

**ENTRY LEVEL**

Moderators' report

# PHYSICAL EDUCATION

**R463**

For first teaching in 2016

**R463/01/02/03 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).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

### GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

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## General overview

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

The Entry Level Certificate in Physical Education enables all students to build on early experiences and foundation skills at KS1 and KS2. It is a broad-based qualification, which aims to make Physical Education more accessible for all students and encourage them to achieve more. The practical possibilities are wide ranging in both team and individual sports that help every student to find activities they can engage with. The activities 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 suits centres.

The Entry Level Certificate in Physical Education consists of 100% internally assessed tasks. The flexibility offered by this approach to assessment allows centres to adapt their planning and delivery to develop students' performance. The qualification allows students to apply their knowledge, skill, and understanding of Physical Education through participating in different practical activities in the role of performer and/or leader.

The 2023 feedback from centres, moderators and students continues to demonstrate the importance of this course. 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.

This year the changes that were introduced in response to the impact of Covid-19 and the need to safeguard against the ongoing public health concerns and to reduce the pressure on teachers and students were removed.

2023 onwards delivery	2022 delivery changes due to Covid-19
<ul style="list-style-type: none"> <li>The required number of sport activities is <b>four</b>.</li> <li>Students take <b>four</b> activities which need to consist of at least <b>one team</b> and <b>one individual</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The required number of sport activities was reduced from four to two.</li> <li>Students could take any two activities (this could be one team and one individual, two team, or two individual).</li> </ul>

- Students could choose to be assessed in the role of leader in one of their four 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.

### OCR support



It is recommended that staff and centres continue to regularly check for the latest information on [Entry Level Physical Education](#) and sign up with email to receive the latest news and information direct.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> <li>• follow most standard rules and use equipment for their activities that would be expected to be used</li> <li>• demonstrate ability to perform an increasing range of basic skills and techniques in the activities</li> <li>• consistently perform these skills and techniques in both isolation and as part of a whole performance</li> <li>• maintain good accuracy, control, and fluency of skills in isolation and during performance</li> <li>• in Analysing Performance, they respond to the performance with little or no extra help</li> <li>• demonstrate a good understanding of most of the skills/techniques, strengths and weaknesses and make good suggestions on how to improve the performance observed.</li> </ul>	<ul style="list-style-type: none"> <li>• require significant amendment to the playing conditions, rules and/or the use of equipment</li> <li>• demonstrate the ability to perform a limited range of basic skills and techniques which are fundamental to the activity</li> <li>• find it difficult to perform skills and techniques consistently in isolation or as part of a performance</li> <li>• show limited accuracy, control and fluency of skills performed in isolation</li> <li>• in Analysing Performance, they respond to the performance with significant extra help</li> <li>• demonstrate a limited understanding of some of the skills/techniques, strengths and weaknesses and make limited suggestions on how to improve the performance observed.</li> </ul>

The moderation of centres' candidates took place during March to June 2023.

Once again, many centres (including new centres) opted for the 03 Component of the course, which is a live moderation visit. 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.

Other centres prefer their moderation to be through the flexibility of using the 01 and 02 Components of the course:

- Code 01 = filmed footage is uploaded onto the OCR Repository that moderators can access
- Code 02 = filmed footage is sent to moderators for postal moderation

Whatever moderation process is chosen, moderators work hard to forge strong relationships with staff and centres and help to make sure all procedures and protocols are being followed. It is clear that centres and staff are extremely appreciative of the support, guidance and detailed communication they received during the moderation process regarding the practical elements of the moderation as well as any administrative duties.

It is pleasing to read the moderators' reports which comment positively on the high standard of performances and strong sense of sporting values, motivation and teamwork seen by students in 2023.

Cluster moderations remain a possible option and one that maybe useful for some mainstream centres and local special educational needs establishments to work closely together and establish positive working relationships in the future.

Moderators have also commented on 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.

