

***Understanding the Assessment:
OCR GCSE Physical Education
(J587): Reviewing the series - NEA
First Teaching from 2016***

Autumn 2019

Welcome! Let's Get Energised and Break the Ice!

*On your tables ... Introduce (or re-introduce!) yourself...
Then share with them the following ..*

Where is your centre based?

What is your roll at your centre?

What are their experience of GCSE PE and / or OCR GCSE PE?

What is (are) the main thing(s) you would like to gain from today?

Course objectives:

- **An overview of the standards for the internal assessment of coursework by reviewing past student work and relevant sample assessment materials**
- **Discuss candidate responses to the AEP from the 2019 series**
- **Strategies for effective planning, delivery and assessment of the externally assessed unit(s)**

Overview of the afternoon:

Session 1 - An overview of the standards for the internal assessment of coursework by reviewing past student work and relevant sample assessment materials.

Look at Report to centers' - Dos and Don't's to be learnt from Moderations

Coffee break

Session 2 -- Discuss candidate responses to the AEP from the 2018 series

~ Evaluation (Please Leave with me!) and Finish

Session 1: Reviewing NEA

Performance in Physical Education

- Non-examined assessment - what are the implications for your teaching?
- Selecting the best activities for your students
- How to produce log books, off site and moderation day evidence

31st March for –

- To OCR

- Enter marks online on IMS1

- To Moderator

1. PEMIF to moderator – all practical marks and AEP marks

2. AND Copy of IMS1 entered online

3. ALL filmed evidence and associated log books

Non examined Assessment

- Practical performance

Headlines

- ✓ Called **NON EXAMINED ASSESSMENT (NEA)**
- ✓ **40%** rather than 60%
- ✓ **3** Sports from 2 lists
- ✓ **1** written synoptic performance analysis task

Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment (NEA)	40% of total GCSE
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Notes:

- ✓ One member of staff should be designated as being responsible for all GCSE (9-1) Physical Education marks. This designated member of staff will be responsible for ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.
- ✓ Learners can only be assessed in the role of a player / performer
- ✓ Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions
- ✓ Includes a synoptic element - making connections from different areas of the course covered already
- ✓ There are RUBRICS
 - CAN NOT enter marks for the same sport twice
 - CAN NOT use 'team' and 'individual' versions of the same sport eg. Singles tennis and doubles tennis

**Note: NO NEED TO VIDEO EVERYTHING
- ONLY THE MODERATION DAY AND OFFSITE SPORTS!**

Notes continued :

- ✓ Learners can not perform in different versions of the same sport ie Rugby Union, Rugby League and Rugby 7s
- ✓ Learners will complete all work for assessment under teacher supervision except where the activity is off-site and is therefore under the supervision of a specialist coach or instructor.
- ✓ Offsite activities where filmed evidence is required (Appendix B)
- ✓ For activity that must be filmed, if NO video is provided then no marks can be given

Learners complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These may be called upon as supporting evidence, for example to support a special consideration application for injury.

Report for J587/03

- Candidates who did well on this unit generally did the following:
 - 1) Played regularly in the sports they were being assessed in and kept a detailed log of full competitive scenarios for all three sports.
 - 2) Demonstrated excellent decision-making and selection of technique when performing in the appropriate competitive scenario.
 - 3) Followed the structure of the AEP as per the Guide to NEA
 - 4) Completed their action plan on a skill weakness and analysed information

Most common causes of centers' not passing

Candidates who did less well on this unit generally did the following:

- 1) Had little or no evidence of regular competitive scenarios in the sports they were being assessed in, this is still noticeable for the off-site activities:
especially rock climbing
- 2) Filled log book with practice sessions and not just the competitive scenarios required
- 3) Were unable to demonstrate a variety of core and advanced skills and especially their application and technique selection when put under competitive pressure
- 4) Did not follow the structure of the AEP as per page 12 of the Guide to NEA
- 5) Completed their action plans on a Fitness weakness.

How to use the assessment grid

Practical assessment criteria based on:

Grid
Sheet!

Range of skills - nearly all core and advanced skills

Quality of skills - core skills performed consistently

Physical attributes - effective performance

Decision making - skill selection appropriate

and good understanding and awareness of rules, regulations and safety

	Range of skills	Quality of skills	Physical attributes	Decision making	Overall
Level 5	✓				
Level 4		✓			✓
Level 3			✓	✓	
Level 2					
Level 1					
0					

18 + 15 + 10 + 9 = 52

Best
fit
mark
!

