TEL PE Revision

Revision Series 2023

WJEC GCSE Physical Education A-E

• Notes pages •

The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the exam infographics to hand. These will be referred to throughout the show.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes spaces as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.

My ticklist:

- ☑ Notes pages
- ☑ Exam infographics
- ☑ Exam paper
- ☑ Exam mark scheme
- ☑ Exam model answers

Performer profiles

Use these performer profiles when making examples and developing your A02 skill. The list is not exhaustive and you are encouraged to use your own examples as well as these ones.

Josh

Basic Details
Age: 19
Sport: 100m Sprint
Level: Olympic Podium Potential

Tom

Basic Details
Age: 43
Sport: Tennis (singles and doubles)
Level: Novice

Kate

Basic Details
Age: 17
Sport: Triathlon
Level: Club

Laura

Basic Details
Age: 15
Sport: Gymnastics (Artistic)
Level: National

Julie

Basic Details
Age: 26
Sport: Netball (GD, GK)
Level: Semi-professional/National

Carlos

Basic Details
Age: 35
Sport: Wheelchair basketball
Level: Ex-national team

Material covered in the **National Mock Exam**

➔ Green denotes content to be covered in this session.
➔ Yellow denotes skills that will be covered in the session and that are also covered in the mock exam and model answers.

1 Health, training & exercise

- 1 - Contribution of physical activity to health and fitness - Social (0)
- 1 - Consequences of a sedentary lifestyle (11)
- 1 - Diet and nutrition - Macronutrients (3)
- 1 - Components of fitness (16)
- 1 - Measuring health and fitness - importance of testing (6)
- 1 - Measuring health and fitness - fitness tests (7)
- 1 - Methods of training (2)
- 1 - Warm up and cool down - cool down (4)

2 Exercise physiology

- 2 - Muscular-skeletal system - structure and function of the skeletal system (6)
- 2 - Muscular-skeletal system - types of muscles (0)
- 2 - Muscular-skeletal system - Muscles and movement types (12)
- 2 - Muscular-skeletal system - Muscle fibre types (0)
- 2 - Cardiorespiratory and vascular system - Cardiac values (3)
- 2 - Aerobic & anaerobic exercise (4)
- 2 - Short-term effects of exercise (2)
- 2 - Long-term effects of exercise (6)

3 Movement analysis

- 3 - Movement analysis - muscle contractions (0)
- 3 - Movement analysis - levers (7)
- 3 - Movement analysis - planes and axes (4)
- 3 - Movement analysis - sports technology (12)

