The EverLearner

National Mock Exams 2025

POWERED BY ExamSimulator

Mark Scheme
AQA A-level PE - Paper 1

Please read before distributing to students.

Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2025 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous AQA A-level PE Paper 1 exams in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited, as this will undermine the potential educational experiences of students in other schools/colleges.
- Finally, please make sure you attend the associated revision session in May.

This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in The EverLearner's National Mock Exams from 2025. Many of these questions will be discussed in the live revision show provided by James Simms on **Monday 12th of May 2025 at 15:30** (available to all subscribing schools live and on demand; a shorter version for non-subscribers will be available on YouTube after the live session).

The paper is available to be set, answered and marked online via ExamSimulator. ExamSimulator is a premium resource available via TheEverLearner.com and provides immediate diagnostics of student writing performance after every exam answer. Get in touch with us to start a free trial.

I hope this helps both students and teachers in their exam preparations.

James Simms

The EverLearner

Subject	Physical Education
Course	AQA linear GCE PE Paper 1: Factors affecting participation in physical activity and sport
Time allowed	120 minutes

First name	
Last name	
Class	
Teacher	

Title	AQA A-Level Paper 1 - National Mock Exam 2025

Guidance	• This paper is marked out of 105 marks. • You have 120 minutes (plus additional time for those who have Exam Access Arrangements). • The marks for each question are shown in brackeets (use this a a guide for how much time should be spent on each question). • You may use a calculator. • Read each question carefully and answer **all** questions. • If the timer reacher zero prior to you submitting your paper, the software will automatically submit your responses. • Good luck!

Total marks	105

SECTION A: Applied Anatomy and Physiology

1. Look at the image. Which point on the x-axis indicates the moment when cardiovascular drift begins to have a noticeable impact on heart rate?

Marking points **(maximum 1)**

(1) [AO 1] Option C: 20 minutes/Option C/C

2. Which of the following is true in relation to the Bohr shift?

Marking points **(maximum 1)**

(1) [AO 1] A - Occurs as a result of decreased blood pH/Occurs as a result of decreased blood pH/A

3. Analyse the effects of EPOC on an all-round gymnast between apparatus during a competition.

Marking points **(maximum 3)**

(1) [AO 3] All gymnastics apparatuses are anaerobic and cause oxygen deficit

(2) [AO 3] Resynthesis of components of the ATP-PC system allowing the gymnast to perform power moves on the upcoming apparatus/Resynthesis of PC so they can leap high on the next apparatus/Resynthesis of ATP so they can tumble at the start of the next apparatus

(3) [AO 3] PC fully restores between apparatus as changes are greater than three minutes

(4) [AO 3] Resaturation of myoglobin, meaning there is cellular oxygen available in the cell for recovery

(5) [AO 3] Sufficient time for the removal of lactic acid so the gymnast will not be fatigued on the subsequent apparatus

4. Look at the image of a football goalkeeper diving to make a save.
Complete the table for the movement at the right shoulder as shown in the image.

Marking guidance

For A, responses must name **both** articulating bones to be awarded a mark.

Marking points **(maximum 4)**

(1) [AO 1] A:Humerus and Scapula

(2) [AO 1] B: Ball-and-socket joint/Ball-and-socket

(3) [AO 2] C: Frontal plane/Frontal

(4) [AO 2] D: Sagittal axis/Sagittal

5. Explain Starling's law in relation to a cross-country runner going uphill.

Marking points **(maximum 3)**

(1) [AO 2] Starling's law states that stroke volume is dependent on venous return

(2) [AO 2] During an increase in intensity, the cross-country runner would have an increased venous return

(3) [AO 2] Due to an increased impact of skeletal muscle pump because of greater strength of contractions

(4) [AO 2] Increased venous return causes an increased stroke volume for the runner

(5) [AO 2] Meaning their overall cardiac output can increase due to the hill

(6) [AO 2] Leading to more energy being released aerobically or having to go into anaerobic respiration

6. The table shows the percentage of muscle fibres for three performers. Analyse the sporting activities that **each** performer is most likely to specialise in. Refer to the data in the table to support your answer.

Marking guidance

Award AO1 for knowledge of muscle fibre types. Award AO2 for applying muscle fibre types to sporting examples. Award AO3 for analysis of the data in the table and link to sports. Accept any other points that are creditworthy. Please read the response in combination with the level descriptors to award an appropriate mark.

