

**ENTRY LEVEL CERTIFICATE**

Specification

# PHYSICAL EDUCATION

**R463**

For first assessment in 2017

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Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website ([ocr.org.uk](http://ocr.org.uk)) and these may differ from printed versions.

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# 1 Why choose an OCR Entry Level Certificate in Physical Education?

## 1a. Why choose an OCR qualification?

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Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR Entry Level Certificate in Physical Education has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be

straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Entry Level Certificate in Physical Education is made up of 100% internally assessed tasks. The flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. These include:

- The accompanying guide to NEA which details all of the requirements for the internally assessed tasks.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in Physical Education is 603/0100/4.

## 1b. Why choose an OCR Entry Level Certificate in Physical Education?

The Entry Level Certificate in Physical Education is 100% internally assessed, with the focus of the course being on the performer and on performance. Learners choose from a wide range of activities including off-site activities for those centres and learners who may wish to follow them.

It also offers learners with a disability the opportunity to be assessed in practical activities not currently available on the specification. For further details relating to submitting activities not on the specification refer to the Special Activity Submission process (section 2.1 NEA Guide). Please note this can only be entered into for learners with specific physical disabilities, everyone else must pick from the pre-defined lists.

This practical and engaging course ensures an inclusive specification that will allow all learners to achieve their potential.

This exciting specification offers a useful alternative course to our GCSE (9–1) in Physical Education for a range of learners, in particular where use of the GCSE (9–1) may not be appropriate.

### Co-teachability

The practical activities of the Entry Level Certificate in Physical Education can be co-taught with those of the GCSE (9–1) in Physical Education. This means that

learners taking the Entry Level Certificate and GCSE (9–1) can practise and perform together for most activities.

### Practical and flexible

It's ideal when you're looking for a course with a focus on practical work and performance. It comes with plenty of choice as it offers a variety of activities which can be adapted to cater for learners with special educational needs. It's a lot more flexible too – for those learners who need access to specialist, disability sports, you can apply to include activities other than those listed.

### A carefully planned course

This specification has three Assessment Objectives which focus on the performance of the learner and their ability to analyse performance. What's more, the assessment criteria are easy to apply.

As well as mainstream centres, the Entry Level Certificate will appeal to centres whose learners have special educational and physical requirements, with some activities having been deliberately included to provide additional optional activities for learners with physical impairments. It will also appeal to centres that have limited physical activity facilities, and for “non-school” centres such as young offender institutions.

## Aims and learning outcomes

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The aims of the Entry Level Certificate in Physical Education are to enable learners to build on early experiences at KS1 and KS2 in order to further develop and apply their knowledge, skill and understanding of physical education through participating in a range of practical activities.

Learners are required to select four activities, one from the team list, one from the individual list and then their other two are a free choice. This may include selecting to Lead as one of their choices.

Learners will be required to perform effectively under applied conditions, using tactics or compositional techniques as necessary and observe the rules and conventions of the activities. In addition, learners will be required to analyse a performance in order to

determine its strengths and weaknesses, and suggest simple ways of improving the quality and effectiveness of the performance.

These requirements are very similar to those requirements in the GCSE (9–1) in Physical Education specifications.

Through their involvement in their chosen activities, learners should be encouraged to develop awareness of the strengths, limitations and opportunities presented in challenging situations.

Learners should be encouraged to work with others, develop positive attitudes and decide on roles that best suit them within physical activities. These might either as a performer or as a sports leader

### 1c. What are the key features of this specification?

This specification has been specifically designed to meet the needs of those learners in Key Stage 4 for whom courses leading to a GCSE (9–1) examination do not represent a realistic or appropriate goal.

Since it does not lead to a GCSE (9–1) qualification, there is no requirement for this specification to conform either to the general GCSE (9–1) criteria or to the PE-specific criteria for GCSE (9–1). It does, however, meet the requirements of the Ofqual common criteria and criteria for Entry Level qualifications.

