

AS LEVEL

Moderators' report

PHYSICAL EDUCATION

H155

For first teaching in 2016

H155/04/05 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 six 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:
<p>H155/04</p> <ul style="list-style-type: none"> played regularly in the activity they were being assessed in and kept a detailed log of competitive scenarios were able to demonstrate a range of core and advanced skills within competitive situations produced filmed evidence that was in line with the guidance as to what was required and thus supported the mark awarded. 	<p>H155/04</p> <ul style="list-style-type: none"> were not able to demonstrate a range of core and advanced skills within competitive scenarios completed log books with training sessions rather than competitive situations produced filmed evidence that did not include competitive scenarios or was of limited duration to demonstrate their range of core and advanced skills, therefore failing to support the higher levels.
<p>H155/05</p> <ul style="list-style-type: none"> in the evaluative comments, identified a range of strengths and weaknesses, justified why and linked these to how they impacted the overall success of the performer in the action plans, 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 action 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 action plan applied theory from an area within socio-cultural that was from the prescribed list and linked to participation. 	<p>H155/05</p> <ul style="list-style-type: none"> in the evaluative comments, only identified the strengths or weakness, and did not justify why or how they impacted the overall success of performance, but instead tried to justify by using theory in the action plans, did not justify why they had chosen the weakness to improve, and their practices were too basic for the level of performer being observed, lacking in any competitive element and practices stated were not realistic to the duration set for the sessions within the action plans, included warm ups, cool downs and testing; these have all been removed and so are not credited for the response had action 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

Candidates who did well generally:	Candidates who did less well generally:
	<p>concepts, or it was not from the prescribed list, so could not be credited</p> <ul style="list-style-type: none">• did not apply theory from an area within socio-cultural that was from the prescribed list or linked to participation.

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 transcriptions errors, along with paper trails as it is fully electronic.

Centres are reminded that all paperwork must be sent to the 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.

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. 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 on to 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 centre's marks and send this on to OCR. Centres are reminded that the IMS1 needs to be submitted at the same time as the AMS document by the deadlines set in the Guide to NEA.
- Centres need to make sure 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.

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 in 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 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 March of the year the student starts their study in September.

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 make sure 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 throughout the filmed evidence make sure the candidate is highlighted in some way to identify where they are, which is extremely helpful in team games.
- Centres need to make sure that the log books need to reference the competitive performances a candidate has undertaken within the year 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 re-visited 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.

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 '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.

H155/05 EAPI

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. Centres continue to use the candidate note sheets that were introduced in 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.

It is clear that the assessment of the EAPI is still causing many 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 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 20 minutes and used clocks to make sure candidates did not exceed the time limit.

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.

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. 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 action plans, 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.

Action 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 action 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 action 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.

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 action 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 action 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.

Action 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 USB's. 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 on the USB stick. 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.

Action 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 introduced the prescribed theory list which we hope will continue to 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'.

If a response goes beyond 20 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 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 these 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. Further details can be found in the Guide to NEA.

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 OCR's Compliance team.

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.

[Competitive log template](#)

[Candidate notes sheet](#)

[Guide to NEA](#)

OCR support



It is 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 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](#).

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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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