52/4 =
13

Practical assessment grid

OCR GCSE practical activity assessment grid – Individual and team activities

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Level
5 (18–20 marks)	demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations	- core skills are performed consistently with an excellent standard of accuracy, control and fluency. - the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency.	demonstrates appropriate levels of physical fitness and psychological control to perform very effectively nearly all of the time	- successfully selects and uses appropriate skills on nearly all occasions - applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity - demonstrates excellent awareness of the rules/regulations of the activity during performance. - demonstrates excellent regard for the safety of themselves and others - demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) - communication with other player(s)/performer(s) is excellent (team activities only)	5 (18–20 marks)
4 (13–17 marks)	demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations	- core skills are performed consistently with a very good standard of accuracy, control and fluency - the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency	demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time	- successfully selects and uses appropriate skills on many occasions - applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity - demonstrates very good awareness of the rules/regulations of the activity during performance - demonstrates very good regard for the safety of themselves and others - demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) - communication with other player(s)/performer(s) is very good (team activities only)	4 (13–17 marks)
3 (8–12 marks)	demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations	- core skills are performed consistently with a good standard of accuracy, control and fluency - the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency	demonstrates appropriate levels of physical fitness and psychological control to perform effectively	- successfully selects and uses appropriate skills on some occasions - applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity - demonstrates good awareness of the rules/regulations of the activity during performance - demonstrates good regard for the safety of themselves and others - demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) - communication with other player(s)/performer(s) is good (team activities only)	3 (8–12 marks)
2 (4–7 marks)	demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations	- core skills are performed with limited consistency and some accuracy, control and fluency - the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency	demonstrates sufficient physical fitness and psychological control to perform with some effectiveness	- selects and uses appropriate skills on some occasions. - sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity - demonstrates limited awareness of the rules/regulations of the activity during performance - demonstrates limited regard for the safety of themselves and others - demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) - communication with other player(s)/performer(s) is limited (team activities only)	2 (4–7 marks)
1 (1–3 marks)	- demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations - few, if any of the advanced skills for the activity are attempted	- core skills are performed inconsistently and with limited accuracy, control and fluency - any advanced skills attempted are performed with little success	demonstrates limited physical fitness and psychological control during performance	- selects and uses appropriate skills on few occasions. - rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity - demonstrates little awareness of the rules/regulations of the activity during performance - demonstrates little regard for the safety of themselves and others - demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) - rarely communicates with other player(s)/performer(s) (team activities only)	1 (1–3 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0



Example 1 - How many marks?

Footballer

Performs most core skills effectively but application is not always accurate

Some evidence of advanced skills but only with dominant side of body

Selects on, most occasions,

Has an awareness of role on the field but is caught out of position on few occasions

Fitness is fine but speed lets him down during breaks, this results in frustration

Level	Range of Skills	Quality of Skills	Physical Attributes	Decision Making	Overall
5 (18-20)					
4 (13-17)				y	
3 (8-12)	y	y			y - 10
2 (4-7)			y		
1 (1-3)					
0 (0)					

Example 2 - How many marks?

Swimmer, Butterfly

Performs all skills well and there is evidence of advanced skills

Good application of skills seen the leg actions and arms however the stroke is asymmetrical and the body rocks

Breathing and stroke application into and out of turns is accurate

Displays good determination in the performance but the good quality stroke is let down by speed

Level	Range of Skills	Quality of Skills	Physical Attributes	Decision Making	Overall
5 (18-20)	Y				
4 (13-17)		Y	Y	Y	Y - 17
3 (8-12)					
2 (4-7)					
1 (1-3)					
0 (0)					

The biggest misconception was that all learners were Level 5 for all activities

Need to be assessed against criteria

Demonstrate appropriate core and advanced skills

Compete in numerous competitive scenarios

What happens if everyone is given level 5?

- If centre marks get inflated because people assume a grade 7/grade A student should get level 5 marks
- 1) The overall boundaries for J587/03 will just get shifted higher to account for that
 - 2) Ultimately this reduces differentiation between students,
 - 3) They still don't get the grades centres hoped/expected
 - 4) It Undermines the case for NEA in PE further in the eyes of the DfE and Ofqual.

Assessment criteria

- Wanted to maintain practical standards
- We have separated out required skills in each activity into 'core' and 'advanced'
- Set high expectations in terms of the range and quality of both categories in the top bands
- This ensures that there is scope to differentiate more effectively between many very able performers in the top quartile of the mark distribution.
- GCSE now requiring 3 activities rather than 4
- Can expect slightly more in terms of performance even to just maintain standards, as students are more likely to have 3 strong activities than 4 strong activities.

Assessment criteria

- Practical performance criteria are 'tapered'
- 5 levels within the new criteria:

Level	Mark	Bandwidth
5	18-20	3
4	13-17	5
3	8-12	5
2	4-7	4
1	1-3	3
	0	No evidence worthy of credit

Assessment criteria

- Distribution of marks on previous practical performance units in PE is heavily skewed towards the top of the mark range.
- Tapering to –
- Reduce number of marks not used
- Few learners end up in the lower end of the mark range in current GCSE PE practical performance

Similarly, if we want the top band to be understood as being a very high level of performance (which we do), we felt that it was logical:

to have a smaller number of marks available here;

and to make the requirements for both this band and the band below slightly more demanding; in order that a better spread be achieved from the top of the mark range down to the lowest mark in band 4 (and beyond).

