



**ELC**

**Physical Education**

Entry Level Certificate **R462**

**OCR Report to Centres June 2015**

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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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## R462 Entry Level Physical Education

### General Comments

The specification for Entry Level Certificate in Physical Education provides candidates with an exciting opportunity to develop an understanding of Physical Education through participation as a performer, coach/leader and/or official in a wide range of practical activities. It is clear from both centre and moderator feedback that Entry level Physical Education continues to be an engaging and accessible qualification that enables candidates to build and develop their skills and experiences across all Key Stages.

The practical nature and flexibility of the course enables it to be extremely successful in catering for candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments.

### Moderation

Once again moderators have commented on the outstanding performances by candidates this year and the exceptional positive attitude and sportsmanship displayed by many. It is evident that over the years excellent relationships between centres and moderators have been forged which allow the smooth running of visits and ensure that any issues arising are kept to a minimum and dealt with easily. Moderators always work closely with centres to provide and accommodate their individual needs. In particular, moderators will ensure that any 'new' centres receive detailed communication and guidance in both the practical elements of the moderation as well as any administrative work that needs to be carried out. This positive relationship between moderators and centres ensures excellent organisation and preparation for delivering and assessing the Entry Level Certificate in Physical Education.

Many centres are now preferring an individual moderation visit or to be part of a cluster moderation rather than submitting DVD evidence. Moderators have commented on the enthusiasm and dedication of staff in the delivery of Entry level Physical Education and in the organisation of all moderation days this year. It is pleasing to see more mainstream schools involving local special educational needs establishments within their planning of the moderation days and being part of the cluster. It is clear that centres' liaising with each other locally benefits all parties, allowing cross-centre moderation and helping candidates' confidence and preparation for the moderation day. Both 'new' centres and experienced centres who have been delivering the course for a number of years really appreciate the moderators spending time in going through pre and post moderation procedures.

This year the majority of candidates have been mainly assessed in the role of performer with a small number of candidates being assessed in the role as a coach/leader. Centres have mainly used Football, Basketball, Rugby Union and Boccia as the activities where the coaching/leadership role has been used for candidate assessment. There are now just a small number of centres using the officiating role as part of their assessment which has tended to be Boccia officiating.

The majority of centres continue to be extremely accurate in their assessment of practical activities.

This series only a small number of centres required a slight adjustment to marks. Similar to last year, most adjustments were a result of candidates being marked too high in particular at Level 3 or too low at Level 1.

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Centres are reminded to keep referring to the Teacher's Handbook to ensure that candidates are able to demonstrate the Level 3 criteria required. For example, some of the criteria for Level 3 Swimming states that candidates must be able to '*swim **two** different strokes for over 25 metres each, without stopping*' or for Level 3 Volleyball candidates '*must demonstrate the ability to perform an increasing range of basic skills in isolation and **with** a net as well as being able to maintain a three shot rally*'. Also, with reference to the Level 3 coaching role, '*the ability to lead and organise small groups (up to four) and the ability to set up an appropriate skill practice **independently***'. Such examples were not always evident. Some centres continue to be slightly harsh on candidates' marks at the bottom end of Level 1.

Centres who 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.

Once again, moderators reported that teachers are fully conversant with the standards of assessment and that few changes of candidates' marks were required. 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. Some centres only use written evidence for AO2 which is fine and within the guidelines.

Some centres provide moderators with 'mini-projects' on some activities which are then also used towards the Analysing Performance task as well as demonstrating knowledge and understanding of health and safety considerations, rules and tactics within the performance expectations. Although not compulsory this is deemed good practice and can be used as additional evidence which supports the marks awarded. Moderators continue to be impressed with the standard of work produced.

Centres involved in the live moderations really appreciate the benefits of what these days can offer for both the candidates and the centres. Most candidates appear to enjoy 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, and assist in getting viable numbers in team activities. Our aim is to work with all centres in providing them with valuable guidance in the delivery and assessment of Entry Level Physical Education and wherever possible for centres to be visited at least once every three years although an annual live moderation is highly recommended.

