

GCSE (9-1)

Moderators' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/03 Summer 2019 series

Version 1

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

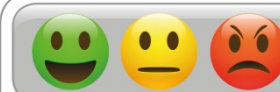


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General comments

Candidates who did well on this Component generally did the following:

- Played regularly in the sports they were being assessed in and kept a detailed log of full competitive scenarios for all three sports
- Followed the structure of the Analysing and Evaluating Performance (AEP) as per the Guide to NEA
- Completed their action plan on a skill weakness and analysed information

In the second year of the course there were again many enthusiastic candidates performing to the marks given by centres.

It is pleasing to note the continuing commitment of centres and teachers in hosting moderation and organising the activities to make sure that candidates had an enjoyable experience and were able to perform to their full capabilities.

Centres were in the main very organised on moderation day, which allowed the whole process to run efficiently.

The moderating team is very grateful to all centres, teachers and candidates for their contribution to the moderation process allowing it to run mainly smoothly.

Deadlines

Whilst most centres met the required deadlines for submitting marks, there were also many centres that missed them, thus delaying the moderation process.

It is important that all centres make note of the key dates and adhere to them in the future.

Missed mark submission deadlines is maladministration and can lead to OCR not accepting your marks.

The date is **31st March** for all paperwork to be sent to the moderator and OCR as per the Guide to NEA.

This includes ALL filmed evidence and the associated logs, a copy of the IMS1 and a copy of the official OCR GCSE PE marks form found here -

<https://www.ocr.org.uk/Images/357761-gcse-pe-marks-form.xlsm> .

Practical activities

Recap of the main changes for the new 1-9 GCSE –

- It is important to note that the current date for ALL marks, and thus no seasonal activity date, is the **31st March** for the new course so please be ready as the moderation window is already small and delays in submitting of marks do cause issues.
- The special activity submissions process. It is worth noting that this can only be completed by centres with candidates with disabilities. We can adapt current activities for them to take part in. This must be applied for as early as possible and before the December of year 10.
- Please make sure that all off-site activities are filmed for every candidate. See Section 2f and Appendix B in the Guide to Non-Exam Assessment for further guidance on filming.
- Centres must arrange for the filming of all candidates involved in moderation, on the day of moderation; you cannot have a review of moderation, if required, without it. All performances the moderator sees on the day of moderation must be recorded as they happen.

It was positive to hear that many centres listened to advice last year and had been closely working with each other within their areas to undertake mock moderations, sharing ideas and good teaching practice and internally standardising each other.

This good practice is encouraged and enabled moderations to flow smoother as marking was much more accurate than within the first exam session last year.

In general, most centres accurately assessed most team activities, with good evidence of effective internal standardisation within them. Badminton, Table Tennis, Athletics and other individual sports were normally more generously assessed and teachers need to be aware of this and be take care when marking these and ensure a good internal standardisation against the team sports is undertaken.

Off-site activities

This year the standard of off-site activities (especially skiing, kayaking and rock climbing), was more accurate. There was though a lack of the appropriate core and advanced skills and appropriate competitive scenarios being demonstrated at times leading to some centres being inaccurate with their assessments. Centres are reminded that every activity must be assessed competitively.

It is vital when assessing candidates in these activities that the activity criteria are carefully checked, and that if outside specialists are used, there is liaison between them and the staff at the centre. It is also important that internal standardisation processes encompass these activities and make sure the activity is competed in to a high standard if high marks are to be given.

Where an outside provider (e.g. external instructor/coach, outdoor activity centre) has been used to assist in the delivery of an activity, the PE department is still ultimately responsible for the marks given.

You must be satisfied that the evidence available supports the marks given, is suitable for moderation, and that the marks in these activities have been internally standardised against all other practical activity assessments within the cohort. In some cases this year's evidence provided by outside agencies did not meet the standards required by OCR and in some cases, they had used criteria from other exam boards and thus assessed inaccurately.

