

**ELC**

**Physical Education**

**Entry Level Certificate R462**

**OCR Report to Centres June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## R462 Entry Level Physical Education

### General Comments

The specification for Entry Level Certificate in Physical Education enables candidates to build on early experiences at KS1 and KS2 and allows them to further develop and apply their knowledge, skill, and understanding of Physical Education through participating in a range of practical activities in the role of performer, coach/leader and/or official.

Feedback from centres, moderators and candidates themselves continues to demonstrate that Entry Level Physical Education is an engaging, practical and flexible qualification that caters for all candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments.

In 2017, Entry Level Physical Education continued to be delivered for different reasons:

- provides focus and motivation within Core Physical Education programmes with candidates achieving a nationally recognised qualification at the end of Key Stage 3 or 4
- a useful pre-qualification to the OCR GCSE course in Key Stage 3
- candidates with varying special needs have utilised the provision within the specification to adapt activities for assessment
- candidates that found the theoretical side of the GCSE course too demanding

### Moderation

The moderation of centres' candidates took place during March through to May. Many centres attended a live practical moderation with a sample of candidates from across the ability ranges attending to participate in activities. Moderators always work closely with centres and have developed excellent working relationships. This ensures that both old and new centres are fully supported throughout the entire process and that live and postal (DVD evidence) moderations continue to be subject to quality control and any issues that do arise are kept to a minimum and dealt with easily.

New centres to the Entry Level Physical Education qualification receive detailed communication and guidance in both the practical elements of the moderation as well as any administrative work that needs to be carried out.

The moderators' feedback highlights that performances this year by candidates have been excellent. Moderators continue to comment on the positive attitudes and physical endeavour displayed by candidates during the live moderations.

Individual moderation visits or cluster moderations continue to be valued by centres. Centres have liaised with other centres and have worked together in some cross moderations. It is always a delight to comment on the outstanding working relationships that have been established between mainstream schools and local special educational needs establishments within their planning of the moderation days and being part of the cluster. During these cluster moderations it is clear to see the interaction, support and encouragement between all candidates.

Moderators have also made specific reference on the enthusiasm and commitment of staff in the delivery of Entry level Physical Education and in the organisation of all moderation days this year.

## **Filmed Evidence and ‘Off-Site’ Activities**

Centres are reminded for the need to produce adequate filmed evidence to support candidates’ marks awarded for practical performances in ‘off-site’ activities (Refer to Appendix A in the Specification for a full list of ‘Off-Site activities and additional guidance).

It is vital that the filmed evidence is available to fully support assessment in ‘off-site’ activities. Unfortunately, still photographs provide insufficient evidence of performance for moderation purposes and do not support centre assessment appropriately. Once again the majority of filmed evidence was excellent however a number of centres were unable to deliver the required evidence before the deadline.

It is the centres’ responsibility to ensure that the filmed evidence fully supports the level and mark awarded. The quality of filmed evidence helps support these judgments. For example, some of the criteria for candidates who are assessed as a Level 3 in Orienteering must be able to demonstrate (live or filmed evidence) the ability to orientate a recognised course in unfamiliar terrain. Failure to provide sufficient evidence or whose candidates fail to demonstrate the appropriate level may have their coursework marks adjusted in fairness to all other centres and candidates following the course.

It is clear that centres producing excellent filmed evidence are following the additional guidance in Appendix D in the Teacher’s Handbook which includes:

- candidates to be clearly identified (indicated by voiceovers and/or text or attached written evidence)
- clear running commentary identifying candidates and linked to level assessment is beneficial
- sufficient evidence of the different levels in AO1 – Performance of skills, knowledge and understanding including demonstration of a range of skills in isolation and a game setting
- sufficient evidence of A02 – Analysing Performance (Written or recorded).

It is highly recommended that centres should record filmed evidence throughout the course, especially where activities take place off-site, rather than try to compile it ‘on request’ following contact from the moderator in the Spring term.

It is expected that centres will refer to the Teacher’s Handbook and supply sufficient evidence based on the criteria. For example, if a centre was assessing Skiing the DVD should include evidence of the following:

Level 3 Skiing: the ability to descend a gradual slope and make controlled snowplough turns

Level 2 Skiing: the ability to descend a gentle slope and make basic snowplough turns

Level 1 Skiing: the ability to descend a very gentle slope and attempts to make snowplough turns will be ineffective

This year some of the off-site activities included Karate, Mountain Biking and Skiing.

