

Teaching guide: Non-exam assessment (NEA)



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This guidance has been produced to support you with the delivery of the non-exam assessment (NEA) for [A-level Physical Education \(7582\)](#). It is not intended to replace the specification document but should be used in conjunction with it.

Summary of the NEA

The NEA aspect of the qualification requires learners to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques outlined below.

This aspect of the specification requires learners to:

- perform a range of skills and techniques in physical activity and sport
- make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport
- apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance
- evaluate performance in physical activity and sport, applying relevant knowledge and understanding.

There are two aspects to the NEA:

1. Performance assessment (practical performance)
2. Performance analysis assessment (analysis and evaluation).

The performance assessment will be moderated by visiting moderation. The performance analysis and evaluation assessment will be collected by the moderator and moderated outside of the moderation visit. For any activities that cannot be replicated live at moderation, centres must ensure that audio-visual evidence is available.

It is not mandatory to record all learner activities, but we recommend that centres collect, where they can, video evidence of their learners' performances during the course of normal teaching in case visiting moderation is unable to proceed as planned for any reason, or in case a learner's situation changes.

Centres may also wish to film learner activities if they feel that learners would be unable to replicate their performance (to match the awarded mark) at live moderation. All live evidence shown on the day should be recorded by the centre. If you do not have audio-visual evidence from live performances, you will not be able to submit a post-results enquiry.

All work submitted must be original and specific to this qualification; a learner cannot submit the same piece of work for more than one qualification.

Work must be from the summer before commencing A-level study onwards.

Assessment

Performance assessment (practical performance)

Learners are assessed in one activity in the role of player/performer or coach in a fully competitive context. They will be assessed in three areas of assessment, as listed in the specification (Section 4.5).

Learners can be assessed only in the activities identified in the specification, which are those stipulated in the Department for Education's (DfE) *GCE AS and A level activity list for physical education*. Learners cannot be assessed in any other activity.

The competitive context

Learners are required to be assessed in the fully competitive context of their chosen activity and role. The table below outlines the expectations of what meets a competitive context across all of the activity areas.

Activity	Competitive context
Rock climbing	Rock climbing can be undertaken in the formal or competitive context.
Dance	Dance must be performed in the presence of a visible audience (minimum of 10) and the genre taken from the list of permitted genres in the specification.
Diving Individual gymnastics Trampolining Acrobatic gymnastics Figure skating	There must be evidence of judging. Tariff details are required.
Net players	Net players must play using the correct scoring and serving rules/rotations with the recognised points being played for. The minimum permitted is 1 set tennis, 1 game badminton/volleyball/table tennis. Umpiring should be in place, although self-officiating is acceptable if the learner(s) has the appropriate knowledge to do so.
Cricket	There must be evidence of umpiring. (It is good practice to support batting/bowling with a copy of the scorebook.)

Activity	Competitive context
Invasion games and boxing	There will be officials (i.e. a referee) present, and competition duration will be age/competition specific. Invasion games should be completed in line with national governing body (NGB) guidelines, e.g. heading in association football should be completed in line with the FA guidelines. Boxing must adhere to the guidance set out by England Boxing.
Golf	This should be 18 holes stroke play, or 18 scheduled holes for match play. It can be individual playing against par (lowest level of competition) or against opponents.
Equestrian	There should be evidence of other performers (jumping), and dressage score sheet in AA1. It is good practice to clarify fence heights in AA2.
Cycling Athletics Swimming Rowing Sculling Kayaking Canoeing Skiing Snowboarding BMX Sprint triathlon Sailing Windsurfing	These will involve time keeping/measuring while making it apparent that other competitors are in attendance.

In all of the above there must be a desire by the learner to win/perform to their optimum level. This will be assessed under the level of motivation/or competitive context strand of the levels of response grids.

Coaching

Learners who choose the role of coach are required to:

- analyse, modify and refine the performance of an individual or small group in **one core AND one advanced skill/tactic** in **EACH** area of assessment
- deliver a planned progressive session to modify the chosen skill so that performance of this skill is refined.

The coaching process has three stages:

1. Analysis in competition.
2. Refinement and subsequent modification.
3. Return to competitive context.

Analysis in competition

The learner will base their analysis on a live or recorded performance in the fully competitive context. The learner analyses each of the skills/tactics evidenced in the performance, identifying both strengths and weaknesses, culminating in a conclusion of which skill(s) they will be trying to modify/refine and improve through their coaching.

Learners should have evidence of the fully competitive context available if submitting audio-visual footage of themselves coaching. This enables you and the moderator to see if the learner has analysed appropriately the strengths and weaknesses in the initial competitive context. This is different to the expectations of the analysis section of the performance analysis assessment, which requires a focus mainly on weaknesses.

Learners can present their initial analysis in the following ways:

1. video presentation – talking through the analysis they have undertaken based on relevant fully competitive footage
2. written summary of the analysis
3. (live) verbal analysis to the moderator after the initial competitive context has been completed. If this is chosen on the day of moderation, you must ensure that you record this. Verbal analysis **must not** take the form of a question and answer dialogue between teacher and learner.

Refinement and subsequent modification

The learner must then deliver a coaching session(s) to address the weaknesses they have chosen to focus on. Learners may choose to do the following:

1. break the coaching session into two parts – part 1 for the core skill/tactic and part 2 for the advanced skill/tactic
2. choose to complete two separate coaching sessions: session 1 for the core skill/tactic and session 2 for the advanced skill/tactic
3. complete one session that enables them to address both core and advanced skills/tactics simultaneously where they are linked, e.g. hockey, improving both open side and Indian dribbling.

Return to competitive context

The learner must also provide post-coaching footage of the individual or group **back in the competitive context** to illustrate where refinement/improvement has occurred in the techniques/tactics focused on.

You should pay particular attention to the **levels of response grids (page 37–48)** to ensure that you understand that the coaching role focuses on the following aspects:

Area of assessment 1 and 2 (AA1 and 2)

1. Analysis of core and advanced skills in full competitive/performance context.
2. Success in analysing, modifying and refining of skills to progress and modify performance.
3. Level of coaching competency while refining and modifying advanced skills.
4. Communication skills.
5. Use of terminology and language in order for performer to understand.
6. Choice of activity used to modify and refine performance.

Area of assessment 3 (AA3)

1. Level of motivation.
2. Success in analysing, modifying and refining of tactics/strategy to progress and modify performance.
3. Level of coaching competency while refining and modifying tactics/strategy.
4. Communication skills: use of terminology and language in order for performer to understand.
5. Choice of activity used to modify and refine performance.
6. Progress of performers. Ability to apply refined core/advanced tactics/strategy/choreography. Progress as a result of analysis and modification from the coach.

Guidance for best practice during the coaching session

Teachers should ensure that:

- learners are responsive to the performer(s) and do not simply undertake a pre-planned coaching session regardless of how the performer(s) is responding
- the learner clearly identifies the skill(s)/tactic(s) that is the focus of the coaching
- the learner recognises technical/tactical errors and refines them as they progress through the coaching session
- learners continue to analyse well, seeing (new) performance strengths and developing weakness(es) that begin to occur/still remain
- learners begin the coaching session from an appropriate starting point based on the performer's ability
- learners identify quickly errors that require improvement in the execution of skills/tactics
- learners explain the activities used to coach the performer(s) so they can undertake them without hesitation. They may use verbal and/or non-verbal prompts to do this
- learners provide specific feedback on technical/tactical execution, checking the understanding of the performer(s) through questioning
- performers are able to interpret the coaching expectations when technical language is used, and that technical language is appropriate for the ability level of the performer(s).

Performance analysis assessment

Learners are required to analyse and evaluate, using appropriate theoretical content from the specification, a performance as either player/performer or coach, in one activity from the specification.

Learners can analyse and evaluate their own performance or the performance of another, as long as it is an activity from the specification.

The activity being used for the analysis and evaluation does not have to be the same activity that the learner is submitting for their performance assessment (practical performance).

Analysis of performance

Learners will identify and explain two weaknesses – one from Area of assessment 2 (AA2) and one from Area of assessment 3 (AA3).

The weaknesses can be in their own performance or the performance of another as long as it is an activity that is from the specification.

In the analysis section, for each area of assessment, learners may choose just one weakness (to show depth of knowledge) or they may choose to discuss more than one weakness (to show breadth), but learners must analyse weaknesses **consistently** in order to meet the bands in the assessment criteria.

Weaknesses must:

- come directly from the core or advanced skills/tactics at A-level
- be from a competitive context
- be analysed in relation to the desired outcome (this may be a comparison to an elite performer, correct technical model or own/others' successful performance).

Explaining depth

A learner analysing AA2 in football identifies one technical weakness from the specification: e.g. heading for distance and height. They analyse this, discussing errors such as lack of knee flexion when preparing to jump, poor connection through using the wrong part of the head, not using arms to gain leverage and taking off from a static position.

With all of these, the learner **directly compares** the weakness, comparing all of the errors, to a correct technical model or elite performer or when the learner performed the header successfully. They explain how each error in the weakness has an impact on their performance in the competitive context. They may find images taken from the competitive context being analysed useful to support this (but this is not compulsory).

