

# Your guide to the changes for 2021

---

Following an [Ofqual consultation](#), we have made changes to a number of our qualifications.

The changes are designed to reduce the pressure on teachers and students in the 2020/21 academic year, and to safeguard against ongoing public health concerns.

Please [use the specification on our website](#) alongside this document which shows how our qualifications will differ in summer 2021.

## Overview of changes for GCSE (9–1) Physical Education

Ofqual have confirmed students can undertake two activities rather than three for assessment in summer 2021.

Students can do:

- two individual activities or
- two team activities or
- one individual activity and one team activity

For summer 2021, we will be using filmed evidence to moderate your students' performances. No visiting moderation will take place. Our filming requirements are detailed in the next section below.

We recognise that it has been and will be difficult for students to demonstrate competitive situations in some sports.

For summer 2021 we are willing to accept alternative forms of evidence. Details of what we will accept are detailed below.

To help deliver these changes and also to help improve the feedback we can give to you, we have split the NEA component into two. One component will assess the two activities (Practical Performances) and the other component will assess Analysing and Evaluating Performance.

There will be a split submission for 2021:

### **31<sup>st</sup> March**

At least 50% of your practical marks, filmed evidence and competitive logs

100% of your AEP marks and evidence

### **15<sup>th</sup> May**

The remaining 50% of your practical marks, filmed evidence and competitive logs

# GCSE(9–1) Physical Education for academic year 2020/21

Students must complete **all** components to be awarded OCR's GCSE (9–1) in Physical Education in **summer 2021**.

Content Overview	Assessment Overview	
This component will assess: <ul style="list-style-type: none"> <li>1.1 Applied anatomy and physiology</li> <li>1.2 Physical training</li> </ul>	<b><i>J587/01 Physical factors affecting performance</i></b> 60 marks 1 hour written exam	<b>30% of total GCSE (9–1)</b>
This component will assess: <ul style="list-style-type: none"> <li>2.1 Socio-cultural influences</li> <li>2.2 Sports psychology</li> <li>2.3 Health, fitness and well-being</li> </ul>	<b><i>J587/02 Socio-cultural issues and Sports Psychology</i></b> 60 marks 1 hour written exam	<b>30% of total GCSE (9–1)</b>
This component will assess: <ul style="list-style-type: none"> <li>Performance of <b>two</b> activities taken from the approved lists</li> </ul>	<b><i>J587/04 Practical Performance</i></b> 40 marks, weighted up to 60 Non-exam assessment (NEA)	<b>30% of total GCSE (9–1)</b>
This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.	<b><i>J587/05 Analysing and Evaluating Performance</i></b> 20 marks Non-exam assessment (NEA)	<b>10% of total GCSE (9–1)</b>

We have split the NEA components into two.

- Practical Performances
- Analysing and Evaluating Performance task.

Since only two activities will need to be undertaken in summer 2021, we will weight up the mark for practical performance so that it still represents 30% of the overall qualification.

We will remove visiting moderation and instead use filmed evidence to conduct remote moderation. This means you are not required to complete a Visit Arrangement Form (VAF) for summer 2021. You are however required to complete an MIF (Moderator Information Form), this is available from the Admin section of the website.

## Filming requirements and moderation arrangements for 2021

**For 2020/21**, all moderation is to be conducted using filmed evidence.

You should obtain permission to film all of your cohort as part of the requirements of the course. If you have concerns regarding the filming of a specific student due to child protection, please contact OCR's Special Consideration team to talk this through.

You must **retain a centre copy** of all filmed evidence submitted as the evidence submitted for moderation is not returned to centres.

The evidence sent to the moderator will be retained by OCR until the deadline has passed for centres to submit a review of results.

We strongly recommend that you record in a format that is efficient on memory capacity as this not only reduces the number of memory sticks/DVD's needed, but also makes any copying, uploading/downloading or streaming of footage quicker where this may be applicable to the centre or the moderator. It is possible to use encoding or compression of footage to reduce the storage capacity required for this.

