

A – Level PE

A-Level PE Overview:

The course combines applied theory with practical performance and analysis and you will develop breadth and depth of knowledge of scientific, sociocultural and practical aspects of PE. You will also understand the physiological and psychological states that affect performance and take part in practical workshops and gain insights from industry experts. Studying PE will develop your transferable skills for future study and employment

You will study:

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport



I have been really engaged by the content and this has meant that lessons are not only enjoyable and interesting, but related to my own sports performance. Mrs Ashley and Miss Capaldi deliver lots of support sessions and communicate with us outside of lesson time to help and support us. They have shown a massive level of care for me as an individual and I have been able to succeed in my exams and future career because of them. I would definitely recommend this course if you are passionate about sport and are prepared to work hard.

Assessment:

- Two examinations worth 70% at the end of year 13
- Practical assessments worth 15% where you are assessed live and using video
- Written coursework worth 15%
- Regular involvement in competitive sport is required

Entry Requirements:

Grade 5 in GCSE PE or Merit in BTEC Sport

Specification

[AQA A-Level Physical Education](#)



Progression and Career Opportunities:

A Level PE leads to an array of opportunities. You will receive extensive careers guidance to support and prepare you for your next steps. Many students progress to study a sport related degree at university e.g. PE, Sport Science, Sports Coaching and Development and Physiotherapy. Some of our students have progressed on to careers in medicine, the armed forces, firefighting as well as education and coaching.

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