AQA A-Level PE (8 Marks)

Marking points (maximum 8)

(1) [AO 1] Type 1 fibres are aerobic/Fatigue resistant/Low force and speed of contraction

(2) [AO 1] Type IIa fibres are both aerobic and anaerobic/Moderate fatigue resistance/Moderate force and speed of contraction

(3) [AO 1] Type IIx fibres are anaerobic/Low fatigue resistance/High force and speed of contraction

(4) [AO 1] All athletes have a combination of different fibre types

(5) [AO 2] Type 1 fibres are ideally suited to long-duration events such as triathlon, as they require sustained aerobic respiration

(6) [AO 2] Type IIa fibres are well-suited to games play such as football or netball, which require a combination of aerobic and anaerobic work

(7) [AO 2] Type IIx fibres are well-suited to explosive events such as long jump

(8) [AO 2] Most sports rely on a combination of fibre types

(9) [AO 3] Daffyd is well-suited to events like 100m sprint based on his very high proportion of IIx fibres, so this would benefit him during a sprint start/Powering out of the blocks at the start of a race

(10) [AO 3] Daffyd is well-suited to a specialised role in games such as a striker or goalkeeper due to their explosive movements

(11) [AO 3] Andrea is well-suited to triathlon or endurance swimming due to a very high proportion of type 1s, which would allow her to work aerobically for longer/Delay the onset of fatigue

(12) [AO 3] Andrea could also be a very effective mid-pitch or mid-court games player in football or netball due to her high aerobic capacity/Allow her to work aerobically for longer periods of the game

(13) [AO 3] Humphrey is well-suited to games play such as hockey due to the balance of fibre types, which is beneficial for the changing intensities of a game

(14) [AO 3] Humphrey may struggle to specialise in games play as their specialism is harder to define

7. The image below shows the history of world-record swims by British swimmer Adam Peaty in the 50m and 100m breaststroke swimming events.
Evaluate the contribution of **both** the ATP-PC **and** the anaerobic glycolytic systems for a sprint swimmer like Adam.

Marking guidance

Award AO1 for knowledge of ATP-PC and anaerobic glycolytic systems. Award AO2 for application of each energy system to swimming. Award AO3 for an evaluation of each energy system's contribution to sprint swimming. Accept any other points that are creditworthy. Please read the response in combination with the level descriptors to award an appropriate mark.

AQA A-Level PE (15 Marks)

Marking points **(maximum 15)**

(1) [AO 1] ATP-PC: Resynthesis of ATP through the breakdown of PC

(2) [AO 1] ATP-PC: PC donates a phosphagen molecule to ADP to form ATP

(3) [AO 1] ATP-PC: Lasts in the region of 8-10s

(4) [AO 1] ATP-PC: Energy yield is 1:1

(5) [AO 1] ATP-PC: No recovery of the ATP-PC store during ongoing high-intensity activity

(6) [AO 1] Glycolytic: Breakdown of glycogen through anaerobic glycolysis

(7) [AO 1] Glycolytic: Energy yield of 1:2

(8) [AO 1] Glycolytic: Lactic acid as a product of the glycolytic system

(9) [AO 1] Glycolytic: Limited removal of lactic acid until the end of exercise/Only small amounts of lactic acid buffered by bicarbonate during activity

(10) [AO 2] ATP-PC: Dive start and initial acceleration provided by ATP-PC

(11) [AO 2] ATP-PC: System will exhaust well before the 50m finish or turn

(12) [AO 2] Glycolytic: System must power the remainder of the races

(13) [AO 2] Glycolytic: Lasts long enough to sustain energy for both 50 or 100m

(14) [AO 3] ATP-PC Strength: Very high intensity allowing for a fast start or sprint finish

(15) [AO 3] ATP-PC Strength: All reactants are available in the muscle cell so the system can operate on demand, immediately

(16) [AO 3] ATP-PC Weakness: Short duration means that large proportions of either distance must be powered by another system

(17) [AO 3] ATP-PC Weakness: Short duration means that peak speed cannot be maintained throughout the races

(18) [AO 3] ATP-PC Weakness: Low energy yield means that for the 100m the system contributes for a minority of the race

(19) [AO 3] Glycolytic strength: Relatively longer duration means that the system can take over as predominant from the ATP-PC

