



# **AQA qualification training**

**AS and A-level Physical Education**

**An introduction to the new specification**

**AS and A-level non-exam assessment (NEA)**

**BOOKLET 4**

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## AS and A-level PE – NEA Example Activity and marking grids for performer and coach

### A-level skills criteria for list of activities

The following table outline the practical requirements for each activity including the criteria/content for each area of assessment.

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Amateur boxing		Attacking skills	Defensive skills	Tactics and strategies
Association football	Cannot be five-a-side or futsal	Attacking skills	Defensive skills	Tactics and strategies
Athletics		Event one	Event two	Tactics and strategies
Badminton		Attacking skills	Defensive skills	Tactics and strategies
Basketball		Attacking skills	Defensive skills	Tactics and strategies
Camogie		Attacking skills	Defensive skills	Tactics and strategies
Canoeing (flat water) (white water)		Event/race 1 Downstream skills	Event/race 2 Upstream skills	Tactics and strategies
Cricket		Batting skills	Bowling/fielding skills(incl. wicket keeping)	Tactics and strategies
Cycling	Track or road cycling only	Event/Race 1	Event/Race 2	Tactics and strategies
Dance		Dance 1	Dance 2	Choreography
Diving	Platform diving	6 dive routine	6 dive routine	Tactics and strategies
Gaelic football		Attacking skills	Defensive skills	Tactics and strategies

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Golf		Short irons (7-wedges)/ putting	Long irons (driver-6 iron)	Tactics and strategies
Gymnastics	Floor routines and apparatus only	Piece of equipment 1	Piece of equipment 2	Tactics and strategies
Handball		Attacking skills	Defensive skills	Tactics and strategies
Hockey	Must be field hockey, not ice hockey or roller hockey	Attacking skills	Defensive skills	Tactics and strategies
Equestrian		Flat work	Jumping	Tactics and strategies
Hurling		Attacking skills	Defensive skills	Tactics and strategies
Kayaking (flat water) (white water)		Event/race 1 Down water skills	Event/race 2 Up water skills	Tactics and strategies
Lacrosse		Attacking skills	Defensive skills	Tactics and strategies
Netball		Attacking skills	Defensive skills	Tactics and strategies
Rock climbing	Can be indoor or outdoor	Climb 1	Climb 2	Tactics and strategies
Rowing		Bow side	Stroke side	Tactics and strategies
Rugby League	Cannot be tag rugby	Attacking skills	Defensive skills	Tactics and strategies
Rugby Union	Can be assessed as 7's or 15 a side (not tag)	Attacking skills	Defensive skills	Tactics and strategies

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Sculling		Sculling strokes	Sculling strokes	Tactics and strategies
Skiing	Outdoor/indoor on snow. Must not be dry slopes	Race 1	Race 2	Tactics and strategies
Snowboarding	Outdoor/indoor on snow. Must not be dry slopes	Race 1	Race 2	Tactics and strategies
Squash		Attacking skills	Defensive skills	Tactics and strategies
Swimming	Not synchronised swimming	Stroke/race 1	Stroke/race 2	Tactics and strategies
Table tennis		Attacking skills	DefensivesSkills	Tactics and strategies
Tennis		Attacking skills	Defensive skills	Tactics and strategies
Trampolineing		Routine 1 (compulsory)	Routine 2 (voluntary)	Tactics and strategies
Volleyball		Volleyball	Defensive skills	Tactics and strategies

#### Specialist activities

Specialist activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Blind cricket		Batting skills	Bowling/fielding skills	Tactics and strategies
Boccia		Throws at the jack	Blocking throws	Tactics and strategies
Goal ball		Attacking skills	Defensive skills	Tactics and strategies
Powerchair football		Attacking skills	Defensive skills	Tactics and strategies

Specialist activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Polybat		Attacking skills	Defensive skills	Tactics and strategies
Table cricket		Batting skills	Fielding skills	Tactics and strategies
Wheelchair basketball		Attacking skills	Defensive skills	Tactics and strategies
Wheelchair football		Attacking skills	Defensive skills	Tactics and strategies
Wheelchair rugby		Attacking skills	Defensive skills	Tactics and strategies

## Amateur boxing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

### Area of assessment 1

Technical quality of attacking skills. Examples include but are not limited to jabs, hooks (left/right), uppercut, straight (left/right).

