AS/A-level
Physical Education

Teaching guide: NEA

Version 1.1: April 2019

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Introduction

This guidance has been produced following feedback from teachers in order to support with the delivery of the non-exam assessment (NEA) for AS/A-level Physical Education, in particular, with the elements of the course where teachers have requested additional support during the first full series of the specifications. It is not intended to replace the specification document(s) but should be used in conjunction with them.

Summary of the non-exam assessment (NEA)

The non-exam assessment (NEA) aspect of the qualification requires students to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques outlined below.

This aspect of the specification requires students 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 assessment will be moderated by post. For any activities that cannot be replicated live at moderation, schools/colleges must ensure that audio-visual evidence is available.

It is not mandatory to record all student activities, however schools/colleges can choose to do so if they feel that students would be unable to replicate their activity at live moderation. Any live evidence shown on the day should be recorded by the school/college. If you do not have audio-visual evidence from live performances you may not be able to submit a post results enquiry.

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Assessment

Performance assessment (practical performance)

Students 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).

Students 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.' Students cannot be assessed in any other activity.

The competitive context

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

Activity	Competitive context
Climbing	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 (v1.2).
Diving/Individual gymnastics /Trampolining	There must be evidence of judging, and tariff details provided.
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.
Cricket	There must be evidence of umpiring. (It is good practice to support batting/bowling with a copy of the scorebook).
Invasion games and boxing	There will be officials (ie referee) present, and competition duration will be age/competition specific.
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 direct 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	These will involve time keeping/measuring **and** evidence of other competitors.

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In all of the above there must be a desire by the student 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

Students who choose the role of coach are required to:

- at AS, analyse, modify and refine the performance of an individual or small group in **one** core skill/tactic in each area of assessment
- at A-level, 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 student will base their analysis on a live or recorded performance in the fully competitive context. The student 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.

Students should have evidence of the fully competitive context available if submitting AV footage of themselves coaching. This enables you and the moderator to see if the student 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.

Students 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 student.

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Refinement and subsequent modification

The student must then deliver a coaching session(s) to address the weaknesses they have chosen to focus on. A-level students may choose to do the following:

1. Break the coaching session into two parts – part one for the core skill/tactic and part two for the advanced skill/tactic.
2. Choose to complete two separate coaching sessions: session one for the core skill/tactic and session two 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 eg hockey, improving both open side and indian dribbling.

Return to competitive context

The student 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** to ensure that you understand that the coaching role focuses on the following aspects:

For A-level:

AA1 and 2

1. Analysis of core skills (AS) or core and advanced skills (A-level) in full competitive/performance context.
2. Success in analysing, modifying and refining of skills to progress and modify performance.
3. Level of coaching competency whilst 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.

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 whilst 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.

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Guidance for best practice during the coaching session

Teachers should ensure that:

- students 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 student clearly identifies the skill(s)/tactic(s) that is the focus of the coaching
- the student recognises technical/tactical errors and refines them as they progress through the coaching session
- students continue to analyse well, seeing (new) performance strengths and developing weakness(es) that begin to occur/still remain
- students begin the coaching session from an appropriate starting point based on the performer's ability
- students identify quickly errors that require improvement in the execution of skills/tactics
- students 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
- students 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

Students 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. Students 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 student is submitting for their performance assessment (practical performance).

Analysis of performance

For AS, students identify and explain one weakness from Area of assessment 1.

For A-level, students will identify and explain two weaknesses – one from Area of assessment 2 and one from Area of assessment 3.

The weaknesses can be in their own performance or the performance of another.

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

Weaknesses must:

- link to the core skills/tactics at AS or to 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).

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Explaining depth

A student analysing AA2 in football identifies one technical weakness from the specification: 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 student **directly compares** their weakness, comparing all of the errors, to a correct technical model or elite performer or when the student 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.

Explaining breadth

A student analysing AA2 in football identifies four technical weaknesses, which are four separate skills in the specification: 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 student **directly compares** all of their weaknesses to a correct technical model, or elite performer or when the student performed the skills successfully. They explain how each weakness has an impact on their performance in the competitive context.

