TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – COMPONENT 2/PAPER 2 SPECIFICATION

Pearson Edexcel GCSE
Physical Education (2016)

Component 2: Health and Performance (*Component code: 1PE0/02)
Written examination: 1 hour and 15 minutes ***24% of the qualification*** ***60 marks***
Content overview • Topic 1: Health, fitness and wellbeing • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data
Assessment overview The assessment consists of multiple-choice, short-answer, long-answer and one extended writing questions. Section A Questions are focused on Topic 1: Health, fitness and well-being. Section B Questions are focused on Topic 2: Sport psychology and Topic 3: Socio-cultural influences. Section C One extended-response question related to Topic 2: Sport psychology and Topic 3: Socio-cultural influences. Topic 4: Use of data is embedded throughout the paper where appropriate. Students must answer all questions. Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 7: Calculators*.

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Topic 1: Health, fitness and wellbeing

Subject content		What students need to learn	
In this topic students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing through the following content.			
1.1	**Physical, emotional and social health, fitness and wellbeing**	1.1.1	Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved
		1.1.2	Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved
		1.1.3	Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved
		1.1.4	Impact of fitness on wellbeing: positive and negative health effects
		1.1.5	How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual
		1.1.6	Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)
		1.1.7	Positive and negative impact of lifestyle choices on health, fitness and wellbeing, e.g. the negative effects of smoking (bronchitis, lung cancer)
1.2	**The consequences of a sedentary lifestyle**	1.2.1	A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness
		1.2.2	Interpretation and analysis of graphical representation of data associated with trends in physical health issues
1.3	**Energy use, diet, nutrition and hydration**	1.3.1	The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport
		1.3.2	The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes
		1.3.3	The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports
		1.3.4	The factors affecting optimum weight: sex, height, bone structure and muscle girth
		1.3.5	The variation in optimum weight according to roles in specific physical activities and sports
		1.3.6	The correct energy balance to maintain a healthy weight
		1.3.7	Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport

Topic 2: Sport psychology

Subject content		What students need to learn	
In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through the following content.			
2.1	**Classification of skills (basic/ complex, open/closed)**	2.1.1	Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua
		2.1.2	Practice structures: massed, distributed, fixed and variable
		2.1.3	Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills
2.2	**The use of goal setting and SMART targets to improve and/or optimise performance** 	2.2.1	The use of goal setting to improve and/or optimise performance
		2.2.2	Principles of SMART targets (specific, measureable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance
		2.2.3	Setting and reviewing targets to improve and/or optimise performance
2.3	**Guidance and feedback on performance**	2.3.1	Types of guidance to optimise performance: visual, verbal, manual and mechanical
		2.3.2	Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels
		2.3.3	Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal
		2.3.4	Interpretation and analysis of graphical representation of data associated with feedback on performance
2.4	**Mental preparation for performance**	2.4.1	Mental preparation for performance: warm up, mental rehearsal

Topic 3: Socio-cultural influences

Subject content		What students need to learn	
In this topic students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content.			
3.1	**Engagement patterns of different social groups in physical activity and sport**	3.1.1	Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability
		3.1.2	Interpretation and analysis of graphical representation of data associated with trends in participation rates
3.2	**Commercial-isation of physical activity and sport**	3.2.1	The relationship between commercialisation, the media and physical activity and sport
		3.2.2	The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator
		3.2.3	Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport
3.3	**Ethical and socio-cultural issues in physical activity and sport**	3.3.1	The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level
		3.3.2	Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport

Topic 4: Use of data

Subject content		What students need to learn	
In this topic students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics.			
4.1	**Use of data**	4.1.1	Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport
		4.1.2	Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods
		4.1.3	Present data (including tables and graphs)
		4.1.4	Interpret data accurately
		4.1.5	Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport

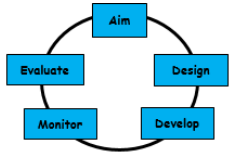
TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 1.1.1-7: PHYSICAL, EMOTIONAL, SOCIAL HEALTH

Health is defined as: A state of complete **emotional, physical** and **social** wellbeing and not merely the absence of disease.

