

ELC

Physical Education

Entry Level Certificate R463

OCR Report to Centres June 2017

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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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General Comments

This was the first year of the redeveloped Entry Level Physical Education (R463) that was available to centres for first teaching from September 2016 and first assessment from March 2017. It was pleasing to see how many new centres had entered candidates for this qualification. It will eventually replace the Entry Level PE R462 specification which was also available this year as a legacy qualification.

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.

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

Centres now have the opportunity to assess four practical performances in both team and 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 now more in line with progression to the OCR Physical Education GCSE (9-1) course or can be co-taught alongside new GCSE (9-1) qualifications offered by any awarding body, across any timespan that suit centres.

It is 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)

Moderation

The moderation of centres' candidates took place during March, April and May.

Many centres were invited to attend a practical moderation with a sample of candidates from across the ability range attending to participate in activities.

Moderators worked very closely with centres from the start trying to ensure that all procedures in delivering this new course were in place. Centres and staff have been extremely appreciative of the support and guidance they received during the process regarding the practical elements of the moderation as well as any administrative duties.

Moderators' have commented that performances by candidates in this new specification have been very good. 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 and it is pleasing that despite this being a new qualification centres have worked well with moderators in arranging such cross moderations. I hope that this is the start of many new working relationships being forged that go from strength to strength in the years to come.

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.

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

Filmed Evidence

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 Trampolining must be able to demonstrate (live or filmed evidence) the ability to perform a routine of linked movements of 6-10 consecutive bounces.

Failure to provide sufficient 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.

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.

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 Fitness Training the DVD should include evidence of the following:

Level 3 Fitness Training: the ability to independently plan and adapt a training programme

Level 2 Fitness Training: the ability to plan and adapt a training programme with some assistance

Level 1 Fitness Training: the ability to plan and adapt a training programme with significant assistance

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 learners with disabilities as a performer.

The Form must be submitted to the Physical Education Subject Advisor 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, Football, Netball

Individual: Athletics, Badminton, Boccia, Gymnastics, Table tennis, Trampolining

Some centres used the activity areas of leadership with Football and Boccia being the main activities to lead in.

As with the legacy assessment (R462), some centres entered 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 reminded to contact OCR for situations of injury or illness, a calculated or assessed grade can be issued in these cases.

It is pleasing to read from the moderators' reports that centres have been extremely accurate in their assessment across all practical activities and that centres found the assessment grids useful that creates a 'best fit' assessment 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 did find that some centres were 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 tennis 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 also adapted this form to suit their own 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, on the few instances where this did not occur there was full communication between the centre and moderator. There were very few administrative errors this series with most centres using the interactive versions of the forms (available on the OCR website) which automatically perform the calculations reducing the risk of errors.

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
- iMS1 Form

Failure to submit a copy of the iMS1 form was the most common error this year. Centres are also reminded that there is no longer a need to submit the Centre Authentication Form (CCS160).

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 initialed 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 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.

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 so enjoyable and successful in its first year of assessment.

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