

ENTRY LEVEL

Moderators' report

PHYSICAL EDUCATION

R463

For first teaching in 2016

R463/01/02/03 Summer 2022 series

Contents

Introduction	3
General overview/Introduction	4
Filmed Evidence	6
Practical Activities	6
Analysing Performance Task	7
Common misconceptions	7
Avoiding potential malpractice.....	8
Helpful resources	8
Additional comments.....	9
Support	9
Contact us	9

Introduction

Our moderators' reports are produced to offer constructive feedback on centre's assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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General overview/Introduction

The Entry Level Physical Education (R463) qualification has been available since September 2019 and is now the only recognised Entry Level qualification across all examination boards.

Following on from the pandemic the Entry Level Certificate in Physical Education is now more important than ever before and enables all students to build on early experiences and foundation skills at KS1 and KS2. It 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 and/or leader.

2022 feedback from centres, moderators and students continue to demonstrate the importance of such a course that caters for everyone. It is engaging, practical and flexible and caters for all students with very different physical, intellectual and emotional needs in a wide variety of educational establishments.

In response to the impact of Covid-19 OCR changed the assessment and demands of the Entry Level PE qualification. The changes were designed to reduce the pressure on teachers and students in the 2021/22 academic year, and to safeguard against the ongoing public health concerns.

For the 2022 series, the following changes were applied to the Entry Level PE qualification:

- the required number of sport activities were reduced from four to two
- students could take any two activities (this could be one team and one individual, two team, or two individual)
- students had a free choice between individual and/or team activities. The requirement to be assessed in a team activity was removed
- students could choose to be assessed in the role of leader in one of their two activities, this may be in the same activity they were also performing in
- the Analysing Performance (AP) task remained the same and can be carried out themselves or of a peer.

In preparation for the 2022/23 series, centres are reminded to regularly check <https://www.ocr.org.uk/qualifications/entry-level/> for the latest information on Entry Level Physical Education and sign up with email to receive the latest news and information direct.

The sports are very much in line with progression to the OCR Physical Education GCSE (9-1) course or can be co-taught alongside new GCSE (9-1) qualifications offered by any awarding body, across any timespan that suit centres.

Centres are reminded that there are three assessment codes that can be used, and it is essential that the correct entry code is used:

- Code 01 = OCR Repository
- Code 02 = OCR Postal Moderation
- Code 03 = OCR Visiting Moderation

The moderation of centres' candidates took place during March to June 2022.

Many new centres as well as older centres opted for the 03 Component of the course which is a live moderation visit. This was also due to the fact that the last two years involved no external assessment. As a result, staff and centres have demonstrated a desire to be assessing correctly and value the one-to-one immediate feedback that a live moderation gives. Moderators worked hard this series to rekindle the very strong relationships with centres they established before the pandemic and make sure all procedures and protocols are being followed. It is clear that centres are fully supported throughout the moderation process and the integrity and high standards of the qualification are maintained. All moderations continue to be subject to OCR quality assurance and any issues that may arise are kept to a minimum and dealt with easily and in a professional manner.

Centres and staff have been extremely appreciative of the support, guidance and detailed communication they received during the process regarding the practical elements of the moderation as well as any administrative duties. This series involved a lot more questions from centres than usual due to the changes introduced to the course in response to the impact of Covid-19.

Moderators' have commented extremely favourably on the high standard of performances seen by students in 2022. Moderations continue to demonstrate the strong sporting values we expect along with a high level of motivation, teamwork and sportsmanship. There was only one moderation visit this series that was run as a cluster moderation, but this continues to remain a possible option.

This option maybe useful for some mainstream centres and local special educational needs establishments to work closely together and establish positive working relationships in the future. It is pleasing to read from the moderators' reports that there is full interaction, support and encouragement between candidates from all centres and of all abilities.

In such difficult times, it is extremely important to mention the staff delivering Entry Level Physical Education course across all centres for their ongoing enthusiasm, hard work and commitment towards the qualification and their students.

Filmed Evidence

The majority of filmed evidence was very good and, in most cases, justified the marks that were given. Some centres recorded footage that was too short or unclear which makes it difficult to moderate. It is the centres' responsibility to make sure that the filmed evidence fully supports the level and mark given.