The key features of OCR's Entry Level Certificate in Physical Education for you and your learners are:

- a straightforward structure with clear focused content
- a wide variety of practical activities to choose from
- learners are introduced to a range of sports enabling them to fully experience the subject
- learners will see 'where they fit in' with physical activity and sport and how to improve their performance.

## 1d. What is new in OCR Entry Level Certificate in Physical Education?

This section is intended for teachers using OCR Entry Level Certificate in Physical Education. It highlights the differences between the current Entry Level Certificate

in Physical Education (R462) and the new version for first teaching from September 2016:

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What stays the same?	What's changing?
<ul style="list-style-type: none"><li>• The course is 100% internally assessed</li><li>• The format of the assessment is the same with learners selecting 4 activities</li><li>• There are three levels of attainment</li><li>• A range of moderation options are retained (Visiting, Postal and OCR Repository).</li></ul>	<ul style="list-style-type: none"><li>• The percentage split of the course has been adjusted slightly to 80% practical, 20% Analysing Performance</li><li>• Moved from two assessment objectives to three to take into account team and individual activities</li><li>• The activity list from which you choose your sports has changed to be similar to GCSE (9–1) Physical Education</li><li>• The special activity submissions process now only applies to disability activities</li><li>• Specialist, disability sports on the list can only be undertaken by learners who meet the classification criteria of that sport</li><li>• The number of marks that the course is marked out of has changed to 100, so each sport is now out of 20, as is the Analysing Performance task</li><li>• Officiating has been removed as an option.</li><li>• The focus on healthy living and lifestyle has been removed to bring Entry Level in line with the new GCSE (9–1).</li></ul>

## 1e. How do I find out more information?

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If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask a Subject Advisor:

Email: [PE@ocr.org.uk](mailto:PE@ocr.org.uk)

Customer Contact Centre: 01223 553998

Twitter: [@OCR\\_PhysEd](https://twitter.com/OCR_PhysEd)

Visit our Online Support Centre at [support.ocr.org.uk](http://support.ocr.org.uk)



## 2 The specification overview

### 2a. OCR's Entry Level Certificate in Physical Education (R463)

Learners must complete all tasks which make up 100% of the assessment.

Content Overview	Assessment Overview	
<p>This qualification is made up of Practical Performance and Analysing Performance. Full details of the tasks can be found in <i>Entry Level Physical Education Guide to Non-Exam Assessment (NEA)</i>.</p>	<p>Practical Performance 80 Marks (Four performances, 20 marks each) Internally-assessed/ externally moderated</p>	<p><b>80%</b> of total Entry Level Certificate</p>
	<p>Analysing Performance 20 Marks Internally-assessed/ externally moderated</p>	<p><b>20%</b> of total Entry Level Certificate</p>

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## 2b. Content of Entry Level Certificate in Physical Education (R463)

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Learners will study four activities, one team, one individual and then two others of their choice.

Learners can be assessed as a leader in one of their chosen activities. Learners may choose to be assessed as a performer in all four activities or they may be assessed as a performer in three activities and then lead in the fourth.

2

Where learners choose to be assessed as a leader for one activity they may also perform in that same activity – e.g. they can be a leader in football as well as a performer in football.

It is anticipated that the practical activities may be co-taught with pupils following the GCSE (9–1) in Physical Education (J587) specifications. However, it should be recognised that in line with the National Curriculum, material may be selected from earlier key stages where this is necessary to enable learners to progress and demonstrate achievement.

As part of the course content learners will be taught to:

- develop and apply a range of basic skills and techniques in their chosen activities
- select and apply the skills, tactics/compositional ideas and team skills in their chosen activities.

These will be assessed as part of Assessment Objectives 1 and 2 using the Assessment criteria - practical activities in section 3.1 of the *Entry Level Physical Education Guide to Non-Exam Assessment (NEA)*.

Learners will also be taught how to:

- analyse their own or another's performance, identifying strengths and weaknesses and suggesting how performance may be improved.

This will be assessed as part of Assessment Objective 3 using the Analysing Performance Criteria in section 3.2 of the *Entry Level Physical Education Guide to NEA*.

