

Physical Education

Entry Level Certificate R462

OCR Report to Centres

June 2013

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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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CONTENTS

Entry Level Certificate

Physical Education (R462)

OCR REPORT TO CENTRES

Content	Page
Entry Level Certificate in Physical Education (R462)	1

Entry Level Certificate in Physical Education (R462)

Entry Level Physical Education continues to be successful in catering for candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments. Whilst maintaining an emphasis on practical assessment, there are an increasing number of candidates being entered in Coaching/Leading activities and Officiating activities. The practical emphasis of the course and the inclusive nature of the assessment criteria enable candidates of all abilities to gain certification.

Centres have commented 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-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.

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 GCSE Physical Education courses.

Most Centres have followed the specification successfully, but a small number made errors. The most common error continues to be in completing paperwork incorrectly and using forms now out of date. Centres must ensure the course code R462 is used rather than the old specification code (3980). Some centres failed to round up .5 and .75 marks in total marks, and there were a number of transcription errors with marks on forms MS1 (mark sheet) and CSFR462 (Coursework Summary Form) failing to match.

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 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. 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.

Centres attending standardisation meetings recognised the advantages of teacher involvement in the moderation process.

Some centres were asked to provide filmed evidence due to their location in relation to the moderator's, 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. Where problems with filmed evidence did persist, these included a lack of clear identification of candidates, a lack of commentary, and insufficient

evidence of the Analysing Performance assessment objective. 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.

Moderators have expressed their gratitude to the teachers from centres being readily prepared to organise practical sessions, provide equipment and referee games. Cooperation of this kind has been most helpful to moderators in ensuring the smooth running of the visits and was much appreciated. In most cases, moderators were able to provide some general feedback and advice on each centre's assessment at visits as well as in then formal report received at the time of results being issued. Teachers have welcomed this feedback.

Any adjustment in a centre's marks is made on the basis of the standard of assessment seen through moderation. Centres will receive notification of any changes in candidates' marks which have been deemed necessary with their results and in their individual Moderator's Report..

Moderators reported that teachers are fully conversant with the standards of assessment and that few changes of candidates' marks were required. Several 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.

A fairly wide range of activities were seen at moderation sessions, although the most frequent were Association Football, Netball, Basketball, Tennis, Badminton, Rounders, Athletics, Swimming and Dance. It is necessary at cluster moderation sessions to select activities common to all centres attending, but moderators report that a pleasing number of candidates offered new activities from the updated specification.

Centres submitting marks for off-site activities, such as Sailing, Horse riding and Rock climbing 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.

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. Some centres failed to submit form CCS160, Centre Authentication Form, and had to be contacted by moderators following the submission of their paperwork.

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 Stage 3 and 4. It is pleasing for all involved to see it continuing to thrive and be delivered so well in many centres.

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