



Course Report 2016

Subject	Physical Education
Level	Advanced Higher

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors in their preparation of candidates for future assessment. 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 assessment documents and marking instructions.

Section 1: Comments on the Assessment

Component 1: Project

The project is designed to assess learners' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. Candidates are expected to produce a focused piece of work. On the whole, the demands of this new component were met.

The project consists of four stages: project proposal, research, performance development plan (PDP), and post-PDP analysis and evaluation. The clear criteria for awarding marks in each section (and sub-section) guided candidates and markers successfully. The full range of marks was utilised in each section.

Most candidates selected an activity in which they had considerable experience and expertise. A wide range of activities were selected and the candidates' work demonstrated a high level of commitment to performance development. A few candidates investigated a performance of a person other than themselves; they did this to a high standard.

Component 2: Performance

This component of the course performed as was expected. A wide range of activities were verified, and reports from centres indicate an even wider range was assessed for the single performance event. The marking instructions allowed centres to award candidates a full range of marks.

Section 2: Comments on candidate performance

Areas in which candidates performed well

Component 1: Project

Many candidates were able to focus their work clearly and achieve the required quality and depth. Nearly all candidates adhered to the word allocation.

There was evidence of candidates scoring well in areas which require a conscientious, organised and methodical approach.

Candidates used a range of relevant methods to gather information about performance in relation to the topic (Section 1 (a)).

Literature reviews were comprehensive; some candidates were successful in analysing contrasting and conflicting viewpoints to inform their PDP targets (Section 2).

PDP programmes were usually detailed, focused and relevant (Section 3).

Component 2: Performance

Centres report that candidates, on the whole, performed well on the day of their single performance event. A wide range of activities was seen.

Areas which candidates found demanding

Component 1: Project

Section 2 (b): Although many candidates reported on knowledge gained in part (a), they found detailed analysis of this information demanding. Some candidates had limited depth and focus in relation to their topic in part (a) and this led to problems with critical discussion.

Few candidates presented work that showed differing viewpoints/approaches.

Section 4 (c): Many candidates did not link their future development needs to their current work.

Component 2: Performance

There were no reports of candidates struggling with this component. All those involved knew what was expected of them.

Section 3: Advice for the preparation of future candidates

Component 1: Project

Candidates should be encouraged to present their work in the sections and sub-sections as indicated in the marking instructions. Some candidates who answered holistically did produce comprehensive work, but in most cases holistic answers resulted in uneven focus and low marks for some of the parts.

Candidates should ensure that they include a word-count in their submission.

Section 1

1 (a) Candidates are expected to justify the selection of the methods used to gather information about performance (eg relevance, reliability).

1(b) Candidates should be encouraged to give detailed **analysis** of information gathered and should remember to include a research question.

Section 2

2 (a) Candidates should be encouraged to present work that is tightly focused on the central issue, in order to achieve greater depth of study.

2 (b) Candidate should consider differing viewpoints; they should analyse the links and any inconsistencies.

2 (c) PDP targets should be justified.

Section 3

Candidates should present a summary of their programme (eg sessions, comments, modifications) in the main text and ensure that they **refer to all appendices** containing additional information.

Section 4

4(a) Candidates should focus on analysis of post-PDP data with reference to **outcome**.

4(b) Candidates should focus on evaluation of the **process**.

4(c) The future development needs should be **linked** to the analysis and/or evaluation of the PDP.

Component 2: Performance

Centres must ensure that the activity chosen will allow candidates to access marks in all the sections. Throughout the performance, candidates must be able to demonstrate a broad and well established repertoire of complex skills. These skills should be controlled and fluent, with effective decisions being made. All rules and etiquette should be adhered to.

All of this must be demonstrated in a demanding context. If centres cannot provide a context to allow candidates the opportunity to access these marks, a different activity should be considered.

Grade Boundary and Statistical information:

Statistical information: update on Courses

Number of resulted entries in 2015	0
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Number of resulted entries in 2016	240
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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 -				
A	22.9%	22.9%	55	70
B	25.4%	48.3%	61	60
C	26.7%	75.0%	64	50
D	8.8%	83.8%	21	45
No award	16.3%	-	39	0

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.