The student 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.

Students 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, students will demonstrate their knowledge of theoretical cause(s) and correction(s) for each of the weaknesses identified:

- at AS, the weakness(es) from Area of assessment 1
- at A-level, the weakness(es) from Area of assessment 2 **and** the weakness(es) from Area of assessment 3. Students must demonstrate depth of theoretical understanding across both weaknesses.

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

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

Example:

Student 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.

Student 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 student 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 student 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. The student should explain why this corrective measure(s) was selected. They should include detail of what will be done, when it will be done and how it will be done. This will include the impact it will make on technical (AA2)/tactical (AA3) performance. It will also link to the cause by explaining how it will address the cause, showing an understanding of the theory. Where theories are used, they should be appropriately identified and correct terminology included.

Students should **avoid** the following:

- covering a variety of causes and correctives measures to show breadth
- talking generally about what could have caused the weakness(es) or what could be done to improve the weakness(es).

Using technical terminology

The **level of technical language** should permeate **both** the analysis and evaluation sections of the work. Students should use appropriate terminology that a performer/coach would associate with that sport/activity. Students may often go on to explain that specific term in depth eg 'bowling a Yorker' - the student 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 student's level of technical knowledge.

In the analysis section students 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

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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. Students who do this well will understand the subroutines of their appropriate skills.

It would be expected that students 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 students 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 800m 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, eg 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.

Levels of response grids

Students 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 here, and from page 35 in this booklet, 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 student's ability against the aspects of performing/coaching in each of the assessment areas.

At AS, a practical performer is to be assessed in:

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

15 marks are 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.

Here are some examples to illustrate their use:

Student A: Football performer (Area of assessment 1)

Level	Mark	Level of Core Skills	Accuracy /Success of Core Skills	Application of core skills	Competence in performance context	Evidence of Physical Fitness	Evidence of psychological focus	Best Fit
5	13-15	Excellent level of core 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. ✓	Very good accuracy/success. ✓	Frequently used often successfully ✓	Very good levels of technical competence even at high levels of competition.	Very good throughout most of performance.	Very good throughout most of performance. ✓	✓
3	7-9	Good level of core 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.	Moderate accuracy/success.	Occasionally used but rarely successful. Not always consistent	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.	Limited accuracy/success.	Clear lack of consistency. Does not demonstrate	Limited level of technical competence, and	Rarely evident.	Rarely evident.	

It is likely that you would award a mark between the bottom and middle of band 4 for this student.

Student B: Golf performer (Area of assessment 2)

Level	Mark	Level of Core Skills	Accuracy /Success of Core Skills	Application of core skills	Competence in performance context	Evidence of Physical Fitness	Evidence of psychological focus	Best Fit
5	13-15	Excellent level of core 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.	Very good accuracy/success.	Frequently used, often successfully.	Very good levels of technical competence even at high levels of competition. ✓	Very good throughout most of performance. ✓	Very good throughout most of performance.	
3	7-9	Good level of core 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.	Moderate accuracy/success.	Occasionally used but rarely successful. Not always consistent	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.	Limited accuracy/success.	Clear lack of consistency. Does not demonstrate	Limited level of technical competence, and	Rarely evident.	Rarely evident.	

It is likely that you would award a mark towards the bottom of band 5 for this student.

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At A-level, 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.

15 marks are 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.

Here is an example :

Student A: Football performer (Area of assessment 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
A level - Performer: Area of Assessment 1 and 2	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	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy

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

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At A-level, 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 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.

Student B: Tennis coach performer (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 students 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 students 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 students 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	Not credit worthy	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 student.

Teacher online standardisation (T-OLS)

Further guidance on assessing your students 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.

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Special requirements/injury

Access arrangements

Access arrangements enable students 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.

We can make arrangements for disabled students and those with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed with us before the assessment by using our online application service. All access requests will be considered individually and your application should outline what the student can do and how the activities will be adapted in order to meet the assessment criteria. Adapted activities will not be accepted for assessment unless approved by AQA.