Comparing legacy GCSE and new

- How do we compare legacy GCSE, graded A*-G, with new 9-1 GCSE?

Nine things you should know about 9 to 1 GCSE grades

- 9 GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade.
- 8 New GCSE content will be more challenging.
- 7 Fewer grade 9s will be awarded than A*s.
- 6 English language, English literature and maths will be the first to be graded from 9 to 1 in 2017.
- 5 Another 20 subjects will have 9 to 1 grading in 2018, with most others following in 2019. During this transition, students will receive a mixture of letter and number grades.
- 4 The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.
- 3 In the first year each new GCSE subject is introduced, broadly the same proportion of students will get grades 1, 4 and 7 and above as would have got grades G, C and A and above respectively in the old system.
- 2 Regulators in Wales and Northern Ireland are not introducing the new 9 to 1 grading scale as part of the changes to GCSEs in their jurisdictions.
- 1 You can see how the 9 to 1 grades compare with the A* to G scale in the infographic on the right.



Grading new GCSEs from 2017

Ofqual

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	C
2	
1	
U	U

Comparing legacy GCSE and new

- How do we compare legacy GCSE, graded A*-G, with new 9-1 GCSE?
- 'Key' grades (from the perspective of setting grade boundaries):
 - Legacy specifications = grades A, C and F
 - 9-1 specifications = grades 7, 4 and 1

Old GCSE grades		A*	A	B	C	D	E	F	G
New GCSE grades	9	8	7	6	5	4	3	2	1
Per activity / AEP	20/19/18		17/16	15/14	13/12	11/10	9/8/7	6/5	4/3/2/1
Criteria level	Level 5 20 - 18		Level 4 17-13		Level 3 12 - 8		Level 2 7-4		Level 1 3-1
B452/4 per activity	25/24	23	22/21	20	19/18	17/16	15-12	11-9	8-1

Old GCSE grades		A*	A	B	C	D	E	F	G
New GCSE grades	9	8	7	6	5	4	3	2	1
Per activity / AEP	20/19/18		17/16	15/14	13/12	11/10	9/8/7	6/5	4/3/2/1
Grade boundaries Per activity/AEP	68 20/19/18/17	64	60 16/15	54 14	48 13/12	43 11/10	32 9/8	21 7/6/5	10 4/3/2/1

GCSE Physical Education

		Max Mark	9	8	7	6	5	4	3	2	1	u
J587	01 Physical factors affecting performance	Raw 60	48	45	42	39	35	31	22	14	6	0
J587	02 Socio-cultural issues and sports psychology	Raw 60	47	44	42	39	37	34	25	15	6	0
J587	03 Performance in physical education	Raw 80	68	64	60	54	48	43	32	21	10	0
J587		Overall 200	163	153	144	132	120	108	79	50	22	0

Key messages

- SO Grade 7 (A in 'old money') at activity/AEP level **IS** towards the top end of level 4, not in level 5!
- Marks in the mid-range of level 3 **DID** equate to grade 4 if achieved consistently across the 3 activities and the AEP
- Level 5 is for grades 8 and 9; 'A*+' performances, effectively – so few learners should be in there
- Standards are maintained

- Everyone is entitled to use any sport/activity listed in the specification however we ask that you consider these sports carefully with the new list before using them as although there is no minimum or maximum time to meet the criteria they do need to be undertaking them as described below -
- The course is now linear and assessments should happen over the 2 year period of the course and thus ALL assessments should be made over this time as per the Guide to NEA on the following pages -
- p74 - For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.
- p 77 - It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment up to that point.
- Especially p79 - For the practical activities assessment needs to be on-going rather than based on performance on one occasion. While different activities will be delivered at different stages of the course, learners' marks must be based on what they are able to do consistently in performance in order that they can replicate that level of performance in a moderation situation. On-going assessment can also assist in centres establishing correct rank order for all of their learners within activities and across activities, as well as informing any special requirements requests in situations where learners incur injury which prevents them from being moderated or completing the performance aspects of the qualification fully.

- Rock Climbing
- Again all competitive scenarios have to meet the requirements of the NGB competition.
- BMC competition rules –
 - <https://www.thebmc.co.uk/british-lead-and-speed-championships-2018>
 - In general the more difficult the competitive climb completed and the more core and advanced skills they can display doing it then the higher marks they can be awarded.
 - Simple climbs with less skills = lower marks!
 - But it has to be done competitively and regularly so short term residentials do not meet this requirement

- The DfE this time around has set up everything to be competitive and nothing to be recreational.
- As such your learners will need to be assessed in either speed or lead climbing so they can complete their competitive log for this sport as they would for say football.
- They need to compete more than once and regularly as with any other sport, to score higher marks.
- The more competitions they do the more opportunities they have to show consistency of applying the skills consistently at the level they are capable of and thus more likely to score higher marks.

Basically the aim of the DfE and Ofqual was to ensure that kids who pick up a sport one day cannot get a top mark the next.

If you take Swimming, there is no way you could start this on a Friday and achieve full marks by Sunday so why should you be able to in other sports?