Physical Health	
Benefits of regular exercise	**Achieved health benefits**
Burn calories	Reduce chance of obesity
Strengthen bones	Reduced chance of osteoporosis
Reduces blood pressure and cholesterol	Reduced chance of stroke and CHD
Negative effects of training on physical health	
Over exertion can cause an increase in blood pressure which can lead to a heart attack or stroke. Overuse injuries such as tennis elbow may prevent you from taking part in physical activity.	
Emotional Health	
Benefits of regular exercise	**Achieved health benefits**
Takes your mind off your problems	Relieve stress
Increases serotonin levels	Feel better and prevent depression
Can be enjoyable and fun	Reduce boredom
Can provide a challenge	Provide competition
Can make you feel part of something	Can improve confidence and self esteem
Can involve watching skilful performances	Aesthetic appreciation
Negative effects of training on emotional health	
An injury can lead to depression as they may not be able to train. Sport can lead to frustration, anxiety and anger if emotions are not controlled	
Social Health	
Regular exercise allows us to meet new people and make new friends	
Regular exercise allows us to meet and socialise with our current friends	
Regular exercise can improve our cooperation skills	
Negative effects of training on emotional health	
Some performers may spend too much time training and less time with their families. Thus could be due to an elite performer needing to train or someone obsessed with training	

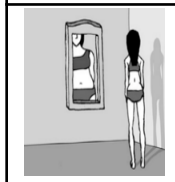
A training programme requires:

- Planning (aims and design)
- Developing
- Monitoring
- Evaluating



Aim	A clear aim is needed to ensure you know what you want to improve and you create a personal exercise programme (PEP)
Design	Once you have an aim you can plan your PEP using the various principles of training. E.g. Improve speed using interval training
Develop	Once you have started your PEP it can be developed as long as the aim is still the same. E.g. increase training by 10 minutes
Monitor	The PEP should be monitored so necessary adjustments can be made. E.g. if sessions are getting too easy increase the intensity
Evaluate	It is important the PEP is evaluated regularly. E.g. you may have met the initial aim in the first couple of weeks so you may set another aim

Lifestyle choices 1. Diet



Anorexia
Eating disorder where a person keeps their weight as low as possible.
Effect on performance:
Little energy, tired easily, very weak, poor fitness

Obesity
Describes a person that is very overfat. Can lead to many health problems.
Effect on performance
May prevent strenuous activity, tired easily, lack of mobility, joint problems

Diseases caused by a lack of nutrients
Rickets – Vitamin D
Scurvy – Vitamin C
Osteoporosis - calcium

2. Work/Rest/Sleep Balance Level
Lack of sleep can lead to tiredness.
The Government recommends teenagers get 8 to 10 hours sleep per night. Does your lifestyle prevent you from getting the right balance between work, rest and sleep?

3. Activity level
The Government recommends that 5 – 18-year olds get one hour of exercise every day. Four days doing cardiovascular, three days improving muscle and bone growth.
Recap benefits of physical exercise on the: Cardiovascular, respiratory, muscular & skeletal System

Alcohol	
Negative effects on health	**Negative effects on performance**
• Heart failure • Increase in blood pressure • Increased weight • Liver disease & cancer	• Slower reaction times • Less mobile due to excess weight • Loss of coordination • Loss of concentration
Smoking	
Negative effects on health	**Negative effects on performance**
• Stroke • Bronchitis • Heart disease • Blood clots • Emphysema • Lung cancer	• Causes breathlessness • Reduces oxygen carrying capacity Smoking reduces the elasticity of the alveoli. Lung volume decreases so less oxygen can get to the working muscles. This will affect performance in aerobic activities

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 1.2.1-2: CONSEQUENCES OF SEDENTARY LIFESTYLE

Sedentary lifestyle = A lifestyle is a lifestyle where there is little or no exercise
A sedentary lifestyle is doing less than 30 minutes physical activity per week. Sedentary behaviour refers to activities that use little energy such as watching Tv, playing computer games or sitting down. It is reported that British people on average sit for nearly 9 hours per day.

