

GCSE (9-1)

Moderators' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/04/05/06 Summer 2023 series

Contents

Introduction	3
Online courses	3
General overview	4
Most common causes of centres not passing.....	8
Common misconceptions.....	12
Avoiding potential malpractice.....	13
Helpful resources.....	14
Additional comments.....	14

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.

Online courses

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).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview

In the second year of returning to live moderation it was pleasing to see that there were again many enthusiastic candidates performing to the marks given by centres.

The continuing commitment of centres and teachers in hosting moderation and organising the activities to make sure that candidates had an enjoyable experience and were able to perform to their full capabilities, is appreciated by all moderators.

Centres were in the main very organised on moderation day, which allowed the whole process to run efficiently. It was pleasing to see centre staff being fully involved in the moderation visits by undertaking assessments for each activity on the day. This is an important part of the process as it enhances overall understanding of both the process and the standard of performance. This is vitally important for continuing to make sure standards are equal year on year.

The moderating team is very grateful to all centres, teachers, and candidates for their contribution to the moderation process allowing it to run mainly smoothly.

Deadlines

While many centres met the required deadlines for submitting marks and evidence, there were also centres that missed them, delaying the moderation process.

It is important that all centres make note of the key dates and adhere to them in the future.

Missed mark submission deadlines is maladministration and can lead to OCR not accepting your marks.

The mark submission deadline includes ALL filmed evidence and the associated logs, a copy of the IMS1 and a copy of the official [OCR GCSE PE marks form](#) (PEMIF)

There did appear to be more paperwork errors this year than previously, including transferring marks from the PEMIF to the online mark entry sheet. All paperwork and marks need to be checked more effectively to make sure that all candidates are awarded their correct marks.

Candidates who did well generally:	Candidates who did less well generally:
<p>J587 04</p> <ul style="list-style-type: none"> played regularly in the sports they were being assessed in and kept a detailed log of full competitive scenarios for all three sports were able to demonstrate a variety of core and advanced skills and their application when put under competitive pressure produced filmed evidence that was in line with the guidance and fully supported marks awarded. 	<p>J587 04</p> <ul style="list-style-type: none"> had little or no evidence of regular competitive scenarios in the sports they were being assessed in, especially for off-site activities, such as rock climbing filled logbooks with practice sessions not the competitive scenarios which are required were not able to demonstrate a variety of core and advanced skills and especially their application and technique selection when put under competitive pressure produced filmed evidence that did not include competitive evidence so did not support higher mark bands.

Candidates who did well generally:	Candidates who did less well generally:
<p>J587 05/06</p> <ul style="list-style-type: none"> followed the structure of the Analysing and Evaluating Performance (AEP) as per the Guide to NEA completed their action plan on a skill weakness and analysed information. 	<p>J587 05/06</p> <ul style="list-style-type: none"> included irrelevant information such as biomechanics and did not follow the AEP structure as per the Guide to NEA did not include coaching points in their action plan especially for fitness based plans.

Practical activities

It is important to note that the current date for **ALL marks is the 31 March** so please be ready as the moderation window is already small and delays in submitting of marks do cause issues.

The Activity Adjustment process can only be applied for by centres who have candidates with disabilities. Full details can be found in Section 1e. in our Guide to NEA.

Please make sure that all off-site activities are filmed for every candidate. See Section 2f and Appendix B in the Guide to NEA for further guidance on filming.

Centres must arrange to film of all their candidates involved in the moderation day and submit this footage to OCR. Failure to do so will be considered maladministration. Full details can be found in Section 3b.6 of the Guide to NEA. on the day of moderation; you cannot have a review of moderation, if required, without it.

All performances the moderator sees on the day of moderation must be recorded as they happen.

It was positive to hear that many centres listened to advice last year and had been working closely with each other to undertake mock moderations, share good teaching practice and internally standardise.

This good practice is encouraged and enabled moderations to flow more smoothly as marking was much more accurate.

In general, most centres accurately assessed most team activities, with good evidence of effective internal standardisation. Badminton, table tennis, athletics and other individual sports were more generously assessed; teachers need to be aware of this when marking to ensure their standard is held against team sports.

