



## Course Report 2018

Subject	Physical Education
Level	Higher

This report provides information on the performance of candidates. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report 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.

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

## **Section 1: comments on the assessment**

### **Component 1: performance**

There was no change in the performance component of the course from last year. A wide range of activities was verified, and reports from centres indicated an even wider range of activities for the single performance event. The marking instructions allowed centres to award candidates the full range of marks.

In the planning and evaluation, candidates were able to respond to all the questions and access the available marks. Some centres were lenient in their marking of the planning and evaluation. These centres had to adjust their marks to the correct standard.

### **Component 2: question paper**

The question paper consists of two sections. It sampled from all four factors that affect performance and used a range of command words to assess acquired and applied knowledge. Feedback from the Higher examining team and from markers suggested that the question paper was fair and had given candidates an opportunity to demonstrate their knowledge and skills.

## **Section 2: comments on candidate performance**

### **Areas in which candidates performed well**

#### **Component 1: performance**

Centres reported that candidates generally performed well on the day of their single performance event. There were no reports of candidates struggling with the performance. Indeed, statistics show that a large percentage of candidates achieved full, or almost full, marks.

#### **Component 2: question paper**

Question 1(a) asked candidates to demonstrate their knowledge of methods that could be used to collect information on the emotional factor. Most candidates answered this question well.

Candidates also answered question 4(a) well. They seemed able to write from their own experience. Many gave appropriate examples of the challenges of returning to full activity after a period of absence.

### **Areas which candidates found demanding**

#### **Component 1: performance**

The context of the single performance must be challenging, competitive and/or demanding. It is the responsibility of each centre to ensure that a candidate has to deal with an appropriately demanding situation. There were no reports of candidates having difficulty accessing all areas of the marks for the single performance.

#### **Component 2: question paper**

Most candidates were able to describe and explain when required. However, in question 3(a), candidates found analysing a method to record performance development challenging. Many candidates provided a justification why the method in its entirety was useful, but did not attempt to deconstruct the parts or main features of the method in order to analyse it.

Question 2(a) asked candidates to make reference to the impact of social factors while carrying out a personal development plan. Many candidates wrote generally about the impact of the social factor on performance and, consequently, did not achieve marks.

A significant number of candidates did not fully answer question 4(b). Many described and explained considerations for the construction of a personal development plan, but did not refer to this being after a period of injury.

## **Section 3: advice for the preparation of future candidates**

### **Component 1: performance**

The [Higher Physical Education Performance Assessment Task](#) has been updated for session 2018–19. Candidates will be assessed on two different activities. Centres must ensure that they are using the most up-to-date version of this document.

Centres must ensure that the activities candidates choose will allow them to access marks in each section of the assessment. 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. Candidates should be able to make effective decisions. They should abide by the rules and show appropriate etiquette. They must demonstrate this in a suitably demanding context.

If centres cannot provide a context to allow candidates the opportunity to access these marks, then they must consider a different activity. For information about activities that are acceptable for assessment, refer to the [Activities for Assessment in PE Guidance](#) document on the Physical Education subject page of SQA's website.

### **Component 2: question paper**

Command words are used in questions to allow candidates to demonstrate that they have developed specific skills, knowledge and understanding. For example, when analysing a method, candidates should attempt to deconstruct it into component parts and to make any relationship between the parts clear. Teachers and lecturers should emphasise this to candidates throughout the course.

Teachers and lecturers should also encourage candidates to note the context given for the approach or factor in the question. For example, does the question ask the candidate to reflect on work carried out in a performance or performance development context?

Teachers and lecturers should remind candidates to use the allocated number of marks as a guide to how much they need to write. Some candidates write unnecessarily long descriptions and run out of time to complete the question paper as a result.

## Grade boundary and statistical information:

### Statistical information: update on courses

Number of resulted entries in 2017	9672
Number of resulted entries in 2018	10090

### Statistical information: performance of candidates

#### Distribution of course awards including grade boundaries

Distribution of course awards	Percentage	Cumulative %	Number of candidates	Lowest mark
Maximum mark				
A	25.1%	25.1%	2536	77
B	33.6%	58.7%	3390	67
C	28.2%	86.9%	2841	57
D	7.1%	94.0%	720	52
No award	6.0%	-	603	-

## **General commentary on grade boundaries**

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.

SQA aims to set examinations and create marking instructions which 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.

Therefore SQA holds a grade boundary meeting every year for each subject at each level to bring 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.

Grade boundaries from exam papers in the same subject at the same level tend to be marginally different year to year. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set by centres. If SQA alters a boundary, this does not mean that centres should necessarily alter their boundary in the corresponding practice exam paper.