

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>				
<i>Skeletal System</i>	-I can identify some of the bones at the following locations: <i>shoulder/elbow/knee/ankle</i> -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			
<i>Muscular System</i>	-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.			
<i>Types of Joints</i>	-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			
<i>The Structure and functions of the cardio-respiratory system</i>				
<i>Pathway of Air</i>	-I can identify the pathway of air. <i>From the Mouth Cavity to the Alveoli</i> -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 (<i>Inhaling / Exhaling</i>)			
<i>The Heart & the pathway of blood</i>	-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			
<i>Cardiac Output and Stroke Volume</i>	-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			
<i>Interpretation of a spirometer trace:</i>	-I can identify different volumes of a spirometer trace -I can describe how the <i>tidal volume, expiratory reserve volume, inspiratory reserve volume and residual volume</i> may change from rest to exercise			
<i>Aerobic and Anaerobic Exercise</i>				
<i>Aerobic and Anaerobic Endurance</i>	-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.			
<i>Excess post-exercise oxygen consumption (Oxygen Debt)</i>	-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.			
<i>Recovery Process</i>	-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			

Short and Long Term Effects of Exercise				
Effects of Exercise	<ul style="list-style-type: none"> -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				
First, second and third class lever systems	<ul style="list-style-type: none"> -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 fulcrum, load (resistance) and effort. -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. 			
Mechanical Advantage	<ul style="list-style-type: none"> -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. 			
Analysis of basic movements in sports.	<ul style="list-style-type: none"> -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				
Identification of the relevant planes	<ul style="list-style-type: none"> -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				
Health and Fitness	<ul style="list-style-type: none"> -I can define what health is. -I can define what fitness is. -I can explain the relationship between health and fitness. 			
Components of Fitness	<ul style="list-style-type: none"> -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. 			
Fitness Testing	<ul style="list-style-type: none"> -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				
Principles of Training	<ul style="list-style-type: none"> -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. 			
Types of Training	<ul style="list-style-type: none"> -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				
Calculating intensities to optimise training effectiveness	<ul style="list-style-type: none"> -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 strength/power and muscular endurance. 			

Considerations to prevent injury	-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.			
Specific Training Techniques	-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				
Warming up and cooling down	-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				
Skill and Ability	-I can define what skill is. -I can define what ability is.			
Classification of Skill	-I can define a variety of skill classifications: basic/complex; open/closed; self-paced/externally paced and gross/fine . -I can link sporting examples to each classification and justify why they are appropriate.			
Definitions of Types of Goals	-I can define performance goals (personal performance/no social comparison) & outcome goals (winning/result) . -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				
Evaluation of setting performance & outcome goals	-I can describe what performance and outcome goals are. -I know the difference between performance and outcome goals. -I can explain the advantages and disadvantages for performance and outcome goals. - I can apply performance and outcome goals to relevant sporting examples			
Use of SMART targets to improve & optimise performance	-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				
Basic Information processing model	-I know the role and can describe each part information processing model (input / decision making / output and feedback). - I can apply the basic information processing model to skills from sporting example.			
Guidance and feedback on performance				
Types of Guidance in Sport	-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.			
Types of feedback in Sport	-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				
Arousal	-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.			

Inverted-U theory	-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.			
Arousal and stress management	-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.			
Aggression	-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.			
Personality Types	-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.			
Motivation in Sport	-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				
Social Groupings & Participation Rates	-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 five different social groups. -I can analyse how certain factors can affect engagement patterns of different social groups (E.G. Sexism/Stereotyping and Gender)			
Socio-cultural influences: Commercialisation of physical activity and sport				
Commercialisation	-I can define what commercialisation is. -I can explain the relationship between sport, sponsorship and the media.			
Sponsorship and the Media	-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.			
Technology in Sport	-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				
Conduct of performers	-I can define what etiquette, sportsmanship, gamesmanship & contract to compete are. -I can provide sporting examples for all of the above.			
Prohibited substances and methods in sport	-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.			
Drugs subject to certain restrictions	-I can explain what Beta Blockers are and explain why performers opt to take them. -I can identify the side effects of Beta Blockers.			
Performance Enhancing Drugs (PEDs)	-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.			
Spectator Behaviour	-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				
Health, Well-being and Sport	-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				
Consequences of a Sedentary Lifestyle	-I can define what a sedentary lifestyle is. -I can explain what the possible consequences of a sedentary lifestyle are.			
Obesity in Physical Activity and Sport	-I can define what obesity is. -I can explain how obesity can affect performance in physical activity and sport (Physical / Mental / Social)			
Somatotypes	-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				
Energy Use	-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.			
Nutrition and Balanced Diets	-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.			
Maintaining Hydration	-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.			