Off-site activities

This year the standard of off-site activity marking was again less accurate than other areas, especially skiing, cross country and rock climbing.

There was a lack of the core and advanced skills and appropriate competitive scenarios being demonstrated, leading to some centres being inaccurate with their assessments.

Centres are reminded that every activity must be assessed competitively.

It is vital when assessing candidates in these activities that the activity criteria are carefully checked and if outside specialists are used, that there is liaison between them and the staff at the centre.

Witness statements are not a permitted form of evidence within the GCSE specification.

Where an outside provider (e.g. external instructor/coach, outdoor activity centre) has been used to assist in the delivery of an off-site activity, the centre is still ultimately responsible for the marks given.

Centres must be satisfied that the evidence being submitted supports the marks given and that the marks in these activities have been internally standardised against all other practical activity assessments within the cohort.

In some cases, this year's evidence provided by outside agencies did not meet the standards required by OCR and in some cases, they had used criteria from other exam boards and thus assessed inaccurately.

It is better if candidates take part in activities regularly, acquiring similar skill levels to on-site activities, rather than just completing a weekend or few days of instruction, as this makes consistency of high level performance difficult to demonstrate.

Off-site activities must be filmed.

Centres must note that in off-site activities all candidates being assessed need to be filmed in order to produce evidence that supports the marks given. This must occur in the appropriate environment, for example, skiing may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope – dry slopes are not permitted.

Filmed evidence must show all the skills that would justify the marks given. It should relate to the assessment requirements of the activity and show the skills individually and in an appropriate environment or game situation.

It is also vital that the candidate(s) depicted in the evidence are **clearly identifiable** so that performances can be linked to the marks given.

There is the need to keep filmed evidence of the off-site activities listed; see p73 of the Guide of Non-Exam Assessment.

This includes swimming that, with correct liaison and hiring of pools, can be filmed along with the competitive scenarios. While the challenge presented by the requirement for centres to produce filmed evidence of practical performances is recognised, its importance cannot be over-stated.

An ever-increasing range of activities is being assessed in GCSE Physical Education, with more and more assessments taking place off-site. Filmed evidence is therefore not only needed to allow moderators access to further assessments by the centre, in addition to those they are likely to see at moderation, but also to facilitate internal standardisation of any off-site activities.

Analysing and Evaluating Performance task (AEP)

A recap of the main elements:

- Templates are not allowed as per JCQ and Ofqual guidelines
- The Action Plan(s) can either be Fitness or Skill based
- Work must be written up and completed with medium control requirements, which means staff collecting, storing and handing work back out for each session of the 14 hours.

Marking grids

For the AEP task, most centres used the marking grids available to help and support centres in their marking of the assessments. The marking grids help the moderator to better understand where teachers have given marks to candidates for the tasks.

Centres producing their own marking sheets are strongly advised to use the OCR versions.

In the main, most centres have used the guidance and mark sheet in the Guide to NEA to gain their understanding of marking of the assessments.

The most significant issue with this component is the use of templates. Templates are not allowed as per JCQ and Ofqual guidelines; using a template can result in centres being reported for suspected malpractice.

General comments

In many cases, centres produced good work that had been accurately marked and had used the best fit approach of the marking grids to assess the work effectively.

Good pieces of AEP work selected subjects with a weakness to improve for analysis and completed the task on a skill, rather than fitness, weakness.

It is possible to complete a good action plan on a fitness weakness, but fewer of these were seen this year as they tended to not include information like coaching points for the activities undertaken.

Where candidates chose to analyse themselves, this was accomplished with varying degrees of success. While some pieces of self-analysis were very good, there is still a tendency for candidates to ignore data/evidence collected and allow their own perceptions to dominate their approach to the task, whereas those observing and analysing a third party tended to be more objective in their work.

Fewer centres produced centre-led writing/collection of data frameworks or templates this year.

Where centres were found to be generous in their marking, some of the main issues were:

- the OCR AEP marking grid had been adapted and the original had not been used by the centre
- a fitness component was the weakness in the action plan and coaching points and detail of progressive exercises were lacking
- understanding of the key skills was lacking, this must be detailed and include how they are relevant to the performer and their impact on the activity
- candidates did not explain how they arrived at the strengths and weaknesses they wrote about.

