

AQA A-level Physical Education

‘I was so glad I studied PE at Beechen Cliff as they have the best teachers. None of the teachers at my previous school would have helped so much. It was a good two years.’ Emily, achieved an A grade.

‘Thank you so, so, so much for everything that you have done for me over the past two years! You have all supported, encouraged and motivated me continually and I can’t thank you enough! I never thought that I would be able to achieve all that I have in this subject... I really enjoyed this A-level and know that you are some of the best teachers that I have ever had by far! Thank you all so much for making me feel so welcome coming from Hayesfield too!’ Cassandra, achieved a B grade.



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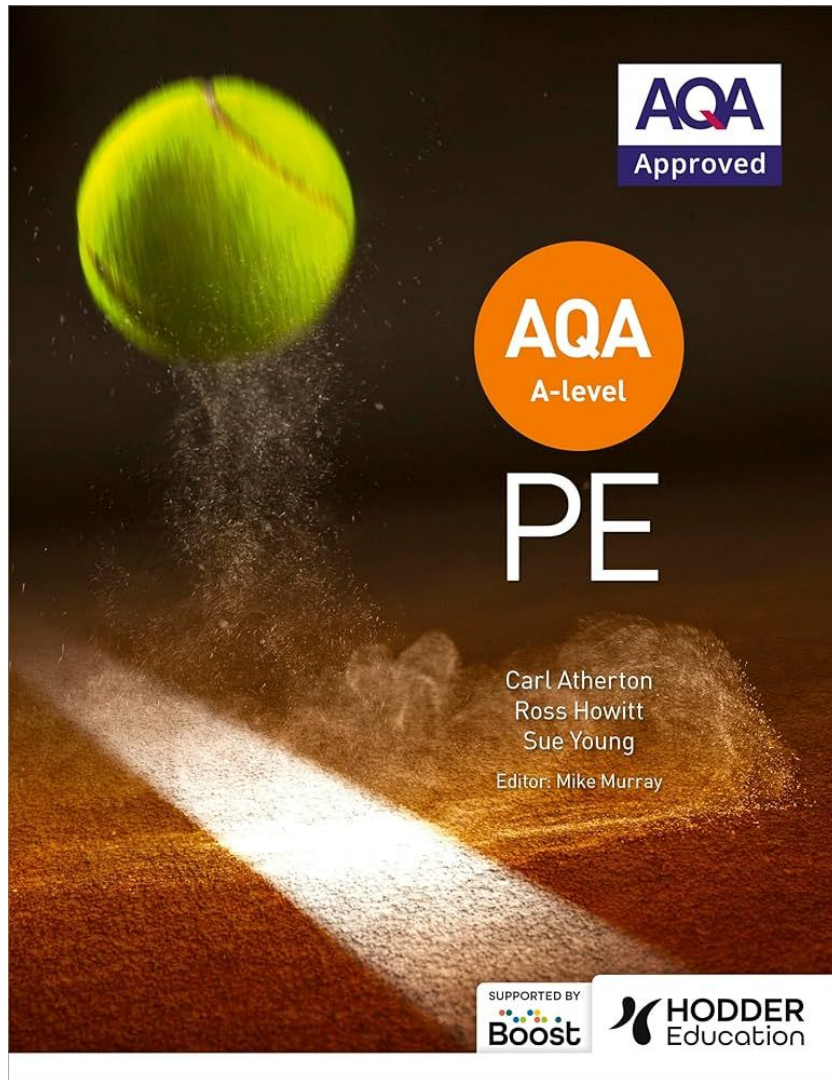


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AQA A-level Physical Education

2026-2028

Dispelling myths



AQA A-level Specification at a Glance

<p>Paper 1:</p> <p>Section A: Applied anatomy and physiology</p> <p>Section B: Skill acquisition</p> <p>Section C: Sport and society</p> <p>Written Paper</p>	35%	<ul style="list-style-type: none"> • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
<p>Paper 2:</p> <p>Section A: Exercise physiology and biomechanics</p> <p>Section B: Sport psychology</p> <p>Section C: Sport and society and technology in sport</p> <p>Written Paper</p>	35%	<ul style="list-style-type: none"> • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
<p>Coursework :</p> <p>Practical performance in physical activity and sport – 15%</p> <p>Written analysis and evaluation of performance – 15%</p> <p>NEA</p>	30%	<ul style="list-style-type: none"> • 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation

Content – Physiology & Biomechanics

- **Applied Anatomy and Physiology –**
 - Cardiovascular system
 - Respiratory system
 - Neuromuscular system
 - The musculoskeletal system and analysis of movement in physical activities
 - Energy systems
- **Exercise Physiology**
 - Diet and nutrition and their effect on physical activity and performance
 - Preparation and training methods in relation to maintaining physical activity and performance
 - Biomechanical principles
 - Levers

