BEECHEN CLIFF

Physical Education A-level Curriculum Booklet 2026 - 2027

Head of Faculty: Mr G Hawkins

Head of Subject: Mr G Hawkins

Subject Curriculum Intent:

"I always felt that my greatest asset was not my physical ability, it was my mental ability".
Bruce Jenner (Olympic Gold Medallist 1976)

With many students choosing Beechen Cliff School due its fine reputation for sport, A-level Physical Education provides a pathway for future university courses and vocations related to this thriving industry.

By studying A-level Physical Education, students will develop a wide range of knowledge which they can apply to their own performance. Due to the nature of the course content, the subject blends well with Biology, Computer Science, Economics, Geography, Physics and Psychology.

We aim to provide the students with the opportunity to blend their interest in sport with other A-level courses, therefore enabling them to further specialise in a particular field (for example, Sports Psychology, Sports Nutrition, Sports Journalism, Sports Management, Physiotherapy or Sports Engineering). Alternatively, they may wish to maintain a wide range of interests with their non-related subject choices as they contemplate their next step.

By studying this course, students appreciate how the body works and responds to training and physical activity. They realise how skills are learned and retained in the long term memory and therefore learn the skills and attributes required to become more coachable or to become better coaches.

They understand how different personalities respond emotionally to different sporting situations and why some look to approach challenges, whilst others do all that they can to avoid failure; and why some performers become aggressive whilst most remain assertive.

Students discover how the main sports have evolved including how written rules and the development of national governing bodies have enabled sports to become globalised, how commercialism, sponsorship and the media have impacted sport both positively and negatively.

They discover the possible benefits of ergogenic training aids and the implications for banned substances in sport and how some technology has become an important addition to sports whilst other technology is seen as a hindrance.

Students also look at the Olympics and discover the 'shop window effect' that this can have on a country and why sport is used as such an important vehicle to gain status.

Subject Curriculum Implementation:

The vast majority of Bath schools (and schools in the surrounding area) follow the AQA Exam Board for Physical Education at GCSE. Therefore, by following the AQA syllabus at Key Stage 5, we are able to build on students' prior knowledge and the skills that they developed whilst studying this subject in Years 10 and 11. For those who are new to the subject, we always start with a topic recap and reinforce any key words before building and developing our learning, meaning it is always possible to catch up. Students are always encouraged to share their knowledge with the class as we assess prior understanding before starting every new topic. Topic discussions are frequently created in order to get students used to analysing and evaluating a subject, which is a skill they require for the extended responses in the exams. Further assessment occurs through end of topic tests, end of year exams and mock exams. To help reinforce our teaching and help students unpackage their learning, we provide every student with an account to 'The Everlearner'. The Everlearner is a software package which provides a presentation for every topic on the course. It allows students to watch, pause, re-watch, make notes, and then review their knowledge via 'Checkpoint' tests. This account can be accessed via a computer, tablet or smartphone, so can be used during independent study time at school or at home. As staff, we can observe how much time a student has spent performing a task, the score they gained in the Checkpoint test, and any retests that they may have performed. This enables us to have an additional means to check students' understanding of the topics and intervene with further help, when required.

Topics for the course have been split and sequenced over the two years of study. This means that content that will predominantly feature in Paper 1 of the exam are taught in Year 12, and topics that will predominantly feature in Paper 2 of the exam are taught in Year 13. The course is taught by experienced subject specialists. We have found that this helps students to organise their folders, which in turn aids their revision and therefore their ability to form schema and to remember what they have learned. We constantly try to bring in past topics into our teaching and we include tasks that rely on prior learning into our lesson starters and assessments to help to reinforce the memory of knowledge in the long term. We also allocate time at the end of the course to refresh subject knowledge on the topics taught at the start of our academic journey. Each year, the students are taught three discrete sections of the course. In year 12, we cover Applied Anatomy and Physiology, Skill Acquisition and Sport and Society. In Year 13 we then build on this with Exercise Physiology and Biomechanical Movement, Sport Psychology and Sport and Society and the Role of Technology in Physical Activity and Sport.

At the end of year 12, following the end of year exams, designated lesson time is allocated to the Non-Examined Assessment (NEA) coursework. This part of the course is performed at this stage in order to relieve some of the stress and pressure of having to complete it in the students' final year. It also enables time to be given in Year 13 to collate the evidence required for the full competitive practical assessment of their chosen sport. For this, video evidence is normally used and timelines are created to indicate both core and advanced skills being used consistently.