Some type of observational check sheet/form would benefit candidates in:

- working out what the strengths and weaknesses are
- allowing them more scope to explain why they select the ones that they do for their action plan.

Any such form must be devised by candidates although not supplied to them by the centre.

- action plans lacked detail: practices were not progressive and did not relate to the weaknesses identified and coaching points were often missing. This was especially noticeable when the candidate had completed a fitness programme rather than a skill.

- In the movement analysis section, the skill continua were not included. Marks were given for information on levers/planes and axes of movement which is not a requirement for the AEP.

For more accurate and detailed feedback of accuracy of assessment, it is advised that centres use the AEP mark sheet within the Guide to NEA and indicate which level each section has been given.

Most common causes of centres not passing

Practical

The main sports that were over-assessed were athletics and badminton and this was due to the assessment criteria not being met and candidates not able to demonstrate skills, such as an effective sprint start.

It is vital that centres revisit all sports before the final submission of marks, like they would revise theory covered in Year 10 before the exam. Centres need to make sure that they continue to look at and revisit the marking criteria when assessing candidates to make sure they are accurate.

Internal standardisation

It is important that all marks are internally standardised before they are submitted and revisited to make sure they are still representative of the candidates' performances.

A 15 in handball should meet the same criteria as a 15 in athletics.

There was a huge variation in logbooks. In many cases they have provided valuable supporting evidence, particularly when regarding filmed evidence and in situations where the practical activity may not have been able to be moderated fully due to weather e.g. athletics.

Logbooks

The centres providing basic, or no logbooks need to be aware that their students need these as they can be useful in providing that supportive evidence, should the student under-perform at moderation or become injured.

While there is no set number of competitions stated, the more the candidates undertake, the more chance they will have of showing core, advanced skills and decision making skills consistently and to a higher standard.

If candidates don't compete regularly, the likelihood is that their decision making and quality of skills won't be as good as someone who does, and so it is within these sections that they may not meet the criteria to be a high band.

All centres had fully understood the necessity to provide filmed evidence for all off-site activities. But some centres assumed that where they had the facility, like a swimming pool, onsite that filming was not required.

Appendix A in the Guide to NEA states:

'Where centres do have facilities which help onsite assessment of activities listed above, they are still required to produce filmed evidence for all candidates being assessed in them as moderation is conducted in groups of centres, and they may not be the 'host' for the moderation visit.'

Centres are reminded that every activity must be assessed competitively. For all activities you can set up matches/games/judged performances in a lesson. As long as they meet the NGBs requirements for a full competition for that age group, it doesn't have to be an official competition i.e., a badminton match to 11 with no referee in a lesson wouldn't count but a game to 21 with pupils/teachers umpiring would count.

Dancers performing their routine to you/the class where you give them a mark on the quality of their performance counts, whereas if they just practised it wouldn't.

Off-site activities

This year there appeared to be a marked increase in the number of centres offering off-site activities, especially in boxing and cross country.

While everyone is entitled to use any sport/activity listed in the specification please consider these sports carefully. Although there is no minimum or maximum time to meet the criteria, they do need to be undertaking them as described below.

This course is linear and it is suggested that assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment.

Pg74 - For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

Pg77 - It is suggested that for the practical performances, assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment up to that point.

Especially pg79 - For the practical activities, assessment needs to be on-going rather than based on performance on one occasion.

While different activities will be delivered at different stages of the course, candidates' marks must be based on what they are able to do **consistently** in performance in order that they can replicate that level of performance in a moderation situation.

On-going assessment can also assist in centres establishing correct rank order for all their candidates within activities and across activities, as well as informing any special requirements requests in situations where candidates incur injury which prevents them from being moderated or completing the performance aspects of the qualification fully.

The DfE this time around has set up everything to be competitive and nothing to be recreational. For example, candidates will need to be assessed in either speed or lead climbing so they can complete their complete log for rock climbing as they would for say football.

Competitive scenarios

A short residential offering off-site activities would not always fulfil this requirement and candidates need to compete regularly to score higher marks.

For boxing, candidates need to be seen competing in 3 x 2 minute round fights.

For cross country, races must meet the requirements in the Guide to NEA.

