

**A LEVEL**

Moderators' report

# PHYSICAL EDUCATION

**H555**

For first teaching in 2016

**H555/05 Summer 2023 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).

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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.

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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.

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## General overview

In the second year of returning to live moderations, candidates attended moderations with a positive approach and centres were accomplished at using the full mark range across all six levels to make their practical assessments.

After some challenging years, moderators, 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 given. Through these continued discussions and feedback, it was understood that centres were more comfortable with the assessment process and developed their own deeper understanding of how to submit 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:
<ul style="list-style-type: none"> <li>• played regularly in the activity they were being assessed in and kept a detailed log of full competitive scenarios</li> <li>• were able to demonstrate a range of core and advanced skills within fully competitive situations</li> <li>• produced filmed evidence that was in line with the guidance as to what was required and thus supported the mark given</li> <li>• for activities such as Athletics and Swimming, produced a performance mark that had been authenticated and signed by an appropriate member of staff</li> <li>• for Coaching provided 2 x 40 minute continuous filmed evidence as well as a detailed log book containing all the required elements as set out in the Guide to NEA</li> <li>• (those assessed in Coaching) were coaching smaller groups and advanced skills for the activity and making improvements to the participant's technique.</li> </ul>	<ul style="list-style-type: none"> <li>• did not demonstrate a range of core and advanced skills within fully competitive scenarios</li> <li>• completed log books with training sessions rather than full competitive situations</li> <li>• produced filmed evidence that did not include full competitive scenarios or was of limited duration to demonstrate their range of core and advanced skills, therefore did not support the higher levels</li> <li>• for activities such as Athletics and Swimming did not provide a performance mark from within the two year course or which had been authenticated and signed by an appropriate member of staff</li> <li>• for Coaching did not provide 2 x 40 minute continuous filmed evidence, or quality was poor and generally produced a limited log book or omitted sections required, as set out in the Guide to NEA</li> <li>• (those assessed for Coaching) were coaching large groups, not incorporating advanced skills into their sessions, as well as being more of a 'Sports Leader than a Coach'.</li> </ul>

## Paperwork Submission Overview

The updated version of the PEMIF used for H555 is the only method of providing the assessments to the moderator and this has generally eradicated the transcriptions errors from one sheet to another. However, this has not completely eliminated transcription errors as many errors were still found when entering data onto the IMS1 form.

Centres are reminded that all paperwork must be sent to the moderator by the deadline set in the Guide to NEA. This must include all filmed evidence of 'off site' practical activities and a sample of 'on site' practical activities, all coaching activity evidence (log book and filmed evidence) and formal evidence of any times or distances recorded against a performance table (Athletics, Cycling, Swimming and Triathlon). It should be highlighted that this final element relating to performance table marks does need improving and centres need to make sure that this is included and not just part of the candidate's log book, as well as it being a time/distance taken within the two year course.

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 there is a Special Considerations department at OCR now dealing with centre applications. 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 and many are now using encrypted USBs. This is a fully justified approach but it is requested that if such a process is used then please can centres make sure that the type of encrypted USB can be opened on both Windows and Mac operating systems, as in many cases moderators were not able to access the evidence.

## Paperwork Submission

### Positives

- On the whole the deadline for paperwork was met and 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 the moderator.