You are welcome to password protect/encrypt your footage and email your moderator and OCR the password/key separately. Please send to: [NEApasswords@ocr.org.uk](mailto:NEApasswords@ocr.org.uk) and to your moderator at the email address they provide.

### Filmed evidence requirements (updated)

We understand that there are a lot of challenges this year in terms of accessing some activities, fewer opportunities for formal competitive participation, and some restrictions around the types of practice which can be done in age group sport (e.g. rugby union).

The key message is to please focus on what you can film and gather evidence on an ongoing basis. We want to be able to base your centre moderation on the best range of evidence possible.

Centres must film a minimum number of candidate performances overall depending on how many candidates they are assessing, as below:

Number of candidates assessed at centre	Minimum number of candidate assessments which must have filmed evidence
Up to 6	6
7–10	14
11–15	16
16–30	18
31–50	20
51–100	20
101+	25

This must also include:

- **all** candidates in **all off-site activities** must be filmed
- **a selection of on-site activities** with a specific number candidates filmed, as shown below.

### On-site activities to be filmed:

Number of on-site activities which centre have assessed <u>final marks</u> in	Minimum number of activities to be filmed (other guidance on overall number of candidate performances must also be met through combination of on-site and off-site activity filming)
1–3	all
4–6	4
7–9	5
10–12	6
13–15	7
16+	8

**On-site activity candidates to be filmed:**

Number of candidates assessed in an on-site activity	Number of candidates to be filmed in that on-site activity
1-3	All
4-10	3
11-20	4
21-50	5
51-70	6
71-99	7
101+	8

Centre selections in terms of filming must consider the following:

- candidates filmed need to reflect the range of marks in the activity; ideally including the highest, middle and lowest mark (or at least close to) in each
- selection of on-site activities to film must also reflect:
  - o the range of performance at the centre– so we would not expect activities with lots of mid-range marks to all be filmed while those with higher band marks are not filmed
  - o how predominant/popular the activity is – so we would expect that activities with more candidates in to feature in those filmed – e.g. cohort of 15 and activity with most marks has 5 candidates being assessed in it – we'd expect that to be one of those that the centre filmed.

Centres must bear in mind that **all candidates and activities** will be subject to the moderation outcome. Where they opt not to film, those candidates and activities cannot be part of the moderation process or the review of moderation process but will be affected by any adjustment to marks resulting from the sample which has been moderated.

It is therefore vital that you:

- collect good quality filmed evidence
- internally standardise across activities

We advise that you film as much as you can wherever possible, not just the minimum to meet the rules.

Centres should, wherever possible, provide evidence which includes **full** competition conditions or as close as National Governing Body (NGB) guidelines allow.

Where this is not possible, filmed evidence must show performance in competitive conditions/under competitive pressure, such as:

- game situations created in the centre
- conditioned practices with skills performed under **significant** pressure such that decision making can be shown in a way which is as close as possible to full competition performance conditions for the activity
- performances in authentic settings or similar (e.g. in the same performance area as in a formal competition, being judged against competition rules even if by the teacher/coach rather than an independent official, etc...)

Logs of competitive performance are even more important to document what has been possible:

- candidates should include any competitive performances which were completed from July 2019 up to the point of marks being submitted for moderation; performance from May - June 2019 may be included if necessary to support marks
- for some activities training times can be included in the logs if relevant but should be supported by some method i.e. strava / garmin etc & verified by the teacher
- where logs rely on training times or competition has been hard to access, the filmed evidence should include performances in training to support the times being logged

We will accept other forms of evidence alongside logs of competitive performance which ensure the focus is on competition or equivalent. These will include, but are not limited to:

- use other relevant sources of info such as Power of 10
- school/club/league/county records of fixtures and performance
- it is acceptable for these to be retrospective so that they cover the period prior to lockdown (July 2019 – March 2020) when more activity was possible. Evidence from May - June 2019 may be considered but you must consider if this helps to support marks given the time that has elapsed and that this would be from before starting the qualification.

