



The EverLearner

National Mock Exams 2025

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Mark Scheme AQA A-level PE – Paper 2

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 2 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 Friday 23rd of May 2025 at 13:30 (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



Subject	Physical Education
Course	AQA linear GCE PE Paper 2: Factors affecting optimal performance in physical activity and sport
Time allowed	120 minutes

First name	
Last name	
Class	
Teacher	

Title	AQA A-Level Paper 2 - National Mock Exam 2025
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Guidance	<ul style="list-style-type: none">• 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 brackets (use this as 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 reaches zero prior to you submitting your paper, the software will automatically submit your responses.• Good luck!
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Total marks	105
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SECTION A: Exercise Physiology and Biomechanical Movement

1. Which of the following is an example of qualitative data?

Marking points (maximum 1)

(1) [AO 1] B - Interview/Interview/B

2. The collection of data can be either objective or subjective. Describe what is meant by **objective** data.

Marking points (maximum 1)

(1) [AO 1] Direct measures

(2) [AO 1] No interpretation or opinion

(3) [AO 1] Typically numerical data/Tabular data/Graphical data

3. Look at the impulse graph in the image. State the type of motion that is occurring.

Marking points (maximum 1)

(1) [AO 2] A - Acceleration/Acceleration/A

4. Outline **three** benefits of using cryotherapy as part of injury rehabilitation.

Marking points (maximum 3)

(1) [AO 1] Vasodilation promotes blood flow to deliver oxygen to muscles, promoting healing and recovery/Capillary flushing removes toxins from the injured area

(2) [AO 1] Endorphins produced to promote pain relief/Reduces pain and inflammation

(3) [AO 1] Extreme cold temperatures decrease swelling in the muscle/Vasoconstriction reduces blood flow, which decreases swelling

(4) [AO 1] Achievable for elite-level athletes with the resources to access chambers

(5) [AO 1] Quick process/Much faster than ice baths or cooling clothing

5. Evaluate the use of Fartlek training for a games player.

Marking guidance

Accept any other evaluative point of the suitability of Fartlek training for a games player.

Answers must be linked and specific to games activities to gain AO3 credit. To gain three marks, answers must evaluate positives **and** negatives of Fartlek training.

Marking points (maximum 3)

- (1) [AO 3] Combination of different speeds mimics the change of speed from a sprint, jog and walk used in a competitive game such as hockey
- (2) [AO 3] The sprint section will stress the anaerobic energy systems to perform explosive movements such as sprinting for a ball/Develops anaerobic power to be able to sprint to defend the ball
- (3) [AO 3] The low-intensity sections will stress the aerobic energy system to allow players to recover quickly between phases of play/Develops aerobic power to be able to last the duration of the game without fatigue
- (4) [AO 3] Fartlek is adaptable and the change in intensity and terrain can be altered to match those found in football/Fartlek can incorporate the ball to develop skills as well as fitness
- (5) [AO 3] However, the intensity of a hockey match is largely dependent on the opposition and this cannot always be replicated in Fartlek training/Difficult to measure intensities during training, so it may not be effective in improving aerobic or anaerobic fitness
- (6) [AO 3] Fartlek training can be tedious and lead to hockey players feeling unmotivated
- (7) [AO 3] Adding an incline or using different terrain is not relevant to the flat pitches where hockey matches are played

6. Explain how a decathlete can use their knowledge of the factors affecting horizontal displacement to achieve more points in the shot-putting event of a competition.

Marking points **(maximum 3)**

- (1) [AO 2] Optimal angle of release should be below 45 degrees
- (2) [AO 2] Because the release height is greater than the landing height
- (3) [AO 2] Release the shot at the highest point possible
- (4) [AO 2] Because the flight path of the centre of mass of the shot is predetermined at release
- (5) [AO 2] Apply as much force as possible to centre of mass of the shot at release
- (6) [AO 2] Because according to Newton's second law, acceleration will be proportional to force acting

7. This image shows an entire training year for an athlete.
Evaluate the use of the principle of periodisation according to this training programme.

