

## Personal Learning and Revision Checklist

Use this checklist to make sure that all topics are covered in your revision and to ensure you know what your focus areas are.

Subject: Physical Education

TIER: A Level

Topic	RAG Rate	Further support required?
<b>H555/01 Physiological factors affecting performance</b>		
<b>1.1 Applied anatomy and physiology</b>		
1.1.a Skeletal and muscular systems <ul style="list-style-type: none"> <li>• Joints, movements and muscles               <ul style="list-style-type: none"> <li>○ Lower body</li> </ul> </li> <li>• Analysis of movement</li> </ul>		
1.1.b Cardiovascular and respiratory systems <ul style="list-style-type: none"> <li>• Cardiovascular system during exercise of differing intensities and during recovery               <ul style="list-style-type: none"> <li>○ Effects of exercise intensity and recovery on HR, SV, Q</li> <li>○ Vascular shunt and vasomotor control</li> <li>○ Mechanisms of venous return</li> <li>○ HR regulation during exercise                   <ul style="list-style-type: none"> <li>■ Neural</li> <li>■ Hormonal</li> <li>■ Intrinsic</li> </ul> </li> </ul> </li> <li>• Respiratory system during exercise of differing intensities and during recovery</li> </ul>		

<ul style="list-style-type: none"> <li>○ Effects of exercise on BR, TV and VE <ul style="list-style-type: none"> <li>■ Mechanics of breathing during exercise</li> <li>■ Regulation of breathing during exercise <ul style="list-style-type: none"> <li>● Neural</li> <li>● Chemical</li> </ul> </li> </ul> </li> <li>○ Effects of intensity of exercise on gas exchange <ul style="list-style-type: none"> <li>■ Changes in pressure gradient</li> <li>■ Changes in dissociation of oxyhaemoglobin</li> </ul> </li> </ul>		
<p>1.1.c Energy for exercise</p> <ul style="list-style-type: none"> <li>● ATP resynthesis during exercise of differing intensities and durations <ul style="list-style-type: none"> <li>○ The energy continuum</li> <li>○ Predominant energy system used during exercise</li> <li>○ Interplay of energy systems during intermittent exercise</li> </ul> </li> </ul>		
<p>1.1.d Environmental effects on body systems</p> <ul style="list-style-type: none"> <li>● Exercise at altitude <ul style="list-style-type: none"> <li>○ Effects on the cardiovascular and respiratory systems <ul style="list-style-type: none"> <li>■ Acclimatisation to altitude</li> </ul> </li> </ul> </li> </ul>		
<b>1.2 Exercise physiology</b>		
<p>1.2.a Diet and nutrition and their effect on physical activity and performance</p> <ul style="list-style-type: none"> <li>● Ergogenic aids <ul style="list-style-type: none"> <li>○ Pharmacological</li> <li>○ Physiological</li> <li>○ Nutritional</li> </ul> </li> </ul>		

1.2.b Preparation and training methods in relation to improving and maintaining physical activity and performance <ul style="list-style-type: none"> <li>• Strength training <ul style="list-style-type: none"> <li>○ Types of strength</li> <li>○ Factors affecting strength</li> <li>○ Methods of evaluation</li> <li>○ Training to develop</li> <li>○ Physiological adaptations</li> </ul> </li> <li>• Flexibility training <ul style="list-style-type: none"> <li>○ Types of strength</li> <li>○ Factors affecting strength</li> <li>○ Methods of evaluation</li> <li>○ Training to develop</li> <li>○ Physiological adaptations</li> </ul> </li> </ul>		
1.2.c Injury prevention and the rehabilitation of injury <ul style="list-style-type: none"> <li>• Rehabilitation of injury</li> </ul>		
<b>1.3 Biomechanics</b>		
1.3.a Biomechanical principles, levers and the use of technology <ul style="list-style-type: none"> <li>• Biomechanical principles</li> </ul>		
1.3.b Linear motion, angular motion, fluid mechanics and projectile motion <ul style="list-style-type: none"> <li>• Linear motion</li> <li>• Angular motion</li> </ul>		
<b>H555/02 Psychological factors affecting performance</b>		
<b>2.1 Skill acquisition</b>		
<ul style="list-style-type: none"> <li>• Principles and theories of learning movement skills</li> <li>• Guidance</li> </ul>		