The competition has to meet the requirements of the sports NGB competitions –

In badminton this will be any game where they play to 21 with officials making decisions and keeping score.

So whether this happens in a PE lesson or in an official school/NGB competition is irrelevant as long as it is done under full competitive scenario conditions.

Practical - COMPETITIVE LOGS

ONLY needs FULL COMPETITIVE SCENARIOS - No training sessions please!

Other option to get filmed evidence of all competitions which is not practical

No set number of competitions stated

BUT the more the learners undertake the more chance they will have of them showing core, advanced skills and decision-making skills consistently and to a higher standard.

If they don't compete regularly then the likelihood is that their decision-making and quality of skills won't be as good as someone who does

It was within this section of the assessment grid that they may not meet the criteria to be a high band

Thus when using best fit the mark credit will be appropriate to the overall performance

What counts as competitive scenarios

- The requirement is that they compete in games/matches/performances that meet the requirements of a full competition as set out by the NGB for that activity.
- For all activities you could also set up matches/games/judged performances in your lesson for as long as they meet the NGBs requirements for a full competition for that age group it doesn't have to be an official competition
- i.e. a badminton match to 11 with no referee in a lesson wouldn't count but a game to 21 with pupils/teachers umpiring would count.
- Dancers performing their routine to you/the class where you give them a mark on the quality of their performance also count whereas if they just practiced it wouldn't.

Off site activities and filmed evidence

Summary of changes

1. Only off site activities need to be filmed over the duration of the course
 - a) As per the OCR GCSE PE Guide to NEA, filmed evidence must be provided for every learner being assessed in any activity deemed to be 'off-site' by OCR.
 - b) Section 2f (page 74) contains details of 'off-site' activities where filmed evidence is required for every learner being assessed in the activity...Where an activity must be filmed, for example swimming, if you are not able to provide filmed evidence for the activity then you cannot assess learners in it and must use an alternative activity.
 - c) Must be filmed in appropriate scenarios - For example, skiing may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope.
 - d) Instructions for the content for the filmed evidence are found on p83 and 84 in the Guide to NEA.
 - e) The amount of evidence should support the mark given so generally the higher the mark the more evidence will be provided.
 2. Moderation day needs to be filmed for a review to be requested
-

2f. 'Off-site' activities for which all learners being assessed must be filmed

Team activities

Blind Cricket
Goal Ball
Powerchair football
Rowing
Table Cricket
Wheelchair basketball
Wheelchair rugby

Individual activities

Amateur Boxing
Boccia
Canoeing
Cycling
Diving
Golf
Equestrian
Kayaking
Polybat
Rock Climbing
Rowing
Sculling
Skiing
Snowboarding
Swimming

Ofqual's *Subject Level Conditions and Requirements for Physical Education* require that any sport or activity which is not capable of live moderation is supported by an audio visual recording of the evidence generated by each learner in that assessment. Activities deemed by OCR to present this challenge are referred to as being 'off-site'.

Although some centres may have suitable on-site facilities for some of the activities listed above, many will not. In some cases, the availability of other suitable participants for moderation activities may also be unlikely, for example in amateur boxing or blind cricket.

Where centres do have facilities which enable on-site assessment of activities listed above, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not be the 'host' for the moderation visit.

All marks submitted by the 31st of March of the examination year

Centres must arrange for the filming of their learners on the day of moderation

All performances the moderator sees on the day of moderation must be recorded as they happen

Film footage must be sent to the OCR within 10 days of the moderation day

Getting the right mark

The course is now linear and assessments should happen over the 2 year period of the course and thus ALL assessments should be made over this time as per the Guide to NEA on the following pages

-

p74 - For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

p 77 - It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment up to that point.

Especially p79 - For the practical activities assessment needs to be on-going rather than based on performance on one occasion.

Learners' marks must be based on what they are able to do consistently in performance in order that they can replicate that level of performance in a moderation situation.

On-going assessment can also assist in centers' establishing correct rank order for all of their learners within activities and across activities.

Getting the right mark

The DfE has set up everything to be competitive and nothing to be recreational.

They need to compete more than once and regularly as with any other sport, to score higher marks.

- The more competitions they do the more opportunities they have to show consistency of applying the skills consistently at the level they are capable of and thus more likely to score higher marks.

The aim of the DfE and Ofqual was to ensure that learners who pick up a sport one day cannot get a top mark the next.

The competition has to meet the requirements of the sports NGB competitions e.g. in badminton this will be any game where they play to 21 with officials making decisions and keeping score.

So whether this happens in a PE lesson or in an official school/NGB competition is irrelevant as long as it is done under full competitive scenario conditions.

As such, short-term residentials are something to be careful of as they will not lead to learners being able to access the best marks when compared to a sustained block of activity.

It is also doubtful you will have the time to create enough filmed evidence (as required as it's an 'off-site activity') to show every candidate completing the competitive requirement as well as backing this up as needed with additional footage of skills to back up the mark you have given.