Marking guidance

Award AO1 for knowledge of principles of periodisation and training year. Award AO2 for application of periodisation to an athlete. Award AO3 for evaluation of principles of periodisation to this training year. Do not accept principles of training unless clearly applied to periodisation. 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] Preparatory phase is preseason
- (2) [AO 1] Competitive phase is when lots of tapering and peaking will occur
- (3) [AO 1] Transition phase is post-season
- (4) [AO 2] Lots of continuous training at the start of preparatory so could be a games player
- (5) [AO 2] Mix of continuous and interval in the competitive phase, so might be a middle-distance runner

- (6) [AO 2] Tapering is evident in three periods of the competitive phase, suggesting that this performer is NOT competing every weekend
- (7) [AO 2] Could be a swimmer looking to peak for two specific gala events in the competitive phase
- (8) [AO 2] Lots of general conditioning in the transition phase allowing for physical and psychological recuperation
- (9) [AO 3] May be too few types of training be incorporated into the entire training year
- (10) [AO 3] Athlete would benefit from some flexibility training such as stretching or PNF
- (11) [AO 3] Gaps between tapers and peaks are substantial, meaning the athlete has to maintain motivation in the absence of competition
- (12) [AO 3] Transition phase is one-dimensional/Even though it is the post-season, this athlete is likely to do more continuous training
- (13) [AO 3] Overall, the plan is effective for an event swimmer, runner or even cyclist
- (14) [AO 3] However, more diversity is needed to address the Tedium of FITT
- (15) [AO 3] For many athletes, more competition would be necessary in the competitive phase to maintain peak fitness

8. Analyse the role of the Bernoulli principle for **both a discus thrower trying to maximise the horizontal displacement of their throw **and** a speed skier trying to maximise their speed when making turns.**

Marking guidance

Award AO1 for knowledge of Bernoulli principle. Award AO2 for application of Bernoulli principle to a discus thrower and a skier. Award AO3 for analysis of the impact of the Bernoulli principle on distance and speed. 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] Bernoulli principle explains the inverse relationship between air pressure and airspeed

- (2) [AO 1] To cause air pressure to be greater, it needs to travel more slowly/To cause air pressure to be lower, it needs to travel more quickly
- (3) [AO 1] Lift forces are created by an angle of attack/Aerofoil/Inverted aerofoil
- (4) [AO 1] Angle of attack causes pressure differential on a projectile
- (5) [AO 1] Bernoulli forces can be applied as lifts or downforces
- (6) [AO 2] Discus presented with angle of attack so that air travels further over the discus
- (7) [AO 2] Air travels faster above the discus to reach the back of the discus at the same time
- (8) [AO 2] Air above the discus is lower pressure than air below
- (9) [AO 2] Air at high pressure (below) applies force to the discus to create lift force
- (10) [AO 2] Inverted aerofoils create Bernoulli lift force downwards for a skier when turning
- (11) [AO 2] Skier presents their body position with angle of attack so that air travels faster above the skier to reach the back at the same time as the air below
- (12) [AO 2] Air at high pressure (above the skier) and lower pressure (below the skier)
- (13) [AO 2] Air at high pressure (above) applies downforce to the skier when turning
- (14) [AO 3] Bernoulli lift force extends the flight path of the discus/Increases horizontal displacement/Asymmetrical flight path
- (15) [AO 3] A discus thrower who maximises the distance of their throw will improve their chances of doing well in the competition
- (16) [AO 3] Discus throwers with good technique who achieve Bernoulli lift forces are more likely to win competitions
- (17) [AO 3] Bernoulli lift force downwards allows a skier to maintain speed when turning
- (18) [AO 3] If a skier can maintain speed during turns, it will decrease the time taken to complete the course/Allow them to finish the course in less time
- (19) [AO 3] Skiers who apply downforce in turns are less likely to skid off the course
- (20) [AO 3] Turning technique in skiing is particularly important for a slalom or grand slalom skier as they turn more frequently and sharply

SECTION B: Sport Psychology

9. Which theory states that there is an ongoing linear relationship between arousal levels and performance quality?

Marking points (maximum 1)

(1) [AO 1] C - Drive theory/Drive theory/C

10. Which of the following is an example of an **intangible** reward?

Marking points (maximum 1)

(1) [AO 1] B - Receiving praise from a coach/Receiving praise from a coach/B

11. Weiner's model of attribution includes locus of causality and locus of stability. Outline one attribution from tennis that takes **both** of these dimensions into account.

