

## AQA GCSE PE REVISION CHECKLIST


















Had a look



















Almost..










Nailed it










**Use this personal learning checklist to help you with your revision for GCSE PE**

<i>The Structure and Functions of the Musculoskeletal System</i>				
<b>Skeletal System</b>	<ul style="list-style-type: none"> <li>-I can identify some of the bones at the following locations: <b>shoulder/elbow/knee/ankle</b></li> <li>-I can describe how the skeletal system works alongside the muscular system to provide a framework for movement.</li> <li>-I can explain the functions of the skeletal system</li> </ul>			
<b>Muscular System</b>	<ul style="list-style-type: none"> <li>-I can identify most of the main muscles within the body.</li> <li>-I can explain how the major muscles and muscle groups of the body work antagonistically to produce movement.</li> </ul>			
<b>Types of Joints</b>	<ul style="list-style-type: none"> <li>-I can identify the types of joints at the elbow, knee, shoulder and ankle.</li> <li>-I can explain what type of movement is produced at each type of joint</li> <li>-I can identify the key components of the structure of the synovial joint</li> <li>-I can explain how a synovial joint can help to prevent injury</li> </ul>			
<i>The Structure and functions of the cardio-respiratory system</i>				
<b>Pathway of Air</b>	<ul style="list-style-type: none"> <li>-I can identify the pathway of air, <b>From the Mouth Cavity to the Alveoli</b></li> <li>-I can explain how the Gaseous Exchange takes place and provide examples that assist in the process</li> <li>- I can explain how the intercostal muscles, rib cage and diaphragm assist in the mechanics of breathing (<b>Inhaling / Exhaling</b>)</li> </ul>			
<b>The Heart &amp; the pathway of blood</b>	<ul style="list-style-type: none"> <li>-I can identify the main four chambers of the heart</li> <li>-I can identify some of the valves in the heart and describe the importance of them</li> <li>-I can explain what diastole and systole is.</li> <li>-I can describe the pathway of the blood and explain how it is converted from deoxygenated blood to oxygenated blood</li> </ul>			
<b>Cardiac Output and Stroke Volume</b>	<ul style="list-style-type: none"> <li>-I can describe what cardiac output and stroke volume is</li> <li>-I know how to work out an individual's Cardiac Output</li> <li>-I can identify where an individual can record their heart rate.</li> <li>-I know how to work out an individual's Maximum Heart Rate</li> </ul>			
<b>Interpretation of a spirometer trace:</b>	<ul style="list-style-type: none"> <li>-I can identify different volumes of a spirometer trace</li> <li>-I can describe how the <b>tidal volume, expiratory reserve volume, inspiratory reserve volume and residual volume</b> may change from rest to exercise</li> </ul>			
<b>Aerobic and Anaerobic Exercise</b>				
<b>Aerobic and Anaerobic Endurance</b>	<ul style="list-style-type: none"> <li>-I can define what aerobic respiration is, using the correct equation</li> <li>-I can define what anaerobic respiration is, using the correct equation</li> <li>-I can link practical sporting examples of sporting situations to aerobic and anaerobic respiration and justify why they are good examples.</li> </ul>			
<b>Excess post-exercise oxygen consumption (Oxygen Debt)</b>	<ul style="list-style-type: none"> <li>-I can define what Excess Post-exercise Oxygen Consumption (Oxygen Debt) is</li> <li>-I can explain why Excess Post-exercise Oxygen Consumption (Oxygen Debt) is caused by Anaerobic Respiration</li> <li>-I can explain the effects of Excess Post-exercise Oxygen Consumption (Oxygen Debt) on the muscles.</li> </ul>			
<b>Recovery Process</b>	<ul style="list-style-type: none"> <li>-I can identify and explain some of the recovery process after vigorous exercise.</li> <li>-I can explain the importance of a cool down, diet, rehydration and massages after vigorous exercise</li> </ul>			

