

OCR GCSE (9-1)

Physical Education



Revision Booklet

Paper 2

Socio-cultural issues and sports psychology (02)

Name:

Revision Check List

Below is all of the information and skills that the exam board, OCR, state that you need to know ahead of your exam in their specification.

In the question paper you will be tested on how well you have acquired the knowledge, skills and understanding set out in this specification.

Tick off when you have revised and tested yourself on each section below.

	Revised	Tested		Revised	Tested
2.1.a Current physical activity trends in the UK.			2.1.c The reasons for violence in sport.		
2.1.a Participation in sport in the 5 main social groups.			2.2 The characteristics of skilful movement.		
2.1.a The agencies and strategies to increase participation in sport.			2.2 The classification of skills using the difficulty and environmental continua.		
2.1.a The 14 factors affecting participation in physical activity and sport.			2.2 The use of SMART goals.		
2.1.b The golden triangle (sport, sponsorship and the media).			2.2 The 4 mental preparation techniques used in sport.		
2.1.b The effects of the media on commercialisation.			2.2 The 4 types of guidance used in sport, including advantages and disadvantages.		
2.1.b The effects of sponsorship on commercialisation.			2.2 The 6 types of feedback used in sport.		
2.1.c Sportsmanship, gamesmanship and deviance.			2.3 The physical, emotional and social health benefits of physical activity.		
2.1.c Performance enhancing drugs and their effects on performance.			2.3 The physical, emotional and social consequences of a sedentary lifestyle.		
2.1.c The reasons why performers may use drugs and the impact of drug use in sport.			2.3 The 7 components of a balanced diet and their use in sport.		

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4	2.1.a Engagement patterns of different social groups in physical activity and sport
17	2.1.b Commercialisation of physical activity and sport
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30	2.2 Sports psychology
45	2.3 Health, fitness and well-being

How this booklet works

In this booklet you will revise the information for the Paper 2 units (2.1.a – 2.3). As well as the main revision content, there will also be questions in **red boxes** for you to test yourself and answer. Your teacher will have the answers to these.

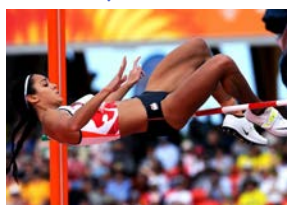
In your exam you will need to apply your knowledge to sporting examples (AO2). There will be 20 marks available for this on each paper.

Therefore, throughout this booklet in the **blue boxes** you will need to apply the content to sporting examples. For these you can either choose one of the nine sportspeople or sports below or give your own relevant example.

Anthony Joshua - Boxer



Katarina Johnson-Thompson - Heptathlete



Luke Gale - Rugby Player



Harry Kane - Footballer



Johanna Konta - Tennis Player



Rory McIlroy - Golfer



Jonny Brownlee - Triathlete



Pippa Funnell - Equestrian Rider



Billy Morgan - Snowboarder



Physical Activity and Sport in the UK

Sport England, National Governing Bodies for Sports and the Department of Culture, Media and Sport (DCMS) are organisations involved in getting people to participate in sport. They also complete surveys and release figures that show current trends in participation in physical activity and sport. For your exam, you need to be familiar with these trends and may need to identify and discuss them from some data provided.

Sport England's Active People Survey: Once a week participation in funded sports (aged 16+) – This data is provided by the [National Governing Body](#) for each sport.

Sport:	Number of People Participating (Oct 2014 - Sep 2015)	Number of People Participating (Oct 2015 - Sep 2016)	Percentage of People Participating (Oct 2015 - Sep 2016)
Swimming	2,505,700	2,516,700	5.67%
Athletics	2,326,200	2,217,800	5.01%
Cycling	2,035,500	1,950,300	4.40%
Football	1,815,000	1,844,900	4.21%
Golf	740,100	729,300	1.64%
Exercise, Movement and Dance	407,800	437,200	0.98%
Badminton	431,600	425,800	0.97%
Tennis	445,200	398,100	0.90%
Equestrian	289,400	282,400	0.64%
Bowls	206,700	211,900	0.49%

Choose one of the sports above that experienced an **increase** in participation and explain why you think this may be:

Choose one of the sports above that experienced a **decrease** in participation and explain why you think this may be:

Other findings from Sport England (2015)

- The number of people participating in sport has increased by over a million since the 2012 London Olympic Games.
- Fewer people are taking part in aerobic style fitness classes with more people attending yoga and pilates sessions.
- Through the use of park runs and colour runs, participation in running is increasing.
- In 2015/16 the tops five sports for adults were swimming, running, cycling, football and golf.



Choose one of the statistics/facts from above and explain why you think this may be the case:

Findings from the Department of Culture, Media and Sport (DCMS – 2011)

- Men are more likely to take part in sport than women.
- Women are more likely to do health and fitness activities and go jogging where as men are more likely to enjoy playing football and pool/snooker.
- Walking, swimming and health and fitness activities had the greatest number of participants.



Department
for Culture
Media & Sport

Choose one of the statistics/facts from above and explain why you think this may be the case:

Participation in Sport by Social Group

A social group is *‘a group of two or more people who interact with one another, share similar characteristics, and collectively have a sense of unity’*.

Participation rates can vary between different social groups. These are gender, age, ethnicity, disability and socio-economic status.

Gender

- More men participate than women with around 10% more men than women participating once a week.
- Some sports have more opportunities for either men or women to take part.



Choose a sport from page 3 or one of your own and state how participation in this sport may vary within this social group. Explain why this may be:

Age

- Participation rates fall as people get older.
- 56% of 16-25 year olds take part in sport weekly compared to 32% of over 26 year olds.



Choose a sport from page 3 or one of your own and state how participation in this sport may vary within this social group. Explain why this may be:

Ethnicity

- Among different ethnic groups participation varies very little for men.
- Women from white backgrounds are much more likely to participate in sport than women from black, Chinese and other ethnic minority backgrounds.
- Only 21% of Asian women participate.
- Participation among black and ethnic minority adults is increasing, with 37% of over 16's playing sport once a week.



Choose a sport from page 3 or one of your own and state how participation in this sport may vary within this social group. Explain why this may be:

Disability

- Disabled people participate less than people without a disability.
- The number of disabled adults participating in sport has increased to 17%.
- However, whilst this figure is increasing it remains low, over 20% lower than those without a disability.



Choose a sport from page 3 or one of your own and state how participation in this sport may vary within this social group. Explain why this may be:

Socio-economic Status

- Our socio-economic group relates to our economic status or class. This is based on income, education and occupation.
- More people from higher socio-economic groups (38.7%) participate in sport than those from lower socio-economic groups (25.7%).
- The highest participation rates are by managerial/professional workers and lowest are by manual workers and unemployed people.



Choose a sport from page 3 or one of your own and state how participation in this sport may vary within this social group. Explain why this may be:

Strategies to Increase Participation

It is important to the government that people regularly take part in physical activity and lead healthy lifestyles. With obesity rates rising exercise can help with many health conditions that currently cost the NHS billions each year.

Due to the importance of this and other aims such as achieving sporting success Sport England, the Department for Culture, Media and Sport and National Governing Bodies use the following strategies to improve participation in sport.

Promotion

This involves promoting sport and physical activity and encouraging people to take part. This is done by increasing the awareness of sporting opportunities and increasing the profile of role models.

Provision

This involves providing good quality provision to access sport. This includes providing good facilities, equipment and coaching.

Access

This involves giving people the opportunity to engage and take part in physical activity by making it accessible to all. This could be through increasing the number of clubs in an area or making them more affordable.

