

A LEVEL

Moderators' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/06 Summer 2023 series

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Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

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General overview

On the whole it was pleasing to see that most centres have the structure and filming of the EAPIs set out well and were generally using the full mark range across all six levels within the EAPI Component. Along with many more centres using the candidate note sheets that were new in 2022 series.

This series did bring some new hurdles to get over, with the introduction to EAPI moderators only, which meant that some centres were required to send their EAPI evidence to a different moderator to that of the Performance Component. The components are now separate and this is likely to be the case for more centres next year, so it is essential that EAPIs are saved on different USBs to the Performance.

It was again positive to see that centres welcomed feedback regarding the EAPI assessments on the moderation day over lunch break; albeit that this feedback was more generic rather than specific to the centre. However, the majority of centres were able to take away areas to improve, as nationally similar patterns were seen, so could be relayed to centres at the live moderation.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> • in the Evaluative Comments, identified a range of strengths and weaknesses, justified why and linked these to how they impacted the overall success of the performer • in the Development Plans, justified why they chose the weakness and produced a plan for this weakness with realistic practices for the level of the performer being observed and duration of sessions for the practices stated • completed Development Plans on either a Skill or Fitness Component • applied a range of Physiological and Psychological concepts within both the Evaluative Comments and Development Plan • applied theory from an area within Socio Cultural that was from the prescribed list and linked to participation. 	<ul style="list-style-type: none"> • in the Evaluative Comments, only identified the strengths or weakness, did not justify why or how they impacted the overall success of performance, but instead tried to justify by using theory • in the Developments Plans, did not justify why they had chosen the weakness to improve, practices were too basic for the level of performer being observed and lacking in any competitive element and practices stated were not realistic to the duration set for the sessions • within the Development Plans, included warm ups, cool downs, testing and adaptations to the plan depending on progress. These have all been removed and so are not credited for the response • Development Plans were completed on both a Skill and a Fitness Component which limited the depth and detail of the practices • applied a limited range of theory or repeated for Physiological and Psychological concepts or not from the prescribed list, so could not be credited • did not apply theory from an area within Socio Cultural that was from the prescribed list or linked to participation.

It is clear that the assessment of the EAPI is still causing many centres the greatest difficulty and this is where the vast majority of adjustments have been made across the national picture. As mentioned many centres are well versed with the structure of the 'oral response' element, however, it is felt that many centres need to look more closely at the specification to identify the changes, especially with those that were updated for June 2022 series, to make sure their candidates are only including what can be given marks.

Positives

Candidates were well prepared for the task and general structure of the response. It was very pleasing to see the majority of candidates with the 'notes sheets' and pen ready to take notes throughout the observation.

Centres found the process of completing the assessment grid with a line of best fit accessible and familiar.

Filming of the responses for most centres followed the required guidelines; ensuring the whole response, including the candidates' observation of the performance was one continuous video from start to end.

The vast majority of candidates kept their responses within the approved limit of 30 minutes.

The 'Evaluative Comments' section continues to be the strongest aspect of most responses with a good range of identification, description and linking to overall success of performance shown, as well as applied theory.

Many centres are using a clock to make sure candidates do not exceed the 30 minute time limit.

Areas for Improvement

Too many candidates used the observation time to include pre-prepared notes rather than observe the performance in front of them. This over-reliance on pre-prepared notes leads them not only to focus too narrowly on one aspect of the observation but often to provide inaccurate observations. Centres are reminded that the time provided to a candidate should be appropriate; essentially enough time for them observe a performance and make outline notes; not complete a script to read from. It is suggested in the Guide to NEA that 10-20 minutes is ample.

Many candidates' response time across all the sections also limited their ability to access higher levels, due to many spending two thirds of their response time on the Evaluative Comments section and only one third of the time on the Development Plans. Then spent time defining the Application of Theory rather than applying it throughout the other two sections.

