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| **3.2 Socio-cultural influences and well-being in physical activity and sport** |
| Topic | Contents | Additional information | ☺ | 😐 | ☹ |
| **Classification of skill** | Skill and ability | *Definitions of skill and ability* |  |  |  |
| Classifications of skill | Definitions of the following skill classifications; *basic/complex, open/closed, self-paced/externally-paced, gross/fine.* Justify the appropriate classification in relation to sporting examples. |  |  | **AQA GCSE PE: Paper 2 Revision Checklist** |
| Definitions of types of goal | Definitions of the following types of goals; *performance goals, outcome goals.* Appropriate performances and/or outcome targets for sporting examples.  |  |  |  |
| **Goal setting** | Evaluation of setting performance and outcome goals | Performance and outcome goals can be combined. However, it is generally accepted that outcome goals should be avoided as they rely on factors that cannot be controlled, e.g. other performers.  |  |  |  |
| SMART | SMART targets of goal setting are; *specific, measurable, accepted, realistic, time bound.* |  |  |  |
| **IPM** | Information processing model | The role of each stage (*input, decision making, output and feedback),* of the model. Draw (in a box format) and/or explain the stages of a basic information processing. Give sporting examples. |  |  |  |
| **Guidance and feedback on performance** | Guidance | Evaluation of the use of the following types of guidance with specific links to; *visual, verbal, manual and mechanics.* You must be able to justify which types of guidance are appropriate for beginners and/or elite level performers.  |  |  |  |
| Feedback | Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers; *positive/negative, knowledge of results, knowledge of performance and extrinsic/intrinsic.*  You must be able to justify which types of feedback are appropriate for beginners and/or elite level performers. |  |  |  |
| **Mental preparation for performance** | Arousal | Definition of arousal |  |  |  |
| Inverted U-theory | The shape of the U-theory placed appropriately in a graph depicting y axis and x axis. You must be able to draw an inverted U theory graph with both x and y axis appropriately labelled. To describe the inverted U-graph. |  |  |  |
| Optimal arousal levels | Link appropriate arousal level (*high/low)* to gross/fine skills in sporting examples. Link skills (not sport) to an appropriate arousal level. |  |  |  |
| Stress management techniques | Knowledge of the following stress management techniques; *deep breathing, mental rehearsal/ visualisation/imagery, positive self-talk.* Provide sporting examples. |  |  |  |
| **Mental preparation for performance** | Direct and indirect aggression | Definition of direct and indirect aggression and give sporting examples. |  |  |  |
| Introvert and extrovert | Identify the characteristics of an introvert; *shy, thoughtful and enjoy being on their own.* Tend to play individual sports.Identify the characteristics of an extrovert; *enjoy interaction with others/sociable/aroused, talkative, prone to boredom when isolated.* Tend to play team sports. |  |  |  |
| Intrinsic and extrinsic motivation | Define intrinsic and extrinsic motivation and provide appropriate examples of intrinsic and extrinsic motivation linked to sporting examples. |  |  |  |
| Evaluation of Intrinsic and extrinsic motivation | Intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. Extrinsic rewards may result in feelings of pride/self-satisfaction. |  |  |  |
| **3.2.2 Socio-cultural influences** |
| **Engagement patterns** | Engagement patterns of different social groups and the factors affecting participation | Engagement patterns physical activity and sport can differ between different social groups. Understand factors that contribute to engagement patterns in the following social groups; *gender, race/religion/culture, age, family/friends/peers and disability.*  |  |  |  |
| Factors affecting engagement patterns | To be able to justify links between the following factors and their relevance to engagement patterns of the group above; *attitudes, role models, accessibility media coverage, sexism, culture, family commitments, available leisure time, familiarity, education, socio-economic factors, adaptability/inclusiveness.* |  |  |  |
| **Commercialisation of physical activity and sport** | Commercialisation  | Define commercialisation. Link the relationship between sport, sponsorship and the media. |  |  |  |
| Types of sponsorship and the media | Define sponsorship and media. Types of sponsorships; *financial, clothing and equipment and facilities.* Types of media; *television, radio, the press, the internet and social media* |  |  |  |
| Positive and negatives impacts of sponsorship and the media | The positive and negative impacts of commercialisation activity on the following; *performer, sport, official, audience/spectator and sponsor/company.*  |  |  |  |