Explaining breadth

A learner analysing AA2 in football identifies four technical weaknesses, which are four separate skills in the specification: e.g. lacking height on clearance headers as a result of poor timing, ineffective block tackling as a result of body position in preparation to tackle, clearances lacking distance due to poor striking execution and clearances lacking accuracy due to the angle at which they strike the ball. As they have chosen to approach the task this way, they should analyse each weakness **consistently**.

With all of these, the learner **directly compares** all of the weaknesses to a correct technical model or elite performer or when the learner performed the skills successfully. They explain how **each** weakness has an impact on their performance in the competitive context.

The learner should use appropriate and correct technical terminology consistently. This can be in the form of anatomical language when appropriate, or in the form of technical terms.

Learners should **avoid** the following:

- including theoretical references or explanations
- using diagrams to explain analysis that is not from the competitive context
- talking generally about a weakness(es)
- explaining strengths in performance.

Evaluation of performance

For the evaluation section, learners will demonstrate their knowledge of theoretical cause(s) and correction(s) for the weakness(es) from AA2 **and** the weakness(es) from AA3. Learners must demonstrate **depth** of theoretical understanding across **both** weaknesses.

All causes and corrective measures used by the learners must be from the theoretical content within the specification (using the specification code to signpost). No marks can be awarded for aspects relating to the cause/corrective measure if selected from topics outside of the specification.

Learners should clearly identify the cause from the specification as this indicates to the assessor the depth of theory that should be covered.

Examples

Learner A identifies **arousal** (3.2.3.1.3) as the cause for the weakness analysed. In line with the specification, they need to cover the three theories of arousal, the zone of optimal functioning and peak flow experiences. In order to link the cause to the weakness, these need to be used to explain the weakness, with regular references to the impact on the competitive context.

Learner B identifies **psychological refractory period** (3.1.2.5.2) as the cause for the AA3 weakness analysed (not deciding when to tackle/jockey). The learner is only expected to deal in depth for this topic and does not have to discuss other aspects of this part of the specification. Again, in order to link the cause to the weakness, the learner needs to explain the weakness, with regular references of how the cause had an impact on the competitive context.

For each of the causes identified, a relevant corrective measure(s) for the weakness(es) should be identified and linked back to the cause(s) using theory from the specification. It will also link to the cause by explaining how it will address the cause, showing an understanding of the theory. The learner should explain why this corrective measure(s) was selected. They should provide a clear explanation of how the corrective measure will respond to the cause.

For example, a performer lacking the recruitment of fast glycolytic fibres may select muscle fibre characteristics and recruitment as a cause. The corrective measure must demonstrate how it will improve the characteristics of these fibres, such as improved fatigue resistance, increased glycogen store or increased contractile force. Additionally, if a learner chooses a stress management strategy or strategies as a corrective measure, they must explain how it will impact on cognitive or somatic stress, i.e. the ability to reduce heart rate or muscle tension. They should include detail of what will be done, when it will be done and how it will be done (much like an exercise training plan). This will include the impact it will make on technical (AA2)/tactical (AA3) performance.

Learners should **avoid** the following:

- covering a variety of causes and corrective measures to show breadth
- talking generally about what could have caused the weakness(es) or what could be done to improve the weakness(es)
- choosing content NOT on the specification.

Using technical terminology

The level of technical language should permeate both the analysis and evaluation sections of the work. Learners should use appropriate terminology that a performer/coach would associate with that sport/activity. Learners may often go on to explain that specific term in depth e.g. 'bowling a Yorker' – the learner may explain how the technique differs from a normal delivery, and what the resultant ball bowled looks like in terms of line and length. Explaining key technical terms will indicate the learner's level of technical knowledge.

In the analysis section, learners will have to demonstrate their level of technical knowledge by how well they understand errors in technical/tactical performance. This is often demonstrated by how aspects of skills/tactics affect other elements of execution of skills/tactics, and the resultant impact on performance. An example may be around grip and backswing in tennis; how errors in this aspect of technique contribute to errors when striking the ball, and the ability to impart spin as desired, and the effect this has on shots played and performance in specific rallies. Learners who do this well will understand the subroutines of their appropriate skills.

It would be expected that learners draw upon knowledge of the correct techniques by comparing the technical/tactical errors to the successful execution of elite performers or other successful performances. Some learners may choose to compare errors to their own successful executions (or those of whoever they are analysing). For example, a swimmer may compare their unsuccessful turns late in an 800 m race to their successful turns towards the start of the race, or successful turns executed by an elite performer.

Anatomical language should be used where appropriate when analysing weaknesses, e.g. the swimmer may talk about the flexion and extension of a key joint during the analysis of the swimming turn, and muscles that bring about these actions.

Presenting work

Learners can choose to complete their analysis and evaluation verbally as an interview or as a written piece of work. It is possible to do the analysis verbally and evaluation written (or vice versa). Teachers should follow up-to-date guidance on how to conduct NEA work as available on the [JCQ website](#). Any use of artificial intelligence (AI) must be acknowledged and referenced appropriately – see our [Notes and guidance: Artificial intelligence guidance](#).

Written work

- It is preferable that written work is typed.
- Written work can be completed in stages and outside of lesson time – e.g. at home.
- Written work must be available for moderation. The analysis and evaluation work of those learners selected must be available for moderation purposes.

Verbal interview

- Verbal interviews should be conducted at a time set by the teacher.
- Learners can bring written notes to the verbal interview, but these should not simply be read verbatim as a script. Learners can bring in summary cards, mind maps or bulleted notes to their verbal interview.
- Questions from teachers should be open questions and should not lead learner answers, i.e. assist with the content. Questions should allow learners to follow the designated process of the work.
- The interview must be evidenced by an audio-visual recording, which must be available for moderation. The interview should only be conducted once at a set time and date.

Feedback and control

Learners do not need to be directly supervised at all times, but you must ensure that there is sufficient supervision of every learner to enable their work to be authenticated, i.e. that the work that an individual learner submits for assessment is their own. Work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the learner's own.

In terms of providing feedback to learners on their work, you may review learners' work and provide oral and written advice at a **general** level and then allow learners to revise and re-draft work. This advice should relate to general aspects of the process, not specific elements of content. General advice of this nature **does not** need to be recorded or taken into account when the work is marked.

However, if you give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria
- give detailed feedback on errors and omissions which limits learners' opportunities to show initiative themselves
- intervene personally to improve the presentation or content of work;

then you **must** record this assistance and take it into account when marking the work.

Annotation should be used to explain how marks were applied in the context of the additional assistance given.

You must not provisionally assess work and award a mark and then allow the learner to revise it.

The JCQ [Instructions for conducting non-examination assessments](#) provides further guidance about providing advice and feedback.

Levels of response grids

Learners are assessed against the relevant levels of response grids, as either player/performer or coach, for each area of assessment. The levels of response grids are provided in the specification. The levels of response grids provided in this guide (from page 37) have been generated to help you to allocate marks on a 'best fit' principle. They are intended to help you recognise which of the 'levels' best represents a learner's ability against the aspects of performing/coaching in each of the assessment areas.

A practical performer is to be assessed in:

- the level of core skills or tactics demonstrated in the competitive context
- the level of advanced skills or tactics demonstrated in the competitive context
- the accuracy/success of all skills
- how well the advanced skills were applied in the competitive context
- competence in the competitive context
- evidence of physical fitness
- evidence of psychological focus.

There are 15 marks available for each area of assessment. You may like to use these grids in the form of a tick sheet. **No actual marks are awarded for each column on the grid**, but separating out the required evidence in this way will help you identify the most appropriate level for the performance being assessed.

Examples

Learner A: Football performer (AA2)

A-level Performer: Area of assessment 1 and 2

Level	Mark	Level of core skills	Level of advanced skills	Accuracy/success of all skills	Application of advanced skills	Competence in performance context	Evidence of physical fitness	Evidence of psychological focus
5	13-15	Excellent level of core skills/techniques.	Very good level of advanced skills/techniques.	Excellent accuracy/success.	Frequently used successfully.	Excellent levels of technical competence even at the highest levels of competition.	Excellent in almost the entire duration.	Excellent in almost the entire duration.
4	10-12	Very good level of core skills/techniques. ✓	Good level of advanced skills/techniques.	Very good accuracy/success.	Frequently used, often successfully.	Very good levels of technical competence even at high levels of competition. May make errors in challenging situations.	Very good throughout most of performance.	Very good throughout most of performance.
3	7-9	Good level of core skills/techniques.	Moderate level of advanced skills/techniques.	Good accuracy/success. ✓	Applied inconsistently.	Good levels of technical competence high levels of competition. Sometimes makes errors in more challenging situations	Good levels evident, although there may be some deficiencies. ✓	Good levels evident, although there may be some deficiencies. ✓
2	4-6	Moderate level of core skills/techniques.	Limited level of advanced skills/techniques. ✓	Moderate accuracy/success. Not always consistent.	Occasionally used but rarely successful. ✓	Moderate levels of technical competence in competitive situation. Often makes errors in the more challenging situations. As the challenge increases the level of competence lowers significantly.	Moderate levels evident, though there are some deficiencies.	Moderate levels evident, though there are some deficiencies.
1	1-3	Limited level of core skills/techniques.	No advanced skills demonstrated.	Limited accuracy/success.	Clear lack of consistency. Does not demonstrate advanced skills/techniques.	Limited level of technical competence, and nearly always makes errors in more challenging situations.	Rarely evident.	Rarely evident.
0	0		Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

It is likely that you would award a mark between the bottom of band 3 and the top of band 2 for this learner.

