



# GCSE PHYSICAL EDUCATION REVISION CHECKLISTS



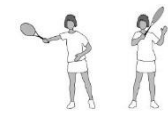
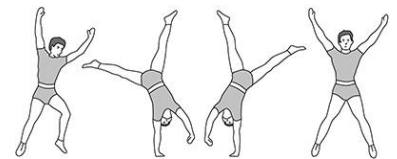
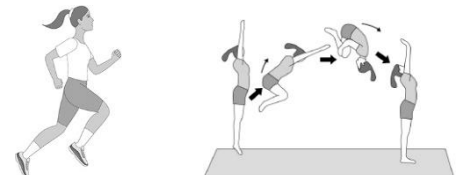


# AQA GCSE PE Revision Checklist

## Paper 1: The human body and movement in physical activity and sport

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Applied anatomy and physiology	Structure & function of the musculoskeletal system	<ul style="list-style-type: none"> <li>Identify the location of the bones in the head, neck, shoulder, chest, elbow, hip, knee &amp; ankle</li> <li>Describe how the Skelton provides a framework for movement:                             <ul style="list-style-type: none"> <li>Types of bones</li> <li>Point of attachment</li> </ul> </li> <li>Describe the function of the skeleton (protection, movement, blood cell production, mineral storage, support)</li> <li>Identify all of the structures of a synovial joint and describe how they help to prevent injury</li> <li>Describe the two types of joints that allow movement (hinge and ball &amp; socket)</li> <li>Describe the different types of movement in a joint (flexion/extension/adduction etc)</li> <li>Identify the location of major muscles in the body</li> <li>Describe how the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Define adduction using a sporting example in your answer (2 marks)  Define 'isometric contraction' using a sporting example in your answer. (2 marks)  muscle groups.  Explain how the skeletal and muscular system work together to bring about movement. (3 marks)  Explain the role of long bones during a game of badminton. (3 marks)	<input type="checkbox"/>
	Structure & function of the Cardio-respiratory system	<ul style="list-style-type: none"> <li>Describe the pathway of air starting at the nose/mouth</li> <li>Describe the process of gaseous exchange at the alveoli <b>and</b> how the features of an alveoli and how they assist in gaseous exchange</li> <li>Describe the structure of arteries, veins and capillaries</li> <li>Describe the structure of the heart <b>and</b> the pathway of blood around the heart.</li> <li>Describe the cardiac cycle in relation to diastole (filling) and systole (ejection of blood)</li> <li>Understand Cardiac output, stroke volume and heart rate, and the relationship between them. Cardiac output (Q) = stroke volume x heart rate. Understand anticipatory rise, and changes in intensity</li> <li>Understand the Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing</li> <li>Know how to interpret a spirometer trace with particular reference to tidal volume, expiratory reserve volume, inspiratory reserve volume, residual volume.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Identify two features of the structure of arteries. Explain how each feature helps the arteries to perform their function. (4 marks)  Explain how air pressure changes occur in the chest cavity allowing exhalation to take place. Refer to the roles of the intercostal muscles, rib cage and diaphragm. (4 marks)  Explain the process of gaseous exchange (4 marks)  Explain two ways in which the body redistributes blood during exercise. (4 marks)	<input type="checkbox"/>
	Aerobic & Anaerobic	<ul style="list-style-type: none"> <li>Define the terms aerobic exercise and anaerobic exercise</li> <li>The use of aerobic and anaerobic exercise in practical examples of differing intensities</li> <li>Understanding that EPOC (oxygen debt) is caused by anaerobic exercise (producing lactic acid) and requires the performer to maintain increased breathing rate after exercise to repay the debt.</li> <li>Describe and explain the different methods used to recover from exercise (cool down, manipulation of diet, ice baths/massage etc)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Analyse how both aerobic and anaerobic exercise can be used in interval training to help improve performance in a team game. (9 marks)  Analyse the different methods that could use to prevent injury and recover from vigorous exercise to optimise her performance.(9 marks)	<input type="checkbox"/>
	Short & Long term effects of exercise	<ul style="list-style-type: none"> <li>Describe the <b>immediate</b> effects of exercise (during exercise)</li> <li>Describe the <b>short</b> term effects of exercise (up to 36 hours after)</li> <li>Describe the <b>long term</b> effects of exercise (months after)</li> </ul>	<input type="checkbox"/>	Explain how fatigue may occur and state the negative effect that it can have on a performer in a named physical activity.(2 marks)	<input type="checkbox"/>