Allocated Curriculum Time:

	Lower Sixth	Upper Sixth
Fortnightly lesson allocation	8	8

Course Information

Exam Board: AQA
Specification: A-level Physical Education (7582)

Lower Sixth

Term	Curriculum Foci Areas	Assessment
1	**Applied Anatomy and Physiology** • The Cardiovascular System **Skill Acquisition** • Skill, skill continuums and transfer of skills **Sport and Society** • Emergence of globalisation of sport in the 21st century - Pre-industrial (pre-1780) **Key Skills / Coursework / PSAs / Deadlines** • Introduction to the Cornell Note Taking Method • Familiarisation with 'The Everlearner'. • NEA Practical Ongoing	**End of Topic Tests** **End of Unit Tests** **Students start collecting video evidence of their fully competitive sports matches.**
2	**Applied Anatomy and Physiology** • The Respiratory System **Skill Acquisition** • Impact of skill classification on structure of practice for learning **Sport and Society** • Emergence of globalisation of sport in the 21st century - Industrial and post-industrial (1780–1900) **Key Skills / Coursework / PSAs / Deadlines** • NEA Practical Ongoing	**End of Topic Tests** **End of Unit Tests** **Students collect video evidence of their fully competitive sports matches.**
3	**Applied Anatomy and Physiology**	**End of Topic Tests**

	• The Neuromuscular System **Skill Acquisition** • Principles and theories of learning and performance **Sport and Society** **Key Skills / Coursework / PSAs / Deadlines** • NEA Practical Ongoing	**End of Unit Tests** **Students collect video evidence of their fully competitive sports matches.**
4	**Applied Anatomy and Physiology** • The Musculo-Skeletal System and analysis of movement in physical activities **Skill Acquisition** • Use of guidance and feedback **Sport and Society** • Emergence of globalisation of sport in the 21st century - Post World War II (1950 to present) **Key Skills / Coursework / PSAs / Deadlines** • NEA Practical Ongoing	**End of Topic Tests** **End of Unit Tests** **Students collect video evidence of their fully competitive sports matches.**
5	**Applied Anatomy and Physiology** • The Energy Systems **Skill Acquisition** • Memory models - General information processing model **Sport and Society** • Sociological theory applied to equal opportunities **Key Skills / Coursework / PSAs / Deadlines** • Knowledge of Command Words • Technique for Extended Response Questions • End of Year Exams • NEA Practical Ongoing	**End of Topic Tests** **End of Unit Tests** **End of year exams** **Students collect video evidence of their fully competitive sports matches.**
6	**Applied Anatomy and Physiology** • The Energy Systems (Cont) **Skill Acquisition** • Memory models - Efficiency of information processing **Sport and Society**	**End of Topic Tests** **End of Unit Tests**

	• Sociological theory applied to equal opportunities (Cont) **Coursework** • One lesson per week is allocated to coursework, but independent study time is also required. **Key Skills / Coursework / PSAs / Deadlines** • Coursework NEA (Non-Examined Assessment) First Draft Deadline 1st week of July • NEA Practical Ongoing	**Students collect video evidence of their fully competitive sports matches.**

Upper Sixth

Term	Curriculum Foci Areas	Assessment
1	**Exercise Physiology and Biomechanical Movement** • Diet and nutrition and their effect on physical activity and performance • Preparation and training methods in relation to maintaining physical activity and performance **Sport Psychology** • Aspects of personality • Attitudes • Arousal **Sport and Society and the Role of Technology in Physical Activity and Sport** • Concepts of physical activity and sport • Development of elite performers in sport **Key Skills / Coursework / PSAs / Deadlines** • NEA Practical Ongoing	**End of Topic Tests** **End of Unit Tests** **Final hand in for coursework.** **Students collect video evidence of their fully competitive sports matches.**
2	**Exercise Physiology and Biomechanical Movement** • Injury prevention and the rehabilitation of injury • Biomechanical principles and Levers **Sport Psychology** • Anxiety • Agression • Stress management • Self-efficacy and confidence **Sport and Society and the Role of Technology in Physical Activity and Sport** • Ethics in Sport • Violence in Sport • Drugs in Sport **Key Skills / Coursework / PSAs / Deadlines** • NEA Practical Ongoing	**End of Topic Tests** **End of Unit Tests** **Using collected video evidence, timelines are created.**

3	**Exercise Physiology and Biomechanical Movement** • Linear Motion • Angular Motion **Sport Psychology** • Motivation • Achievement Motivation Theory • Importance of Goal Setting **Sport and Society and the Role of Technology in Physical Activity and Sport** • Sport and the Law • Impact of commercialisation on physical activity and sport and the relationship between sport and the media **Key Skills / Coursework / PSAs / Deadlines** • Evidence for Practical NEA (Non-Examined Assessment)	**End of Topic Tests** **End of Unit Tests** **All video evidence and timelines are assessed internally, prior to the external moderation.**
4	**Exercise Physiology and Biomechanical Movement** • Projectile Motion • Fluid Mechanics **Sport Psychology** • Attribution Theory • Social Facilitation • Group Dynamics • Leadership **Sport and Society and the Role of Technology in Physical Activity and Sport** • The role of technology in physical activity and sport **Key Skills / Coursework / PSAs / Deadlines** • Prior Park Revision Conference	**End of Topic Tests** **End of Unit Tests**
5	**Revision and Exam Technique**	
6	**Exams**	