A coach is to be assessed in:

- the level of motivation
- success in analysing, modifying and refining of tactics/strategy to progress and modify performance
- level of coaching competency while refining and modifying tactics/strategy
- communication skills: use of terminology and language in order for performer to understand
- choice of activity used to modify and refine performance
- progress of performers. Ability to apply refined advanced tactics/strategy/choreography. Progress as a result of analysis and modification from the coach.

Learner B: Tennis coach performer (AA3)

A-level Coach: Area of assessment 3

Level	Mark	Level of motivation	Success in analysing, modifying and refining of tactics/strategy to progress and modify performance	Level of coaching competency whilst refining and modifying tactics/strategy	Communication skills Use of terminology and language in order for performer to understand	Choice of activity used to modify and refine performance	Progress of performers Ability to apply refined advanced tactics/strategy/choreography Progress as a result of analysis and modification from the coach
5	13–15	Excellent level of motivation. ✓	Excellent levels of consistency, accuracy and success are clearly evident. ✓	Maintains an excellent level of coaching competency even when refining and modifying advanced tactics/strategies. ✓	Excellent communication skills are clearly evident, normally using the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. ✓	Normally suitably designed and delivered with an excellent level of success even when working with learners using advanced tactics/strategies. ✓	Performers are able to accurately apply the refined advanced tactics/strategies with few errors. Performers make excellent progress thus demonstrating excellent analysis and modification from the coach. ✓
4	10–12	Very good level of motivation. ✓	Very good levels of consistency, accuracy and success are clearly evident. ✓	Maintains very good levels of coaching competency even when refining and modifying advanced tactics/strategies. ✓	Very good communication skills are clearly evident, usually using the relevant technical terminology and usually demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. ✓	Sometimes suitably designed and delivered with a very good level of success. Sometimes makes errors when developing advanced tactics/strategies. ✓	Performers are able to accurately apply the refinement with some errors evident when attempting to apply advanced tactics/strategies. Performers often show very good improvement, demonstrating very good analysis and modification from the coach. ✓
3	7–9	Good level of motivation. ✓	Good levels of consistency, accuracy and success are clearly evident. ✓	Often fails to maintain competence when refining more advanced skills. ✓	Good communication skills are clearly evident, frequently using more advanced relevant technical terminology and frequently demonstrates the ability to adapt this language to ensure the performer understands. ✓	Frequently suitably designed and delivered with a good degree of success. Frequently fails to maintain competence when working with learners developing advanced tactics/strategies. ✓	Performers are frequently able to accurately apply refinements but with errors evident when attempting to apply advanced tactics/strategies. Performances frequently show good improvement, demonstrating good analysis and modification from the coach. ✓
2	4–6	Moderate level of motivation. ✓	A moderate level of consistency, accuracy and success is evident. ✓		Moderate communication skills are evident. The performer may misunderstand the coach's comments and directions. ✓	Occasionally designed and delivered successfully. ✓	Performers are able to occasionally apply some of the refinements but with errors occasionally evident. Performances occasionally show good improvement, demonstrating good analysis and modification from the coach. ✓
1	1–3	Limited level of motivation. ✓	Limited levels of consistency, accuracy and success evident. ✓		Limited communication skills are used – technical terminology is rare, basic and lacks explanation. ✓	Rarely designed and delivered successfully. Rarely fails to maintain competence when working with learners using basic tactics/strategies. ✓	Performers are able to apply some of the refinements but with errors highly evident. Performance shows limited improvement demonstrating moderate analysis and modification by the coach. ✓
0	0		Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

It is likely that you would award a mark between the middle and bottom of band 5 for this learner.

Teacher online standardisation (T-OLS)

Further guidance on assessing your learners is available on our [teacher online standardisation \(T-OLS\) site](#). Here, you can see a range of practical and written performances that have been marked by the lead moderator. You can mark the samples yourself and then compare your marks with the marks and comments of the lead moderator.

NEA advisers

Your NEA adviser will also be able to help with all aspects of the NEA. Further guidance can be found on our [NEA adviser service page](#).

We send NEA adviser contact details to exams officers from mid-September at the start of each academic year. If you do not have an assigned adviser, please contact eos@aqa.org.uk

Special requirements/injury

Access arrangements

Access arrangements enable learners with special educational needs, disabilities or temporary injuries to take our exams and assessments.

Adaptations and reasonable adjustments to activities

Any of the listed NEA activities may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability.

It's important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; often it is the context of the performance which changes, such as the use of adapted equipment or rules and regulations. In some cases, a particular move or technique required in an activity can be substituted for a suitable alternative, as appropriate. Each learner will have specific individual needs. Centres will need to look at the skills and competencies required for their chosen activity and consider how it might be adapted to allow the learner to access it. If there is a particular skill that the learner cannot be assessed in, the centre will need to outline alternative skills, of comparable standard and demand, that could be assessed. These alternatives must be based on what an individual with that disability could reasonably be expected to demonstrate within the activity and not be tailored to the learner's individual level of capability.

Centres can contact their NEA adviser to discuss this, and they may also wish to consider the guidance from NGBs or other external parties such as instructors or sport providers in relation to suitable adaptations.

Each request will be considered on an individual basis and we aim to approve any adaptations that enable the learner to access the activity and demonstrate their abilities. Adapted activities must be approved by AQA before they can be accepted for assessment.

All proposals for adaptations should be submitted to your NEA adviser. We will then be able to discuss your proposal with you.

Further guidance can be found on our [access arrangements page](#).

Exams officers can apply for access arrangements for their learners within the JCQ Centre Admin Portal (CAP) via [Centre Services](#).

Special consideration

We can give special consideration to learners who have been disadvantaged **at the time of the assessment** through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this after the assessment.

Exams officers can apply for special consideration for their learners via [Centre Services](#).

The following table provides additional guidance for centres about what you need to do when learners are injured or ill during the course.

Centres may apply for special consideration in respect of any injury or illness that affects or prohibits performance at the time of the learner's assessment, i.e. before marks are submitted to AQA.

When the injury occurs	Situation	Action
Before commencing the course	The learner cannot complete the practical performance element of the course due to injury.	The learner should be guided to undertake the role of coach (if injury permits) as part of their NEA. Assess against coaching criteria or award 0 marks for the practical performance. Centre may wish to submit a special consideration application through Centre Services.
Before mark submission	The learner has not been assessed, no practical performance marks are available and there is no audio-visual footage.	If time allows, the learner could switch to a coaching role, or award 0 marks for the practical performance. Centre may wish to submit a special consideration application through Centre Services.
	The learner has been assessed, practical performance marks are available but there is no audio-visual footage.	Submit the marks on spreadsheet as normal, inform the moderator of injury and provide a copy of medical note. Centre may wish to submit a special consideration application through Centre Services.
	The learner has been assessed, practical performance marks and audio-visual footage are available.	Submit the mark on spreadsheet as normal. If subsequently selected as part of the sample, provide audio-visual footage to moderator. Centre may wish to submit a special consideration application through Centre Services.

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When the injury occurs	Situation	Action
After mark submission and before moderation	The learner has been included in the sample, but there is no audio-visual footage.	Inform the moderator immediately of injury and provide a copy of medical note. The moderator will choose an alternative learner.
	The learner has been included in the sample and there is audio-visual footage available.	No special action required. Provide audio-visual footage to moderator.
	The learner has not been included in the sample.	No special action required.
On the day of moderation	The learner is in the sample being observed in live performance.	Replace the learner during the activity if possible. Send additional medical note on to the moderator.
	The learner has not been included in the sample.	No special action required.

Moderation

Timeline for moderation

October

- Centres [submit estimated entries](#) for that academic year.
- Centres operating in a consortium with joint teaching arrangements for PE must notify AQA by applying through the JCQ CAP on [Centre Services](#).
- AQA allocates moderators based on the estimated entry information received.

January to mid-February

Centres download the 'PE centre marks and moderation spreadsheet' from [Centre Services](#) (Resources).

Mid-February to May

- Moderators contact their allocated centres to arrange a date for the moderation visit of the practical performance.
- Centres must inform learners of the marks they have awarded prior to the marks being submitted to AQA and the moderator. This is to give learners the opportunity to request a review of the centre's marking in line with JCQ requirements. This is a JCQ requirement and not part of the AQA moderation process. Obligations relating to sharing centre marks can be found in the JCQ [Notice to Centres – Informing candidates of their centre-assessed marks](#).
- Centre completes the 'PE centre marks and moderation spreadsheet' with:
 - centre name and number
 - name of moderator and agreed visit date
 - four-digit candidate numbers and names of all the learners being entered for the qualification that year.

Also, for each learner listed, include:

- their chosen activity
- their role (player/performer or coach)
- the centre marks for the practical performance against each of the three areas of assessment
- the centre marks for the analysis and evaluation work
- where applicable, a mark status (for example 'parental interest').