### Areas for Improvement

- Many centres still had not fully recognised the need for all marks to be submitted electronically via the IMS1 marks which causes this element of the paperwork to arrive late to moderators. Exams Officers should be fully aware of how to submit a centre's marks and print a confirmation copy that must be sent to the moderator. Centres are reminded that the IMS1 needs to be submitted at the same time as the PEMIF documents by the deadlines set in the Guide to NEA.
- There were some transcription errors between the PEMIF and the IMS1. Centres need to make sure that this process is carefully checked as errors often lead to candidates being disadvantaged. It is advised that where the inputting of the IMS1 marks is completed by the Exams Officer a member of the staff directly involved with the PE process also be present to spot errors at the point of entry.
- Where a centre has submitted a candidate for either Athletics, Cycling, Swimming or Triathlon there is a need for a performance related mark, which is derived from the Performance Tables within the Guide to NEA. Here centres should also provide hard copy evidence of the recorded time/distance to the moderator via an official results sheet from the event. Within the PEMIF centres should first enter the Skill/Technique mark out of 30 (one third of mark) then the time/Performance Table mark out of 30 (two thirds of mark) in order to make sure that the candidate obtains the correct final score. **The PEMIF automatically inputs the words Skill and Time for you but the ideal way of transcribing this would be to state the actual event; for example: Skill - 800m in the first box and Time = 1.52.4 in the second, this way the moderator is clear on both the event and the performance record.**

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

It was greatly appreciated by moderators that most centres were well prepared for the submission of both filmed practical and log books for the deadline, 31<sup>st</sup> March. Centres are reminded that all the evidence they pass on to the moderator should be a copy in case there are any issues within the moderation process.

**Many centres are rightly concerned about GDPR and the sending of filmed evidence by post and have invested in encrypted USBs. While OCR commends this process, centres need to make sure that any such encryption can be accessed by both Windows and Apple products as many moderators were not able to open some encrypted sticks due to the differing operating systems.**

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 many more 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'.

Most centres followed the guidance on filmed evidence that was issued in the previous Moderation Reports and issued via the OCR website, 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 make sure that this 'on site' evidence encompasses a range of marks given 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 formal competitive situation.** Centres are reminded that it is their responsibility for the production of appropriate footage.

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 July before their entry to Year 12.

### Positives

- Centres were well prepared to provide filmed evidence of both 'on site' and 'off site' practical activities by 31<sup>st</sup> March.
- Many centres are following good practice of filming a range of marks, so that they can provide additional evidence to a moderator if they feel it is required.
- Many centres had collated their candidate log books in advance of the submission of marks in order to provide these to the moderator with the submission of paperwork by 31<sup>st</sup> March.
- Most centres are providing filmed evidence in a format that can easily be played by the moderator; centres are reminded that it must be accessible by a VLC player.

## Filmed Evidence and Log Book Submission

### Areas for Improvement

- Centres need to check the quality of the filmed evidence they provide to their moderator. Some of the centre-filmed evidence was of a low quality which could affect candidates' 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 the moderator. 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.
- Centres need to be aware of the range of filmed evidence they need to provide to the moderator for 'on site' and 'off site' practical activities and coaching, please make sure you keep updated with the latest version of the NEA guidelines for these requirements.
- Provision of filmed evidence needs to be clearly labelled and must be a copy. Moderators find it easiest if the evidence can be provided on a USB memory stick rather than multiple DVDs.
- Centres need to make sure that candidates in the filmed evidence provided to the moderator present to the camera at the start of a video, so it is clear who they are and what their identifying bid/number is.
- Centres need to make sure that the log books reference the competitive performances a candidate has undertaken for the past two years and should help 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 with 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 to the moderator 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 the moderator.



## 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 was re-visited it was believed that the assessments were accurate and fair.

Centres are now much clearer on the reasoning for the tapering 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 made sure 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 a 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.
- 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 into 'Core' and 'Advanced' although they did not directly correlate these to the wording within the assessment criteria, which resulted in many candidates being generously assessed especially at the lower range of marks submitted.
- 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.

## Assessment of Practical Performance

- It was disappointing that most centres did not always provide supporting evidence for assessments that are directly linked to a performance table, Athletics, Cycling, Swimming and Triathlon. Centres are expected to provide a hard copy of the time or distance a candidate is putting forward as part of their assessment. It is felt the easiest form is a printout of the events result sheet which identifies all the relevant details such as candidate name, event, date and time/distance recorded and is then counter-signed by a member of the centre staff to authenticate the performance.