Marking guidance

Award one mark for correctly outlining dimension and award one mark for a suitable sporting example. Accept any other suitable sporting example from tennis.

Marking points (maximum 2)

(1) [AO 1] Internal and stable

(2) [AO 2] Believing they are not good enough to beat their opponent/Attributing success to being better than their opponent

(3) [AO 1] Internal and unstable

(4) [AO 2] Attributing a loss to their poor decision-making during the match

(5) [AO 1] External and stable

(6) [AO 2] Believing they lost due to their opponent being a better player than them

(7) [AO 1] External and unstable

(8) [AO 2] Attributing a loss to luck and the line judges making some poor calls

12.State the **two** factors according to Vealey's model that can affect state sport confidence.

Marking points (maximum 2)

(1) [AO 1] Trait confidence

(2) [AO 1] Competitive orientation

13.Using a sporting example, explain how **one** of Vealey's factors affecting state sport confidence may affect a performer.

Marking guidance

Award one mark for sporting example and one mark for explaining how it impacts a performer's state sport confidence. Accept any other suitable sporting example.

Marking points (maximum 2)

(1) [AO 2] Trait confidence of a golfer is their overall level of golf confidence

(2) [AO 2] Higher levels of trait confidence for a golfer mean that higher levels of state sport confidence are likely to be higher throughout a golf tournament

(3) [AO 2] Competitive orientation in golf is the degree to which the player is driven by outcome or performance

(4) [AO 2] Golfer with high competitive orientation may have lower state sport confidence because their success criteria of winning is not directly controllable/Golfer with low competitive orientation has higher state sport confidence because their success criteria of good performance is controllable

14.A trampolinist is experiencing cognitive anxiety.

Evaluate the use of mental rehearsal to help the performer reduce their anxiety levels.

Marking guidance

For full marks, answers must include both positive and negative points.

Marking points (maximum 4)

- (1) [AO 3] Helps to visualise a successful performance, which will reduce cognitive symptoms such as negative thoughts that can be detrimental
- (2) [AO 3] Improves concentration, helping the trampolinist to stay "in the zone" and avoid potential distractions such as crowd noise
- (3) [AO 3] Less likely to make a mistake due to improved concentration
- (4) [AO 3] Arousal levels will be lower, leading to a more accurate performance of their trampolining routine
- (5) [AO 3] Used in training and before competition by picturing the routine and the 'feel' of the movements involved, increasing familiarity with the routine and reducing anxiety
- (6) [AO 3] Allows practice of the skills in a routine, which aids retention and reduces symptoms such as worrying about remembering correct movements to be performed
- (7) [AO 3] However, mental rehearsal does not allow for the kinaesthetic sense of movements and, therefore, the performer's anxiety may increase with an error in execution of a skill

15. Look at the image of Chris and Chantelle discussing their attitudes to sport. Analyse the role of the triadic model in forming and changing attitudes.

Marking guidance

Award AO1 for knowledge of triadic model and changing attitudes. Award AO2 for application of triadic model and changing attitudes. Award AO3 for analysis of attitudes and impact on individuals. 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] Attitude is a predisposition to act in a certain way towards something or someone
- (2) [AO 1] Triadic model includes the cognitive, affective and behavioural components
- (3) [AO 1] Cognitive involves beliefs and ideas
- (4) [AO 1] Affective involves emotions and feelings
- (5) [AO 1] Behavioural involves actions

