

GCSE (9-1)

Moderators' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/05/06 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.

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General overview

The non-examined assessment (NEA) is a compulsory component of the GCSE Physical Education qualification. It is worth 20 marks and counts as 10% of the total GCSE.

The Analysing and Evaluating Performance (AEP) component is based around one activity from the specification list within the Guide to NEA and has six sections within it: Evaluation, Analysis, Overview; Assessment, Movement Analysis and Action Plan. These are completed under medium control, across a 14-hour time limit and are marked against the set criteria, using a best fit approach across all the sections.

It could be helpful to read this report for the 2024 series in conjunction with previous instalments of such reports, as much of the messaging about positive achievements in the NEA remains valid year on year. The NEA offers students the opportunity to explore an activity which matters to them and show their knowledge and understanding of that activity. It is pleasing that moderators reported a range of activities being covered from the specification, albeit with team games, such as netball and football, being more popular than individual activities.

The strongest work demonstrated high levels of application, evaluation and analysis of performance, a robust understanding of the strengths and weaknesses of performance and thorough application of how to improve the quality and effectiveness of performance. Also, work which had been clearly divided into the six sections of the task enabled candidates to make sure they had met all the criteria of the task fully. Centres were most accurate with their marking where they had used the marking grid tick sheets suggested in the Guide to NEA and submitted them with their centre work, which is strongly recommended. These enabled moderators to gain a full understanding of where marks had been allocated by centres.

Deadlines

Centres on the main part were organised with their submission of marks and submission of work, but there were centres who missed both the submission of marks and the submission of work deadlines, which did delay the moderation process. It is important that centres make a note of the key dates and adhere to them in the future.

Deadline for submission of marks

- **15th March** for marks to be submitted.
- Once the sample for moderation is generated, centres have **three working days** to upload and submit the work to Submit for Assessment or post the work to the allocated moderator.

| Candidates who did well generally: | Candidates who did less well generally: |
|---|--|
| <ul style="list-style-type: none"> selected an activity they were familiar with and had strong knowledge around the activity selected a third party to analyse, rather than themselves, which helped them to be objective about the range of strengths and weaknesses in performance, rather than allowing pre-conceived judgements to dominate their approach to the task followed the AEP structure in the Guide to NEA produced an in depth, detailed and accurate analysis of the information in each section had a distinct structure to their work with each section clearly evident had work marked by the centre using the best fit approach of the OCR marking grids to assess the work effectively, and so it was in line with the national standards identified a skill weakness to improve in the action plan, rather than a fitness weakness. | <ul style="list-style-type: none"> selected an activity of which they had limited knowledge did not follow the AEP structure in the Guide to NEA included substantial amounts of theoretical information, rather than applying and analysing this theory included aspects which were not credit worthy in the task had work marked by the centre without using the OCR marking grids or the marking grids had been adapted to assess the work and so it was not in line with national standards identified a fitness weakness to improve in the action plan section, rather than a skill weakness. |

Comments on each section

Evaluation

This section required candidates to include all 10 fitness test results, with correct units, linked to national normative results and clearly identify if these results are a strength or weakness of performance. Candidates then needed to back up the result with detailed examples of when they have seen the performer exemplify the component in a practical situation.

From the work submitted, it was clear that most candidates understood the key requirements of the section. The best work covered all aspects in great detail and fully evaluated their strengths and weaknesses of physical fitness accurately. For some centres, where over-marking was present, candidates did not explain the strengths and weaknesses fully and used limited evaluative statements regarding their practical examples.

Misconceptions



- Only needing to expand on three strengths and three weaknesses, rather than including all ten fitness tests.
- Including description of the fitness test procedure.

Analysis

This section required candidates to explain what each component of fitness allowed them to do in their activity and why they are needed. Candidates can also use different positions or situations within their activity to explain where they may be more appropriate.

From the work submitted, it was clear that most candidates understood the key requirements of the section. The best work covered all ten components of fitness and why they are needed in the activity. Candidates gave clear examples of why they were important to their position or event and the impact it would have if they were not strong in this component. For some centres, where over-marking was present, candidates did not use alternative positions or situations to fully justify why they might be more appropriate for that component of fitness. Work which combined the Evaluation and Analysis sections together was not as strong as work which separated them.

Misconceptions



- Not covering all ten fitness components.
- Including definitions of the fitness components, without any real depth of analysis.

Overview

This section required candidates to give an overview of the key skills for the activity, which can be found in the Guide to NEA, and detail accurately why each are needed in the activity. Candidates can also use various positions or situations within their activity to explain where they may be more appropriate.

From the work submitted, it was clear that many centres lacked clarity on how many key skills should be included. There was also a lack of understanding of how the key skills are relevant to their performer and the impact of the key skills on the activity, which led to over-marking of this section for some centres. The best work covered all key skills listed, including core, advanced and decision making and tactical awareness.

Misconceptions



- Only including core and advanced skills from the Guide to NEA and not including decision making and tactical awareness.
- Focusing on the coaching points of how to perform the skill, rather than why they are needed.

Assessment

This section required candidates to assess which of the skills in the Overview section are strengths and weaknesses of performance. These outcomes are supported with detailed examples of when they have seen their performer exemplify the component in a practical situation. Candidates can benefit from using quantitative data in this section, such as devising observational check lists or tests themselves. , This data can help candidates decide on their outcomes and be used to help explain the reasons for their choices.