(20) [AO 3] Glycolytic strength: High-intensity output means that there does not need to be a major decrease in performance at the anaerobic threshold

(21) [AO 3] Glycolytic strength: System can be used tactically in the middle part of the 100m race allowing for an ATP-PC powered start and finish

(22) [AO 3] Glycolytic weakness: Production of lactic acid as a product can denature anaerobic enzymes and cause a slowing in the latter stages of both races

(23) [AO 3] Glycolytic weakness: System is not as impacting in the 50m compared to the 100m due to the length of the race

(24) [AO 3] Glycolytic weakness: System duration is inverse to intensity so even though the 100m race is around 60s, the system could fatigue due to high-intensity output

SECTION B: Skill Acquisition

8. Which **one** of the following is the correct sequence of Schmidt's schema theory?

Marking points **(maximum 1)**

(1) [AO 1] Option A: Initial conditions, Response specification, Sensory consequences, Outcome/Option A/A

9. Which **one** of the following is an example of a discrete skill?

Marking points **(maximum 1)**

(1) [AO 1] Option C: Golf putt/Option C/C

10. State **three** ways to avoid a learning plateau.

Marking points **(maximum 3)**

(1) [AO 1] Introduce difficult tasks after mastering easier tasks

(2) [AO 1] Set individual goals rather than team goals

(3) [AO 1] Set achievable goals

(4) [AO 1] Improve physical fitness

(5) [AO 1] Use drive reduction theory to set appropriate goals

(6) [AO 1] Ensure coaching is high quality

(7) [AO 1] Use demonstrations to provide a mental picture

(8) [AO 1] Use whole-part-whole practice

(9) [AO 1] Correct errors in subroutines

11. Identify **two** ways a coach can avoid negative transfer.

Marking points (maximum 2)

(1) [AO 1] Draw performer's attention to differences in skills

(2) [AO 1] Ensure skills are thoroughly learned before moving on/Mastery of learning before introducing a new skill

(3) [AO 1] Teach the skill clearly in steps

(4) [AO 1] Avoid teaching skills at the same time that may confuse the performer

(5) [AO 1] Ensure practice is similar to a competition environment

(6) [AO 1] Reinforce a correct response/Punish an incorrect response

12. Using an example, explain how improving selective attention can help to reduce response time. Accept any other suitable examples.

Marking guidance

Award one mark for example and one mark for explanation.

Marking points (maximum 2)

(1) [AO 2] Tennis player preparing for a return filtering out the noise of the crowd and the line judges in their vision/A defender anticipating the dummy of an attacker due to blocking out irrelevant information and moving to make a tackle

(2) [AO 2] Ignore irrelevant cues more easily, giving them less information to process

(3) [AO 2] Quickly filter relevant from irrelevant cues when faced with a higher number of responses to choose from

(4) [AO 2] They are more likely to anticipate correctly if they only attend to the relevant information

13. Evaluate the use of extrinsic feedback for an experienced batsman in cricket.

Marking guidance

Award sub max two marks for positives and sub max two marks for negatives. In order to achieve all three marks, the candidate must offer at least one positive and one negative.

Marking points **(maximum 3)**

(1) [AO 3] Positive is that it enables a cricket coach to influence a batsman/Coach can offer information on shot selection during breaks in play

(2) [AO 3] Positive is that it increases the range of perspectives on performance/Batsman does not rely solely on their own interpretations

(3) [AO 3] Positive is that modern technology can improve the quality of extrinsic feedback/Specific video angles to address technique/Specific data analysis of shot selection or scoring zones

(4) [AO 3] Negative is that extrinsic feedback is normally terminal, meaning a shot or innings has ended before information is available

(5) [AO 3] Negative is that different coaches may give different messages/Extrinsic feedback can be subjective

(6) [AO 3] Negative is that the highest level of extrinsic feedback such as data analysis is very exclusive

14. Analyse the use of different types of practice for a gymnast.

Marking guidance

Award AO1 for different types of practice and their features. Award AO2 for application of each type of practice to a gymnast. Award AO3 for analysis of the impact of each practice type. Accept any other points that are creditworthy.