It is better if candidates who undertake these activities take part in them regularly and as such acquire similar skill levels to other activities and not just complete a weekend or few days of instruction during which consistency of high level performance will be difficult to demonstrate.

It is also worth noting that witness statements are not a permitted form of evidence within the GCSE specification. Off-site activities must be filmed.

Centres must note that in off-site activities all candidates being assessed need to be filmed in order to produce evidence that supports the marks given. This must occur in the appropriate environment, for example, skiing may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope – dry slopes are not permitted.

Filmed evidence in any activity must be long enough to show all the skills that would justify the marks given. It should relate to the assessment requirements of the activity and show the skills individually and in an appropriate environment or game situation. It is also vital that the candidate(s) depicted in the evidence are clearly identifiable so that performances can be linked to the marks given.

There is the need to keep filmed evidence of the 'off-site activities listed p73 of the Guide of Non-Exam Assessment. This includes swimming that, with correct liaison and hiring of pools, can be filmed along with the competitive scenarios.

Whilst the challenge presented by the requirement for centres to produce filmed evidence of practical performances is recognised, its importance cannot be over-stated. An ever-increasing range of activities is being assessed in GCSE Physical Education, with more and more assessments taking place off-site.

Filmed evidence is therefore not only needed to allow moderators access to further assessments by the centre, in addition to those they are likely to see at moderation, but also to facilitate internal standardisation by the Physical Education department at the centre.

Analysing and Evaluating Performance task (AEP)

A recap of the main elements:

- Only one piece of coursework
- Templates are still not allowed as per JCQ and Ofqual guidelines
- The Action Plan(s) can either be Fitness or Skill based
- Work must be written up and completed with Medium control requirements, which basically means in lesson time with the staff collecting, storing and handing it back out for each session of the 14 hours.

Marking grids

For the AEP task, most centres used the marking grids available to help and support centres in their marking of the assessments. Those that produce their own marking sheets are strongly advised to use the OCR versions so that better feedback can be provided by moderators. The marking grids help the moderator to better understand where teachers have given marks to candidates for the tasks.

In the main, most centres have used the guidance and mark sheet in the Guide to NEA to gain their understanding of marking of the assessments, however, still the most significant issue that moderators are still finding with the task is template use. Templates are not allowed as per JCQ and Ofqual guidelines and use of one does mean that centres will be referred for malpractice.

General comments

In many cases, centres produced good work that had been accurately marked and had used the best fit approach of the mark sheet to assess the work effectively.

Good pieces of AEP work were ones which selected subjects for analysis where there were weaknesses to improve and completed it on a skill rather than fitness weakness. This does not mean it is not possible to complete a good action plan on a fitness weakness, simply that fewer of these were seen this year.

- Where candidates chose to analyse themselves, this was accomplished with varying degrees of success. Whilst some pieces of self-analysis were very good, there is still a tendency for candidates to ignore data/evidence collected and allow their own perceptions to dominate their approach to the task, whereas when observing and analysing a third party, they tended to be more objective in their work.
- Fewer centres produced centre-led writing/collection of data frameworks or templates this year.

In cases where centres were found to be generous in their marking, some of the main issues were:

- The OCR AEP mark grid had been adapted and the original had not been used by the centre.
- A fitness component was the weakness in the action plan and coaching points and detail of progressive exercises were lacking.
- Understanding of the key skills was lacking, this must be detailed and include how they are relevant to the performer and their impact on the activity.
- Candidates did not explain how they arrived at the strengths and weaknesses about which they then wrote. Some type of observational check sheet/form would benefit candidates in:
 - working out what the strengths and weaknesses are;
 - allowing them more scope to explain why they select the ones that they do for their action plan.Any such form must be devised by candidates although not supplied to them by the centre.
- Action plans lacked the detail required. Practices were not progressive, they did not relate to the weaknesses identified with plans, they often lacked coaching points, this was especially noticeable when the candidate had completed a fitness programme rather than a skill.
- In the movement analysis section skill continua were not included and marks were given for information on Levers/planes and axes of movement which is not a requirement for the AEP.
- For more accurate and detailed feedback of accuracy of assessment, it is advised to centres to use the AEP mark sheet within the Guide to NEA and indicate which level each section has been given.