Schools and colleges can apply online at aqa.org.uk/eaqa or email accessarrangementsqueries@aqa.org.uk for advice.

Special consideration

We can give special consideration to students 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 online at aqa.org.uk/eaqa

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The following table provides additional guidance for schools and colleges about what you need to do when students are injured or ill during the course.

Schools and colleges may apply for special consideration in respect of any injury or illness that affects or prohibits performance at the time of the student's assessment, ie before marks are submitted to AQA.

When the injury occurs	Situation	Action
Before commencing the course	The student cannot complete the practical performance element of the course due to injury.	The student 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. School/college may wish to submit a special consideration application through e-AQA.
Before mark submission	The student has not been assessed, no practical performance marks are available and there is no audio-visual footage.	If time allows, the student could switch to a coaching role or award 0 marks for the practical performance. School/college may wish to submit a special consideration application through e-AQA.
	The student has been assessed, practical performance marks are available but there is no audio- visual footage.	Submit the marks on the spreadsheet as normal, inform the moderator of injury and provide a copy of medical note. School/college may wish to submit a special consideration application through e-AQA.
	The student 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. School/college may wish to submit a special consideration application through e-AQA.
After mark submission and before moderation	The student 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 student has been included in the sample and there is audio-visual footage available.	No special action required. Provide audio-visual footage to moderator.
	The student has not been included in the sample.	No special action required.
On the day of moderation	The student is in the sample being observed in live performance.	Replace the student during the activity if possible. Send additional medical note onto the moderator.
	The student has not been included in the sample.	No special action required.

Moderation

Timeline for moderation

October

- Schools/colleges submit estimated entries for that academic year. aqa.org.uk/estimatedentries
- Schools/colleges operating in a consortium with joint teaching arrangements for PE must notify AQA by submitting an application through the JCQ Centre Admin Portal (CAP) on e- AQA. aqa.org.uk/eaqa
- AQA allocates moderators based on the estimated entry information received.

January to mid-February

- Schools/colleges download the 'PE centre marks and moderation spreadsheet' from Secure Key Materials (SKM) on e-AQA. aqa.org.uk/eaqa
- Moderators contact their allocated schools/colleges to arrange a date for the moderation visit of the practical performance.

Mid-February to May

- Schools/colleges must inform students of the marks they have awarded prior to the marks being submitted to AQA and the moderator. This is to give students the opportunity to request a review of the school/college's marking.

School/college completes the PE centre marks and moderation spreadsheet with:

- centre name and number
- name of moderator and agreed visit date
- 4 digit candidate numbers and names of all the students being entered for the qualification that year.

Also for each student listed:

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

Students 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.

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Cand no.	Name (Surname: First name)	Activity	Role	Area of assessment 1	Mark (max 15)	Area of assessment 2	Mark (max 15)	Area of assessment 3	Mark (max 15)	Analysis Mark (max 20)	Evaluation Mark (max 25)	Total mark (max 90)	Mark status (if applicable)	Sample	Area	Rank
1001	Smith: John	Basketball		Attacking skills	10	Defensive skills	11	Tactics and strategies	9	12	11	53				2
1005	Doe: Jane	Basketball		Attacking skills	9	Defensive skills	10	Tactics and strategies	10	13	13	55	Parental interest			1
1010	Edwards: Holly	Cycling		Event/race 1	7	Event/race 2	7	Tactics and strategies	8	10	11	43				4
1015	Fish: James	Cycling		Event/race 1	8	Event/race 2	8	Tactics and strategies	6	9	10	41				5
1020	Windsor: David	Cycling		Event/race 1	9	Event/race 2	10	Tactics and strategies	9	11	10	49				3
1025	Jones: Claire												Carry forward			
1030	Robinson: Lucy	Amateur boxing		Attacking skills	5	Defensive skills	5	Tactics and strategies	6	8	9	33				8
1035	Williams: Scott	Basketball		Attacking skills	6	Defensive skills	4	Tactics and strategies	6	9	8	33				8
1040	Peters: Mike	Cycling		Event/race 1	4	Event/race 2	5	Tactics and strategies	5	10	10	34				7
1045	Foster: Sam												Absent			
7001	Moore: Julie	Cycling		Event/race 1	8	Event/race 2	8	Tactics and strategies	6	8	9	39				6

