



A-level

Physical Education

7582/1 Factors affecting participation in physical activity and sport

Report on the Examination

7582
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General Comments

The mean mark for this paper, in the region of 45.7 marks, was higher than that in 2023 which was approximately 43.5 marks. There was one fewer short answer AO3 question, which students typically find the most challenging to access. This mean still sits below that of 2019, which was 47.

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

Section A = 13.6 (14.5 in 2023)

Section B = 15 (13.5 in 2023)

Section C = 17.2 (15.5 in 2023)

Section A had the lowest scoring 8 mark and 15 mark questions which may go some way to accounting for students' lower performance in this section. Section C may have scored more highly on average as it did not have an AO3 short answer question, making the marks more accessible to students.

Students appear to be continuing to manage their time more effectively. They continue to be more concise, specifically addressing the question set when answering extended response questions. The drop off in section C marks which has previously been observed has now not been present in the last two series.

While there was little evidence of students missing out questions across the paper generally, question 11 stands out in this regard. Around 4% did not attempt an answer this question on the different types of anticipation.

While still accessible, the multiple-choice questions across the paper could be considered to have been more difficult than in 2023. In 2023, only two questions fell outside of the 0.65 to 1.00 mean mark range, whereas this year four did. All but one multiple-choice question across the paper had a discrimination score below the minimum desired level of 0.35. These questions are deliberately accessible to a wider range of students, and it is not always the highest performing students who are able to access the mark available.

The main area for improvement across the paper continues to be students' ability to access AO3 marks, where they are required to analyse or evaluate. They often lack the required depth of analysis and breadth of evaluation to access higher marks on these questions. This is particularly the case in short answer AO3 questions where AO1 and AO2 content is not credited, exposing students' lack of AO3.

With regards the extended response questions there was only one synoptic question on this paper, which was question 7.

Section A – Applied anatomy and physiology

Questions 1 and 2

Students found question 1 relatively easy, with over three quarters of students able to identify the correct answer. This demonstrates a good understanding of the process which occurs during aerobic respiration.

Students did not perform as well on question 2, with a mean mark of approximately 0.45. This would suggest the question was more in line with the expected difficulty of a multiple-choice question, but by no means difficult. Students continue to find planes and axis a challenging topic, with this question

highlighting the misconception that flexion or extension at the elbow occurs in transverse plane when the arm is horizontal to the floor. Flexion and extension always occur in the sagittal plane.

Question 3

This question had a mean mark of approximately 1.5, with around 32% of students achieving full marks. This type of question has been asked previously linked to an increase in heart rate and it was obvious that a number of students had rote learned and repeated this mark scheme. References to the heart were not creditworthy in this question and the best answers were the ones that recognised the needs to describe the processes of vasodilation and vasoconstriction.

Question 4.1 and 4.2

4.1 had a mean mark of approximately 0.4, with a number of students missing out on the mark as they defined minute ventilation as the amount of air breathed in **and** out per minute. As with definitions of tidal volume the misconception that the measurement is in and out, instead of in **or** out, is a common one. Students can be credited for stating one or the other, eg minute ventilation as the amount of air breathed in per minute.

4.2 required students to apply their knowledge of minute ventilation to a VO_2 max test. Despite their difficulties with producing an accurate definition, students obviously had some knowledge of this topic as around 93% were able to access at least one mark. Nearly 30% were awarded full marks.

Question 5

Question 5 was the first of the short answer AO3 questions which students generally find challenging. This continued to be the case, with the mean mark falling just under 1 out of 3 possible marks. Where students did achieve marks, they understood the need to link the impact of regular participation in exercise to the cause of a stroke, analysing how the risk was reduced. There was frequent evidence of students having knowledge of the different types of strokes (haemorrhagic and ischemic). Only a very small number of students were able to access the full three marks for this question as the first marking point regarding exercise maintaining the elasticity of blood vessels was very seldom awarded.

Question 6

The first of the 8 mark questions had the lowest mean mark of the three across the paper. This is surprising as the question followed the same format previously used for examining other specialist training methods. Students appeared to lack depth in their AO1 knowledge about the physiological mechanisms behind plyometric training and its impact on energy systems. This made accessing the AO2 and AO3 more difficult. Too often advantages and disadvantages of this training method were simply stated with no attempt to link them to basketball.

Question 7

The first of the 15 mark questions and the only synoptic question on the paper. Question 7 required students to combine knowledge of recruitment of muscle fibres and Newton's laws of linear motion. This synoptic link had been examined previously so it was surprising that this was still the lowest scoring 15 mark question on the paper and the only one with a mean mark below 5 (approximately 4.5).

Students too often focused on muscle fibre types instead of the recruitment of muscle fibres, missing out several key terms from this area of the specification. Where students were able to use these terms, knowledge was often shallow and / or contained inaccuracies. This was similar for Newton's law where students were often able to name them, eg Newton's first law is the law of inertia, without clearly stating and applying them.

As with all synoptic questions, the best responses were those which blended knowledge of both components. While the full mark range was used, only a small number of students were able to do this well enough to access the top mark band, and just over 6% attaining marks from the top two mark bands.