Most common causes of centres not passing

General comments

Candidates who did less well on this Component generally did the following:

- Had little or no evidence of regular competitive scenarios in the sports they were being assessed in, this is still noticeable for the off-site activities; especially rock climbing.
- Filled logbooks with practice sessions and not just the competitive scenarios required.
- Were not able to demonstrate a variety of core and advanced skills and especially their application and technique selection when put under competitive pressure.
- Did not follow the structure of the AEP as per page 12 of the Guide to NEA.
- Completed their action plans on a Fitness weakness.

Practical

There was a huge variation in logbooks. In many cases they have provided valuable supporting evidence, particularly when regarding filmed evidence and in situations where the practical activity may not have been able to be moderated fully due to weather or being out of season e.g. Athletics.

The centres providing basic or no logbooks need to be aware that their students need these as they can be useful in providing that supportive evidence should the student under perform at moderation or become injured.

Whilst there is no set number of competitions stated, the more the candidates undertake the more chance they will have of showing core, advanced skills and decision making skills consistently and to a higher standard.

If they don't compete regularly then the likelihood is that their decision making and quality of skills won't be as good as someone who does and thus it is within these sections that they may not meet the criteria to be a high band, so overall performance will be dragged down to a lower band mark.

All centres had fully understood the necessity to provide filmed evidence for all off-site activities. But some centres assumed that where they had the facility, like a swimming pool, onsite that it was not included however they were referred to the Guide to NEA within appendix A where it states:

'Where centres do have facilities which help onsite assessment of activities listed above, they are still required to produce filmed evidence for all candidates being assessed in them as moderation is conducted in groups of centres, and they may not be the 'host' for the moderation visit.'

Off-site activities

This year there appeared to be a marked decline in the number of centres offering large numbers for 'off-site' activities and in the main only candidates who participated in them regularly were entered for them. This meant that the sport was offered where it was an area of strength of the student and they had marks submitted with criteria being more closely adhered to and there was greater evidence of the required competition.

Again it is to be noted that whilst everyone is entitled to use any sport/activity listed in the specification we ask that you consider these sports carefully with the new list before using them as although there is no minimum or maximum time to meet the criteria they do need to be undertaking them as described below –

The course is now linear and assessments should happen over the 2 year period of the course and thus ALL assessments should be made over this time as per the Guide to NEA on the following pages -

p74 - For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

p77 - It is suggested that for the practical performances' assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment up to that point.

Especially p79 - For the practical activities, assessment needs to be on-going rather than based on performance on one occasion. Whilst different activities will be delivered at different stages of the course, candidates' marks must be based on what they are able to do consistently in performance in order that they can replicate that level of performance in a moderation situation. On-going assessment can also assist in centres establishing correct rank order for all their candidates within activities and across activities, as well as informing any special requirements requests in situations where candidates incur injury which prevents them from being moderated or completing the performance aspects of the qualification fully.

The DfE this time around has set up everything to be competitive and nothing to be recreational. For example, candidates will need to be assessed in either speed or lead climbing so they can complete their complete log for rock climbing as they would for say football.

So a short residential would not always fulfil this requirement. They need to compete more than once and regularly, as with any other sport, to score higher marks. We do recognise that competition participation for those candidates who only take part within the centre might be limited to what you can set up for them.

Basically, the aim of the DfE and Ofqual was to make sure that candidates who pick up a sport one day cannot get a top mark the next. If you take swimming, there is no way you could start this on a Friday and achieve full marks by Sunday so you should not be able to in other sports.

As such, short-term residentials are something to be careful of as they will not lead to candidates being able to access the best marks when compared to a sustained block of activity. It is also doubtful you will have the time to create enough filmed evidence (as required as it's an 'off-site activity') to show every candidate completing the competitive requirement as well as backing this up as needed with extra footage of skills to back up the mark you have given.