Centre marks

		Sample	
Total entry	11	Min selected	No
No of absent	1	Max selected	No
No of zeros	0	No in sample (S)	0 of 9
No of carry forward	1	No of PARs	0
Working population	9	Sample OK	No

Centre number(s): 00000
Centre name(s): The Community School Academy
Name of moderator: Mr I Moderator
Visit or Postal moderation: Visit   Date of moderation visit: 01 April 2019
Spreadsheet submission deadline: 13 March 2019

- The marks on the spreadsheet are the final marks awarded by the school/college – they **cannot** be amended after they have been submitted.
- Schools/colleges email the completed spreadsheet to their allocated moderator and to CentreMarks@aqa.org.uk no later than two weeks prior to the arranged moderation visit.
- Using the spreadsheet, the moderator indicates with an 'S' the sample of students for moderation. The sample will consist of the highest overall scoring student, lowest non-zero scoring student 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)	Sample	Area	Rank
53		S	1	2
55	Parental interest	S	1	1
43		S	2	4
41		S	2	5
49		S	2	3
	Carry forward			
33		S	1	8
33		S	2	8
34		S	3	7
	Absent			
39		S	3	6

- Students 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 students 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 approximately one week prior to the visit.
- Moderators visit schools/colleges to moderate the performance assessments (practical performance).
- The moderator will not discuss marks with teachers/students or give feedback on the accuracy of marking within a school/college. Schools/colleges will only find out the outcome of moderation on results day.

It is the responsibility of the school/college to:

- ensure that the students who are requested in the sample and who are to be moderated live (plus any additional PAR candidates) 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 students to make up the numbers as required (eg in games activities)
- make an audio-visual recording of the performances seen during moderation
- ensure that the analysis and evaluation work for the sample students (plus any additional PAR students) is collated and ready for collection on the date of the visit with signed candidate record forms for each student and a signed centre declaration sheet. aqa.org.uk/coursework

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

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

August

- Results are issued and a feedback form on moderation is emailed to the school/college from AQA.
- Post-results services open allowing schools/colleges that have received an adjustment to their marks to apply for a review of moderation if they wish aqa.org.uk/exams-administration/results-days/post-results

September

- The window for requesting post-results services closes (on 20 September 2019).

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Offsite activities and activities that cannot be replicated live at moderation

Before students embark on an activity which will in due course be assessed, schools/colleges 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 student climbing a rock face. If it is not possible to appropriately film an activity for any reason, then students cannot use that activity as part of their assessment. Students must select a different activity to use instead.

Schools/colleges are required to provide audio-visual evidence of student 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 student'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 student 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 students. It may also prevent you from being able to submit a post-results enquiry.

The moderation visit

Schools/colleges are responsible for ensuring that the visit is appropriately organised in such a way that students have every opportunity to replicate the level of performance at the time when the mark was awarded by the teacher (students' 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 student gained the marks awarded by the teacher.

On the day of the visit, schools/colleges are responsible for ensuring:

- an appropriate number of students are present to run fully competitive versions of the activities in which students are to be moderated (player/performer)
- an appropriate number of students are present to run drills (coach)
- audio-visual evidence is available for any student assessments that cannot be replicated live at the visit but form part of the sample

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- 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 students being moderated (eg coloured/numbered bibs)
- 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.

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 available on the day so that the moderator can take the sample of work away with them. The sample will be of the same students seen at the visit and must include a signed *Candidate record form* for each student and a signed centre declaration sheet.

Analysis and evaluation of performance – verbal evidence

If a sampled student 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 student.