Reading List

- **AQA A-level PE (Year 1 and Year 2)** by Carl Atherton , Sue Young, et al.
- **My Revision Notes: AQA A-level PE** by Sue Young, Symond Burrows, et al.
- **PE Review Magazine -** Available to borrow from the Physical Education Department.
- **Bounce: The of Myth of Talent and the Power of Practice** by Matthew Syed
- **Outliers: The Story of Success** by Malcolm Gladwell

Websites

- https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF
- https://theeverlearner.com/
- https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIklu3Xw

Studying/Revision Information

Ongoing Studying

Use your private study time to develop your independent study skills (not just to complete homework)

- Keep up-to-date with sporting news stories and events.
- Watch and become knowledgeable about a variety of different sports. In particular, pay close attention to the ones listed in the specification, as this could come up in exam questions.
- Following a lesson, try to find an alternative resource to read around the topic.
- Ask to borrow our PE Review magazines, to research topics further and pick up on examination tips.
- Ensure that your notes are filed and kept in order. You should have a Paper 1 file and a Paper 2 file.

Revision

How to prepare for assessments:

- Set time aside every week to review notes.
- Try to use the Cornell note taking technique as the page summary at the bottom of each page will help you to find notes on certain topics.
- Use the lesson content organisers to check understanding for each topic.
- Make use of 'The Everlearner'

Useful resources

Recommended revision guide, websites, textbooks etc:

- My Revision Notes: AQA A-level PE, by Sue Young, Symond Burrows, Michaela Byrne, Hodder
- https://theeverlearner.com/
- https://drive.google.com/drive/folders/1wkMQ2iK-xIPnsB9LPefhyYIXBFXhX2oZ?usp=sharing
- https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIklu3Xw

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1	35	• **Written Paper** • Section A: Applied anatomy and physiology • Section B: Skill acquisition • Section C: Sport and society • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data	May/June of Year 13
Paper 2	35	• **Written Paper** • Section A: Exercise physiology and biomechanics • Section B: Sport psychology • Section C: Sport and society and technology in sport • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data	May/June of Year 13
NEA	30%	• Practical performance in physical activity and sport – 15% • Written analysis and evaluation of performance – 15% • 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation	March of Year 13

Careers in Physical Education

The Physical Education A Level curriculum has many links to careers, throughout the two years. There are numerous examples where the content has a direct link to real-world applications, and so to potential careers. Some of these examples are listed below. Rather than having stand-alone careers activities, these links are interwoven into our teaching of the course.

AQA Topic	Specification Content	Example Careers	How the Knowledge and Skills are Used
Year 12			
Paper 1: Applied Anatomy & Physiology	Skeletal system	Physiotherapist, Orthopaedic Surgeon, Sports Therapist, PE Teacher	Understanding bones, joints and movement helps diagnose injuries, improve movement and teach safe exercise techniques.
	Muscular system	Strength & Conditioning Coach, Personal Trainer, Exercise Physiologist, Sports Rehabilitator	Knowledge of muscle actions, fibre types and contractions is used to improve performance and rehabilitation.
	Cardiovascular system	Cardiac Rehabilitation Specialist, Sports Scientist, Exercise Physiologist, Doctor	Understanding heart function helps prescribe exercise safely and improve fitness.
	Respiratory system	Respiratory Physiologist, Sports Scientist, Exercise Physiologist	Knowledge of gas exchange and ventilation supports fitness testing and training programmes.
	Energy systems	Sports Scientist, Nutritionist, Strength & Conditioning Coach, Performance Coach	Used to plan training, recovery and nutrition for different sports and athletes.

Paper 1: Skill Acquisition	Classification of skills	PE Teacher, Sports Coach, Academy Coach	Helps select appropriate teaching methods and practices for learners.
	Stages of learning	Coach Educator, Teacher, Dance Instructor	Supports progression from beginner to elite performer.
	Guidance and feedback	Sports Coach, Occupational Therapist, Adaptive Sports Coach	Used to improve performance through effective communication and feedback.
	Practice methods	Military Physical Training Instructor, Police Fitness Instructor, Coach	Designs training sessions using distributed, massed and variable practice.
	Transfer of skills	PE Teacher, Performance Coach	Helps athletes learn new techniques efficiently by linking previous experiences.
Paper 1: Sport & Society	Participation in sport	Sports Development Officer, Active Partnership Officer, Public Health Officer	Encourages lifelong participation and healthier communities.
	Barriers to participation	Equality & Diversity Officer, Community Sport Manager	Designs inclusive programmes to increase access to sport.
	Elite sport development	National Governing Body Officer, Talent Development Manager	Supports pathways from grassroots to elite performance.
	Commercialisation & media	Sports Marketing Manager, Journalist, Broadcaster	Explains how media influences sport, participation and funding.