Please read the response in combination with the level descriptors to award an appropriate mark. AQA A-Level PE (8 Marks)

Marking points **(maximum 8)**

(1) [AO 1] Massed, distributed, variable and mental practice types

(2) [AO 1] Massed practice is ongoing trials with no breaks between trials

(3) [AO 1] Distributed is ongoing trials with breaks between trials

(4) [AO 1] Variable is skill practice in a changing environment

(5) [AO 1] Mental practice is the use of visualisation to understand the skill

(6) [AO 2] Massed practice for balances and inversions that they can repeat again and again without exhaustion

(7) [AO 2] Distributed practice to provide breaks between vaults to recover and receive feedback

(8) [AO 2] Infrequent use of variable practice as the environment is not changeable

(9) [AO 2] Mental practice to visualise a clean strike on the springboard prior to their approach on the vault runway

(10) [AO 3] Massed practice positively influences the gymnast because they can get maximum number of repetitions per training session/Excellent for trial and error learning

(11) [AO 3] Distributed practice is positive for a gymnast because it allows physical and emotional recovery between trials/Allows extrinsic feedback to be offered by a coach including video analysis

(12) [AO 3] Variable practice would have very little influence on a gymnast except for the occasional need for variety and fun in a warm-up, for example

(13) [AO 3] Mental practice can positively influence a gymnast by allowing them to concentrate on critical aspects of performance such as mounts and dismounts

15. Evaluate the use of different methods of guidance for a sprinter. Explain how some guidance types might help to change an athlete's attitude to training.

Marking guidance

Award AO1 for knowledge of guidance and attitudes. Award AO2 for application of guidance and attitudes to a sprinter. Award AO3 for evaluation of different types of guidance and how they can influence attitude. Accept any other points that are creditworthy.

Please read the response in combination with the level descriptors to award an appropriate mark. AQA A-Level PE (15 Marks)

Marking points (maximum 15)

(1) [AO 1] Guidance types are visual, verbal, mechanical and manual

(2) [AO 1] Visual guidance is showing a demonstration of playing a video clip/Wall chart/Poster

(3) [AO 1] Verbal guidance is coaching points or instructions

(4) [AO 1] Manual guidance is physically manipulating a performer

(5) [AO 1] Mechanical guidance is the use of an aid or equipment

(6) [AO 1] Triadic model includes the cognitive, affective and behavioural components

(7) [AO 1] Cognitive involves beliefs and ideas

(8) [AO 1] Affective involves emotions and feelings

(9) [AO 1] Behavioural involves actions

(10) [AO 2] Visual for a sprinter is likely to be a performance demonstration of a sprint start or equivalent/Video analysis of correct technical model

(11) [AO 2] Verbal guidance for a sprinter is likely to be a coaching point such as "lip to hip" made a by a coach

(12) [AO 2] Manual guidance in sprinting is when a coach uses their hands to move the sprinter's weight forward in their sprint start position

(13) [AO 2] Mechanical guidance in sprinting is when a coach applies a bungee cord to the runner for additional resistance in the pick-up phase

(14) [AO 2] Verbal guidance may influence the cognitive component of attitude for a sprinter by thinking about their technique

(15) [AO 3] Verbal guidance is excellent in sprinting for cognitive stage learners

(16) [AO 3] Verbal guidance is excellent for elite sprinters when slow-motion, frame-by-frame cameras are used for fine detail

(17) [AO 3] Visual guidance in the form of coaching points is less impacting for elite sprinters who have already learned the technique

(18) [AO 3] Visual guidance can be a very compelling form of cognitive dissonance to disrupt the triadic model

(19) [AO 3] Young sprinter could be shown another young sprinter getting the technique right and this could disrupt their cognitive component

(20) [AO 3] Verbal guidance is excellent in sprinting for bringing attention to the detail of a sprint

(21) [AO 3] Verbal guidance can be used in combination with visual as a form of cueing

(22) [AO 3] Weakness of verbal guidance is it may not be clearly understood by the sprinter

(23) [AO 3] Verbal guidance can be used as a form of persuasive communication in order to disrupt the triadic model

(24) [AO 3] Manual guidance is very helpful for novice sprinters who have not learned the kinaesthesis of the performance

(25) [AO 3] Manual guidance is far less effective for elite sprinters

(26) [AO 3] Manual guidance could help to give confidence and, therefore, affect the affective component of the triadic model

(27) [AO 3] Mechanical guidance is excellent for improving the experience of sprinters such as the use of parachutes and accurate timers

(28) [AO 3] Mechanical guidance can really affect motivation levels of sprinters for the positive and, therefore, affect the behavioural component of the triadic model