From the work submitted, it was clear that many centres lacked clarity around how many skills should be analysed, and candidates limited the number of skills they included and analysed. The best work covered all skills from the Guide to NEA and detailed how they arrived at the strengths and weaknesses they wrote about. For some centres, where over-marking was present, candidates did not use quantitative data and only limited evaluative statements were given.

Misconceptions



- Only identifying a few/some of the skills from the Guide to NEA as strengths and weakness.
- Not using quantitative data.

Movement analysis

This section required candidates to analyse one skill from their activity using the four joints from the specification (knee, elbow, shoulder and hip), in preparation and execution and on both sides of the body. Candidates should include joint type, movement type, muscles used and analyse the antagonistic muscle action used at each joint. Candidates may use pictures to help them analyse the skill and it is important to note that candidates must link the correct muscle to the correct movement and joint and not just unsystematically list them all. For the Skill Continua aspect, which was completed to a higher level than the movement aspect, candidates should place the same skill on both continua and justify its placement using reasons from the activity and by comparing its placement to another skill.

The most successful work was detailed and accurate, included all four joints with all expected aspects covered and two clearly justified continuums, with comparative statements to help validate placement. Where there had been over-marking of this section, candidates did not analyse all four joints in preparation and execution and did not include both sides of the body. In some work it was not clear which muscle and muscle action linked to which joint and candidates included unnecessary theory content which was not creditworthy.

Misconceptions



- Using joints which are not on the specification.
- Including biomechanics, such as levers, planes and axis of movement.

Action plan

This section required candidates to complete one action plan based around one chosen weakness from the Assessment section. Candidates must include:

- a justification for the weakness selected
- progressive drills and practices over a period of time
- show how they intend to improve the weakness with detailed coaching points
- application of SMART goal setting and principles of training
- a risk assessment for the activity.

From the work submitted, it was clear that most candidates understood the concept behind creating an action plan and the fundamental requirements of the section. The best work showed excellent levels of understanding and was detailed, accurate, well applied and thought out. The range of drills started with a basic skill or fitness workout and then systematically added to the complexity of the practices or workout. Clear and appropriate coaching points were included, alongside thorough application of the SMART principle and the training principles, which covered both SPOR and FITT.

For centres where over-marking was present, the action plans lacked an appropriate number of progressive practices (between 4 and 6) and coaching points of how to replicate the skill. Candidates stated the theory of the training principles and the SMART principle, without any application of the concepts in their action plan. Risk assessments were often missing or too brief and some lacked a detailed warm up and cool down.

Fitness-based action plans tended to be weaker than skill-based actions plans , as they did not include as much detail and application regarding coaching points, progressive exercises, principles of training and the use of sets, repetitions and rest periods.

Misconceptions



- Focusing on stating theoretical knowledge of training principles and the SMART principle, rather than application of these elements.
- Completing an action plan on more than one identified weakness.

Most common causes of centres not passing

Some centres did not follow the required structure of the AEP. All sections of the task need to be covered as they have equal weighting in the best fit marking system.

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

Misinterpretation of the marking criteria through centres not using the OCR marking grid tick sheets when grading the work.

Common misconceptions

The AEP can be completed on any listed activity in the Guide to NEA and does **not** have to be completed on an activity the candidate is being assessed on for the practical performance component (J587/04).

Candidates are advised to complete their AEP on an activity they are familiar with and have strong knowledge in as this can help engage and motivate them during completion.

The use of marking grids

It is best practice to use the marking grid tick sheets in the Guide to NEA, which have been provided to support centres in marking the work.

These grids allow moderators to see clearly how each section is being marked by the centre, enabling more accurate and constructive feedback to centres

When using the OCR marking grid tick sheet, allocate a specific mark for each section **and** an overall best fit final mark

Centres which adapt the marking grids or do not use them at all, may not be as accurate with marking in line with the nationally agreed standard.

Avoiding potential malpractice

Follow the **medium control procedures** listed in the Guide to NEA in section 1c.1. Work must **not** be marked and returned with commentary to assist the candidate improve their work. Plagiarism must not take place.

Candidates must **not** be able to access their work outside of the designated 14-hour allowed time. This includes any work completed on a computer which must be stored securely with access only made available to students for each designated session.

Templates or writing frames of any kind may not be used as per the JCQ and Ofqual guidelines and this is detailed in the Guide to NEA in section 2C.1. A template is anything which guides your students in how to structure their response or gives them text to add into their response.

You may use section 2C.1 of the Guide to NEA with your students, as this contains bullet points which can be used as headings. Do not exemplify these bullet points with tables, sub sections, sentence starters, writing frames, data or additional content.

Where our moderators believe centres have used templates or have exceeded the time constraints, they will be reported for suspected malpractice.

Helpful resources

[OCR Professional Development on Teach Cambridge](#)

Please be aware we cannot guarantee the content on any non-OCR training that is on offer.

[OCR GCSE \(9-1\) Physical Education J587 Guide to Non-exam Assessment \(NEA\) - Version 4.6](#)

[Exemplar AEPs](#)

[Non-exam assessment timeline](#)

[Assessment grid: Analysing and Evaluating Performance \(AEP\)](#)

[Subject updates on Teach Cambridge](#)

[OCR Internal Standardisation Generic Guidelines](#)

Additional comments

Submit all NEA marks by 15th March, and ensure work is uploaded or posted within three working days of the sample request.

Centres must ensure that the internal standardisation of marks across assessors, teaching groups and different physical activities takes place using an appropriate procedure. It is helpful to our moderators if candidate numbers, **and** full names are detailed on the candidates work for ease of identification.

Please do not send Candidate Authentication Forms to the moderator. These should be completed and retained in the centre as part of your records.

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
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