In addition learners will be expected to:

- observe and implement the rules, conventions and safety requirements of the activity.

The content of what is to be taught for activities and/or leading is set out in more detail in sections 4.1, 4.2 and 4.3 of the *Entry Level Physical Education Guide to NEA*.

It is anticipated that the factors which affect performance, health, safety and training will be taught within the sessions devoted to teaching the practical activities and in sufficient detail for learners to have a clear understanding of an active lifestyle, an understanding of skilled movement and how improvements to performance might be achieved through training and exercise.

## 2c. Content of Practical Performance

### General requirements

The following general requirements apply to the teaching of Physical Education across all Key Stages.

- 1 To promote physical activity learners should be taught:
  - the importance of being physically active
  - to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
  - the need for personal hygiene in relation to physical activity.
- 2 To develop positive attitudes, learners should be taught:
  - to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
  - the various roles within an activity
  - they may be given the opportunity to lead within a practical activity, providing opportunities for others to participate

- to understand different roles with physical activities.

- 3 To ensure safe practice, learners should be taught:

- to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions
- why particular clothing, footwear and protection are worn for different activities
- to warm up for and cool down from exercise.

Learners' performance in each of their chosen practical activities is assessed using the Assessment Criteria - Practical Activities, which can be found in section 3.1 of the *Entry Level Physical Education Guide to NEA*.

If a learner chooses to lead an activity, they may also perform in this activity.

## Practical performances – approved activities

The criteria for all activities can be found in the accompanying *Entry Level Physical Education Guide to NEA on the following pages*.

Team Activity	Restrictions and allowances	Page
Association Football	Can be Five-a-side or Futsal	12
Badminton	Cannot be assessed with singles	12
Basketball		13
Blind Cricket		14
Camogie/Hurling	Cannot do both	15
Cricket	Can be indoor or outdoor	16
Dance	Cannot be used as both a Team and Individual activity	17
Gaelic Football		18
Goalball		19
Handball		20
Hockey	Can be Field Hockey or Indoor Hockey	20
Lacrosse		21
Netball		22
Powerchair Football		23
Rowing	Cannot be assessed with Sculling, Canoeing/ Kayaking	24
Rugby	Can be League, Union (7's or 15's) or Tag	24
Squash	Cannot be assessed with singles	25
Table Cricket		25
Table Tennis	Cannot be assessed with singles	26
Tennis	Can be Short tennis Cannot be assessed with singles	26
Volleyball		27
Wheelchair Basketball		27
Wheelchair Rugby		28

<b>Individual Activity</b>	<b>Restrictions and allowances</b>	<b>Page</b>
Amateur Boxing		<b>30</b>
Athletics		<b>31</b>
Badminton	Cannot be assessed with doubles	<b>12</b>
Boccia		<b>32</b>
Canoeing/Kayaking	Cannot be assessed with Sculling or Rowing	<b>32</b>
Cycling	Can be Track or Road Cycling, Mountain Biking or BMX	<b>33</b>
Dance	Cannot be used as both a Team and Individual activity	<b>17</b>
Horse Riding		<b>33</b>
Fitness Training	Can be Weight training or Circuit training	<b>34</b>
Golf		<b>34</b>
Gymnastics		<b>35</b>
Polybat		<b>36</b>
Rock Climbing	Can be indoor or outdoor	<b>37</b>
Sculling	Cannot be assessed with Canoeing/Kayaking or Rowing	<b>37</b>
Skiing	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope Cannot be assessed with Snowboarding	<b>38</b>
Snowboarding	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope Cannot be assessed with Skiing	<b>38</b>
Squash	Cannot be assessed with doubles	<b>25</b>
Swimming	Cannot be synchronised	<b>39</b>
Table Tennis	Cannot be assessed with doubles	<b>26</b>
Tennis	Can be Short Tennis. Cannot be assessed with doubles	<b>26</b>
Trampolining		<b>40</b>
Leading	Can be assessed in leading any activity on the specification	<b>41</b>

## 2c. Content of Analysing Performance

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Learners observe and assess their own practical performance or that of a peer in **one** practical activity from those permitted on the specification, including:

- analysis of the skills required in the activity
- an evaluation of the strengths and weaknesses of the performer
- suggestions on how the performance could be improved.

