Here is a summary of the topics to be covered in this revision timetable

<table>
<thead>
<tr>
<th>Weeks before the exam</th>
<th>Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Classification of a skill and Goal-Setting</td>
</tr>
<tr>
<td>14.</td>
<td>Structure + Functions of the Cardiorespiratory System</td>
</tr>
<tr>
<td>13.</td>
<td>Information Processing, Feedback + Guidance</td>
</tr>
<tr>
<td>12.</td>
<td>Aerobic + Anaerobic Exercise</td>
</tr>
<tr>
<td>11.</td>
<td>Mental Preparation</td>
</tr>
<tr>
<td>10.</td>
<td>The short-term + Long-term effects of exercise</td>
</tr>
<tr>
<td>9.</td>
<td>Engagement patterns of social groups in Sport</td>
</tr>
<tr>
<td>8.</td>
<td>Lever systems, Planes and Axes</td>
</tr>
<tr>
<td>7.</td>
<td>Commercialisation</td>
</tr>
<tr>
<td>6.</td>
<td>Health + Fitness</td>
</tr>
<tr>
<td>5.</td>
<td>Ethical and Socio-Cultural issues in Sport</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of training, Warm-ups + Cool-downs</td>
</tr>
<tr>
<td>3.</td>
<td>Health + well-being</td>
</tr>
<tr>
<td>2.</td>
<td>Optimising Training + Preventing Injury</td>
</tr>
<tr>
<td>1.</td>
<td>Structure + functions of the Musculoskeletal System</td>
</tr>
</tbody>
</table>
Find a revision technique that works best for you! (mind maps, revision cards, Make notes, use highlighters, use diagrams, use class notes, GCSE Pod, Revision Guides and Textbooks!)

Read and answer all questions – start with the longer answer questions (6 and 9 markers)

Underline key words in the question

Identify how many marks have been awarded and make that amount of separate points i.e. 3 marks means write 3 points to your answer

Give specific physical activity examples (skills) do not just name a sport i.e. dodging an opponent in Basketball

Try to answer all questions

### Useful Websites

- [https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582](https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582)
- [https://www.gcsepod.com/](https://www.gcsepod.com/)
- [https://revisionworld.com/gcse-revision/pe-physical-education/aqa-gcse-physical-education-pe](https://revisionworld.com/gcse-revision/pe-physical-education/aqa-gcse-physical-education-pe)
Weeks to go: 15  
Topic: 
Classification of a skill and Goal-Setting

<table>
<thead>
<tr>
<th>Am I able to:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Describe the characteristics of different skill classifications?</td>
<td></td>
</tr>
<tr>
<td>- Place and justify sporting skills on the correct skill continua?</td>
<td></td>
</tr>
<tr>
<td>- Explain the different types of goal and understand when they should be used for different athletes?</td>
<td></td>
</tr>
<tr>
<td>- Explain the SMART principle of Goal-Setting?</td>
<td></td>
</tr>
</tbody>
</table>

- Textbook – **Page 79 - 85** (Read and use Practice questions to revise)
- ZigZag Revision Guide **Paper 2** (Chapter 1) complete activities and exam questions

---

**key Terms**

1. Continuum – a sequence, or order of criteria, that has two opposing ends of a scale
2. Basic skill – skill that is made up of simple movements that are not difficult to perform and that does not require largely cognitive thinking skills.
3. Complex skill – skill that is made up many subroutines and which requires cognitive thinking
4. Open skill – skill that takes place in an open environment and which must be adapted to suit the environment
5. Closed skill – skill that takes place in a predictable environment with limited adaptation needed for the skill
6. Self-paced skill – skill in which the timing and pace of completion are controlled by the performer
7. Externally paced skill – skill which must be timed and paced depending on external influences
8. Gross skill – skill that requires large muscle groups to generate power, with limited accuracy
9. Fine skill – skill that requires small muscle groups to produce small, accurate movements
10. Goal – a set target that an athlete works towards achieving
11. Performance goals – goals that are intrinsic to the performer and which are not concerned with other people
12. Outcome goals – goals that are only aimed towards success or failure
13. SMART – the principles of goal-setting: specific, measurable, achievable, realistic and time-bound
Am I able to:

