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| **A-Level Analysis of Performance (20 marks)** | Level(Mark) | Identify Weakness(es) | Explain Weakness(es) | Level of Analysis of weakness(es) | Effect of technical performance | Level of technical knowledge in analysis | Use of technical terminology |
| 517-20 | Able to identify illustrating anExcellent level of awareness. | Able to explain illustrating anExcellent level of awareness. | Excellent levels of depth and/or breadth when analysing | Consistently highlighting the effect of prominent technical errors upon overall skill performance. | Excellent knowledge and understanding of the different techniques. | Uses appropriate and correct technical terminology consistently. |
| 413-16 | 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 technical errors upon overall skill execution and performance | Very good knowledge and understanding of the different techniques. | Usually uses appropriate and correct technical terminology, but the use of this may occasionally be inconsistent |
| 39-12 | 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 technical errors upon overall skill execution and performance.  | Good knowledge and understanding of the different techniques used. | Sometimes uses appropriate and correct technical terminology, but the use of this may sometimes be inconsistent |
| 25-8 | Occasionally able to identify illustrating a moderate level of awareness | Occasionally able to explain illustrating a moderate level of awareness | Student demonstrates moderate levels of depth and breadth when analysing  | Occasionally highlighting the effect of relevant technical errors upon overall skill execution & performance.  | Moderate knowledge and understanding of the different techniques. | Occasionally uses appropriate and correct technical terminology but the use of this is often inconsistent |
| 11-4 | Rarely able to identify illustrating alimited level of awareness | Rarely able to explain illustrating a limited level of awareness | Student demonstrates limited levels of depth and breadth when analysing  | Rarely highlighting the effect of technical errors upon overall skill execution & performance | Limited knowledge and understanding of the different techniques. | Rarely uses appropriate and correct technical terminology |
| 0 | Nothing Credit worthy | Nothing Credit worthy | Nothing Credit worthy | Nothing Credit worthy | Nothing Credit worthy | Nothing Credit worthy |
| **A-Level Evaluation of Performance (25 marks)** | Level | 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 |
| 521-25 | 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 adetailed 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. |
| 416-20 | 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. | Student uses a very good level of technical language throughout this section of work although there may be occasional inconsistency |
| 311-15 | Good depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic | Student 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 |
| 26-10 | Moderate depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for thattopic | Moderate depth of knowledge of relevant correction(s) in line with the detail required in the specification for thattopic. | 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 withinaccuracies | 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 |
| 11-5 | 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 arerarely 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 | Nothing worthy of credit | Nothing worthy of credit | Nothing worthy of credit | Nothing worthy of credit | Nothing worthy of credit |