



A-Level **Physical Education**

7582/2

Report on the examination

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General comments

The mean mark for this paper, in the region of 59 marks, was higher than that in 2024 which was approximately 52 marks, continuing a significant upwards trend from approximately 43.5 in 2023. The paper was generally accessible with only one synoptic question, a rewriting of a previous question, and several questions based on content students tend to perform well on.

The mean marks for each section of the paper were approximately:

Section A = 20.22 (18.06 in 2024)

Section B = 19.18 (14.98 in 2024)

Section C = 20.06 (18.95 in 2024)

A notable increase in the mean mark for Section B would appear to reflect the challenge this section posed in 2024 as it is still the lowest of the three topic areas, however, it is now more broadly in line with the other sections.

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.

There was little evidence of students missing out questions across the paper generally. There was a high around 1.6% on question 3 which is low.

Multiple choice questions were accessible across the paper as only 2 questions fell outside of the 0.65 to 1.00 mean mark range. These questions did however discriminate more effectively with two scoring above the minimum desired level of 0.35.

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.

Section A

Question 3

Question 3 was a well answers AO1 recall question. It required students to give three examples of scalar quantities. This had a mean mark awarded of just over 2, with the most common mark awarded, for nearly 50% of students, being 3 out of 3. The three scalar quantities named on the specification (mass, speed, and distance) were the most common answers, but a wide range were seen and credited where correct under the catch all statement. Where students did not gain credit, they most often stated vector quantities.

Question 4.1 and 4.2

In the region of 64% of students were able to describe a sprain. This required students to reference ligaments with the most common incorrect answer being to such that injury occurred to a muscle.

Just over 20% of students were able to access full marks on question 4.2 by explaining how the likelihood of a sprain occurring could be reduced. There continues to evidence of students not being able to meet the demands of the command word explain and simply stating strategies.

Question 5

Question 5 had a mean mark of approximately 1.2. While slightly higher than many previous AO3 short answer questions the most common mark was still only 1, with just over 40% of students being awarded this mark. There was evidence of students trying to present a balance of positives and negatives in their responses. However, they were often unsuccessful due to a lack of depth, unable to provide the impact on the diver.

Question 6

Question 6 was the highest scoring of the 8-mark questions with a mean mark around 5. This is likely due to the topic area (diet) being one student's find accessible and is repeated from GCSE PE. With band 3 responses by far the most common (around 45% of students were awarded either 5 or 6 marks) the reason more did not make it into the top band was often a limited understanding of the exercise related role of fat both as a fuel source and, more often, as a transporter of fat-soluble vitamins.

Question 7

Question 7 was a synoptic question where the link between levers and the musculoskeletal system has been used before. This proved to be beneficial for students as despite its synopticity this was the highest scoring 15-mark question on the paper with a mean around 8.23. The most common mark of 9 reflected students' good knowledge of lever systems combined with an ability to apply this to jumping and analyse the mechanical advantage. More students did not progress into the top two bands due to the breadth of their knowledge, often omitting key

information regarding the musculoskeletal system, and depth of their analysis, not being able to progress past stating mechanical advantages and disadvantages.

Section B

Question 10

Question 10 had a low mean mark of approximately 1.2 considering it was an AO1 recall question. This suggests knowledge of peak flow is an area which could be further developed. The most common mark was 1 with around 40% of students being awarded this, with only 8% accessing all three marks. This mark scheme was based on one previously published which demonstrates the benefits of using past papers to guide learning.

Question 11

A very well answered 4-mark AO1 / AO2 question with 70% of students achieving all 4 marks. 85% were able to name two types of anxiety dropping only one mark for the application. Cognitive and somatic anxiety were consistently well applied. Application of state and trait sometimes became confused and were not clear enough to be credited.

Question 12

Question 12 required students to evaluate the effectiveness of an autocratic style of leadership when coaching gymnastics. Despite being an AO3 short answer question the mean mark was pushing up towards 50% at 1.4. This increase in the mean marks for this style of question is pleasing to see.

Question 13

Question 13 continued the trend of student answering extended response questions more effectively. A mean mark of over 4.5 was support by the fact that level 1 was the least awarded of the four bands. The best answers were though who could suggest strengths and weaknesses of each theory in describing the players actions. The 10% of students in awarded top band marks were able to do this. Where students scored lower marks, they generally achieved marks for knowledge and application, but their evaluation lacked breadth focusing very specifically on the merits of one theory or the other.

Question 14

This was a very broad question covering a large portion of the specification content on attitudes. Some students missed the focus of the question drawing on a range of other psychological content such as attribution theory and group dynamics which was rarely made creditworthy. The best answer was firmly based around the triadic model with examples given from a range of different influences involved in attitude formation. This then allowed cognitive dissonance to be clearly and accurately analysed within the context of this question. A mean mark of 7 reflects

the full range of answers which were given. While less than 5% achieved the top band the most commonly awarded marks were 8 and 9 at the top end of band 3.

Section C

Question 17

Another AO1 recall question that students were generally able to access with a mean mark of approximately 2. Where students did not access marks, they often cited aspects of a coach's job which, while desirable, were not part of their duty of care e.g. improving performance or differentiating training sessions.

Question 18.1 and 18.2

Students achieved well on 18.1, achieving a mean mark of 1.36. Nearly 50% of students were awarded both marks. Common mistakes were to state that physical recreation had no rules and was noncompetitive both of which are not creditworthy.

The misconception that physical recreation is noncompetitive led to students missing out marks in 18.2 as well. Where students performed well, they understood the requirements of the command word explain and used a connective to elaborate on the difference they had identified. Students found this AO2 question more challenging with the mean dropping to just below 0.8 and only around 20% of students being awarded full marks.

Question 19

Question 19 again showed that students are developing their exam technique when it comes to short answer AO3 questions. A mean in the region of 1.75 was encouraging to see. This also allowed the question to discriminate above the minimum desired level of 0.35. Where students' responses were not credited, they often lost their focus on the specific question which had been set. This led to answers focused too heavily on the impact of technology with no reference back to commercialisation.

Question 20

Question 20 was an 8-mark extended response question which gave students the opportunity to showcase their knowledge of technology in sport linked to track cycling. This breadth allowed most students to access marks with only 1.6% not being able to produce anything creditworthy. Most students were able to identify appropriate technological developments however given the range available there were some technologies which were easier than others to apply to the track cyclist and the impact on their performance than others. Student who for example cited metabolic carts and indirect calorimetry struggled to move beyond AO1. Those who looked at material developments e.g. carbon fibre bike did so more consistently.

Question 21

The quality of answers for the final question on the paper supports the belief that most students managed their time well. With a mean of nearly 8 this was the second highest scoring of the 15-mark questions. Students had good knowledge of the strategies used for the elimination of performance enhancing drugs. They were also able to evaluate their effectiveness with reference to the data provide. Where students tended to fall down was their AO2 application with few able to discuss examples of athletes who had been caught using the various methods. The best answers discuss real life examples such as Russia's ban from the Olympics in their evaluation of the data.

Mark Ranges and Award of Grades

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