### Area of assessment 2

Technical quality of defensive skills. Examples include but are not limited to dodge, slip, duck, evasion skills.

### Area of assessment 3

Application of strategy/tactics. Examples include but are not limited to ring work, change of stance, keeping distance.

### Health and safety

Students should adhere to the ABA rules and regulations with regard to the correct weight gloves, head guard, gum shield and all other relevant guidelines.



## Levels of response grids

### Levels of response grid for performer

All activities must be undertaken and assessed in full versions of a sport which in a fully competitive context apart from the following activities where it may be more appropriate to undertake and assess them in a 'performance context'.

- Climbing – a mountain climb involving challenge against the natural environment appropriate to the capabilities of the student.
- Dance – a formal dance show/production performing in front of an audience.

### Area of assessments 1 and 2

Level	Marks	Description
5	13–15	<p>Clear demonstration of an excellent level of skills/techniques in a fully competitive/performance context. Skills/techniques are almost always applied with excellent accuracy/success. Advanced skills are used frequently and almost always successfully.</p> <p>Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.</p> <p>Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.</p>

Level	Marks	Description
4	10–12	<p>Clear demonstration of a very good level of skills/techniques in a fully competitive/performance context. Skills/techniques are usually applied with very good accuracy/success. Advanced skills are used regularly and are usually successful.</p> <p>Mostly maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context. Occasionally makes errors in the most challenging situations.</p> <p>Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.</p>
3	7–9	<p>Clear demonstration of a good level of skills/techniques in a fully competitive/performance context. Skills/techniques are regularly applied with good accuracy/success. Student demonstrates some advanced skills but these are applied inconsistently.</p> <p>Maintains good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context. Often fails to maintain competence in the more challenging situations.</p> <p>Good levels of physical fitness and/or psychological focus are frequently evident during the performance, although there may also be some clear deficiencies.</p>
2	4–6	<p>Clear demonstration of a sound level of skills/techniques in a fully competitive/performance context. Skills/techniques are applied with sound accuracy/success but student is not always consistent. Student rarely uses advanced level skills and cannot usually do so successfully.</p> <p>Maintains sound levels of technical competence in a fully competitive situation. As the challenge increases the level of competence lowers significantly.</p> <p>Sound levels of physical fitness and/or psychological focus are regularly evident during the performance, though there are also regularly evident deficiencies.</p>
1	1–3	<p>Clear demonstration of only a limited level of skills/techniques in a fully competitive/performance context. Skills/techniques are applied with limited accuracy/success and there is a clear lack of consistency. Student cannot or does not demonstrate any advanced skills.</p> <p>Shows a limited level of technical competence in a fully competitive situation. The student's competence is significantly affected by the level of challenge.</p> <p>Physical fitness and/or psychological focus are evident only infrequently during the performance. Deficiencies are frequently evident.</p>

Level	Marks	Description
	0	Nothing worthy of credit.

### Area of assessment 3

Level	Marks	Description
5	13–15	<p>Clear demonstration of excellent level of motivation/commitment.</p> <p>Consistently demonstrates an excellent understanding and application of rules in a fully competitive/performance context.</p> <p>Excellent application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain an excellent level of success even at the highest levels of competition.</p> <p>Very few errors in performance are evident even in the application of advanced tactics and strategies.</p> <p>Choreography encompasses advanced skills and ensures a wide variety of motifs, heights and use of space which fully engages with the audience.</p> <p>A very wide range of variation of skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>
4	10–12	<p>Clear demonstration of very good level of motivation/commitment.</p> <p>Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.</p> <p>Very good application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain a very good level of success, with occasional errors at high levels of competition.</p> <p>Some errors in performance are evident especially in the application of advanced tactics and strategies.</p> <p>Choreography encompasses advanced skills and ensures a variety of motifs, heights and use of space that often engages with the audience</p> <p>A wide range of variation of skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>

