



ELC

Physical Education

Entry Level Certificate **R462**

OCR Report to Centres June 2016

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

The Entry Level Certificate in Physical Education specification enables candidates to build on early experiences of the subject 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, coach/leader and/or official.

Feedback from centres, moderators and candidates themselves demonstrates that Entry level Physical Education continues to be an engaging, practical and flexible qualification that caters for all candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments.

Entry Level Physical Education continues to be delivered for the following reasons:

- provides focus and motivation within 'Core Physical Education' programmes with candidates achieving a nationally recognised qualification at the end of Key Stage 3 or 4
- a useful pre-qualification to the OCR GCSE course in Key Stage 3
- candidates with varying special needs have utilised the provision within the specification to adapt activities for assessment
- candidates who have found the theoretical side of the GCSE course too demanding

Moderation

The moderation of centres took place during March, April and May. Many centres attended a practical moderation or were visited by a moderator with a sample of candidates from across the ability range participating in a wide range of practical activities.

Moderators continue to work very closely with centres and excellent relationships have been forged over the years between centres and moderators. This professional working relationship ensures centres are fully supported throughout the process and that both live and postal (DVD evidence) moderations have been subject to quality control and that any issues arising are kept to a minimum and dealt with easily.

New centres to the Entry Level Physical Education qualification 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.

It is clear to see from the moderators' feedback that performances this year by candidates have once again been excellent. These performances are also coupled with the positive attitude, teamwork and exceptional sporting behaviour displayed by candidates during the moderations.

Individual moderation visits or cluster moderations are still highly sought after and valued by many centres. Some centres continue to liaise with other centres and have worked together in some cross moderations. Once again it is so pleasing to comment on the working relationships established between some mainstream schools 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. The majority of candidates enjoy demonstrating their performances in practical activities during the moderation days.

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Moderators have also commented on the enthusiasm and commitment of staff in the delivery of Entry level Physical Education and in the organisation of all moderation days this year.

Filmed Evidence and ‘Off-Site’ Activities

Centres offering Entry Level Physical Education are expected to provide filmed evidence of their candidates’ practical performance. 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.

This year the majority of filmed evidence was excellent and moderators received all filmed evidence with the necessary documentation before the deadline.

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 these judgments. For example, some of the criteria for candidates who are assessed as a Level 3 in Sailing must be able to demonstrate (live or filmed evidence) the ability to rig and launch a boat without assistance. Failure to provide sufficient evidence to demonstrate specific requirements such as this can lead to coursework marks being adjusted in fairness to all other centres and candidates following the course.

It is clear that the many centres producing excellent filmed evidence are following the additional guidance in Appendix D in the Teacher’s Handbook, which includes:

- candidates to be clearly identified (indicated by voiceovers and/or text or attached written evidence)
- clear running commentary identifying candidates and linked to level assessment is beneficial
- 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 A02 – Analysing Performance (written or recorded).

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 Teacher’s Handbook and supply sufficient evidence based on the criteria. For example, if a centre was assessing Rock Climbing the DVD should include evidence of the following:

Level 3 Rock Climbing: the ability to climb up and down a moderate rock face effectively demonstrating correct climbing technique and calls.

Level 2 Rock Climbing: the ability to climb up and down a simple rock face effectively sometimes demonstrating correct climbing technique and calls.

Level 1 Rock Climbing: the ability to climb up and down a simple rock face with guidance, though demonstrating inconsistent climbing technique.

This series some of the off-site activities which moderators saw evidence for included Golf, Mountain Biking, Orienteering, Rock Climbing, Sailing and Swimming.

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 Submissions (SAS) can be made by completing the SAS Form which must be submitted to the ELC Physical Education Qualification Manager at OCR by no later than 15th October of the academic year in which the activity will be assessed.

The majority of centres this year continue to make full use of the range of practical activities available.

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 each area have been:

Invasion/Striking/Net/Wall/Target games: Basketball, Badminton, Football and Table Tennis

Gymnastic activities: Trampolining and Gymnastics

Dance activities: Aerobics and Required Response and Contemporary Dance categories

Athletic activities: Cross Country Running, Cycling, Track and Field and Resistance Training

Outdoor and adventurous activities: Mountain Biking, Rock Climbing and Sailing

Swimming activities: Swimming and Personal Survival

Very few centres used the activity areas of combat and officiating. The few centres that used coaching/leadership for assessment mainly opted for Football and Boccia.

Once again this series some centres entered no marks for candidates on some activities. Centres are reminded that the criteria of every activity should enable candidates to access some of the marks in the Level 1 criteria. Candidates should not be given zero 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 in such situations.

Fewer centres are now entering candidates by assessing the whole cohort in the same four activities as well as 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.

This year centres have been extremely accurate in their assessment across all practical activities with only a small adjustment to individual marks necessary due to administrative errors.

Centres are reminded that the Teacher's Handbook is the most valuable resource available in preparing and assessing all practical activities in Entry Level Physical Education as well as ensuring candidates are assessed within the correct level. For example, a centre using Badminton as one of the assessment activities will need to ensure that:

Level 3 candidates are able to maintain a rally using power and some precision of stroke

Level 2 candidates are able to maintain a rally using basic strokes

Level 1 candidates are only occasionally able to maintain a rally

Some centres continue to be slightly harsh on candidates' marks at the bottom end of Level 1.

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Analysing Performance Task

Candidates completed this task either orally or presented their responses in a written format. Many centres used the extended version of the Analysing Performance Task Sheet for candidates to write their responses (Entry Level Physical Education Teachers' Handbook - Appendix A). Please refer to sections 2.5 and 6 in Entry Level Physical Education Specification for further information on this alternative approach.

Moderators were impressed with the standard of oral responses and/or written responses made by candidates in respect of the Analysing Performance task.

Administration and Documentation

Most centres are now meeting the required deadlines regarding administration.

There were very few arithmetical and administrative errors this series with more centres using the interactive versions of the forms (available on the OCR website) which automatically perform the calculations reducing the risk of errors. In 2016 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 then create transcription errors with marks on forms MS1 (mark sheet) and CSFR462 (Coursework Summary Form) failing to match.

Some centres had 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 (CSF/R462)
- Centre Authentication Form (CCS160)
- MS1 Form (Moderator copy only)

Centres are advised that it is 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 is taken very seriously 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 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 feel 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 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 provided to support the assessment of the qualification.

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A new Entry Level Specification (R043) will be available for centres to deliver this September with centres having the option to deliver either the old or new specification in the 2016-17 academic year. The new specification will replace the old specification altogether in September 2017.

We are always keen to support centres in whatever way we can and will endeavour to assist 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 2016.

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