Audio visual (AV) recording

Preparation

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

Schools/colleges should adhere to the following guidelines to ensure sufficient quality:

- Test the camera and any accessories, such as microphones, by recording a small piece of video and playing it back.
- The camera must be positioned to ensure that the best possible and unobstructed recording is made of the performance, as it would be seen by the marker/moderator.
- Audio-visual evidence should clearly show 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.

Student identification

- Students must state their centre number and name, candidate number and name, qualification (ie AS or A-level Physical Education), chosen activity and role at the start of each recording.
- The student 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 student clearly identifies themselves in reference to clothing being worn or position
- a printed or electronic document containing photographs that identify each student 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 student, 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. To add further clarity on this, the rule for all activities is that when a student is performing **the camera should remain on**.

- Avoid clipping the ending of the recording.
- Ensure filming does not automatically auto-focus during the performance as this can cause blurring, making assessment very difficult.
- Always film keeping the student in shot. Evidence filmed where the student disappears from shot, will not be accepted.
- Ensure that extraneous noise is kept to a minimum.
- Do not film the student from some distance without the zoom facility being used.
- Avoid using a fixed position camera without an operator as students 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 students.

After recording

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

Please label every disk with the appropriate information, or include the appropriate information with a USB stick.

For example:

The information should include:
- centre number and name
- qualification and component code
- date
- number of candidates
- disc number

99999 - The School Academy

AS level PE 7581/C

4 April 2019

10 candidates

disc 1 of 2

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Encryption/password protection

All media submissions must be password protected before submission to the moderator, using the password emailed to you by AQA. Further guidance is available here.

Acceptable filetypes and media

We can only accept files that play correctly on VLC media player (videolan.org/vlc). 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
- DVD, provided it is on the correct type of disc - either DVD±R or DVD±RW.

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

- Blu-ray or HD-DVD
- DVD-VCD, DVD-MP3, Mini-DVD
- CD±R or CD±RW
- Memory cards (eg SD, Micro SD, XD, Compact Flash cards)
- Tapes (eg VHS cassette, MiniDV)
- Files stored on cloud storage systems (eg Google Drive, OneDrive, iCloud)
- Online media playing channels (eg Youtube).

Using the wrong format may mean that we are unable to moderate students' work. Any unsatisfactory recordings may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all students.
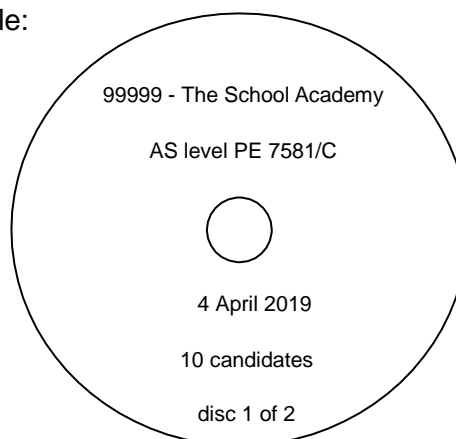
Changing filetypes or media

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 are able to 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. Students 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 then the student 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.

Student: 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 1 v 1
2.56	1	Dribbling/passing	Ran onto throughball – dribbled to goal line and crossed ball – cross blocked

The use of this helps with:

- student identification
- information about the match, level of opponent or competition context
- how the student 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 games 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 following are some examples of how a games player may provide evidence.

Activity	Footage
Rugby Union player	Student plays the full 80 minutes of Game 1. The footage captures the whole game (stopped for half time). The school/college recognise there is sufficient range of skills/tactics repeated to support the mark awarded.
Rugby League player	Student plays the first 20 minutes and last 20 minutes of Game 1. The footage captures the whole game (stopped for half time). The student identifies on the commentary timeline their entry/exit to the performance. The school/college recognise there is sufficient range of skills/tactics repeated to support the mark awarded.
Netball player	Although the student plays the three entire matches, due to her position the range of skills/tactics repeated is restricted by the context of the games. The centre provides: Game 1– 4th quarter, Game 2 – 3rd quarter only and Game 3 – 2nd quarter only. The footage captures the entire quarters (stopped only for interval). The school/college recognise there is sufficient range of skills/tactics repeated across these to support the mark awarded.
Hockey goalkeeper	Across 3 games the student 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 school/college includes this information on the commentary timeline. The school/college provides the first half of Game 1, the first half of Game 2 and the second half of Game 3. The school/college recognises there is sufficient range of skills/tactics repeated 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.