In terms of other 'off-site' activities, there was still sometimes a lack of appropriate filmed evidence, which needs to be addressed to support higher marks in future i.e. for Boxing the competitive scenario, as informed by the NGB, is a number of 3 x 2 minute rounds and thus contact is expected, on top of the skills being demonstrated in isolation.

Filming of off-site performances

As per the OCR GCSE PE Guide to NEA, filmed evidence must be provided for every candidate being assessed in any activity deemed to be 'off-site' by OCR. The Guide to NEA states in Section 1b.2. Restrictions within the NEA:

Section 2f (p74) contains details of 'off-site' activities where filmed evidence is required for every candidate being assessed in the activity...Where an activity must be filmed, for example swimming, if you are not able to provide filmed evidence for the activity then you cannot assess candidates in it and must use an alternative activity.

Instructions for the content for the filmed evidence are found on p83 and p84 in the Guide to NEA.

The amount of evidence should support the mark given so generally the higher the mark the more evidence will be provided as it will show more skills being consistently performed in isolation and competitive scenarios.

The requirement is that they compete in games/matches/performances that meet the requirements of a full competition. If you are unsure as to what a full competitive situation looks like we would suggest you look at the NGB for that sport and the events they run.

For all activities you could also set up matches/games/judged performances in your lesson for as long as they meet the NGBs requirements for a full competition for that age group it doesn't have to be an official competition i.e. a badminton match to 11 with no referee in a lesson wouldn't count but a game to 21 with pupils/teachers umpiring would count. Also, dancers performing their routine to you/the class where you give them a mark on the quality of their performance also counts whereas if they just practised it wouldn't.

Good filmed evidence includes all the core and advanced skills in isolation (if they cannot be clearly seen in the competitive situation), as well as competitive situations. It is useful to annotate and label the files to help the moderator to see exactly what the candidate was demonstrating.

However, this year some filmed evidence still lacked the keys skills required in isolation and just included a few competitive scenarios instead. Also, in sports such as swimming where two events are needed, only one of the distances/strokes was evidenced when both are required. Please remember that our moderator does not know your student, nor what they are capable of. All they have to go on is that video you send them, therefore that video must contain everything that is asked for or our moderator cannot confirm your marks. If they do not see the student doing it they have to assume that they cannot.

More evidence, creating more work, had to be requested in these instances so it is recommended that all filmed evidence is collected over the full duration of the course and is scrutinised by the centre to make sure that all the criteria and skills are met; this is especially important if the evidence has been collated by a third party.

AEP

Whilst most centres again heeded last year's advice and marking of them was deemed a lot more accurate this year, still a number of centres did not follow the required structure of the AEP.

Strengths and weaknesses of the performer should have included both fitness components, in the Evaluation section, and skills in the Assessment section.

All sections need to be covered as all have equal weighting in the best fit marking system.

Those AEPs done on fitness tended to lack progressive practices and coaching points and thus did not score as highly. candidates prioritising a fitness weakness should address the coaching points by

focussing on the exercises within the action plan as well as including details of sets repetitions and rest periods.

In the movement analysis it is worth noting that it does not need any levers, planes or axes, all that is needed is what is asked for in the Guide to NEA. The placement and justification on both skill continuums of the skill is required but does seem to be being missed by a lot of candidates. It is important here that candidates link the correct muscle to the correct movement to the correct joint and not just randomly list them all.

It is also advisable to focus on the four joints (Hip, Knee, Elbow and Shoulder) taught within the specification when completing the movement analysis of the skill chosen. This task is synoptic in nature and draws on the knowledge from the theoretical components.

It is strongly advised that if centres want more targeted feedback as to marking accuracy that they use the OCR marking grids when grading the work. This enables moderators to see clearly how each section is being assessed, enabling more accurate and constructive feedback to centres.

Please refer to the OCR website to see exemplar material to assist you in what students have written for each section and the marks that have been achieved.

Common misconceptions

Practical

The main thing that continued this year was that there seems to be an assumption that if candidates competed in an 'off-site' activity that they were instantly given high marks.