We do recognise that competition participation for those candidates who only take part within the centre might be limited to what you can set up for them.

It was the aim of the DfE and Ofqual to make sure that candidates who start to learn a sport one day cannot get a top mark the next. For example, you could not start to learn to swim on a Friday and achieve full marks by Sunday, so you should not be able to in other sports.

As such, short-term residentials are something to be careful of as they will not lead to candidates being able to access the best marks when compared to a sustained block of activity.

It is also doubtful you will have the time to create enough filmed evidence (as required as it's an off-site activity) to show every candidate completing the competitive requirement as well as backing this up as needed with extra footage of skills to back up the mark you have given.

In terms of other off-site activities, there was still sometimes a lack of appropriate filmed evidence, which needs to be addressed to support higher marks in future i.e. for boxing, the competitive scenario, as informed by the NGB, is a number of 3 x 2 minute rounds and thus contact is expected, on top of the skills being demonstrated in isolation.

Filming of off-site performances

As per the OCR GCSE PE Guide to NEA, filmed evidence must be provided for every candidate being assessed in any activity deemed to be 'off-site' by OCR.

The Guide to NEA states in Section 1b.2. Restrictions within the NEA: Section 2f contains details of off-site activities where filmed evidence is required for every candidate being assessed in the activity.

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 candidates in it and must use an alternative activity.

Instructions for the content for the filmed evidence are found in the Guide to NEA and also on the link below:

[GCSE \(9-1\) Physical Education Guidance on filming for NEA \(ocr.org.uk\)](https://www.ocr.org.uk/guidance/9-1-physical-education/guidance-on-filming-for-nea)

[Assessment guide: Filming for NEA \(J587\) \(Teach Cambridge\)](https://www.teachcambridge.org/resources/assessment-guide-filming-for-nea-j587)

The amount of evidence provided should support the mark given so generally, the higher the mark the more evidence will be provided as it will show more skills being consistently performed in isolation and competitive scenarios.

The requirement is that candidates compete in performances that meet the requirements of a full competition. If you are unsure as to what a full competitive situation looks like we would suggest you look at the NGB for that sport and the events they run.

This year some filmed evidence still lacked the key skills required in isolation and just included a few competitive scenarios instead thus disadvantaging candidates. Good, filmed evidence includes all the core and advanced skills in isolation (if they cannot be clearly seen in the competitive situation), as well as competitive situations.

In sports such as swimming where two events are needed, only one of the distances/strokes was evidenced when both are required. More evidence, creating more work, had to be requested in these instances so it is recommended that all filmed evidence is collected over the full duration of the course and is scrutinised by the centre to make sure that all the criteria and skills are met; this is especially important if the evidence has been collated by a third party.

Quality of filmed evidence

Please remember that our moderator does not know your student, nor what they are capable of.

All they have to go on is that video you send them, therefore that video must contain everything that is asked for or our moderator cannot confirm your marks. If they do not see the student doing it, they have to assume that they cannot perform the skill.

More evidence, creating more work, had to be requested in these instances so it is recommended that all filmed evidence is collected over the full duration of the course and is scrutinised by the centre to make sure that all the criteria and skills are met; this is especially important if the evidence has been collated by a third party.

It is useful to annotate and label the files to help the moderator to see exactly what the candidate was demonstrating.

AEP

While most centres again took last year's advice and marking of them was deemed a lot more accurate this year, still some centres did not follow the required structure of the AEP.

Strengths and weaknesses of the performer should have included both fitness components, in the evaluation section and skills in the assessment section.

All sections need to be covered as all have equal weighting in the best fit marking system.

Those AEPs done on fitness tended to lack progressive practices and coaching points and thus did not score as highly.

Candidates prioritising a fitness weakness should address the coaching points by focussing on the exercises within the action plan as well as including details of sets repetitions and rest periods.

In the movement analysis it is worth noting that it does not need any levers, planes, or axes; all that is needed is what is asked for in the Guide to NEA. The placement and justification on both skill continuums of the skill is required but does seem to be being missed by a lot of candidates.

To show full understanding of the movement from the preparation phase to the execution phase of the skill, it is advisable that all four joints in the specification (hip, knee, shoulder and elbow) on both sides of the body should be included. It is important here that candidates link the correct muscle to the correct movement to the correct joint and not just randomly list them all.