<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Memory models</li> </ul>		
<b>2.2 Sports psychology</b>		
<p>Individual differences</p> <ul style="list-style-type: none"> <li>• Personality <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Theories of personality</li> </ul> </li> <li>• Motivation <ul style="list-style-type: none"> <li>○ Definitions and uses of intrinsic motivation</li> <li>○ Definitions and uses of extrinsic motivation</li> </ul> </li> <li>• Arousal <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Effects of arousal <ul style="list-style-type: none"> <li>■ Drive theory</li> <li>■ Inverted U theory</li> <li>■ Catastrophe theory</li> </ul> </li> </ul> </li> </ul>		
<p>Group and team dynamics in sport</p> <ul style="list-style-type: none"> <li>• Definition of a group</li> <li>• Formation of groups using stages of group development <ul style="list-style-type: none"> <li>○ Forming</li> <li>○ Storming</li> <li>○ Norming</li> <li>○ Performing</li> </ul> </li> <li>• Steiner's model of group effectiveness</li> <li>• Ringelmann effect and social loafing</li> </ul>		
<p>Attribution</p> <ul style="list-style-type: none"> <li>• Weiner's model of attribution</li> <li>• Learned helplessness as a barrier to performance</li> <li>• Mastery orientation to optimise performance</li> </ul>		

<p>Confidence and self-efficacy in sports performance</p> <ul style="list-style-type: none"> <li>• Definitions of sports confidence and self efficacy</li> <li>• Impact of sports confidence on: <ul style="list-style-type: none"> <li>○ Performance</li> <li>○ Participation</li> <li>○ Self-esteem</li> </ul> </li> <li>• Vealey's model of sports confidence <ul style="list-style-type: none"> <li>○ Trait sports confidence</li> <li>○ Competitive orientation</li> <li>○ State sports confidence</li> <li>○ Subjective perceptions of outcomes</li> </ul> </li> <li>• Bandura's theory of self efficacy <ul style="list-style-type: none"> <li>○ Performance accomplishments</li> <li>○ Vicarious experiences</li> <li>○ Verbal persuasion</li> <li>○ Emotional arousal</li> </ul> </li> </ul>		
<p>Leadership in sport</p> <ul style="list-style-type: none"> <li>• Characteristics of effective leaders</li> <li>• Emergent or prescribed leaders</li> <li>• Leadership styles <ul style="list-style-type: none"> <li>○ Autocratic</li> <li>○ Democratic</li> <li>○ Laissez-faire</li> </ul> </li> <li>• Theories of leadership <ul style="list-style-type: none"> <li>○ Trait</li> <li>○ Social learning</li> <li>○ Interactionist</li> </ul> </li> <li>• Chelladurai's multi-dimensional model of sports leadership</li> </ul>		
<p><b>H555/03 Socio-cultural issues in physical activity and sport</b></p>		
<p><b>3.1 Sport and society</b></p>		

### Emergence and evolution of modern sport

- How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain:
  - Social class
  - Gender
  - Law and order
  - Education/literacy
  - Availability of time
  - Availability of money
  - Type and availability of transport
- How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in post-industrial 1850 Britain:
  - Amateurism and Professionalism
  - Social class
  - Gender/changing status of women
  - Law and order
  - Education/literacy
  - Availability of time/changing work conditions
  - Availability of money
  - Transport notably the railways
  - Influence of public schools:
    - Promotion and organisation of sport
    - Promotion of ethics through sport
    - The 'cult' of athleticism
    - Spread and export of games and ethics
- How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in 20th century Britain:
  - Social class
    - Amateurism and professionalism
  - Gender/changing role and status of women
  - Law and order