	Topics	You should be able to	Check	Now practice an exam question:	Check
2. Movement Analysis	Lever Systems	<ul style="list-style-type: none"> <li>• Identification of first, second and third class lever systems.</li> <li>• Basic drawings of the three classes of lever to illustrate the positioning of:               <ul style="list-style-type: none"> <li>• Fulcrum</li> <li>• load (resistance)</li> <li>• effort.</li> </ul> </li> <li>• Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort.</li> <li>• Interpretation of sporting movements or actions which involve flexion or extension of the elbow and/or knee, and plantar or dorsi-flexion at the ankle.</li> <li>• Understand what Mechanical advantage is in relation to the three lever systems</li> </ul>	<input type="checkbox"/>	<p>Identify and draw the class of lever used at the elbow as it moves from A to B.</p>   <p>Using above image, identify and draw the lever system working at the elbow during the upward phase (B to A) of the push-up.</p> <p>Identify and draw the type of lever being used at the elbow during the forehand tennis stroke.</p> 	<input type="checkbox"/>
	Planes & Axes	<ul style="list-style-type: none"> <li>• Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions</li> <li>• Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) should be related to sporting actions.</li> </ul>	<input type="checkbox"/>	<p>Identify the plane and axes in the following pictures:</p>  	<input type="checkbox"/>

	Topics	You should be able to	Check	Now practice an exam question:	Check
3. Physical Training	Health & Fitness	<ul style="list-style-type: none"> <li>Know the definitions of health and fitness</li> <li>Understand that a decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness. Increased fitness despite ill health, ie unhealthy but able to train, increases fitness.</li> </ul>	<input type="checkbox"/>	<p>A sports person may be fit, but not healthy. Use examples to explain this statement.(2 marks)</p> <p>It is important to lift and carry equipment safely. Describe the technique that you should use when doing this. (3 marks)</p>	<input type="checkbox"/>
	Components of fitness	<p>Know the definitions of the following components of fitness:</p> <ul style="list-style-type: none"> <li>Agility</li> <li>Balance</li> <li>cardiovascular endurance (aerobic power)</li> <li>Coordination</li> <li>Flexibility</li> <li>muscular endurance</li> <li>power/explosive strength (anaerobic power)</li> <li>reaction time</li> <li>strength (maximal, static, dynamic and explosive)</li> <li>speed.</li> </ul> <ul style="list-style-type: none"> <li>Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports.</li> </ul>	<input type="checkbox"/>	<p>Define <b>ALL OF THE COMPONENTS OF FITNESS</b> AND Use an example of a sporting action in your answer. (2/3 marks)</p> <p>Justify why muscular endurance is an important component of fitness needed for a games player to perform effectively. (4 marks)</p> <p>Justify why flexibility is an important component of fitness needed for a games player to perform effectively. (3 marks)</p> <p>Explain how a 1500m runner could use speed to their advantage in a 1500m race.(3 marks)</p> <p>Explain how developing the different types of strength may improve an individual's performance in gymnastics. (9 marks)</p>	<input type="checkbox"/>
	Fitness Testing	<ul style="list-style-type: none"> <li>Describe and explain the reasons for and limitations of fitness testing</li> <li>Describe how to measure the different components of fitness and how to organise the following fitness tests:                             <ul style="list-style-type: none"> <li>agility – Illinois Agility Test</li> <li>balance – Stork Stand Tes</li> <li>cardiovascular endurance (aerobic power) – Multi Stage Fitness Test</li> <li>coordination – Wall Toss Test</li> <li>flexibility – Sit and Reach Test</li> <li>muscular endurance – Sit-Up Bleep Test</li> <li>power/explosive strength (anaerobic power) – Vertical Jump Test</li> <li>reaction time – Ruler Drop Test</li> <li>maximal strength – One Rep Max Test</li> <li>speed – 30 Metre Sprint Test</li> <li>strength – Handgrip Dynamometer Test</li> <li>Maximum Strength – One Rep Max Test</li> </ul> </li> </ul>	<input type="checkbox"/>	<p>Describe how to carry out <b>ALL OF THE FITNESS TESTS</b> (3 marks)</p> <p>Matthew is a Year 7 student who is a very good all-round sportsman. He has recently undertaken a series of fitness tests to measure his fitness levels. The multi stage fitness test was used to measure Matthew’s cardiovascular endurance. Discuss whether fitness testing is an appropriate way of assessing Matthew’s sporting ability. (5 marks)</p> <p>Evaluate whether the Illinois Agility Test is more relevant to a netball player than to a 200m runner. (6 marks)</p>	<input type="checkbox"/>