This task is synoptic in nature and draws on the knowledge from the theoretical components.

It is strongly advised that if centres want more targeted feedback as to marking accuracy that they use the OCR marking grids when grading the work.

This enables moderators to see clearly how each section is being assessed, enabling more accurate and constructive feedback to centres.

Please refer to the OCR website to see exemplar material to assist you in what candidates have written for each section and the marks that have been achieved.

Common misconceptions

Practical

Again, the main thing that continued this year was the assumption that if candidates competed in an off-site activity that they were instantly given high marks.

It is vital to remember that no matter what sports the candidate is assessed in the mark they are given is based on meeting the criteria in the Guide to NEA and not if the activity is off-site, or the level of representation they perform at within the sport or times/distances achieved.

Appropriate and effective technique must be demonstrated, both in isolation and within competitive scenarios.

You are required, as a minimum, to film numerous competitive situations as well as back up footage of the skills in isolation for our moderator to be able to view this and confirm the marks that have been given for this sport.

If you use the mark sheet (Section 2b.2 in the Guide to NEA) and the best fit approach, then realistically the first column is how many skills they can do - core and advanced. The second column is how well they can perform these skills in isolation and then in competition. The third is physical attributes and the final column is their decision making within competitive situations.

If candidates haven't competed in any competitive situations, then the second and fourth columns evidence has been generated for, would not support high marks in them.

In terms of events that are technique based such as athletics, to meet the criteria for advanced skills 'candidates should follow an appropriate technical model which leads to effective performance in the chosen event'. If a candidate has perfect technique but takes an hour to do 1500m, it isn't an effective performance - they should be able to complete the event much quicker - and so the mark will reflect this.

A further example is trampolining: if a candidate attempted a somersault and was given high marks - but the quality and aesthetics of the performance need to be considered when awarding the mark.

So, it comes down to how well candidates execute their technique and how effective that makes their performance.

Also, it is worth noting that just being able to undertake some advanced skills in isolation doesn't guarantee a high mark. Centres must consider how well candidates execute their technique and how effective that makes their whole performance.

Paperwork and supporting evidence

Please only use the OCR GCSE PE mark sheet to enter marks and complete it properly in candidate number order, putting in the two events/skills/performances on the sheet for sports that require it like swimming and athletics.

Please make sure that you forward the moderator a printed copy of your IMS1 or electronic marks submission form.

Logbooks for all candidates should only detail competition scenarios – training and participation in skills sessions are not required here and should not be included.

Make sure that filmed evidence focuses on one candidate, so the moderator is not trying to 'find' them amongst a game and trying to moderate a number from the same video.

The camera should follow the player and not the ball for example so the moderator can see enough detail of each candidate and thus better if each candidate for each activity is on one disc or one file.

Please produce filmed evidence in a format as per the guidance in the Guide to NEA.

AEP

The AEP can be completed on any sport in the Guide to NEA and doesn't have to be on one the candidate is assessed. However, if completing the AEP in a sport the candidate does not like or engage well with, this can affect the effort they put into completing it.

Please use and include the OCR mark sheets with the AEP sample.

Avoiding potential malpractice

Practical

Make sure all off-site activities are filmed for every candidate being assessed as per the requirements in the Guide to NEA – so include skills in isolation as well as numerous competitive scenarios – and are accompanied with logbooks detailing only appropriate competitive scenarios.

Filmed evidence

Centres need to ensure they watch the filmed evidence of every candidate and not just take it as standard that the candidate has included all the required core and advanced skills and enough competitive situations. This should be a check on every candidate, and also form part of your internal standardisation.

It is advised that while watching the evidence, centres have a copy of the Guide to NEA and write alongside each skill when it has been seen in the evidence, and the quality of the performance. This information can then be included when sending the evidence to the moderator, to support your marks.

AEP

Follow medium control procedures - so work cannot be marked and returned with your feedback for improvement.

If on a computer, students must not be able to access outside of lessons, so any work is completed within the 14 hour time constraint.

Please DO NOT use any form of templates.