Level	Marks	Description
3	7–9	<p>Clear demonstration of a good level of motivation/commitment.</p> <p>Generally demonstrates a good understanding and application of rules in a fully competitive/performance context but with some inconsistency when applying advanced tactics/strategies/choreography.</p> <p>Good application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain a good level of success, but will often make tactical errors as the level of competition increases.</p> <p>Errors in performance are evident especially in the application of advanced tactics and strategies. Performance is consistent when applying core tactics/strategies.</p> <p>Choreography encompasses some advanced skills but there is some lack of variety in motifs, heights and use of space. The performers make some engagement with the audience.</p> <p>A range of variation of core/basic skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>
2	4–6	<p>Clear demonstration of sound level of motivation/commitment.</p> <p>Sound understanding and application of rules in a fully competitive/performance context.</p> <p>Sound application of strategies/tactics or the ability to compose/choreograph routines, applies simple tactics effectively but rarely demonstrates more demanding tactics successfully.</p> <p>Errors in performance are evident in the application of tactics and strategies.</p> <p>Choreography demonstrates some lack of variety in motifs, heights, use of space. Performers lack engagement with the audience.</p> <p>Some variation of core/basic skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>
1	1–3	<p>Clear demonstration of only a limited level of motivation/commitment are clearly evident.</p> <p>Limited understanding and application of rules in a fully competitive/performance context. Limited application of strategies/tactics or the ability to compose/choreograph routines.</p> <p>Errors in performance are obvious when applying tactics and strategies.</p> <p>Choreography demonstrates a lack of variety in motifs, heights, use of space. Performers lack engagement with the audience.</p> <p>Little variation of core/basic skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>
	0	Nothing worthy of credit.

## Levels of response grid for coach

All coaching of activities must be undertaken and assessed in full versions of a sport which in a fully competitive context in the analysis and refinement stages, apart from the following activities where it may be more appropriate to undertake and assess them in a 'performance context'.

Climbing – a mountain climb involving challenge against the natural environment appropriate to the capabilities of the student (At A-level it is expected that students should be working at level HVS 5A/5B and working towards level E1/5B).

Dance – a formal dance show/production performing in front of an audience (minimum of 10 people in the audience).

### Area of assessments 1 and 2

Level	Marks	Description
5	13–15	<p>Clear demonstration of excellent coaching when analysing skills/ techniques in a fully competitive/performance context.</p> <p>Excellent levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining skills/techniques to progress and modify performance.</p> <p>Maintains excellent levels of coaching competency even when refining and modifying advanced skills and techniques.</p> <p>Excellent communication skills are clearly evident, always using the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.</p> <p>Exercises/activities designed to modify and refine performance are always suitably designed and delivered with an excellent level of success, even when working with students using advanced skills.</p>
4	10–12	<p>Clear demonstration of very good coaching when analysing skills/ techniques in a fully competitive/performance context.</p> <p>Very good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining skills/techniques to progress and appropriately modify performance.</p> <p>Maintains very good levels of coaching competency even when refining and modifying advanced skills and techniques.</p> <p>Very good communication skills are clearly evident, often using the relevant technical terminology and often demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.</p> <p>Exercises/activities designed to modify and refine performance are often suitably designed and delivered with a very good level of success. Occasionally makes errors in the most challenging situations.</p>



