



ELC

Physical Education

Entry Level Certificate R463

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our Active Results service and CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

Further support from OCR



Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/getting-started/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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General Comments

This is the second year of moderation for the redeveloped Entry Level Physical Education (R463) qualification.

Many centres have now made the switch from the legacy R462 specification over to the new R463 specification. R463 Entry Level PE will replace the R462 Entry Level PE specification altogether after the 2019 assessment.

The new specification for Entry Level Certificate in Physical Education enables candidates to build on early experiences at KS1 and KS2 and allows them to further develop and apply their knowledge, skill, and understanding of Physical Education through participating in a range of practical activities in the role of performer and/or leader.

2018 feedback from centres, moderators and candidates indicate that the R463 specification is one that is engaging, practical and flexible. It caters for all candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments.

Centres need to assess four practical performances in at least one team and one individual physical activity. Candidates are also assessed in their ability to analyse and evaluate a performance of themselves or of a peer. The sports are in line with progression to the OCR Physical Education GCSE (9-1) course or can be co-taught alongside new GCSE (9-1) qualifications, across any timespan that suit centres.

It is highly recommended that centres moving to the R463 course from the R462 (legacy qualification) familiarise themselves with the available online documentation:

- R463 Entry Level Physical Education Specification
- R463 Entry Level Physical Education Guide to Non-Exam Assessment (NEA)

Centres are reminded that there are three assessment codes that can be used and it is essential that the correct entry code is used:

Code 01 = OCR Repository

Code 02 = OCR Postal Moderation

Code 03 = OCR Visiting Moderation

Moderation

As in every year the moderation of centres' candidates took place during March, April and May 2018.

Many new centres opted for the 03 Component of the course which is a live moderation visit. Staff and centres were keen to be assessing correctly and valued the one to one feedback that a live moderation gives. Moderators continue to work very closely with both old and new centres and help ensure that all procedures in delivering and assessing R463 were in place. This ensures that both old and new centres are fully supported throughout the process and that both

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live and postal (DVD evidence) moderations continue to be subject to quality control and any issues that do arise are kept to a minimum and dealt with easily.

Centres and staff are extremely appreciative of the support, guidance and detailed communication they receive during the process regarding the practical elements of the moderation as well as any administrative duties.

Once again, moderators' have commented that performances by candidates this year have been excellent. It is pleasing to read from moderators' reports that these performances are also coupled with the positive attitude, teamwork and exceptional sporting behaviour displayed by candidates during the live moderations.

Some moderation visits took place through a cluster moderation. Cluster moderations continue to be a success and valued by the staff and candidates that take part in them. Some centres have liaised with other centres and have worked together in some cross moderations. It is always a delight to comment on the outstanding working relationships that have been established between mainstream centres and local special educational needs establishments within their planning of the moderation days and being part of the cluster. During these cluster moderations it is clear to see the interaction, support and encouragement between all candidates.

It is also important we continue to recognise the enthusiasm and commitment of staff in the delivery of Entry Level Physical Education and in the organisation of all live moderations this year.

Filmed Evidence

The majority of filmed evidence was excellent and in most cases justified the marks that were credited. Some centres recorded footage that was too short or unclear which makes it difficult to moderate. It is the centres' responsibility to ensure that the filmed evidence fully supports the level and mark awarded.

The quality of filmed evidence helps support centre judgements. For example, some of the criteria for candidates who are assessed as a Level 3 in Swimming must be able to demonstrate (live or filmed evidence) the ability to swim one stroke for 25 metres without stopping and another stroke for a minimum of 10 metres without stopping. If a centre does not provide evidence of a candidate completing their second stroke of 10 metres or more then it is very difficult to justify a mark that has been awarded a Level 3.

If evidence is not sufficient or shows candidates not meeting the appropriate level then centres may have their coursework marks adjusted in fairness to all other centres and candidates following the course.

This year most centres sent filmed evidence with the necessary documentation before the deadline. A large number of centres did not send on a copy of the iMS1 form at the same time. Centres can always refer to Appendix C – Guidance for filmed evidence in R463 Entry Level Physical Education Guide to Non-Exam Assessment (NEA) for additional guidelines.

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It is highly recommended that centres should record filmed evidence throughout the course, especially where activities take place off-site, rather than try to compile it 'on request' following contact from the moderator in the Spring term.

It is expected that centres will refer to the R463 Entry Level Physical Education Guide to Non-Exam Assessment (NEA) when assessing all activities and supply sufficient evidence based on the criteria. For example, if a centre was assessing the candidate in their role as a leader the DVD should include evidence of the following:

Level 3 Leading: the ability to independently lead and organise a session

Level 2 Leading: the ability to lead a session with some assistance

Level 1 Leading: the ability to lead a session with significant assistance

The filmed evidence should also demonstrate the candidate following a session plan, using demonstrations and giving feedback to the participants.

Practical Activities

The practical and inclusive nature of the course and assessment criteria enables candidates of all abilities to gain certification.

