



A-level

Physical Education

7582/2 Factors affecting optimal performance in physical activity and sport

Report on the Examination

7582
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General Comments

The mean mark for this paper was approximately 8 marks higher than the 2023 paper, in the region of 52 out of 105. There were fewer unanswered questions and students did not appear to run out of time. This was evidence by the last question in the paper.

The mean marks for each section of the paper were in the region of:

Section A = 18.06 (14.4 in 2023)

Section B = 14.98 (13.26 in 2023)

Section C = 18.95 (16.38 in 2023).

Some of this difference may be accounted for by the fact that Section A and Section C had slightly higher mean marks for the 15 mark questions and the multiple-choice questions were well answered.

The main area for improvement on short answer questions continues to be ensuring that students answer the question that has been set. This requires students to understand both the command word used and the assessment objective (AO) which is being assessed. Too often the level of detail students provide does not reflect the demand of the question, particularly when questions are assessing AO3. Where sports/activities are referenced in a question the response must be linked to this.

Section A – Exercise physiology and biomechanics

Questions 1 and 2

Around 84% of students correctly identified dislocated shoulder as an acute injury.

Around 73% correctly answered the correct unit of measurement for acceleration.

Question 3

A 3-mark AO1 question which had a mean mark of approximately 1.7. Quite a well answered question, with the majority of students achieving at least one or two marks and many achieving maximum marks. For those who didn't get full marks, it was generally because they referred to centre of mass, without suggesting height, or base of support, without suggesting the area of. Very few students had no idea at all about this topic.

Question 4.1

A very well answered question – angle of release being the most common response, a few students put air resistance or weight but very few didn't get the mark for this question.

Questions 4.2

This was not a well answered question. Many students confused vector components for net forces and drew arrows representing air resistance and gravity or weight, or simply just labelled the different parts of the curve. Some still picked up marks for the negative vertical arrow at the end of the flight; however, only around 17% of students were awarded maximum marks.

Question 5

A significant number of answers scored zero because they did not apply the key terminology, for example a tuck position was mentioned and that this increased the speed of rotation, but the answer was not linked to a decrease in moment of inertia. Quite a few responses also only discussed the tuck position. Around 22% of students scored 3 marks.

Question 6

Question 6 was the first of the 8 mark extended response questions. Student responses received the full range of available marks, with a mean mark of approximately 4.6. The majority of students had some knowledge of the main nutrients consumed during recovery, with carbohydrates and protein being the most commonly analysed ones. Water and creatine were mentioned sometimes, as were vitamin and sodium. Quite a well answered 8 mark question as even students without high level knowledge were able to access some marks.

Question 7

Question 7 was the first of the 15 mark extended response questions. The mean mark for this question was approximately 7. Most students attempted to answer the question, with very few blank responses. A reasonably well answered question in that most students knew some of the principles of training. A minority got them confused with the SMARTER principle. On the whole though, AO2 was accessed the most; lots of students didn't provide the AO1. AO3 was generally accessed but not in depth. For a 15 marker, it was one of the best answered.

Section B – Sport psychology

Questions 8 and 9

Around 88% of students knew the definition was Ringelmann effect.

Around 68% of students know which attribution was categorised as unstable and external.

Questions 10

Most students managed to get one or two marks for this question; very few got all three. Students were generally able to describe some of the factors. Emotional arousal was the least well described factor affecting self-efficacy; performance accomplishments was the best and most common factor described. A minority of students saw Bandura in the question and stated attention, retention etc. It was pleasing to see that students also focused on the question wording as this topic was addressed in a slightly different way this year.

Question 11.1

A number of students got the mark for the example of a performance goal but not that many got the definition, simply saying that a performance goal focused on performance. Some got confused with process goals and focused in both their definition and example on technique. A small but fairly significant number of students gave examples from the wrong event or sport.

Question 11.2

This question had a mean mark of approximately 1 out of 2 available marks. Students either described realistic rather than giving an example related to javelin or didn't relate measurable to a performance related goal.

Question 12

This question wasn't very well answered by students. Many students wrote generally about how an audience might help some performers and not others but didn't relate this to either the dominant response or evaluation apprehension. Some students picked up one mark for the evaluation apprehension point, but this was relatively infrequently.

Question 13

Question 13 was the second of the 8 mark extended response questions. The mean mark was approximately 3. While the full range of marks were awarded, less than 25% of students were able to access level 3 and 4. Whilst a minority of students referred to Nach and Naf in their answers, the majority realised this was to do with personality theories. Many got the AO1, but the application and evaluation were on the whole quite weak. Not many got top band for this answer, with the majority falling between 3-4 because of not enough application and/or evaluation.

Question 14

Question 14 was the second of the 15 mark extended response questions on the paper. Students received the full range of marks for this question resulting in a mean mark of approximately 6.4. This was the least well answered of the 15 markers. Only a very small minority of students were able to define correctly what VO₂ max was. Most had good knowledge of motivation. The AO3 was particularly weak in this question, with many not even attempting the AO3.

Section C – Sport and society and technology in sport**Questions 15 and 16**

Students performed very well on questions 15 and 16. Around 80% of students knew that blood clotting was most likely to occur as a result of taking erythropoietin. Around 88% of students knew a metabolic cart was a quantitative and objective data collecting method.

Question 17.1 and 17.2

These were very well answered questions, particularly 17.2. Most students got the correct years of the stages. Fewer were able to get both of the names of the stages correct.

Question 18

A well answered question with a mean mark of approximately 1.7. Not many maximum marks were awarded because students tending only to make one or two points. Most commonly the points related to team selection and substitutions were awarded.

Questions 19

Most students managed one mark for this question, mostly for focusing on VAR and how it slows the game down. Those who got maximum marks tended to get it for points 2 and 3 in the positives and point 1 in the negatives. Students should be reminded that their response needs to include the how and the impact as this was an evaluate question. Some students discussed the viewing on the television which was not creditworthy; neither was discussing the impact of technology on the sport in general.

Question 20

Question 20 was the final 8 mark extended response question. It had a mean mark of over 4.3. A relatively well answered question. Most students knew about the different types of anxiety and were able to apply thought stopping and beta blockers to them (AO2). AO3 was less well accessed, with the points about betablockers being illegal and causing health issues being the predominantly awarded AO3 points.

Question 21

Question 21 was the final 15 mark question on the paper. The mean mark was approximately 7. Students accessed AO1 and AO2 points fairly frequently as most students were able to identify and explain a number of strategies to prevent spectator violence. Whilst quite a number were able to identify that the graph suggested these strategies were effective, beyond that, not many achieved the AO3 points. Many just focused on the explanation/application of these strategies to football but didn't try to evaluate them, particularly from a negative perspective.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.