

OCR A LEVEL PE: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE **8883**

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the three OCR written papers in A-Level Physical Education, each year many marks are lost because of poor exam technique or quite simply students not knowing exactly what a question is asking for.

This course will look at the different types of questions featured across the Physiological Factors, Psychological Factors and Socio-cultural Issues exam papers and how the initial reading and dissecting of a question is key to actually answering the question in the way that the question setter intended it to be answered.

There will be examples of answers from across all three theoretical units to illustrate the differences between high scoring answers and mediocre answers, which, when grade boundaries are very 'tight', could mean the loss of one or more grade.

Other common exam technique errors will also be addressed and strategies introduced to help students monitor improvement in their exam technique.

A methodology for marking, grading and evaluating student work will be introduced.

PROGRAMME

TIME

Introduction to ways to prepare students for examination

10.00 – 11.00am

- Overview of good practice in preparation for any exam series; reflection, knowledge and skills audit, action plan, set targets and reflect/review regularly using trackers, long term planning, question matrix per each topic/paper, revision aids.
- Using historical centre based information on OCR's Active Results to address issues with the current cohort
- Identifying the common pitfalls that students make at both ends of the ability spectrum and ways to avoid this.

Discussion: coffee break

11.00 – 11.15am

Exploring the different type of questions across the three exam papers

11.15 – 12.30pm

- Identifying the range of question types; multiple choice, short structured, longer structured, data response and extended synoptic questions
- Developing student's exam skills; scaffolding, fill in gaps, part paragraphs, so-called model answers, write a mid-band response, structure strips, essay feedback sheets, using technology (visualisers), and developing literacy.
- Deepening the understanding of command words and the impact on an answer and subsequent marks gained when the command word in a question is not accurately addressed

Lunch and informal discussion

12.30 – 1.30pm

Extracting the correct information from the question

1.30 – 2.30pm

- A question is more than just a test of subject knowledge – how to ensure that students dissect a question correctly
- Strategies to standardise the dissection of a question across all three theoretical units, irrespective of the member of staff delivering the area of the specification
- Strategies for selecting appropriate content and utilising effective presentation for both structured and extended synoptic questions
- How students can monitor their own exam technique in homework and assessment tasks

Discussion: afternoon tea

2.30 – 2.45pm

Accurate staff and peer marking

2.45 – 3.45pm

- Marking exercise and standardisation opportunity; specifically focusing on over generous or too harsh marking, what breadth and depth truly means, how to use context appropriately, positive marking and to mark like an examiner.
- The use of appropriate and meaningful annotation to give students the greatest amount of accurate information to help them improve their answers

LOCATION/DATE

London

Tuesday 27 February 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- Heads of PE Departments
- Teachers who deliver any of the three theoretical units for OCR A-Level Physical Education

BENEFITS OF ATTENDING

- Identify the main areas where students lose marks when answering exam questions
- Identify the range of question types across all three theoretical units
- Focus on how to extract information from a question to allow access to all the marks available
- Analysing how; a lack of examples, repetition of information, failure to focus on key terms, insufficient points and vague comments can impact the final outcome
- Develop strategies for student self-monitoring and evaluation of their exam technique
- Develop an understanding of accurate staff and peer marking