit Knowledge & Understanding paper was demanding and challenging.

As in previous years, the countdown clock on the DVD helps candidates' time management of the exam at all three levels.

Areas in which candidates performed well

Foundation

Markers and Examiners commented that both sections were designed with questions which were appropriate in demand and that many candidates were able to access and achieve high marks.

Overall, candidates responded well to the variety of activities in the Evaluating section, and in particular to the true/false, done well/needs improvement and tick-box type questions, as found in questions; 1, 2, 3 and 4.

Most candidates responded positively to the accessible Knowledge & Understanding content, and again were able to access marks consistently in the box format where a tick or a one word answer was required for an answer as in questions: 6(a), 7(a), 8(a), 9(a) and 10(a). Marks were accessible in Part B by simple and well defined questions.

General

Markers and Examiners felt that this was a fair paper in relation to its target audience, with an appropriate level of demand and differentiation from Foundation to General.

Some Markers felt that it was difficult to access all six marks in the pole vault, Question 3(b), but overall candidates responded well to the variety of activities in the Evaluating section and achieved good marks.

Question 4(a): some Markers pointed out that 'to teammate' could be awarded a mark in Pass 1, Pass 2 and Pass 3, and that these were easy marks to pick up.

It was pointed out that marks were very easily accessed in Knowledge & Understanding

Question 6(a) & (b): both tick answers in 6(a) statement 5 were accepted, and a description of any rule in Part B accessed marks.

Question 9(b): was answered very well, possibly due to a number of candidates carrying forward their preparation, action and recovery answers in the evaluating Question 2(a) rugby.

Credit

There was clear differentiation between the General and Credit papers in both elements, and again candidates performed well in the Evaluating section, although some Markers indicated that Question 3 and Question 5 were challenging.

Areas which candidates found demanding

Foundation

Candidates performed well in both elements of the Foundation paper.

General

Question 7(a): many Markers commented that volleyball was ticked as having a set time limit by a number of candidates, possibly due to time constraints and festival formats in schools.

Question 8(b): some Markers indicated that candidates found difficulty describing joint movement.

Question 10(b)(ii) was not particularly well answered, despite three aspects of fitness being given in the box as a lead into the question.

Credit

The consensus of opinion from Markers and Examiners was that the Credit K&U section of the paper was demanding and challenging.

Question 7(b)(i): few candidates accessed three marks, most achieving only one or two. Although CRE is frequently a topic in the credit K&U, candidates experienced difficulty when it was linked to skill learning. Another factor which may have contributed was that this was the only three-mark question in the paper.

Questions 8(a) & 8(b) tested knowledge by definitions in Part A, but many had difficulty applying knowledge in Part B.

Question 9(b)(i) & (ii): candidates had to describe a pressure practice for an individual and a team activity. Some candidates had difficulty with this concept, and it was not answered particularly well.

Question 10(b)(ii): some Markers indicated that candidates had difficulty relating mental preparation to physical performance.

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 negative statements.

Candidates should be reminded to read the question carefully, paying particular attention to the parts in bold. Candidates are more frequently being directed in evaluating questions to the appropriate/specific piece(s) of action.

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

The number of instances where candidates chose inappropriate activities for Knowledge and Understanding questions has been reduced, but centres should continue to encourage candidates to plan and ensure an appropriate activity is chosen before starting to write their answer. Using activities from the candidates' own experiences should be stressed during teaching and learning.

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

Centres are also advised to familiarise themselves with the documents 'A marking Guide to Evaluating and Knowledge & Understanding Content' at Foundation, General and Credit levels. This material can be accessed on SQA's website (Physical Education homepage).

Statistical information: update on Courses

Standard Grade

Number of resulted entries in 2011	16094
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Number of resulted entries in 2012	15852
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	23.1%
Grade 2	37.3%
Grade 3	25.7%
Grade 4	10.5%
Grade 5	2.1%
Grade 6	0.2%
Grade 7	0.0%
No award	1.1%

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	33	23	50	28	22	45	24	18
EV	50	34	26	50	27	22	50	30	23