

Physical Education

Entry Level Certificate R462

Examiner's Report

June 2011

R462/R/11

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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)**

EXAMINER'S REPORT

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

Entry Level Certificate in Physical Education

The first year of the new specification (R462) has been well received by both centres and moderators. Whilst maintaining an emphasis on practical assessment, there are also some new aspects, with the introduction of some additional activity choices and in particular the new opportunity to assess candidates in Coaching/Leading and Officiating roles as an alternative to the role of 'performer'. The practical emphasis of the course and the inclusive nature of the assessment criteria continue to enable candidates of all abilities to gain certification and be recognised for their efforts in Physical Education with the achievement of a formal qualification.

This year saw a fairly even split in entry numbers between the legacy 3980 specification and this new specification. From September 2011, only this new specification will be available and it is hoped that centres currently delivering the legacy equivalent will move to this new specification. The indication from those delivering R462 this year is that the amendments made aid clarity and provide greater choice for candidates, while retaining the inclusive ethos and practical emphasis of the well established OCR Entry Level Physical specification which it replaces.

There are different reasons for centres delivering the Entry Level Certificate in Physical Education. 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.

Moderators report that assessment of candidates is taken very seriously and the vast majority of centres maintain records showing evidence of planned and regular assessment. In most cases assessment is accurate with regard to the course criteria for both assessment objectives. It has become evident that some centres with large numbers of candidates, or where teaching is delivered by more than one member of staff, need to devote time to planning, teaching and assessment in order to ensure standardisation of assessment across all teaching groups and activities. There is some evidence of inconsistent assessment within centres. Moderators report that centres where this has been discussed during visits have introduced good frameworks for internal standardisation of marks.

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, to participate in activities, where possible, common to each centre in attendance. Centres generally co-operated with these arrangements and few problems were reported by moderators, other than dates inconvenient to centres failing to be listed on their Visit Arrangement Forms sent to moderators. Centres attending standardisation meetings recognised the advantages of teacher involvement in the moderation process.

Moderators reported no major difficulties where candidates from different types of centres were involved in the same moderation. In fact, moderators, teachers and candidates highlighted this as being a positive experience in a number of instances. The success of the cluster type of moderation session has once again been recognised by teachers. This success is dependent on

centres making facilities available for part of a day. However, on some occasions centres were reluctant to host standardisation meetings, which caused minor problems for Moderators.

Moderators have expressed their gratitude to the teachers from centres being readily prepared to organise practical sessions, provide equipment and referee games. Co-operation of this kind has been most helpful to moderators in ensuring the smooth running of the moderation and was much appreciated. In most cases, moderators were able to provide some feedback and advice on the leniency or severity of each Centre's assessment without revealing what measure of adjustment might be necessary. Teachers have welcomed this feedback.

A fairly wide range of activities were seen at moderation sessions, although the most frequent continue to be 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 the number of candidates offering activities from the Outdoor Adventurous Activities area continues to grow. Centres submitting marks for off-site activities, such as Sailing, Horse riding and Climbing must ensure that filmed evidence is available to support assessment in these areas. Still photographs provide insufficient evidence.

Moderators reported that teachers are now 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.

Many centres were asked to provide filmed evidence, often due to the remoteness of their location, 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 co-operation. There is certainly evidence of improved quality of evidence, especially where centres have provided DVD evidence. Where there were problems with filmed evidence, these included poor identification of candidates, a lack of commentary, and insufficient evidence of the Analysing Performance assessment objective.

Any adjustment to a candidate's marks is made on the basis of the standard of assessment of the candidate's performance, usually in two or three activities, at the moderation. Centres will receive notification of any changes in candidates' marks, which are deemed necessary, in the Report to Centres on Moderation which will accompany the issue of results in August.

Most centres follow the specification successfully, but a small number continue to make errors, some repeated from previous years. The most common error is in completing paperwork incorrectly and using forms now out of date. Many centres are not rounding up .5 and .75 marks in total marks, and there are frequently transcription errors with marks on forms MS1 (mark sheet) and CSFR462 (Coursework Summary Form) failing to match.

There were also errors involving the Analysing Performance assessment objective marks; some centres still insist on written assessment work when oral assessment is sufficient, others assess analysis for all four practical activities when only one is required. In some cases, centres prevent candidates from entering Analysing Performance marks from their strongest activities by insisting all candidates analyse the same activity.

The majority of Centres returned coursework documentation by deadline dates. Greater care can save both moderators and teachers a great deal of additional time in completing extra forms, which can lead to a failure to meet deadlines. Some centres failed to submit form CCS160, Centre Authentication Form, and had to be contacted by moderators following the submission of their paperwork.

Some centres have misinterpreted the Entry Level Specification Assessment grids. Although these suggest that 3 grade boundaries exist for both Performance and Analysing Performance, this is in fact a guide for teachers. The actual Grade Boundaries are set by the OCR Awards panel in July, and published in the Report to Centres in September. It is important that all members of staff delivering Entry level Physical Education are aware of these Grade Boundaries.

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 both candidates and teachers. Teachers and moderators felt that the specification continues to fulfil a very necessary need for many candidates at both Key Stage 3 and 4.

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