'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.

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.

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Gathering footage

The table below provides additional guidance around gathering high quality footage. The general rule for all activities is that whenever a student 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
Amateur boxing	Natural break in play: between rounds. Sparring is not permitted.
Association football	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Athletics	School/college may edit out time between runs/jumps/throws as long as all attempts from that competition are shown.
Badminton	Footage should show the student, shuttle flight, the whole playing area and the opponent(s). Can be doubles/singles or a mix of both. Judges 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 student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Camogie	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/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 maybe 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.

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	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.
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 full race distance in order to build the footage. Use the commentary timeline to identify all student involvement in their races across the three areas of assessment.
Dance	Must be performed in front of an audience (minimum of 10 people).
Diving	School/college may edit out time between dives, but must show all dives from the event. Six dives from across two competitions: Either: Three from List A and 3 from List B. Or: Six from List A (will restrict marks) Platform diving only (not springboard).
Equestrian	Multiple cameras may be used to film one event linking 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 student involvement in each event across the three areas of assessment.
Gaelic Football	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Golf	Use the commentary timeline to identify all student 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).

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	May use verbal commentary over the top of the video to explain AA3, or pause the footage whilst this information is conveyed eg 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. Sports Acro/team or paired gymnastics are not permitted.
Handball	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Hockey	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/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 student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc 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.
Lacrosse	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc must be able to be viewed.
Netball	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/shooting etc must be

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	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 (fine boats) Olympic class boat, sliding seat racing shell rowed or sculled at inland competitions.	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 student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/kicking etc must be able to be viewed.
Rugby Union	Unedited footage: Use the commentary timeline to identify all student involvement in play across the three areas of assessment. Player cam, however outcome of skills such as pass/kicking etc must be able to be viewed.
Sculling (fine boats) Olympic class boat, sliding seat racing shell rowed or sculled at inland competitions.	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.
Squash	Footage should show the student, ball movement, the whole playing area and the opponent. Students must play to the correct scoring system.
Swimming	Individual medley is included as a stroke. Relay event is acceptable. Student cannot offer same stroke and distance for AA1 individual race and AA2 relay race, eg they cannot undertake AA1 100m freestyle individual and AA2 100m freestyle in relay.

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	Time trial not permitted.
Table tennis	Footage should show the student, 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 student, 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.
Volleyball	Footage should show the student, 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.

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Supplementary evidence for Area of assessment 3

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

- complete the commentary timeline as identified above
- talk though 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.

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Requirements for "aesthetic activities" (eg Dance)

Students in these activities will need to provide some additional information to support their footage for area of assessment 3. 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, ie 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, ie 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, ie order of movements.
Trampolining	• Tariff information and routine sequence/order. • Notes to explain how the routine was put together, ie order of movements; any changes in the choreography of the routine over a number of drafts.

General advice about filming

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

Some athletic events may benefit from the same race being filmed from two different points eg 200m sprint. The student should 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 remembering that the student needs to provide evidence of the outcome of the pass, shot etc.

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

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Level	Mark	Analysis in full competitive/ performance context	Success in analysing, modifying and refining of core 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
		AS Coach: Area of assessment 1 and 2					
5	13-15	Excellent 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.
4	10-12	Very good coaching.	Very good levels of consistency, accuracy and success are clearly evident.	Maintains very good levels of coaching competency.	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	Good coaching.	Good levels of consistency, accuracy and success are clearly evident.	Frequently fails to maintain competence.	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 students using core skills.
2	4-6	Moderate coaching.	Moderate level of consistency, accuracy and success is evident.	Is this box meant to be blank?	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 student's competence is significantly affected by the level of the performer they are working with.
1	1-3	Limited coaching.	Limited level of consistency, accuracy and success is evident.	Is this box meant to be blank?	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.