Learners who are re-taking the qualification and wish to carry forward their NEA mark from a previous attempt should be assigned a 'carry forward' mark status on the spreadsheet – there is no need to provide details of their previous activity and marks, unless the learner has been reassessed.

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1 AQA A-level Physical Education (7582) - June 2019 exam series													
2													
3 Centre number(s)		00000											
4 Centre name(s)		The Community School Academy											
5 Name of moderator		Mr I Moderator											
6 Visit or Postal moderation		Visit		Date of moderation visit		01 April 2019							
7 Spreadsheet submission deadline		13 March 2019											

- The marks on the spreadsheet are the final marks awarded by the centre – they cannot be amended after they have been submitted.
- Centres email the completed spreadsheet to their allocated moderator and to centremarks@aqa.org.uk no later than two working weeks prior to the arranged moderation visit.
- Centres should use the AQA spreadsheet provided as other documents and applications may not function correctly when we read the marks.
- If, having submitted the spreadsheet, a mark inputting error is identified, the centre should notify immediately the moderator and centremarks@aqa.org.uk
- Using the spreadsheet, the moderator indicates with an 'S' the sample of learners for moderation. The sample will consist of the highest overall scoring learner, the lowest non-zero scoring learner and a range of marks in between. Where possible, the sample will also include a range of activities, roles and areas of assessment.

Total mark (max 90)	Mark status (if applicable)	Moderator use only		Rank
		Sample	Area	
53	Parental interest	S	1	2
55		S	1	1
43		S	2	4
41		S	2	5
49	Carry forward	S	2	3
33		S	1	8
33		S	2	8
34	Absent	S	3	7
39		S	3	6

- Learners in the sample will only be moderated in one area of assessment during the practical performance moderation visit. The area will be indicated alongside the sample (S) on the spreadsheet.
- If you have any learners indicated by a 'parental interest' status, these will either be selected as part of the normal sample (S) or they will be moderated in addition to the required sample (indicated by the letters PAR rather than an S on the spreadsheet).
- The moderator will return the spreadsheet to confirm the sample with a minimum of one working week's notice prior to the visit.
- Moderators visit centres to moderate the performance assessments (practical performance).
- The moderator is **not** permitted to discuss marks with teachers/learners or give feedback on the accuracy of marking within a centre. Centres will only find out the outcome of moderation on results day.

It is the responsibility of the centre to:

- ensure that the learners who are requested in the sample and who are to be moderated live (plus any additional PAR learners) are available for the visit (and that audio-visual evidence is available for offsite activities or activities that cannot be replicated at the live moderation visit)
- ensure that activities are set up and that there are sufficient learners to make up the numbers as required (e.g. in games activities)
- ensure that the evidence is of a suitable duration to fully demonstrate the learners' performance and justify the marks awarded
- ensure that learners are safe and receive appropriate rest during the elements of the moderation visit
- make an audio-visual recording of the performances seen live during moderation
- ensure that the analysis and evaluation work for the sample learners (plus any additional PAR learners) is collated and ready for collection on the date of the visit with signed *Candidate record forms* for each learner and a signed *Centre declaration sheet*.

At the end of the visit, the moderator will retain:

- the analysis and evaluation work of the same learners moderated during the visit
- *Candidate record forms* for the learners moderated during the visit
- a *Centre declaration sheet*
- the audio-visual recordings of the performances.

For guidance visit our [non-exam assessment page](#).

August

- Results are issued and a feedback form on moderation is emailed to the centre from AQA.
- [Post-results services](#) open allowing centres that have received an adjustment to their marks to apply for a review of moderation if they wish.

September

The window for requesting post-results services closes.

Offsite activities and activities that cannot be replicated live at moderation

Before learners embark on an activity which will in due course be assessed, centres must ensure that there will be no obstacles to the filming of that activity, for example if a swimming pool prohibits filming for child protection reasons or if it is impossible to obtain footage of sufficient quality when filming a learner climbing a rock face. If it is not possible to appropriately film an activity for any reason, then learners cannot use that activity as part of their assessment. Learners must select a different activity to use instead.

Centres are required to provide audio-visual evidence (**downloaded; no links**) of learner performances in all activities undertaken outside their direct supervision and/or that cannot be replicated at a live moderation visit. This is to ensure that this work can be moderated if chosen as part of the sample and that it can be authenticated as the learner's own. This audio-visual evidence must be collected prior to the submission of marks to the moderator, as there will not be sufficient time between submission of marks and moderation.

When the moderator visits, you must have available complete and unedited recordings of all assessed offsite performances, and all performances that cannot be replicated on the day. The audio-visual evidence must be of sufficient quality and length to clearly show how the learner has gained the marks awarded.

Please be aware that if audio-visual recordings are not provided or are not recorded correctly, you may jeopardise the moderation process, which may have an adverse effect on the marks of some or all of your learners. It will also prevent you from being able to submit a post-results enquiry.

The moderation visit

Centres are responsible for ensuring that the visit is appropriately organised in such a way that learners have every opportunity to replicate the level of performance at the time when the mark was awarded by the teacher (learners' performances should be marked at a level at which they can perform consistently, so that replication of that level of performance at moderation is realistic). Performances at moderation must clearly show how the learner gained the marks awarded by the teacher.

On the day of the visit, centres are responsible for ensuring:

- an appropriate number of learners are present to run drills (coach)
- an appropriate number of learners are present to run fully competitive versions of the activities in which learners are to be moderated (player/performer)
- audio-visual evidence is available for any learner assessments that cannot be replicated live at the visit but form part of the sample
- adequate time and facilities are available, including equipment to view audio-visual evidence for any activities that cannot be replicated live at the visit but form part of the sample
- there is clear identification of all learners being moderated (e.g. coloured/numbered bibs) and form [7582-C-MOD-CIL](#) has been completed to identify learners on the audio-visual recording of the moderation day
- an audio-visual recording is made of the performances evidenced at the moderation visit – the footage must be clear and of sufficient quality to be adequately reviewed in the event of an enquiry about results (**downloaded; no links**).

Audio-visual evidence filmed during the moderation visit should be given to the moderator at the end of the visit or sent to the moderator within five working days.

The moderator will retain the audio-visual evidence of all assessments viewed as part of the moderation sample (irrespective of whether the recordings were made on the day or previously) and will subsequently send all of these recordings to AQA to be held in case of a post-results review of moderation request.

Analysis and evaluation of performance

The performance analysis assessment (analysis and evaluation) task will not be moderated at the visit. However, this work must be available on the day so that the moderator can take the sample of work away with them. The sample will be of the same learners seen at the visit and must include a signed *Candidate record form* for each learner and a signed *Centre declaration sheet*.

Analysis and evaluation of performance – verbal evidence

If a sampled learner completes the analysis and evaluation of performance as a verbal explanation, then the evidence of this must be supplied to the moderator on the day of the visit as an audio-visual recording. This is to ensure that this work can be moderated if chosen as part of the sample and as a way of authenticating the evidence generated by the learner.

Audio visual (AV) recording

Preparation

Centres should check that they have obtained informed consent at the beginning of the course from parents/carers/guardians as videos of learners selected for moderation will be required.

Centres should adhere to the guidelines below to ensure sufficient quality.

- Test the camera and any accessories, such as microphones, by recording a small piece of video and playing it back.
- Position the camera to ensure that the best possible and unobstructed recording is made of the performance, as the marker/moderator would see it.
- Ensure that audio-visual evidence clearly shows all the assessment requirements of the performance, which should be a combination of:
 - wide-angled shots, to give an overall perspective
 - close-range shots, to show aspects such as stance, posture and position.

Learner identification

- Learners must state their centre number and name, candidate number and name, qualification (i.e. A-level Physical Education), chosen activity and role at the start of each recording.
- The learner for whom the recording is being made must be easily identifiable. For example:
 - in a team situation, a number or a coloured item of clothing such as a bib
 - a commentary timeline where the learner clearly identifies themselves in reference to clothing being worn or position
 - a printed or electronic document containing photographs that identify each learner with their playing number etc.
- This information must be made available to the moderator. If the moderator is not completely certain of the identity of a learner, the work cannot be moderated and a review of moderation following the publication of results will not be possible.

During recording

The practical performance for assessment must be recorded from start to finish and be unedited.

When a learner is performing **the camera should remain on**.

Further guidance

- Avoid clipping the ending of the recording.
- For activities where continuous filming is difficult because of the non-fixed environment (e.g. rowing, downhill skiing, cross country etc.), built footage can be used. Further guidance is provided in the section titled 'Using built footage' (page 27).
- Do not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Keep the learner in shot where possible.
- Keep extraneous noise to a minimum.
- Do not film the learner from a distance without the zoom facility being used.
- Avoid using a fixed position camera without an operator as learners may disappear off screen.

After a recording has been made, please ensure you watch and check that there are no problems with the recording, and that all requirements have been met.

Unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all learners.

After recording

You must retain a duplicate copy of all audio-visual work obtained for moderation purposes. This is in case of breakage or loss in the post or if files become corrupted.

Acceptable file types and media

We can only accept files that play correctly on [VLC media player](#). Before giving work to your moderator, you must check that your recording plays successfully on this software.

We can **only** accept work on the following media:

- USB stick: a small, portable memory drive that plugs into a computer
- portable storage device, e.g. terabyte box.

