**GCSE PAPER 1 TOPICS**

**Anatomy and Physiology**

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|  | ***GREEN*** | ***YELLOW*** | ***RED*** |
| **Musculoskeletal System**  |
| Bones Of The Body |  |  |  |
| Structure Of The Skeletal System  |  |  |  |
| Functions Of The Skeleton |  |  |  |
| Muscles Of The Body |  |  |  |
| Structure Of A Synovial Joint |  |  |  |
| Types Of Joints |  |  |  |
| How Joints Differ |  |  |  |
| Agnostic And Antagonistic Pairs |  |  |  |
| **Cardio-Respiratory System**  |
| Pathway Of Air |  |  |  |
| Gaseous Exchange |  |  |  |
| Blood Vessels  |  |  |  |
| Structure Of The Heart |  |  |  |
| Cardiac Cycle & Pathway Of Blood |  |  |  |
| Cardiac Output, Stroke Volume And Heart Rate |  |  |  |
| Mechanics Of Breathing |  |  |  |
| Spirometers |  |  |  |
| **Aerobic And Anaerobic Exercise** |
| Understanding Aerobic And Anaerobic  |  |  |  |
| Practical Sporting Examples |  |  |  |
| E.P.O.C. |  |  |  |
| Recovery From Exercise |  |  |  |
| **Long And Short Term Effects Of Exercise** |
| Immediate Effects  |  |  |  |
| Short Term Effects |  |  |  |
| Long Term Effects |  |  |  |

**Movement Analysis**

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| **Lever Analysis** |
| First, Second and Third Class Levers with Sporting Exp. |  |  |  |
| Mechanical Advantage |  |  |  |
| Analysis of Basic Movements in Sporting Examples.  |  |  |  |
| **Planes and Axes of Movement**  |
| Identification of 3 Planes  |  |  |  |
| Identification of 3 Axes |  |  |  |
| Sporting Examples  |  |  |  |

**Physical Training**

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| **Health and Fitness** |
| Definitions: Health and Fitness |  |  |  |
| The relationship between health and fitness |  |  |  |
| **Components of Fitness** |
| Definitions: Components of Fitness |  |  |  |
| Linking Physical Activity to various C.O.F’s.  |  |  |  |
| Fitness Testing – Advantages and Disadvantages  |  |  |  |
| Measuring the C.O.F’s |  |  |  |
| Demonstrating how Data is Collected for Fitness Testing |  |  |  |
| **Principles of Training** |
| Principles of Training (SPORT & FITT) |  |  |  |
| Application of the Principles of Training  |  |  |  |
| Types of Training  |  |  |  |
| Training Advantages and Disadvantages |  |  |  |
| **Training Optimization and Injury Prevention**  |
| Calculating Intensities |  |  |  |
| Considerations towards Injury Prevention  |  |  |  |
| Specific Training Techniques (eg: High Altitude)  |  |  |  |
| Seasonal Aspects |  |  |  |
| **Warm up and Cool Downs** |
| Effective Warming Up and Cooling Down  |  |  |  |

**Use of Data**

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| **How Data is Collected (Qualitative and Quantitative)** |
| Quantitative Data |  |  |  |
| Methods for Collecting Quantitative Data |  |  |  |
| Qualitative Data |  |  |  |
| Methods for Collecting Qualitative Data |  |  |  |
| **Presenting Data** |
| Presenting Data in Tables (Bar/Line Graphs) |  |  |  |
| **Analyse and Evaluate Data** |
| How to Analyse and Evaluate Data.  |  |  |  |

**GCSE PAPER 2 TOPICS**

**Sports Psychology**

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| **Classification of Skills**  |
| Skill and Ability  |  |  |  |
| Classification of Skills |  |  |  |
| Definitions and Types of Goals |  |  |  |
| **Goal Setting and SMART Targets**  |
| Performance and Outcome Goals |  |  |  |
| SMART Targets |  |  |  |
| **Basic Information Processing**  |
| Models for Basic Information Processing |  |  |  |
| **Guidence and Feedback on Performance** |
| Types of Feedback (Visual/Verbal/Manual/Mechanical) |  |  |  |
| Identity and Evaluate Types of Feedback  |  |  |  |
| **Mental Preparation for Performance**  |
| Arousal  |  |  |  |
| Inverted-U Theory  |  |  |  |
| Optimal Levels of Performance Impact |  |  |  |
| Stress Management Techniques |  |  |  |
| Personality Types |  |  |  |
| Intrinsic and Extrinsic Motivation  |  |  |  |
| Evaluation of Intrinsic and Extrinsic Motivation |  |  |  |

**Socio-Cultural Influences**

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| **Engagement Patterns**  |
| Engagement Patterns of Different Social Groups |  |  |  |
| **Commercialisation of Physical Activity**  |
| Commercialisation  |  |  |  |
| Sponsorship and the Media (Positives and Negatives) |  |  |  |
| The Golden Triangle  |  |  |  |
| Impact of Technology (Positives and Negatives) |  |  |  |
| Ethical and socio-cultural issues in physical activity and sport |
| Conduct of Performers |  |  |  |
| Prohibited Substances |  |  |  |
| Prohibited Methods (Blood Doping) |  |  |  |
| Drugs Subject to Restrictions |  |  |  |
| Peformance Enhancing Drugs (PEDS).  |  |  |  |
| Evaluation of PEDS (Performer/Sport/Event) |  |  |  |
| Spectator Behaviour |  |  |  |
| Hooliganism |  |  |  |
| Combating Hooliganism |  |  |  |
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**Health, Fitness and Wellbeing**

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|  | ***GREEN*** | ***YELLOW*** | ***RED*** |
| **Engagement Patterns**  |
| Linking participation in physical activity, exercise and sport to health, well-being and fitness |  |  |  |
| **Consequences of a Sedentary Lifestyle**  |
| Sedentary Lifestyle  |  |  |  |
| Obesity and how it Impacts Performance |  |  |  |
| Somatotypes |  |  |  |
| **Energy Use, Diet, Nutrition and Hydration**  |
| Energy Use  |  |  |  |
| Nutrition – Balanced Diet |  |  |  |
| Nutrition - the role of carbohydrates, fat, protein and vitamins/minerals |  |  |  |
| Hydration  |  |  |  |