Level	Marks	Description
3	7–9	<p>Clear demonstration of good coaching when analysing skills/ techniques in a fully competitive/performance context.</p> <p>Good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining a range of skills/techniques to logically progress and appropriately modify performance.</p> <p>Often fails to maintain competence when refining more advanced skills and techniques.</p> <p>Good communication skills are clearly evident, sometimes using more advanced relevant technical terminology and sometimes demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.</p> <p>Exercises/activities designed to modify and refine performance are suitably designed and delivered with a good degree of success. Often fails to maintain competence when working with students using advanced skills.</p>
2	4–6	<p>Clear demonstration of moderate coaching when analysing skills/ techniques in a fully competitive/performance context.</p> <p>A moderate level of consistency, accuracy and success is evident when analysing, modifying and refining a range of skills/techniques to progress and appropriately modify performance.</p> <p>Moderate communication skills are evident – rarely using more advanced technical terminology. The performer may misunderstand the coach's comments and directions.</p> <p>Exercises/activities designed to modify and refine performance are sometimes designed and delivered successfully. The student's competence is significantly affected by the level of the performer they are working with.</p>
1	1–3	<p>Clear demonstration of limited coaching when analysing skills/ techniques in a fully competitive/performance context.</p> <p>Limited levels of consistency, accuracy and success when analysing, modifying and refining skills/techniques to modify performance.</p> <p>Limited communication skills are used – technical terminology is basic and lacks explanation.</p> <p>Exercises/activities designed to modify and refine performance are sometimes designed and delivered successfully. The student's competence is significantly affected by the level of the performer they are working with.</p>
	0	Nothing worthy of credit.

### Area of assessment 3

Level	Marks	Description
5	13–15	<p>Clear demonstration of excellent level of motivation/commitment.</p> <p>Excellent levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining tactics/strategy/choreography.</p> <p>Maintains excellent levels of coaching competency even when refining and modifying advanced tactics/strategy/choreography.</p> <p>Excellent communication skills are clearly evident, always using the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.</p> <p>Exercises/activities designed to modify and refine performance are always suitably designed and delivered with an excellent level of success, even when working with students using advanced tactics/strategy/choreography.</p> <p>Performers are able to accurately apply the refined (advanced) tactics/strategy/choreography with few errors. Performers make excellent progress, thus demonstrating excellent analysis and modification from the coach.</p>
4	10–12	<p>Clear demonstration of very good levels of motivation/commitment.</p> <p>Very good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining tactics/strategy/choreography.</p> <p>Maintains very good levels of coaching competency even when refining and modifying advanced tactics/strategy/choreography.</p> <p>Very good communication skills are clearly evident, often using the relevant technical terminology and often demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.</p> <p>Exercises/activities designed to modify and refine performance are very often suitably designed and delivered with a very good level of success. Occasionally makes errors when developing advanced tactics/strategy/choreography.</p> <p>Performers are able to accurately apply the refined tactics/strategy/choreography but with some errors evident when attempting to apply advanced tactics/strategy/choreography. Performers often show very good improvement, demonstrating very good analysis and modification from the coach.</p>

Level	Marks	Description
3	7–9	<p>Clear demonstration of good levels of motivation/commitment.</p> <p>Good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining tactics/strategy/choreography.</p> <p>Often fails to maintain competence when refining more advanced tactics/strategy/choreography.</p> <p>Good communication skills are clearly evident, sometimes using more advanced relevant technical terminology and sometimes demonstrates the ability to adapt this language to ensure the performer understands the coach's comments.</p> <p>Exercises/activities designed to modify and refine performance are often suitably designed and delivered with a good degree of success. Often fails to maintain competence when working with students using advanced tactics/strategy/choreography.</p> <p>Performers are often able to accurately apply the refined tactics/strategy/choreography but with errors evident when attempting to apply advanced tactics/strategy/choreography. Performances often show good improvement, demonstrating good analysis and modification from the coach.</p>
2	4–6	<p>Clear demonstration of moderate levels of motivation/commitment.</p> <p>A moderate level of consistency, accuracy and success is evident when analysing, modifying and refining tactics/strategy/choreography.</p> <p>Moderate communication skills are evident – rarely using more advanced technical terminology. The performer may misunderstand the coach's comments and directions.</p> <p>Exercises/activities designed to modify and refine a basic level of performance are sometimes designed and delivered successfully.</p> <p>Performers are able to apply some the refined tactics/strategy/choreography but with errors often evident. Performers often show good improvement, demonstrating good analysis and modification from the coach.</p>