Getting the right mark

Skiing and Snowboarding criteria have been rewritten to offer more support.
Acceptable types of competition added.

All competitions must be on snow - snow domes and resorts timed runs/races acceptable

You are required, as a minimum, to film the competitive situations as well as footage of the isolated skills in order for our moderator to be able to view this and confirm the marks that the centre have awarded for this sport.

In terms of cycling to meet the criteria for advanced skills p56 says
- Learners should follow an appropriate technical model which leads to effective performance in the chosen event
E.g. perfect technique but take 10 hours to do a 10 mile time trial, which whilst there isn't performance tables as in GCE, it still isn't an effective performance as they should do it a lot quicker then the mark will reflect this.
OR a 100m runner wouldn't get top marks if he had perfect technique but their time was 2mins as clearly that isn't an effective performance for that event.

So it comes down to how well they execute their technique but also how effective that makes their performance.

Outside providers

Less accurate assessments in off-site activities (especially skiing, kayaking and rock climbing)
Mainly due to the lack of video evidence that was available of appropriate competitive scenarios.

- It is vital when assessing candidates in these activities that the activity criteria are carefully checked.
- If outside specialists are used, there has to be liaison between them and the staff at the centre.
- Where an outside provider (e.g. external instructor/coach, outdoor activity centre) has been used to assist in the delivery of an activity, the PE department is still ultimately responsible for the marks awarded.
- Competed in on a regular basis as per the requirements if high marks are to be awarded.

Internal Standardisation

- Internal standardisation encompass these activities
- It is staffs responsibility to check the evidence available supports the marks given and is suitable for moderation.
- In some cases this year evidence provided by outside agencies did not meet the standards required by OCR and in some cases, they had used criteria from other exam boards and thus assessed inaccurately
- Activities should be done regularly to acquire similar skill levels to other activities –
 1. Consistency of high level performance will be difficult to demonstrate over a weekend or few days of instruction
 2. Competition requirements have to be met i.e. SPEED or LEAD climbing
 3. Witness statements are not a permitted form of evidence - Offsite activities must be filmed.

Good filmed evidence

- 1) Included all of the core and advanced skills in isolation (if they cannot be clearly seen in the competitive situation) to support mark awarded.
- 2) Clips of appropriate duration – Showed the skills being completed more than once
- 3) Numerous competitive situations. – To show consistency of decision making and skill application
- 4) Annotated and labeled files stating exactly which skill the learner was demonstrating in each clip
- 5) Filmed from more than one angle and combined evidence

Different angles for moderation day

Skills built up

Game play

Issues with filmed evidence

1) A lack of appropriate competitive scenarios

i.e. for Boxing the competitive scenario, as informed by the NGB, is a number of 3 x 2 minute rounds and thus contact is expected if it is to be used as an activity – sparring against pads only is not acceptable

2) Poor quality and short duration clips

3) No identification of learners with moderators left guessing not only whom but what they were supposed to be assessing.

4) Camera not following the performer especially on moderation day

- More evidence, creating more work, had to be requested in these instances.

Helping our learners get better results

- Need to look at local inter school competitive structure and menu
- Create your own competitions that meet the requirements.
- Focus on developing the skills and application in GCSE lesson
- Students from GCSE PE grouped together during their core lessons
- Consider the activities that your students study.
 - what can you offer regularly if not performing outside of school

- From the DFE review last year the following are approved for first teaching 2020 or removed are –

TEAM	INDIVIDUAL
Acrobatic gymnastics	Athletics –
Futsal	cross country running, long distance running (5k and 10k track only)
Inline roller hockey	Cycling – BMX (racing only, not tricks)
Ice hockey	Figure skating (
Sculling – added to team list	Rowing – to be removed as an individual activity
Water polo	Windsurfing
	Triathlon (sprint triathlon at A/AS level only)
	Sailing

Session 2 : Reviewing AEPs

- Requirements for Analysing & Evaluating Performance work
- Reasons why AEPs tend to get adjusted
- How to avoid malpractice
- What each section should contain
- Assess sections of AEPs from 2019

Analysing and Evaluating Performance 2019

Recap of changes

- 1) Only one piece of coursework
- 2) It can be done on any sport in the Guide to NEA and doesn't have to be on one they are assessed in
- 3) Templates are **still not** allowed as per JCQ and Ofqual guidelines
- 4) The Action Plan(s) can either be Fitness or Skill based
- 5) Work has to be written up and completed with Medium control requirements – NO MARKING AND RETURNING!

Common reasons for AEP mark adjustments

1. The OCR AEP mark grid had been adapted and the original had not been used by the Centre.
2. A fitness component was the weakness in the action plan and thus coaching points and detail of progressive exercises were lacking.
3. Understanding of the key skills was lacking - this must be detailed and include how they are relevant to the performer and their impact on the activity.
4. The required structure of the AEP was not followed - Strengths and weaknesses of the performer should have included both fitness components, in the Evaluation section, and skills in the Assessment section
5. Candidates did not explain how they arrived at the strengths and weaknesses so did not analyse the data or didn't have any

Common reasons for AEP mark adjustments

6. Action plans lacked the detail required –

- Practices were not progressive OR did not relate to the weaknesses identified with plans,
- lacked coaching points –
(especially noticeable when the candidate had completed a fitness programme rather than a skill)
- risk assessments.

