

## AOA GCSE PE REVISION CHECKLIST



Had a look

Almost..

Nailed it

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

<b>The Structure and Functions of the Musculoskeletal System</b>				
<b>Skeletal System</b> Pages 1 – 5 Revision guide	-I can identify some of the bones at the following locations: <b>shoulder/elbow/knee/ankle</b> -I can describe how the skeletal system works alongside the muscular system to provide a framework for movement. -I can explain the functions of the skeletal system			
<b>Muscular System</b> Pages 5-7 Revision guide	-I can identify most of the main muscles within the body. -I can explain how the major muscles and muscle groups of the body work antagonistically to produce movement.			
<b>Types of Joints</b> Pages 3-4 Revision guide	-I can identify the types of joints at the elbow, knee, shoulder and ankle. -I can explain what type of movement is produced at each type of joint -I can identify the key components of the structure of the synovial joint -I can explain how a synovial joint can help to prevent injury			
<b>The Structure and functions of the cardio-respiratory system</b>				
<b>Pathway of Air</b> Pages 9 – 10 Revision guide	-I can identify the pathway of air. <b>From the Mouth Cavity to the Alveoli</b> -I can explain how the Gaseous Exchange takes place and provide examples that assist in the process - I can explain how the intercostal muscles, rib cage and diaphragm assist in the mechanics of breathing ( <b>Inhaling / Exhaling</b> )			
<b>The Heart &amp; the pathway of blood</b> Pages 7 - 8 Revision guide	-I can identify the main four chambers of the heart -I can identify some of the valves in the heart and describe the importance of them -I can explain what diastole and systole is. -I can describe the pathway of the blood and explain how it is converted from deoxygenated blood to oxygenated blood			
<b>Cardiac Output and Stroke Volume</b> Pages 7 - 8 Revision guide	-I can describe what cardiac output and stroke volume is -I know how to work out an individual's Cardiac Output -I can identify where an individual can record their heart rate. -I know how to work out an individual's Maximum Heart Rate			
<b>Interpretation of a spirometer trace</b> Pages 9 – 10 Revision guide	-I can identify different volumes of a spirometer trace -I can describe how the <b>tidal volume, expiratory reserve volume, inspiratory reserve volume and residual volume</b> may change from rest to exercise			
<b>Aerobic and Anaerobic Exercise</b>				
<b>Aerobic and Anaerobic Endurance</b> Pages 11-15 Revision guide	-I can define what aerobic respiration is, using the correct equation -I can define what anaerobic respiration is, using the correct equation -I can link practical sporting examples of sporting situations to aerobic and anaerobic respiration and justify why they are good examples.			
<b>Excess post-exercise oxygen consumption (Oxygen Debt)</b> Pages 11-15 Revision guide	-I can define what Excess Post-exercise Oxygen Consumption (Oxygen Debt) is -I can explain why Excess Post-exercise Oxygen Consumption (Oxygen Debt) is caused by Anaerobic Respiration -I can explain the effects of Excess Post-exercise Oxygen Consumption (Oxygen Debt) on the muscles.			
<b>Recovery Process</b> Pages 11-15 Revision guide	-I can identify and explain some of the recovery process after vigorous exercise. -I can explain the importance of a cool down, diet, rehydration and massages after vigorous exercise			

<b>Short and Long Term Effects of Exercise</b>				
<b>Effects of Exercise</b> Pages 11-15 Revision guide	-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.			
<b>Lever Systems, examples of their use in activity and the mechanical advantage they provide in movement</b>				
<b>First, second and third class lever systems</b> Pages 17-18 Revision guide	-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, 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> Pages 17-18 Revision guide	-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> Pages 17-18 Revision guide	-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.			
<b>Planes and Axes of Movement</b>				
<b>Identification of the relevant planes</b> Pages 17-18 Revision guide	-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.			
<b>The relationship between health and fitness and the role that exercise plays in both and Components of Fitness</b>				
<b>Health and Fitness</b> Pages 20-33 Revision guide	-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> Pages 20-33 Revision guide	-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> Pages 20-33 Revision guide	-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.			
<b>The principles of training and their application to personal exercise/training programmes</b>				
<b>Principles of Training</b> Pages 20-33 Revision guide	-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> Pages 20-33 Revision guide	-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.			