- Describe the pathways of air from the atmosphere to the red blood cells?
- Explain the process of gaseous exchange and the factors that aid gaseous exchange?
- Describe the functions and structural characteristics of blood vessels?
- Label a diagram of the heart and describe the functions of each feature?
- Describe the cardiac cycle, including diastole and systole?
- Discuss cardiac output and the changes that occur pre, during and post exercise?
- Describe the mechanics of breathing and explain the role of features in breathing?
- Interpret a spirometry trace and analyse the effects that exercise has on respiratory measurements?

Textbook – Page 10 – 18 (Read and use Practice questions to revise)

ZigZag Revision Guide Paper 1 (Chapter 2) complete activities and exam questions
Weeks to go: 13

Topic: Information Processing, Feedback + Guidance

Am I able to:

- Describe the stages in the information-processing model?
- Use sporting examples to describe the information-processing model?
- Identify examples of Guidance, and evaluate the effectiveness of the guidance with reference to beginners and elite athletes?
- Describe types of feedback and identify which types of feedback should be used in sporting situations?

Textbook – Page 86 - 93 (Read and use Practice questions to revise)

ZigZag Revision Guide Paper 2 (Chapter 2) complete activities and exam questions

Key Terms

1. Information processing model – model that outlines how decisions are made to respond to a stimulus using a skill
2. Intrinsic feedback – form of feedback that originates from within the individual athlete
3. Extrinsic feedback – form of feedback from sources external to the individual performer
4. Selective attention – the ability of the brain to filter out unimportant cues and focus on the most important ones
5. Short-term memory – information stored in the brain for approximately 30 seconds. The information is lost if it is not attended to
6. Long-term memory – information stored in the memory that is able to be recalled in the future
7. Visual guidance – a performer observing a coach, video, images or other forms of visual cue to watch how a skill should be performed
8. Verbal guidance – the verbal instructions given by a coach or peer to an athlete
9. Mechanical guidance – the use of devices and equipment to aid performance of a skill
10. Manual guidance – the use of physical contact to move and adjust a performer’s body and technique
11. Knowledge of results – the outcome of a performance being used to assess success or failure of the performance
12. Knowledge of performance – assessing success of a skill based on the performance of the skill – it is not concerned with the outcome
13. Positive feedback – information given to a performer regarding successful aspects of a performance
14. Negative feedback – information given to the athlete regarding the failure or negative aspects of a performance
Am I able to:

- Define and give examples of aerobic exercise and anaerobic exercise and provide equations to show the process of each?
- Define EPOC and explain how this affects an athlete’s recovery?
- Evaluate the strategies used for recovery after exercise and the benefits of each?

Textbook – Page 19 - 26 (Read and use Practice questions to revise)

ZigZag Revision Guide Paper 1 (Chapter 3) complete activities and exam questions

key Terms

1. Aerobic exercise – exercise that requires the presence of oxygen to produce muscular contractions
2. Anaerobic exercise – exercise that is completed without the presence of oxygen
3. Duration – how long something takes place for
4. Glucose – a type of sugar that is used by the body to create energy to move
5. Intensity – how physically demanding a task or activity is
6. Lactic acid – a waste product of working anaerobically that can cause fatigue
7. EPOC – excess post-exercise oxygen consumption
8. Oxygen debt – the amount of oxygen ‘owed’ to the body, needed to replace energy stores used during exercise
9. DOMS – delayed onset muscle soreness
Weeks to go: 11

Topic: Mental Preparation

Am I able to:

- Explain the Inverted-U Theory of arousal and apply it to different sports?
- Describe different stress management techniques used by athletes in performance?
- Describe and give examples of direct and indirect aggression?
- Describe the characteristics of introverts and extroverts and identify which sports each are likely to participate in?
- Assess the types of motivation used to aid performance?

