Chorlton High School

Personal Learning Checklist
Component Two (24% of the course)

Name: _____	Target Grade	Year Group
Subject: **GCSE PE – Component 2** (24% of course)	_____	_____

Component 2: Health & Performance

Topic		Subject Content		Red (AO1)	Amber (AO2)	Green (AO3)
1.1 Physical, emotional and social health, fitness and well-being	1.1.1	**1.1.1 Physical health (Therapy: see revision booklet page 1)**				
		I can describe how improving components of fitness can:	Improve health			
			Reduce health risks			
	1.1.2	**1.1.2 Emotional health (Therapy: see revision booklet page 2)**				
		I can describe how physical activity can improve **emotional** /psychological **health** and how they're achieved				
	1.1.3	**1.1.3 Social health (Therapy: see revision booklet page 3)**				
		I can describe how physical activity and sport can improve **social health** and how these benefits are achieved				
	1.1.4	**1.1.4 The Impact of fitness on health (Therapy: see revision booklet page 5)**				
		I can describe the impact of **fitness** on health:	**Positive** health effects			
			Negative health effects			
	1.1.5	**1.1.5 How to promote personal health (Therapy: see revision booklet page 3)**				
		I can promote personal health through designing, developing, monitoring and evaluating a **personal exercise programme**.				
	1.1.6	**1.1.6 Lifestyle choices (Therapy: see revision booklet page 4)**				
		I can describe **lifestyle choices** in relation to:	Diet			
			Activity level			
			Work/ rest/ sleep balance			
			Recreational drugs (alcohol/nicotine)			
	1.1.7	**1.1.7 The impact of lifestyle on health (Therapy: see revision booklet page 5)**				
		I can describe the impact of **lifestyle choices** on health:	**Positive** health effects			
			Negative health effects			

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1.2 The consequences of a sedentary lifestyle	1.2.1	**1.2.1 The consequences of a sedentary lifestyle** **(Therapy: see revision booklet pages 6-7)**				
		I can describe a **sedentary lifestyle** and its consequences:	Overweight			
			Overfat			
			Obese			
		I can explain the increased **risk to long term health**:	Depression			
			Coronary heart disease			
			High blood pressure			
			Diabetes			
			Increased risk of osteoporosis			
			Loss of muscle tone			
			Posture			
			Impact on components of fitness			
	1.2.2	**1.2.2 The consequences of a sedentary lifestyle** **(Therapy: see pages 6-7)**		**Red (AO1)**	**Amber (AO2)**	**Green (AO3)**
		I can interpret and **analyse graphical** representation of data associated with trends in physical health issues.				
1.3 Energy use, diet, nutrition and hydration	1.3.1	**1.3.1 The balanced diet** **(Therapy: see revision booklet pages 8)**				
		I can describe the nutritional requirements and **ratio of nutrients** for a **balanced diet** to maintain a healthy lifestyle & to optimise performances.				
		1.3.2 The role and importance of macronutrients **(Therapy: see revision booklet page 9)**				
	1.3.2	I can explain the role and importance of **macronutrients** for performers:	Carbohydrates			
			Proteins			
			Fats			
			Carbo-Loading for endurance athletes			
			Timing of protein intake for power athletes			
		1.3.3 The role and importance of micronutrients **(Therapy: see revision booklet page 10)**				
	1.3.3	I can explain the role and importance of **micronutrients:**	Vitamins			
			Minerals			
		I can explain the role of water & fibre:	Water			
			Fibre			
		1.3.4 Factors affecting optimum weight **(Therapy: see revision booklet page 11)**				
	1.3.4	I can describe the factors affecting **optimum weight**:	Sex			
			Height			
			Bone structure			