The Factors affecting Participation in Sport

There are 14 factors which can affect a person's participation in sport. These factors can either act as a positive, encouraging someone to take part, or a negative by acting as a barrier to their participation.

Age

The greatest opportunity and provision of physical activity is for school age children.

Older people (50+) often like less strenuous activities as they are more physically limited.

Adults are impacted by less free time, perceived lack of fitness and less choice.

Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:

For an elderly person with health issues and a lack of mobility, age would act as a barrier to their participation in golf as playing the course would involve too much walking.



Gender

More men than women are involved in sport both as participants and spectators with professional sportsmen receiving more money and TV coverage than women.

Some gender stereotypes and sports still exist and this can put people off due to fear of discrimination.

There is more opportunity and funding available for *perceived* male sports such as football and rugby.

Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:

For a woman who would like to take up rugby, gender would act as a barrier if there is plenty of male teams but no ladies team in her area.



Ethnicity

Some ethnic groups may have a higher regard for some sports than others and these views may influence participation in certain sports.

Some people from ethnic minority groups may feel they 'don't belong' in certain sports due to perceived prejudice or lack of role models.

Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:

Ethnicity may act as a positive influence to an Asian teenager looking to take up a sport who sees Asian competitors dominating the badminton competition at the Olympics.



Religion/Culture

Worship commitments, restrictions on diet at certain times of year and cultural beliefs could be barriers to participation.


Muslim women have to keep their bodies covered and during Ramadan people are not allowed to eat or drink during daylight.



Someone's culture may affect them as certain sports are more popular in some countries than others.

Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:

Religion/culture could act as a barrier to a Muslim woman that would like to take up swimming as wearing a standard swimming costume would be against their beliefs.



<p>Family</p> <p>Children with sporty families are more likely to be involved than those who show little interest.</p> <p>Family can support young performers regarding money, transport and encouragement, this can be crucial.</p> <p>However, some family members can make participation difficult by having unrealistic expectations, putting pressure on young people.</p> <p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	<p>Family would act as a positive influence to a young boy whose dad encourages him to play rugby by taking him to training, paying for his subs/kit and supporting him at games.</p> 
<p>Education</p> <p>All children take part in a variety of sports in PE lessons at school.</p> <p>Lessons, after school clubs, club links and teachers may encourage students to take up a sport outside of school.</p> <p>The facilities that the school has will also influence participation.</p> <p>Examination years can see a decrease in participation due to study commitments.</p> <p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	<p>For a student who joined a tennis club after first playing the sport on the school tennis courts in lessons, education would be a positive influence.</p> 

<p>Time/Work Commitments</p> <p>To participate in sport people need to have free time.</p> <p>Work, school and family commitments limit the time available for someone to train, participate and compete in sport.</p> <p>Younger people are more likely to participate in sport due to having more free time available.</p>	<p>For somebody who works shifts, time could act as a barrier as they would be unable to attend regular training sessions due to their shift patterns.</p>
<p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	
<p>Cost/Disposable Income</p> <p>Some sports require expensive equipment (sailing, skiing, formula 1 etc.)</p> <p>To participate in some activities you need to be a member which usually involves paying membership fees which can be expensive.</p> <p>Travelling to and from the activity and any fixtures also costs money.</p>	<p>Cost would act as a barrier to somebody who wishes to join a gym but cannot afford the monthly membership fees.</p>
<p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	

Disability

Participation in sport for disabled people can be limited by a lack of specialist equipment and facilities, restricted access, discrimination, lack of confidence and limited provision with only a small number of adapted sports.

Some disabled people cannot find suitable activities that accommodate their condition and this results in low levels of participation.

Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:

Disability would be a barrier to a wheel chair user who would like to play rugby but their local wheelchair rugby club is too far away,



Opportunity/Access



Facilities need to be available and easily accessible. The easier the facilities are to get to the more likely they are to be used.


The sporting choices a person makes can depend upon the facilities available, for example if there are no rock climbing facilities less people are likely to participate.

Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:

Opportunity/access would act as a positive influence to an elderly/disabled person using a swimming pool equipped with a hoist to allow them to get in and out.

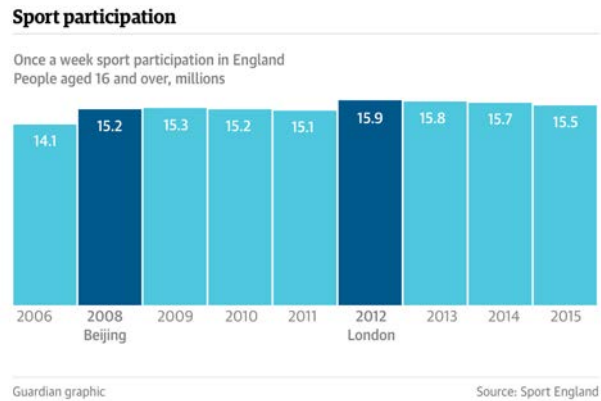


<p>Discrimination</p> <p>Unfortunately, people may experience discrimination in sport. This could be for a variety of reasons including gender, age, sexuality, ethnicity, ability/disability or religion.</p> <p>The fear of discrimination may be enough to put people off sports that have a history of discrimination, for example racism in football.</p> <p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	<p>For a female boxer whose family object to her participation in the sport, saying she should do dance instead, discrimination could act as a barrier to her participation in boxing.</p> 
<p>Environment/Climate</p> <p>Participation in certain sports may depend on where you live.</p> <p>Some sports require certain environments/climates (surfing, skiing, rowing, mountain biking etc.)</p> <p>The climate may be too hot or cold in some countries and could dictate whether an activity is indoor or outdoor (beach volleyball/volleyball).</p> <p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	<p>For someone who enjoys surfing the fact that they live by the coast is a positive environmental influence in their participation.</p> 

<p>Media Coverage</p> <p>The media can play an important part in shaping attitudes to sports participation.</p> <p>Media coverage allows people to see sport and encourages them to try it.</p> <p>However, coverage is largely male dominated and mainly only features a few mainstream sports such as football, rugby, tennis and athletics.</p> <p>Minority, disability and women's sports are underrepresented and therefore receive less exposure and money to promote their sport.</p>	<p>Media coverage would act as a positive influence to a young aspiring footballer as allowing them to see it on TV will promote interest and participation.</p> 
<p>Give a sporting example of how this factor may positively or negatively influence a person's participation in a sport from page 3:</p>	<p>Role models would act as a positive influence to a young person who watches the Olympics and is inspired by a team GB athlete, leading them to taking up a sport.</p> 

Quick Questions – Engagement Patterns in Sport

1. The graph shows participation rates in England before and after the London 2012 Olympics. Identify one trend shown in this data and explain one potential reason for this trend. (2)



