

A LEVEL

Moderators' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/05 Summer 2024 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.

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.

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General overview

It was again pleasing to see that candidates attended moderations with a positive approach and that centres were accomplished at using the full mark range across all 6 levels to make their practical assessments.

The host centres and all attending centres enabled the moderation process to run smoothly, with positive discussions held and feedback provided to centres as to reasons for marks awarded. Through these continued discussions and feedback, it was felt that centres were more comfortable with the assessment process and developed their own deeper understanding of how to award candidate marks. The moderating team is very grateful to all centres, teachers and candidates for their contributions to the moderation process.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> played regularly in the activity they were being assessed in and kept a detailed log of full competitive scenarios were able to demonstrate a range of core and advanced skills within fully competitive situations produced filmed evidence that was in line with the guidance as to what was required and thus supported the mark awarded for activities such as Athletics and Swimming, produced a performance mark that had been authenticated and signed by an appropriate member of staff for Coaching, provided 2 x 40 minute continuous filmed evidence as well as a detailed log book containing all the required elements as set out in the Guide to NEA (those assessed in Coaching) were coaching smaller groups and advanced skills for the activity and making improvements to the participant's technique through continued feedback. 	<ul style="list-style-type: none"> were not able to demonstrate a range of core and advanced skills within fully competitive scenarios completed log books with training sessions rather than full competitive situations produced filmed evidence that did not include full competitive scenarios or was of limited duration to demonstrate their range of core and advanced skills, therefore not supporting the higher levels for activities such as Athletics and Swimming, did not provide a performance mark from within the two-year course or which had been authenticated and signed by an appropriate member of staff for Coaching, did not provide 2 x 40 minute continuous filmed evidence, or the quality was poor and generally produced a limited log book or omitted sections required, as set out in the Guide to NEA (those assessed for Coaching) were coaching large groups, not incorporating advanced skills into their sessions, as well as being more of a sports leader than a coach, and did not give any feedback to improve participants' technique.

Paperwork submission overview

This was the first year for centres to send their paperwork directly to OCR using the new Activity Mark Sheet (AMS) form, which is the only method of providing the assessments and this has generally eradicated any transcription errors, along with paper trails as it is fully electronic.

Centres are reminded that all paperwork must be sent to OCR by the revised deadline of 15th March, as stated in the Guide to NEA. This must include all filmed evidence of 'off site' practical activities and a sample of 'on site' practical activities (further details can be found in the Guide to NEA), all coaching activity evidence (log book and filmed evidence) and formal evidence of any times or distances recorded against a performance table (Athletics, Cycling, Swimming and Triathlon). It should be highlighted that this final element relating to performance table marks does need improving and centres need to make sure that this is included and not just part of the candidate's log book, as well as it being a time/distance taken within the two-year course.

We are extremely keen to continue to reduce the amount of physical paper centres need to forward on and would like centres to provide their candidate log books in electronic form on the USB stick, along with their other filmed evidence. This can either be that candidates have initially produced their logs in an electronic form or the hand-written copy is scanned in and saved as a PDF version.

Centres should also note that any Special Considerations applications are now dealt with by a team at OCR (further details can be found in the Guide to NEA). It should be noted that this process can only be completed by centres with candidates with disabilities. We can adapt current activities for them to take part in. This must be applied for as early as possible and before the December of Year 12.

We are also aware that centres have concerns over the storage and movement of their candidates' evidence by USB hence the move to only send them onto OCR this year. With this in mind, it is important that any encrypted USBs, which is a fully justified approach, can be opened and passwords are sent to enable OCR to upload them.

Paperwork submission

Positives

- On the whole the revised deadline for paperwork was met and the majority of centres were able to provide the additional filmed evidence as required.
- The majority of centres provided component marks where appropriate, i.e. Cricket.
- Most centres are now compiling all the evidence onto one USB stick for submission to OCR.

Areas for improvement

- Some centres still had not fully recognised the need for all marks to be submitted electronically via the IMS1 which caused this element of the paperwork to arrive late to OCR. Exams Officers should be fully aware how to submit a centres' marks and send this onto OCR. Centres are reminded that the IMS1 needs to be submitted at the same time as the PE activity marks submission form by the deadlines set in the Guide to NEA.
- Centres must ensure they send all their practical evidence to OCR and not to the moderator.
- Passwords for USBs to be sent to allow USBs to be opened and uploaded.
- Where a centre has submitted a candidate for either Athletics, Cycling, Swimming or Triathlon there is a need for a performance related mark, which is derived from the Performance Tables within the Guide to NEA. Here centres should also provide hard copy evidence of the recorded time/distance to the moderator via an official results sheet from the event. Within the PE activity marks submission form centres should first enter the Skill/Technique mark out of 30 (one third of mark) then the time/Performance Table mark out of 30 (two thirds of mark) in order to make sure that the candidate obtains the correct final score. The PE activity marks submission form has drop down boxes with the events that can be added and the word 'performance' for the centre to enter the mark awarded for the time/distance carried over from the performance tables. This way the moderator is clear on both the event and the performance record.