(29) [AO 3] Overall, guidance is an effective way of potentially changing a more negative attitude to a more positive one in sprinting

(30) [AO 3] However, mechanical guidance can be expensive and elitist

SECTION C: Sport and Society

16. Which of the following is a **health** benefit of increased participation?

Marking points **(maximum 1)**

(1) [AO 1] A - Decreased risk of a stroke/Decreased risk of a stroke/A

17. Which of the following are characteristics of a modern-day amateur?

Marking points **(maximum 1)**

(1) [AO 1] D - Can be from any class, lower status than professionals/Can be from any class, lower status than professionals/D

18. State **two** characteristics of popular recreation.

Marking points **(maximum 2)**

(1) [AO 1] Local and specific to each community/Played locally/Local

(2) [AO 1] Played in rural areas/Rural

(3) [AO 1] Aggressive/Violent

(4) [AO 1] Very few rules/Simple

(5) [AO 1] Occasional

(6) [AO 1] Relied on natural resources/Limited equipment

(7) [AO 1] Wagering took place/Gambling

19. Explain how urbanisation contributed to the development of rational recreation.

Marking guidance

Answers must link urbanisation to rational recreation to be awarded a mark. Do not accept descriptions of urbanisation or rational recreation.

Marking points **(maximum 3)**

(1) [AO 2] More people in cities, so less space for mob games to be played

(2) [AO 2] Less space for mob games led to purpose-built facilities and standardised football pitches

(3) [AO 2] More people in towns and cities created a demand for entertainment for the working class through rational recreation

(4) [AO 2] Urbanisation led to more purpose-built facilities, which created a need for standardised rules/NGBs

(5) [AO 2] Urbanisation led to emergence of middle class, who encouraged mob games to be banned/Emergence of middle class due to urbanisation led to formation of NGBs and standardised rules

20. Define the terms "discrimination" and "prejudice".

Marking guidance

Award one mark for defining each key term.

Marking points **(maximum 2)**

(1) [AO 1] Discrimination is the unfair treatment of a person or minority group/Acting on a prejudice

(2) [AO 1] Prejudice is forming an unfavourable opinion of an individual

21. Analyse the relationship between elite sports clubs and the companies that sponsor them.

Marking points **(maximum 3)**

(1) [AO 3] Elite sports clubs receive a high income from product promotion, allowing them to invest in upgrading training facilities/Sponsorship deals between elite clubs and companies allow clubs to invest in players on higher wages

(2) [AO 3] High-quality training equipment and clothing can be provided by the sponsor to enhance performance of players/Improve quality of training and coaching

(3) [AO 3] Sponsorship leads to more coverage of a sports club in the media, leading to a larger fan base and support during major competitions

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(4) [AO 3] Sponsorship is more likely if a club has consistent results, leading to a greater pressure to win

(5) [AO 3] Relationship between sponsor and elite club is mutually beneficial, as the sponsor wants to increase revenue through brand exposure and clubs want to invest money in improving standards

(6) [AO 3] Elite clubs need to make the right investments and perform well to maintain sponsorship deals

(7) [AO 3] Companies can choose to withdraw sponsorship if the club is brought into disrepute

(8) [AO 3] Some clubs may dominate the most lucrative sponsorship deals, as companies want to maximise their brand exposure to spectators

23. The table shows viewing figures for the Paris 2024 Olympic and Paralympic Games.
Using your knowledge of commercialisation, analyse the coverage of disability sports in the media. Refer to the data from the table in your answer.

Marking guidance

Award AO1 for knowledge of commercialisation and media coverage of disability sport. Award AO2 for application of media coverage to data in table. Award AO3 for analysis of data relating to coverage of disability sport. Accept any other points that are creditworthy.