Section B – Skill Acquisition

Questions 8 and 9

Both question 8 (approximately 0.6) and 9 (approximately 0.55) had mean scores below 0.65, suggesting they were not easy. As highlighted in previous series, students' knowledge of schema theory and working memory model continues to be inconsistent, even when examined via MCQs.

Question 8 discriminated more effectively (0.4) than question 9 (0.2).

Question 10

Question 10 examined social development theory, specifically focused on the role of the MKO (more knowledgeable other). With a mean mark of approximately 1 out of 3 possible marks, students clearly found this challenging. Over half of the students were awarded one mark which was typically mark point one relating to the MKO providing a demonstration / examples / advice. The better answers were those which referenced the different phases of learning named in this theory (inter and intra psychological) and / or correctly referenced the zones of proximal development in which the MKO plays a prominent role.

Question 11

Nearly 60% of students were able to access all 4 marks on this question on the different types of anticipation. It was the best discriminating question on the paper with a score of 0.53.

Students were required to name the types of anticipation before providing an example for a goalkeeper. This meant that without the AO1 knowledge they were unable to access any marks which may suggest why around 4% of students did not offer an answer and over 18% scored zero.

Question 12

Question 12 was the second AO3 short answer question and continued the trend of students finding marks difficult to access. Students generally understood the command word evaluate, offering both sides of the argument. However, their points lacked the depth required of evaluation, frequently stating the advantages and disadvantages without any specific impact.

In several cases students had clearly seen the previous mark scheme on preventing negative transfer and used these points which failed to answer the question set on ensuring positive transfer occurred.

Question 13

Question 13 had the highest mean mark of the three 8 mark questions, at just over 4. Students clearly found this question accessible with nearly 10% in the top mark band and nearly 40% in the top two bands.

The types of feedback are generally well known and understood. There was some repetition of the types of feedback named in the question which were not creditworthy. Students most commonly missed out the AO2, failing to give examples of the different types of feedback they were able to name.

Question 14

Question 14 asked students to use their knowledge of the complex – simple and high organisation – low organisation skill continua to evaluate the suitability of whole practice for a basketball team. In some cases students failed to identify the need to talk about specific skills in basketball, instead trying to classify the sport which is incorrect.

Where students did identify individual skills, it was the consistency of their knowledge which most frequently cost them marks. Whole practice was commonly confused with massed practice, resulting in evaluative points about fatigue and boredom occurring which were not relevant. High and low organisation were also used the wrong way around. Knowledge of the complex – simple continua was the most secure.

Section C – Sport and Society**Questions 15 and 16**

Students found question 15 very easy with over 95% correctly identifying the agent of primary socialisation as parents. Question 16 was more difficult, with only just over half of students able to access the mark. The Wenlock Olympian Games can sometimes be overlooked due to its position in the left hand column of the specification; however, it is required knowledge as part of the Industrial and post-industrial period (1780–1900).

Question 17

Over 60% of students were able to access all three marks on this AO1 short answer question regarding the role of factory owners in increasing participation in rational recreation. Students were most commonly able to identify broken time payments, reduced working hours, and the formation of factory teams as correct answers.

Question 18.1 and 18.2

Question 18.1 had the highest mean mark as a percentage of the maximum at nearly 95% suggesting it was the most accessible question on the paper. The few students who did not access both marks tended to make repetitive points such as violent and unruly.

18.2 was also an accessible AO2 question linked to preindustrial period. Students were frequently able to identify the characteristics of real tennis and why these prevented the lower class from playing it. Where students did not achieve marks, it was often due to not recognising that the command word was explain, instead simply stating the characteristics of real tennis, eg had written rules without qualifying why these were inaccessible to lower classes.

Question 19

Following on from 18.2 question 19 was another question where students appeared not to recognise that the command word signposted that explanation was required, leading to a mean mark of less than 1 out of 3 for what could have been considered an accessible question. Students frequently stated benefits under the correct heading without any attempt to explain them. Where students did pick up a mark this tended to be for the social benefit where they generally wrote more expansive points.

Question 20

Question 20 had a mean mark of just over 3 out of 8. In addition to the specification content, it was a quantitative question assessing students' ability to interpret the data in the table. Despite students demonstrating good knowledge of the golden triangle, they frequently missed the main focus of the question which was social media. Despite their undoubted knowledge of the topic they often did not describe what social media was or how football clubs use it. This led to a situation where students were being credited for AO3 marks but missing out on the AO1 and AO2 marks, which should have been more accessible.

Question 21

For question 21, students generally had a good knowledge of the range of barriers faced by ethnic minorities and the general strategies which are being used to overcome them.

Fewer students were able to apply these by referencing specific examples from sport, eg naming specific role models in sports where their ethnic group is underrepresented. In some cases students selected inappropriate examples, which appeared to have come from previous mark schemes, such as street games which target low-income, underserved (disadvantaged) communities and not specifically ethnic minorities.

In their evaluation students often did not refer to the statements which were presented, when they should have been using their knowledge to support arguments for and against each of them.

Mark Ranges and Award of Grades

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