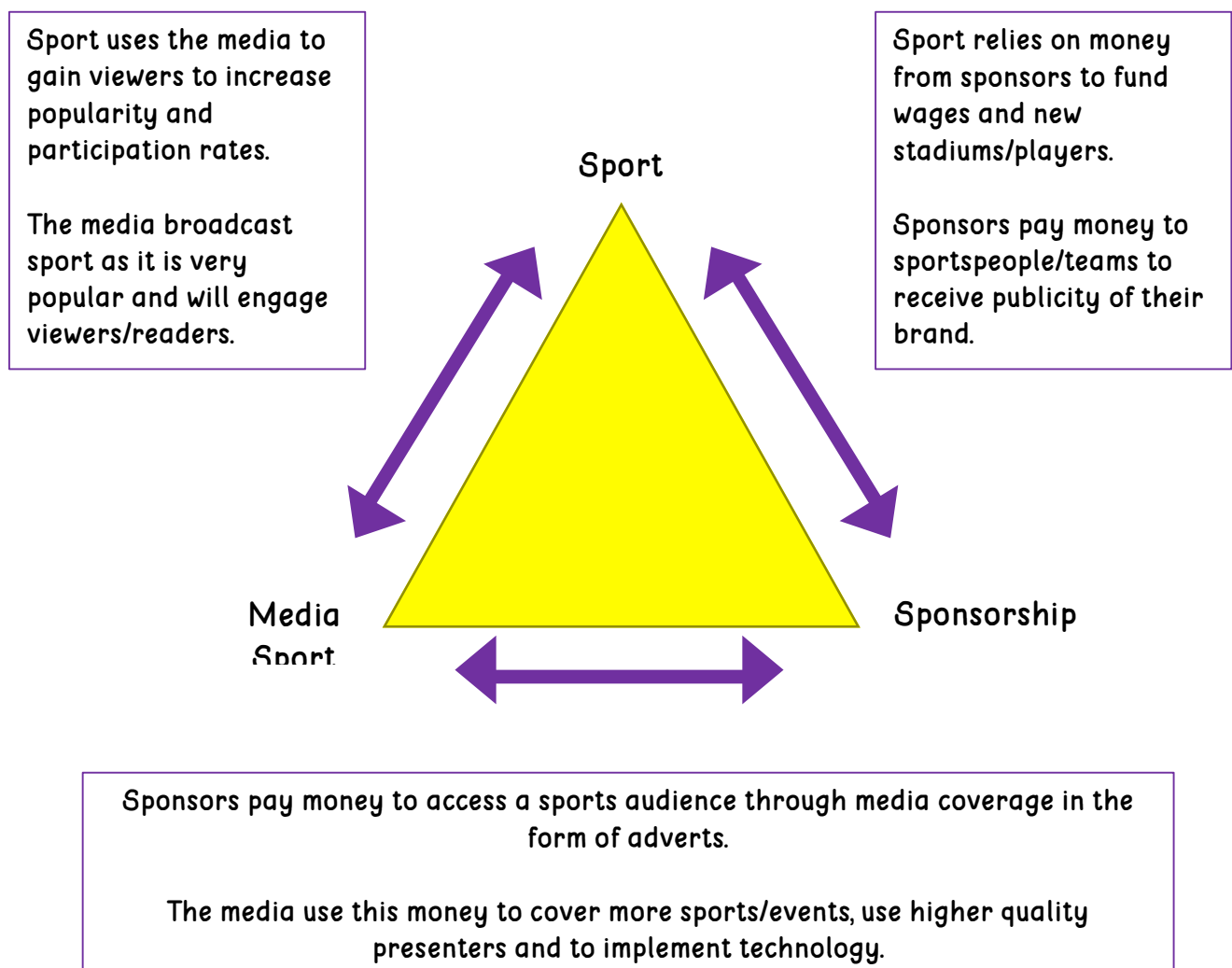
2. Name and explain a factor that may influence/affect a person's participation in skiing. (3)
3. Explain how sports participation may vary between people of different socio-economic social groups. (2)
4. Using appropriate sporting examples, explain how media coverage can affect participation in sport both positively and negatively. (4)
5. State and explain a factor that a 15-year-old Asian Muslim girl's sporting participation may be influenced or affected by. (2)
6. There are organisations that try to increase the public's participation in sport. Give an example of one of these organisations and explain what they do to meet this aim. (4)

Commercialisation in Sport – The Golden Triangle

Commercialisation is *‘the act of making something available to be bought or sold for a financial profit’*.

In recent times sport has become more popular and profitable and this has led to sport becoming **commercialised** and being run as a business. Sport is now a global product with high profile sports/events attracting huge interest and sponsorship deals.

Sport, media and sponsorship are closely linking in what is known as the **golden triangle**. Each side of the triangle benefits the others in some way, due to this they depend on the other sides, either financially or for promotion.




The media want high quality, entertaining sport. This will attract more sponsors and investors, bringing in more money to the sport and benefiting everyone in the triangle.

Apply the golden triangle to a sporting example from page 3, considering all points of the triangle:

Commercialisation and The Media

The media has a big influence on the commercialisation of sport with most people, whether they play/watch sport or not, aware of sport through the media.

There are four types of media.

<p>TV and Visual</p>  <p>Live matches and sports events with commentary are broadcast on TV channels such as BBC, ITV, Sky Sports and BT Sport.</p> <p>There are also highlight shows, documentaries and quiz shows about sport.</p>	<p>Internet</p>  <p>All major teams and athletes have their own websites where you can find out about them and their events.</p> <p>These are a place for publishing facts, player details, results, fixtures and governing body rules.</p>
<p>Social</p>  <p>Social media has become a very popular outlet for people to create, share and discuss sports related content.</p> <p>Teams, athletes and the media will have their own accounts on Facebook, twitter, Instagram and snapchat to share updates.</p>	<p>Newspapers and Magazines</p>  <p>Newspapers print results, match reports and stories from sporting events.</p> <p>Magazines will feature this and interviews with sports people, factual updates and analysis and discussion.</p>

The media can have both positive and negative effects on the commercialisation of sport.

<p>The Positive Effects of the Media</p> <p>More media coverage will...</p> <ul style="list-style-type: none"> • Promote the sport and raise awareness • Motivate people to take part • Set high standards for performance • Generate funding • Promote minority sports • Promote good role models • Make sport more entertaining • Celebrate effort and success • Showcase sports positive values • Give people a sense of belonging 	<p>An example of the media having a positive effect by covering sport would be the London 2012 Olympic Games. The games were widely covered in the media and led to increased public support, participation in sport and interest as well as creating many role models.</p> <p>Explain how increased media coverage could positively affect a sport from page 3:</p>
<p>The Negative Effects of the Media</p> <p>More media coverage could...</p> <ul style="list-style-type: none"> • Create a culture where people would rather watch than participate • Result in high pay per view costs limiting the access for some people • Highlight poor role models • Leave minority sport with less coverage and therefore interest/funding • Undermine people's confidence and careers • Dictate event schedules and availability • Alter competition rules and traditions • Reduce spectator attendance at live events 	<p>An example of the media having a negative effect by covering sport would be within minority sport. Sports such as hockey receive much less coverage than sports such as football so they will not have the funds to invest in better players and coaches or to promote their sport to new participants.</p> <p>Explain how media coverage could negatively affect a sport from page 3:</p>

Commercialisation and Sponsorship

Sponsorship is a form of advertising where a company pays to be associated with an event, team or sports person. It can occur at all levels with school team's kits featuring a local company's logo up to elite athletes receiving huge sums to wear a brand of clothing or footwear.

Sponsorship can have positive and negative effects on the commercialisation of sport.