Please read the response in combination with the level descriptors to award an appropriate mark. AQA A-Level PE (8 Marks)

Marking points (maximum 8)

(1) [AO 1] Commercialisation is treating sport as a commodity/Involves market as the driving force behind sport

(2) [AO 1] Media coverage mainly broadcasts elite sport

(3) [AO 1] Media coverage can include TV/Radio/Satellite

(4) [AO 1] Major sporting events such as the Olympic and Paralympic Games are ring-fenced/Shown on free-to-air TV

(5) [AO 2] Data shows viewing figures for Paralympics (18.4m) are significantly lower than Olympics (36.1m)/Viewing figures for Paralympics are much lower than Olympics

(6) [AO 2] Olympics and Paralympics viewing figures are both comparatively high, as they are global events

(7) [AO 2] Viewing figures for the Paralympics are lower due to less visibility of disability sport throughout the year

(8) [AO 2] Olympic athletes have a higher media profile due to greater coverage in the media, so people are less aware of Paralympic athletes

(9) [AO 3] Paralympics takes place shortly after the Olympics, which may lead to higher viewing figures due to greater international interest and increased awareness from media coverage

(10) [AO 3] If the Paralympics were to take place alongside the Olympics, this could have a positive effect on viewing figures

(11) [AO 3] If the Paralympics were to take place alongside the Olympics, this could have a negative effect due to saturation of sport in the media

(12) [AO 3] Olympics showcase a range of sports events through media coverage, which heightens interest in other sports and could boost Paralympic viewing figures

(13) [AO 3] Paralympics occurs as a separate event, which highlights Paralympic sport and increases the profile of athletes as role models

24. Nadine is 12 years old and has taken part in swimming from an early age. Now she **also** wants to attend tennis lessons at her local club.
Evaluate the impact of socialisation and social stratification on Nadine's participation in sport.

Marking guidance

Award AO1 for knowledge of socialisation and social stratification. Award AO2 for application of socialisation and social stratification to Nadine and the sports she is involved in. Award AO3 for evaluation of how this will have impacted her choices. Accept any other points that are creditworthy.

Please read the response in combination with the level descriptors to award an appropriate mark. AQA A-Level PE (15 Marks)

Marking points (maximum 15)

(1) [AO 1] Socialisation is a lifelong process where members of society learn norms, values and roles in order to take their place within society

(2) [AO 1] Primary socialisation occurs in early childhood/Immediate family influence

(3) [AO 1] Secondary socialisation occurs in later years/Family not always primary influence/Peers and teachers influence an individual

(4) [AO 1] Gender socialisation is the act of learning to conform to gender roles

(5) [AO 1] Social stratification is a type of social inequality where society is divided into different levels based on social characteristics

(6) [AO 2] During primary socialisation, Nadine will have been influenced by her family and which sports they were interested in

(7) [AO 2] During secondary socialisation, Nadine will be influenced by other people outside her family such as peers and teachers who may introduce her to other sports such as tennis

(8) [AO 2] Nadine may have enjoyed doing tennis in PE lessons/Her PE teacher may have positively influenced her to pursue tennis

(9) [AO 2] Nadine's peers may play tennis and this has influenced her to try it

(10) [AO 2] Gender socialisation may have influenced Nadine by looking at sports other females enjoy or that she sees in the media

(11) [AO 2] Due to social stratification, Nadine's family may have more disposable income and therefore they can afford for her to do both swimming and tennis

(12) [AO 2] Tennis requires more disposable income compared to swimming, due to the cost of membership and lessons

(13) [AO 2] Nadine may have good sports facilities at her school and has been introduced to tennis

(14) [AO 3] During primary socialisation, it is likely that Nadine has taken up swimming due to her family's involvement in this activity

(15) [AO 3] Primary socialisation has a significant influence on later years, so Nadine may be more likely to continue with swimming

(16) [AO 3] Due to secondary socialisation, Nadine may be more heavily influenced by her teachers and peers, and her interests may change as she moves through secondary school

(17) [AO 3] Nadine may attend her local tennis club and see other females taking part, giving her a positive experience and encouraging her to continue

(18) [AO 3] Social stratification may have a negative impact on Nadine's participation in tennis if she cannot afford some of the specialised equipment

(19) [AO 3] Doing both sports may give her a wider range of experiences and have a positive impact on her continuing to take part into adulthood

(20) [AO 3] Her family's financial status may determine if she can pursue both sports outside of school, so she may decide to just play tennis at school

(21) [AO 3] Swimming is a life skill, so Nadine may have had lessons from an early age and been encouraged to do this, which may increase the chances of her continuing this activity into adulthood

AQA A-Level Physical Education **8 Mark Level Descriptors**

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus
	0	No relevant content.

AQA A-Level Physical Education **15 Mark Level Descriptors**

Level	Marks	Description
5	13-15	Knowledge is consistently comprehensive, accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10-12	Knowledge is usually comprehensive, accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7-9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4-6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1-3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.