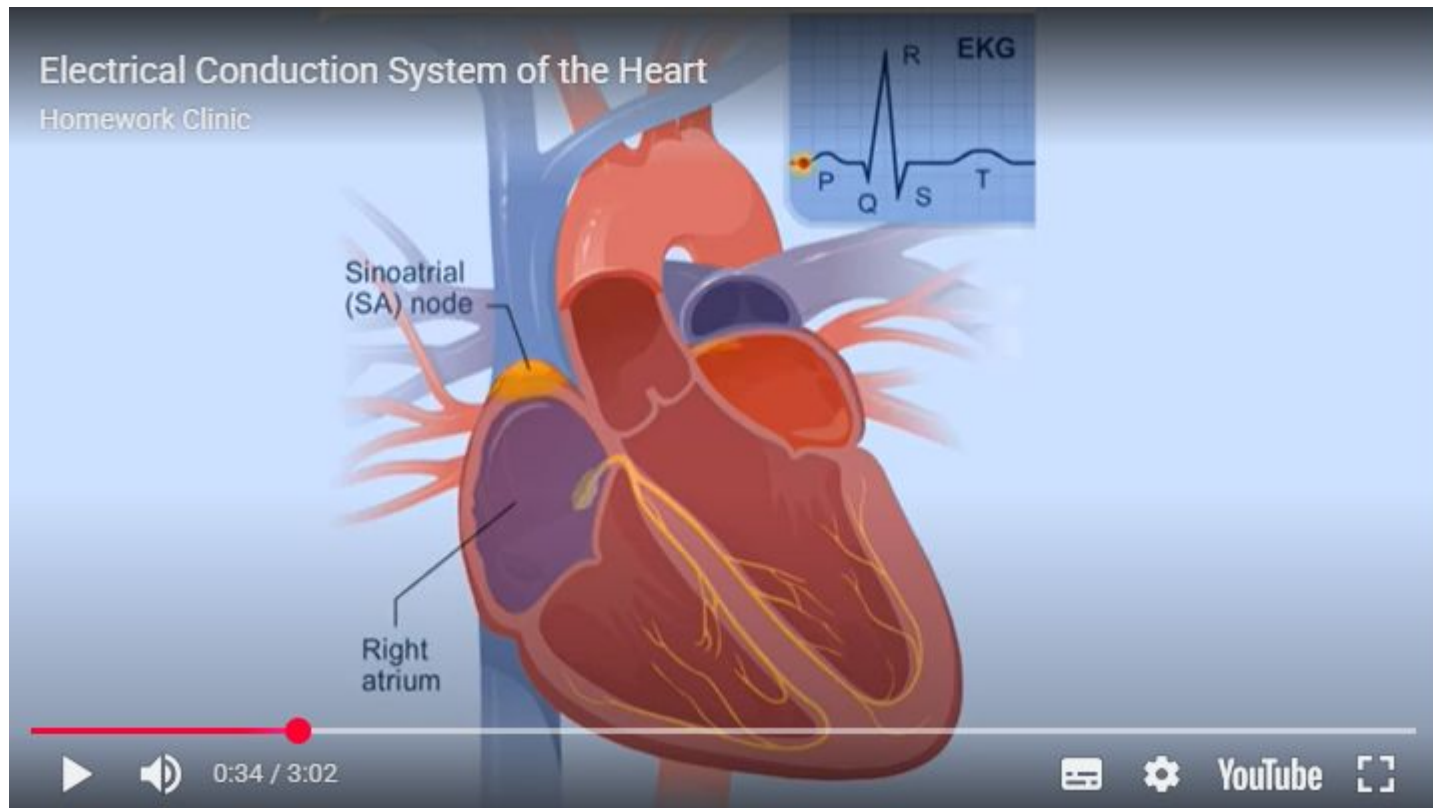


Content – Physiology & Biomechanics (Cont.)

- **Exercise Physiology and Biomechanics**
 - Injury prevention and the rehabilitation of injury
 - Linear motion
 - Angular motion
 - Projectile motion
 - Fluid mechanics



Content – Physiology & Biomechanics



Content - Skill Acquisition & Psychology

- **Skill Acquisition –**

- Skill, skill continuums and transfer of skills
- Impact of skill classification on structure of practice for learning
- Principles and theories of learning and performance
- Use of guidance and feedback
- General information processing model
- Efficiency of information processing

- **Sport Psychology –**

- Aspects of personality
- Attitudes
- Arousal
- Anxiety
- Aggression
- Motivation



Content – Psychology (Cont.)