## Most common causes of centres not passing

### Filmed Evidence

The majority of filmed evidence was often very good and, in most cases, justified the marks that were given. Some centres recorded footage that was too short, blurred or unclear to who the candidates were 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 Trampolining the Non-Exam Assessment (NEA) states:

- At Level 3: The ability to perform a routine of linked movements of 6–10 consecutive bounces
- At Level 2: The ability to perform a routine of 6–10 movements, but not in consecutive bounces
- At Level 1: The ability to perform a routine of 3–5 movements, but not in consecutive bounces

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 at Level 3.

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.

#### Assessment for learning



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. The majority of candidates were mainly assessed in the role of performer. The most common activities used for candidate assessment in 2023 within team and individual areas were:

**Team** - Basketball, Cricket, Football (including 5-a-side), Handball

**Individual** - Athletics, Boccia, Fitness Training, Trampolining.

Other popular activities include Badminton, Dance, Table Tennis and Tennis. A reminder that these activities can be assessed as either team or individual. However, if one of these activities is being used as a team activity then it cannot be used for assessment as an individual and vice versa.

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. These are all available under each activity in the NEA.

Some centres are able to make use of external and community coaches to deliver certain activities such as Amateur Boxing.

Some centres used different versions of activities as suggested in the NEA. For example, tennis can be assessed through Short Tennis. In most activities the whole mark range can be accessed through the use of small sided games and conditioned situations.

Some centres assessed 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 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 grid 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 Short Tennis and using larger/lighter balls are still able to award up to 8 marks.

## Analysing Performance Task

The majority of candidates completed this as a written response using the [OCR template \(interactive version\)](#) with some using the oral presentation. Some centres are using the OCR template to create their own forms to suit the needs of their own 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 rugby union/league/tag).

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.

### Misconception



Some centres are still 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 completed by centres 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 PE Subject Specialist at OCR no later than **1st October** of the first year of study.

### Administration and Documentation

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

- Coursework Summary Form – this allows the moderator to check the individual activity marks
- IMS1 Form – this is a copy of the total number of marks given on the OCR Interchange.

Centres are able to send any other documentation they think is necessary that can be used as additional evidence. The use of still photographs is not considered as valid evidence.



Centres are still confused with the different components that are available. When registering students for the course it is really helpful if the correct component code is used:

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

Most centres met the required deadlines regarding administration. 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 following the instructions that were in place due to Covid-19 and assessed candidates in two activities rather than four. Centres were able to use assessment they had gathered throughout the year using other activity areas to make sure students were then assessed in four activities with at least one team and individual activity.

Centres are also reminded they no longer 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. This sometimes occurs when entering the total number of marks onto the OCR Interchange. 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.

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](#)
- [Internal standardisation generic guidelines](#)

Resources and forms are available on Teach Cambridge.

It is important that centres always use the latest Entry Level PE mark input form that is available on the website. You can download the [updated form](#) from the **Administration** section of the Entry Level PE qualification page on [our website](#).

## Additional comments

To conclude, all moderators have reported that the R463 Entry Level Certificate in Physical Education course run by centres in 2023 has been both successful and extremely popular with candidates and subject staff with a sense that the specification fulfils a very important need for many candidates at both Key Stage 3 and 4.

The moderating team would like to thank all centres, teachers and students for all their help in making the moderation of R463 Entry Level Certificate in Physical Education 2023 an extremely enjoyable experience.

**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 qualifications

### OCR support



You can contact OCR by email [pe@ocr.org.uk](mailto:pe@ocr.org.uk), on Twitter [@OCR\\_PhysEd](https://twitter.com/OCR_PhysEd) or call on [01223 553998](tel:01223553998). Centres can also contact [pe@ocr.org.uk](mailto: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.

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# Supporting you

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## 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](#).

## Keep up-to-date

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## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## 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.

## Need to get in touch?

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Alternatively, you can email us on  
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