Level	Marks	Description
1	1–3	<p>Clear demonstration of limited levels of motivation/commitment.</p> <p>Limited levels of consistency, accuracy and success when analysing, modifying and refining tactics/strategy/choreography.</p> <p>Limited communication skills are used – technical terminology is basic and lacks explanation.</p> <p>Exercises/activities designed to modify and refine performance demonstrate are sometimes designed and delivered successfully.</p> <p>Often fails to maintain competence when working with students using basic tactics/strategy/choreography.</p> <p>Performers are to apply some of the refined tactics/strategy/choreography but with errors highly evident. Performance shows limited improvement demonstrating moderate analysis and modification from the coach.</p>
	0	Nothing worthy of credit.

## Performance analysis assessment (analysis and evaluation)

Students are required to analyse and evaluate, using appropriate theoretical content included in 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 in an activity that is from the specification.

This can be completed either:

- In a purely written format, or
- Via a combination of a written format (eg continuous prose/power-point slides etc) and additional verbal explanation (eg expanding on power-point presentation/interview).

Students will be assessed on their performance analysis assessment in the following two skills:

- Analysis (20 marks)
- Evaluation (25 marks)

Students will be assessed against the levels of response grids.

All causes and corrective measures used by the students must be from the theoretical content within the specification.

Students may choose just one cause/corrective measure (to show depth of knowledge) or they may choose to discuss more than one relevant cause/corrective measure (to show breadth and depth).

In the role of coach the student will analyse others' performances within a fully competitive game/formal conditions and discuss the impact that their weakness(es) have on the performance being analysed.

More than one weakness in the performance may be identified, but students must analyse weaknesses consistently in order to meet the bands in the assessment criteria.

The emphasis here is on the ability of students to identify weakness(es) in their own performance or the performance of another, ie at A-level 2 weaknesses; 1 from Area of Assessment 2 and one from Area of Assessment 3.

## Levels of response grids for both performer and coach

### Analysis of performance

Level	Marks	Description
5	17–20	<p>Student is always able to identify and explain the weakness(es), illustrating an excellent level of awareness.</p> <p>Student consistently demonstrates excellent levels of depth and/or breadth of analysis when analysing the weaknesses, consistently highlighting the effect of prominent technical/tactical/strategic errors have upon overall skill execution and performance.</p> <p>Student shows excellent knowledge and understanding of the different techniques/tactics/strategies used in the analysis.</p> <p>Student uses appropriate and correct technical terminology extremely consistently.</p>
4	13–16	<p>Student is usually able to identify and explain the weakness(es), illustrating a very good level of awareness.</p> <p>Student demonstrates very good levels of depth and/or breadth of analysis when analysing the weaknesses, regularly highlighting the effect of technical/tactical/strategic errors upon overall skill execution and upon performance.</p> <p>Student shows very good knowledge and understanding of the different techniques/tactics/strategies used in the analysis.</p> <p>Student uses appropriate and correct technical terminology although some inconsistency may be apparent when analysing the weaknesses.</p>
3	9–12	<p>Student is often able to identify and explain the weakness(es), illustrating a good level of awareness.</p> <p>Student demonstrates good levels of depth and breadth of analysis when analysing weaknesses, often highlighting the effect of relevant technical/tactical/strategic errors upon overall skill execution and upon performance. There may be some errors when analysing advanced skills/tactics/choreography.</p> <p>Student shows good knowledge and understanding of the different techniques/tactics/strategies used in the analysis.</p> <p>Student uses appropriate and correct technical terminology with some consistency.</p>

