

<p>Paper 1: Socio-cultural Influences What's assessed</p> <ul style="list-style-type: none"> • Sports Psychology Socio-Cultural differences Health, Fitness and Well-being • Use of data <p>Command words (within exam questions)</p> <p>Compare Identify similarities and or differences.</p> <p>Discuss Present key points about different ideas or strengths and weaknesses of an idea.</p> <p>Evaluate Judge from available evidence.</p> <p>Justify Support a case with evidence.</p> <p>Remember: Define key terms, consider their effectiveness, provide an example to support this, are there any weaknesses – again provide an example to support this? What other key term could be considered?</p>	<p>Skill and ability. Definitions of skill and ability.</p> <p>Skill classifications. Basic definition of the following skill classifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> basic/complex <input type="checkbox"/> open/closed <input type="checkbox"/> self-paced/externally paced <input type="checkbox"/> gross/fine. <p>Justify the appropriate classifications in relation to sporting examples. The justifications must include reasoned judgements.</p> <p>Goal setting and SMART targets Basic definitions of the following types of goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> performance goals (personal performance/no social comparison) <input type="checkbox"/> outcome goals (winning/ result). <p>Appropriate performance and/or outcome targets for sporting examples.</p> <p>SMART targets of goal setting, which are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific <input type="checkbox"/> measureable <input type="checkbox"/> accepted <input type="checkbox"/> realistic <input type="checkbox"/> time bound. 	<p>Basic information processing model.</p> <p>The role of each stage (input, decision making, output and feedback) of the model.</p> <p>Input – information from the display (senses), selective attention.</p> <p>Decision making – selection of appropriate response from memory.</p> <p>Output – information sent to muscles to carry out the response.</p> <p>Feedback – received via self (intrinsic) and/or others (extrinsic).</p> <p>Draw (in a box format) and/or explain the stages of a basic model of information processing.</p> <p>Students should be taught to apply the basic information processing model to skills from sporting examples.</p> <p>Students should differentiate between the use of short term memory and long term memory. This should be in a box and a written format.</p>	<p>Guidance and Feedback Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers. Evaluation of the use of the following types of guidance with specific links to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual (seeing) <input type="checkbox"/> verbal (hearing) <input type="checkbox"/> manual (assist movement – physical) <input type="checkbox"/> mechanical (use of objects/ aids). <p>Justify which types of guidance are appropriate for beginners and/or elite level performers. This should include examples of how the guidance can be given, eg visual via demonstration.</p> <p>Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers. Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> positive/negative <input type="checkbox"/> knowledge of results/knowledge of performance <input type="checkbox"/> extrinsic/intrinsic. <p>Students need to know what each type of feedback entails and be able to choose and justify which types of feedback are appropriate for beginners and/or elite level performers.</p>
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<p>Arousal and the Inverted – U Theory Definition of arousal.</p> <p>The shape of the ‘inverted-U’ placed appropriately in a graph depicting y axis (performance level – low to high) and x axis (arousal level – low to high). Students should know how to draw an inverted- U graph with both x and y axis appropriately labelled.</p> <p>Describe the inverted-U graph. The relationship between arousal level and performance level, eg when under aroused, performance level is low/under or over arousal causing low performance levels. How optimal arousal levels vary according to the skill being performed in a physical activity or sport. Link appropriate arousal level (high/low) to gross/fine skills in sporting actions. Link skills (not sports) to an appropriate arousal level, eg a tackle in rugby will need a high arousal level. How arousal can be controlled using stress management techniques before or during a sporting performance Knowledge of the following stress management techniques: <input type="checkbox"/> deep breathing <input type="checkbox"/> mental rehearsal/visualisation/imagery <input type="checkbox"/> positive self-talk.</p>	<p>Aggression and Personality types Understand the difference between direct and indirect aggression with application to specific sporting examples. Definition of direct and indirect aggression. Students should know the meaning of the terms direct and indirect aggression, and be able to suggest examples of direct/ indirect aggression in sport. Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types. Students should focus on the characteristics of personality types and the link to sporting choice. Characteristics of an introvert: <input type="checkbox"/> shy/quiet <input type="checkbox"/> thoughtful <input type="checkbox"/> enjoy being on their own/ loner.</p> <p>Tend to play individual sports when: <input type="checkbox"/> concentration/precision (fine skill) is required <input type="checkbox"/> low arousal is required.</p> <p>Characteristics of an extrovert: <input type="checkbox"/> enjoy interaction with others/sociable/aroused by others <input type="checkbox"/> enthusiastic/talkative</p> <p><input type="checkbox"/> prone to boredom when isolated/by themselves.</p> <p>Tend to play team sports when: <input type="checkbox"/> there is a fast pace</p>	<p>Motivation Definition of intrinsic and extrinsic motivation, as used in sporting examples. Intrinsic is from within – for pride/self-satisfaction/personal achievement. Extrinsic is: <input type="checkbox"/> from another source/person <input type="checkbox"/> tangible – certificates/ trophies, medals <input type="checkbox"/> intangible – praise/ feedback/applause.</p> <p>Students should be able to explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples. Evaluation of the merits of intrinsic and extrinsic motivation in sport.</p> <p>Link to the box above: <input type="checkbox"/> intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. <input type="checkbox"/> performer can become reliant on extrinsic. Intrinsic is more likely to lead to continued effort and participation. <input type="checkbox"/> extrinsic rewards may result in feelings of pride/self-satisfaction.</p>	<p>Engagement patterns of different social groups and the factors affecting participation. engagement patterns in physical activity and sport can differ between different social groups. Understand factors that contribute to engagement patterns in the following social groups: <input type="checkbox"/> gender <input type="checkbox"/> race/religion/culture <input type="checkbox"/> age <input type="checkbox"/> family/friends/peers <input type="checkbox"/> disability.</p> <p>Students should be taught to make links between the following factors and their relevance to engagement patterns of the groups above: <input type="checkbox"/> attitudes <input type="checkbox"/> role models <input type="checkbox"/> accessibility (to facilities/clubs/ activities) <input type="checkbox"/> media coverage <input type="checkbox"/> sexism/stereotyping <input type="checkbox"/> culture/religion/ religious festivals <input type="checkbox"/> family commitments <input type="checkbox"/> available leisure time <input type="checkbox"/> familiarity <input type="checkbox"/> education <input type="checkbox"/> socio-economic factors/ disposable income <input type="checkbox"/> adaptability/ inclusiveness.</p>
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<p>Students should be able to explain how these techniques are carried out.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> concentration may need to be low <input type="checkbox"/> gross skills are used. 		
<p>Commercialisation Definition of commercialisation. Links should be made to the relationship between sport, sponsorship and the media. Types of sponsorship and the media. Definitions of sponsorship and the media. Types of sponsorship: <input type="checkbox"/> financial <input type="checkbox"/> clothing and equipment, including footwear <input type="checkbox"/> facilities. <input type="checkbox"/> Types of media: <input type="checkbox"/> television <input type="checkbox"/> radio <input type="checkbox"/> the press <input type="checkbox"/> the internet <input type="checkbox"/> social media. Positive and negative impacts of sponsorship and the media. The positive and the negative impacts of commercialised activity (sponsorship and the media) on the following: <input type="checkbox"/> performer <input type="checkbox"/> sport <input type="checkbox"/> official <input type="checkbox"/> audience/spectator <input type="checkbox"/> sponsor/company. justify why the impact is positive and/or negative. They should be encouraged to provide reasoned conclusions to their justifications.</p>	<p>Positive and negative impacts of technology. The positive and the negative impacts of technology on the following: <input type="checkbox"/> performer <input type="checkbox"/> sport <input type="checkbox"/> official <input type="checkbox"/> audience/spectator <input type="checkbox"/> sponsor/company.</p> <p>Students should be taught to justify why the impact is positive and/or negative. Teaching should make students aware of examples of technology used in sport (eg Hawkeye, Television Match Official). However, the focus should be on technology generically, not on specific types of technology (eg Hawkeye, Television Match Official). Use examples but the mechanics of the examples will not be required in the examination(s).