<ul style="list-style-type: none"> <li>○ Education</li> <li>○ Availability of time</li> <li>○ Availability of money</li> <li>○ Transport</li> <li>● How contemporary factors are shaping the characteristics of, and participation in, sports and pastimes in 21st century Britain: <ul style="list-style-type: none"> <li>○ Social class <ul style="list-style-type: none"> <li>■ Amateurism and professionalism</li> </ul> </li> <li>○ Gender/changing role and status of women</li> <li>○ Law and order</li> <li>○ Education</li> <li>○ Availability of time</li> <li>○ Availability of money</li> <li>○ Transport</li> <li>○ Globalisation of sport <ul style="list-style-type: none"> <li>■ Media coverage</li> <li>■ Freedom of movement for performers</li> <li>■ Greater exposure of people to sport</li> </ul> </li> </ul> </li> </ul>		
<p>Global sporting events</p> <ul style="list-style-type: none"> <li>● The modern Olympic Games <ul style="list-style-type: none"> <li>○ Background and aims (1896)</li> <li>○ Political exploitation of the Games <ul style="list-style-type: none"> <li>■ Berlin 1936</li> <li>■ Mexico City 1968</li> <li>■ Munich 1972</li> <li>■ Moscow 1980</li> <li>■ Los Angeles 1984</li> </ul> </li> </ul> </li> <li>● Hosting global sporting events <ul style="list-style-type: none"> <li>○ Positive and negative impacts on the host county/city <ul style="list-style-type: none"> <li>■ Sporting</li> <li>■ Social</li> </ul> </li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>■ Economic</li> <li>■ Political</li> </ul>		
<b>3.2 Contemporary issues in physical activity and sport</b>		
<p>Ethics and deviance in sport</p> <ul style="list-style-type: none"> <li>• Drugs and doping in sport <ul style="list-style-type: none"> <li>○ Legal supplements versus illegal drugs and doping</li> <li>○ Reasons why elite performers use drugs/dope</li> <li>○ Consequences/implications to: <ul style="list-style-type: none"> <li>■ Society</li> <li>■ Sport</li> <li>■ Performers</li> </ul> </li> <li>○ Strategies to prevent the use of illegal drugs and doping</li> </ul> </li> </ul>		
<p>Commercialisation and media</p> <ul style="list-style-type: none"> <li>• factors leading to the commercialisation of contemporary physical activity and sport <ul style="list-style-type: none"> <li>○ growing public interest and spectatorship</li> <li>○ more media interest • professionalism</li> <li>○ Advertising</li> <li>○ Sponsorship</li> </ul> </li> <li>• positive and negative impacts of the commercialisation of physical activity and sport on: <ul style="list-style-type: none"> <li>○ Society</li> <li>○ individual sports</li> <li>○ Performers</li> <li>○ Spectators</li> </ul> </li> <li>• coverage of sport by the media today and reasons for changes since the 1980s <ul style="list-style-type: none"> <li>○ Television <ul style="list-style-type: none"> <li>■ Terrestrial</li> <li>■ Free-to-air</li> </ul> </li> </ul> </li> </ul>		



<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ satellite – subscription</li> <li>■ Pay-per-view</li> </ul> </li> <li>○ Radio           <ul style="list-style-type: none"> <li>■ dedicated sports stations</li> <li>■ local and national radio</li> </ul> </li> <li>○ written press           <ul style="list-style-type: none"> <li>■ Newspapers</li> <li>■ Magazines</li> </ul> </li> <li>● Internet           <ul style="list-style-type: none"> <li>○ positive and negative effects of the media on sport               <ul style="list-style-type: none"> <li>■ individual sports</li> <li>■ Performers</li> <li>■ Spectators</li> </ul> </li> </ul> </li> <li>● relationship between sport and the media           <ul style="list-style-type: none"> <li>○ sport as a commodity</li> <li>○ links with advertising and sponsorship ('golden triangle')</li> </ul> </li> </ul>		
<p>Modern technology in sport – it's impact on elite level sport, participation, fair outcomes and entertainment</p> <ul style="list-style-type: none"> <li>● Elite performance:           <ul style="list-style-type: none"> <li>○ the extent to which modern technology has affected elite level sport including increased/improved:               <ul style="list-style-type: none"> <li>■ Access</li> <li>■ Facilities</li> <li>■ Equipment</li> <li>■ Monitoring of exercise</li> <li>■ Safety</li> </ul> </li> </ul> </li> <li>● General participation:           <ul style="list-style-type: none"> <li>○ the extent to which modern technology has increased participation including increased/improved:</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>■ Access</li> <li>■ facilities</li> <li>■ Equipment</li> <li>■ monitoring of exercise</li> <li>■ Safety</li> <li>○ The extent to which modern technology has limited or reduced participation including: <ul style="list-style-type: none"> <li>■ Cost</li> <li>■ the range of alternatives to physical activity and sport</li> </ul> </li> </ul>		
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