The Positive Effects of Sponsorship for Sport	The Negative Effects of Sponsorship for Sport
<ul style="list-style-type: none"> • Allows individuals to train full time. • Helps towards the cost of kit, equipment, travel, venue hire, competition fees and accommodation. • Pays for coach and talent development, increasing the standard of the sport. • Gives financial security. 	<ul style="list-style-type: none"> • Sponsorship can be limited or easily withdrawn which results in little security. • A performer can become reliant on a sponsor who may pull out. • Some sponsorship (alcohol, gambling) can give a bad image to sport. • Generous sponsorship is only available to an elite few. • Minority sports with less media coverage can find it hard to attract a sponsor.
Explain how sponsorship could positively affect a sportsperson from page 3:	Explain how sponsorship could negatively affect a sportsperson from page 3:



<p>The Positive Effects of Sponsorship for Sponsors</p> <ul style="list-style-type: none"> • Raises awareness of their brand. • Promotes a positive image of their company by linking it with a popular, healthy activity. • Advertises their products/services. • Increases their reputation. 	<p>The Negative Effects of Sponsorship for Sponsors</p> <ul style="list-style-type: none"> • Sporting success is not guaranteed so they may sponsor an athlete/team who do not go on to be as successful as they hoped. • If the sport or performers cause bad publicity by cheating or poor behaviour this is reflected badly on the sponsor. • Advertising opportunities can be lost through disruptions caused by weather or a lack of media exposure.
<p>Explain how the actions of a sportsperson from page 3 could positively affect a sponsor:</p>	<p>Explain how the actions of a sportsperson from page 3 could negatively affect a sponsor:</p>



Quick Questions – Commercialisation in Sport

1. Name the three sides of the golden triangle. (3)
2. List and give an example of each of the four types of media. (4)
3. Explain how the media can positively influence the commercialisation of sport. (3)
4. With a sporting example, explain how a company could be negatively affected by sponsoring a professional athlete. (3)
5. Explain the link between the media and sport in the golden triangle. (2)
6. Give two positive effects of sponsorship on the sport or an athlete from the sport. (2)
7. Give two negative effects of media coverage, or a lack of media coverage, on the commercialisation of sport. (2)
8. Explain why a company may want to sponsor a successful sports team. (2)

Sportsmanship, Gamesmanship and Deviance

Sportsmanship is *'ethical, appropriate, polite and fair behaviour while participating in a game or athletic event; also known as fair play'*.

Sportsmanship is about how the participant behaves. It involves showing respect for others and being gracious in victory or defeat. It is important that professionals show good sportsmanship as young athletes see them as role models and repeat their behaviour.



An example of good sportsmanship is shaking hands before the game/event. Sport specific examples include applauding the new batsman in cricket and maintaining silence whilst an opponent takes a shot in golf.

Using the sports on page 3, give three more examples of good sportsmanship:

Gamesmanship is *'where the laws of the game are interpreted in ways which are not illegal but are not in the spirit of the game to gain an advantage'*.

In many sports competitors are seen to 'bend the rules' or to put aside sportsmanship and use gamesmanship to seek an unfair advantage. There are sports people who may cheat in a subtle way that is difficult to control by the rules. These performers can lack morals and have a 'win at all costs' attitude.



An example of gamesmanship is to fake an injury to waste time when you are winning or to halt the opponent's momentum.

Using the sports on page 3, give three more examples of gamesmanship:

Deviance is *‘human behaviour that is against your society’s norms and values. This behaviour is often against the law’*.

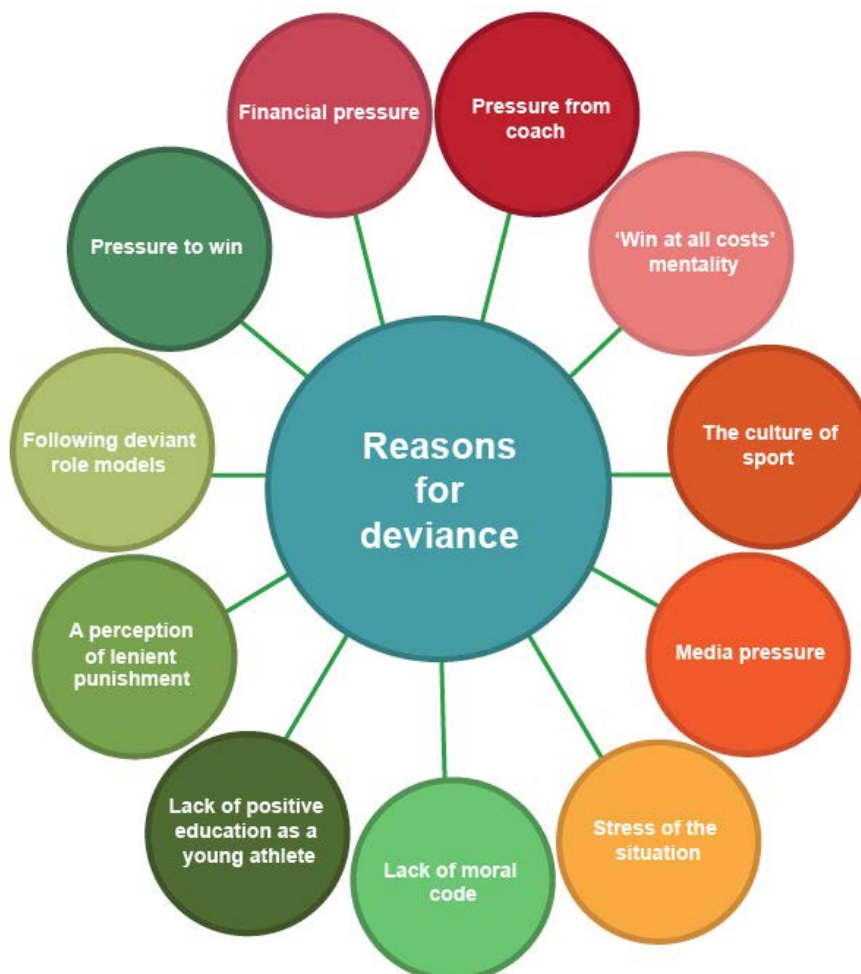
This is when a player, spectator or anyone involved in sport behaves in a way that intentionally breaks the rules or goes against the ethics (sportsmanship) of the sport.

Deviance is deliberate and can be dangerous; examples include cheating, violence and drug abuse.

An example of deviance is an intentionally high or late tackle in rugby.



Using the sports on page 3, give three more examples of deviance:



Performance Enhancing Drugs in Sport

One form of deviance is to take performance enhancing drugs. Many performance enhancing drugs are banned in sports due to their ability to have a positive effect on performance and give the taker an advantage.

Performers may take performance enhancing drugs because:

- They have a desire to win at all costs.
- They lack moral boundaries and don't believe it is wrong.
- They might not be good enough naturally.
- Taking them will result in more success, media attention and money.
- They are influenced by others (coaches/teammates).
- They feel under pressure to win.



Anabolic Steroids

Anabolic steroids are drugs that mimic certain natural hormones in the body that control how the body works and develops (eg. Testosterone).

Effects on performance:

- Increased muscle growth, increasing strength.
- Repair muscles quickly after training.
- Allow you to train harder for longer without getting tired.

Side effects:

- Increased aggression.
- Liver and heart damage.
- Females develop male features.

Anabolic steroids could be used to benefit performance in athletics, power events and weightlifting.



Give an example of a sports person who would benefit from the effects of this performance enhancing drug and explain how:

Beta Blockers

Beta blockers are drugs that control the heart rate by blocking hormones such as adrenalin.

Effects on performance:

- Slows down the heart rate, having a calming and relaxing effect.
- Slows down adrenalin production.

Side effects:

- Heart problems – reduces heart rate to dangerously low levels.
- Low blood pressure.
- Weakness and nausea.

Beta blockers could be used to benefit performance in events that require a steady hand or fine motor control such as target sports.



Give an example of a sports person who would benefit from the effects of this performance enhancing drug and explain how:

Stimulants

Stimulants are drugs that stimulate the body physically and mentally. Examples of these include coffee, nicotine and cocaine.

Effects on performance:

- Increased alertness.
- Reduced tiredness.
- Increased endurance.

Side effects:

- They raise blood pressure.
- Very addictive.
- Can cause heart failure.