	Ethics and deviance	Sports Lawyer, Integrity Officer, Anti-Doping Officer	Promotes fairness, governance and ethical decision-making in sport.
Year 13			
Paper 2: Exercise Physiology	Diet and nutrition	Sports Nutritionist, Dietitian, Exercise Physiologist	Designs nutrition plans that optimise health and performance.
	Recovery and fatigue	Strength & Conditioning Coach, Sports Therapist	Plans recovery strategies to reduce injury and improve performance.
	Training methods	Fitness Consultant, Personal Trainer, Exercise Referral Specialist	Designs evidence-based training programmes for different populations.
	Environmental factors	Military Human Performance Specialist, Expedition Leader	Applies physiology in heat, altitude and challenging environments.
	Physiological adaptations	Sports Scientist, Cardiac Rehabilitation Specialist	Monitors how the body adapts to long-term training programmes.
Paper 2: Biomechanics	Motion analysis	Biomechanist, Performance Analyst	Analyses movement to improve efficiency and reduce injury risk.
	Force production	Strength & Conditioning Coach, Research Scientist	Uses force application to improve sporting performance.
	Projectile motion	Cricket Coach, Golf Coach, Sports Analyst	Improves technique in throwing, striking and kicking activities.

	Fluid mechanics	Swimming Coach, Sports Scientist	Optimises performance through efficient movement in water and air.
	Technology in biomechanics	Prosthetics Engineer, Sports Equipment Designer, Wearable Technology Developer	Designs equipment that improves performance and safety.
Paper 2: Sport Psychology	Motivation	Sport Psychologist, Coach, Teacher	Encourages long-term participation and peak performance.
	Personality	Sport Psychologist, Athlete Welfare Officer	Understands how individual differences influence behaviour.
	Arousal and anxiety	Mental Performance Consultant, Clinical Psychologist	Helps performers manage pressure and perform consistently.
	Confidence	Performance Coach, Talent Development Manager	Develops athletes' self-belief and resilience.
	Group dynamics	Team Manager, High Performance Director	Builds effective team cohesion and leadership.
Paper 2: Sport & Society and Technology	Technology in sport	Performance Analyst, Sports Technology Specialist	Uses GPS, video analysis and wearable technology to improve performance.
	Global sporting events	Event Manager, Governing Body Administrator	Plans and manages major sporting competitions.
	Governance	Sports Lawyer, National Governing Body Officer	Develops policy and ensures fair competition.

	Ethics	Anti-Doping Officer, Integrity Officer	Investigates cheating and promotes clean sport.
	Media influence	Sports Journalist, Broadcaster, Marketing Executive	Explains how media shapes public engagement and commercial success.
NEA: Performance Analysis & Evaluation	Observation	Coach, Scout, PE Teacher	Identifies strengths and weaknesses in performance.
	Performance analysis	Performance Analyst, Sports Scientist	Uses video and data to evaluate sporting performance.
	Applying theory to practice	Physiotherapist, Coach, Teacher	Uses scientific principles to explain and improve performance.
	Report writing	Research Scientist, Consultant, Teacher	Produces professional reports supported by evidence.
	Evaluation	Exercise Physiologist, Performance Director	Makes evidence-based recommendations for improvement.
	Communication	Coach, Lecturer, Therapist	Explains findings clearly to athletes and colleagues.
	Goal setting	Sport Psychologist, Coach	Develops SMART targets to improve future performance.
	Independent research	University Student, Researcher	Collects, analyses and evaluates evidence to support conclusions.

Transferable Skills Developed Across the Course	Scientific understanding	Healthcare, Sport Science, Medicine	Applying biological and scientific principles to solve problems.
	Critical thinking	Research, Healthcare, Management	Evaluating evidence before making decisions.
	Problem solving	Coaching, Business, Public Services	Identifying issues and implementing effective solutions.
	Data analysis	Performance Analyst, Data Scientist	Interpreting statistics and performance data.
	Communication	Teaching, Coaching, Healthcare	Presenting information clearly to different audiences.
	Leadership	Team Manager, PE Teacher, Armed Forces Officer	Motivating individuals and managing teams effectively.
	Time management	All careers	Planning, organisation and meeting deadlines.
	Reflective practice	Healthcare, Education, Coaching	Continuously evaluating and improving professional practice.

Careers links

- https://nationalcareers.service.gov.uk/discover-careers-in-sport? - This webpage has links to a wide range of careers that an A Level in Physical Education can lead you to.