Although generally the stronger section, in the Evaluative Comments for some, too much emphasis is put on trying to add in theory concepts, instead of justifying ways they are strengths and weaknesses and how they impact the overall success of performance.

Development Plans are most notably the weaker section of the response. Many centres did not identify the need to make sure the progressive practices within the development plan must be appropriate to the frequency and duration of the practices, as set out by the candidate. Often it was one basic practice a week, which did not match either the frequency, duration or performer observed, in order to make sure progress would be achieved over the course of the development plan. Centres are advised to suggest students think about what they do in a training session; rarely is this one drill for an extended period of time but is significantly related to the final performance situation.

Many centres did not identify the removal of some elements within the development plan of the EAPI, most notably:

- timescale justifications
- measurement of improvements
- adaptations to plan depending on progress.

Many centres did not identify the 'newer' elements within the Application of Theory of the EAPI, most notably:

- prescribed theory list: many candidates included areas of theory that are not on the prescribed list, most notably from the 03 Component. Any theory not on the prescribed list cannot be given marks. Pages 131-142 in the Guide to NEA provide full details of the prescribed list
- wide range of relevant theory: most candidates identified one or two areas of theory repetitively which although applied differently can only be given marks once. The main ones were muscle/movement terms and guidance. Candidates should make sure that they access a wide range of theoretical topics from Components 01, 02 and 03 in their response; however, it is now possible to access Level 4 with no 03 Theory applied in their response
- lack of Application of Theory: far too much theory was simply a repetition of fact rather than applying the concept to the observations or the development plan.

Many candidates did not cover all of the required areas; it is felt that to help candidates, the way in which the question is posed to them should now take two parts, with the candidate responding to each one in turn:

- Part 1: comment on the observation by analysing and evaluating the performance
- Part 2: creating of a viable development plan.

Pages 26 and 27 in the Guide to NEA provide exact wording which we would suggest all centres follow.

Centres may find it helpful to view the EAPI in the following manner:

- Evaluative Comments:
 - Identify strengths for Skills, tactics/compositional ideas and Fitness
 - Justify why and how they impact overall success of performance
 - Apply theory
 - Identify weaknesses for Skills, tactics/compositional ideas and Fitness
 - Justify why and how they impact overall success of performance
 - Apply theory.
- Development Plans:
 - State and justify why chosen weakness
 - Give duration and frequency of plan and sessions
 - Detailed practices realistic to duration of sessions/whole plan and performer
 - Coaching points
 - Apply theory.

Paperwork and Filmed Evidence Submissions - Guidance

Centres are reminded that the EAPI Component is now separate to the Performance Component and therefore all evidence must be on separate USBs and sent to their EAPI moderator, as this may be different from their Practical moderator.

Centres are also reminded that all assessed marks are to be submitted directly through their Exams Officer on Interchange by the deadline set in the Guide to NEA and that their moderator will have access to these marks remotely.

It was greatly appreciated by moderators that most centres were well prepared for the submission of their EAPI filmed evidence by the deadline. Centres are reminded that all the evidence they pass on to the moderator should be a copy, in case of any issues in accessing it during the moderation process.

Many centres are rightly concerned about GDPR and the sending of filmed evidence by post and have invested in encrypted USBs. While we commend this approach, centres must make sure that any such encryption can be accessed by both Windows and Apple products; many moderators were not able to open some encrypted sticks due to the differing operating systems.

When labelling candidates' files on the USB it would help hugely if both the candidate's number and name was included i.e. 1234 A. Surname EAPI – Football.

Centres are reminded that the entirety of the EAPI process should be recorded; the observation/note taking and then the response as one continuous video. This will mean each video recording will be around 45 minutes long and where your recording equipment breaks this into two files, each centre should make sure this is pieced together into one file before submitting to the moderator.

Centres are also reminded that the candidate notes used within their EAPI response should be collected and included in their submission of the USBs to their moderator. It is also helpful to include the centre mark sheet; we can then evaluate how a centre has assessed its candidates and we can provide more detailed feedback. Please be aware that, like the filmed evidence, the centre should keep a copy of all candidate notes and mark sheets.