More People leading a Sedentary Lifestyle

Why?

- More people use cars and public transport than cycle or walk
- More jobs are computer based and are therefore sedentary
- Large amount of time at home is spent sitting playing computer games and watching TV
- Large amount of time at school or work is spent sitting

Health risk	Explanation
Obesity	Due to inactivity and a reduction in metabolic rate
Depression	Being overweight or obese can lead to poor self-esteem and lack of confidence
Osteoporosis	Due to lack of weight bearing exercise
Poor muscle tone & posture	Due to inactivity muscles are weak
Type 2 diabetes	Being overweight can increase the risk of developing type 2 diabetes
Heart disease and stroke	High blood pressure and cholesterol increase the risk of a heart attack and a stroke

Impact on sedentary Lifestyle on weight

Overweight
The term overweight means you weigh more than the expected weight for your height and sex
You can be overweight but not over fat. Elite athletes may be overweight due to muscle girth and bone density
Being overweight it not harmful unless it is accompanied with being overfat

Overfat
The term overfat means you have more body fat than you should have
It is possible to be overfat but not overweight, Inactive people may have little muscle girth and a low bone density
Being overfat can lead to health problems such as: high blood pressure and high cholesterol levels

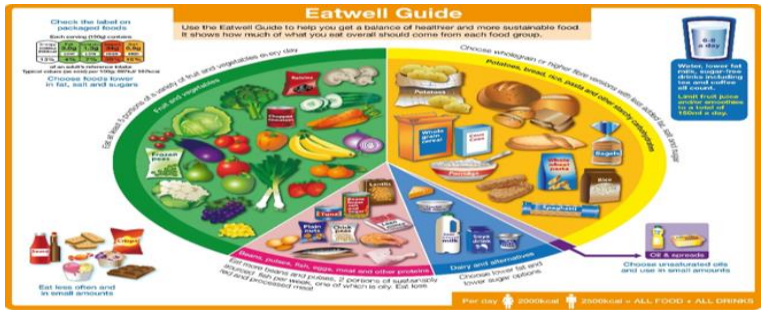
Obese
The term obesity is used tom describe people who are very overfat
Body fat has increased to a level that is seriously unhealthy
High levels of body fat can lead to: mobility issues, lack of flexibility, stress on bones and joints, heart disease, type 2 diabetes, depression and a low self-esteem

The Impact on sustained involvement in physical activity
Health problems such as heart disease will prevent you from taking part in strenuous exercise
If you become too tired, immobile, or have difficulty walking or running, this will affect your ability to take part in physical activity

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 1.3.1-7: DIET AND ENERGY BALANCE

Balanced diet – Eating the right foods in the right amounts. This will allow us to exercise and work properly

Varied diet - If we don't eat a variety of foods in the correct proportions, we won't get all the nutrients we need to make up a balanced diet



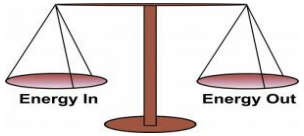
Variety is important to get all the necessary nutrients. There are seven nutrients.

- *Carbohydrates*
- *Fats*
- *Proteins*
- *Vitamins*
- *Minerals*
- *Fibre*
- *Water*

Energy Balance

The energy balance makes sure the calories we take in is equal to the number of calories we expend.

- If we take in more calories, we will gain weight
- If we take in too little calories, we will lose weight
- We need to have a balance so we have the correct nutrients for energy



Optimum Weight

Bone Structure
Some people have longer and wider bones which will make them heavier, this is important for contact sports such as: rugby and football

Height
How tall you are will affect your weight, height is important for activities and sports such as: basketball and high jump

Sex
Male tend to be heavier than females. This provides men with an advantage in activities that require speed and power. Females and males compete separately such as athletics and rugby

Muscle Girth
People with bigger muscles weigh more. Bigger muscles are an advantage in events that require speed and power such as: sprinters and power lifters

Dietary Manipulation

Protein intake:
Protein should be consumed as soon as possible after exercise; this increases protein synthesis and therefore muscle growth. This is used by performers such as sprinters, shot putters and power lifters

Carbohydrate loading:
This strategy involves eating foods high in carbohydrates 1 to 4 days before an event. These increases glycogen stores in the muscle. This is used by endurance athletes such as marathon runners

Hydration:
Water prevents dehydration, dehydration causes: dizziness, fatigue, heat stroke, muscle cramps, nausea and the thickening of blood. Water should be consumed before during and after exercise.