We **cannot** accept any of the following:

- Blu-ray or HD-DVD
- DVD-VCD, DVD-MP3, Mini-DVD, DVD±R or DVD±RW
- CD±R or CD±RW
- memory cards (e.g. SD, Micro SD, XD, Compact Flash cards)
- tapes (e.g. VHS cassette, MiniDV)
- files stored on cloud storage systems (e.g. Google Drive, OneDrive, iCloud)
- online media-playing channels (e.g. YouTube)
- links to online providers (e.g. Veo equiv.)

Using the wrong format may mean that we are unable to moderate learners' work. Any unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all learners. If centres are unable to facilitate the accepted media formats, please contact AQA.

Please ensure that you provide the following information with your evidence:

- centre number and name
- qualification and component code (A-level PE 7582/C)
- date
- number of learners
- USB/Disc number.

Encryption/password protection

All media submissions must be password protected before submission to the moderator, using the password emailed to you by AQA. Further [encryption guidance](#) is available.

Changing file types or media

If your recording is different to those described above, you will need to transfer and/or transcode (convert) it to an acceptable format. There are several software packages that can do this, or you will need to find an AV technician who can do this on your behalf.

If a technician transfers and/or transcodes the material, the final version must be thoroughly checked by the teacher to ensure that the recording is intact.

Checking for malware (malicious software)

All digital files should be checked and cleaned of any malware (for example computer viruses, worms, spyware, adware).

Additional guidance for gathering AV evidence

This section provides additional information about how you can gather footage across the activity areas.

The practical performance must be recorded from start to finish and be unedited. An unedited performance is one which is not cropped to show performance highlights. Learners should begin the recording at the start of the performance and end it upon the completion of performance.

Using commentary timelines for long footage

Where the footage is long (in activities such as football, hockey, rugby, cricket, sailing, windsurfing), the learner should complete a commentary timeline identifying the time at which they demonstrate core/advanced skills/tactics contained in the specification in each of the areas of assessment. A part example is shown below.

Learner: A Footballer

Activity/Role: Performer

Area of Assessment: 1/2/3

Context: Blue shirt (orange boots) number 10, playing centre forward for County U18 v Another County U18 ESF Inter County Fixtures

Time	Area of assessment (1, 2, 3)	Core skill/Advanced skill	Brief comment
00:45	1	Advanced receiving/passing	Played one-two successfully with non-dominant foot
1:42	1	Receiving/dribbling	Received pass, turned and beat defender 1v1
2:56	1	Dribbling/passing	Ran onto through ball – dribbled to goal line and crossed ball – cross blocked

The use of this helps with:

- learner identification
- information about the match, level of opponent or competition context
- how the learner fulfils the requirements to illustrate the core/advanced skills/tactics contained in the specification
- provides clarity of the range of skills/tactics repeated throughout the performance(s).

Games players (as well as other activities) may provide a number of performances as evidence of the mark awarded.

It is acceptable for invasion-game players to use multiple halves or quarters where applicable (but no shorter time frames) of different matches to aid this process. Where players roll-on/roll-off, the footage of the entire half or quarter should be obtained and their entry/exit to the performance identified on the commentary timeline.

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The table below provides some examples of how a games player may provide evidence.

Activity	Footage
Rugby union player	Learner plays the full 80 minutes of Game 1. The footage captures the whole game (stopped for half time). The centre recognises there is sufficient range of skills/tactics repeated to support the mark awarded.
Futsal player	Learner plays the first 10 minutes and last 10 minutes of Game 1. The footage captures the whole game (stopped for half time). The learner identifies on the commentary timeline their entry/exit to the performance. The centre recognises there is sufficient range of skills/tactics repeated to support the mark awarded.
Netball player	Although the learner plays the three entire matches, due to their position the range of skills/tactics repeated is restricted by the context of the games. The centre provides: Game 1 – 4 th quarter, Game 2 – 3 rd quarter only and Game 3 – 2 nd quarter only. The footage captures the entire quarters (stopped only for interval). The centre recognises there is sufficient range of skills/tactics repeated across these to support the mark awarded.
Hockey goalkeeper	Across three games the learner plays the full 70 minutes. The footage captures the whole game, apart from the first 5 minutes of Game 1 due to the match starting early. The centre includes this information on the commentary timeline. The centre provides the first half of Game 1, the first half of Game 2 and the second half of Game 3. The centre recognises there is sufficient range of skills/tactics repeated to support the mark awarded.
Water polo	The learner plays the second half of the game (quarters 3 and 4). Therefore, the camera is turned on at the start of the second half. The centre recognises that there is a sufficient range of skills/tactics to support the mark awarded.

Using built footage

We recognise that for some activities footage can be hard to achieve and these can be treated slightly differently and with a degree of flexibility. The moderator will accept 'built footage' which shows sections of the performance being completed. By built footage we mean footage which shows as much of the competitive context as possible, compiled from different parts of the race/event that were possible to film.

Built footage is acceptable in the following activities only:

- downhill skiing/snowboarding
- equestrian
- cross-country running (as one event as part of Athletics)
- road cycling
- rowing/sculling
- kayaking/canoeing/sailing/windsurfing
- sprint triathlon.

As an example, cross country might show footage at the start of the race, numerous other points around the course and the route to the finish.

For learners submitting sprint triathlon footage, the footage should show a balance between the three disciplines of the race, ensuring that transitions are included alongside the start and finish.

Gathering footage

The table below provides additional guidance around gathering high-quality footage. The general rule for all activities is that whenever a learner is performing, the camera should remain on. There are, however, some natural breaks in play when filming can be suspended, and these are detailed in the table below.

Activity	Footage requirements/guidance
Acrobatic gymnastics	All performances have to be from a competitive context where judging clearly takes place. Tariff information of the routine must be provided.
Amateur boxing	Natural break in play: between rounds. Sparring is not permitted.
Association football	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.

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Activity	Footage requirements/guidance
Athletics	Centre may edit out time between runs/jumps/throws as long as all attempts from that competition are shown.
Badminton	Footage should show the learner, shuttle flight, the whole playing area and the opponent(s). Officials do not need to be present, but correct rules/scoring systems must be adhered to and clearly visible on footage provided for moderation.
Basketball	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player-cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.
BMX	Footage shows the learner in the whole, competitive race. The learner is identifiable as the position taken to film allows as much of the whole track to be seen as possible.
Camogie	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player-cam should be used where possible, but a wider view can be taken at times to show what is happening in the games. The outcome of skills such as passing/shooting etc. must be able to be viewed.
Canoeing	Footage from two separate races. In sprint, distances must be different. Must be either sprint or white water, not a combination of both. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.
Cricket	Batting: complete innings unedited. Bowling: all overs bowled in (at least one match). Fielding: use of commentary timeline. For batting/bowling ensure best angle of footage which shows the outcome of the skill being executed. A copy of the scorebook should accompany footage. AA3 tactics and strategies in best discipline. Cannot be indoor cricket or net practice.

Activity	Footage requirements/guidance
Cycling	Footage from two separate races (distances can be the same). Must be either track or road, not a combination of both. Multiple cameras may be used to film one event linking the full race distance in order to build the footage. Use the commentary timeline to identify all learner involvement in their races across the three areas of assessment.
Dance	Must be performed in front of an audience (minimum of 10 people).
Diving	Centre may edit out time between dives, but must show all dives from the event. Six/five dives from across two competitions: Either: three from List A and three/two from List B. Or: six/five from List A (will restrict marks). Platform diving only (not springboard). Tariff information of the routine must be provided.
Equestrian	Multiple cameras may be used to film one event linking the full course to build footage. There must be evidence of other competitors/ competitive environment. Dressage scoring sheet required. Use the commentary timeline to identify all learner involvement in each event across the three areas of assessment.
Figure skating	Routines should be filmed in their full entirety. Should be performed in front of an audience. Judging must be evident.
Futsal	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player-cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.
Gaelic football	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player-cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.

Activity	Footage requirements/guidance
Golf	Use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Complete round footage required (18 holes), unless match play. Camera can be stopped between holes (but not between shots). May use verbal commentary over the top of the video to explain AA3, or pause the footage while this information is conveyed (e.g. shot length, club selection, type of shot intended etc.). It can be individual playing against par (lowest level of competition) or direct opponents.
Gymnastics	All performances have to be from a competitive context where judging clearly takes place. Tariff information of the routine must be provided.
Handball	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.
Hockey	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed. Mixed hockey is permitted as long as 11 v 11. Cannot be indoor hockey.
Hurling	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.
Ice hockey	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills must be able to be viewed.

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Activity	Footage requirements/guidance
Inline roller hockey	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Official(s) should be present. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills must be able to be viewed.
Kayaking	Footage from two separate races. In sprint, distances must be different. Must be either sprint or white water, not a combination of both. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.
Lacrosse	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed.
Netball	Unedited footage: Use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the games. The outcome of skills such as passing/shooting etc must be able to be viewed.
Rock climbing	Must be from either a formal or competitive setting. Must provide evidence of the standard of face climbed.
Rowing	NGB-approved distances only. For longer distances, multiple cameras may be used to show one built race in full.
Rugby league	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player-cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/kicking etc. must be able to be viewed.