Level	Marks	Description
2	5–8	<p>Student is sometimes able to identify and explain the weakness(es), illustrating a moderate level of awareness.</p> <p>Student demonstrates moderate levels of depth and breadth of analysis when analysing the weaknesses, sometimes highlighting the effect of relevant technical/tactical/strategic errors upon overall skill execution and upon performance. There may be some errors even when analysing core skills/tactics/choreography.</p> <p>Student shows moderate knowledge and understanding of the different techniques/tactics/strategies used in the analysis.</p> <p>Student uses some appropriate and correct technical terminology but the use of this terminology may be inconsistent.</p>
1	1–4	<p>Student is occasionally able to identify and explain the weakness(es), illustrating a limited level of awareness.</p> <p>Student demonstrates limited levels of depth and breadth of analysis when analysing the weaknesses, occasionally highlighting the effect of basic technical/tactical/strategic errors upon overall skill execution and upon performance.</p> <p>Student shows limited knowledge and understanding of the different techniques/tactics/strategies used in the analysis.</p> <p>Student occasionally uses appropriate and correct technical terminology.</p>
	0	Nothing worthy of credit.

#### Evaluation of performance

Level	Marks	Description
5	21–25	<p>Student demonstrates excellent depth of knowledge (very good depth and breadth if more than one) of relevant theoretical causes and corrections in line with the detail required in the specification for that topic.</p> <p>The cause(s) are always fully developed and directly linked back to the weakness(es) always explaining in detail how the specific weakness identified has been caused.</p> <p>Corrective measure(s) for weakness(es) are extremely relevant to the cause(s) and directly linked back to the cause(s) and weakness(es) with theory from the specification applied in an extremely appropriate manner with no clear errors in the interpretation and application of the theory topic.</p> <p>Student consistently uses an excellent level of technical language throughout this section of work.</p>

Level	Marks	Description
4	16–20	<p>Student demonstrates very good depth of knowledge (good depth and breadth if more than one) of relevant theoretical causes and corrections in line with the detail required in the specification for that topic.</p> <p>The cause(s) are often developed and directly linked back to the weakness(es) always explaining with some depth how the specific weakness identified has been caused.</p> <p>Corrective measure(s) for weaknesses are highly relevant to cause(s) and directly linked back to the cause(s) and weakness(es) with theory from the specification applied in a highly appropriate manner with no major errors in the interpretation and application of the theory topic.</p> <p>Student uses a very high level of technical language throughout this section of work although there may be some inconsistency.</p>
3	11–15	<p>Student demonstrates good depth of knowledge (reasonable depth and breadth if more than one) of relevant theoretical causes and corrections in line with the detail required in the specification for that topic.</p> <p>The cause(s) are developed and directly linked back to the weakness(es) always explaining with how the specific weakness identified has been caused, but this explanation may be lacking in depth with some errors.</p> <p>Corrective measure(s) for weaknesses are very relevant in relation to cause(s) identified with theory from the specification applied in an appropriate manner.</p> <p>The corrective measures are often developed and directly linked back to the cause(s) and weakness(es) but this explanation may be lacking in depth with some errors.</p> <p>Student uses (often inconsistently) a good level of technical language throughout this section of work.</p>
2	6–10	<p>Student demonstrates moderate/basic depth of knowledge (some depth and breadth if more than one) of relevant theoretical causes and corrections in line with the detail required in the specification for that topic.</p> <p>The cause(s) are developed to a basic level but rarely linked back to the weakness(es) rarely explaining with how the specific weakness identified has been caused and this explanation may be lacking in depth with errors.</p> <p>Corrective measure(s) for weaknesses are fairly relevant in relation to cause(s) identified with theory from the specification applied in a basic manner. This explanation may be lacking in depth with errors.</p> <p>The corrective measures are sometimes developed and directly linked back to the cause(s) and weakness(es).</p> <p>Student uses a basic level of technical language throughout this section of work, any use of more technical language is very inconsistent.</p>

Level	Marks	Description
1	1–5	<p>Student demonstrates very limited depth of theoretical causes and corrections in terms of the detail required in the specification for that topic.</p> <p>The causes are rarely developed or directly linked back to the weaknesses.</p> <p>Corrective measures for weaknesses are rarely relevant in relation to causes identified with a limited range of theory from the specification applied in a very basic manner.</p> <p>The corrective measures are not developed and rarely linked back to the causes and weaknesses.</p>
	0	Nothing worthy of credit.