The evidence can be in the form of a verbal response that is filmed, or through written evidence such as a report or presentation hand out/slides.

It is expected that learners will complete this work after they have had the opportunity to develop their awareness of strengths and weaknesses through their involvement in activities.

For full details on this task and the marking of this task please refer to section 3.2 of the *Entry Level Physical Education Guide to NEA*.

## 2d. Prior knowledge, learning and progression

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- No prior learning of the subject is required.
- Progression – this Entry Level Certificate is a general qualification designed to enable learners to progress either directly to employment or to foundation level courses. The progress of some learners during the

course might be sufficient to allow their transfer to a Physical Education GCSE (9–1) course.

There are a number of Physical Education and Sports qualifications at OCR. Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

# 3 Assessment of Entry Level Certificate in Physical Education

## 3a. Forms of assessment

OCR's Entry Level Certificate in Physical Education consists of two elements that are internally- assessed by the centre and externally moderated by OCR.

Practical performance	
80% of total marks 80 marks (20 marks per activity)	Four activities are completed. This can be four as a performer, or three as a performer with one as a leader. If a learner chooses to lead they may also perform in this sport.
Analysing performance task	
20% of total marks 20 marks	Learner watches a performance of themselves or of a peer and answers questions (verbally or written) as to the strengths and weaknesses of the performance and how it could be improved.

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## 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR Entry Level Certificate in Physical Education. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate and apply relevant skills and techniques in individual physical activity and sport
AO2	Demonstrate and apply relevant skills and techniques in team physical activity and sport
AO3	Analyse and evaluate performance

## AO weightings in OCR Entry Level Certificate in Physical Education

The relationship between the Assessment Objectives and the tasks are shown in the following table:

Assessment	% of overall Entry Level Certificate in Physical Education (R463)			Total
	AO1	AO2	AO3	
Practical Performance	20–60	20–60		80%
Analysing Performance			20	20%
<b>Total</b>	20–60	20–60	20	100%

### 3c. Total Qualification Time

Total Qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided

learning hours and hours spent in preparation, study and assessment. The Total Qualification time for Entry Level Certificate in Physical Education is 120 hours.

### 3d. Assessment availability

There will be one moderation series available each year in May/June for **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

### 3e. Retaking the qualification

Learners can retake the qualification as many times as they wish.



### 3f. Internal assessment tasks

All internal assessment tasks are set by OCR.

Assessment	Set by OCR
Practical Performance	✓
Analysing Performance	✓

*Entry Level Physical Education Guide to Non-Exam Assessment (NEA)* can be found on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)

### 3g. Non-exam assessment – marking guidance

Work submitted for the Entry Level tasks should reflect the standard expected for a learner after a full Entry Level course of study.

All tasks for OCR's Entry Level Certificate in Physical Education are internally assessed and externally moderated.

Learners' work should be marked by the centre assessor to the marking criteria in the relevant table, using a 'best-fit' approach. (See sections 3.1 and 3.2 of *the Entry Level Physical Education Guide to NEA*.)

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting level descriptors that best reflect the work of the learner to place them in the appropriate level for each assessment.

To select the most appropriate mark in the band descriptor, teachers should use the following guidance:

- where the learner's work convincingly meets the statement, the highest mark should be awarded
- where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded
- where the learner's work just meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a task then the learner should be indicated as being absent from that task. If a learner completes any work at all for the task then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