Activity	Footage requirements/guidance
Rugby union	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player-cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/kicking etc must be able to be viewed.
Sailing	Learners should be involved in a competitive sailing event. Footage should be taken from wherever is possible to view the sailor, e.g. from shore/support boat etc. Performance is in the role of the 'helm'.
Sculling	Two separate races are required. NGB-approved distances. Both fixed or moving seats are acceptable. For longer distances multiple cameras may be used to show one built race footage in full.
Skiing	Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage. Performer identification required before commencing/after finishing race. Cross-country skiing not permitted.
Snowboarding	Performer identification required before commencing/after finishing event. Races not freestyle. Multiple cameras/devices may be used to film one event linking the full race distance in order to build footage.
Sprint triathlon	Multiple cameras may be used to film one event linking the full course to build footage. There must be evidence of other competitors/competitive environment. Built footage must include start/finish/transitions. Use the commentary timeline to identify all learner involvement in each event across the three areas of assessment.
Squash	Footage should show the learner, ball movement, the whole playing area and the opponent. Learners must play to the correct scoring system.

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Activity	Footage requirements/guidance
Swimming	Individual medley is included as a stroke. Relay event is acceptable. Learner cannot offer same stroke and distance for AA1 individual race and AA2 relay race, e.g. they cannot undertake AA1 100 m freestyle individual and AA2 100 m freestyle in relay. Time trial not permitted.
Table tennis	Footage should show the learner, ball movement, the whole playing area and the opponent(s). Judges do not have to be present, but correct rules/scoring systems must be adhered to.
Tennis	Footage should show the learner, ball movement, the whole playing area and the opponent(s). Judges do not have to be present, but correct rules/scoring systems must be adhered to. Indoor competitive footage is acceptable.
Trampolining	Routine cannot be performed in isolation – judging must be evident. Tariff information of the routine must be provided.
Volleyball	Footage should show the learner, ball movement, the whole playing area and the opponents. Judges do not have to be present, but correct rules/scoring systems must be adhered to. Beach volleyball is not permitted.
Water polo	Unedited footage: use the commentary timeline to identify all learner involvement in play across the three areas of assessment. Player cam should be used where possible, but a wider view can be taken at times to show what is happening in the game. The outcome of skills such as passing/shooting etc. must be able to be viewed. Note goals should be 0.9m in height above the surface of the water, with a width representative of the size of the pool being used.
Windsurfing	Learners should be involved in a competitive windsurfing event. Footage should be taken from wherever is possible to view the windsurfer, e.g. from shore/support boat etc.

Supplementary evidence for Area of assessment 3

As a considerable amount of decision making takes place in AA3, learners may choose, during the moderation visit, to support the footage in the following ways:

- complete the commentary timeline as identified above
- talk through their footage to explain their decision making (this would need to be recorded as identified in the first part of this guidance to fully support any review of moderation)
- provide a voice-over to their footage where appropriate.

The commentary timeline provides an opportunity to support the evidence for AA3 by providing comments about decision making, as illustrated in the examples below.

Example 1: Football goalkeeper

Time	Area of assessment (1,2,3)	Core skill/ Advanced skill	Brief comment
15.05	3	Advanced: organisation of team at corners	I placed a player on both posts to allow me to come and challenge for the corner early in the game and dominate my box. If I missed it they would be well placed to clear a header/shot off the line. I successfully punched it clear.

Example 2: Gymnastics floor

Time	Area of assessment (1,2,3)	Core skill/ Advanced skill	Brief comment
0.12	3	Advanced: movement placement within routine	I placed a handstand forward roll combination at the end of my first tumble to ensure I could regain my composure for the next tumble, after landing a twisting somersault at the end of my first tumble.

Requirements for 'aesthetic activities' (e.g. Dance)

Learners in these activities will need to provide some additional information to support their footage for AA3. The specification is clear about the requirements for tariff details.

Activity	Additional information required
Dance (only required for one of the dances)	Notes to explain: • how the dance was put together, i.e. order of movements • is there a story to tell, and if so, how is this done? • music choice • interaction with others (if applicable) and space • any changes in the choreography over a number of drafts.
Gymnastics	• Tariff information and routine sequence/order. • Notes to explain how the routine was put together, i.e. order of movements; is there a story to tell, music choice (event specific).
Diving	• Tariff information and dive sequence/order. • Notes to explain how the dive was put together, i.e. order of movements.
Trampolining	• Tariff information and routine sequence/order. • Notes to explain how the routine was put together, i.e. order of movements; any changes in the choreography of the routine over a number of drafts.
Acrobatic gymnastics	• Tariff information linked to National Development Plan (NDP) code of points and tables of difficulty. • Notes to explain how the routine was put together, i.e. selection of movements, order of movements. • Explanation of artistry: partnership, expression, performance, creativity and musicality.
Singles skating	• Tariff information and routine sequence/order. • Notes to explain how the routine was put together, i.e. order of movements; is there a story to tell, music choice (event specific).
Ice skating Ice dance Pairs Synchro skating	Notes to explain: • how the dance was put together, i.e. order of movements • is there a story to tell, and if so, how is this done? • music choice • interaction with others (if applicable) and space • any changes in the choreography over a number of drafts.

General advice about filming

Often height above the performance area can provide a better angle, e.g. from a stand at rugby league or athletics.

Many events may benefit from the performance being filmed from different positions if multiple devices (such as a smartphone) can be used. Examples may include: a BMX race being filmed from both sides of the track, a 200 m athletics race filmed from the starting bend and home straight or singles skating from two sides of the rink. The learner **MUST NOT** edit these but provide both pieces of evidence to support their mark.

For most games, players try to get a balance between close-up and distance perspectives. At all times remember that the learner needs to provide evidence of the outcome of the pass, shot etc.

If an error has occurred in filming (e.g. memory card/battery needed changing) or the person filming arrives 5 minutes after kick off, communicate this clearly on the commentary timeline.

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Level of response grids

A-level Coach: Area of assessment 1 and 2

Level	Mark	Analysis of core and advanced skills in full competitive/ performance context	Success in analysing, modifying and refining of skills to progress and modify performance	Level of coaching competency whilst refining and modifying skills	Communication skills	Use of terminology and language in order for performer to understand	Choice of activity used to modify and refine performance
5	13–15	Clear demonstration of an excellent level of core and a very good level of advanced skills in coaching.	Excellent levels of consistency, accuracy and success are clearly evident.	Maintains excellent levels of coaching competency.	Excellent communication skills are clearly evident.	Normally uses the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands.	Normally suitably designed and delivered with an excellent level of success, even when working with learners using advanced skills.
4	10–12	Clear demonstration of a very good level of core and a good level of advanced skills in coaching.	Very good levels of consistency, accuracy and success are clearly evident.	Maintains very good levels of coaching competency, even when refining and modifying advanced skills.	Very good communication skills are clearly evident.	Usually uses the relevant technical terminology and demonstrates the ability to adapt this language to ensure the performer understands.	Usually suitably designed and delivered with a very good level of success. Usually makes errors in the most challenging situations.
3	7–9	Clear demonstration of a good level of core and a satisfactory level of advanced skills in coaching.	Good levels of consistency, accuracy and success are clearly evident.	Frequently fails to maintain competence when refining more advanced skills.	Good communication skills are clearly evident.	Frequently uses more advanced relevant technical terminology and frequently demonstrates the ability to adapt this language to ensure the performer understands.	Suitably designed and delivered with a good degree of success. Frequently fails to maintain competence when working with learners using advanced skills.
2	4–6	Clear demonstration of a moderate level of core and a limited level of advanced skills in coaching.	Moderate level of consistency, accuracy and success is evident.		Moderate communication skills are evident.	Occasionally uses more advanced technical terminology. The performer may misunderstand the coach's comments and directions.	Occasionally designed and delivered successfully. The learner's competence is significantly affected by the level of the performer they are working with.
1	1–3	Clear demonstration of a limited level of core and no advanced skills in coaching.	Limited level of consistency, accuracy and success is evident.		Limited communication skills are used.	Technical terminology is basic and lacks explanation.	Rarely designed and delivered successfully. Outcome is significantly affected by the level of performer coached.
0	0	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

Use in conjunction with level of response grid: A-level Area of assessment 1 and 2 Coaching

Level of response header	Explanation
Analysis of core and advanced skills in full competitive/ performance context	- Does the learner identify strengths and weaknesses in core and advanced skills from the specification in the area of assessment observed? - Is the unedited/full competitive context observed for the purpose of analysis? - Is the analysis appropriate – did they recognise the correct strengths and weaknesses in skills execution? Is it clear the one skill that is the focus of the coaching?
Success in analysing, modifying and refining of skills to progress and modify performance	- Throughout the coaching session(s) does the coach recognise errors and refine them as they progress through the coaching session? - Do they continue to analyse well, seeing (new) performance strengths and developing weakness(es) that begin to occur/still remain? - Is the coaching session progressive in its challenge for the performer? - Does performance improve in the coaching session and subsequently in the full (unedited) competitive context?
Level of coaching competency whilst refining and modifying skills	- Do they begin the coaching session from an appropriate starting point based on the performer(s) ability? - Do they miss/identify quickly errors that require improvement in the subroutine of the chosen core skill? - During the coaching session is success evident in the development of the skills/techniques of the performer(s)?
Communication skills	- Do they explain their ideas well to the performer(s)? - Do they model the coaching activity through demonstration or other means such as video?
Use of terminology and language in order for performer to understand	- Do they check the understanding of the performer(s) through questioning? - Are performer(s) able to interpret the coaching expectations when technical language is used? Does the coach use technical language? - Is technical language appropriate for the ability level of the performer(s)?
Choice of activity used to modify and refine performance	Does the coach use activities that will enable the modification and refinement of the focus skill?