- (6) [AO 1] Factors affecting attitude formation include previous experience/Vicarious experience/Parents and family
- (7) [AO 1] Attitudes can be changed through persuasive communication and cognitive dissonance
- (8) [AO 2] Chantelle enjoys sports and takes part regularly, so she is likely to be knowledgeable and have a good understanding of the benefits of the activity/Positive thoughts about the activity (cognitive)
- (9) [AO 2] Chantelle enjoys sport, so she is likely to have had a positive experience/Vicarious experience through family or peers (affective)
- (10) [AO 2] Chantelle's positive attitude towards sport involves positive behaviours such as regular participation and persevering with learning in skills (behavioural)
- (11) [AO 2] Chris has negative thoughts towards taking part in sport outside of PE lessons (cognitive), which affects their affective and behavioural components
- (12) [AO 2] Chris only does sport when it is compulsory, which may mean that they have not yet found an activity they enjoy/They have not yet found a sport they have positive feelings towards (affective)
- (13) [AO 2] Chris does not enjoy sport and appears to have negative feelings towards PE, which may be a result of negative experiences at school/Experience of a friend or family member (affective)
- (14) [AO 2] Chris' negative thoughts and feelings towards physical activity have led to avoidance behaviour outside of PE lessons (behavioural)
- (15) [AO 3] Chantelle's enjoyment of sport may be a result of a change in attitude if they had a previously negative experience of sport
- (16) [AO 3] Persuasive communication from a significant other/More knowledgeable other could help to change Chris' cognitive component by creating dissonance, which could cause a shift to more positive thoughts and, therefore, more positive emotions and behaviours towards sport
- (17) [AO 3] Cognitive dissonance through the use of rewards or incentives (behavioural) can create disharmony in the components of the triadic model and help to form more positive attitudes

(18) [AO 3] Cognitive dissonance through making an activity more fun, such as a greater variety of sports done in PE lessons, may help to change the cognitive component and help to form more positive attitudes

(19) [AO 3] Cognitive dissonance through developing knowledge of the health benefits may influence the cognitive component, leading to a change in the affective and behavioural components

(20) [AO 3] Chris' PE teacher could aim to positively influence all three components of attitude, which would lead to cognitive consonance and more positive behaviours towards physical activity

16. Using Chelladurai's model, evaluate the decision of a PE teacher to use a democratic leadership approach with a large group of Year 7 female swimmers in their first swimming lesson of a block of eight lessons.

Marking guidance

Award AO1 for knowledge of Chelladurai's model. Award AO2 for application of Chelladurai's leadership model to swimmers. Award AO3 for evaluation of the model to swimmers.

Accept any other points that are creditworthy. For handwritten exams, accept drawings of Chelladurai's model in place of AO1 descriptions.

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] In a democratic approach, a leader shares the decision-making process with the members

(2) [AO 1] Chelladurai's model is multidimensional

(3) [AO 1] Takes into account the member, situation and leader characteristics

(4) [AO 1] Members lead to a preferred leadership style

(5) [AO 1] Situation leads to a required leadership style

(6) [AO 1] Leader's preferences lead to an actual leadership style

(7) [AO 2] Members are female and females often prefer democracy

(8) [AO 2] However, younger people tend to prefer autocracy and this group is 11 to 12 years old

- (9) [AO 2] Situation is that a large group suggests that the required behaviour is autocracy
- (10) [AO 2] Swimming is a potentially dangerous sport, so the required behaviour may be more autocracy
- (11) [AO 2] PE teacher's actual behaviour is democracy
- (12) [AO 2] Democracy is potentially concerning for the very first lesson
- (13) [AO 3] Teacher may find that their democratic approach is not functional in this context
- (14) [AO 3] Potentially endanger the swimmers
- (15) [AO 3] Teacher should start with autocracy
- (16) [AO 3] Be adaptable over the course of the eight weeks
- (17) [AO 3] Introduce democracy gradually and in specific situations
- (18) [AO 3] Head of department or lifeguard may need to intervene

SECTION C: Sport and Society and Technology in Sport

17. Which concept of physical activity do these characteristics relate to?

Extracurricular

Officiated

Voluntary

Marking points (maximum 1)

(1) [AO 1] B - Sport/Sport/B

18. "Conduct that falls below a reasonable person's standard, resulting in foreseeable harm." Which term is this describing?

Marking points (maximum 1)

(1) [AO 1] C - Negligence/Negligence/C

19. Define the term negative deviance.

Marking points (maximum 1)

(1) [AO 1] Behaviour outside the norms of society with intent to harm/Under-conformity to norms and expectations

20. Give a sporting example of negative deviance.

Marking guidance

Accept any other suitable examples.

