



ELC

Physical Education

Entry Level Certificate **R462**

OCR Report to Centres June 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates 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.

OCR will not enter into any discussion or correspondence in connection with this report.

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General Comments

Entry Level Certificate in Physical Education continues to be an excellent qualification that enables candidates to build on and develop their skills and experiences from KS1 and KS2. The specification continues to be very successful in catering for candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments. Entry Level Certificate in Physical Education allows all candidates to develop and apply their knowledge, skill and understanding of Physical Education through participation as a performer, coach/leader and/or official in a wide range of practical activities.

Moderation

This year it was pleasing to see many excellent performances by candidates. Candidates have been mainly assessed in the role of performer although there continues to be an increasing number being assessed in the role of a coach/leader with only a few candidates being assessed in the officiating role. Moderators have commented favorably on the positive attitude demonstrated by candidates, as well as the enthusiasm and commitment by teaching staff in the organisation of moderation days. The excellent relationships that have been established between Centres and moderators ensure the smooth running of visits with issues arising being kept to a minimum.

As with previous sessions, Centres continue to be accurate in their assessment of practical activities. There were only a small number of Centres that experienced an adjustment to marks. Where an adjustment to Centres' marks was deemed necessary, this was often as a result of marks being awarded too generously in Level 3. Centres need to ensure that candidates are able to demonstrate the Level 3 criteria required. For example, some of the criteria for Level 3 Table Tennis states that candidates must be able to '*maintain a rally with spin and speed of stroke*' or for Level 3 Trampolining candidates '*must demonstrate the ability to perform a routine of linked movements of 6-10 consecutive bounces*'. Such examples were not always evident in some live moderations and filmed evidence received. Some Centres also appear to be marking too harshly at the lower end of Level 1.

It is recommended that Centres pay particular attention to each individual activity assessment criteria they are using and ensure that each candidate is able to demonstrate the performance level awarded. Centres which are submitting filmed evidence to support assessment have the responsibility to check that the filmed evidence fully supports the level and mark awarded. Centres failing to provide such evidence, or whose candidates fail to demonstrate the appropriate level, may have their coursework marks adjusted in fairness to all other Centres and candidates following the course.

Moderators commented that they were particularly impressed with the oral responses made by candidates in respect of Assessment Objective 2, Analysing Performance. Although it is not a course requirement, many candidates were able to provide excellent written evidence to support their mark for Analysing Performance.

Many Centres also provide moderators with 'mini-projects' on activities which are then used towards the Analysing Performance task as well demonstrating knowledge and understanding of health and safety considerations, rules and tactics of the physical activity. Although not compulsory, this is deemed good practice and supports marks awarded. Moderators have been impressed with the standard of work produced.

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This year the majority of Centres were visited by a moderator as a single Centre with a small number involved in cluster moderations. It is pleasing to see some mainstream schools involving local special educational needs establishments within their planning of the moderation days and being part of the cluster. It is hoped that these relationships continue to develop.

Centres involved in the live moderations really appreciate the benefits of what these days can offer for both the candidates and the Centres. Candidates appear to have enjoyed demonstrating their performances in practical activities during the moderation days. Moderators are also able to give specific individual feedback to Centres whilst those involved in cluster moderations are able to compare performances across groups from different Centres. The aim is to work with all Centres in providing valuable guidance in the delivery and assessment of Entry Level Physical Education and, wherever possible, for Centres to be visited at least once every two years although an annual live moderation is highly recommended.

Moderators work closely with Centres to provide and accommodate their individual needs. This year a number of 'new' Centres were involved in detailed communication with their moderator before and after the moderation day, with guidance on practical aspects of the course as well as paperwork. Most new Centres this year specifically asked for a moderator to visit. Centres appreciate the moderators spending time in going through procedures and moderators enjoy working on an individual basis with Centres. This two way relationship ensures Centres are generally well organised and prepared for delivering and assessing the Entry Level Certificate in Physical Education.

Filmed Evidence and 'Off-Site' Activities

Some Centres were asked to provide filmed evidence due to their location in relation to the moderator, low numbers of entries or late entries. The resulting evidence, in most cases, proved to be good and the Centres concerned are thanked for their cooperation in producing this evidence in readiness for moderation. Common problems with filmed evidence include:

- A lack of clear identification of candidates
- A lack of commentary
- Insufficient evidence of the different levels in AO1 – Performance of skills, knowledge and understanding.
- Insufficient evidence of A02 – Analysing Performance.

It is 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. Additional guidance for filmed evidence can be located in the Teacher's Handbook – Appendix D.

Centres submitting marks for 'off-site' activities (Refer to Appendix A in the Specification for a full list of Off-Site activities and additional guidance) must ensure that filmed evidence is available to support assessment in these areas. For moderation purposes, still photographs provide insufficient evidence of performance and do not appropriately support centre based assessment.

This session some of the 'off-site' activities included Archery, Horse Riding, Judo, Rock Climbing and Skiing. It is clear that Centres offering 'off-site' activities are fully aware of the requirements needed to justify the performance level. The quality of filmed evidence helped support these judgments. For example, some of the criteria for candidates who are assessed as a Level 3 in Archery must be able to demonstrate (live or filmed evidence) accuracy over **increasing** distances and the correct use of equipment – without guidance.