It is important that all centres make note of the key dates for paperwork submission and adhere to them, as missed marks submissions is maladministration and can lead to OCR not accepting your marks.

Filmed evidence and log book submission

Again this was the first year that centres were asked to send their filmed evidence and log books directly to OCR, and it was greatly appreciated that most centres were well prepared for the submission of both of these to be sent to OCR for the revised deadline, 15th March. Centres are reminded that all the evidence they pass on to OCR should be a copy in case there are any issues within the moderation process.

Most centres followed the guidance on filmed evidence that was issued in the previous moderators' reports and issued via OCR Train, where it identifies that centres should, in addition to the 'off site' activities, send filmed evidence of 'on site' activities, requirement of which is stated the Guide to NEA. Centres should look to make sure that this 'on site' evidence encompasses a range of marks awarded by a centre, ideally top, middle and lowest within each of the activities sent.

Centres are reminded that where the filmed evidence is used that it should not only meet the requirements of the individual activity as set out in the Guide to NEA but it must show the performer in a formal competitive situation. Centres are reminded that it is their responsibility for the production of appropriate footage.

Centres are reminded that there is a need for centres to film all aspects of the live moderation and submit this to the board within 10 days of a moderation with the accompanying form. This was carried out by the majority of centres this year and although it does provide some logistical issues not only on the day but also in submitting to the board either as an individual centre or as a cluster, the process is there to support centres and candidates if a review of results is requested. Centres need to continue to plan this into their moderation day going forward as it is their responsibility not the moderators'.

The production and quality of candidate log books showed significant variances across all centres. These logs are extremely helpful to moderators when making final decisions as to the appropriate assessment of a candidate. Centres are reminded that they do not carry any direct weighting towards the assessment process; they are simply there to support the judgement. Centres are reminded that the log is there for a candidate to identify the regularity of competitive performance in their sport and show the level that they participate at. It should not be a weekly record of their training and it must record their performances across the two years of the A Level course. For those practical activities where the main 'in-competition' season is the summer such as Athletics and Cricket, then it is acceptable that a candidate records their performances from 1st July before their entry to Year 12.

Positives

- Most centres were well prepared to provide filmed evidence of both 'on site' and 'off site' practical activities by 15th March to OCR.
- Many centres are following good practice of filming a range of marks, so that they can provide additional evidence if it is required.
- Many centres had collated their candidate log books in advance of the submission of marks in order to provide these with the submission of filmed evidence by 15th March.
- Most centres are providing filmed evidence in a format that can easily be played. Centres are reminded that it must be accessible by a VLC player.

Filmed evidence and log book submission

Areas for improvement

- Centres need to be aware of the range of filmed evidence they need to provide to for 'on site' and 'off site' practical activities and coaching. Please ensure as a centre you keep updated with the latest version of the NEA guidelines for these requirements.
- Centres need to check the quality of the filmed evidence they provide. Some of the centres' filmed evidence was of a low quality which could affect candidate's marks, as a thorough analysis of the assessment criteria cannot be made by the moderator.
- Centres should make sure that their evidence is not just a highlights reel of the candidate but also shows them in continuous game situations.
- Candidate-produced filmed evidence is on the rise and here we would strongly recommend that centres check the quality and validity of this before submission to OCR. This is most prevalent in those sports that a centre itself does not offer 'in house'.
- Best practice for candidates whose filmed evidence is across a range of clips is to compile these into one 'video' so that the entire assessment can be made in one viewing rather than across multiple clips.
- Provision of filmed evidence needs to be clearly labelled and must be a copy.
- Centres need to make sure that candidates in the filmed evidence provided present to the camera at the start of a video, so it is clear who they are and what their identifying bid/number is. Or they need to make sure throughout the filmed evidence the candidate is highlighted in some way to identify where they are; this is extremely helpful in team games.
- Centres need to make sure that the log books reference the competitive performances a candidate has undertaken for the past two years and should enable the moderator to have a good insight into both the candidate's level of performance, as well as their overall influence on the competitive situation, including the final outcome. Many logs contained training sessions and did not provide the moderator enough detail about the level of performance.
- Although centres are better at producing log books, we feel that best practice in terms of providing these is in electronic format, either through the original document or a PDF scan of the hand-written document. These can then be placed onto the main USB submitted to OCR with the filmed evidence.

