

# THE **A**-TEAM

# GCSE PE- B451 REVISION BOOK



**Mission:** To get at an **A** on the  
GCSE PE Paper



Key Processes

Assessing an  
active healthy  
lifestyle

Skill

Reasons for  
participation

Decision  
making

I pity the fool...  
That doesn't put  
extra effort into  
their revision!!!!

Methods of  
Exercise

Barriers to  
participation

Key Concepts

Pathways in  
participation

Name.....

DATE OF EXAM.....

# Tell me what I need to know!

## YR 11 CONTENT FOR UNIT B451

<b>YR 11 CONTENT FOR UNIT B451</b>		Done
<b>1. Key concepts in P.E</b>	Competence; Performance; Creativity; Healthy, active lifestyles.	
<b>2. Key Processes in P.E</b>	Developing skills and techniques Decision making Physical and mental capacity Evaluating and improving Making informed choices about active, healthy lifestyles	
<b>3. Developing skills and techniques</b>	Fundamental motor skills: <ul style="list-style-type: none"> <li>• Running – brief description of how to analyse via time.</li> <li>• Throwing – brief description of how to analyse via distance.</li> <li>• Jumping – brief description of how to analyse via distance.</li> <li>• Kicking.</li> <li>• Catching.</li> <li>• Hitting.</li> </ul>	
<b>4. Decision making</b>	Identify and give examples of different types of decision making within different roles such as performer, coach/leader and official: <ul style="list-style-type: none"> <li>• The importance of abiding by rules/codes of behaviour.</li> <li>• The importance of etiquette with applied practical examples.</li> </ul>	
<b>5. Physical and mental capacity</b>	<ul style="list-style-type: none"> <li>• Describe each components of Fitness (FESS) and give practical examples from sports and every day life</li> <li>• The importance of a warm up and a cool down</li> </ul>	
<b>6. Evaluating and improving</b>	The characteristics of skilful movement: <ul style="list-style-type: none"> <li>• Efficiency</li> <li>• Pre-determined</li> <li>• Co-ordinated</li> <li>• Fluent</li> <li>• Aesthetic.</li> </ul> Performance and outcome goals	
<b>7. Assessing the body's readiness for exercise and training to plan for sustained involvement in physical activity:</b>	<ul style="list-style-type: none"> <li>• The importance of health screening, including blood pressure and resting heart rate</li> <li>• Measurement of body mass index (BMI)</li> <li>• Suitable tests for cardiovascular endurance, eg the Cooper 12 minute run/walk test</li> <li>• Suitable tests for strength, eg the grip dynamometer test</li> <li>• Suitable tests for speed, eg the 30m sprint test</li> <li>• Suitable tests for flexibility, eg the sit and reach test</li> <li>• Validity of tests and measurements to take into account age, fitness levels &amp; ability</li> <li>• The importance of test protocols and Health and Safety considerations</li> <li>• Taking into account family history of relevant illnesses and lifestyle of the participant.</li> </ul>	
<b>8. Making informed choices about active, healthy lifestyles</b> <b>Characteristics of a balanced, healthy lifestyle:</b>	<ul style="list-style-type: none"> <li>• Description of characteristics, eg non-smoking, active (amount according to age/ability) and a healthy diet including sufficient hydration. Limit or non-use of alcohol</li> <li>• The balanced diet – positive and negative energy balance</li> <li>• Current recommended amounts of exercise (eg 1 hour 5 times per week, knowledge of different recommendations from different sources).</li> </ul>	
<b>9. Effects on performance &amp; participation in physical activity:</b>	<ul style="list-style-type: none"> <li>• Age • Gender • Disability • Smoking • Alcohol • Over- and under-eating</li> <li>• Performance enhancing drugs (steroids; blood doping).</li> </ul>	
<b>10. Measures/indicators of AHL</b>	<ul style="list-style-type: none"> <li>• Satisfaction with aspects of life • Frequency of positive and negative feelings</li> <li>• Access to green space • Level of participation in other activities • Positive mental health.</li> </ul>	
<b>11. Methods of exercise and training</b>	<ul style="list-style-type: none"> <li>• Circuit training • Aerobics/aqua aerobics • Spinning • Body pump • Pilates</li> <li>• Yoga • Dance exercise (ZUMBA)</li> </ul>	

<b>12. Reasons for participation (positive)</b>	<ul style="list-style-type: none"> <li>• Health reasons (management of stress; illness; well-being; life expectancy)</li> <li>• Image • Enjoyment • Social/friendship • Hobby</li> <li>• Parental/role model influences • Vocation/profession.</li> </ul>	
<b>13. Reasons for non-participation (negative)</b>	<ul style="list-style-type: none"> <li>• Health reasons (including disability) • Injury • Discrimination • Peer pressure</li> <li>• Cultural • Other pressures/interests • The technological/sedentary lifestyle</li> <li>• Lack of confidence/self esteem • Lack of role model/parental support</li> <li>• Lack of opportunity.</li> </ul>	
<b>14. Specific social, cultural and locational reasons affecting participation</b>	<p>Possible positive and negative effects of the following on participation:</p> <p><b>Social-</b> • Age • Gender • Education • Family • Disability  <b>Cultural-</b> • Ethnicity • Religion  <b>Locational-</b> • Environment • Climate.</p>	
<b>15. Levels of participation in sport and physical activity</b>	<p>Candidates should show understanding and application of patterns and trends of participation in different age groups.</p> <p>Candidates should have knowledge of numbers of people participating regularly in sporting activity at the recommended level (using established and reliable sources, such as UK Sport). <i>Trends in AGE, GENDER, SPORTS, INCOME</i></p>	
<b>16. Identification and description of pathways for involvement in physical activity</b>	<p>Describe each pathway;</p> <ul style="list-style-type: none"> <li>• Regularly getting involved in Physical Education, sport, dance and healthy physical activity</li> <li>• Taking part in school and community sport and dance opportunities</li> <li>• Deciding to become a performer, leader, coach or official and working towards accreditation</li> <li>• Being involved in increasingly complex and challenging tasks and activities</li> <li>• Reaching the highest possible standards of involvement in physical activity</li> <li>• Pursuing routes into sport and physical activity through volunteering.</li> </ul> <p>Application of these pathways via practical examples.</p>	
<b>17. School influences on participation</b>	<p>Key processes and how these influence participation</p> <ul style="list-style-type: none"> <li>• Developing skills (eg motor skills) – examples in curriculum and why effective in promoting physical activity.</li> <li>• Making and applying decisions (eg in role of an official) – examples in curriculum and why effective in promoting physical activity.</li> <li>• Developing physical and mental capacity (eg in role as a leader) – examples in curriculum and why effective in promoting physical activity.</li> <li>• Evaluating and improving (eg technique in a physical activity) –examples in curriculum and why effective in promoting physical activity.</li> <li>• Making informed decisions about lifestyle (eg following relevant guidance on amount of exercise and diet) – examples in curriculum and why effective in promoting physical activity.</li> </ul>	

**17 topics areas to revise.....make sure you split your time equally and TEST each topic area for weakness!**