If some candidates will be accessing full competition or full competitive training in an activity make sure they are part of your filmed evidence and that these competitive situations are included.

It is really important that you review the filmed evidence and are confident that it supports the marks awarded – there is no point teachers giving marks based on the level of performance they know a candidate is capable of but which is not shown in the filming, as the moderator is not then going to see evidence which supports the mark.

We appreciate the challenges of capturing all aspects of performance on film in many activities, and that therefore not everything that the candidate can do may always be shown. However **the general level of performance and range and execution of skills shown has to be sufficient to warrant the level and mark awarded.**

Filmed evidence should be accompanied by a commentary wherever possible. These should outline where on the film candidate performances are, any identifying information (e.g. bib/number) and some brief comments on how the performance in the film justifies the level/mark awarded by the centre.

While supporting evidence of the type noted above can be used as part of the assessment process, filmed evidence of performance is the primary source of information upon which moderators will base their judgments. If filmed evidence of a candidate in the higher levels of the criteria shows few or no advanced skills, then no amount of supplementary evidence can enable the moderator to confirm the mark awarded.

- Each activity filmed must be supported by evidence that is sufficient to allow the moderator to confirm the marks submitted by the centre

Please ensure that you have film of as much of the following as possible:

- o Core skills in isolation/drill situations
  - o Advanced skills (as candidate is able to) in isolation/drill situations
  - o Full competitive situations or similar, i.e. enough to show consistency of skill performance within them – the logbook is supplementary evidence
- Candidates must be filmed demonstrating their ability to perform the skills of the activity in a way which supports the mark submitted by the centre:
    - o show the quality and range of skills required for that mark level
    - o in the correct conditions where possible (so full performance, on correct pitch/surface with correct equipment)
    - o this allows the moderator, who has no prior knowledge of your candidate, to see enough to confirm marks

### Format/presentation of evidence

- The evidence must be produced in a format compatible with [VLC media player](#). MP4 and .mov formats are best.
- Wherever possible, it is best if filmed evidence is:
  - o One file for the whole activity, with information provided on relevant timings within the film – i.e. of where a drill/practice changes, or where the evidence stops being of one candidate and starts focussing on another
  - o **Name the file: centre number\_activity\_component;**
  - o **e.g. 11234\_football\_J587\_04**

OR

- o One file for the candidate in the activity
- o **Name the file: centre number\_candidate surname\_and number\_activity\_component;**
- o **e.g. 11234\_Smith\_5005\_football\_J587\_04**

- o If there are multiple files for a candidate, please make sure that they are suitably named so that it is clear for the moderator what each one is
- o **e.g. 11234\_Smith\_5005\_football\_passing\_J587\_04**
- Candidates must be clearly identified in the footage, per activity, by lettered or numbered bib (please avoid yellow and white combinations as it does not show up clearly). The numbers must be shown against the candidate's name on any relevant commentary forms or paperwork which accompanies the filmed activities.
- If candidates wear face protection, e.g. for skiing, they should be shown without this prior to their performance.
- Where a candidate's use of communication is an element that will assist with the assessment process i.e. centre back in Football, it is vital that this can be picked up by the camera's microphone.
- Film from different angles to best show performances, e.g. simply filming one corner of the athletics track is not enough, you must film the whole run.
- Centres are advised to review the footage recorded and complete commentary sheets based on this review so that identification and timings relating to the recording can be provided.
- A running commentary or some indication of where various skills are performed in the footage is helpful and helps the moderator to understand the marks you have given.
- Within team games please follow the player being assessed and not 'the ball'.
- Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example a piste map in skiing or grade of a climb in rock climbing.
- The filmed evidence should be recorded in good light.
- Please use the zoom function on the camera as appropriate.
- If filmed evidence does not contain any competitive footage marks may be difficult to support – e.g. decision-making being awarded 0 as there will be no evidence of this.