Most common causes of centres not passing

Candidates who have not prepared or fully understood the task are most at risk of not passing this component. As such centres are encouraged to make sure their candidates are fully versed with the task and how to manage their response.

Development Plans being too basic and lacking a competitive element to the practices until the later weeks of the plan.

Common misconceptions

- The response is about a candidate showing their theoretical knowledge to the moderator. This is incorrect as the Application of Theory is one of three assessed elements. We feel that the theory is there to support the observations, which in turn provide the stimulus for the creation of an appropriate development plan. It was felt that the EAPI task had become too dominated by trying to put in theory wherever possible, to the detriment of the actual evaluation and analysis of performance. We have now introduced the prescribed theory list which we hope will allow the task to be a bit shorter and more tightly focused from previous years.
- All pieces of theory on the prescribed list have to be covered. This is incorrect - the prescribed list covers a range of topic areas across the Theory Components from which candidates should select appropriate things to apply in their EAPI. The list does not need to be covered in full.
- A candidate who receives 'extra time' in relation their exams automatically get this applied to the time limit for the EAPI. This is incorrect as often access arrangements linked to additional time relate to written assessments, so it should not be assumed that these remain relevant to the verbal EAPI response and can be just 'carried over'. If further advice is required, centres should contact the Special Requirements Team in advance of the assessment taking place.
- If a response goes beyond 30 minutes then the candidate can still be given a mark in Levels 4-6. This is incorrect as the assessment grid clearly states that any response that is more than the stated time limit cannot be given above the top of Level 3, assuming that the other aspects of the criteria also meet at least the Level 3 requirements. Candidates with a documented and evidenced need may require more time than the maximum stated for the EAPI response. In such cases, centres should in the first instance discuss the particular candidate with their SENCo/SENDco to discuss appropriate access arrangements and reasonable adjustments. If further advice is required, centres should contact the Special Requirements Team in advance of the assessment taking place.
- Candidates can observe the performance for as long as they wish. This is incorrect; the candidate should start their response as soon as an appropriate range of analysis opportunities has been viewed within the performance. While this will vary between different activities, in general between 10 and 20 minutes should provide the candidate observing with enough material to analyse and evaluate, and sufficient time to make any notes they wish to during the observation.

Avoiding potential malpractice

Unfortunately, malpractice does occur in this component and is most commonly found under three categories.

- **Candidates using pre-planned notes in their response.** Centres are reminded that the candidates can have access to either the 'candidates' notes sheet' or paper, both of which must be blank, to compile their notes and the observation/note taking must be included in the filmed evidence submitted.
- **Candidates receiving clear off-camera prompts by staff.** There are times when there is clear communication between staff and candidates during the assessment process which both halts the candidate in their response and acts as a prompt that is not reflected in the marks submitted by the centre.
- **Use of mobile phone for timing.** JCQ rules for conducting examinations apply. If a candidate is using their own phone or watch to monitor the time, the centre must manage any risks around access to other information which may be helpful to the assessment via the device (e.g. smart phones/watches). Evidence at moderation that there may be a risk that candidates accessed information via such a device may be referred to OCRs Compliance team.

Helpful resources

[OCR A Level PE Mark Sheet to Enter Marks](#)

[Official OCR INSET](#) – please be aware we cannot guarantee the content of non-OCR training that is available

[Internal Standardisation guide for teachers](#)

[Guide to NEA](#)

OCR support



It is strongly recommended that centres visit the 'OCR Train' section of the OCR website to take advantage of supporting assessment exemplars.

Additional comments

Although the EAPI Component is now separate to the Practical Component the moderation team would like to thank centres for their continued professional discussions at moderation days around the EAPI structure and assessment.

Centres are strongly encouraged to regularly review the Physical Education pages of the OCR website for updates and attend the free 'Ask the Moderator' online sessions throughout the year to clarify aspects of the assessment process.

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