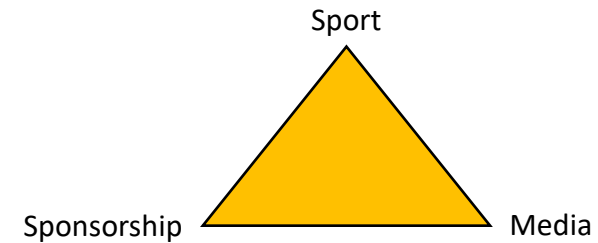


GCSE PE Knowledge organiser: Socio-cultural issues

| Factors influencing participation | |
|-----------------------------------|---|
| gender | Can affect opportunities for example there are less girls rugby clubs than there are for boys |
| age | Younger people may not be able to transport or pay for themselves, older people may have health issues |
| socio-economic | Some families may not be able to afford or transport their children to expensive sports activities |
| ethnicity | Can influence sports that are played e.g. cricket, racist abuse can discourage people from playing |
| disability | Some sports facilities are not accessible, disability sport is on the rise and there are more opportunities |
| discrimination | Treating someone differently because of factors such as age, race or gender |
| education | Some schools give more access to opportunities than others through clubs and activities |
| friends and family | If friends or family play then you are more likely to play sport too |
| opportunity | Some areas have more leisure centres and facilities than other areas |
| environment | Some areas are closer to facilities than others e.g. surfing is not accessible in Leeds |
| work commitments | Older people may have work commitments which prevent them from taking part in exercise |
| media coverage | Some sports have less media coverage than others which will not entice people to try the sport |
| role models | People from some backgrounds are not as well represented in the media as others, this can affect motivation |

| Commercialism of Sport | |
|------------------------|---|
| commercialism | The use of sport to make a profit |
| sponsorship | Organisations giving money or goods to individuals in exchange for advertising their products |
| media | Includes social media, digital media and the written press |
| golden triangle | The interdependent relationship between sport, sponsorship and the media |



| Ethics in Sport | |
|--------------------------|--|
| sportsmanship | Playing and abiding by the rules, winning and losing graciously |
| gamesmanship | The use of dubious, but not illegal, methods to win or gain an advantage |
| deviance | Deliberately breaking the rules of a sport, or cheating |
| violence | A deliberate act of aggression with the intention to harm |
| anabolic steroids | Mimics testosterone, increases muscle mass, strength and power. Lots of side effects |
| beta blockers | Reduce steadiness and heartrate, can cause depression |
| stimulants | Increases alertness and heart rate, can cause insomnia |

GCSE PE knowledge organiser: Exam 2 – Sport psychology

| Skilful movements and classification of skills | |
|--|--|
| skilful movements | A pre-determined movement that is fluent, coordinated, efficient, accurate and aesthetically pleasing. |
| pre-determined | The performer knows what they are doing |
| efficient | No time is wasted |
| coordinated | All sections / sub-routines fit together |
| fluent | The routine flows and is smooth |
| aesthetic | The movement looks good |
| difficulty continuum | The more thought / judgements made, the more complex the skill |
| simple | A skill that is easy to execute, may be autonomous, needs little thought or planning |
| complex | Needs full focus, difficult to perform, may be learnt in phases, much practice needed |
| environmental continuum | The more the skill is affected by the environment the more open the skill becomes |
| open | Found in team games, adapts based on the playing environment such as team mates, opponents and weather |
| closed | No affected by external factors, has a definite start and end point, self-paced |

| Guidance | |
|-------------------|--|
| visual | Show the skill you want to perform / learn / execute on a demonstration or video |
| verbal | Tell the performer what you want them to do by giving them instructions |
| manual | Coach and performer working together to give physical support |
| mechanical | Use of a device to support the performer |

| Goal setting | |
|-------------------|--|
| specific | Have a clear, detailed goal or target |
| measurable | Can it be measured, tested or timed |
| achievable | Is it possible for that person and their ability |
| recorded | Allowing the progress to be measured |
| timed | Sets an end point and gives a target to aim for |

| Mental preparation | |
|----------------------------|---|
| imagery | Used to calm the nerves, take your mind somewhere else, somewhere relaxing |
| selective attention | Focus on only the important aspects, no distractions |
| positive thinking | Positive self-talk, I can do it |
| mental rehearsal | Internal by visualising yourself doing the activity or external watching yourself perform the skill |

| Feedback | |
|---------------------------------|---|
| feedback | Given with the aim of improving the performance of a skill |
| intrinsic | Self feedback from the athlete, how they feel about how they played, how a movement felt |
| extrinsic | External feedback given by a coach during or after the activity |
| knowledge of results | At the end (terminal) evaluates performance in a game or outcome of a race. |
| knowledge of performance | How well the performer has played or executed the skill |
| positive | Praise given for a positive result for a team or individual |
| negative | When a performance or result does not go to plan you are told what is wrong and how you can improve |

GCSE PE Knowledge organiser: Exam 2 – Health, fitness and wellbeing

| Health, fitness and wellbeing | |
|-------------------------------|---|
| health | A state of complete mental, physical and social wellbeing not just the absence of disease or injury |
| fitness | The ability to meet the demands of the environment |
| wellbeing | A feel of being contented, happy, prosperous and healthy |
| sedentary | Being inactive |
| physical | Related to the body |
| emotional | Related to the mind |
| social | Related to interacting with others |

| Vitamins | |
|------------------|--|
| Vitamin A | For good vision, found in milk and cheese |
| Vitamin B | To help carbohydrates release energy found in nuts and meats |
| Vitamin C | For healthy gums and teeth, found in citrus fruits |
| Vitamin D | For healthy bones, found in milk, fish and eggs |
| Vitamin E | For growth, found in cereals |

| Nutrients in sport | |
|----------------------|--|
| balanced diet | The correct proportions of each nutrient to provide enough energy |
| protein | Repairs and rebuilds damaged tissue, found in meat, fish and poultry |
| carbohydrates | Main source of energy, found in bread and potatoes |
| fibre | Aids digestion and removing waste, found in fruits and cereals |
| fats | Provides slow release energy, found in butter, cheese and nuts |
| water | Helps to avoid dehydration |
| vitamins | Found in fruits and vegetables, need for healthy skin, bones and teeth |
| minerals | A solid, naturally occurring inorganic substance |
| macronutrient | A food type required in large amounts such as carbohydrates |
| micronutrient | A food type required in small (or trace) amounts |

| Minerals | |
|------------------|---|
| calcium | For strong bones, found in dairy |
| sodium | For blood pressure, found in salt |
| potassium | For heart function, found in bananas |
| zinc | For healing, an example of a micronutrient |
| iron | For supporting red blood cells to carry oxygen, found in the red meat |