Textbook – Page 94 - 101 (Read and use Practice questions to revise)

ZigZag Revision Guide Paper 2 (Chapter 3) complete activities and exam questions
<table>
<thead>
<tr>
<th>Weeks to go:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>The short-term + Long-term effects of exercise</td>
</tr>
</tbody>
</table>

**Am I able to:**

- Explain the changes in the cardiorespiratory system during exercise?
- Describe the short-term effects of exercise on the body?
- Describe the long-term effects of exercise on the body?

- ✔ Textbook – **Page 21 - 25** (Read and use Practice questions to revise)
- ZigZag Revision Guide **Paper 1** (Chapter 4) complete activities and exam questions

**Key Terms**

1. **Fatigue** – a feeling of physical weakness or tiredness
2. **DOMS** – delayed onset muscle soreness – the feeling of soreness in the muscles following vigorous exercise
3. **Hypertrophy** – an increase in the size of cells; normally refers to muscle cells
4. **Bradycardia** – a condition characterised by a heart rate of below 60 beats per minute
5. **Fitness** – an umbrella term for a variety of factors that contribute to overall performance of an individual
<table>
<thead>
<tr>
<th>Weeks to go:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Engagement patterns of social groups in Sport</td>
</tr>
</tbody>
</table>

**Am I able to:**

- Develop Knowledge about the factors that contribute to engagement in physical activity of different social groups
  (Gender, Race/Religion/Culture, Age, Family, Disability)
- Discuss the impact engagement patterns of different social groups can have on sport and society?

**Textbook** – [Page 102 - 112](#) (Read and use Practice questions to revise)

ZigZag Revision Guide [Paper 2](#) (Chapter 4) complete activities and exam questions

---

**Key Terms**

1. Social group – a group of people who have shared goals, opinions or views
2. Stereotyping – a view or opinion of a person or group of people that is not necessarily true
3. Culture – a group of people who have similar characteristics, or some form of community
4. Leisure time – the time available outside of work or commitments – ‘free time’
5. Disposable income – the money available to people after they have paid bills and other financial commitments
6. Discrimination – unnecessary or unjust treatment of a person or group of people
7. Role model – a person who is admired. Admirers attempt to replicate the actions, personality or success of the role model
8. Disability – a physical or mental disadvantage that limits a person’s senses and physical activity
9. Attitudes – the feelings someone has towards something
10. Accessibility – the ease by which something can be reached
11. Sexism – prejudicial behaviour towards someone of a particular sex, based on stereotypical views
12. Religion – a particular set of beliefs, based on the idea of an omnipotent being
13. Socio-economic status – a position, or standing in society, based on a person's financial status and social influences
14. Adaptability – the ease by which a person can change their behaviour or actions, in response to a changing environment
Am I able to:

- Label and draw the different components of a level system?
- Identify and describe first-, second- and third-class lever systems?
- Identify types of levers in the body during sporting movements and link them to different sporting movements?
- Name and describe the planes and axes of movement?
- Identify the planes and axes of movement used in specific sporting movements?
- Perform a movement analysis?

Textbook – **Page 27 - 41** (Read and use Practice questions to revise)

ZigZag Revision Guide **Paper 1** (Chapter 5) complete activities and exam questions

**Key Terms**

1. Fulcrum – the point at which a lever is balanced, or the point at which a lever rotates
2. Effort – the force applied to a lever system
3. Resistance/Load – the opposing resistance to the effort
4. Resistance arm – the distance between the fulcrum and the resistance
5. Effort arm – the distance between the fulcrum and the effort
6. Mechanical advantage – the advantageous features of a particular lever, based on the type of lever system
7. Frontal plane – plane that divides the body into front and rear
8. Transverse plane – plane that divides the body into upper and lower
9. Sagittal plane – plane that divides the body into right and left
10. Axis – a theoretical straight line the body rotates about
11. Longitudinal axis – axis that travels from head to toe
12. Sagittal axis – axis that travels through the body from rear to front
13. Transverse axis – axis that travels through the body from left to right
<table>
<thead>
<tr>
<th>Weeks to go:</th>
<th>Topic: Commercialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Am I able to:**

- Describe the ‘Golden Triangle’ and be able to explain the link between sport, sponsorship and the media?
- Identify different types of media and how they are used in sport and physical activity?
- Identify and describe sponsorship?
- Analyse the effects that commercialisation has on sports, performers, officials, spectators and sponsors?
- Analyse the effects that technology has on sports, performers, officials, spectators and sponsors?