- **Sports Psychology -**
 - Achievement motivation theory
 - Attribution theory
 - Self-efficacy and confidence
 - Leadership
 - Stress management



Content – Psychology



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Content – Sport & Society

- **Sport and Society –**
 - Emergence of globalisation of sport in the 21st century
 - The impact of sport on society and of society on sport
 - Concepts of physical activity and sport
 - Development of elite performers in sport
 - Ethics in sport
 - Violence in sport
 - Drugs in sport
 - Sport and the law



Content – Sport & Society (Cont)

- **Sport and Society and the Role of Technology in Physical Activity and Sport –**
 - The impact of commercialisation on physical activity and sport and the relationship between sport and the media
 - The role of technology in physical activity and sport



Content – Sport & Society



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Content - Use of Data

- Understand how data are collected – both qualitative and quantitative
- Presenting data (including tables and graphs)
- Analysing and evaluating data



Activities Available

Amateur Boxing	Association Football	Athletics	Badminton	Basketball	Camogie
Canoeing	Cricket	Cycling (track/road)	Dance (contemporary/ creative/ballet)	Diving	Gaelic Football
Golf	Gymnastics	Handball	Hockey (field only)	Equestrian	Hurling
Kayaking	Lacrosse	Netball	Rock Climbing	Rowing	Rugby League
Rugby Union	Sculling	Skiing	Snowboarding	Squash	Swimming
Table Tennis	Tennis	Trampolining	Volleyball		

Areas of Assessment

Activity	AA1	AA2	AA3
Football / team games / boxing / racket sports	Attack	Defence	Strategies
Athletics /cycling /rowing /canoeing /kayaking /swimming	Event 1	Event 2 (any but different)	Strategies
Cricket	Batting or Bowling / Wicket-keeping or fielding	Batting or Bowling / Wicket-keeping or fielding	Strategies
Dance	Performance 1 (solo or group)	Performance 2 (solo or group)	Strategies
Diving (5m/10m)	Group 1 dives	Group 2 dives	Strategies
Equestrian	Flat	Jumping	Strategies
Golf	Short irons / putting	Woods / long irons	Strategies

Areas of Assessment

Activity	AA1	AA2	AA3
Gymnastics	Piece of equipment 1	Piece of equipment 2	Strategies
Rock climbing - HVS 5A/5B and up	Climb 1	Climb 2	Strategies
Skiing / snowboarding – 2 races in different disciplines	Race 1	Race 2	Strategies
Trampolining	Compulsory sequence	Voluntary sequence	Strategies

Practical Activity Assessment

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Passing – chest, bounce, shoulder, javelin, pivot.</p> <p>Receiving stationary and on the move – stopping, landing, footwork.</p> <p>Shooting (if appropriate) close range and stepping forward.</p>	<p>Passing – accurately over increased distance and often on the move.</p> <p>Receiving – whilst in the run and jumping – stopping, landing, footwork.</p> <p>Shooting (if appropriate) – long range, stepping back.</p>
Area of assessment 2 – Defensive skills	<p>Footwork.</p> <p>Marking a stationary player – blocking the pass/shot.</p> <p>Intercepting from standing.</p> <p>Rebounding (if appropriate).</p>	<p>Intercepting – whilst on the move.</p> <p>Rebounding (if appropriate).</p>
Area of assessment 3 – Tactics and strategies	<p>When to run, pass, level of successful passes.</p> <p>Pass/shoot decision making.</p> <p>Creating and finding space.</p> <p>Individual positional skills (attack and defence).</p>	<p>Positioning and effectiveness in set plays.</p> <p>Making themselves available for the ball.</p>