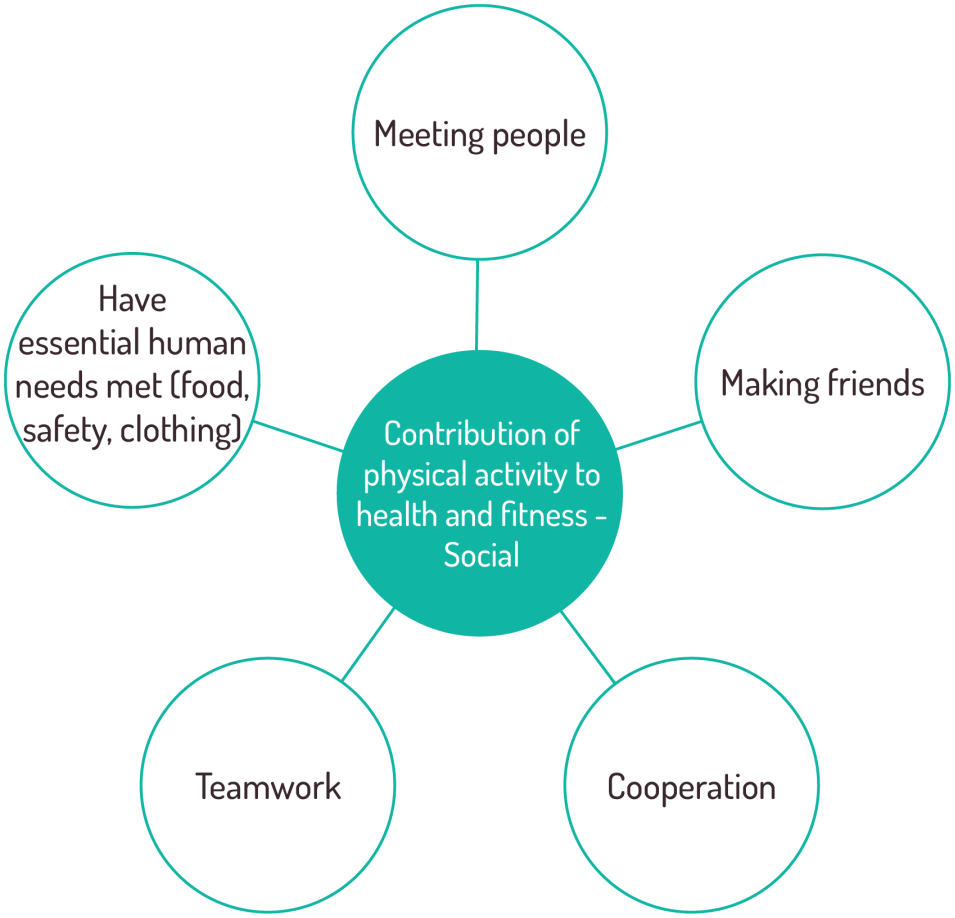
4 Psychology of sport & physical activity

- 4 - Psychology of sport and PA - Goal setting (8)
- 4 - Psychology of sport and PA - Information processing & feedback (17)
- 4 - Psychology of sport and PA - Mental preparation (12)
- 4 - Psychology of sport and PA - Motivation (8)
- 4 - Psychology of sport and PA - Characteristics of skill (11)
- 4 - Psychology of sport and PA - Classification of skill (13)
- 4 - Psychology of sport and PA - Types of practice (2)