Marking points (maximum 1)

(1) [AO 2] Taking performance enhancing drugs/Deliberate foul/Aggressive act

21. Explain how UK Sport provides support to elite performers.

Marking points (maximum 3)

- (1) [AO 2] Athletes receive funding via an athlete performance award, which supports living and training costs/Receive a talented-athlete scholarship scheme grant, which can help with training and living costs
- (2) [AO 2] Provides financial support to national institutes of sport, which provide world-class support to athletes
- (3) [AO 2] Fund the World Class Programme, providing funding and training to elite athletes aiming to medal at future Olympics and Paralympics/Fund NGBs, which allows them to operate the World Class Programme for elite athletes in their sport and enhance performance
- (4) [AO 2] Run talent ID schemes, which help support athletes towards world-class performance by providing funding for elite coaching/World-class training facilities
- (5) [AO 2] Work closely with Sports Coach UK to develop and support coaches, which has a direct impact on elite athletes
- (6) [AO 2] Strategic role with other organisations enables them to provide funding based on medal success and increase future chances of elite athletes making the podium

22. State **two** possible disadvantages of a talent ID programme.

Marking points (maximum 2)

- (1) [AO 1] May miss late developers
- (2) [AO 1] Requires high levels of funding/Requires ongoing funding to be successful
- (3) [AO 1] Requires large numbers to be tested for it to be effective
- (4) [AO 1] No guarantees of success
- (5) [AO 1] Many sports in competition for the same talent pool of athletes
- (6) [AO 1] High-profile sports may attract more performers/High-profile sports may dominate identification of the top performers

23. Evaluate the physiological impact of EPO on a triathlete.

Marking guidance

Answers must link to impact to be credited. Accept any other suitable answers. To gain three marks, answers must include both positives and negatives.

Marking points (maximum 3)

- (1) [AO 3] Increases red-blood-cell count, which improves oxygen-carrying capacity and the potential for aerobic respiration/Increases haemoglobin levels, which improves the triathlete's oxygen-carrying capacity
- (2) [AO 3] Increases aerobic respiration, therefore fatigue is delayed which allows the triathlete to continue/Lactic acid accumulation is lower/Delays OBLA, meaning that the triathlete can continue working aerobically
- (3) [AO 3] Allows the triathlete to perform at higher intensities for longer
- (4) [AO 3] More efficient aerobic respiration means that there is a better chance of winning the race/Making the podium
- (5) [AO 3] Help to recover more quickly between training sessions and competition, leading to quicker training adaptations
- (6) [AO 3] However, it can increase blood viscosity, which increases the risk of blood clots and could be life-threatening
- (7) [AO 3] Increases the risk of suffering a stroke, which could be life-changing

24. Analyse the role of NGBs in supporting a range of sports performers.

Marking guidance

Award AO1 for knowledge of national governing bodies and ways they support athletes.

Award AO2 for application of knowledge of NGBs and how they support performers. Award

AO3 for analysis of impact of support from NGBs on performers. 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] NGBs are organisations that manage their own specific sport/Work with other organisations such as UK Sport/National institutes of sport

(2) [AO 1] Receive funding/Distribute funding

(3) [AO 1] NGBs aim to increase participation in their sport/Participation level of sport development pyramid

(4) [AO 1] NGBs aim to support talented athletes and progression to elite levels/Performance and elite levels of sport development pyramid

(5) [AO 1] Aim to target underrepresented groups in their sport/Target talented athletes in their sport/Support elite performers in their sport

(6) [AO 1] Employ sports development officers/Regional development officers

(7) [AO 1] Invest in resources and fund facilities to increase participation

(8) [AO 1] Run sport-specific talent ID schemes/Employ regional scouts to identify talented athletes

(9) [AO 1] Provide sport-specific coaching awards at different levels of the pyramid

(10) [AO 1] Meet government policies on sport and recreation/Write Whole Sport Plans

(11) [AO 2] NGBs receive funding from UK Sport to run World Class Programmes in their sport, such as supporting athletes on the British Cycling World Class Programme

(12) [AO 2] NGBs work with national institutes of sport to ensure athletes in their sport have access to world-class training facilities/Sport scientists/Physiotherapists