</p>	<p>Conduct of performers and PED's Definitions of the following terms: <input type="checkbox"/> etiquette <input type="checkbox"/> sportsmanship <input type="checkbox"/> gamesmanship <input type="checkbox"/> contract to compete. <input type="checkbox"/> Students should be taught sporting examples of these terms.</p> <p>Prohibited substances. Categories of prohibited substances, including the basic positive effects and negative side effects: <input type="checkbox"/> stimulants narcotic analgesics <input type="checkbox"/> anabolic agents <input type="checkbox"/> peptide hormones (EPO) <input type="checkbox"/> diuretics. Prohibited substances (blood doping). Teaching should focus on how blood doping occurs and the effects/side effects of doing it. Blood doping involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injected just before competition. Blood doping leads to increased red blood cell count, which benefits endurance athletes. Side effects can be: <input type="checkbox"/> thickening of blood (viscosity) <input type="checkbox"/> potential infection <input type="checkbox"/> potential for heart attack <input type="checkbox"/> embolism (blockage of vessel). Drugs subject to certain restrictions (beta blockers).</p>	<p>Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples. Stimulants – alertness. Narcotic analgesics – pain killers from over training. Anabolic agents – muscle mass. Diuretics – lose weight. Peptide hormones – oxygen carrying capacity. Blood doping – oxygen carrying capacity. Beta blockers – for fine motor control Students should be taught to understand in which sports performers may decide to use PEDs, with varying examples.</p> <p>The advantages and disadvantages of taking PEDs for the performer. Advantages include: <input type="checkbox"/> increased chances of success <input type="checkbox"/> fame <input type="checkbox"/> wealth <input type="checkbox"/> level playing field.</p> <p>Disadvantages include: <input type="checkbox"/> cheating/immoral <input type="checkbox"/> associated health risks <input type="checkbox"/> fines <input type="checkbox"/> bans <input type="checkbox"/> reputational damage. Teaching should focus on the performer only and deal with generic</p>

		<p>Beta blockers are taken to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reduce heart rate, muscle tension and blood pressure <input type="checkbox"/> reduce the effects of adrenaline <input type="checkbox"/> improve fine control/ preciseness. <input type="checkbox"/> Side effects can lead to: <ul style="list-style-type: none"> <input type="checkbox"/> nausea <input type="checkbox"/> weakness <input type="checkbox"/> heart problems. <p>Beta blockers should be prescribed by a medical</p>	<p>advantages/ disadvantages for sports performers.</p> <p>The disadvantages to the sport/event of performers taking PEDs.</p> <p>Disadvantages include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reputation <input type="checkbox"/> credibility. <p>Teaching should focus solely on the disadvantages to sport generically.</p>
<p>Spectator behaviour (the positive and the negative effects of spectators at events).</p> <p>The positive influence of spectators at matches/ events:</p> <ul style="list-style-type: none"> <input type="checkbox"/> creation of atmosphere <input type="checkbox"/> home-field advantage (for home team/individuals). <p>The negative influence of spectators at matches/events:</p> <ul style="list-style-type: none"> <input type="checkbox"/> negative effect on performance as a result of increased pressure <input type="checkbox"/> potential for crowd trouble/hooliganism <input type="checkbox"/> safety costs/concerns <input type="checkbox"/> negative affect on participation numbers amongst younger performers. 	<p>Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people.</p> <p>Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, well-being and fitness.</p> <p>Physical health and well-being:</p> <ul style="list-style-type: none"> <input type="checkbox"/> improves heart function <input type="checkbox"/> improves efficiency of the body systems <input type="checkbox"/> reduces the risk of some illness <input type="checkbox"/> able to do everyday tasks <input type="checkbox"/> to avoid obesity. <p>Mental health and well-being:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reduces stress/tension 	<p>Obesity and how it may affect performance in physical activity and sport.</p> <p>definition of obesity.</p> <p>Knowledge should be developed to explore how obesity may affect performance in physical activity and sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> limits stamina/ cardiovascular endurance <input type="checkbox"/> limits flexibility <input type="checkbox"/> limits agility <input type="checkbox"/> limits speed/power. <p>Causes ill health (physical):</p> <ul style="list-style-type: none"> <input type="checkbox"/> cancer <input type="checkbox"/> heart disease/heart attacks <input type="checkbox"/> diabetes <input type="checkbox"/> high cholesterol. 	<p>Energy use and Nutrition</p> <p>Energy is measured in calories (Kcal) and is obtained from the food we eat.</p> <p>The average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/day but this is dependent upon:</p> <ul style="list-style-type: none"> <input type="checkbox"/> age <input type="checkbox"/> gender <input type="checkbox"/> height <input type="checkbox"/> energy expenditure (exercise). <p>Nutrition – reasons for having balanced diet.</p> <p>develop the concept that there is no food that contains all the nutrients the body needs.</p> <p>A balanced diet contains lots of different types of food to provide the</p>