<b>Physical Training: How to optimise training and prevent injury</b>				
<b>Calculating intensities to optimise training effectiveness</b> Pages 20-33 Revision guide	-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> Pages 34-35 Revision guide	-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> Pages 34-35 Revision guide	-I can explain why altitude training is used. -I can explain who benefits from completing altitude training.			
<b>Physical Training: Effective use of warm up and cool down</b>				
<b>Warming up and cooling down</b> Pages 34-35 Revision guide	-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.			
<b>Sports Psychology: Classification of Skills</b>				
<b>Skill and Ability</b> Pages 37-38 Revision guide	-I can define what skill is. -I can define what ability is.			
<b>Classification of Skill</b> Pages 37-38 Revision guide	-I can define a variety of skill classifications: <b>basic/complex; open/closed; self-paced/externally paced</b> and <b>gross/fine</b> . -I can link sporting examples to each classification and justify why they are appropriate.			
<b>Definitions of Types of Goals</b> Pages 37-38 Revision guide	-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.			
<b>The use of goal setting and SMART targets to improve and/or optimise performance</b>				
<b>Evaluation of setting performance &amp; outcome goals</b> Pages 37-38 Revision guide	-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> Pages 37-38 Revision guide	-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.			
<b>Basic Information Processing</b>				
<b>Basic Information processing model</b> Page 40 Revision guide	-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.			
<b>Guidance and feedback on performance</b>				
<b>Types of Guidance in Sport</b> Pages 39-40 Revision guide	-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> Pages 39-40 Revision guide	-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.			
<b>Sports Psychology: Mental Preparation for Performance</b>				
<b>Arousal</b> Pages 40-41 Revision guide	-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> Pages 40-41 Revision guide	-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> Pages 40-41 Revision guide	-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> Pages 40-41 Revision guide	-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> Pages 40-41 Revision guide	-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> Pages 40-42 Revision guide	-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.			
<b>Engagement patterns of different social groups in physical activity and sport</b>				
<b>Social Groupings &amp; Participation Rates</b> Pages 44-46 Revision guide	-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> )			
<b>Socio-cultural influences: Commercialisation of physical activity and sport</b>				
<b>Commercialisation</b> Pages 47 - 48 Revision guide	-I can define what commercialisation is. -I can explain the relationship between sport, sponsorship and the media.			
<b>Sponsorship and the Media</b> Pages 48 -49 Revision guide	-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> Pages 48 -49 Revision guide	-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.			

<b>Ethical and socio-cultural issues in physical activity and sport</b>				
<p><b>Conduct of performers</b> Pages 50-51 Revision guide</p>	<p>-I can define what <b>etiquette, sportsmanship, gamesmanship &amp; contract to compete</b> are. -I can provide sporting examples for all of the above.</p>			
<p><b>Prohibited substances and methods in sport</b> Pages 50-52 Revision guide</p>	<p>-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.</p>			
<p><b>Drugs subject to certain restrictions</b> Pages 50-52 Revision guide</p>	<p>-I can explain what Beta Blockers are and explain why performers opt to take them. -I can identify the side effects of Beta Blockers.</p>			
<p><b>Performance Enhancing Drugs (PEDs)</b> Pages 50-52 Revision guide</p>	<p>-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.</p>			
<p><b>Spectator Behaviour</b> Pages 50-52 Revision guide</p>	<p>-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.</p>			
<b>Health, Fitness and Well-being: Physical, emotional and social health, fitness and well-being</b>				
<p><b>Health, Well-being and Sport</b> Pages 54 -55 Revision guide</p>	<p>-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.</p>			
<b>Health, Fitness and Well-being: The consequences of a sedentary lifestyle</b>				
<p><b>Consequences of a Sedentary Lifestyle</b> Pages 56-57 Revision guide</p>	<p>-I can define what a sedentary lifestyle is. -I can explain what the possible consequences of a sedentary lifestyle are.</p>			
<p><b>Obesity in Physical Activity and Sport</b> Pages 56-57 Revision guide</p>	<p>-I can define what obesity is. -I can explain how obesity can affect performance in physical activity and sport (<b>Physical / Mental / Social</b>)</p>			
<p><b>Somatotypes</b> Pages 58-59 Revision guide</p>	<p>-I know the three types of somatotypes. -I can identify the most suitable body type for a particular sport and justify my choice.</p>			
<b>Health, Fitness and Well-being: Energy use, diet, nutrition and hydration</b>				
<p><b>Energy Use</b> Pages 58-59 Revision guide</p>	<p>-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.</p>			
<p><b>Nutrition and Balanced Diets</b> Pages 58-59 Revision guide</p>	<p>-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.</p>			

<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.			
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