Practical activities

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

Centres continue to comment favorably on the range of practical activities available, and how the Entry Level Course has given both focus and motivation within Core Physical Education programmes at Key Stage 4, and also been used successfully at Key Stage 3 as a pre-cursor to the OCR GCSE course. Centres with candidates with varying special needs have utilised the provision within the specification to adapt activities for assessment.

A fairly wide range of activities were seen at moderation sessions, although the most frequent were Association Football, Athletics, Badminton, Basketball, Boccia, Netball, Rounders, Tennis, and Swimming. It is necessary at cluster moderation sessions to select activities common to all Centres attending. Moderators report that a pleasing number of candidates offered new activities such as Resistance Training.

This session some Centres entered no marks for candidates on some activities. Candidates should not be awarded zero marks if they are absent on the moderation day or do not perform on the day of internal assessment as Centres are able to use their professional judgment in awarding marks for these situations.

Some Centres may restrict their candidates by assessing the whole cohort in the same four activities and using the same activity for Analysing Performance. It is recommended that, wherever possible, candidates offer their best four activities and analyse performance in their strongest activity area in order to achieve higher marks. Quite often this approach is adopted by Centres that have limited facilities/equipment. For Centres in this type of situation it is also worth considering similar types of activities such as Athletics and Cross-Country Running or activities that allow a larger number of candidates to work together in a small environment such as Resistance Training.

Candidates entered for the Entry Level Certificate in Physical Education this year again demonstrated a wide range of ability. In some cases, the candidates have been those who have found the theoretical side of the GCSE course too demanding, whilst many other candidates are entered as part of their core Physical Education programme in order to provide them with a nationally recognised qualification at the end of Key Stage 4. Centres report that entering candidates for the Entry Level Certificate in Physical Education has been successful in maintaining interest amongst pupils who, without the incentive of a certified course, might have become disillusioned with Physical Education during Key Stage 4. Many candidates demonstrate a high level of ability in the practical performances of their chosen activities and would have performed well in relation to the GCSE Physical Education assessment criteria. Additionally, an increasing number of Centres have entered Year 9 candidates for the course as an introduction to OCR GCSE Physical Education courses.

Centres are reminded they are able to make Special Activity Submissions which may favour candidates. These must be made on or before 15th October of the academic year in which the activity will be assessed. Centres should refer to the guidance in section 2.1 and Appendix B in the Teacher's Handbook. This year, three new activities were approved: Indoor Rowing, Tag Rugby and Wheelchair Football.

Analysing Performance Task

For the Analysing Performance task, 'Analysing Performance Task Sheets' are available to help and support Centres in their marking of the assessments. Many Centres are using these sheets to support their candidates in preparing and assessing the Analysing Performance objective (Entry Level Physical Education Teachers' Handbook - Appendix A). Where a candidate would better demonstrate their ability to analyse performance, candidates may use an extended version of this Analysing Performance Task Sheet to write their responses, rather than responding orally (Refer to sections 2.5 and 6 in Entry Level Physical Education Specification for further information on this alternative approach).

Some Centres assess candidates in more than one activity area for the Analysing Performance criteria and Centres are reminded that they need only assess and provide evidence for Analysing Performance in **one** activity.

Administration and Documentation

This year, most Centres met the published deadlines. However, there are still a number of arithmetical and administrative errors in the paperwork from some Centres. These were identified and corrected by moderators. The main errors continue to be:

- 1 Centres failing to round up .5 and .75 marks in total marks.
- 2 Centres failing to add up marks of the four assessment activities correctly.

These errors can then result in transcription errors with marks on forms MS1 (mark sheet) and CSFR462 (Coursework Summary Form) failing to match.

Centres are advised that there are interactive versions of forms on the OCR website. These forms automatically perform the calculations thereby reducing the possibility of error.

- 2 Centres failing to submit the correct paperwork. Centres are reminded that they need to submit the following:
 - Coursework Summary Form (CSF/R462)
 - Centre Authentication Form (CCS160)
 - MS1 Form (Moderator copy only)

It is recommended that any check of paperwork is counter signed or initialed confirming scrutiny of the paperwork.

A number of Centres are completing an individual Centre Authentication Form (CCS160) for each activity assessed but only **one** completed copy is needed for the Entry Level Qualification each year. Some Centres posted the top copy of MS1 form to the moderator and are reminded that this copy is to be sent to OCR, 1 Hills Road, Cambridge, CB1 2EU.

For further guidance and support on the moderation process please refer to Appendix C in the Teacher's Handbook.

Moderators report that assessment of candidates is taken very seriously and the majority of Centres maintain records showing evidence of planned and regular internal assessment. In most cases, assessment was accurate with regard to the criteria for both assessment objectives.

The moderation of Centres' candidates took place during March, April and May. Centres cooperated well with these arrangements and few problems were reported by moderators, other than dates inconvenient to Centres not being listed on their Visit Arrangement Forms.

Conclusion

To conclude, all moderators report that the courses run by Centres following the Entry Level Certificate in Physical Education specification have been both successful and popular with candidates and teachers. Teachers and moderators felt that the specification fulfils a very important need for many candidates at both Key Stages 3 and 4. It is pleasing for all involved to see the specification continuing to thrive and be delivered so well in many Centres.

Centres are advised to regularly 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 requiring support and further guidance are advised to contact OCR.

The moderating team would like to thank all Centres, teachers and candidates for all their help in making the moderation of Entry Level Certificate in Physical Education so enjoyable and successful in 2014.