7. In the movement analysis section

- skill continua were not included
- marks were awarded for information on Levers/planes and axes of movement. – less prevalent this year

Avoiding malpractice

- **DO NOT** use templates.
- Follow medium control procedures
 - so work cannot be marked and returned or allowed to be taken away to be completed outside teacher supervision.
- If on a computer must be unable to access outside of lessons – thus keeping to the time constraint of 14 hours.

Assessment grids

- The marking grids enable the moderator to better understand where teachers have given marks to candidates for the tasks and thus improve feedback.
- Those that produce their own marking sheets are strongly advised to use the OCR versions so that better feedback can be provided by moderators.
- Templates are not allowed as per JCQ and Ofqual guidelines and use of one does mean that centres will be referred for malpractice.

Better AEPs

1. Selected subjects for analysis where there were weaknesses to improve.

- Where candidates chose to analyse themselves, this was accomplished with varying degrees of success.
- While some pieces of self-analysis were very good, there is still a tendency for candidates to ignore data/evidence collected and allow their own perceptions to dominate their approach to the task,
- whereas when observing and analysing a third party, they tend to be more objective in their work.

2. Completed it on a skill rather than fitness weakness.

Included coaching points and generally more progressive practices and application of principles of training.

What should be in the AEP

- Evaluation

What is needed	What is not needed/not credit worthy
Fitness test results How many? All are needed in exam so do them all! Correct units Evaluation of results - Against normative tables Apply to practical examples in sports - How can they back the result up with an example of when they've seen the performer exemplify it in a practical situation	Definition of each component of fitness Description of fitness test. Although can include it as useful for exam

What should be in the AEP

- Analysis

What is needed	What is not needed /not credit worthy
Description of each component of fitness - What does it allow them to do - more application of a definition Why each is needed by the performer/sport being analysed Can rank order importance Why not all and can show why some aren't needed as much Practical examples use different positions/situations to where they may be more appropriate	Definition of each component of fitness

What should be in the AEP

- Overview

What is needed	What is not needed /not credit worthy
Similar to Analysis section but for Skills and Decision making Why each skill is needed by the performer/sport being analysed Use criteria in guide to NEA – don't need to make skills up Level 5 says 'all of the key skills required' are covered – So all core - most advanced are same but harder - Include tactics and/or composition relevant to the activity Practical examples -use different positions/situations to where they may be more appropriate	Coaching points on how to perform the skill Not just 4 skills if awarding top bands

What should be in the AEP

- Assessment

What is needed	What is not needed /not credit worthy
Similar to Evaluation but for Skills and Decision making Skills and decision making strengths and weakness of performer being analysed - Which of skills in Overview are strengths and weaknesses How do they know? Observe at least one performance of the person competing in the activity you have chosen. a) Record their observations about the quality of the skills b) Cover a variety of the main skills for the performers position/activity Apply to practical examples from observations – - How can they back the result up with an example of when they've seen the performer exemplify it in a practical situation	Repeat of fitness strengths and weaknesses

What should be in the AEP

- Movement Analysis

What is needed	What is not needed /not credit worthy
Analyse ONE skill - Can be any but most link it to weakness to be improved in Action plan Use the 4 joints on the specification Need - 1)Joint type 2) Type of movement 3) Muscle group(s) 4) Muscle function/role Preparation phase and execution phase to show changes as skill performed Include pictures to help!	Biomechanics Information on joints not on specification – wont get penalised if use but stick to 4 on specification first!

What should be in the AEP

• Movement Analysis – Skill Continua

What is needed

Place ONE skill on the environmental
(open/closed) continuum

Place ONE skill on the Difficulty
(Simple/complex) continuum

- Can be any but most link it to weakness to be improved in Action plan
- MUST BE THE SAME SKILL ON BOTH CONTINUA

Justify the placement of the skill on both.

- Use practical examples from sport
- Higher levels will use a number of reasons
- Not just outside so open!!

