

GCSE PE Personal Learning Checklist

Paper 1 [Fitness and Body Systems]

Unit/Topic Title	Red	Amber	Green
Topic 1: Applied Anatomy and Physiology			
I know the structure and functions of the musculoskeletal system.			
I know the structure and functions of the cardiorespiratory system.			
I know the short- and long-term effects of exercise on the body.			
I know the differences between aerobic and anaerobic exercise.			
Topic 2: Movement Analysis			
I can identify different lever systems in the body.			
I know the planes and axes of movement and how they apply to physical activity and sport.			
Topic 3: Physical Training			
I know the components of fitness and can explain how they are measured.			
I know the principles of training (PRIORS and FITT).			
I can choose appropriate methods of training for different activities.			
I know how to prevent injury through effective warm ups and cool downs.			
Topic 4: Use of Data			
I can analyse and interpret graphical and numerical data to evaluate performance.			

Paper 2 [Health and Performance]

Unit/Topic Title	Red	Amber	Green
Topic 1: Health, Fitness and Well-being			
I know the physical, emotional and social aspects of health.			
I know the possible consequences of a sedentary lifestyle.			
I know how diet, nutrition and hydration contribute to health and performance.			
Topic 2: Sport Psychology			
I know how skills are classified (basic/complex, open/closed, etc.).			
I can apply different types of guidance and feedback to improve performance.			
I know various mental preparation techniques (e.g. imagery, mental			

rehearsal).			
Topic 3: Socio-cultural Influences			
I know the factors that affect engagement and participation in physical activity and sport.			
I know how commercialisation affects physical activity and sport.			
I know about ethical and socio-cultural issues (e.g. drug use, hooliganism, gamesmanship).			
Topic 4: Use of Data			
I can use data to analyse trends in participation and performance.			

Component 3/NEA [Practical Performance]

Unit/Topic Title	Red	Amber	Green
I can perform effectively in three different physical activities (one team, one individual, plus one other from either category) by demonstrating skills in isolation/unopposed and in competitive/formal situations.			
I show appropriate techniques, tactics, and decision-making skills under pressure in competitive/formal contexts.			
I adhere to the rules/laws, health and safety, and etiquette in all chosen activities, demonstrating respect and fair play.			
I can analyse and evaluate my performances to identify strengths and areas for improvement, utilising knowledge from Components 1 & 2.			

Component 4/NEA [Personal Exercise Programme]

Unit/Topic Title	Red	Amber	Green
Aim and Planning Analysis			
I understand the physiological/fitness requirements for my chosen activity (e.g. strength, endurance, speed).			
I can analyse my performance or part of a performance (e.g. time/distance, accuracy, pass completion) and identify areas to improve.			
I can select and conduct fitness tests specific to my chosen activity, recording and analysing pre-PEP test results.			
I can set an appropriate aim based on developing a specific component of fitness (from cardiovascular fitness, strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, speed).			
I can use SMART targets, appropriate methods of training, and principles of training (individual needs, specificity, progressive overload, rest/recovery, reversibility, thresholds) to plan my PEP.			

I have completed a PAR-Q to ensure my readiness and to guide my PEP planning.			
Carrying Out and Monitoring the PEP			
I can carry out my chosen method(s) of training over 6–8 weeks and record all training sessions, including data such as heart rate, sets/reps, and rest periods.			
I can adapt my PEP if needed (e.g. increase intensity/duration) and note any changes with reasons.			
I can compare pre-PEP fitness data with data collected during and after the PEP to track progress.			
Evaluation of the PEP			
I can analyse the data from my PEP, explain changes in fitness/performance, and evaluate the effectiveness of my programme.			
I can use graphs, charts, tables and other data presentations to support my evaluation.			
If performance has not improved, I can give reasons why (e.g. injury, insufficient intensity).			
I can make further recommendations for continuing to improve or optimise my fitness and performance based on the PEP outcomes.			