Topics	You should be able to	Check	Now practice an exam question:	Check	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>3. Physical Training</b></p> <p><b>Principles of Training</b></p>	<p>Know and understand the Key principles of training.</p> <ul style="list-style-type: none"> <li>• <b>SPORT</b> to include:                             <ul style="list-style-type: none"> <li>• specificity#</li> <li>• progressive overload</li> <li>• Reversibility</li> <li>• tedium.</li> </ul> </li> </ul> <p>Know and understand the key principles of overload.</p> <ul style="list-style-type: none"> <li>• <b>FITT</b> to include:                             <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Time</li> <li>• type.</li> </ul> </li> <li>• Understand how the principles of training can be applied to bring about improvements in fitness. Application of the principles to sporting examples.</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Michael is starting a 12-week training programme. Explain how Michael would apply the FITT principle to bring about an improvement in his fitness levels. (3 marks)</p> <p>Explain how an athlete could apply the principles of training in their fartlek training sessions in order to improve performance in cross country running. (8 marks)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
	<p><b>Types of Training</b></p>	<p>Understand the distinctions between different types of training.</p> <ul style="list-style-type: none"> <li>• Circuit training</li> <li>• Continuous training</li> <li>• Fartlek training</li> <li>• Static stretching</li> <li>• Weight training</li> <li>• Plyometric training</li> <li>• Altitude Training</li> </ul> <ul style="list-style-type: none"> <li>• Describe and explain the advantages and disadvantages (the effects on the body) of training types linked to specific aims</li> </ul>	<p><input type="checkbox"/></p>	<p>Explain how altitude training could help to improve an athlete's performance in the 1500 metres. (6 marks)</p> <p>Identify a suitable type of training to increase flexibility and suggest appropriate safety precautions that should be taken for this type of training. (3 marks)</p> <p>Explain how interval training could be used in order to improve an athlete's time for the 1500 metres. (3 marks)</p>	<p><input type="checkbox"/></p>
	<p><b>Optimise training &amp; prevent injury</b></p>	<ul style="list-style-type: none"> <li>• Calculate the aerobic/anaerobic training zone:                             <ul style="list-style-type: none"> <li>• calculate maximum heart rate (220 minus age)</li> <li>• calculate aerobic training zone (60–80% of maximal heart rate)</li> <li>• calculate anaerobic training zone (80–90% of maximal heart rate).</li> </ul> </li> <li>• Calculate one repetition maximum (one rep max) as part of weight training and how to make use of one rep max, with reference to:                             <ul style="list-style-type: none"> <li>• strength/power training (high weight/low reps – above 70% of one rep max, approximately three sets of 4–8 reps)</li> <li>• muscular endurance (low weight/high reps – below 70% of one rep max, approximately three sets of 12–15 reps)</li> </ul> </li> <li>• Understand the following factors to prevent injury:                             <ul style="list-style-type: none"> <li>• a warm up should be completed</li> <li>• over training should be avoided, eg appropriate weight</li> <li>• appropriate clothing and footwear should be worn</li> <li>• taping/bracing should be used as necessary</li> <li>• hydration should be maintained</li> <li>• stretches should not be overstretched or bounce</li> <li>• technique used should be correct, eg lifting technique</li> <li>• appropriate rest in between sessions to allow for recovery.</li> </ul> </li> </ul>	<p><input type="checkbox"/></p>	<p>Explain what factors should be consider to reduce the chance of injury occurring during the session. (3 marks)</p> <p>Describe the correct technique that netball players should use when lifting their netball posts into position on the court. (2 marks)</p> <p>Explain how you could use your knowledge of training zones to help improve your performance in cross country running. (4 marks)</p>	<p><input type="checkbox"/></p>