5 Socio-cultural issues in sport & physical activity

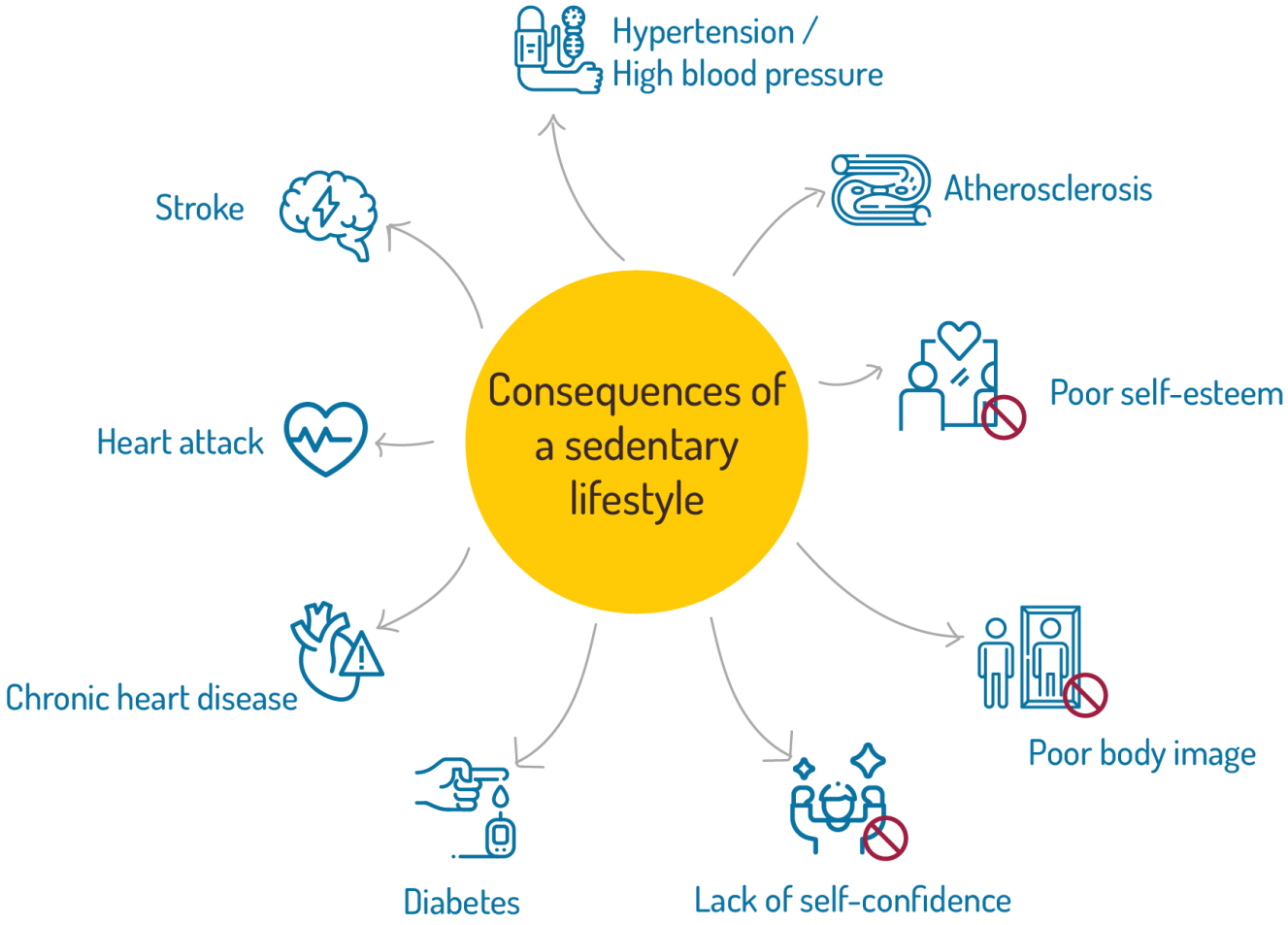
- 5 - Socio-cultural issues in sport & PA - Strategies to improve participation
- 5 - Socio-cultural issues in sport & PA - Performance - media and commercialisation
- 5 - Socio-cultural issues in sport & PA - Data analysis

Section 1: Contribution of physical activity to health and fitness – Social



Notes

Section 2: Consequences of a sedentary lifestyle



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Section 3: Components of fitness

From definitions to examples

You must be prepared to provide specific examples of the importance of components of fitness to different activities. Complete this table with the EIO model of examples James describes in the session.

Component	Definition (A01)	Performer 1 (A02)	Performer 2 (A02)	Your level of confidence with this component
		Laura/Josh/Julie/ Tom/Kate	Laura/Josh/Julie/ Tom/Kate	
Agility	Ability to change position and control the body at speed.	(Julie) Ability to dodge an opponent in netball to get free and receive a pass.		😊 😐 😞
Balance	Being able to keep the body stable whilst at rest or when moving.			😊 😐 😞
Cardiovascular endurance	Ability of the heart and lungs to provide the working muscles with oxygenated blood for a prolonged period of time.			😊 😐 😞
Coordination	The ability to use two or more body parts together.		(Laura) Ability to perform a split leap with a wide RoM at the hip.	😊 😐 😞
Flexibility	Range of movement possible at a joint			😊 😐 😞

Muscular endurance	Exercising muscles repeatedly without getting tired.			
Power	Being able to contract the muscles with both speed and force in one single act. OR...Ability to undertake strength performances quickly.			
Reaction time	The time between presentation of a stimulus and the onset of the movement.			
Speed	The rate at which an individual can perform a movement or cover a distance.			
Strength	Fitness that allows you to lift heavy weights.			
Body composition	% of body weight that is bone, muscle or fat.			

From examples to impact

Try completing answers to this question over and over again:

Justify the importance of (insert component of fitness here) ..... to a (insert performer/activity here) .....