Centres need to be aware that the quality of filmed evidence helps support judgements and if evidence is not sufficient or shows candidates not meeting the appropriate level then centres may have their coursework marks adjusted in fairness to all other centres and candidates following the course.

For example, in Fitness Training the Non-Exam Assessment (NEA) states:

- At Level 3: The ability to independently plan and adapt your training programme.
- At Level 2: The ability to plan and adapt your training programme with some assistance.
- At Level 1: The ability to plan and adapt your training programme with significant assistance.
- If a centre does not provide evidence of a candidate linking 6-10 consecutive bounces using skills from the NEA, then it is very difficult to justify any mark that has been given a Level 3.

Centres are reminded that they should include a copy of the iMS1 form when sending all filmed evidence along with any other documentation they feel is necessary that can be used as additional evidence.

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. This is also useful if any live visits are unable to take place.

It is expected that centres will refer to the R463 Entry Level Physical Education Guide to NEA when assessing all activities and supply sufficient evidence based on the criteria.

Centres can always refer to Appendix C – Guidance for filmed evidence in R463 Entry Level Physical Education Guide to NEA for additional guidelines.

Practical Activities

The practical and inclusive nature of the course and assessment criteria enables candidates of all abilities to gain certification. This series the majority of candidates were mainly assessed in the role of performer. Due to the changes in the number of sports required for this series the range of activities was not as broad compared to previous series. The most common activities used for candidate assessment in 2022 within team and individual areas were:

Team: Basketball, Football

Individual: Athletics, Badminton, Boccia, Fitness Training, Table Tennis, Trampolining

Few centres used the activity area of leadership. Centres are reminded that candidates can be assessed as both performer and leader in the same activity.

Some centres assessed activities that require candidates to meet classification criteria such as Polybat and Table Cricket.

Centres are able to make use of external coaches to deliver certain activities such as Amateur Boxing.

Some centres used different versions of activities as suggested in the NEA. For example, football can be assessed through five-a-side or futsal. In most activities the whole mark range can be accessed through the use of small-sided games and conditioned situations rather than 11 v 11.

Some centres assessed candidates by entering the whole cohort in the same two activities as well as using the same activity for Analysing Performance. It is recommended that wherever possible candidates offer their best activities and analyse performance in their strongest activity area in order to achieve higher marks. The activity chosen for Analysing Performance can be different from that of the practical activities.

Moderators confirmed that assessment has been extremely accurate across all practical activities. Centres are using the assessment grids that creates a 'best fit' judgement based on range and consistency of skills and decision making/rules as well as having thorough internal cross moderation.

For further guidance on assessment criteria centres should refer to Section 3 – Assessment Criteria in R463 Entry Level Physical Education Guide to NEA.

Moderators continue to find that some centres are still being particularly harsh on candidates' marks towards the bottom end of Level 1. A centre that makes significant amendments to playing conditions such as not using a net in volleyball and using larger/lighter balls are still able to award up to 8 marks.

Analysing Performance Task

Candidates completed this task either orally or presented their responses in a written format. Many centres used the Analysing Performance Task Sheet available in the R463 Entry Level Physical Education Guide to NEA. Centres are also creating their own forms to suit the needs of their candidates. Centres and staff found the Analysing Performance Assessment Grid particularly useful when awarding marks for skills/techniques, strengths/weaknesses and improvements.

Common misconceptions

Conditions for Performance and Assessment – Some activities give specific guidance on assessment conditions for certain levels (e.g., trampolining). In most activities, the whole mark range can be accessed through the use of small-sided games and conditioned situations rather than full performance situations as long as the required skills are shown (e.g., 2 v 2 or 3 v 3 in football/five-a-side/futsal).

Unless stated in the specific activity, at:

- Level 3, most standard rules and equipment for the activity would be expected to be used.
- Level 2, some small adaptations may be made (e.g., using short tennis adaptations).
- Level 1, significant amendment may be made to playing conditions (e.g., no net in volleyball).