Skills Required for Netball



Practical Activity Assessment

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>All players</p> <p>Passing – short (both hands), long pass (dominant hand).</p> <p>Receiving the ball stationary and on the move (from both sides), two handed pick up from ground.</p> <p>Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/ball presentation).</p> <p>Rucking – body position, ball presentation, support roles.</p> <p>Mauling – body position as ball carrier, support roles (if appropriate to position).</p> <p>Kicking (if appropriate to position) – box kick, goal kicking, drop goal, grubber, clearance.</p> <p>Forwards only:</p> <p>Scrum – body position on set, body position on drive.</p> <p>Lineout – throw, jump and/or lifting to maintain possession.</p>	<p>All players: Passing – long passing (both hands), off-load in contact, dummy.</p> <p>Receiving the ball at speed from range of passes, on handed pick up from the ground, sliding pick up from ball on ground.</p> <p>Evading contact or maintaining possession through contact (footwork to evade an opponent/ hand off to evade an opponent/ offload).</p> <p>Rucking - Adapting technique to the situation to maintain possession.</p> <p>Mauling - Ability to maintain forward momentum (changing point of attack, rolling out etc).</p> <p>Kicking (if appropriate to position), clearance, up and under, chip, cross field.</p> <p>Forwards only:</p> <p>Scrum - contributing to forward momentum on scrum.</p> <p>Lineout:</p> <ul style="list-style-type: none"> • Hooker - throwing to range of jumpers, accuracy. • Lifting - with movement in the line. • Jumper - from two or more positions and with movement securing possession.
Area of assessment 2 – Defensive skills	<p>Tackling to stop an opponent – front, side on, chop tackle.</p> <p>Rucking – body position when counter rucking.</p> <p>Mauling – body position.</p> <p>Catching a kicked ball (if appropriate to position) not under pressure.</p>	<p>Tackling to win possession – smother, choke, one on one steal/rip, hold player up to win turnover.</p> <p>Mauling – ability to counter the opposition maul (counter drive/ working through/holding ball up).</p> <p>Catching a kicked ball (if appropriate to position) when under pressure, contesting for the ball.</p>

Skills Required for Rugby Union

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Getting on side.</p> <p>Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in.</p> <p>Pass/run/kick/tackle decision making.</p> <p>Role in formation.</p>	<p>Effectiveness in crossing gain line.</p> <p>Positioning and effectiveness at set plays.</p> <p>Making themselves available for the ball.</p> <p>Ability to play in two or more formations.</p>



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Practical Activity Assessment Banding

Area of assessments 1 and 2

Level	Mark	Description
5	13–15	<p>Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/success. Advanced skills are frequently used successfully.</p> <p>Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.</p> <p>Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.</p>
4	10–12	<p>Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently, often and successfully.</p> <p>Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.</p> <p>Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.</p>
3	7–9	<p>Clear demonstration of a good level of core and moderate level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with good accuracy/success. Advanced skills are used but these are applied inconsistently.</p> <p>Maintains good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but sometimes makes errors in the more challenging situations.</p> <p>Good levels of physical fitness and/or psychological focus are frequently evident during the performance, although there may also be some deficiencies.</p>

Area of assessment 3

Level	Mark	Description
5	13–15	<p>Clear demonstration of an excellent level of motivation/commitment.</p> <p>Consistently demonstrates an excellent understanding and application of rules in a fully competitive/performance context.</p> <p>Excellent application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain an excellent level of success even at the highest levels of competition.</p> <p>Very few errors in performance are evident even in the application of advanced tactics and strategies.</p> <p>A very wide range of both core and advanced skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>
4	10–12	<p>Clear demonstration of a very good level of motivation/commitment.</p> <p>Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.</p> <p>Very good application of strategies/tactics or of the ability to compose/choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.</p> <p>Some errors in performance are evident especially in the application of advanced tactics and strategies.</p> <p>A wide range of core skills/techniques and some advanced skills/techniques are evident in the delivery and planning of tactics/strategies or choreography.</p>
3	7–9	<p>Clear demonstration of a good level of motivation/commitment.</p> <p>Generally demonstrates a good understanding and application of rules in a fully competitive/performance context but with some inconsistency when applying advanced tactics/strategies/choreography.</p> <p>Good application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain a good level of success, but with some tactical errors at high levels of competition.</p> <p>Errors in performance are frequently evident especially in the application of advanced tactics and strategies. Performance is frequently consistent when applying tactics/strategies.</p> <p>A modest range of core skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.</p>

A-level Results

Year	Cohort Size	A* - C%
2022-24	24	79
2023-25	27	88.5
2024-26	24	
2025-27	19	



Commonly Asked Questions

1) Is it an easy A-level?

No. Not only do you have to perform well in two exams, but you also have to show that you can perform across three different assessment areas in one fully competitive sport. You also have to write an extensive piece of coursework applying, in depth, various topics from the course.

1) Does this course support any other A-level subjects?

Yes. In particular biology, physics and psychology, but along with these, mathematics and history courses also have strong links.

1) What is the normal split between girls and boys on the course?

This figure changes every year. Some years we have had nearly a 50/50 split, whilst others years there have been fewer girls.

For this year, we have five girls in our Year 13 groups and eight girls in our Year 12 classes.



Commonly Asked Questions

4) Do you have to play regular competitive sport outside of school?

Yes. To be able to obtain the video evidence required, you will need to be able to play in your chosen sport regularly, and to the highest level that you possibly can.

5) Who is responsible for acquiring the video evidence?