A-level Coach: Area of assessment 3

Level	Mark	Level of motivation	Success in analysing, modifying and refining of tactics/strategy to progress and modify performance	Level of coaching competency whilst refining and modifying tactics/strategy	Communication skills Use of terminology and language in order for performer to understand	Choice of activity used to modify and refine performance	Progress of performers Ability to apply refined advanced tactics/strategy/choreography Progress as a result of analysis and modification from the coach
5	13–15	Excellent level of motivation.	Excellent levels of consistency, accuracy and success are clearly evident.	Maintains an excellent level of coaching competency even when refining and modifying advanced tactics/strategies.	Excellent communication skills are clearly evident, normally using the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.	Normally suitably designed and delivered with an excellent level of success even when working with learners using advanced tactics/strategies.	Performers are able to accurately apply the refined advanced tactics/strategies with few errors. Performers make excellent progress thus demonstrating excellent analysis and modification from the coach.
4	10–12	Very good level of motivation.	Very good levels of consistency, accuracy and success are clearly evident.	Maintains very good levels of coaching competency even when refining and modifying advanced tactics/strategies.	Very good communication skills are clearly evident, usually using the relevant technical terminology and usually demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.	Sometimes suitably designed and delivered with a very good level of success. Sometimes makes errors when developing advanced tactics/strategies.	Performers are able to accurately apply the refinement with some errors evident when attempting to apply advanced tactics/strategies. Performers often show very good improvement, demonstrating very good analysis and modification from the coach.
3	7–9	Good level of motivation.	Good levels of consistency, accuracy and success are clearly evident.	Often fails to maintain competence when refining more advanced skills.	Good communication skills are clearly evident, frequently using more advanced relevant technical terminology and frequently demonstrates the ability to adapt this language to ensure the performer understands.	Frequently suitably designed and delivered with a good degree of success. Frequently fails to maintain competence when working with learners developing advanced tactics/strategies.	Performers are frequently able to accurately apply refinements but with errors evident when attempting to apply advanced tactics/strategies. Performances frequently show good improvement, demonstrating good analysis and modification from the coach.
2	4–6	Moderate level of motivation.	A moderate level of consistency, accuracy and success is evident.		Moderate communication skills are evident. The performer may misunderstand the coach's comments and directions.	Occasionally designed and delivered successfully.	Performers are able to occasionally apply some of the refinements but with errors occasionally evident. Performances occasionally show good improvement, demonstrating good analysis and modification from the coach.
1	1–3	Limited level of motivation.	Limited levels of consistency, accuracy and success evident.		Limited communication skills are used – technical terminology is rare, basic and lacks explanation.	Rarely designed and delivered successfully. Rarely fails to maintain competence when working with learners using basic tactics/strategies.	Performers are able to apply some of the refinements but with errors highly evident. Performance shows limited improvement demonstrating moderate analysis and modification by the coach.
0	0		Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

Use in conjunction with level of response grid: A-level Area of assessment 3 Coaching

Level of response header	Explanation
Level of motivation	- Do they manage errors in coaching well, controlling psychological reactions to success and failure well? Are they resilient/adaptive when progress in performance is slow? - How well motivated is the learner? Do they remain focused on the coaching task? Are they enthusiastic in their coaching?
Success in analysing, modifying and refining of tactics/strategy to progress and modify performance	- Does the learner identify strengths and weaknesses in core and advanced tactics/strategies from the specification in the area of assessment observed? - Is the unedited/full competitive context observed for the purpose of analysis? - Is the analysis appropriate – did they recognise the correct strengths and weaknesses in skills execution? Is it clear the one tactic/strategy that is the focus of the coaching? - Throughout the coaching session(s) does the coach recognise tactical errors and refine them as they progress through the coaching session? - Do they continue to analyse well, seeing (new) performance strengths and developing weakness(es) that begin to occur/still remain? Is the coaching session progressive in its challenge for the performer?
Level of coaching competency whilst refining and modifying tactics/ strategy	- Do they begin the coaching session from an appropriate starting point based on the performer(s) ability? Do they miss/identify quickly errors that require improvement in the execution of tactics/strategy? - During the coaching session is success evident in the development of the tactics/strategies of the performer(s)? Does the coach use activities that will enable the modification and refinement of the focus tactic/strategy?
Communication skills Use of terminology and language in order for performer to understand	- Do they explain their ideas well to the performer(s)? - Do they model the coaching activity through demonstration or other means such as video? - Do they explain the activities used to coach the performer(s) so they can undertake them without hesitation? Do they use verbal and/or non-verbal prompts effectively? - Do they provide specific feedback on tactical execution? - Do they check the understanding of the performer(s) through questioning? - Does the coach use technical language? Are performer(s) able to interpret the coaching expectations when technical language is used? Is technical language appropriate for the ability level of the performer(s)?
Progress of performers Ability to apply refined advanced tactics/strategy/choreography Progress as a result of analysis and modification from the coach	How well does performance improve in the coaching session and subsequently in the full (unedited) competitive context when applying tactics/strategies?

A-level Performer: Area of assessment 1 and 2

Level	Mark	Level of core skills	Level of advanced skills	Accuracy/success of all skills	Application of advanced skills	Competence in performance context	Evidence of physical fitness	Evidence of psychological focus
5	13–15	Excellent level of core skills/ techniques.	Very good level of advanced skills/techniques.	Excellent accuracy/success.	Frequently used successfully.	Excellent levels of technical competence even at the highest levels of competition.	Excellent in almost the entire duration.	Excellent in almost the entire duration.
4	10–12	Very good level of core skills/ techniques.	Good level of advanced skills/techniques.	Very good accuracy/success.	Frequently used, often successfully.	Very good levels of technical competence even at high levels of competition. May make errors in challenging situations.	Very good throughout most of performance.	Very good throughout most of performance.
3	7–9	Good level of core skills/ techniques.	Moderate level of advanced skills/techniques.	Good accuracy/success.	Applied inconsistently.	Good levels of technical competence high levels of competition. Sometimes makes errors in more challenging situations	Good levels evident, although there may be some deficiencies.	Good levels evident, although there may be some deficiencies.
2	4–6	Moderate level of core skills/ techniques.	Limited level of advanced skills/techniques.	Moderate accuracy/success. Not always consistent.	Occasionally used but rarely successful.	Moderate levels of technical competence in competitive situation. Often makes errors in the more challenging situations. As the challenge increases the level of competence lowers significantly.	Moderate levels evident, though there are some deficiencies.	Moderate levels evident, though there are some deficiencies.
1	1–3	Limited level of core skills/ techniques.	No advanced skills demonstrated.	Limited accuracy/success.	Clear lack of consistency. Does not demonstrate advanced skills/techniques.	Limited level of technical competence, and nearly always makes errors in more challenging situations.	Rarely evident.	Rarely evident.
0	0		Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

Use in conjunction with level of response grid: A-level Area of assessment 1 and 2 Performer

Level of response header	Explanation
Level of core skills	Is the technique used to execute the core skills efficient? Are there technical errors that inhibit performance? Are there aspects of technique that enhance performance?
Level of advanced skills	- Is the technique used to execute the advanced skills efficient? Are there technical errors that inhibit performance? - Are there aspects of technique that enhance performance?
Accuracy/success of ALL skills	How well/often does the execution of ALL skills lead to success in the sport/activity?
Application of advanced skills	- What is the level of consistency of the execution of the advanced skills in the performance? - If there is not enough of the 'range of advanced skills repeated' in the evidence seen, this will limit the mark in this area to 'occasionally used' (regardless of success), i.e. band 2.
Competence in the performance context	- How well do they perform in the competitive context? - Is the context appropriate (of appropriate challenge) for the learner to perform well?
Evidence of physical fitness	- How well do specific aspects of fitness contribute to the success/lack of success in the performance/execution of ALL skills? - Examples could include: balance when executing the hook in cricket, agility when completing a forward 1½ somersault with twist when diving, or power when completing a vault providing sufficient airtime to executing higher tariff vault.
Evidence of psychological focus	- Does the context/level of competition affect their desire to win? How well motivated is the learner? - Do they manage errors in performance well, controlling psychological reactions to success and failure well? Do they remain focused on the performance task? - Examples could include: goalkeeper concentrating in 1 v 1 situation leading to successful save in football/hockey, or recovering from a fall in cycling or a fence knocked down in equestrian jumping.

