



Qualifications and
Curriculum Authority



GCE A level performance descriptions for physical education

July 2007

QCA/07/3240

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for physical education

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Candidate should demonstrate knowledge and understanding of physical activity.	Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.	Candidates should demonstrate the ability to analyse and evaluate critically physical activity.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show a good knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles b) show a good knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved c) communicate well through the careful selection and use of appropriate technical language. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) accurately apply diverse knowledge taken from the wider context of the AS specification, supporting it well with relevant examples b) apply appropriate techniques and principles designed to develop an improvement in performance across different types of activity. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show good ability to analyse the effectiveness of components of performance b) use their skills of analysis and evaluation to identify key priorities for improving performance c) organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles b) show some knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved c) use limited technical language with some accuracy. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) apply knowledge taken from the AS specification, supporting it with some relevant examples b) show some ability to apply techniques and principles designed to develop an improvement in performance. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show some ability to analyse the effectiveness of components of performance b) use their skills of analysis and evaluation to identify some ways of improving performance c) organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.

A2 performance descriptions for physical education

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Candidates should demonstrate knowledge and understanding of physical activity.	Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.	Candidates should demonstrate the ability to analyse and evaluate critically physical activity.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show a good in-depth knowledge and understanding of the roles of performer, leader and/or official and the relationships between the components of effective performance in those roles b) show a good in-depth knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and how best to promote that involvement c) communicate well through the careful selection and wide use of appropriate technical language. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) accurately apply diverse knowledge taken from the wider context of the A2 specification, supporting it well with relevant examples b) show good judgement in applying appropriate techniques and principles designed to make changes and adaptations to improve the quality, effectiveness and efficiency of performance. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show good ability to analyse the effectiveness of components of performance b) use their skills of critical analysis and evaluation to identify key priorities for improving performance c) organise and present information, ideas, descriptions and arguments in a clear, informed, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles b) show some knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and make some suggestions as to how to promote that involvement c) use technical language with some accuracy. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) apply knowledge taken from the A2 specification, supporting it with some relevant examples b) show some ability to apply techniques and principles designed to develop an improvement in the quality, effectiveness and efficiency of performance. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show some ability to analyse the effectiveness of components of performance b) use their skills of analysis and evaluation to identify some ways of improving performance c) organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.