

A LEVEL

Moderators' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/06 Summer 2024 series

Contents

Introduction	3
General overview	4
Positives	5
Areas for improvement.....	6
Most common causes of centres not passing.....	9
Common misconceptions	9
Avoiding potential malpractice.....	10
Helpful resources	10
Additional comments.....	10

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

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. Many more centres were using the candidate note sheets that were new in the 2022 series.

This series saw the separation of the Performance and EAPI components; this meant that most centres had different moderators to that of the Performance component. It is essential that EAPIs are saved on different USBs to the Performance.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> • in the evaluative comments, they 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 plan, they 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 • had development plans that were completed 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, they 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 development plan, they 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 plan, they 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 • had development plans that 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 it, for physiological and psychological concepts, or it was 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 some 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 the June 2022 series, to make sure their candidates are only including what can be credited.

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. Please note that we state in the Guide to NEA that candidates 'may not use any other form of notes or bring preprepared notes, scripts, textbooks or other reference documents with them'. 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 plan, with the application of theory spent defining it rather than applying it throughout the other two sections.

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

Development plans are most notably the less successful section of the response. Many centres did not identify the need to ensure 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 to students to 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 credited. Pages 131 through 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 credited 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 regurgitation 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

This was the first year that centres were able to use the digital platform Submit for Assessment to upload their EAPIs.

Centres are still able to send evidence via postal submission on USBs.

Centres are also reminded that all assessed marks are to be submitted directly through their Exams Officer on Interchange by the revised deadline of 15th March 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 about 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. 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 notes sheets in electronic form, whether that be on the USB stick or on the Submit for Assessment platform. A large number of centres used Submit for Assessment; it is important to make sure that the responses have been uploaded correctly, including the candidate notes sheets and the video observed.

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 the centre should keep a copy of all filmed evidence, 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 students 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 just be 'carried over'. Centres should contact the Special Requirements team at OCR if they have candidates who may require extra time.

If a response goes beyond 30 minutes then the candidate can still be awarded 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 awarded 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 student with their SENCo/SENDco to discuss appropriate Access Arrangements and reasonable adjustments. If further advice is required, centres should contact the Special Requirements team at OCR 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 students 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 on offer.

[Internal standardisation guide for teachers](#)

[Candidate exemplars](#)

[OCR EAPI Candidate notes sheet](#)

[Assessment guide: EAPI mark sheet](#)

[Guide to NEA](#)

OCR support



It is recommended that centres visit our online courses 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.

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.

[Find out more](#).

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 (examined units only).

[Find out more](#).

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


For more information visit

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

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

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 2024 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.