### **Activity-specific tips for filming**

#### **Gymnastics / Dance / Figure skating**

- Recommend 2 angles of filming to show body position and movement at different angles

#### **Athletics**

- Camera must follow the athletes
- Static camera on one corner of the track does not show enough detail
- When filming a throwing event the filming should cover both the process of the throw and the outcome.
- For each race / jump / throw it would assist the moderator by referencing the event date and the outcome (recorded time / height / distance) as an overlay to the film; which can then be correlated to the candidate log book.

#### **Badminton / Squash / Table tennis / Tennis**

- Must be able to see the execution of the shot, flight as well as where it goes / lands

#### **Boxing**

- Competition should take place in a ring (or a clearly marked out space of regulation size for 2021)
- Must show appropriate length bouts with appropriate number of rounds for your age, so within NBG guidance for under 16's this would be 3 x 2 minute rounds – this can include within training sessions for 2021 as no licenced fights can happen prior to April 2021 currently.
- Must not be filmed just from behind, we must be able to see their hands and guard clearly

**Canoeing / Cycling / Equestrian / Kayaking / Rowing / Sculling**

- Must film as a minimum the starts, finishes and several segments in the middle, including enough to demonstrate consistency and show all of the required core and advanced skills
- The filmed competitive evidence MUST include a range of different elements e.g. different terrain, water conditions, inclines / descents

**Golf**

- Film shots from different par holes, displayed within competitive pressured game situations
- We must be able to see a wide variety of core and advanced skills displayed in pressured competitive settings, e.g. over several holes with different characteristics and a range of pars.
- We would strongly suggest that a commentary by the candidate on club and shot selection to show the decision making process is included.
- Recommend two angles of filming at times if possible to show body position and full movement. Alternatively vary the filming angle for different shots during the round to show this.
- Walking between shots does not need to be filmed.
- Inclusion of a course map/information is encouraged.

**Rock Climbing**

- Evidence of indoor climbing is acceptable for 2021
- Competitive situation is either Speed or Lead climbing – no Bouldering please
- Tell us the grade of the route being climbed
- Film at an angle to the climber so we can see their hands and feet – not just their back
- Sufficient footage of actual climbing is important here, this should form the majority of the evidence submitted instead of the majority being safety and preparation

**Skiing/Snowboarding**

- Evidence on artificial snow/dry slopes is permitted for 2021
- If possible, film from 2 different angles so we can see the front and back of skier. Can also be achieved by the filming being done from halfway down the slope, gaining front, side and back footage in the same run
- Use of zoom is vital here due to the distance travelled by the candidate

**Swimming**

- Ensure different camera angles are used so starts, turns, distance travelled underwater and the stroke are clear for the moderator
- Underwater footage, whilst helpful, is not essential
- Please make it clear which lane each swimmer is in and any identifying feature – e.g. black swim hat; blue swim suit, etc...

**Team invasion games**

- The camera must focus on and follow the candidate being assessed as much as possible
- A camera set up in the corner rarely gives enough detail for larger team games like Rugby, Football and Hockey; as such centres should provide a range of filming angles
- Where conditioned situations are being used as the only competitive evidence, explain on the footage the conditions/ rules, make sure enough is shown to demonstrate consistent execution, and consider how to progress pressure/difficulty within the practice(s)

## What has changed?

What has changed – Specification	Detail
<p>2b. Content of GCSE (9-1) in Physical Education (J587)</p> <p>Page 5</p>	<p><b>Practical Performances</b></p> <p>Performance of two activities taken from the approved lists.</p> <p>* The approved lists can be found in Section 2d and Section 2e of the ‘OCR GCSE (9-1) guide to NEA in PE’</p> <p><b>Analysing and Evaluating Performance</b></p> <p>This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer’s performance in one activity.</p>
<p>2d. Content for non-exam assessment</p> <p>Page 23</p>	<p>For the Practical Performances, learners are internally assessed through the NEA in performing two practical activities.</p> <p><b>Practical Performances</b></p> <p>For the practical performances approved activities list, see sections 2d and 2e of the ‘OCR GCSE (9–1) guide to NEA in Physical Education’.</p> <p>Learners can only be assessed in the role of player/performer.</p> <p>Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.</p> <p>This component is internally marked using the assessment criteria found in section 2b.2. of the ‘OCR GCSE (9–1) guide to NEA in Physical Education’.</p> <p>Learners must perform in two practical activities. These can be two from the ‘individual’ list, two from the ‘team’ list, and one other from either list.</p> <p>Learners may not enter marks for the same sport twice.</p> <p>Learners cannot use assessments in both ‘team’ and ‘individual’ versions of the same sport towards their final marks – for example, they may not enter marks for both singles and doubles tennis.</p> <p>Learners may not enter marks for variations of the same sport – so they may not complete two forms of dance or Rugby Union and Rugby Sevens and use marks for both towards their final grade.</p> <p>Any learner(s) using a combination of activities within this component that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.</p>