(13) [AO 2] Funding can be distributed to different regions across the country where there may be a lack of facilities or barriers to participation

- (14) [AO 2] Target underrepresented groups through initiatives such as Love Rugby run by England Rugby, which aims to increase the number of girls and women taking part
- (15) [AO 2] Regional scouts can identify talent in different areas of the country
- (16) [AO 2] Regional development officers can identify areas in which certain groups are underrepresented in sport/Struggling to access sports facilities
- (17) [AO 2] Whole Sport Plans outline how they will use funding to target underrepresented groups and increase participation, as well as helping talented athletes to progress
- (18) [AO 3] Increasing participation at grassroots level widens the base of the sport development pyramid, which increases the pool of athletes that could progress to elite levels/Provides greater chance of progression up the sport development pyramid
- (19) [AO 3] Talent ID in different areas of the country allows for a wider talent pool, increasing the chances of supporting and funding athletes who will be successful at an elite level
- (20) [AO 3] Regional development officers and targeted campaigns can increase participation levels, benefiting people's health and encouraging lifelong participation in physical activity
- (21) [AO 3] Greater amounts of funding to an NGB can increase the chances of success for athletes within their sport/Increase the chances of progressing to the podium level of the World Class Programme
- (22) [AO 3] Greater amounts of funding are heavily dependent on success at major competitions, which can mean that sports miss out on funding if they are not successful/If a sport has lower levels of investment, they may find it difficult to compete with other countries at major competitions and miss out on further funding

25.Evaluate the functions of sports analytics **and** cooling methods used for injury rehabilitation and recovery.

Marking guidance

Award AO1 for knowledge of functions of sports analytics and cooling methods for injury rehabilitation and recovery. Award AO2 for application of functions and cooling methods for injury rehabilitation and recovery. Award AO3 for evaluation of effectiveness of cooling methods for injury rehabilitation and recovery. Accept any other points that are creditworthy. Credit any other acceptable responses that link to other parts of the course.

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] Use of sports analytics can reduce the risk of injury
- (2) [AO 1] Use of sports analytics can help to prevent injuries
- (3) [AO 1] Cooling methods for rehabilitation and recovery include cryotherapy/Cold water/Ice baths
- (4) [AO 2] The data from GPS trackers can be used by athletes to monitor rehabilitation from injury
- (5) [AO 2] Using video and biomechanical analysis can assess performers' technique and correct any errors
- (6) [AO 2] Electrostimulation devices can assist in rehabilitation by strengthening and toning muscles/Helping to prevent losses in fitness levels/Gradually strengthening injured or weakened muscles
- (7) [AO 2] Cryotherapy can aid rehabilitation via the redistribution of blood away from the injured area/Restricting blood flow to an injured limb/Can be used for recovery in restricting and then promoting blood flow to the working muscles
- (8) [AO 2] Cold therapy can be used for pain relief and to reduce inflammation or swelling after intense exercise
- (9) [AO 2] Ice baths help to prevent blood pooling and flush out lactic acid from the working muscles/Capillary flushing to promote blood flow and improve oxygen delivery

- (10) [AO 3] Some sports analytics may only be available at certain levels of performance, making them less accessible to amateur performers or teams
- (11) [AO 3] Sports analytics such as GPS are widely available to performers, but may vary in their effectiveness
- (12) [AO 3] Sports analytics can monitor an athlete's training workload, which is crucial in managing their return to pre-injury fitness and performance levels
- (13) [AO 3] Cryotherapy is a quicker recovery method than an ice bath but is very expensive and only available for elite performers
- (14) [AO 3] Ice baths can provide the same benefits as cryotherapy and may be more easily accessible at different venues
- (15) [AO 3] The use of cooling methods to aid recovery can positively impact performers, as they will be able to train again sooner after competition and work at higher intensities during training sessions/Can help to prevent delayed onset of muscle soreness and improve performance in the next rounds of a competition
- (16) [AO 3] Effective recovery methods as part of an athlete's training programme can reduce the risk of suffering injuries in the future/Effective rehabilitation can lower the risk of a recurring injury as the athlete returns to training and competition



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.