<p>advantages and disadvantages on sport generically but should be applied to varying examples.</p> <p>Reasons why hooliganism occurs. Reasons for hooliganism:</p> <ul style="list-style-type: none"> <input type="checkbox"/> rivalries <input type="checkbox"/> hype <input type="checkbox"/> fuelled by alcohol/drugs <input type="checkbox"/> gang culture <input type="checkbox"/> frustration (eg at official's decisions) <input type="checkbox"/> display of masculinity. <p>Focus should remain on these reasons although students can develop other reasons deemed justifiable.</p> <p>Strategies employed to combat hooliganism/ spectator behavior. Strategies include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> early kick-offs <p>all-seater stadia</p> <ul style="list-style-type: none"> <input type="checkbox"/> segregation of fans <input type="checkbox"/> improved security <input type="checkbox"/> alcohol restrictions <input type="checkbox"/> travel restrictions/banning orders <input type="checkbox"/> education/promotional activity/campaigns and high profile endorsements. <p>Students should be taught to evaluate the effectiveness of these strategies, eg high costs of security versus safety of spectators. Reasoned conclusions should be made to justify thinking.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> release of feel good hormones (serotonin) <input type="checkbox"/> able to control emotions. <p>Social health and well-being:</p> <ul style="list-style-type: none"> <input type="checkbox"/> opportunities to socialise/make friends <input type="checkbox"/> cooperation <input type="checkbox"/> teamwork <input type="checkbox"/> have essential human needs (food, shelter, clothing). <p>Fitness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> improves fitness <input type="checkbox"/> reduces the chances of injury <input type="checkbox"/> can aid in the physical ability to work, eg on your feet all day/manual labour. <p>The consequences of a sedentary lifestyle. Teaching should encompass the definitions of sedentary and lifestyle. Students should be encouraged to explain the possible consequences of a sedentary lifestyle:</p> <ul style="list-style-type: none"> <input type="checkbox"/> weight gain/obesity <input type="checkbox"/> heart disease <input type="checkbox"/> hypertension <input type="checkbox"/> diabetes <input type="checkbox"/> poor sleep <p>poor self-esteem</p> <ul style="list-style-type: none"> <input type="checkbox"/> lethargy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Causes ill health (mental): <input type="checkbox"/> depression <input type="checkbox"/> loss of confidence. <p>Causes ill health (social):</p> <ul style="list-style-type: none"> <input type="checkbox"/> inability to socialise <input type="checkbox"/> inability to leave home. <p>Somatotypes. Definitions of the following body types:</p> <ul style="list-style-type: none"> <input type="checkbox"/> endomorph <input type="checkbox"/> mesomorph <input type="checkbox"/> ectomorph. <p>Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice with reasoned conclusions.</p>	<p>suitable nutrients, vitamins and minerals required.</p> <p>The reasons for a balanced diet:</p> <ul style="list-style-type: none"> <input type="checkbox"/> unused energy is stored as fat, which could cause obesity (particularly saturated fat) <input type="checkbox"/> suitable energy can be available for activity <input type="checkbox"/> the body needs nutrients for energy, growth and hydration. <p>Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals. A balanced diet contains 55–60% carbohydrate, 25–30% fat, 15–20% protein.</p> <p>Carbohydrates are the main and preferred energy source for all types of exercise, of all intensities. Fat is also an energy source. It provides more energy than carbohydrates but only at low intensity. Protein is for growth and repair of muscle tissue. Vitamins and minerals are for maintaining the efficient working of the body systems and general health. Students do not need to be taught about specific vitamins and minerals.</p> <p>Reasons for maintaining water balance (hydration).</p> <p>definition of dehydration. Water balance (hydration) prevents dehydration. Teaching should develop understanding of the consequences of dehydration:</p>
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