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Use in conjunction with level of response grid: AS Area of assessment 1 and 2 Coaching	
Level of response header	**Explanation**
Analysis of skills in full competitive/performance context	Does the student identify strengths and weaknesses in core 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 core 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? 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 skill execution as opposed to "good" or well done"? ie "that was good because…now can we try…."
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?

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AS Coach: Area of assessment 3							
Level	Mark	Level of motivation	Success in analysing, modifying and refining of core skills to progress and modify performance	Level of coaching competency whilst refining and modifying core 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 core tactics/strategy/ choreography
5	13-15	Excellent level of motivation.	Excellent levels of consistency, accuracy and success are clearly evident.	Maintains excellent levels of coaching competency.	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.	Performers are able to accurately apply the refinements. Performers make excellent progress.
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.	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.	Performers are able to accurately apply the refinement with some errors evident. Performers often show very good improvement.
3	7-9	Good level of motivation.	Good levels of consistency, accuracy and success are clearly evident.	Often fails to maintain competence when refining.	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.	Performers are frequently able to accurately apply refinements but with errors evident. Performances frequently show good improvement.
2	4-6	Moderate level of motivation.	Moderate level of consistency, accuracy and success is evident.	Is this box meant to be blank?	Moderate communication skills are evident. The performer may misunderstand the coach's comments and directions.	Occasionally designed and delivered.	Performers are able to occasionally apply some of the refinements but with errors occasionally evident.
1	1-3	Limited level of motivation.	Limited level of consistency, accuracy and success is evident.	Is this box meant to be blank?	Limited communication skills are used – technical terminology is rare, basic and lacks explanation.	Rarely designed and delivered successfully.	Performers are able to apply some of the refinements but with errors highly evident. Performance shows limited improvement.
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.

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Use in conjunction with level of response grid: AS 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 student? Do they remain focused on the coaching task? Are they enthusiastic in their coaching?
Success in analysing, modifying and refining of core tactics/strategy to progress and modify performance	Does the student identify strengths and weaknesses in core 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 core 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 skill execution as opposed to "good" or well done"? ie "that was good because…now can we try…." 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 core 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?

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AS Performer: Area of assessment 1 and 2						
Level	Mark	Level of core skills	Accuracy/Success of core skills	Application of core skills	Competence in performance context	Evidence of physical fitness	Evidence of psychological focus
5	13-15	Excellent level of core 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.	Very good accuracy/ success.	Frequently used, often successfully.	Very good levels of technical competence even at high levels of competition.	Very good throughout most of performance.	Very good throughout most of performance.
3	7-9	Good level of core skills/ techniques.	Good accuracy/ success.	Applied inconsistently.	Good levels of technical competence even at 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.	Moderate accuracy/ success.	Occasionally used but rarely successful. Not always consistent.	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.	Limited accuracy/ success.	Clear lack of consistency. Does not demonstrate core 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.

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Use in conjunction with level of response grid: AS 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?
Accuracy/Success of core skills	How well/often does the execution of core skills lead to success in the sport/activity?
Application of core skills	What is the level of consistency of the execution of the core skills in the performance? If there is not enough of the **'range of core skills repeated'** in the evidence seen, this will limit the mark in this area to 'occasionally used' ie 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 student 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 the core skills? Examples could include: reaction time in tennis to aid return of serve, agility in court movement when staying in a rally in badminton, flexibility to prevent runs when fielding in cricket.
Evidence of psychological focus	How well motivated is the student? 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.