Short and Long Term Effects of Exercise				
<b>Effects of Exercise</b>	-I can identify and describe the immediate effects of exercise. -I can identify and describe the short-term effects of exercise. -I can identify and describe the long-term effects of exercise.			
Lever Systems, examples of their use in activity and the mechanical advantage they provide in movement				
<b>First, second and third class lever systems</b>	-I can identify first, second and third class lever systems. -I can complete the basic drawings of the three classes of lever to illustrate the positioning of the <b>fulcrum</b> , <b>load (resistance)</b> and <b>effort</b> . -I can draw linear versions of a lever showing the positioning of the fulcrum, load/resistance and effort. -I can link sporting actions which involve flexion, extension, plantar or dorsi-flexion to the correct lever example.			
<b>Mechanical Advantage</b>	-I can label the effort and load/resistance for each lever class. -I can work out the mechanical advantage. -I can label the effort arm and resistance arm on the lever drawings and interpret the mechanical advantage of that lever.			
<b>Analysis of basic movements in sports.</b>	-I can identify the different types of movements that are performed at the shoulder, elbow, knee and ankle. -I can link each type of movement to a suitable sporting example.			
Planes and Axes of Movement				
<b>Identification of the relevant planes</b>	-I can define frontal, transverse and sagittal planes. -I can define longitudinal, transverse and sagittal axes. -I can link the three different planes and axes to sporting actions.			
The relationship between health and fitness and the role that exercise plays in both and Components of Fitness				
<b>Health and Fitness</b>	-I can define what health is. -I can define what fitness is. -I can explain the relationship between health and fitness.			
<b>Components of Fitness</b>	-I can identify the components of fitness. -I can link a range of sports and physical activities to the required component of fitness, justifying why they are needed to each sport and activity.			
<b>Fitness Testing</b>	-I can link each component of fitness to a test procedure that will measure a specific component of fitness. - I can identify the reasons for and limitations of using fitness tests. -I can describe how data is collected to measure progress during fitness tests. -I can explain the difference between quantitative and qualitative data.			
The principles of training and their application to personal exercise/training programmes				
<b>Principles of Training</b>	-I can identify the key principles of SPORT. -I can explain each component of SPORT. -I can identify the key principles of Overload FITT. -I can explain how to use Overload FITT to increase the workload of a training programme to improve fitness.			
<b>Types of Training</b>	-I can identify the different types of training methods. -I can identify the advantages and disadvantages of the different training methods. -I can explain the differences between each type of training. -I can link each type of training to a sport and recommend why it would improve an athlete's performance.			
Physical Training: How to optimise training and prevent injury				
<b>Calculating intensities to optimise training effectiveness</b>	-I can define the training threshold. -I can calculate the aerobic and anaerobic training zone. -I can calculate an individual's Maximum Heart Rate. -I can explain how to increase the intensity of circuit training. -I can explain how many reps and sets should be completed to improve <b>strength/power</b> and <b>muscular endurance</b> .			

<b>Considerations to prevent injury</b>	-I can explain why the training type should match the training purpose. -I can explain the different factors that should be taken into account to prevent injury.			
<b>Specific Training Techniques</b>	-I can explain why altitude training is used. -I can explain who benefits from completing altitude training.			
Physical Training: Effective use of warm up and cool down				
<b>Warming up and cooling down</b>	-I can explain what a warm up should include. -I can explain why a warm up should be completed before performance/training. -I can explain the benefits of warming up. -I can explain the benefits of cooling down.			
Sports Psychology: Classification of Skills				
<b>Skill and Ability</b>	-I can define what skill is. -I can define what ability is.			
<b>Classification of Skill</b>	-I can define a variety of skill classifications: <b>basic/complex; open/closed; self-paced/externally paced and gross/fine.</b> -I can link sporting examples to each classification and justify why they are appropriate.			
<b>Definitions of Types of Goals</b>	-I can define <b>performance goals (personal performance/no social comparison) &amp; outcome goals (winning/result).</b> -I can link performance and outcome targets to appropriate sporting examples.			
The use of goal setting and SMART targets to improve and/or optimise performance				
<b>Evaluation of setting performance &amp; outcome goals</b>	-I can describe what <b>performance</b> and <b>outcome</b> goals are. -I know the difference between <b>performance</b> and <b>outcome</b> goals. -I can explain the advantages and disadvantages for <b>performance</b> and <b>outcome</b> goals. - I can apply <b>performance</b> and <b>outcome</b> goals to relevant sporting examples			
<b>Use of SMART targets to improve &amp; optimise performance</b>	-I can identify what SMART acronym stands for. -I can explain why SMART targets should be used for goal setting. -I can apply SMART targets to a sporting example to help improve performance.			
Basic Information Processing				
<b>Basic Information processing model</b>	-I know the role and can describe each part information processing model ( <b>input / decision making / output and feedback.</b> - I can apply the basic information processing model to skills from sporting example.			
Guidance and feedback on performance				
<b>Types of Guidance in Sport</b>	-I can identify the different types of guidance used for beginners to elite sports performers. - I can choose appropriate types of guidance for beginner sports performers and elite level sport performers, justifying why each type is suitable.			
<b>Types of feedback in Sport</b>	-I can identify the different types of feedback for beginners to elite sports performers. -I can explain what each type of feedback consists of. -I can analyse the advantages and disadvantages of each type of feedback, justifying my answer.			
Sports Psychology: Mental Preparation for Performance				
<b>Arousal</b>	-I can define what arousal is in sport. -I can provide examples of arousal in sport. -I can link appropriate arousal levels to gross and fine skills in sporting actions. -I can link skills to an appropriate arousal level, fully justifying my answer.			