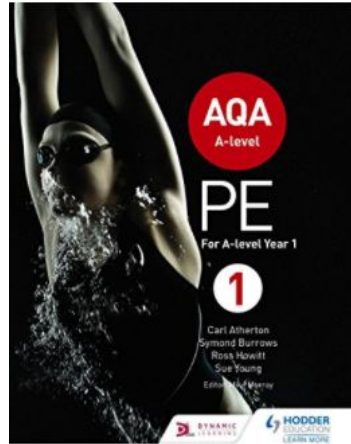
You. Although the PE staff will try to help by filming home matches (when possible) or by lending out video recording equipment, it is for the student to provide the evidence, which we then moderate against the required criteria.

6) Is it an enjoyable course?

Yes. Due to the six discrete sections taught over the two years the breadth of the course is extensive, and due to the fact that everything relates back to sport, makes it really interesting for most students.



Resources Required

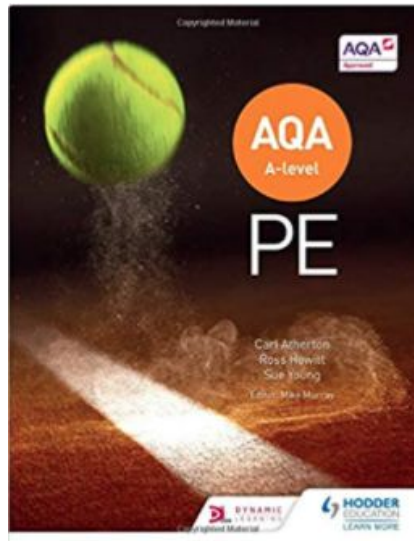


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Both books are available from Amazon - £25.99 each.

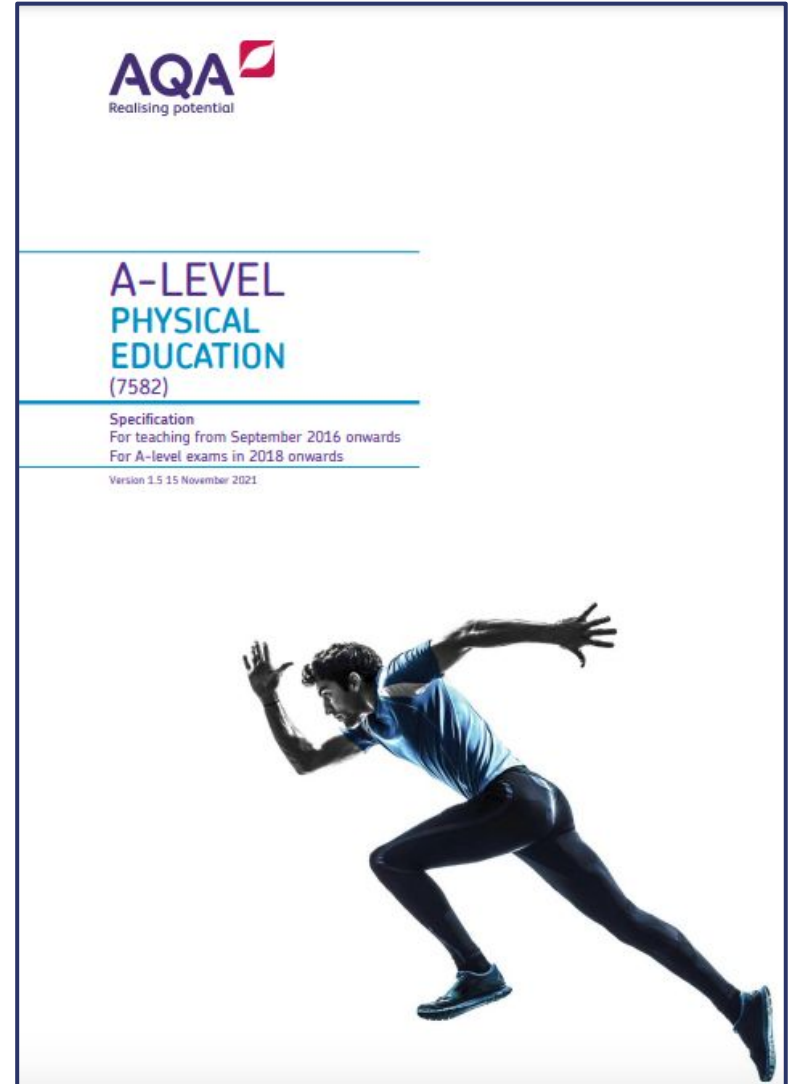
Or,



Available from Amazon - £39.99

Useful Website

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>



Contact for Queries

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