It is vital to remember that no matter what sports the candidate is assessed in the mark they are given is based on meeting the criteria in the Guide to NEA and not either the level of representation they perform at within the sport or times/distances achieved but whether appropriate and effective technique is demonstrated, both in isolation and within competitive scenarios.

You are required, as a minimum, to film numerous competitive situations as well as back up footage of the skills in isolation for our moderator to be able to view this and confirm the marks that have been given for this sport.



If you use the mark sheet (on p10-11 in the Guide to NEA) and the best fit approach, then realistically the first column is how many skills they can do - core and advanced, the second column is how well they can do them in isolation and then in competition, the third is physical attributes and the final column is their decision making within competitive situations. Thus, if they haven't competed in any competitive situations, then the second and forth columns that the evidence has been generated for, would not support high marks in them.

In terms of events that are, technique based such as athletics, to meet the criteria for advanced skills p52 says:

- candidates should follow an appropriate technical model which leads to effective performance in the chosen event.

Thus, if they have perfect technique but take ten hours to do a 1500m, whilst there aren't performance tables as in GCE, it still isn't an effective performance as they should do it a lot quicker and so the mark will reflect this. Or a 100m runner not getting top marks if they had perfect technique but their time was two mins - clearly that isn't an effective performance for that event. So, it comes down to how well candidates execute their technique and how effective that makes their performance.

Also it is worth noting that just being able to undertake some advanced skills in isolation doesn't guarantee a high mark the whole performance and quality of execution must also be considered. This is evident in activities like Trampolining where if candidates attempted a somersault then they were given high marks, but the quality and aesthetics of the performance need also to be considered when awarding the mark.

Paperwork and evidence

Please only use the OCR GCSE PE Mark sheet to enter marks and complete it properly in **candidate number order** and putting in **the two events/skills/performances** on the sheet for sports that require it like swimming and athletics.

Please make sure that you forward the Moderator a printed copy of your IMS1 or electronic marks submission form.

Logbooks for all candidates that just detail competition scenarios – Training and participation in skills sessions are not required here and should not be included.

Make sure that filmed evidence focuses on one candidate so the moderator is not trying to 'find' them amongst a game and trying to moderate a number from the same video. The camera should follow the player and not the ball for example so the moderator can see enough detail of each candidate and thus better if each candidate for each activity is on one disc or one file.

Please produce filmed evidence in a format, which is compatible with VLC media player or on a DVD player, as per the guidance in the Guide to NEA.

AEP

It can be done on any sport in the Guide to NEA and doesn't have to be on one they are assessed in however if made to do it in a sport they don't like then can affect the effort they put into completing it.

Avoiding potential malpractice

Whilst most centres heeded last year's warning but remember with AEPs –

Follow medium control procedures - so work cannot be marked and returned with your feedback for improvement.

If on a computer, students must be unable to access outside of lessons so must be stored on a secure location that can only be accessed in staff's presence – thus keeping to the time constraint of 14 hours.

Make sure all 'off-site' activities are filmed for every candidate being assessed in one as per the requirements on p83 and 84 of the Guide to NEA – so include skills in isolation as well as numerous competitive scenarios – and are accompanied with logbooks detailing only appropriate competitive scenarios.

Please DO NOT use any form of templates.

- A template is anything that tells your students how to structure their response or gives them things to simply slot into their response.
- You may use page 12 of the guide to NEA with your students, this contains bullet points which may be used as headings for your students.
- What you may **not** do is exemplify these bullet points with tables, sub sections, sentences or sentence starters, data or any additional content to get your students going.

When templates have been used by centres it is extremely clear as all students work looks the same and in these cases our malpractice team does unfortunately get involved. This can lead to the marks for this element of the course being annulled.