Stimulants could be used to benefit performance in any sport that requires a quick reaction, for example the sprint start in the 100m.



Give an example of a sports person who would benefit from the effects of this performance enhancing drug and explain how:

The Effects of Drug Use in Sport

For a performer who risks taking performance enhancing drugs there are both advantages and disadvantages.

Advantages	Disadvantages
<ul style="list-style-type: none">• Increased chance of success.• Increased fame through media coverage.• Increased wealth through sponsorship deals.	<ul style="list-style-type: none">• There are many associated health risks.• It is cheating and immoral – they may have a conscience and feel bad about this.• There are fines and bans for those who are caught.• Damaged reputation.

As well as affecting the performer, the use of performance enhancing drugs can affect the sport itself. The governing bodies of sports work very hard to eliminate the problem of drug taking in their sports.

If there is a drug problem in sport it can cause:

- The sport to gain a bad reputation – The sport may become known for cheating which may reduce the number of people who watch or participate in the sport.
- The sport to lose its credibility – Performances of athletes will be difficult to believe due to previous athletes taking drugs.



Violence in Sport

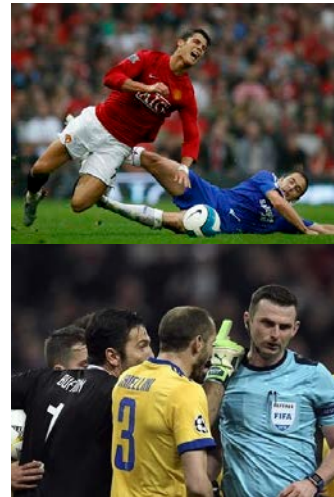
Controlled aggression is a fundamental part of many sports. Sometimes, however, this can spill over into an uncontrolled situation where serious physical injury can be caused.

Violence is '*behaviour involving physical force intended to hurt, damage or kill someone*'.



There are many reasons why a sportsperson may become violent, these include:

- The frustration of losing.
- Media pressure.
- Pressure/aggravation from the crowd.
- Retaliation to a challenge/verbal comment.
- Over arousal during the game.
- Annoyance over poor decisions from the officials.
- To gain an advantage/hurt your opponent.
- As a result of drugs.



Using a sport from page 3, give an example of a situation which could cause a performer to become violent and explain why:

Using a different sport from page 3, give an example of a situation which could cause a performer to become violent and explain why:

Quick Questions – Ethics in Sport



1. Explain, with a sporting example, the term 'sportsmanship'. (2)
2. Explain, with a sporting example, the term 'gamesmanship'. (2)
3. Explain, with a sporting example, the term 'deviance'. (2)
4. Is taking longer than usual to leave the pitch when being substituted at the end of the game sportsmanship or gamesmanship? (1)
5. Give two reasons why a performer may risk taking performance enhancing drugs. (2)
6. Explain, with a sporting example of who they would benefit, the performance enhancing effects of anabolic steroids. (2)
7. Suggest and explain a performance enhancing drug suitable for a golfer. (3)
8. Explain, with a sporting example of who they would benefit, the performance enhancing effects of anabolic steroids. (2)
9. Give three reasons why a performer may become violent in their sport. (3)




The Characteristics of Skilful Movement

Elite sportspeople are often very skilful; however, they are not born with motor skills in place, they have to learn these skills.

A motor skill is an action or task that has a target or a goal and requires voluntary movement to achieve it.

There are 5 characteristics of skilful movement:

<p>Co-ordinated</p> <p>All parts of the skill are linked together seamlessly. The skill is performed with control, using limbs, movements and senses at the same time.</p>	<p>Sporting examples: A triple jumpers hop, step and jump movements. A tennis players throw, hit and jump when serving. A footballer positioning and jumping to perform an overhead kick.</p> 
<p>Using the sports on page 3, give an example of a movement that requires this characteristic:</p>	
<p>Aesthetic</p> <p>The skill looks good and pleasing to the eye.</p>	<p>Sporting examples: A dancer performing a split leap with great technique that looks aesthetically pleasing. A slalom skier racing stylishly between the poles.</p> 
<p>Using the sports on page 3, give an example of a movement that requires this characteristic:</p>	

<p>Efficient</p> <p>When performing the skill there is no wasted effort in the movement. The performer will not waste time or energy when performing the skill.</p>	<p>Sporting example: A swimmer using the perfect technique during the butterfly to move through the water without wasting energy in the fastest time possible. They would not needlessly splash or kick.</p>	
<p>Using the sports on page 3, give an example of a movement that requires this characteristic:</p>		
<p>Pre-determined</p> <p>The performer knows what they are doing and what they aim to achieve. The skill has a clear objective or goal.</p>	<p>Sporting examples: A gymnast knowing their routine before starting. A badminton player disguising their serve to beat the opponent.</p>	
<p>Using the sports on page 3, give an example of a movement that requires this characteristic:</p>		
<p>Fluent</p> <p>The skill flows and looks smooth. The skill is performed in one flowing movement.</p>	<p>Sporting example: A trampolinist performing a routine where each movement flows smoothly into the next.</p>	
<p>Using the sports on page 3, give an example of a movement that requires this characteristic:</p>		

The Classification of Skills

Skills are classified on continua of difficulty and environmental conditions. These continua are scales which show a range of skills.

Difficulty Continuum

Skills can be classified depending on how difficult or complex the movement is. The two characteristics of the difficulty continuum are 'simple' and 'complex'.

Simple skills:

These are skills where the performer does not need to process much information or make many decisions.

The skill only has a small number of parts and doesn't require much feedback during the skill.

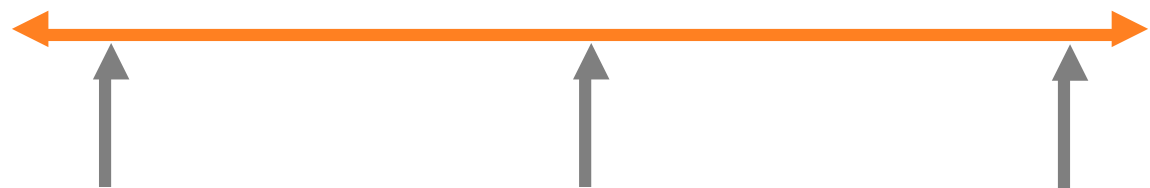
Complex skills:

These are skills where the performer has to process lots of information and make many decisions.

The skill has many parts to it and requires feedback during its performance.

Simple

Complex



A sprint start in athletics is a simple skill as it involves few decisions.

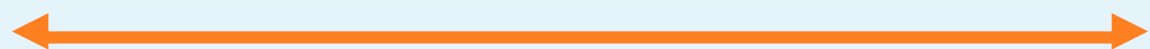
A penalty involves more decisions but only features a few parts to the movement.

A netball interception involves many decisions associated with timing.

Using sporting examples from page 3, plot four skills onto the difficulty continuum and justify their placement.

Simple

Complex



Environmental Continuum

Skills can be classified according to how much they are affected by the sporting environment. The two characteristics of the environmental continuum are 'open' and 'closed'.

Open skills:

These are skills which are affected by the environment. Their timing is usually dependent on external factors which are out of the control of the participant.

These skills occur when a performer has to make decisions and adapt their skills to a changing or unpredictable environment.