**Textbook – Page 113 - 125** (Read and use Practice questions to revise)

ZigZag Revision Guide **Paper 2** (Chapter 5) complete activities and exam questions
<table>
<thead>
<tr>
<th>Weeks to go: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Health + Fitness (Physical Training)</td>
</tr>
</tbody>
</table>

**Am I able to:**

- Define ‘Health’ and ‘Fitness’?
- Describe the relationship between health and fitness?
- Explain the effects of lifestyle choices on health and fitness?
- Name, describe and give a sporting example of the components of fitness?
- Analyse the reasons for, and limitations of, fitness testing?
- Describe the process of different fitness tests and any drawbacks to the tests?

- Textbook – **Page 42 - 60** (Read and use Practice questions to revise)
- ZigZag Revision Guide **Paper 1** (Chapter 6)
  - complete activities and exam questions

**Key Terms**

1. Health – a person’s social, mental and physical well-being
2. Fitness – an individual’s ability to cope with the stresses and challenges of their environment
3. Obesity – having a BMI of over 30
4. Components of Fitness – the broad term used to identify the individual elements of fitness, for example, agility, speed and strength
5. Validity – the level to which the test being performed is testing what it is supposed to test
6. Reliability – whether a test produces the same or similar results if repeated
7. Qualitative data – data based on subjective, opinion-based measurements
8. Quantitative data – data based on numbered, objective measurements
Weeks to go: 5

Topic: Ethical and Socio-Cultural issues in Sport

Am I able to:

- Define ‘etiquette’, ‘Sportsmanship’, ‘gamesmanship’, and ‘Contract’ to compete, and give examples of each?
- Describe the different types of performance-enhancing drugs and analyse the effects of performance-enhancing drugs on sports performance?
- Describe the process of blood doping and analyse its effects on performance?
- Discuss the advantages and disadvantages of performance-enhancing drugs to the performer and to the sport?
- Discuss the positive and negatives effects that spectators can have on performance?
- Explain the causes of hooliganism and the strategies in place to combat hooliganism?

Textbook – Page 126 - 134 (Read and use Practice questions to revise)

ZigZag Revision Guide Paper 2 (Chapter 6) complete activities and exam questions

key Terms

1. Etiquette – the behaviour displayed by performers in line with the sport’s laws
2. Sportsmanship – the respect shown towards an opponent in either winning or losing by competing fairly
3. Gamesmanship – pushing the boundaries of the rules (while remaining within them) to gain an advantage over an opponent
4. Contract to compete – a mutual agreement between players or teams that they will play fairly, play to win and show respect to an opponent
5. Performance-enhancing drugs (PEDs) – any substances taken by an athlete to enhance their performance
6. Caffeine – a stimulant found naturally in many foods and drinks
7. Adrenaline – naturally occurring hormone that increases ‘readiness’ of a person. The ‘fight or flight’ hormone.
8. Diuretics – drugs that cause waste products to be expelled from the body
9. Nociceptors – a type of neuron that detects pain
10. Anabolic agents – synthetic steroids that promote muscle growth and repair
11. Erythropoietin – a protein that controls red blood cell production
12. Blood doping – a method of removing and injecting red blood cells from a human to artificially increase the number of red blood cells in their body
13. Beta blockers – drugs that control heart rate by working against adrenaline
14. Credibility – the level of trust or belief that is placed in something
15. Home advantage – the advantageous effects of playing sport at a home stadium, with the help of the spectators
16. Hooliganism – violent behaviour that can cause destruction. It normally involves a group of people.
| Weeks to go: | 4 |
| Topic: | Principles of training, Warm-ups + Cool-downs |

**Am I able to:**

- Name, describe and apply the principles of training (SPORT)?
- Name, describe and apply the principles of overload (FITT)?
- Name and describe the different types of training, the purpose of each training method, training thresholds and rest periods required between each sessions?
- Analyse types of training?
- Identify the key components of a good warm-up?
- Explain the effects of a good warm-up on the body?
- Identify the key components of a good cool-down?
- Explain the effects of a good cool-down on the body?