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AS Performer: Area of assessment 3						
Level	Mark	Level of motivation	Understanding of rules in context	Application of core tactics and strategies	Competence in performance context	Errors in application of tactics and strategies	Use of core skills in delivery and planning of tactics/strategy/ choreography
5	13-15	Excellent level clearly demonstrated.	Excellent understanding of application of rules.	Excellent application of core strategies/tactics.	Excellent level of success even at the highest levels of competition.	Very few evident.	A very wide range of variation of core skills/techniques is evident.
4	10-12	Good level clearly demonstrated.	Good understanding of application of rules.	Very good application of strategies/tactics.	Very good level of success, but may make occasional errors at high levels of competition.	Some errors in performance are evident.	A wide range of core skills/techniques is evident.
3	7-9	Good level clearly demonstrated.	Good understanding of application of rules generally shown.	Good application of core strategies/tactics.	Good level of success, but with some tactical errors at high levels of competition.	Errors in performance are frequently evident. 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.

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Use in conjunction with level of response grid: AS Area of assessment 3 Performer	
Level of response header	**Explanation**
Level of motivation	How well motivated is the student? Do they manage errors in performance well, controlling psychological reactions to success and failure well? Do they remain focused on the performance task? Examples may 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 may include: Knowledge of when/how to take a quick free hit in hockey leading to a shot, incorporating a gymnastics move of a higher tariff within a routine at a specific point to improve the overall score, bowling a deliberate wide but legal line in cricket that prevents scoring by the batsman.
Application of core tactics and strategies	What is the level of consistency of the execution of the core strategies in the performance? Are the strategies appropriate for the context? If there is not enough of the **'range of core strategies/tactics repeated'** in the evidence seen, this will limit the mark in this area to 'moderate ie band 2.
Competence in performance context	How well do they perform in the competitive context? Is the context appropriate (of appropriate challenge) for the student to perform well?
Errors in application of core tactics and strategies	Are there strategic/tactical errors that inhibit performance? Are there aspects of strategy/tactics that enhance performance?
Use of core skills in delivery and planning of tactical/strategy or choreography	What is the range of the core skills used in the performance? If there is not enough of the **'range of core skills repeated'** in the evidence seen, this will limit the mark in this area to 'limited range' ie band 2.

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AS Analysis of performance (20 marks)						
Level	Mark	Identify weakness(es)	Explain weakness(es)	Level of analysis of weakness	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 of analysis.	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 of analysis.	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 of analysis.	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 of analysis.	Occasionally highlighting the effect of relevant technical errors upon overall skill execution and 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 of analysis.	Rarely highlighting the effect of technical errors upon overall skill execution and performance.	Limited knowledge and understanding of the different techniques.	Rarely uses appropriate and correct technical terminology.
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.

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Use in conjunction with level of response grid: AS 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)	Student demonstrates a full understanding of where and why and how the weakness(es) occurs. The context should make references to co-actors. The maker 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 knowledge in analysis	Use of technical terms, understanding how aspects of technical weakness are linked, analysis of appropriate subroutines and weaknesses within and comparison to successful execution.
Use of technical terminology	Demonstrated through analysis, avoids slang terms, some terms may be qualified by the student. Anatomical language is used where relevant. Theory content not credited.

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AS 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 measure(s)	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	0	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

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Use in conjunction with level of response grid: AS 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)	Student 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)	Student must explain why the corrective measure(s) are linked to the cause(s), ie 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.

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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 students 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 students 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 student'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.

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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.

Level of response header	Explanation
Analysis of core and advanced skills in full competitive/performance context	Does the student 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?

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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 students 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 students 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 students 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.

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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 student? 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 student 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

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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) ie 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 student 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 in when completing a forward 1 ½ somersault with twist when diving, or power when completing a vault providing sufficient air time 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 student? 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.

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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.

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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 student? 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 the **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 ie band 2.
Competence in performance context	How well do they perform in the competitive context? Is the context appropriate (of appropriate challenge) for the student 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' ie band 2.

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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 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.	Student 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.	Student 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.

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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)	Student demonstrates a full understanding of where and why and how the weakness(es) occurs. The context should make references to co-actors. The maker 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, some terms may be qualified by the student. Anatomical language is used where relevant. Theory content not credited.

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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.	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	0	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.	Nothing credit worthy.

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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)	Student 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)	Student must explain why the corrective measure(s) are linked to the cause(s). ie 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.

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