What is not needed/not credit worthy

Any other continua not on specification

To help justification could add a few other skills and say not as open as because – not necessity

Action Plan

What is needed	What is not needed /not credit worthy
ONE detailed action plan Which skill or component of fitness you are improving - What is the aim? Is it Realistic/achievable? - linked to weaknesses in Evaluation or Assessment Justifications for the skill or component of fitness you have chosen to improve -Give reasons why you are targeting the skill/fitness for improvement - why is it important to performer / how will it help them? How do they know it was their weakness? Drills and practices to show how you intend to improve the skill or component of fitness chosen Coaching points – How to replicate the drill and what improvement they are focusing on Application of Principles of training – SPOR and FITT SMART goalsetting Time frame Progressive – start with performing a basic skills/fitness workout and then add to the complexity/challenge of the practice(s)/workout Risk assessment information Relevant understanding of the element chosen to improve. How can you check it worked? Might make them think about the effectiveness of the plan	More than 1 Action plan Definitions of SMART or FITT or SPOR. Useful for exam if have time! BUT application of them is more important. Loads of random 1 off drills – focus on progressing drills/workout for ONE skill/fitness

AEP assessment grid

Level	Evaluation	Analysis	Overview	Assessment	Movement Analysis	Action plan	Level
5 (17–20 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness.	produces a fully justified analysis of the importance of the different components of fitness for their chosen activity.	gives an accurate overview of all of the key skills required for their chosen activity.	gives an accurate and thorough assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.	movement analysis and classification of skill is detailed and accurate.	The learner produces a detailed and accurate action plan containing: - clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance - an excellent understanding of the principles of training - an excellent range of detailed drills and practices with coaching points - application of SMART goal setting is detailed and accurate - overall understanding of the element chosen to improve is excellent.	5 (17–20 marks)
4 (13–16 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness.	produces a justified analysis of the importance of the different components of fitness for their chosen activity.	gives an accurate overview of most of the key skills required for their chosen activity.	gives an accurate assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.	movement analysis and classification of skill is accurate.	The learner produces a detailed and accurate action plan containing: - clear identification of the specific skill/component of fitness being improved with justification based on their analysis of performance - a good understanding of the principles of training - a good range of detailed drills and practices with some coaching points - application of SMART goal setting is accurate - overall understanding of the element chosen to improve is very good.	4 (13–16 marks)
3 (9–12 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using appropriate tests for each component of fitness.	gives some justification in their analysis of the importance of the different components of fitness for their chosen activity.	gives a fairly accurate overview of most of the key skills required for their chosen activity.	gives an accurate assessment of some of their own/a peers strengths and weaknesses of their skills in their chosen activity.	movement analysis and classification of skill is fairly accurate.	The learner produces an accurate action plan containing: - identification of the skill/component of fitness being improved with some justification based on their analysis of performance - some understanding of the principles of training - a range of detailed drills and practices - application of SMART goal setting is accurate - overall understanding of the element chosen to improve is good.	3 (9–12 marks)
2 (5–8 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using mostly appropriate tests for each component of fitness.	gives limited justification in their analysis of the importance of the different components of fitness for their chosen activity.	gives a fairly accurate overview of some of the key skills required for their chosen activity.	gives a limited assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.	movement analysis and classification of skill is limited.	The learner produces a limited action plan containing: - identification of the skill/component of fitness being improved with limited justification based on their analysis of performance - a limited understanding of the principles of training - a limited range of drills and practices - some application of SMART goal setting is present - overall understanding of the element chosen to improve is basic.	2 (5–8 marks)
1 (1–4 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness, with limited accuracy, they may use appropriate tests for each component of fitness.	gives little or no justification in their analysis of the importance of the different components of fitness for their chosen activity.	gives an overview of few key skills required for their chosen activity.	makes some attempt to assess their own/a peers strengths and weaknesses of their skills in their chosen activity.	gives little or no movement analysis and classification of skill.	The learner produces a very limited action plan containing: - limited identification of the skill/component of fitness being improved with very limited justification based on their analysis of performance - a limited understanding of the principles of training - few drills and practices - limited evidence of SMART goal setting is present - overall understanding of the element chosen to improve is very limited.	1 (1–4 marks)
0	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.	0

How to use the AEP assessment grid

Assessment of AEP

Evaluation - the strengths and weaknesses of fitness components and how they know them

Analysis - justifies the importance of the fitness components of the activity

Overview - why the key skills are needed by the sport/performer

Assessment - the strengths and weaknesses of the key skills of the subject and how they know them

Movement analysis and the classification of one skill

Action plan- How to improve one of the weaknesses of the subject

	Evaluation	Analysis	Overview	Assessment	Movement analysis	Action plan	Overall
Level 5	✓			✓			
Level 4		✓			✓		✓
Level 3			✓			✓	
Level 2							
Level 1							
0							



82/6 =
13.67 =
mid level 4

$$17 + 14 + 10 + 17 + 13 + 11 = 82$$

-
- Lets look at the sections of the AEP and mark them.
 - They are from 3 different AEPs.
 - 1 Read each section
 - 2 Give each section a mark
 - 3 Get a best fit mark!

Feedback on AEP marking

	Evaluation	Analysis	Overview	Assessment	Movement analysis	Action plan	Best fit
Level 5 17 - 20			✓		✓		
Level 4 13 - 16							
Level 3 9 - 12	✓		✓				✓
Level 2 5 - 8					✓	✓	
Level 1 1 - 4							
Level 0							

Feedback on AEP – Evaluation

Evaluation – Level 3

The learner has undertaken all the fitness tests and compared the results to normative scores but has not included the correct units for all of them.