For example:

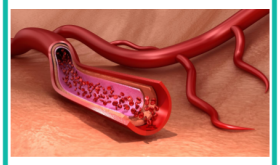
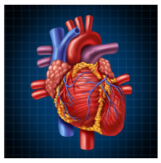
- "Justify the importance of **speed** to a **marathon runner**."
- "Justify the importance of **flexibility** to a **hockey goalkeeper**."

You can use the performer profiles provided to get you started or use your own examples.

	CoF		Performer/Activity	Answer (AO3)
Justify the importance of	strength	to	sprinting (Josh).	"Maximal strength causes large amounts of force to be applied to the block to cause an explosive start. It also allows the sprinter to apply more force to the ground when striding, which propels the sprinter forward faster. Finally, maximal strength in the arms and shoulders allows the sprinter to pump their arms causing greater forward motion."
Justify the importance of		to		
Justify the importance of		to		

Justify the importance of		to		
Justify the importance of		to		

Section 4: Muscle types

Image	Muscle classification	Descriptors
	Voluntary muscles of the skeletal system	• Conscious control • Contract to cause movement
	Involuntary muscles in the blood vessels	• Unconscious control • Change resistance to blood flow
	Cardiac muscle	• The heart • Receive and eject blood • Unconscious control

Notes

Section 5: Muscle fibre types

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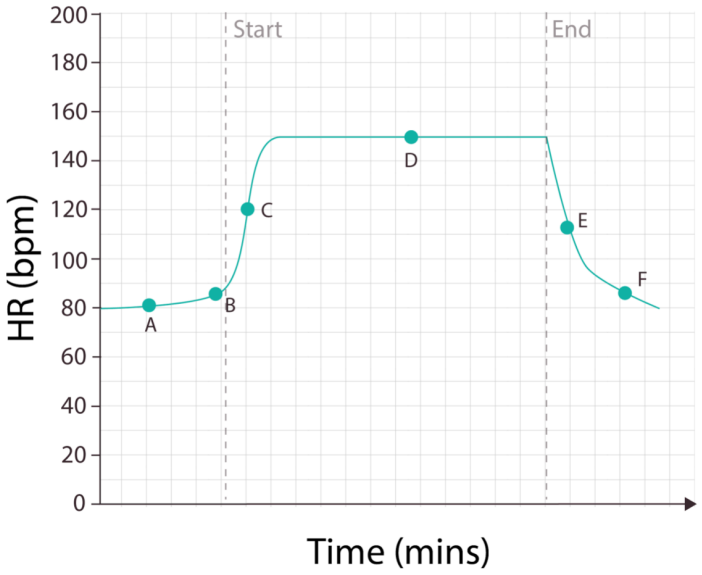
Section 6: Cardiac values

This space is for your own drawing of the heart.

Heart Rate Values

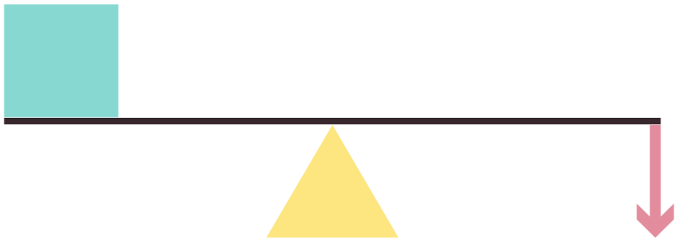
Cardiac output = Stroke volume x Heart rate

Submaximal



Sketch a HR response graph for a performer that would have a profile different to the one above.