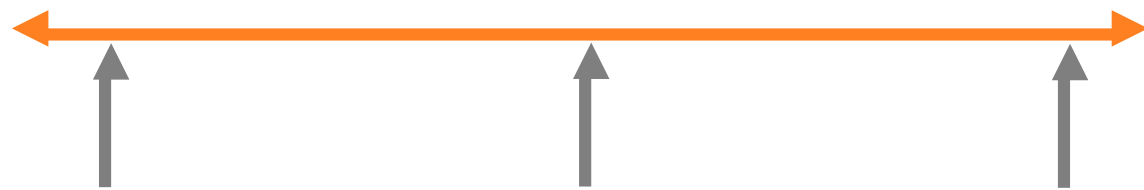
Closed skills:

These are skills which are not affected by the environment. They are usually self-paced, meaning the participant can control the timing of the skill and when it is performed. They occur in fixed or predictable situations.

The performer uses the same technique every time and is in control of what happens next.

Open

Closed



A footballer must respond to the ball, their team and the opposition when looking to perform a pass.

A long distance runner needs to be aware of the other racers positioning and be ready to adapt.

A diver is in complete control over the timing and rate of their performance.

Using sporting examples from page 3, plot four skills onto the environmental continuum and justify their placement.

Open

Closed



The Use of SMART Goals in Sport

All athletes should set themselves goals for their training/performance. There are three main reasons why athletes should set goals:

- To encourage the person to stick to their training programme.
- To motivate the performer to try their best and work hard to achieve their goal.
- To improve the persons performance as the goal will be challenging but realistic, this will cause them to get fitter/better at their sport.



Explain why it is important for a sports person from page 3 to set themselves goals, despite already being at a very high standard of performance:

When setting goals, the participant should ensure that these goals are not too vague, unrealistic or distant. Having an unachievable goal can cause the participant to become demotivated and lose focus.

To motivate the performer and ensure that improvements are achieved, they should set themselves SMART goals. Goals that are SMART are:

Specific	<p>Goals should be clear and focused; the goal should relate directly to the task or skill.</p> <p>For example, an overall goal may be ‘I want to get fitter’ but this is not specific. It is better to set smaller, more specific goals such as ‘I want to reduce my 5km time by 2 minutes over the next month’ as these act as steps towards a bigger goal.</p>
Measureable	<p>Goals must be able to be measured so that the athlete can see if they have achieved the goal or not.</p> <p>They should be assessed to see how well the performer has done. For example, ‘I want to improve my shooting to score 3 goals over my next 5 matches’ is a measureable goal, as the athlete will know that if they score 3 goals they have hit their goal.</p>
Achievable	<p>Goals should be challenging but still within the performers capability. Unrealistically hard or easy goals could demotivate the performer and not allow them to get the best out of their training.</p> <p>For example, if a footballer scored 11 goals in the first half of the season, setting themselves the goal of scoring 12 goals in the second half of the season would be achievable.</p>
Recorded	<p>Goals should be wrote down before the athlete begins to work towards them. They should then write down any progress towards them each week until they hit their goal or reach the time frame of their goal.</p> <p>For example, a runner with a goal of decreasing their 10km time by 4 minutes would write down their weekly run times.</p>
Timed	<p>Goals should have a set time in which they should be completed by. All goals should have an end point with shorter goals being set on the way to a larger goal.</p> <p>For example, if a runner wants to decrease their 10km time by 4 minutes they would ensure their goal was timed by setting a time frame to achieve this by, such as within the next 2 months.</p>

In your exam you may be required to set an appropriate SMART goal or analyse how a goal is or isn't SMART.

	Sport: Athletics – 100m Sprint Goal: To improve my personal best time by 0.2 seconds in eight weeks.
S	To reduce personal best time by 0.2 seconds.
M	Train four times a week including using interval and plyometrics training. Time 100m sprint each interval training session.
A	Current time is 11.65s and I want to reduce this to 11.45s.
R	Log weekly 100m sprint times and details of training sessions.
T	Eight-week target.

Choose two athletes from page 3 and set them a SMART goal. Evaluate how the goal is SMART:

	Sport: Goal:
S	
M	
A	
R	
T	

	Sport: Goal:
S	
M	
A	
R	
T	

Mental Preparation in Sport

Performing in sport can be very nerve-racking and stressful, for example taking part in an Olympic gold medal competition or a world cup final. These opportunities only come along once every four years and could potentially only occur once in an athlete's career. This makes these high-pressure situations.

Before competing, sports performers use mental preparation techniques. These techniques help the athlete to remain focused, calm and confident going into the event, allowing them to compete at the highest level.

Imagery

Imagery involves the athlete creating pictures in their mind to get a feeling of the movement or to relax.

This technique involves the performer visualising themselves being successful in performance.

Example: A footballer may use imagery before stepping up to take a penalty to visualise the ball hitting the back of the net.



Give a sporting example from page 3 of a sports person who may use this technique. Explain when they may use it and how:

Mental rehearsal

Mental rehearsal involves going through the activity in your mind to form a mental image of the skill being performed.

The performer will picture themselves executing a skill and will practice the skill in their mind, focusing on each stage and the correct technique.

Example: A trampolinist would use mental rehearsal to rehearse their routine. They would also rehearse complex movements such as somersaults before performing.



Give a sporting example from page 3 of a sports person who may use this technique. Explain when they may use it and how:

Selective attention

Selective attention involves the performer focussing their concentration on what they are doing or about to do, blocking out all other distractions.

This may involve filtering out crowd noise, the movement of objects around them and any distraction tactics from the opponents.

Example: A sprinter would use selective attention when in the blocks at the start of the race. They would focus on their start and then the finish line, blocking out the crowd noise and ignoring their opponents.



Give a sporting example from page 3 of a sports person who may use this technique. Explain when they may use it and how:

Positive thinking

Positive thinking, also known as self-talk, is when athletes talk to themselves or think positively about past performances to increase self-confidence. The performer is optimistic about their future performance, thinking about doing well and shutting out any negative thoughts.

This technique may be used in closed, high-pressure situations, such as a penalty kick, or when a performance is not going well and they need to improve.

Example: A basketball player about to take a free throw which could win the game would use positive thinking to tell themselves 'you can do it, you've done it so many times before'.



Give a sporting example from page 3 of a sports person who may use this technique. Explain when they may use it and how:

Types of Guidance in Sport

Coaches, instructors and the performers themselves will use guidance when learning new skills or developing existing skills to improve. There are four types of guidance:

Visual guidance

Visual guidance is when the performer sees the skill being performed or practised. Visual guidance can show the whole skill, break the skill down into steps or show the skill in a real situation.

Examples of visual guidance include demonstrations, images, videos and observations which show the skill.

Advantages:

- A good method for visual learners.
- Good for complete beginners who may not understand terminology.
- Shows the learner what it should look like.

Disadvantages

- The demonstration must be accurate or it could be learnt incorrectly.

Example: Aston Villa footballer Glenn Whelan (below) uses visual guidance to demonstrate how to dribble the ball to some children.

Give a sporting example from page 3 of a sports person who may use this type of guidance. Explain what skills they may use it for:



Verbal guidance

Verbal guidance is given by an observer after watching you perform. Feedback needs to be constructive in order to help the performer to improve. This must also be specific, accurate and feature the same terminology as the athlete so that they are aware of what and how to improve.

Examples of verbal guidance include coaching points relating to technique, feedback from the coach, peer feedback from team mates and questioning to prompt self-evaluation.

Advantages:

- A good way of communicating clear information quickly.
- Can be used successfully with visual guidance.

Disadvantages

- Needs to be short and simple for beginners and younger athletes.
- Too much information can cause boredom/confusion.
- Performers must understand basic terminology first.

Example: A coach (below) uses verbal guidance to identify and communicate how tennis player Andy Murray can improve.