### Practical Performance Assessment Grid

Level	Range and quality of skills	Decision making and rules
<b>3</b> (16–20 marks)	<p>demonstrates the ability to perform an increasing range of basic skills and techniques in the activity</p> <p>consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</p> <p>maintains good accuracy, control and fluency of skills in isolation and during performance</p>	<p>successfully selects and uses appropriate skills on most occasions</p> <p>applies appropriate tactics/strategies/compositional ideas</p> <p>demonstrates a good understanding of the rules and conventions of the activity during performance</p> <p><b>demonstrates a clear understanding of the roles they and others perform (team activities and leading only)</b></p> <p><b>communication with other player(s)/performer(s) is used appropriately (team activities and leading only)</b></p>
<b>2</b> (9–15 marks)	<p>demonstrates the ability to perform a range of basic skills and techniques in the activity</p> <p>consistently performs these skills and techniques in isolation and sometimes as part of a whole performance or in conditioned competitive situations</p> <p>maintains some accuracy, control and fluency of skills in isolation and during performance</p>	<p>successfully selects and uses appropriate skills on some occasions</p> <p>sometimes applies appropriate tactics/strategies/compositional ideas</p> <p>demonstrates some understanding of the rules and conventions of the activity during performance</p> <p><b>demonstrates some understanding of the roles they and others perform (team activities and leading only)</b></p> <p><b>some communication with other player(s)/performer(s) (team activities and leading only)</b></p>
<b>1</b> (1–8 marks)	<p>demonstrates the ability to perform a limited range of basic skills and techniques that are fundamental to the activity</p> <p>finds it difficult to perform skills and techniques consistently in isolation or as part of a performance or in conditioned competitive situations, and requires guidance</p> <p>limited accuracy, control and fluency of skills performed in isolation</p>	<p>selects and uses appropriate skills on few occasions</p> <p>rarely applies appropriate tactics/strategies/compositional ideas</p> <p>demonstrates limited understanding of the rules and conventions of the activity during performance</p> <p><b>demonstrates limited understanding of the roles they and others perform (team activities and leading only)</b></p> <p><b>rarely communicates with other player(s)/performer(s) (team activities and leading only)</b></p>
<b>0</b>	No evidence or no evidence worthy of credit.	

For skills criteria see Section 4 of the Entry Level Guide to NEA.

### Analysing Performance Assessment Grid

Section	Level 0	Level 1			Level 2		Level 3	
<b>Skills/ Techniques</b> (Up to 7 marks)	<b>(0 marks)</b> No evidence or no evidence worthy of credit	<b>(1–3 marks)</b> Demonstrates a limited understanding of some of the basic skills/ techniques required in the activity			<b>(4–5 marks)</b> Demonstrates a reasonable understanding of some of the skills/techniques required in the activity		<b>(6–7 marks)</b> Demonstrates a good understanding of most of the skills/ techniques required in the activity	
	0	1	2	3	4	5	6	7
<b>Strengths &amp; Weaknesses</b> (Up to 7 marks)	<b>(0 marks)</b> No evidence or no evidence worthy of credit	<b>(1–3 marks)</b> Demonstrates a limited ability to identify basic skill/technique strengths and weaknesses of the performance observe			<b>(4–5 marks)</b> Demonstrates an ability to identify a range of basic skill/technique strengths and weaknesses of the performance observed		<b>(6–7 marks)</b> Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed	
	0	1	2	3	4	5	6	7
<b>Improvements</b> (Up to 6 marks)	<b>(0 marks)</b> No evidence or no evidence worthy of credit	<b>(1–2 marks)</b> Demonstrates an ability to make limited suggestions on how to improve the performance observed		<b>(3–4 marks)</b> Demonstrates an ability to make reasonable suggestions on how to improve the performance observed		<b>(5–6 marks)</b> Demonstrates an ability to make good suggestions on how to improve the performance observed		
	0	1	2	3	4	5	6	

### 3h. Calculating qualification results

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A learner's overall qualification grade for OCR Entry Level Certificate in Physical Education will be calculated by adding together their marks from the two tasks taken to give their total mark. This mark

will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at <http://www.ocr.org.uk/administration>.

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an Entry Level Certificate in Physical Education must be entered for R463.

Entry options		Components		
Entry code	Title	Code	Assessment type	Submission method
R463 A	Physical Education	01	Non-exam assessment	OCR Repository
R463 B	Physical Education	02	Non-exam assessment	OCR Postal Moderation
R463 C	Physical Education	03	Non-exam assessment	OCR Visiting Moderation

## 4b. Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR; for further information please read the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements and Reasonable Adjustments*. There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to pages 96–97 in relation to Entry Level Certificate.