## **Practical activities**

The practical and inclusive nature of the course and assessment criteria enables candidates of all abilities to gain certification. Centres are reminded that Special Activity Submissions (SAS) can be made by completing the SAS Form which must be submitted to the ELC Physical Education Qualification Manager at OCR by no later than 15<sup>th</sup> October of the academic year in which the activity will be assessed.

The majority of centres continue to make full use of the range of practical activities available. Candidates have been mainly assessed in the role of performer in a wide range of activity areas. The most common activities used for candidate assessment within each area have been:

Invasion/Striking/Net/Wall/Target games: Basketball, Badminton, Boccia, Football, Handball, Netball, Table Tennis, Tennis

Combat: Boxing, Karate

Gymnastic activities: Gymnastics, Trampolining

Dance activities: Dance

Athletic activities: Cross Country Running, Resistance Training, Track and Field Athletics

Outdoor and adventurous activities: Mountain Biking, Orienteering

Swimming activities: Swimming

The use of officiating appears to now be obsolete. Only a handful of centres use coaching/leadership for assessment and they tend to use Football and Boccia as the activity areas.

Centres are reminded that the criteria of every activity should be accessible to all candidates to score within the Level 1 criteria. Centres are reminded to contact OCR for situations of injury or illness, a calculated or assessed grade can be issued in these cases.

Some centres continue to assess candidates by entering the whole cohort in the same four activities as well as using the same activity for Analysing Performance. It is recommended that wherever possible candidates offer their best four of activities and analyse performance in their strongest activity area in order to achieve higher marks.

This year centres have been extremely accurate in their assessment across all practical activities with only a small adjustment to individual marks necessary due to administrative errors.

Centres are reminded that the Teacher's Handbook is the most valuable resource available in preparing and assessing all practical activities in Entry Level Physical education as well as ensuring candidates are assessed within the correct level. For example, a centre using Basketball as one of the assessment activities will need to ensure that:

- Level 3 candidates have the ability to perform an increasing range of basic skills in isolation and in 2v2 or 3v3 games
- Level 2 candidates have the ability to perform some basic skills in isolation and in a game
- Level 1 candidates have limited ability to perform basic skills in isolation and in small group practices

Once again, it is noticeable that some centres continue to assess harshly on Level 1 candidates' marks particularly at the bottom end of Level 1.

### **Analysing Performance Task**

Candidates continue to complete this task either orally or present their responses in a written format. Many centres used the extended version of the Analysing Performance Task Sheet for candidates to write their responses (Entry Level Physical Education Teachers' Handbook - Appendix A) or create their own mini-portfolios. Please refer to sections 2.5 and 6 in Entry Level Physical Education Specification for further information on this alternative approach.

Moderators were impressed with the standard of oral responses and/or written responses made by candidates in respect of the Analysing Performance task.

## **Administration and Documentation**

Most centres are now meeting the required deadlines regarding administration. There were hardly any arithmetical and administrative errors this series, in 2017 the main errors continue to be:

1. Centres failing to round up .5 and .75 marks in total marks.
2. Centres failing to add up marks of the four assessment activities correctly.

These errors then create transcription errors with marks on forms MS1 (mark sheet) and CSFR462 (Coursework Summary Form) failing to match. Centres are advised that it is good practice to ensure all documentation is double-checked before submitting to further minimise the risk of their candidates receiving incorrect marks. It is recommended that any checking of paperwork is also counter signed or initialled confirming quality assurance and scrutiny of all documentation.

Moderators have reported that assessment of candidates is taken very seriously with most centres maintaining records demonstrating evidence of planned and regular assessment. In most cases assessment was extremely accurate with regard to the criteria for both assessment objectives.

## **Conclusion**

To conclude, all moderators report that the courses run by centres following the Entry Level Certificate in Physical Education specification have been both successful and popular with candidates and teachers. Teachers and moderators felt that the specification fulfils a very important need for many candidates at both Key Stage 3 and 4. It is pleasing for all involved to see it continuing to thrive and be delivered so well in many centres. We are always keen to support centres in whatever way we can and will endeavour to provide centres with their requests.

**Centres are able to access the Entry Level Certificate in Physical Education section of the OCR website in order to keep up to date with developments in the materials and resources provided to support the assessment of the qualification.**

The moderating team would like to thank all centres, teachers and candidates for all their help in making the moderation of Entry Level Certificate in Physical Education so enjoyable and successful in 2017 and a reminder to centres that the R462 Entry level PE will eventually be replaced with the new R463 Entry level PE qualification.

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