Give a sporting example from page 3 of a sports person who may use this type of guidance. Explain what skills they may use it for:



Manual guidance

Manual guidance is used when a skill is dangerous or complex, it involves the coach physically guiding or supporting the athlete. Manual guidance is provided during practice not performance.

Advantages:

- This method builds confidence.
- It reduces the risk of injury.
- Allows the performer to 'feel' the skill.

Disadvantages

- The learner could become dependant on support.
- The proximity of the coach can cause issues for either.

Example: A gymnastics coach would use manual guidance when performers learn a variety of skills, such as a somersault, for safety reasons.



Give a sporting example from page 3 of a sports person who may use this type of guidance. Explain what skills they may use it for:

Mechanical guidance

Mechanical guidance is when a piece of equipment or an aid is used to help a performer to learn or practice a potentially dangerous skill. An example would be a trampolinist using a harness to aid them in performing a somersault for the first time, reducing the chance of a dangerous landing.

Advantages:

- This method builds confidence.
- It reduces the risk of injury.
- Allows the performer to 'feel' the skill.

Disadvantages

- The learner could become dependant on support.
- The feel of the movement can be different to the actual movement.

Example: A child who is learning to swim would use mechanical guidance in the form of a float to ensure they do not drown, allowing them to focus on their leg action.



Give a sporting example from page 3 of a sports person who may use this type of guidance. Explain what skills they may use it for:

Types of Feedback in Sport

In sport, it is vital that a performer receives feedback about their performance in order to improve. This feedback will usually come from a coach or the performer themselves.

Positive Feedback	Negative Feedback
<p>This form of feedback is usually given to the performer following a successful outcome. New participants will benefit from plenty of positive feedback as a form of encouragement.</p> <p>An example of positive feedback would be a coach saying 'well played' following a goal in football.</p>	<p>Negative feedback involves giving information about an unsuccessful outcome. It can be used to give information to make this more successful. Elite athletes will be able to take this feedback constructively but it may discourage new performers.</p> <p>An example of negative feedback would be a coach telling a player that their shot was poor as it was played with too much power.</p>
<p>Choose one of the above forms of feedback and give a specific example of when this may be used in a sport from page 3:</p>	

Intrinsic Feedback	Extrinsic Feedback
<p>This type of feedback is felt by the actual performer as they carry out a skill or a performance. It is the physical feel of the movement as it is being performed.</p> <p>For example, when a high diver comes out of their movement and enters the water they will know by how it felt whether the dive felt successful or created a lot of splash, resulting in a lower score.</p>	<p>This form of feedback is provided by external sources, either during or after a performance. This feedback may come from coaches, teachers, team-mates and could include things that the performer can see or hear such as an instant video replay.</p> <p>A golfer's caddy and the noise from the crowd would provide them extrinsic feedback following a drive down the fairway.</p>
<p>Choose one of the above forms of feedback and give a specific example of when this may be used in a sport from page 3:</p>	

Knowledge of Performance

This form of feedback focusses on how well the athlete performed, including the quality of the movement and skills involved.

A 100m sprinter would use this feedback following a race qualifier. Their coach or video replays may identify to them that they did not have their arms at a 90-degree angle or use them to drive forwards. They could then correct their technique ahead of the final to improve their time and chances of winning.

Knowledge of Results

Knowledge of results focusses on the result at the end of the performance, or the outcome of the movement. This includes the performer's score, time or position at the end of the event.

A marathon runner would use this form of feedback throughout a race. They would use their split times for each mile to see if they are running at an appropriate pace for them to reach their desired times. This would inform them if they need to pace themselves or speed up.

Choose one of the above forms of feedback and give a specific example of when this may be used in a sport from page 3:



Quick Questions – Sports Psychology

1. Give a relevant sporting example of a movement which could be described as 'fluent'. (1)
2. Name and explain two other characteristics of skilful movement. (4)
3. Describe the environmental continuum. (4)
4. Discuss the placement of a hand stand on the difficulty continuum. (2)
5. Describe two reasons why it is important for athletes to set goals. (2)
6. State what the acronym SMART stands for in relation to goal setting. (5)
7. Set an appropriate SMART goal for a high jumper. (1)
8. With a sporting example, describe the mental preparation technique selective attention. (3)
9. State and explain two types of guidance which may be used by a gymnastics coach. (2)
10. List the six types of feedback used in sport. (6)

The Benefits of a Healthy Lifestyle

Exercise is a key part of living a healthy lifestyle. Living a healthy lifestyle can have many benefits on our health, fitness and well-being.

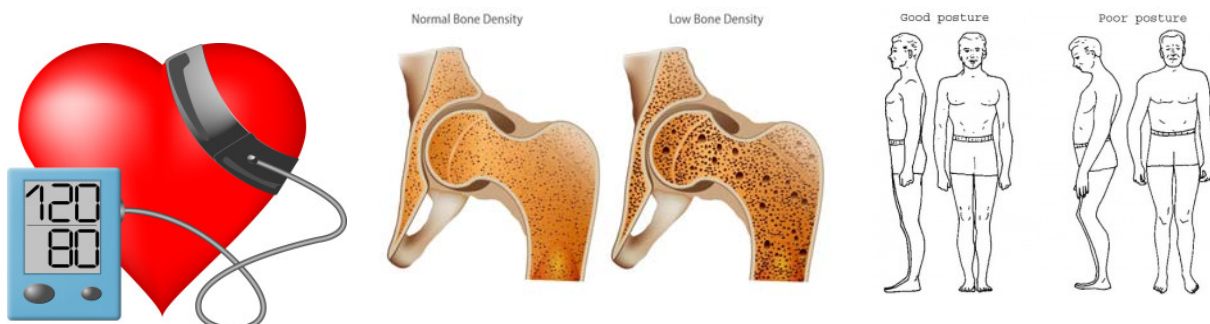
According the exam board (OCR):

Health is '*the state of emotional, physical and social well-being*'.

Fitness is '*the ability to meet the physical demands placed on you by the environment*'.

Well-being is '*the state of being comfortable, healthy or happy*'.

Physical Health Benefits of Exercise	
<p>Reduced risk of coronary heart disease</p> <p>Exercise can help improve the functioning of the heart and lungs, reducing the chance of CHD.</p>	<p>Leads to healthy blood pressure</p> <p>Exercise improves the efficiency of the body systems so that they can complete everyday tasks easier, putting less pressure on the heart and arteries, reducing blood pressure.</p>
<p>Prevents obesity</p> <p>Exercise can help people to lose weight and avoid obesity by ensuring energy is used and does not create fatty deposits.</p>	<p>Reduced risk of diabetes</p> <p>Exercise can reduce the risk of diabetes by keeping weight down, using up glucose and reducing the need for insulin.</p>
<p>Increased bone density</p> <p>Exercise increases the strength of the bones meaning they are less likely to be damaged during everyday activities.</p>	<p>Increased fitness levels</p> <p>Exercise increases fitness and provides more energy for everyday life.</p>
<p>Improved posture</p> <p>People who exercise are more likely to have good posture as exercise strengthens the core and back muscles. This alleviates back pain.</p>	



Emotional Health Benefits of Exercise	
<p>Increases self-esteem/confidence</p> <p>Completing or being successful in a sport or activity can lead to a sense of satisfaction. The person will feel better about themselves the more success they experience.</p>	<p>Reduces stress</p> <p>Exercise can allow a person to forget about the everyday stresses of life. These stresses may be released by doing yoga or boxing.</p>
<p>Improves image</p> <p>Exercise causes the body to release hormones which make you feel happier. It can also make you feel more confident about yourself and your appearance. An active person is more likely to have a good self-image where they feel they look good to others.</p>	