Whilst templates or writing frames of any kind may not be used, a table for the results of the tests to be inputted and then assessed, has been deemed not to be classified as one as marks are awarded for the analysis of the results and not the naming of the tests.

There is an attempt to try and practically relate a few of the results to herself and dance but they are basic.

How to Improve

Include correct units for all fitness tests.

To get higher bands it is about how they can use practical examples from observations of the subject to support or discredit the results they achieved on the fitness.

A basic example would be –

1. **Here is my results** - I got 5 in the wall toss test
2. **Use data from normative tables to assess** - According to the normative table in the textbook, this means I have poor coordination.
3. **Apply it to a sporting practical example** - I disagree with this however, as I can actually perform my dance routine coordinating my arms and legs well throughout. I think this test is less appropriate for dancers as it involves catching a ball and not moving limbs together to perform dance moves.

Provide practical examples for more/all of the fitness test results.

Feedback on AEP - Analysis

Analysis – Level 5

Covers all fitness components in detail with a variety of applications, positions and practical examples.

How to Improve

Look at rank ordering the components of fitness to the subject or other positions.

Use examples from other positions who may need the components more or less than their subject.

Feedback on AEP –Overview and Assessment

Overview – Level 3

It does cover most skills from the guide to NEA and includes decision-making aspects.

However most lack depth with only basic descriptions and coaching points that are not credit worthy.

.Overall there is fairly accurate overview with limited impacts on performance.

How to Improve

Analyse each skill/tactic saying why they are important to the participant and thus what it allows them to do effectively or what it would mean if they could not perform them in a competitive scenario.

Do not need to say how to do the skill so do not need to include coaching points but say why each skill is important to the sport.

The more key skills/tactics that the learner gives an accurate in-depth overview of the higher the band they are likely to achieve.

Assessment – Level 5

Good coverage of strengths and weaknesses of skills and includes some decision making aspects.

Accurate and thorough assessment using detailed justifications and uses success rate data to support decisions.

How to Improve

Look at rank ordering the skills to help justify which one is selected to improve in the action plan.

More tactical/decision making skills could be included.

Feedback on AEP – Assessment and Movement Analysis

Movement Analysis – Level 2 overall

Information on antagonistic pairs is not credit worthy but not penalised for including it.

Some contradiction and inaccuracies in movements occurring at the joints i.e. first says abduction at hips then flexion at both when it is in fact flexion at the left hip and extension at the right one.

Information on knees, elbows and shoulders correct.

Places different skills on the 2 continua including from different sports, so doesn't meet the criteria of placing the same skill on both. Therefore, credit can only be given for one of the continua.

No practical justifications for the placement of any of the skills just basic theory.

Anatomy stronger than the skill section for the reasons above

How to Improve

Include preparation and execution pictures for movement analysis so it is easy for them to check if their prose is correct.

Include the 4 joints in specification (both knees, hips, elbows and shoulders) for both phases.

Include all information required for each joint – Joint, Type of movement, Muscle group(s), and Muscle function/role

Whilst the skill used in the movement analysis can be different to the one placed on the continua learners MUST Place the same skill on both continuum with information and practical examples justifying the placement.

It is only a requirement that they place ONE skill on the continua but they can use other skills to support their decision and justify the placements i.e. not as many subroutines as so less complex etc.

Feedback on AEP – Action Plan

Action Plan – Level 2

A basic plan for the identified weakness of power but just a list of exercises with no coaching points and limited understanding of the application of principles of training.

Pool programme more endurance than power based though and focuses on dives and not tumble turns.

SMART goal is to improve power for tumble turns but no focus on its coaching points so lacks overall understanding of the element chosen to improve.

Good risk assessment present.

How to Improve

They should use the information from the Evaluation or Assessment sections to justify the goal they are trying to achieve.

Include coaching points for the drills and thus what they expect to see improve after each session or at the end of the action plan.

Make sure drills focus and progress on the skill/fitness identified rather than one off drills/sessions.

Drills should be progressed into an appropriate competitive scenario.

Overall – Top Level 3

Best fit marking means this sits at the top of level 3 = 12

Common issues across both papers

- 1) Important to write on lines
- 2) Write if answer continued on another page make it clear what question it is!
- a lot put page numbers rather than question
- 3) Do not repeat words question when writing answer
- 4) Use practical examples
- 5) Number of lines should be enough to write answer if concise and clear enough
- 6) All sections of specification covered in exam
- 7) Not answering multi choice or true/false questions – write something for everything
- 8) Not analysing data on graphs but describing graph instead i.e. went up and down

Helping our learners get better results

Give definitions that don't repeat words

Construct their own two variable questions along with a mark scheme to reflect explanations of both variables.

Also get pupils to make up their own two variable AO3 questions and Mark scheme.

Always be a link on 6 mark questions to other paper.

Analyse graphs – what do they tell us NOT what do they say!

STILL - Pupils need to PEE on their work

Practical examples - in a variety of sports!

Risks and hazards – know the difference.

Look at number of marks on questions

Pick out key words and ignore rest!!!