# AQA GCSE PE Revision Checklist

## Paper 2: Socio-cultural influences and wellbeing in physical activity and sport

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	Topics	You should be able to	Check	Now practice an exam question:	Check
1.Sports Psychology	Classification of Skills	<ul style="list-style-type: none"> <li>Define skill and ability</li> <li>Definition of the following skill classifications:                             <ul style="list-style-type: none"> <li>basic/complex</li> <li>open/closed</li> <li>self-paced/externally paced</li> <li>gross/fine.</li> </ul> </li> <li>Definitions of the following types of goals:                             <ul style="list-style-type: none"> <li>performance goals (personal performance/no social comparison)</li> <li>outcome goals (winning/result).</li> </ul> </li> <li>Appropriate performance and/or outcome targets for sporting examples.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Give one sporting example of a self-paced skill. Justify your choice. (3 marks)</p> <p>Classify the skill of a tennis serve using each of the following classifications:</p> <ul style="list-style-type: none"> <li>basic/complex</li> <li>open/closed</li> <li>self-paced/externally paced</li> <li>gross/fine.</li> </ul> <p>Justify your choices (4 marks)</p> <p>Outline the difference between basic and complex skills. Use sporting examples in your answer. (4 marks)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	SMART Targets	<ul style="list-style-type: none"> <li>The use and evaluation of setting performance and outcome goals in sporting examples</li> <li>Know how to use SMART targets to improve and/or optimise performance</li> <li>SMART targets of goal setting are:                             <ul style="list-style-type: none"> <li>Specific</li> <li>Measureable</li> <li>Accepted</li> <li>Realistic</li> <li>time bound.</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Outline the difference between performance and outcome goals. Use sporting examples in your answer. (4 marks)</p>	<input type="checkbox"/>
	Information Processing	<ul style="list-style-type: none"> <li>Explain the stages of the Information Processing Model in terms of                             <ul style="list-style-type: none"> <li>Input</li> <li>Decision Making</li> <li>Output</li> <li>Feedback</li> </ul> </li> </ul>	<input type="checkbox"/>	<p>Explain what happens at the following stages of the basic information processing model when attempting a shot in netball or basketball:</p> <ul style="list-style-type: none"> <li>Input</li> <li>Feedback. (4 marks)</li> </ul>	<input type="checkbox"/>
	Guidance & Feedback	<ul style="list-style-type: none"> <li>Evaluate, the effectiveness of the use of types of guidance (verbal, visual, manual, mechanical), with reference to beginners and elite level performers</li> <li>Justify which types of guidance are appropriate for beginners and/or elite level performers</li> <li>Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers:                             <ul style="list-style-type: none"> <li>positive/negative</li> <li>knowledge of results/knowledge of performance</li> <li>extrinsic/intrinsic.</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>A performer can receive feedback extrinsically or intrinsically. Justify why extrinsic feedback would be more beneficial for a beginner in a sport (4 marks)</p> <p>Katie is a newly qualified PE teacher at a primary school. She is using verbal guidance in her teaching. Discuss the suitability of verbal guidance when teaching at a primary school. (4 marks)</p>	<input type="checkbox"/> <input type="checkbox"/>

