

GCSE (9-1)

Moderators' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/04 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

It was pleasing, as always, to see many enthusiastic candidates performing to the marks submitted by centres, across a range of sporting activities and the full mark range.

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 and being involved in discussions and feedback.

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 maintained year on year.

Evidence and mark submission deadlines

It was the first year that the new Visit Arrangement Form (VAF) and Activity Mark Sheet (AMS) were used to submit activities and marks directly to OCR.

While many centres met the deadline for submitting their marks, 15 March, and filmed evidence, some centres did not, causing delays to the moderation process.

All filmed evidence must be sent to OCR, and not the moderator. Please ensure any encrypted USBs can be opened, and passwords are sent to enable OCR to access them.

New paperwork and submission dates

Centres are reminded that all work must now be **sent to OCR** by:

- **21 February** – Visit Arrangement Form (VAF) via OCR PE Submissions
- **21 February** – entries made via Interchange or EDI
- **15 March** – submit component and activity marks using Activity Mark Sheet (AMS)
- **15 March** – all filmed evidence of 'off-site' practical activities with accompanying logbooks

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

Candidates who did well generally:	Candidates who did less well generally:
<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 range of core and advanced skills and their application when put under competitive pressure produced filmed evidence and logbooks that were in line with the guidance and fully supported marks awarded. 	<ul style="list-style-type: none"> were not able to demonstrate a variety of core and advanced skills and their technique selection and application when put under competitive pressure had little or no evidence of regular competitive scenarios in logbooks for the sports they were being assessed in, especially for off-site activities filled logbooks with practice sessions and not the full competitive scenarios which are required produced filmed evidence that did not show a range of core and advanced skills performed consistently or include full competitive scenarios.

Practical activities

A reminder that the Activity Adjustment process can only be applied for by centres who have candidates with disabilities and should be completed in the first term of the course. Full details can be found in Section 1e. in our Guide to NEA.

All off-site activities must be filmed for every candidate. See Section 2f and Appendix B in the Guide to NEA for further guidance on filming.

Centres are required 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. All performances on the day of moderation must be recorded as they happen.

Full details can be found in Section 3b.6 of the Guide to NEA.

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.

Moderation day

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. This allows candidates to demonstrate what they are able to do, supporting the marks they have been given.

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. 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.

Off-site activities

The standard of off-site activity marking was again less accurate than other areas, especially Skiing, Cross Country and Boxing.

There was a lack of 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 as part of the internal standardisation process. 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 responsible for the marks given.

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

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.

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.

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.

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.

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

See section 2f and Appendix B in the Guide to NEA for further information about off-site activities and filming guidance.

Most common causes of centres not passing

The main activities that were over-assessed were, again, 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 in Athletics.

For 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, and Skiing must include timed races to show skills being put under competitive pressure.

It is vital that centres revisit all activities 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.

Assessment for learning



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

A 15 in Football should meet the same criteria as a 15 in Athletics.

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

If candidates don't compete in a competitive environment 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 reach a high band.

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 students/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.

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, on-site that filming was not required.

Appendix B in the Guide to NEA states:

'Where centres do have facilities, which enable on-site assessment of activities listed above, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not 'host' the moderation visit. Dance is only required to be filmed if you will be unable to show this live on the day of moderation'

Continuous assessment

This course is linear, 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.

While different activities will be delivered at different stages of the course, candidates' marks must be based on **consistent performance** levels so they can replicate that level of performance at moderation.

On-going assessment can also assist in centres establishing correct rank order for all their candidates within activities and across activities. Evidence from on-going assessment is very helpful when making, any special requirements requests in situations where candidates incur injury which prevents them from being able to meet all aspects of the assessment criteria fully.

This year centres continued to offer a range of off-site activities, especially Skiing, Boxing and Swimming. While everyone is entitled to use any activity listed in the specification, please consider these activities carefully, especially if they present additional challenges in terms of a continuous assessment approach.

Competitive scenarios

A short residential offering off-site activities would not always fulfil this requirement and candidates need to compete regularly to reach a high band.

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.

For **Skiing/Snowboarding** there needs to be evidence of timed races and not just recreational skiing down slopes.

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 residencies are something to be careful of as they will not lead to candidates being able to access the high band marks when compared to candidate with a sustained block of activity.

It is also doubtful you will have the time to create enough filmed evidence ('off-site activity') to show every candidate completing the skills and competitive elements required to support the marks you have given.

Filmed evidence

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

[Assessment guide: Filming for NEA \(J587\) \(Teach Cambridge\)](#)

The amount of evidence provided should support the mark given, 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 full competitive situations. If you are unsure what a full competitive situation looks like please refer to the NGB for that sport and the events they run.

This year some filmed evidence still lacked the key skills required in isolation and included limited competitive scenarios.

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 to show consistency of performance.

A reminder that in activities such as Swimming, where two events are needed, both distances/strokes must be evidenced.

More filmed evidence had to be requested in some 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 can only moderate the evidence they see.

Any filmed evidence you submit must contain everything that is asked for.. If the moderator has no evidence of the candidate doing it, they have to assume that they cannot perform the skill/have not been in a competitive situation.

It is useful to annotate and label files to show exactly what the candidate is demonstrating and, if possible, collate them as one piece of evidence rather than lots of short clips.

Common misconceptions

Again, the assumption continued this year 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.

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 – in isolation and under competitive pressure in authentic performance situations.

The second column is how well they can perform these skills in isolation and under competitive pressure in authentic performance situations.

The third column is physical attributes and the final column is their decision making under competitive pressure in authentic performance situations.

If candidates haven't competed in any competitive pressure in authentic performance situations, then the evidence generated for these sections would not meet high band criteria, authentic performance situations **must** be included if high marks are to be supported.

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 2 minutes to do 100m, it isn't an effective performance – they should be able to complete the event much quicker – and so the mark will reflect this. 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.

Avoiding potential malpractice

Practical

Make sure all off-site activities are filmed for every candidate—include skills in isolation and competitive scenarios – and are accompanied with logbooks detailing appropriate competitive scenarios.

Helpful resources

All forms and supportive guidance are now located on Teach Cambridge.

[Teach Cambridge | Resources to prepare learners for assessment](#)

Additional comments

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.

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 before submitting to OCR.

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

Candidate attendance on moderation day

It is a 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 do not attend without a valid reason may receive a moderation mark of 0.

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](#).

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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](#).

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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.

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[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).

[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
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