Social Health Benefits of Exercise	
<p>Can make new friends</p> <p>Exercise can help you to make new friends by meeting people also involved in the sport, such as team mates.</p>	<p>Makes you feel as though you belong to a group/team</p> <p>Exercise allows people to belong to a group or a team, for example a netball team, a jogging club or a weekly exercise class.</p>
<p>Reduces loneliness</p> <p>Exercise gives the person the opportunity to meet with others, this may be a sports team. Participation can lead to other interests and friendships beyond the activity.</p>	

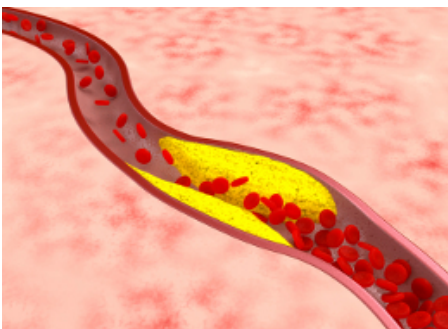
Choose a sport from page 3 and explain how participation in the sport could lead to one physical, one social and one emotional health benefit:

The Effects of a Sedentary Lifestyle

A sedentary lifestyle is a lifestyle that features little to no physical activity. This includes sitting, watching tv, using a computer, reading or playing computer games for most of the day with little to no vigorous physical exercise.

Living a sedentary lifestyle can contribute to many health conditions and preventable causes of death.

The Consequences of a Sedentary Lifestyle on Physical Health	
Increased risk of coronary heart disease A lack of exercise may lead to a build-up of fat in the arteries which could cause CHD.	Increased risk of high blood pressure Blood pressure is more likely to be raised due to increased pressure on the cardiovascular system.
Increased chance of obesity Without exercise any excess energy will be stored as fat increasing a person's weight, leading to many health problems.	Increased risk of diabetes Without exercise the body does not produce enough insulin and too much glucose remains in the blood.
Weaker bones and increased risk of damage An inactive person's bone density will not be as healthy and strong meaning they would be more liable to damage.	Poor fitness levels If you do not exercise you will tire more easily and be more likely to suffer muscle damage.
Poor posture Having poor posture can lead to muscle and skeletal damage which is associated with those who are inactive.	



The Consequences of a Sedentary Lifestyle on Emotional Health	
<p>Low self-esteem/confidence</p> <p>Inactive people may have low self-esteem because they lack energy and are more likely to be overweight.</p>	<p>Increased stress</p> <p>Someone who does not exercise may dwell on stresses as opposed to getting rid of them through sport.</p>
<p>Poor body image</p> <p>Inactive people can have a poor self-image. This can come from possibly being overweight or extremely underweight as a result of a lack of exercise.</p>	



The Consequences of a Sedentary Lifestyle on Social Health	
<p>Less chance to meet new friends</p> <p>A sedentary lifestyle can result in someone not going out as much which will give them less opportunities to make friends.</p>	<p>Increased isolation and loneliness</p> <p>Being inactive may result in having less people to talk to which can increase feelings of isolation and loneliness.</p>



The Components of a Balanced Diet

A balanced diet is 'a diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals and water necessary to maintain good health.'

There are seven components of a balanced diet:

Carbohydrates

Function: Carbohydrates provide the energy to exercise. There are two types of carbohydrates, complex and simple. Complex carbohydrates should be favoured as they provide slow release, long lasting energy. Simple carbohydrates provide the body with immediate energy but can be stored as fat.

Foods where it is found: Complex carbohydrates (starch) – rice, bread, pasta, bananas and potatoes. Simple carbohydrates (sugars) – cakes, biscuits and fruit.

Sporting example: A footballer would ensure they consume carbohydrates such as pasta prior to performance. This will provide them with long lasting energy allowing them to run up and down the pitch without tiring for the full duration of the game.



Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Protein

Function: Protein is an essential nutrient that allows the muscles and body tissues to grow and repair. It can also provide energy when the body's fat and carbohydrates stores are depleted.

Foods where it is found: Meat, poultry, fish, eggs, dairy products, lentils, beans and nuts.

Sporting example: A weight lifter would consume protein in the form of meat and eggs between training sessions. The protein will allow the muscle tissues to grow and repair, helping the weight lifter to become stronger and lift heavier weights.



Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Fats

Function: Fats are important as they provide us with energy and keep us warm. They are used for energy when stores of carbohydrates run low but are released very slowly so are only suitable for endurance athletes.

Foods where it is found: Butter, nuts, cheese, meat and treats.

Sporting example: A marathon runner would consume fats in the form of nuts to provide them with slow release energy, this will benefit them in the last few miles of the race when their energy stores are low. These will allow them to continue exercising at a high intensity late on into the race and get a good time.



Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Vitamins

Function: Vitamins are vital in keeping the body functioning well and preventing disease. Each of the 13 vitamins has a specific function, for example vitamin A maintains good eye sight and vitamin C helps to heal wounds.

Foods where it is found: Fruit, vegetables, eggs and milk.

Sporting example: An archer would ensure they consume lots of fruit and vegetables featuring vitamin A to aid their eye sight. This will benefit them as they will be able to see the target clearly and be more likely to produce an accurate shot.



Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Minerals

Function: Minerals such as iron and calcium are vital in allowing the body to function correctly. Minerals increase the efficiency of carrying oxygen to the muscles and allow the muscles to contract repeatedly.

Foods where it is found: Meat, vegetables, cheese and milk.

Sporting example: A shot put thrower would ensure that they consume minerals in their diet. They would get these from meat, vegetables and dairy products. Consuming calcium will benefit their performance as by strengthening their bones they will be able to exert more force and push the shot further.



Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Fibre

Function: Fibre is required to keep the digestive system working smoothly. It also prevents constipation.

Foods where it is found: Bread, oats, brown rice and vegetables.



Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Water

Function: The human body is 75% water. We lose water during exercise through sweating and breathing and this must be replaced. If this is not replaced then dehydration could occur which can be extremely dangerous. The symptoms of dehydration include headaches, tiredness and a lack of concentration.

Foods where it is found: Water, other liquids and fruit.



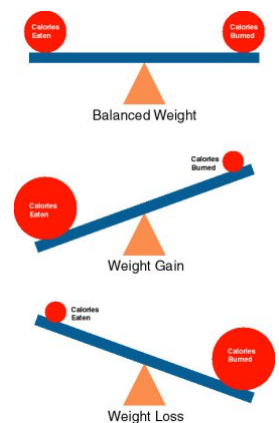
Give a sporting example of a sports person from page 3 who may consume this component and explain why:

Calorie Intake and Energy Balance

To stay the same weight the calories we take in **must equal** the calories we burn.

A person with a more active lifestyle will need greater supplies of energy and so will 'burn' a larger number of calories each day.

A person with a sedentary lifestyle will need fewer calories.



Quick Questions – Health, Fitness and Well-being

1. Define the term 'health'. (1)
2. Name and explain a physical health benefit of exercise. (2)
3. Name and explain a social health benefit of exercise. (2)
4. Name and explain a consequence on physical health as a result of a sedentary lifestyle. (2)
5. Name and explain a consequence on emotional health as a result of a sedentary lifestyle. (2)
6. Name the 7 components of a balanced diet. (7)
7. With a relevant sporting example, explain the function of protein. (2)
8. Suggest a nutrient that could be consumed by a golfer to benefit their performance, explain why. (2)
9. State the effects of dehydration on the body. (2)