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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 |
| 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 technical errors upon overall skill  performance. | | Excellent knowledge and understanding of the different 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 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 |
| 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 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 |
| 2  5-8 | 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 |
| 1  1-4 | Rarely able to identify illustrating a  limited 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 | |
| 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. | | Student 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 | | 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 | |
| 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 | Nothing worthy of credit | | Nothing worthy of credit | | Nothing worthy of credit | | Nothing worthy of credit | | Nothing worthy of credit | |