Subject to any specified qualification restrictions, if a centre has approval from Access Arrangements Online for access arrangements for a GCSE or GCE learner, this approval extends to Entry Level Certificate qualifications.

Ensuring access to Physical Education for disabled learners can pose a particular challenge for centres. This section aims to work alongside JCQ regulations on Access Arrangements to provide greater detail and advice in this area.

Two guiding principles underpin any consideration of what reasonable adjustments or access arrangements OCR can agree to; one is the needs of the learner and the other is the competence standards being assessed by the qualification.

Reasonable adjustments aim to create a level playing field in which disabled learners are able to demonstrate their ability; any arrangements put in place must not compromise the competence standards; more specifically in the area of Physical Education all learners must be able to demonstrate practical skills.

Centres wishing to enter a disabled learner who will require reasonable adjustments for Physical Education must instigate a dialogue with OCR **before** the start of or at an early stage in the course. There are two options available:

1. Submitting for a special activity e.g. the centre could produce criteria for swimming which is relevant to the learners' particular needs and disability category within the activity whilst demonstrating comparability with the existing swimming criteria. Alternatively, criteria may be submitted for an established disability sport such as Wheelchair Athletics. Centres should refer to section 2.1 of the guide to NEA for further guidance on making a Special activity submission.

2. Writing to OCR's Special Requirements Team Manager detailing what the learner is able to do and how the activities will be customised in order to meet the Assessment Objectives

In both cases a dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Centres should identify any access issues which may affect learners at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all learners to making appropriate choices.

Additionally, access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

### Access Arrangements for Entry Level Certificate in Physical Education.

<p>The arrangements listed on the right may be granted by the centre and do not need to be recorded.</p> <p>Evidence of need is not required to be held on file.</p>	<ul style="list-style-type: none"> <li>• Amplification equipment, taped questions and responses</li> <li>• Bilingual dictionary</li> <li>• Braille</li> <li>• Braille of non-secure assessment material</li> <li>• Closed Circuit Television (CCTV)</li> <li>• Colour naming by the invigilator for learners who are colour blind</li> <li>• Coloured overlays</li> <li>• Low vision aid/magnifier</li> <li>• Prompter</li> <li>• Read Aloud</li> <li>• Separate invigilation (within the centre)</li> <li>• Supervised rest breaks</li> <li>• Transcript</li> <li>• Word Processor (with spell check and grammar check disabled)</li> </ul>
<p>Where permitted by the specification, the arrangements listed to the right may be granted by the centre without prior approval from OCR, but a Form 11 (JCQ/EL/NF) must be completed and kept on the centre's files.</p> <p>Form 11 is available from <a href="http://www.jcq.org.uk">www.jcq.org.uk</a>.</p>	<ul style="list-style-type: none"> <li>• Computer Reader</li> <li>• Extra time in timed components</li> <li>• Practical Assistant</li> <li>• Reader</li> <li>• Scribe/Speech Recognition Technology</li> <li>• Sign Language Interpreter for front page instructions only</li> </ul> <p>The Form 11 (JCQ/EL/NF) must list the names and numbers of learners who were granted any of these arrangements.</p>

The access arrangements detailed above may be appropriate for learners with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. Reasonable adjustments which may be appropriate for learners with disabilities have not been listed; applications should be made on an individual basis to OCR. Applications received will be considered in the context of the standards which must be met in each unit and the evidence of need. Applications should be made to the Special

Requirements Team at OCR ([ocrspecialrequirementsteam@ocr.org.uk](mailto:ocrspecialrequirementsteam@ocr.org.uk)). The JCQ document *A Guide to the Special Consideration Process* document should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition or injury, at the time of the examination/assessment. For Entry Level Certificate applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange.

## 4c. Admin of non-exam assessment

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Regulations governing arrangements for internal task are contained in the JCQ *Instructions for conducting non-examination assessments*.

OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that learners are required to reach their own judgments and conclusions. When supervising internally assessed tasks, teachers are expected to: offer learners advice about how best to approach such tasks exercise supervision of the work

in order to monitor progress and to prevent plagiarism ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures. Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require learners to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each learner's work with confidence.

4

### Levels of support

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Please refer to Sections 3.1 and 3.2 of the Guide to NEA for guidance on this.

### Authentication of learner's work

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Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre

inspection service. It must be kept until the deadline has passed for centres to submit a review of results (RoR). Once this deadline has passed and centres have not requested a RoR, this evidence can be destroyed.

### Head of Centre Annual Declaration

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The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.



## Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

OCR's Entry Level in Physical Education requires learners to complete non-examined assessment. This

is an essential part of the course and will allow learners to develop skills for further study or employment.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>.

## Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the task from that centre.

## Moderation

The purpose of moderation is to bring the marking of internally assessed tasks in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are 10 or fewer learners, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The moderation for Entry Level Physical Education will be conducted in one of three ways:

**Moderation via the OCR Repository** – Where you upload electronic copies of the work included in the sample to the OCR Repository and your moderator accesses the work from there.

**Postal moderation** – Where you post the sample of work to the moderator.

**Visiting moderation** – Where we visit your centre or set up a cluster group visit.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the tasks. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's folder. For more information on the evidence required for moderation, see section 5d Files.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally assessed assessments.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work.

Full details of the visiting moderation process can be found in the *Entry Level Physical Education Guide to NEA*. See appendix 5d for files requirements.

## 4d. Results and certificates

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### Grade Scale

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Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Learners who fail to reach the

minimum standard of Entry 1 will be Unclassified (U). Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

### Results

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Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results' information for each learner:

- the grade for the qualification
- the total mark for each task.

The following supporting information will be available:

- grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Entry Level Certificate in Physical Education'.

## 4e. Post-results services

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A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of their moderation.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

## 4f. Malpractice

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It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or learners, to OCR [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice

promptly, and report the outcomes to [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

Further information is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk).

## 5 Appendices

### 5a. Awarding of grades

The grades awarded for the Entry Level Certificate in Physical Education will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

### 5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) in Physical Education, although the assessment requirements are different.

### 5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally

dependent on the style of teaching and learning adopted for each unit.

**The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.**

Unit	C 1	AoN 1	IT 1	WwO 1	IoLP 1	PS 1
R463	✓		✓	✓	✓	✓

## 5d. Files

**If you are being moderated via a visit then your moderator will see your performances on the day and you will not need to submit files to OCR.**

**If you are not being moderated via a visit you will need to submit files to OCR, either postally or via the OCR Repository.**

All centres entering learners for the OCR Entry Level Certificate in Physical Education must submit a sample of learners' performance and/or task as evidence for moderation. Learners' evidence can be submitted electronically via the OCR Repository or submitted for postal moderation. See section 4a for the relevant entry codes.

All the Entry Level Physical Education tasks are internally assessed. They are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May on an annual basis, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The sample will consist of 10 learners from across the centre's attainment range. Where 10 learners or fewer are entered for the qualification, the centre will submit files for all learners. Files submitted for moderation should be clearly labelled and include the following details:

- Centre number
- Centre name
- Candidate number
- Candidate name
- Task title.

Each learner's file should include a cover sheet with a details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each learner's file.

Each learner file should contain the following evidence and should be submitted for each learner in the sample:

- The practical activity/activities requested
- The Analysing Performance

## Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer
September 2018	1.2	4a	Pre-assessment	Updated entry codes
January 2019	1.3	3c	Total Qualification Time	Insertion of new section
January 2020	1.4	i) 4c ii) 4e	i) Admin of non-exam assessment ii) Post-results services	i) Enquiries about results changed to Review of results ii) Enquiries about results changed to Review of results  Update to specification covers to meet digital accessibility standards.
January 2021	1.5	3c	Total Qualification Time	Typo corrected from 140 to 120 hours





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