| Positive and negatives impacts of technology | The positive and negative impacts of technology on the following; *performer, sport, official, audience/spectator and sponsor/company.* To identify some examples of technology used in sport; *Hawkeye and television match official.* |  |  |  |
| **Ethical and socio-cultural issues** | Conduct of players | Definitions of the following terms; *etiquette, sportsmanship, gamesmanship and contract to compete.* Provide sporting examples. |  |  |  |
| Prohibited substances | Categories of prohibited substances, including the basic positive and negative side effects; *stimulants, narcotic analgesics, anabolic agents, peptide hormones (EP0) and diuretics.* |  |  |  |
| Prohibited methods (blood doping) | How blood doping occurs and the effects/side effects of doing it. Mention the side effects; *thickening of blood, potential infection, embolism and potential for heart attack.* |  |  |  |
| **Ethical and socio-cultural issues in physical activity and sport** | Drugs subject to certain restrictions (beta blockers) | Beta blockers are taken to; *reduce heart rate, muscle tension and blood pressure, reduce the effects of adrenaline and improve fine control/preciseness.* Side effects; *nausea, weakness and heart problems.*  |  |  |  |
| Different types of performers may use different types of PEDS | *Stimulants, narcotic analgesics, anabolic agents, peptide hormones (EP0), blood doping and diuretics.* To understand which sports performers may decide to use PEDS, with examples |  |  |  |
| Advantages and disadvantages of taking PEDS | Advantages include; *increased chances of success, fame, level playing field and* *wealth.* Disadvantages include; *cheating, associated health risks, fines, bans and reputational damage.*  |  |  |  |
| Disadvantages to the sport/event of performers taking PEDs. | Disadvantages include; *reputation and credibility*  |  |  |  |
| Spectator behaviour | The positive influences of spectators at matches/events; *creation of atmosphere, and home-field advantages.* The negative influence of spectators at matches/events; *potential for crowd trouble, safety costs/concerns, negative effect on participation numbers and negative effect on performance as a result of increased pressure.* |  |  |  |
| Reasons why hooliganisms occurs | Reasons for hooliganism; *rivalries, hype, fuelled by alcohol/drugs, gang culture, frustration and display of masculinity.*  |  |  |  |
| Strategies employed to combat hooliganisms | Strategies include; *early kick-offs, all-seater stadia, segregation of fans, improved security, alcohol restrictions, travel restrictions and education/promotional activity/campaigns and high profile endorsements.*  |  |  |  |
| **3.2.3 Health, fitness and well-being** |
| **Physical, emotional and social** | Linking participation in physical activity, exercise and sport to health, well-being and fitness | Reasons for participation in physical activity exercise and sport and how performance in physical activity/sport can increase health, well-being and fitness. Physical health and well-being; *reduces the risk of some illness.* Mental health and well-being; *reduces stress/tension and release of feel goof hormones.* Social health and well-being; *cooperation and teamwork.* Fitness; *improve fitness, reduces the chance of injury and can aid in the physical ability to work e.g. on your feet all day/manual labour.* |  |  |  |
| **The consequences of a sedentary lifestyle** | The consequences of a sedentary lifestyle | Definitions of sedentary and lifestyle. Identify the possible consequences of a sedentary lifestyle; *weight gain, heart disease, hypertension, diabetes, poor sleep, poor self-esteem and lethargy.*  |  |  |  |
| Obesity  | Define obesity. Identify how obesity affects *performance in physical activity and sport, causes ill health (physical, mental and social).* |  |  |  |
| Somatotypes | Definitions of the following body types; *endomorph, mesomorph and ectomorph.* To identify the most suitable body types for particular sports and justify your reasons. |  |  |  |
| **Energy use, diet, nutrition and hydration** | Energy use | Energy is measured in calories (Kcal) and is obtained from the food we eat. The average adult male requires 2,500kcal/day and average adult woman require 2,000kcal/day, but this dependent upon; *gender, age, height and energy expenditure.* |  |  |  |
| Nutrition | The reasons behind a balanced diet; *unused energy is stored, suitable energy and the body needs nutrients for energy, growth and hydration.* |  |  |  |
| Nutrition (the roles) | A balanced diet contains 55-60% carbohydrates, 25-30% fat and 15-20% protein. Identify and describe the following nutrients; *carbohydrates, fat, protein, vitamins and minerals.* |  |  |  |
| Hydration | Definition of hydration. To identify the affects dehydration for example; *muscle fatigue/ cramps, slow* |  |  |  |