Helpful resources

OCR GCSE PE Mark sheet to enter marks

Exemplar AEP's online

Official INSET – Please be aware we cannot guarantee the content of non-OCR training that is on offer

Endorsed textbooks from Hodder and OUP

PowerPoints and teachers guides on the OCR website

Competitive log template on website

Internal standardisation guide for teachers

Guide to NEA

Additional comments

The day of moderation

It was pleasing to see centre staff being fully involved in the moderation visits by undertaking assessments for each activity on the day.

This is an important part of the process as it enables staff to assess candidates from different centres and enhances overall understanding of both the process and the standard of performance. This is vitally important for continuing to make sure standards are equal year on year.

It is an expected requirement of the course that centres and candidates attend the whole moderation day.

Candidates selected by the moderators need to attend and perform on the moderation day or they need to have a medical note to explain why they cannot attend. Those who fail to attend without valid reason may end up with a mark of zero.

Moderators had transparent discussions of levels and expected standards and this meant that in most cases any comments or suggestions made by the moderator were readily accepted. Cross-referencing to the criteria in the Guide to NEA throughout the day also helped this process.

Centres should be reminded that they are assessing what they see on the day and not what they know they have seen the candidate do previously or what they have awarded the candidate previously. It is important for the moderator to know if candidates are under or over performing compared to the mark they have been given as this helps the moderator to make an effective judgement in standards that the centre is setting.

It is important that teachers leading activities help candidates to show as many of the core and advanced skills in isolation and drills building into small sided and then (where possible) full sided competitive scenarios as appropriate to help candidates to demonstrate clearly what they are able to do and thus support the marks they have been given.

It is good to see most moderation candidates wearing appropriate clothing and equipment for the activities in which they were performing, such as football players having shin pads. The use of appropriate clothing and equipment is in the interests of candidates' safety and centres should be aware that the teacher accompanying candidates is responsible for their health and safety during moderation. It should also be noted that candidates not in possession of the correct clothing and equipment at moderation may be denied the opportunity to participate if it is unsafe for them to do so.

Whilst filmed evidence is a valuable tool in the moderation process, our aim is still for moderation to be undertaken primarily by visit wherever possible and centres should be prepared to attend moderation each year between 31 March and 15 May, as part of their planning and delivery of the course.

Some moderations did happen before this date as clusters were used to the old 15th March deadline and if the moderator has the paperwork this can be maintained if desired by the centres. It is also worth noting that the moderation model is based on grouping centres together, not individual centre visits.

Centres, in the main, proved to be accurate in their assessments of practical activities especially those seen at live moderations in team games.

Filming of the moderation day

Filming the day of moderation is an Ofqual subject level condition and as such is a compulsory requirement of the day. Your school needs to make the arrangements to film this. Accessing the review of results process is not possible without footage that clearly shows what the moderator has seen on the day of moderation.

Whilst you are welcome to simply film your own students it is advisable that centres work together to film the moderation day, film it from different angles/positions, and then collate the evidence from each other in case a review is required.

Once collated it is important you review the evidence and then complete the moderation day cover sheet indicating who the centres candidates are and when they are seen in the filming.

This would help any reviewer to undertake the process effectively if required. Poor quality footage can lead to your request for a review of moderation being declined.

Administration

Most centres produced documentation which was completed accurately and submitted according to OCR submission dates.

This makes the moderating team's work much easier, and centres are to be thanked for their hard work.

However, as in previous years it is of great concern that there are often a number of errors in the documentation. A number of these were identified and corrected by moderators.

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. Including the GCSE PE mark input sheet that produces all the moderation documentation for you and this is the only method to be used. It will do all the calculations for you thus minimising errors.

It is vital that centres double-check things before submitting to minimise the risk of candidates receiving incorrect marks.

It is also important to note that now the IMS1s are entered online that a hard copy is still needed. One should be printed and sent to the moderator to check as there were still too many transcription errors from the FPA to the IMS1 that disadvantage candidates and result in wrong marks being given to them.

Effective internal standardisation ensures comparability and fairness for all candidates across all activities and assessments within the cohort at the centre. A guide is available to teachers who are unsure of this process and can be downloaded from the subject page of the website.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review 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.



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