**Textbook – Page 61 - 78** (Read and use Practice questions to revise)

ZigZag Revision Guide *Paper 1* (Chapter 6 + 9) complete activities and exam questions

**Key Terms**

1. **Specificity** – how relevant training methods are to the sport or goal
2. **Progressive overload** – making training gradually harder in intensity or longer in duration to encourage positive adaptations from training
3. **Reversibility** – term given to explain that positive effects of training will be lost if training is not maintained
4. **Tedium** – being bored or uninterested
5. **Overload** – training should push the body harder each time, to maximise the benefits of training
6. **Frequency** – the number of times a person completes training
7. **Intensity** – how hard a performer works during training
8. **Time** – how long training takes place for
9. **Type** – the method or type of training used and its relevance to the sport or goal being trained for
10. **Circuit training** – training that consists of numerous stations, each targeting a specific component of fitness
11. **Continuous training** – exercise completed for a prolonged period of time, at a constant pace, without rest
12. **Fartlek training** – a mixture of continuous and interval training – the speed of exercise is manipulated
13. **Interval training** – high-intensity activities followed by periods of rest or low-intensity exercise
14. **Static stretching** – stretching a limb to its maximum range of movement and holding the stretch for a prolonged period of time
15. **Weight training** – the use of free weights to improve elements of strength and power
16. **Sets** – made up of reps; a specified number of reps constitutes a set
17. **Recovery** – the amount of time given to allow the body to replenish energy
18. **Repetitions/reps** – the number of times a skill or activity is carried out (in weight training it is the number of times a weight is lifted)
19. **Plyometric training** – high-intensity exercise involving hoppng and bouncing movements
20. **Training zone** – the workload in which an athlete trains to improve a particular fitness component
Weeks to go: 3  
Topic:  
Health + well-being (Health and Fitness)

<table>
<thead>
<tr>
<th>Am I able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Describe the impacts of physical activity on physical, mental and social</td>
</tr>
<tr>
<td>health, well-being and fitness?</td>
</tr>
<tr>
<td>- Describe a healthy diet and identify the components of a nutritional,</td>
</tr>
<tr>
<td>healthy diet?</td>
</tr>
<tr>
<td>- Define a sedentary lifestyle and name the consequences of leading a</td>
</tr>
<tr>
<td>sedentary lifestyle?</td>
</tr>
<tr>
<td>- Describe the effects of obesity on a person’s mental, social and physical</td>
</tr>
<tr>
<td>health, and the effects that obesity has on physical activity?</td>
</tr>
<tr>
<td>- Describe the characteristics of different somatotypes, and identify which</td>
</tr>
<tr>
<td>sports/positions are suited to particular somatotypes?</td>
</tr>
<tr>
<td>- Describe and explain the factors that influence energy balance: Source</td>
</tr>
<tr>
<td>of energy, the make-up of a balanced diet and dehydration, and the role</td>
</tr>
<tr>
<td>of nutrients for sports performance?</td>
</tr>
</tbody>
</table>

Textbook – **Page 135 - 153** (Read and use Practice questions to revise)  
ZigZag Revision Guide **Paper 2** (Chapter 7) complete activities and exam questions