## Assessment of Coaching

For the assessment of Coaching, as with the Practical, the line of best fit across the assessment criteria is required. Here there is a focus around the Planning and Organisation, Delivery, Evaluation and Reflection and the Technical Knowledge of the candidate. These categories are further expanded by identifying the candidate's performance as a coach against the six sub categories (Range and Quality, Planning and Organisation, Delivery, Technical Knowledge, Evaluation and Reflection and Coaching Plan). It is these latter six sub categories that enable the line of best fit to be established and as such a final assessment mark to be identified.

The majority of centres over-assessed their candidates and many centres will have had their marks amended. **The major area of concern was the lack of standardisation between the assessed level of a coach and a practical performer; many of the coaching candidates observed leading a session rather than coaching, there was also significant concern over the level of technical knowledge displayed in many sessions.** It is felt that these adjustments and their rationale have been fully justified when looking at the placement of the grades identified earlier.

### Positives

- Candidates produced a log of coaching which encompassed most of the areas required.

### Areas for Improvement

- Many centres struggled to differentiate between the skills of a 'sports leader' and a 'coach' and this was reflected in many of the assessments viewed both live and by filmed evidence. **Those candidates who focused on fault identification and the resulting correction and technical development were rewarded with higher level assessments compared to those candidates who 'managed' a group of performers through a range of drills with little if any individual corrective measures being put into place.**
- When assessing the Coach, it would be expected that at Level 5/6 they should be delivering some of the advanced skills within their sessions and not just core skills to a very good level; this might have a knock-on effect as to the age of the group a candidate coaches. We would be expecting the candidate to use the activity criteria set out in the Guide to NEA as an illustration of the range of core and advanced skills a candidate should be delivering within their sessions.
- Throughout the moderation process we observed candidates delivering sessions to a wide range of performers. **Although the ability level, age range and number of the performers a candidate coaches is not stipulated, centres are reminded that the choice/number of groups will have a direct impact on the type and level of coaching the candidate can offer.** As such, we strongly advise centre staff to take a leading role in the initial group selection for the candidate. Better candidates had fewer participants, were able to coach advanced skills, and could provide individual feedback and fault correction to their entire group.
- It was evident from viewing log books that many candidates rotated their delivery between a variety of groups over the duration of the assessment process in order to meet the requirement of 20 sessions. **The aim of the Guide to NEA is that the 20 sessions are delivered to the same group of performers so that a sustained developmental approach to coaching is achieved.**

## Assessment of Coaching

- The Guide to NEA clearly states that the duration of each coaching session should be minimum 2 x 40 minutes continuous footage. These filmed sessions provided to moderators must be of two sessions from their log books, stating clearly which ones plans they correlate to. Centres are also reminded that it is a two year process and that a candidate might even have more than two 40 minute sessions filmed across their assessment process. As a moderation team we are happy to have more than two filmed sessions submitted and if these are clearly referenced to their log book we can choose which sessions to view for the assessment process.
- Centres are also be reminded that they should cross-reference the standard of their coach to the standard of their practical performers and make sure that they have standardised across the whole specification.

## 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 given 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 'Personal Best' for a candidate in a performance table activity (Athletics, Cycling, Swimming and Triathlon) can be used as their mark regardless of the date it was achieved; this is incorrect as the time must be achieved within the duration of the two year A Level course. We do allow marks from 1<sup>st</sup> July preceding the start of Year 12.

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.

## Helpful resources

[OCR A Level PE Mark Sheet to Enter Marks](#)

[Official OCR INSET](#) – please be aware we cannot guarantee the content of non-OCR training that is available

[Competitive log template on website](#)

[Internal Standardisation guide for teachers](#)

[Guide to NEA](#)

### OCR support



It is strongly recommended that centres visit the 'OCR Train' section of the OCR website 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 pages of the OCR website for updates and attend the free "Ask the Moderator" online sessions throughout the year to clarify aspects of the assessment process.

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For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. 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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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.

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