What has changed – Specification	Detail
3a. Forms of assessment Page 24	<p>OCR's GCSE (9–1) in Physical Education consists of two components that are externally assessed and two components that are internally assessed by the centre and externally moderated by OCR.</p> <p>Components 01 (Physical factors affecting performance) and 02 (Socio-cultural issues and sports psychology) will be assessed using a mixture of objective response and multiple choice questions, short answers and extended response items.</p> <p>These components assess AO1 is worth 25%, AO2 is worth 20% and AO3 is worth 15% of the total GCSE (9–1). There are 60 marks available for each of Components 01 and 02.</p> <p>The practical performances and the AEP will be assessed via NEA. The NEA assesses AO4 and is worth 40% of the total GCSE (9–1). There are 40 marks available for the practical performances, which is weighted up to 60 and 20 marks available for the AEP.</p>

What has changed – Specification	Detail																																							
3b. AO weightings in OCR GCSE (9–1) in Physical Education Page 24	<p>The relationship between the assessment objectives and the components are shown in the following table:</p> <table border="1" data-bbox="619 1003 1477 1518"> <thead> <tr> <th colspan="5" data-bbox="619 1003 1477 1048"><b>J587 Physical Education</b></th> </tr> <tr> <th data-bbox="619 1059 1002 1193" rowspan="2"><b>Component</b></th> <th colspan="4" data-bbox="1010 1059 1477 1137"><b>% of overall GCSE (9–1) in Physical Education (J587)</b></th> </tr> <tr> <th data-bbox="1010 1149 1121 1193"><b>AO1</b></th> <th data-bbox="1129 1149 1241 1193"><b>AO2</b></th> <th data-bbox="1249 1149 1361 1193"><b>AO3</b></th> <th data-bbox="1369 1149 1477 1193"><b>AO4</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="619 1205 1002 1261">01: Physical factors affecting performance</td> <td data-bbox="1010 1205 1121 1261">12.5</td> <td data-bbox="1129 1205 1241 1261">10</td> <td data-bbox="1249 1205 1361 1261">7.5</td> <td data-bbox="1369 1205 1477 1261">0</td> </tr> <tr> <td data-bbox="619 1272 1002 1328">02: Socio-cultural issues and sports psychology</td> <td data-bbox="1010 1272 1121 1328">12.5</td> <td data-bbox="1129 1272 1241 1328">10</td> <td data-bbox="1249 1272 1361 1328">7.5</td> <td data-bbox="1369 1272 1477 1328">0</td> </tr> <tr> <td data-bbox="619 1339 1002 1384">04: Practical Performances</td> <td data-bbox="1010 1339 1121 1384">0</td> <td data-bbox="1129 1339 1241 1384">0</td> <td data-bbox="1249 1339 1361 1384">0</td> <td data-bbox="1369 1339 1477 1384">30</td> </tr> <tr> <td data-bbox="619 1395 1002 1462">05: Analysis and Evaluation of Performance</td> <td data-bbox="1010 1395 1121 1462">0</td> <td data-bbox="1129 1395 1241 1462">0</td> <td data-bbox="1249 1395 1361 1462">0</td> <td data-bbox="1369 1395 1477 1462">10</td> </tr> <tr> <td data-bbox="619 1473 1002 1518"><b>Total</b></td> <td data-bbox="1010 1473 1121 1518"><b>25%</b></td> <td data-bbox="1129 1473 1241 1518"><b>20%</b></td> <td data-bbox="1249 1473 1361 1518"><b>15%</b></td> <td data-bbox="1369 1473 1477 1518"><b>40%</b></td> </tr> </tbody> </table>	<b>J587 Physical Education</b>					<b>Component</b>	<b>% of overall GCSE (9–1) in Physical Education (J587)</b>				<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	01: Physical factors affecting performance	12.5	10	7.5	0	02: Socio-cultural issues and sports psychology	12.5	10	7.5	0	04: Practical Performances	0	0	0	30	05: Analysis and Evaluation of Performance	0	0	0	10	<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>15%</b>	<b>40%</b>
<b>J587 Physical Education</b>																																								
<b>Component</b>	<b>% of overall GCSE (9–1) in Physical Education (J587)</b>																																							
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>																																				
01: Physical factors affecting performance	12.5	10	7.5	0																																				
02: Socio-cultural issues and sports psychology	12.5	10	7.5	0																																				
04: Practical Performances	0	0	0	30																																				
05: Analysis and Evaluation of Performance	0	0	0	10																																				
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>15%</b>	<b>40%</b>																																				