Analysing Performance (AP) Task – This can be assessed either through hard copy or a recording. Centres can choose which type of assessment suits their candidates best. All hard copy forms can be adapted to help candidates through the task. The AP Task does not have to be one of the activities that the candidate was assessed in as long as the activity is on the Team or Individual Activity list. Some centres were referring to the need for an active, balanced healthy lifestyle which is information that was required from the legacy specification. There is no need for centres to include this in any of the AP evidence as no marks can be given for it.

Zero marks - Centres are reminded that there should be no reason for zero marks to be entered for candidates. The criteria of every activity should be accessible so **all** candidates can score some marks on the Level 1 criteria. Candidates should not be scoring zero marks if they are absent on the moderation day or don't perform on the day of internal assessment.

Centres are able to use their professional judgement in awarding marks for these situations or any other reasonable circumstance that prevents marks being given during internal centre assessment as long as the candidate has been involved throughout the course.

Special Activity Submission Forms (SAS) – these can be made by completed if they wish to assess candidates with disabilities as a performer, in activities not listed in the specification. The Form must be submitted to the Special requirements team at OCR no later than **1st December** of the first year of study.

Administration and Documentation

Most centres met the required deadlines regarding administration but on the few instances where this did not occur there was usually full communication between the centre and moderator and issues were quickly resolved. Some centres had administrative errors this series by not following the instructions due to Covid and assessed candidates in four activities rather than two. These scores were then entered via the interchange. In these cases, all marks were amended.

Some centres are still having to be contacted by the moderator after failing to submit the correct documentation. Centres are reminded that they need to submit the following:

- Coursework Summary Form
- iMS1 Form

Once again, failure to submit a copy of the iMS1 form was the most common error. It is important that staff obtain a printed copy of this form once marks are submitted to OCR by the centre.

Centres are also reminded that there is no longer a need to submit the Centre Authentication Form (CCS160).

It is always good practice to make sure 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 has been 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.

Avoiding potential malpractice

Make sure AP work is referenced if using drills taken directly from other resources.

Helpful resources

It is highly recommended that centres familiarise themselves with the available online documentation:

- R463 Entry Level Physical Education Specification
- R463 Entry Level Physical Education Guide to NEA
- <https://www.ocr.org.uk/Images/348016-internal-standardisation-generic-guidelines-general-qualifications-.pdf>

The images below show some of the resources and available forms available on the OCR website:

<p>Physical Education - R463 (from 2016)</p> <p>Specification at a glance</p> <p>New to OCR</p> <p>Changes for 2022</p> <p>Planning and teaching</p> <p>Assessment</p> <p>Administration</p> <hr/> <p>More PE and sport ></p> <p>Sign up for updates ></p> <p>Support and FAQs ></p> <p>Professional development ></p>	<h2 style="margin: 0;">Assessment</h2> <p>Question papers, mark schemes and reports ▼</p> <p>2019 - June series ></p> <p>2018 - June series ></p> <p>2017 - June series ></p> <p>Candidate exemplars ▼</p> <p>2017 - June series ></p> <p>Assessment guides ▼</p> <p>🔒 Teacher guide - building your confidence in internal assessment</p> <p><small>R463 - interchange login required</small></p>
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Some centres experienced issues with the spreadsheet available online. It is highly recommended that centres using the spreadsheet have downloaded the latest one currently available and follow the instructions.

Additional comments

To conclude, all moderators report that the R463 Entry Level Certificate in Physical Education course run by centres in 2022 have been both successful and extremely 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 to see that following on from the pandemic that all involved gained an enormous amount of satisfaction and self-esteem from studying the course.

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.

Support

OCR's team of expert subject advisors have created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2022.

Contact us

You can contact OCR by email pe@ocr.org.uk, on Twitter [@OCR_PhysEd](https://twitter.com/OCR_PhysEd) or call on 01223 553998.

Centres can also contact pe@ocr.org.uk for further specialist advice, guidance and support.

We are always keen to support centres in whatever way we can and will endeavour to provide centres with their requests.

The moderating team would like to thank all centres, teachers and candidates for all their help in making the moderation of R463 Entry Level Certificate in Physical Education 2022 an extremely enjoyable experience.

Supporting you

Post-results services

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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Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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.

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