Section 7: Levers



Four components:

1. Fulcrum
2. Load (resistance)
3. Effort
4. Lever arm/bar

Notes

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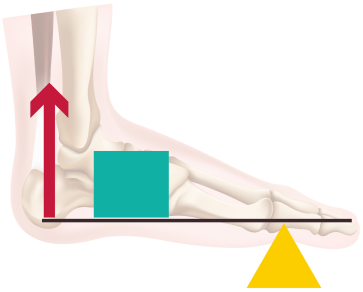

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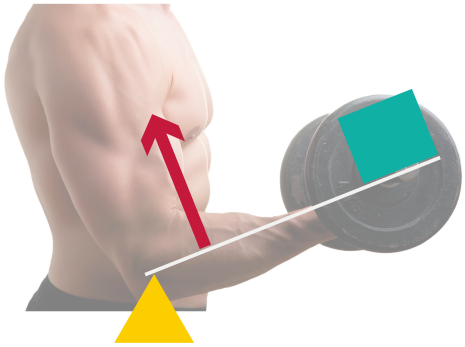

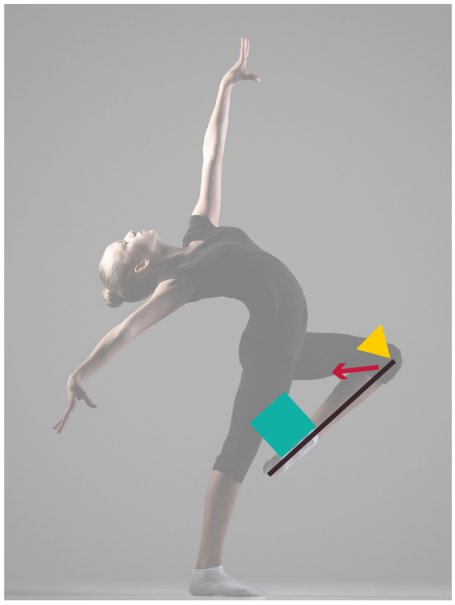

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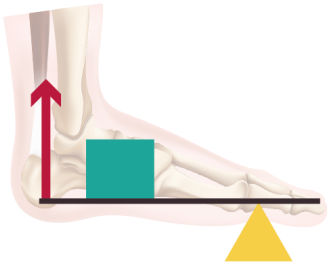
Mechanical advantage



$$\text{Mechanical advantage} = \frac{\text{Effort arm}}{\text{Load arm}}$$

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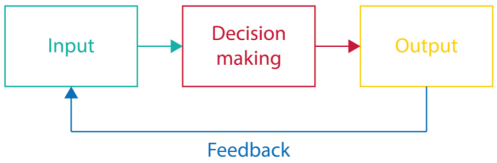
Section 8: Information processing & feedback