Assessment of Practical Performance

On the whole, the performance aspect of the specification continues to have a positive outcome for most centres. The majority of centres had applied the assessment criteria well, although there was still some need to amend centres marks; it is felt that through the moderation process it was made clear to all centres the reasons why any alterations would occur. While this was unexpected for some, once the rationale was explained and the assessment criteria were revisited it was felt that the assessments were accurate and fair.

Centres are now much clearer on the reasoning for the tapered of marks within each level; the top level (6) and bottom level (1) only being 4 marks wide in each case, with Levels 5 and 2 being 5 marks wide and Levels 4 and 3 being 6 marks wide each. This has certainly enabled centres to provide better differentiation between their candidates, especially in Levels 3 and 4.

Centres are encouraged to use the full range of marks within the specification and use the reference points around grade award. It is felt that the adjustments that were made have ensured that all candidate performances align to the grade award and their rationale have been fully justified.

There still continues to be positive shift in the manner in which staff are interpreting the assessment criteria and it is clear that centres are much better at the process of identifying the candidate's performance against the five sub categories (Range of Skills, Quality of Skills, Physical Attributes, Decision Making and Effective Performance) and subsequently finding the line of best fit.

Positives

- Centres had taken on board the advice given in the previous assessment cycles and there was evidence that most centres had a better understanding of the rigours required for each assessment level.
- Most centres had spent a great deal of time working through the assessment criteria and were working to the line of best fit.
- Many staff spent a great deal of time working through the range of acquired and developed skills listed under each individual activity and found that when assessing candidates this enabled them to place them into a level with ease.
- The desire to provide a more even spread of marks across the cohort was achieved. The accessibility of an A grade was achieved at the bottom of Level 5 which not only ensures accessibility but also enables our 'elite' performers the recognition.
- Most centres were well prepared to provide filmed evidence of both 'on site' and 'off site' practical activities by the deadline stated in the Guide to NEA.

Areas for improvement

- Centres continue to appreciate the breakdown of acquired and developed skills in to 'Core' and 'Advanced', although they did not directly correlate these to the wording within the assessment criteria, which resulted in many students being generously assessed.
- Many centres assessed their performers too narrowly across the mark range and as such did not allow the differentiation between candidates to be achieved. Centres are encouraged to use the full mark range appropriately, by applying a careful focus on the wording in the assessment criteria.
- Some centres had inconsistent marking, therefore it is essential that a robust internal standardisation process takes place within the centre before submitting marks to OCR to minimise this.

Assessment of Practical Performance

- Some centres did not always provide supporting evidence for assessments that are directly linked to a performance table: Athletics, Cycling, Swimming and Triathlon. Centres are expected to provide a hard copy of the time or distance a candidate is putting forward as part of their assessment. It is felt the easiest form is a print screen of the events result sheet which identifies all the relevant details such as candidate name, event, date and time/distance recorded and is then counter-signed by a member of the centre staff to authenticate the performance.

Assessment of Coaching

For the assessment of Coaching, as with the Practical, the line of best fit across the assessment criteria is required. Here there is a focus around the Planning and Organisation, Delivery, Evaluation and Reflection, and the Technical Knowledge of the candidate. These categories are further expanded by identifying the candidate's performance as a coach against the six sub categories (Range and Quality, Planning and Organisation, Delivery, Technical Knowledge, Evaluation and Reflection, and Coaching Plan). It is the latter six sub categories that enable the line of best fit to be established and as such a final assessment mark identified.

The majority of centres over-assessed their candidates and many centres will have had their marks amended. The major area of concern was the lack of standardisation between the assessed level of a coach and a practical performer and the rubric infringement of not meeting the required amount of filmed evidence of 2 x 40 minute coaching videos. Many of the Coaching candidates observed led a session rather than coached, and there was also significant concern over the level of technical knowledge displayed in many sessions and lack of evidence submitted. It is felt that these adjustments and their rationale have been fully justified when looking at the placement of the grades identified earlier.

Positives

- Candidates produced a log of coaching which encompassed most of the areas required.