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		Topics	You should be able to	Check	Now practice an exam question:	Check
1.Sports Psychology	Mental Preparation for performance		<ul style="list-style-type: none"> <li>Define arousal</li> <li>Know and be able to apply the Inverted-U Theory</li> <li>Explain how optimal arousal levels vary according to the skill being performed in a physical activity or sport</li> <li>Explain how arousal can be controlled using stress management techniques before or during a sporting performance:</li> <li>Knowledge of the following stress management techniques:                             <ul style="list-style-type: none"> <li>deep breathing</li> <li>mental rehearsal/visualisation/imagery</li> <li>positive self-talk.</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	Describe the relationship between arousal level and performance level in the inverted-U theory. (3 marks)  Identify and describe two different stress management techniques. (4 marks)  Mental rehearsal, visualisation and imagery are all stress management techniques. Identify and describe two other stress management techniques. (4 marks)	<input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>
			<ul style="list-style-type: none"> <li>Understand the difference between direct and indirect aggression with application to specific sporting examples</li> <li>Definition of direct and indirect aggression.</li> <li>Suggest examples of direct/indirect aggression in sport.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Outline the difference between direct and indirect aggression. Use sporting examples in your answer. (4 marks)  Describe how direct aggression may be used to improve performance. Use an example in your answer. (2marks)	<input type="checkbox"/>  <input type="checkbox"/>
			<ul style="list-style-type: none"> <li>Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types</li> </ul>	<input type="checkbox"/>	Identify a sport that would be most suited to an extrovert. Justify your choice. (4 marks)	<input type="checkbox"/>
			<ul style="list-style-type: none"> <li>Definition of intrinsic and extrinsic motivation, as used in sporting examples</li> <li>Be able to evaluate the merits of intrinsic and extrinsic motivation in sport</li> </ul>	<input type="checkbox"/>	Outline the difference between intrinsic and extrinsic motivation. Use sporting examples in your answer. (4 marks)  Evaluate the effectiveness of extrinsic motivation for a beginner in sport. (4 marks)	<input type="checkbox"/>  <input type="checkbox"/>

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## Paper 2: Socio-cultural influences and wellbeing in physical activity and sport

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Topics	You should be able to	Check	Now practice an exam question:	Check	
2. Social-cultural Influences	Social groups	<ul style="list-style-type: none"> <li>• Engagement patterns in physical activity and sport can differ between different social groups.</li> <li>• Understand factors that contribute to engagement patterns in the following social groups:                             <ul style="list-style-type: none"> <li>• gender</li> <li>• race/religion/culture</li> <li>• age</li> <li>• family/friends/peers</li> <li>• disability.</li> </ul> </li> <li>• Make <b>justifiable</b> links between the engagement patterns of the above social groups and attitudes, role models, accessibility (to facilities/clubs/activities), media coverage, sexism/stereotyping, culture/religion/religious festivals, family commitments, available leisure time, familiarity, education, socio-economic factors/disposable income, adaptability/inclusiveness.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p>Describe two different ways parents could help to improve a sportsperson's performance. (4 marks)</p> <p>Explain how culture may affect an individual's participation in physical activity. (2 marks)</p> <p>Explain how a role model could have had an effect on a gymnast's level of participation or performance. (4 marks)</p> <p>Name two social groups and explain how they may influence a young person's decision to participate in physical activity. (4 marks)</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
	Commercialisation	<ul style="list-style-type: none"> <li>• You must be able to define of commercialization and understand the relationship between sport, sponsorship and the media.</li> <li>• Definitions of sponsorship and the media.</li> <li>• Types of sponsorship:                             <ul style="list-style-type: none"> <li>• financial</li> <li>• clothing and equipment, including footwear</li> <li>• facilities.</li> </ul> </li> <li>• Types of media:                             <ul style="list-style-type: none"> <li>• television</li> <li>• Radio</li> <li>• the press</li> <li>• the internet</li> <li>• social media.</li> </ul> </li> <li>• Explain the positive and the negative impacts of commercialised activity (sponsorship and the media) on the following:                             <ul style="list-style-type: none"> <li>• performer</li> <li>• sport</li> <li>• official</li> <li>• audience/spectator</li> <li>• sponsor/company.</li> </ul> </li> <li>• Explain the positive and the negative impacts of technology on the following:                             <ul style="list-style-type: none"> <li>• performer</li> <li>• sport</li> <li>• official</li> <li>• audience/spectator</li> <li>• sponsor/company.</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p>State three different types of media. (3 marks)</p> <p>Discuss the positive and negative effects of the use of technology in sport. (5 marks)</p> <p>'A sports person who receives sponsorship will see an improvement in their performance.' Discuss this statement. (5 marks)</p> <p>Explain two positive effects the media could have on a sport. (4 marks)</p> <p>Explain the relationship between sport, sponsorship and the media. (3 marks)</p> <p>A netball club is seeking sponsorship to help its finances. State two different types of sponsorship and explain how each could help to improve the players' performance. (4 marks)</p> <p>Sport has become commercialised due to its relationship with sponsorship and the media. Evaluate the impact that the media and sponsorship have had on sports performers. (9 marks)</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>