- A template is anything that tells your students how to structure their response or gives them text to simply slot into their response.
- You may use Section 2c.1 of the guide to NEA with your students; this contains bullet points which may be used as headings.
- Do not exemplify these bullet points with tables, sub sections, sentences or sentence starters, data or any additional content to get your students going.

When templates have been used by centres it is extremely clear as all students work looks the same and in these cases centres will be reported for suspected malpractice.

Helpful resources

[OCR GCSE PE marks form](#) to enter marks

[Exemplar AEP](#) on Teach Cambridge

[OCR Professional Development](#) – please be aware we cannot guarantee the content of any non-OCR training that is on offer

[Competitive log template](#) on Teach Cambridge

[Internal standardisation guide for teachers](#)

[Guide to NEA](#)

[Guidance on filming for GCSE \(9–1\) PE NEA](#)

Additional comments

The day of moderation

It was pleasing to see centre staff being fully involved in the moderation visits by undertaking assessments for each activity on the day.

This is an important part of the process as it enables staff to assess candidates from different centres and enhances overall understanding of both the process and the standard of performance. This is vitally important for continuing to make sure standards are equal year on year.

Attendance on moderation day

It is an expected requirement of the course that centres and candidates attend the whole moderation day.

Candidates selected by the moderators need to attend and perform on the moderation day or they need to have a medical note to explain why they cannot attend. Those who fail to attend without a valid reason may end up with a mark of zero.

Moderators had transparent discussions of levels and expected standards, and this meant that in most cases any comments or suggestions made by the moderator were readily accepted.

Cross-referencing to the criteria in the Guide to NEA throughout the day also helped this process.

Centres should be reminded that they are assessing what they see on the day and not what they know they have seen the candidate do previously or what they have awarded the candidate previously.

It is important for the moderator to know if candidates are under- or over- performing compared to the mark they have been given as this helps the moderator to make an effective judgement in standards that the centre is setting.

It is important that teachers leading activities help candidates to show as many of the core and advanced skills in isolation and drills building into small sided and then (where possible) full sided competitive scenarios as appropriate, to help candidates to demonstrate clearly what they are able to do and thus support the marks they have been given.

It is good to see most moderation candidates wearing appropriate clothing and equipment for the activities in which they were performing, such as football players having shin pads.

The use of appropriate clothing and equipment is in the interests of candidates' safety and centres should be aware that the teacher accompanying candidates is responsible for their health and safety during moderation.

It should also be noted that candidates not in possession of the correct clothing and equipment at moderation may be denied the opportunity to participate if it is unsafe for them to do so.

While filmed evidence is a valuable tool in the moderation process, our aim is still for moderation to be undertaken primarily by visit wherever possible and centres should be prepared to attend moderation each year between 31 March and 15 May, as part of their planning and delivery of the course.

It is also worth noting that the moderation model is based on grouping centres together, not individual centre visits. Centres, in the main, proved to be accurate in their assessments of practical activities especially those seen at live moderations in team games.

Filming of the moderation day

Filming the day of moderation is an Ofqual subject level condition and as such is a compulsory requirement of the day.

Accessing the review of results process is not possible without footage that clearly shows what the moderator has seen on the day of moderation.

While you are welcome to simply film your own students it is advisable that centres work together to film the moderation day, film it from different angles/positions, and then collate the evidence from each other. Once collated it is important you review the evidence and then complete the moderation day cover sheet indicating who the centres candidates are and when they are seen in the filming before submitting to OCR.

Poor quality footage can lead to your request for a review of moderation being declined.

Administration

Many centres produced documentation which was completed accurately and submitted according to OCR submission dates. This makes the moderating team's work much easier, and centres are to be thanked for their hard work.

However, as in previous years, it is of great concern that many errors were still seen in the documentation. It is vital that centres double-check things before submitting to minimise the risk of candidates receiving incorrect marks.

A number of these were identified and corrected by moderators. Centres are advised that there are interactive versions of forms on the OCR website, including the GCSE PE mark input sheet that produces moderation documentation for you and this is the only method to be used.

It will do all the calculations for you thus minimising errors.

IMS1

Even though these are entered online a hard copy still needs to be sent to the moderator.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

[Find out more](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk


For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrextams**

 **twitter.com/ocrextams**

 **instagram.com/ocrextaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrextams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.