<b>Inverted-U theory</b>	-I can describe what the inverted-U theory is, referring to a graph. -I can draw an inverted-u theory on a graph, appropriately labelling the X and Y axis. -I can explain the relationship between arousal level and performance level, providing sporting examples.			
<b>Arousal and stress management</b>	-I know the different stress management techniques. -I can explain how the different stress management techniques are carried out. -I can analyse how arousal can be controlled before and during a sporting performance.			
<b>Aggression</b>	-I can define what direct and indirect aggression is. -I can fully explain what direct and indirect aggression is and use sporting examples of each type in aggression.			
<b>Personality Types</b>	-I know the two types of personality types in sport. -I can explain the characteristics of the two personality types. -I can provide sporting examples of each personality types.			
<b>Motivation in Sport</b>	-I know the two types of motivation in sport. -I can explain the different characteristics for the two types of motivation. -I can explain appropriate examples of motivation in sport and link it to sporting examples. -I can analyse the advantages and disadvantages of the different types of motivation in sport, justifying my answers.			
Engagement patterns of different social groups in physical activity and sport				
<b>Social Groupings &amp; Participation Rates</b>	-I can describe why engagement patterns in physical activity and sport can vary between different social groups. -I understand the different factors that contribute to engagement patterns in a variety of social groups. -I can identify the <b>five</b> different social groups. -I can analyse how certain factors can affect engagement patterns of different social groups ( <b>E.G. Sexism/Stereotyping and Gender</b> )			
Socio-cultural influences: Commercialisation of physical activity and sport				
<b>Commercialisation</b>	-I can define what commercialisation is. -I can explain the relationship between sport, sponsorship and the media.			
<b>Sponsorship and the Media</b>	-I know the definitions of Sponsorship and Media and can provide examples for each. -I can explain and justify the positive and negative impact of sponsorship and media on the performer, the sport, officials, spectators and advertising companies.			
<b>Technology in Sport</b>	-I can describe how technology is used in sport. -I can explain and justify the positive and negative impacts of technology on the performer, the sport, officials, spectators and advertising companies.			
Ethical and socio-cultural issues in physical activity and sport				
<b>Conduct of performers</b>	-I can define what <b>etiquette, sportsmanship, gamesmanship &amp; contract to compete</b> are. -I can provide sporting examples for all of the above.			
<b>Prohibited substances and methods in sport</b>	-I can identify the 5 different categories of prohibited substances. -I can explain the positive effects and negative side effects for the prohibited substances. -I can explain how blood doping is performed and the side effects of completing it.			
<b>Drugs subject to certain restrictions</b>	-I can explain what Beta Blockers are and explain why performers opt to take them. -I can identify the side effects of Beta Blockers.			
<b>Performance Enhancing Drugs (PEDs)</b>	-I can describe why type of performers would use different types of Performance Enhancing Drugs and provide sporting examples for each Performance Enhancing Drug. -I can explain the advantages and disadvantages for a performer taking Performance Enhancing Drugs.			

	-I can explain the disadvantages to the sport when performers take Performance Enhancing Drugs.			
<b>Spectator Behaviour</b>	-I can identify the positive influences of spectators at sporting events. -I can identify the negative influences of spectators at sporting events and the impact it can have on the sport. -I can explain why hooliganism occurs in sport. -I can analyse how hooliganism can be prevented in sport and evaluate the effectiveness of each strategy.			
Health, Fitness and Well-being: Physical, emotional and social health, fitness and well-being				
<b>Health, Well-being and Sport</b>	-I can describe why participating in sport, physical activity and exercise can increase one's health, well-being and fitness. -I can explain the benefits of regular exercise on our physical health and well-being -I can explain the benefits of regular exercise on our mental health and well-being -I can explain the benefits of regular exercise on our social health and well-being -I can explain the benefits of regular exercise on our fitness.			
Health, Fitness and Well-being: The consequences of a sedentary lifestyle				
<b>Consequences of a Sedentary Lifestyle</b>	-I can define what a sedentary lifestyle is. -I can explain what the possible consequences of a sedentary lifestyle are.			
<b>Obesity in Physical Activity and Sport</b>	-I can define what obesity is. -I can explain how obesity can affect performance in physical activity and sport ( <i>Physical / Mental / Social</i> )			
<b>Somatotypes</b>	-I know the three types of somatotypes. -I can identify the most suitable body type for a particular sport and justify my choice.			
Health, Fitness and Well-being: Energy use, diet, nutrition and hydration				
<b>Energy Use</b>	-I know how energy is measured and where energy is obtained from. -I can explain what factors can impact on the amount of energy that is needed to be consumed per day.			
<b>Nutrition and Balanced Diets</b>	-I can describe what a balanced diet consists of. -I can explain why it is important to maintain a balanced diet. -I can identify what percentage of each nutrients should be present in a balanced diet. -I can explain the importance of each nutrient in a balanced diet.			
<b>Maintaining Hydration</b>	-I can define what dehydration is and explain how it can be prevented. -I can explain the impact dehydration has on our body and performance in sport.			