Areas for improvement

- Many centres struggled to differentiate between the skills of a 'sports leader' and a 'coach' and this was reflected in many of the assessments viewed both live and by filmed evidence. Those candidates who focused on fault identification and the resulting correction and technical development were rewarded with higher level assessments compared to those candidates who 'managed' a group of performers through a range of drills with little, if any, individual corrective measures being put into place.
- When assessing the coach, it would be expected that at Level 5/6 they should be delivering some of the advanced skills from their activity criteria in the Guide to NEA within their sessions and not just core skills to a very good level; this might have a knock-on effect as to the age of the group a candidate coaches. We would be expecting the candidate to use the activity criteria set out in the Guide to NEA as an illustration of the range of core and advanced skills a candidate should be delivering within their sessions.
- Throughout the moderation process we observed candidates delivering sessions to a wide range of performers. Although the ability level, age range and number of the performers a candidate coaches is not stipulated, centres are reminded that the choice/number of groups will have a direct impact on the type and level of coaching the candidate can offer. As such, we strongly advise centre staff to take a leading role in the initial group selection for the candidate. More successful candidates had fewer participants, were able to coach advanced skills off the activity criteria in the NEA guidelines, and could provide individual feedback and fault correction to their entire group.
- It was evident from viewing log books that many candidates rotated their delivery between a variety of groups over the duration of the assessment process in order to meet the requirement of 20 sessions. The aim of the Guide to NEA is that the 20 sessions are delivered to the same group of performers so that a sustained developmental approach to coaching is achieved.

Assessment of Coaching

- The Guide to NEA clearly states that the duration of each coaching session should be minimum 2 x 40 minutes continuous footage. These filmed sessions provided must be of two sessions from their log books, stating clearly which session plan they correlate to. Centres are also reminded that it is a two-year process and that a candidate might even have more than two 40 minute sessions filmed across their assessment process. As a moderation team, we are happy to have more than two filmed sessions submitted and if these are clearly referenced to their log book, we can choose which sessions to view for the assessment process.
- Centres should also be reminded that they should cross-reference the standard of their coach to the standard of their practical performers and make sure that they have standardised across the whole specification.

Most common causes of centres not passing

Very few candidates do not pass the performance component of the specification. However, those that don't have often not been playing any form of sport for the duration of the course. As such, centres are reminded that encouraging your less successful practical performers to play at least recreationally on a weekly basis will make a significant difference.

Common misconceptions

Candidates need to be in Level 6 to be awarded an A grade: this is incorrect as an A grade has been set in Level 5.

A 'highlights reel' or one individual performance (100m) is the best way to provide filmed evidence: this is incorrect as we require both a range of skill footage as well as a continuous block of performance/competitive footage to fully understand the commonalities in performance.

A 'personal best' for a candidate in a performance table activity (Athletics, Cycling, Swimming and Triathlon) can be used as their mark regardless of the date it was achieved: this is incorrect as the time must be achieved within the duration of the two year A Level course. We do allow marks from 1st July preceding the start of Year 12.

A 'park run' or any cross-country course can be used to assess a candidate in Cross Country: this is incorrect as there are specific course requirements that must be met; these are in line with the ESAA specifications.

Some activities are easier than others to access the assessment criteria: this is incorrect the standard of performance is standardised across all activities.

Avoiding potential malpractice

Malpractice is incredibly rare in the performance component of Physical Education but there are odd occasions, more often than not with 'off site' activities, where significant instructor led sessions are provided as evidence and as such do not meet the assessment criteria. Or this is linked to Swimming, Athletics and Coaching where centres have not met the rubric requirements as set out in the Guide to NEA.

Helpful resources

[Teach Cambridge](#) – offers many resources and has all the links to PE forms.

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

[Log of competitive participation template](#)

[Guide to NEA](#)

OCR support



It is strongly recommended that centres visit our online courses to take advantage of supporting assessment exemplars.

Additional comments

The moderation team would like to express its thanks to all centres that participated in this year's moderation process. Their continued professionalism and pragmatism shown within discussions at moderation days and the way in which they support their students in advance of these days highlights the range of exceptional Physical Education staff delivering the subject.

Centres are now required to monitor, log and film candidates throughout the two years of the assessed course to make sure adequate footage is available.

Centres are strongly encouraged to regularly review the Physical Education area on Teach Cambridge for updates and to attend the free Ask the Moderator online sessions throughout the year to clarify aspects of the assessment process.

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

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. 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 professional development 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 a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

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

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You will need an Interchange account to access our digital products. 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.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

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

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

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


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