What has changed – Specification	Detail																																			
<p>4a. Final entries</p> <p>Page 27</p>	<p>Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.</p> <p>Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.</p> <p>All learners taking a GCSE (9–1) in Physical Education must be entered for one of the following entry options:</p> <table border="1" data-bbox="619 568 1469 1556"> <thead> <tr> <th colspan="2" data-bbox="619 568 869 618">Entry option</th> <th colspan="3" data-bbox="874 568 1469 618">Components</th> </tr> <tr> <th data-bbox="619 624 724 705">Entry code</th> <th data-bbox="729 624 869 705">Title</th> <th data-bbox="874 624 970 705">Code</th> <th data-bbox="975 624 1209 705">Title</th> <th data-bbox="1214 624 1469 705">Assessment type</th> </tr> </thead> <tbody> <tr> <td data-bbox="619 712 724 1182" rowspan="4">J587 B</td> <td data-bbox="729 712 869 1182" rowspan="4">Physical Education</td> <td data-bbox="874 712 970 837">01</td> <td data-bbox="975 712 1209 837">Physical factors affecting performance</td> <td data-bbox="1214 712 1469 837">External assessment</td> </tr> <tr> <td data-bbox="874 844 970 969">02</td> <td data-bbox="975 844 1209 969">Socio-cultural issues and Sports Psychology</td> <td data-bbox="1214 844 1469 969">External assessment</td> </tr> <tr> <td data-bbox="874 976 970 1057">04</td> <td data-bbox="975 976 1209 1057">Practical Performances</td> <td data-bbox="1214 976 1469 1057">Non-exam assessment</td> </tr> <tr> <td data-bbox="874 1064 970 1182">05</td> <td data-bbox="975 1064 1209 1182">Analysis and Evaluation of Performance</td> <td data-bbox="1214 1064 1469 1182">Non-exam assessment</td> </tr> <tr> <td data-bbox="619 1189 724 1556" rowspan="3">J587 C</td> <td data-bbox="729 1189 869 1556" rowspan="3">Physical Education (carried forward)</td> <td data-bbox="874 1189 970 1314">01</td> <td data-bbox="975 1189 1209 1314">Physical factors affecting performance</td> <td data-bbox="1214 1189 1469 1314">External assessment</td> </tr> <tr> <td data-bbox="874 1321 970 1447">02</td> <td data-bbox="975 1321 1209 1447">Socio-cultural issues and Sports Psychology</td> <td data-bbox="1214 1321 1469 1447">External assessment</td> </tr> <tr> <td data-bbox="874 1453 970 1556">80</td> <td data-bbox="975 1453 1209 1556">Performance in physical education</td> <td data-bbox="1214 1453 1469 1556">(NEA) Non-exam assessment (Moderation)</td> </tr> </tbody> </table>	Entry option		Components			Entry code	Title	Code	Title	Assessment type	J587 B	Physical Education	01	Physical factors affecting performance	External assessment	02	Socio-cultural issues and Sports Psychology	External assessment	04	Practical Performances	Non-exam assessment	05	Analysis and Evaluation of Performance	Non-exam assessment	J587 C	Physical Education (carried forward)	01	Physical factors affecting performance	External assessment	02	Socio-cultural issues and Sports Psychology	External assessment	80	Performance in physical education	(NEA) Non-exam assessment (Moderation)
Entry option		Components																																		
Entry code	Title	Code	Title	Assessment type																																
J587 B	Physical Education	01	Physical factors affecting performance	External assessment																																
		02	Socio-cultural issues and Sports Psychology	External assessment																																
		04	Practical Performances	Non-exam assessment																																
		05	Analysis and Evaluation of Performance	Non-exam assessment																																
J587 C	Physical Education (carried forward)	01	Physical factors affecting performance	External assessment																																
		02	Socio-cultural issues and Sports Psychology	External assessment																																
		80	Performance in physical education	(NEA) Non-exam assessment (Moderation)																																