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		sex, height, bone structure and muscle girth.	Muscle Girth			
	1.3.5	**1.3.5 The variation in optimum weight**		**(Therapy: see revision booklet page 12)**		
		I can describe the **variation in optimum weight** according to specific roles in sports.				
	1.3.6	**1.3.6 Energy Balance**		**(Therapy: see revision booklet page 8)**		
		I can describe the correct energy balance to maintain a healthy weight **(the energy balance equation).**				
	1.3.7	**1.3.7 Hydration for physical activity and sport**		**(Therapy: see revision booklet page 12)**		
		I can describe the need for **hydration** for physical activity & sport:	Why it is important			
			How to maintain correct levels			
2.1 Classification of skills (basic/ complex, open/closed).	2.1.1	**2.1.1 Classifications of skills**		**(Therapy: see revision booklet page 13)**		
		I can describe the **classification** of a range of sports **skills** continua (continuums):	Open			
			Closed			
			Complex			
			Basic			
			High Organisation			
			Low Organisation			
	2.1.2	**2.1.2 Practice structures**		**(Therapy: see revision booklet page 14)**		
		I can describe **practice structures** (types of practice):	Massed			
			Distributed			
			Fixed			
			Variable			
	2.1.3	**2.1.3 Application of Practice & Skill Classification (Therapy: see revision booklet pages 13-14)**				
		I can apply knowledge of **practice** and **skill classification** to select the most relevant practice to develop a range of skills.				
2.2 Goal setting & SMART targets	2.2.1	**2.2.1 The use of goal setting and SMART targets**		**(Therapy: see revision booklet page??)**		
		I can use of **goal setting** to improve and/or optimise performance		**Red (AO1)**	**Amber (AO2)**	**Green (AO3)**
	2.2.2	**2.2.2 The principles of SMART targets**		**(Therapy: see revision booklet page 15)**		
		The use of **SMART targets** to improve performance:	Specific			
			Measureable			
			Achievable			
			Realistic			
			Time Bound			
	2.2.3	**2.2.3 Setting and reviewing targets**		**(Therapy: see revision booklet page 15)**		
		I can **set** and review **targets** to improve and/or optimise performance.				

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2.3 Guidance and feedback on performance.	**2.3.1**	**2.3.1 Guidance to optimise performance** (Therapy: see revision booklet page 17)				
		I can describe the different types **of guidance** to optimise performance:	Visual			
			Verbal			
			Manual			
			Mechanical			
	2.3.2	**2.3.2 Advantages and disadvantages of each type of guidance** (Therapy: see page 18)				
		I can describe the **pros and cons** of each type **of guidance**.	Advantages			
			Disadvantages			
	2.3.3	**2.3.3 Types of feedback to optimise performance** (Therapy: see revision booklet page 19)				
		I can describe the types of **feedback** to optimise performance:	Intrinsic			
			Extrinsic			
			Concurrent			
			Terminal			
	2.3.4	**2.3.4 Interpretation and analysis of feedback data**				
		I can interpret and analyse **data associated with performance feedback**				
2.4 Mental Prep	**2.4.1**	**2.4.1 Mental preparation for performance** (Therapy: see revision booklet page 16)				
		I can describe methods of **mental preparation** for performance:	Warm-up			
			Mental rehearsal			
3.1 Engagement in Sport.	**3.1.1**	**3.1.1 Participation rates in physical activity** (Therapy: see revision booklet page 20)				
		I can describe the impact on **participation rates** considering the following factors:	Gender			
			Age			
			Socio-economic			
			Ethnicity			
			Disability			
	3.1.2	**3.1.2 Interpretation and analysis of participation data**				
		I can interpret and analyse **data associated with participation rates**.				
		3.2.1 Commercialisation, media and sport (Therapy: see revision booklet page 23)				
3.2 Sport and commercialisation		I can describe relationships between **commercialisation**, media & sport				
	3.2.2	**3.2.2 Advantages and disadvantages of commercialisation** (Therapy: see booklet page 24)				
		I can describe the **advantages and disadvantages** of commercialisation and the media for:	Sponsor			
			Sport			
			Player/performer			
			Spectator			
	3.2.3	**3.2.3 Interpretation and analysis of commercialisation data**		**Red (AO1)**	**Amber (AO2)**	**Green (AO3)**
		I can interpret and analyse data linked with commercialisation & sport				
3.3 Ethical and socio-cultural issues	**3.3.1**	**3.3.1 Different types of sporting behaviour** (Therapy: see revision booklet page 26)				
		I can describe the different types of **sporting behaviour**:	Sportsmanship			
			Gamesmanship			
		I can describe the reasons for/the consequences of deviance at elite level				

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	3.3.2	**3.3.2 Interpretation and analysis of ethical and socio-cultural data**			
		I can interpret and analyse data on ethical and socio-cultural issues			
4.1 Use of Data	4.1.1	**4.1.1 Developing understanding of data analysis in key areas**			
		I have developed my knowledge and understanding of data analysis in relation to key areas of physical activity and sport			
	4.1.2	**4.1.2 Developing understanding of data analysis in key areas**			
		I can demonstrate an understanding of how **data is collected** in fitness and sport activities – using both qualitative and quantitative methods.			
	4.1.3	**4.1.3 Presentation of data**			
		I can present data (including tables and graphs).			
	4.1.4	**4.1.4 Interpretation of data**			
		I can interpret data accurately.			
	4.1.5	**4.1.5 Analysis and evaluation of statistical data**			
		I can analyse and evaluate statistical data from my own results and interpret against normative data in physical activity and sport.