Centres are reminded that Special Activity Submission Forms (SAS) can be made by completed if they wish to assess candidates with disabilities as a performer, in activities not listed in the specification. The Form must be submitted to the Physical Education Subject Specialist at OCR no later than **1st October** of the first year of study.

This year the majority of candidates have been mainly assessed in the role of performer in a wide range of activity areas. The most common activities used for candidate assessment within team and individual areas have been:

Team: Basketball, Cricket, Football, Netball, Rugby

Individual: Athletics, Badminton, Fitness Training, Table Tennis, Trampolining

Few centres used the activity area of leadership. Centres are reminded that candidates can be assessed as both performer and leader in the same activity.

Some centres assessed candidates in activities that require learners to meet classification criteria such as Polybat and Table Cricket.

Centres are making use of external coaches to deliver certain activities such as Amateur Boxing. A number of centres made use of Badminton as an individual or a team activity. Centres are reminded that candidates may not be assessed in both doubles and singles.

Some centres are using different versions of activities as suggested in the NEA. For example, football can be assessed through 5-a-side and futsal.

Some centres continue to assess candidates by entering the whole cohort in the same four activities as well as using the same activity for Analysing Performance. It is recommended that

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wherever possible candidates offer their best four of activities and analyse performance in their strongest activity area in order to achieve higher marks. The activity chosen for Analysing Performance can be different to that of the four practical activities.

A small number of centres continue to enter no marks for candidates on some activities. Centres are reminded that the criteria of every activity should be accessible to **all** candidates to score some marks on the Level 1 criteria. Candidates should not be scoring no marks if they are absent on the moderation day or don't perform on the day of internal assessment. Centres are able to use their professional judgement in awarding marks for these situations or any other reasonable circumstance that prevents marks being awarded during internal centre assessment. The marks have been designed so that every candidate can access at least Level 1.

Moderators have once again confirmed that assessment has been extremely accurate in their across all practical activities. Centres are using the assessment grids that creates a 'best fit' judgment based on range and consistency of skills and decision making/rules.

For further guidance on assessment criteria centres should refer to Section 3 – Assessment Criteria in R463 Entry Level Physical Education Guide to Non-Exam Assessment (NEA).

Moderators continue to find that some centres are still being particularly harsh on candidates' marks towards the bottom end of Level 1.

A centre that makes significant amendments to playing conditions such as not using a net in Volleyball are still able to award up to 8 marks.

Analysing Performance Task

Candidates completed this task either orally or presented their responses in a written format. Many centres used the Analysing Performance Task Sheet available in the R463 Entry Level Physical Education Guide to Non-Exam Assessment (NEA). Centres are also creating their own forms to suit the needs of their candidates. Centres and staff found the Analysing Performance Assessment Grid particularly useful when awarding marks for skills/techniques, strengths/weaknesses and improvements.

Administration and Documentation

Most centres met the required deadlines regarding administration but on the few instances where this did not occur there was usually full communication between the centre and moderator. This year seen a number of administrative errors through centres using the interactive spreadsheet. It appears that there were some issues with this that caused errors in final totals.

Some centres are still having to be contacted by the moderator after failing to submit the correct documentation. Centres are reminded that they need to submit the following:

- Coursework Summary Form
- iMS1 Form

Once again, failure to submit a copy of the iMS1 form was the most common error. It is important that staff obtain a printed copy of this form once marks are submitted to OCR by the centre.

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Centres are also reminded that there is no longer a need to submit the Centre Authentication Form (CCS160).

It is always good practice to ensure all documentation is double-checked before submitting to further minimise the risk of their candidates receiving incorrect marks. It is recommended that any checking of paperwork is also counter signed or initialled confirming quality assurance and scrutiny of all documentation.

Moderators have reported that assessment of candidates has been taken very seriously within this new specification with most centres maintaining records demonstrating evidence of planned and regular assessment. In most cases assessment was extremely accurate with regard to the criteria for both assessment objectives.

Conclusion

To conclude, all moderators report that the new R463 Entry Level Certificate in Physical Education course run by centres has been both successful and extremely popular with candidates and teachers. Teachers and moderators felt that the specification fulfils a very important need for many candidates at both Key Stage 3 and 4. It is pleasing for all involved to see the new specification being used as intended with candidates gaining a tremendous amount of satisfaction from studying it.

Centres are able to access the Entry Level Certificate in Physical Education section of the OCR website in order to keep up to date with developments in the materials and resources provided to support the assessment of the qualification.

Centres can also contact pe@ocr.org.uk for further specialist advice, guidance and support.

We are always keen to support centres in whatever way we can and will endeavour to provide centres with their requests.

The moderating team would like to thank all centres, teachers and candidates for all their help in making the moderation of R463 Entry Level Certificate in Physical Education 2018 a mainly enjoyable experience and one that has successfully built on the foundations made in its first year of assessment.

Where necessary, please continue the Report on separate sheets of paper.

About OCR

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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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