What has changed – Specification	Detail
<p>4d. Moderation</p> <p>Page 29</p>	<p>The purpose of moderation is to bring the marking of internally assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre’s marking of learner’s work.</p> <p>The moderation of Practical Performances will be conducted via remote moderation.</p> <p>The moderation of Analysing and Evaluating Performance will be conducted via postal moderation.</p> <p>Centres will receive the outcome of moderation when the provisional results are issued. This will include:</p> <p><b>Moderation Adjustments Report</b> – Listing any scaling that has been applied to internally assessed components.</p> <p><b>Moderator Report to Centres</b> – A brief report by the moderator on the internal assessment of learners’ work.</p>

What has changed – GCSE Guide to NEA	Detail
<p>1a. What is non-exam assessment (NEA)?</p> <p>Page 1</p>	<p>Non-exam assessment (NEA) is the name for the internally assessed components of Physical Education (PE); this includes the practical performances component and the Analysing and Evaluating Performance component.</p> <p>High, medium or low control levels will be set for each of the NEA stages: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and learners.</p> <p>Weighting of non-exam assessment is defined by the DfE subject criteria and will be 40% of the total assessment for GCSE (9–1) Physical Education.</p>

What has changed – GCSE Guide to NEA	Detail
<p>1b.2 Restriction within the NEA</p> <p>Page 1</p>	<p>Within the GCSE (9–1) in PE, learners are assessed in two activities:</p> <ul style="list-style-type: none"> <li>any two activities from either list.</li> </ul> <p>These lists can be found in sections 2d (pages 16 &amp; 17) and 2e (page 64).</p> <p>Learners may not be assessed in the same activity twice.</p> <p>Learners may not be assessed in both ‘team’ and ‘individual’ of the same activity – so they may not complete both singles and doubles tennis for example.</p> <p>Learners may not be assessed in variations of the same activity – so they may not complete two forms of dance or Rugby Union and Rugby League.</p> <p>Section 2f (page 88) contains details of ‘off-site’ activities where filmed evidence is required for every learner being assessed in the activity. For all other activities it is assumed that live moderation can take place and there is therefore no requirement for filmed evidence. 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 learners in it and must use an alternative activity.</p> <p>For filmed activities it is recommended that you film the core skills and advanced skills in isolation as well as then providing film of a number of competitive situations.</p>



## Summary of updates

Date	Version	Section	Summary of change
14 December 2020	2	What has changed - Specification: Revised entry codes for summer 2021 and Filming requirements	Updated the entry code table with additional information on filming requirements and moderation arrangements for 2021

### Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found [here](#).

### Contact Us

If you would like to contact us, you can do so at:

✉ [pe@ocr.org.uk](mailto:pe@ocr.org.uk)

🐦 [@OCR\\_PhysEd](https://twitter.com/OCR_PhysEd)

☎ 01223 553 998