A-level Performer: Area of assessment 3

Level	Mark	Level of motivation	Understanding of rules in context	Application of all tactics and strategies	Competence in performance context	Errors in application of core and advanced tactics and strategies	Use of core and advanced skills in delivery and planning of tactics/strategy or choreography
5	13–15	Excellent level clearly demonstrated.	Excellent understanding of application of rules.	Excellent application of strategies/tactics.	Excellent level of success even at the highest levels of competition.	Very few errors evident even in advanced tactics and strategies.	A very wide range of variation of core and advanced skills/techniques is evident.
4	10–12	Very good level clearly demonstrated.	Very good understanding of application of rules.	Very good application of strategies/tactics, with little inconsistency.	Very good level of success, but may make occasional errors at high levels of competition.	Some errors in performance are evident, especially in advanced tactics and strategies.	A wide range of core and some advanced skills/techniques are evident.
3	7–9	Good level clearly demonstrated.	Good understanding of application of rules generally shown.	Good application of strategies/tactics, some inconsistency when applying advanced tactics.	Good level of success, but with some tactical errors at high levels of competition.	Errors in performance are frequently evident, especially in advanced tactics and strategies. Performance is consistent.	A modest range of core skills/techniques is evident.
2	4–6	Moderate level clearly demonstrated.	Moderate understanding of application of rules.	Moderate application of strategies/tactics.	Achieves some success, but makes frequent errors at high levels of competition.	Errors in performance are occasionally evident.	A limited range of core skills/techniques is evident.
1	1–3	Limited level clearly demonstrated.	Limited understanding of application of rules.	Limited application of strategies/tactics.	Frequent errors in performance.	Frequent errors in performance.	A very limited range of core skills/techniques is rarely evident.
0	0	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

Use in conjunction with level of response grid: A-level Area of assessment 3 Performer

Level of response header	Explanation
Level of motivation	- Does the context/level of competition affect their desire to win? How well motivated is the learner? - Do they manage errors in performance well, controlling psychological reactions to success and failure well? Do they remain focused on the performance task? - Examples could include: not making the same error again in a subsequent performance, such as two bad shots in a row in golf, maximise running between the wickets when at the non-striking end in cricket, or pre-race preparations before getting on the blocks in swimming.
Understanding of rules in context	- How well are rules/knowledge of rules used to enable success? - Examples could include: using the underwater phase in swimming to catch an opponent up after turning and rising before the 15m mark, smashing.
Application of ALL tactics/strategies	- What is the level of consistency of the execution of ALL strategies in the performance? Are the strategies appropriate for the context? - If there is not enough of the 'range of ALL strategies/tactics repeated' in the evidence seen, this will limit the mark in this area to 'moderate', i.e. band 2.
Competence in performance context	- How well do they perform in the competitive context? - Is the context appropriate (of appropriate challenge) for the learner to perform well?
Errors in application of core and advanced skills in delivery and planning of tactical/strategy of choreography	- Are there strategic/tactical errors that inhibit performance? - Are there aspects of strategy/tactics that enhance performance? - Is there a difference between success of core AND/OR advanced strategies?
Use of core skills and advanced skills in delivery and planning of tactical/strategy or choreography	- What is the range of the core and advanced skills in the performance? - If there is not enough of the 'range of core and advanced skills repeated' in the evidence seen, this will limit the mark in this area to 'limited range', i.e. band 2.

A-level Analysis of performance (20 marks)

Level	Mark	Identify weakness(es)	Explain weakness(es)	Level of analysis of weakness(es)	Effect of tactical/technical performance	Level of tactical/technical knowledge in analysis	Use of technical terminology
5	17–20	Able to identify illustrating an excellent level of awareness.	Able to explain illustrating an excellent level of awareness.	Excellent levels of depth and/or breadth when analysing.	Consistently highlighting the effect of prominent tactical/technical errors upon overall skill performance.	Excellent knowledge and understanding of the different tactics/techniques.	Uses appropriate and correct technical terminology consistently.
4	13–16	Usually able to identify illustrating a very good level of awareness.	Usually able to explain illustrating a very good level of awareness.	Very good levels of depth and/or breadth when analysing.	Usually highlighting the effect of tactical/technical errors upon overall skill execution and performance.	Very good knowledge and understanding of the different tactics/techniques.	Usually uses appropriate and correct technical terminology, but the use of this may occasionally be inconsistent.
3	9–12	Sometimes able to identify illustrating a good level of awareness.	Sometimes able to explain illustrating a good level of awareness.	Good levels of depth and breadth when analysing.	Sometimes highlighting the effect of relevant tactical/technical errors upon overall skill execution and performance.	Good knowledge and understanding of the different tactics/techniques used.	Sometimes uses appropriate and correct technical terminology, but the use of this may sometimes be inconsistent.
2	5–8	Occasionally able to identify illustrating a moderate level of awareness.	Occasionally able to explain illustrating a moderate level of awareness.	Learner demonstrates moderate levels of depth and breadth when analysing.	Occasionally highlighting the effect of relevant tactical/technical errors upon overall skill execution and performance.	Moderate knowledge and understanding of the different tactics/techniques.	Occasionally uses appropriate and correct technical terminology, but the use of this is often inconsistent.
1	1–4	Rarely able to identify illustrating a limited level of awareness.	Rarely able to explain illustrating a limited level of awareness.	Learner demonstrates limited levels of depth and breadth when analysing.	Rarely highlighting the effect of tactical/technical errors upon overall skill execution and performance.	Limited knowledge and understanding of the different tactics/techniques.	Rarely uses appropriate and correct technical terminology.
0	0	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.

Use in conjunction with level of response grid: A-level Analysis of performance

Level of response header	Explanation
Identify weakness(es)	Weakness(es) is clearly identified from the appropriate area of assessment (technical or tactical – NOT theoretical) and discussed as to when it occurs within the competitive context.
Explain weakness(es)	Learner demonstrates a full understanding of where and why and how the weakness(es) occurs. The context should make references to co-actors. The marker should be able to visualise the context.
Level of analysis of weakness(es)	Consistent analysis that shows level of understanding of the techniques/tactics used and how deficiencies have an impact on performance. May include labelled diagrams.
Effect of technical/tactical performance	Explanation of how the performance in the competitive context deteriorates as a result of weakness(es). NOT a general discussion about performance.
Level of technical/tactical knowledge in analysis	Use of technical terms, understanding how aspects of technical/tactical weakness are linked, analysis of appropriate subroutines/strategies and weaknesses within and comparison to successful execution.
Use of technical terminology	Demonstrated through analysis, avoids slang terms, the learner may qualify some terms. Anatomical language is used where relevant. Theory content not credited.

A-level Evaluation of performance (25 marks)

Level	Mark	Depth of knowledge of cause(s)	Depth of knowledge of correction(s)	Link between weakness(es) and cause(s)	Link between cause(s) and corrective measures	Level of technical language
5	21–25	Excellent depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic.	Excellent depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic.	The cause(s) are developed and directly linked back to the weakness(es) with a detailed explanation which contains few if any inaccuracies.	Relevant corrective measures for weaknesses are identified and linked back to the cause(s) using theory from the specification with almost no inaccuracies.	Almost always uses an excellent level of technical language throughout this section of work.
4	16–20	Very good depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic.	Very good depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic.	The cause(s) are usually developed and directly linked back to the weakness(es) with a clear explanation which contains only occasional inaccuracies.	Relevant corrective measures for weaknesses are usually identified and linked back to the cause(s) using theory from the specification with few inaccuracies.	Learner uses a very good level of technical language throughout this section of work although there may be occasional inconsistency.
3	11–15	Good depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic.	Learner demonstrates good depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic.	The cause(s) are sometimes developed and directly linked back to the weakness(es) with an explanation which may be lacking in depth with some inaccuracies.	Relevant corrective measures for weaknesses are sometimes identified and linked back to the cause(s) with theory from the specification but with some inaccuracies.	Good level of technical language throughout this section of work although there are likely to be some inconsistencies.
2	6–10	Moderate depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic.	Moderate depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic.	The cause(s) are occasionally developed to a basic level and may be linked back to the weakness(es) with an explanation which is likely to be lacking in depth with inaccuracies.	Relevant corrective measures for weaknesses are occasionally identified and linked back to the cause(s) with theory from the specification but with inaccuracies.	Reasonable level of technical language throughout this section of work, but with inconsistencies.
1	1–5	Limited depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic.	Limited depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic.	The causes are rarely developed or linked back to the weaknesses.	Relevant corrective measures for weaknesses may be occasionally identified but are rarely linked back to the cause(s) with theory from the specification.	Limited level of technical language throughout this section of work and there are inconsistencies.
0	0	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.

Use in conjunction with level of response grid: A-level Evaluation of performance

Level of response header	Explanation
Depth of knowledge of cause(s)	Appropriate depth of coverage from the specification based on the identified area(s) approached consistently.
Depth of knowledge of correction(s)	Appropriate depth of coverage from the specification based on the identified area(s) approached consistently.
Link between weakness(es) and cause(s)	Learner must explain how the cause underpins the weaknesses in analysis. There should be regular references to the errors in context resulting from the theoretical cause(s). Not the responsibility of the 'marker' to make this link.
Link between cause(s) and corrective measure(s)	Learner must explain why the corrective measure(s) are linked to the cause(s), i.e. what will they develop/improve, how/why will they be effective? Not the responsibility of the 'marker' to make this link.
Level of technical language	Technical language in this section is relevant specification/theoretical language. It is used appropriately and explained.