### Filmed Evidence and 'Off-Site' Activities

Due to location, low number of entries or late entries some centres are requested to provide filmed evidence. The evidence, in most cases, proved to be excellent and the centres concerned are thanked for their cooperation in producing this evidence in readiness for moderation. The filmed evidence provided by these centres include:

- Clear identification of candidates (indicated by voiceovers and/or text or attached written evidence)
- Clear commentary (linked to level assessment)
- Sufficient evidence of the different levels in AO1 – Performance of skills, knowledge and understanding including demonstration of a range of skills in isolation and a game setting
- Sufficient evidence of AO2 – Analysing Performance.

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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. Still photographs provide insufficient evidence of performance for moderation purposes and do not support centre assessment appropriately. It is expected that centres will refer to the Teacher's Handbook and supply sufficient evidence. For example, if a centre was assessing Mountain Biking the DVD evidence should include the following:

Level 3 Mountain Biking: the ability to ride a course with **rough** terrain and inclines at **speed**

Level 2 Mountain Biking: the ability to ride a course with **varying** terrain and **gentle** inclines

Level 1 Mountain Biking: limited ability to ride a **short** course with **varying** terrain and **gentle** inclines

This series some of the off-site activities included Mountain Biking, Orienteering, Rock Climbing, Life Saving, Personal Survival and Swimming.

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

This series a wide range of activities were used for assessment. The most frequent were Association Football, Badminton, Basketball, Boccia, Cricket, Hockey, Netball, Rounders, Table Tennis, Trampolining, Cross Country Running, Personal Survival and Resistance Training.

This series some centres entered no marks for candidates on some activities and are reminded that the criteria of every activity should be accessible to all 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 as centres are able to use their professional judgment in awarding marks for these situations.

Some centres may hinder 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 of 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 in 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

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activities that allow a larger number of candidates to work together in a small environment such as Resistance Training.

Candidates submitted 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 others enter large numbers of candidates through their core Physical Education programme in order to provide them with a nationally recognised qualification at the end of Key Stage 4 if they do not offer GCSE Physical Education as an option within their curriculum. In these cases, centres report that entering candidates has been successful in maintaining interest among pupils who, without the incentive of a certified course, might become disillusioned with Physical Education at the end of Key Stage 4. Many candidates are very able in their practical performances in their chosen activities and would perform well in relation to GCSE assessment criteria. However, the time allocated for core Physical Education in some Centres would not be sufficient to teach both practical and theory components required for GCSE level. An increasing number of centres have entered candidates for the course in Year 9, 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 15<sup>th</sup> October of the academic year 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' and 'Topic Exploration Pack' 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 task and submit paperwork and filmed evidence with this all on. Centres adopting this approach and candidates are not necessarily hindered if they are able to cope with this extra demand but centres are reminded that they need only assess Analysing Performance in **one** activity.

### **Administration and Documentation**

The majority of centres met the required deadlines regarding administration.

It was pleasing to see fewer arithmetical and administrative errors this series. The main errors continue to be:

1. Centres not rounding up .5 and .75 marks in total marks.
2. Centres not adding up the marks of the four assessment activities correctly.

These errors then create 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 that perform the calculations and thus can reduce the risk of errors.**

3. Centres not submitting the correct paperwork and having to be contacted by moderators following the submission of their 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)

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 every year. Some centres also posted the top copy of MS1 form to the moderator and are reminded that this copy is to be sent to 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.

Centres are advised that whichever format is used when completing paperwork, it is vital that centres double-check before submitting to minimise the risk of candidates receiving incorrect marks. It is recommended that any checking of paperwork is counter signed or initialled confirming scrutiny of the paperwork.

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

The majority of centres returned coursework documentation by deadline dates. It is important that guidelines for completing paperwork are followed carefully, and that all paperwork is checked by another member of staff for arithmetic/transcription errors. Greater care can save both moderators and teachers a great deal of additional time in completing extra forms and reduce the risk of candidates not receiving the correct results.

## 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 fulfills a very important need for many candidates at both Key Stage 3 and 4. It is pleasing for all involved to see it continuing to thrive and be delivered so well in many centres.

**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 such as the 'Topic Exploration Pack' provided to support the assessment of the qualification.**

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 Entry Level Certificate in Physical Education so enjoyable and successful in 2015.

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