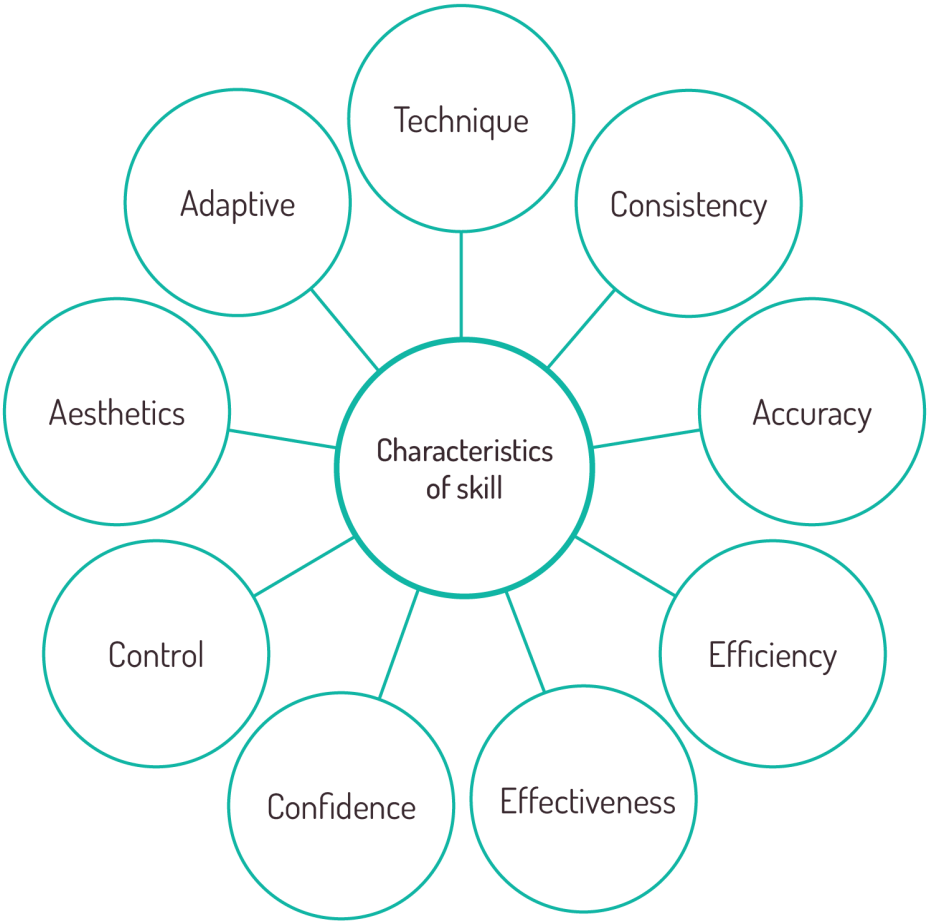
Information Processing



Knowledge of performance	Knowledge of results
Information on technique	Terminal feedback about the outcome
Information on tactics	Knowing the score
Information on how successfully a technique has been performed	Knowing the result
How well they have played	In/Out
	Received/Missed
	Caught/Dropped

Notes

Section 9: Characteristics of skill



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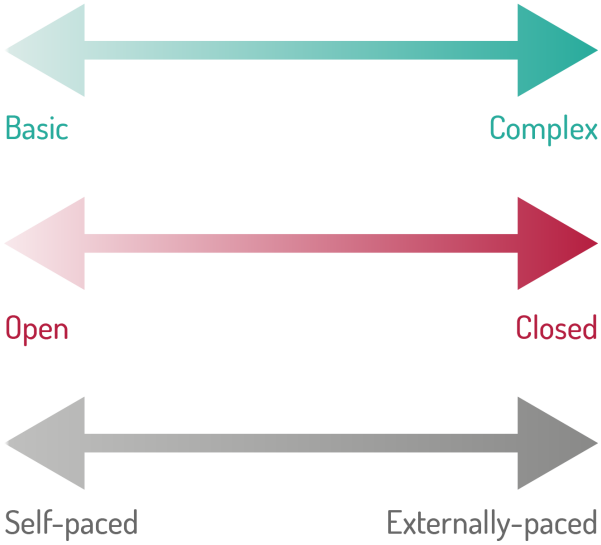
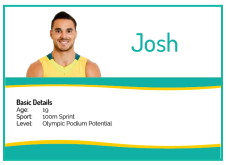
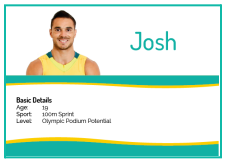
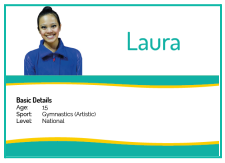
Section 10: Classification of skill

Simply knowing your skill continua is not enough. You must be able to place a range of performances onto the four continua and justify your placement. Using all of the performer profiles provided at the start of this pack, place their performances onto the continua and complete the table to justify your placement:



Performer	Performance	Justify placement on basic/complex.	Justify placement on open/closed.	Justify placement on self/externally placed.
	Sprint start	Basic **because** there is only one decision to make and the response to the gun is always to begin sprinting.	Open **because** Josh has to respond to a changing environment. In this case, the gun sounding.	Externally-paced **because** the gun is an external stimulus and Josh can only run once it goes off.
	Middle of the race			
	Serving			

Performer	Performance	Justify placement on basic/complex.	Justify placement on open/closed.	Justify placement on self/externally placed.
	Lobbing the opponent			
	Triathlon racing			
	Vaulting			
	Penalty pass			
	Intercepting a pass into the D			
	Free throw			
	1v1 defending			