---

### Key Terms

1. **Energy balance** – the relationship between the amount of energy consumed and the amount of energy used (expended) by the body.
2. **Energy expenditure** – the amount of energy (calories) used to maintain body functions, such as respiration, physical movement and circulation.
3. **Health** – the ability of an individual to meet the demands of their surroundings.
4. **Fitness** – having stable social, mental and physical well-being.
5. **Sedentary lifestyle** – a lifestyle which consists of little or no physical activity in day-to-day life.
6. **Obesity** – being very overweight. An obese person has a body mass index of over 30.
7. **Somatotypes** – the body types and shapes of people. Can be split into endomorphs, ectomorphs and mesomorphs.
8. **Ectomorph** – a tall, slim muscular person with low body fat.
9. **Mesomorph** – someone with broad shoulders, low body fat and well-developed muscles.
10. **Endomorph** – someone with high body fat percentage and a pear-shaped body.
11. **Food energy** – the chemical energy humans use to live.
12. **Balanced diet** – a diet that consists of the correct food sources in the correct quantities.
13. **Dehydration** – the loss of fluids from the body, which impairs the body’s ability to function.
Weeks to go: 2
Topic: Optimising Training + Preventing Injury

Am I able to:
- Understand how to calculate and use training thresholds (weights and heart rates)
- Explain how training thresholds are used to train different fitness components?
- Describe strategies used to prevent injury?
- Explain altitude training: how it is completed and the effects on the body?
- Describe three seasons of training and what fitness components are trained in each season?

✓

Textbook – Page 73 - 75 (Read and use Practice questions to revise)

ZigZag Revision Guide Paper 1 (Chapter 8) complete activities and exam questions

Key Terms
1. Training threshold – a performance threshold that an athlete exercises in (either by weight or heart rate)
2. Maximal heart rate – the maximum number of heartbeats per minute of an individual
3. Aerobic training zone – training aerobically, commonly exercising at 60–80% of maximal heart rate
4. Anaerobic training zone – training anaerobically at 80–90% of maximal heart rate
5. One-repetition maximum – the maximum weight an individual can lift in a single contraction
6. Altitude – the height of an object or area above sea level
7. Pre-season – period of time in an athlete’s calendar following post-season and preceding competition season
8. Competition season – season in which athletes compete competitively (follows pre-season and precedes post-season)
9. Post-season – the rest period for athletes following competition season
Weeks to go: 1  
**Topic:** Structure + functions of the Musculoskeletal System

### Am I able to:

- Name and identify bones and muscles of the human body?
- Describe the functions of the skeletal system and link these to the structure of the skeletal system?
- Label and describe the roles of different features of a synovial joint?
- Identify and describe the movements possible at different joint types?
- Understand the roles of antagonistic pairs of muscles in movement?

---

**Textbook – Page 1 - 9** (Read and use Practice questions to revise)

**ZigZag Revision Guide Paper 1** (Chapter 1)  
Complete activities and exam questions

---

**Key Terms**

1. **Long bone** – dense bone which provides strength and structure and acts as a lever to allow movement.
2. **Short bone** – small bone which is mainly involved in shock absorption, support and stability.
3. **Flat bone** – broad, flat bone which is mainly involved in protection and is the site of muscle attachment.
4. **Synovial joint** – the most common joint type found in the body that allows movement to occur.
5. **Cartilage** – shock-absorbing tissue between articulating bones.
6. **Ligament** – tissue that connects bone to bone.
7. **Tendon** – tissue that connects muscle to bone.
8. **Isotonic** – the length of a contracting muscle changes (either concentrically or eccentrically).
9. **Isometric** – the length of a muscle undergoing contraction does not change.
10. **Concentric contraction** – the shortening of a muscle under contraction.
11. **Eccentric contraction** – the lengthening of a muscle under contraction.
12. **Agonist** – the main muscle that causes movement.
13. **Antagonist** – the opposing muscle of the agonist.
14. **Bursae** – a cavity within a synovial joint that acts as a buffer between bones and tendons.
15. **Joint capsule** – an articular capsule that surrounds a synovial joint and provides a seal of the joint space and stability to the joint.
16. **Synovial fluid** – lubricating substance found in the joint cavity to reduce friction at joints.
17. **Fine movement** – small, intricate musculoskeletal movement that places emphasis on skill rather than power.
18. **Gross movement** – large musculoskeletal movement that produces large, powerful movements.
19. **Function** – the role or job of something.