Macronutrients

Carbohydrates
Function:
Provide us with energy in both aerobic and anaerobic activities
Eaten in large quantities compared to other macronutrients
Found in:
Bread, rice, pasta, potatoes

Fats Function:
Provide us with energy, is stored in the body and can lead to weight gain
Should be the smallest percentage of macronutrients in the diet
Found in:
Butter, oil, fatty meats, fried food

Proteins Function:
Used for growth and repair, it can provide us with energy
May be used by athlete for growth and repair of muscles
Found in:
Cheese, milk, eggs, lean meat, fish

Micronutrients

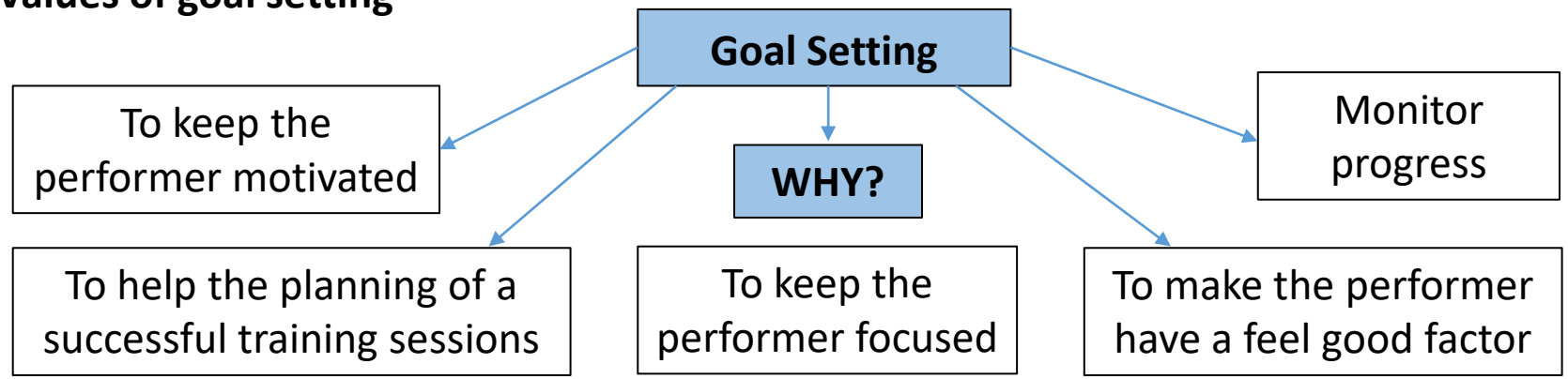
Vitamins & Minerals
Vitamins (HEALTH) and minerals (BODY FUNCTIONS) keep our body healthy and can improve your immune system,
Vitamins are found in fresh fruit and vegetables
Minerals are found in vegetables and meat
Vitamin D: Found in dairy products and helps the body absorb calcium
Calcium: Found in milk and other dairy products and helps keep our bones strong

Water
Water prevents dehydration and is found in most liquids and many foods

Fibre
Fibre aids the digestive system and is found in foods such as cereals, vegetables, and nuts

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 2.2.1: THE USE OF GOAL SETTING/SMART TARGETS

Values of goal setting



SMART TARGETS	
S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Time Bound

Specific

Explanation:

- The goal must be clear, it cannot be vague e.g. 'I want to get better.'
- It has to be clear and focus on what you want to improve

Application

- To improve the percentage of successful passes in football
- To improve my cardiovascular fitness so I can last a full game without getting tired

Measurable

Explanation:

- In order for your goal to be successful it must have something that can be measured
- This can be time, distance or numbers

Application

- I want to get an average of a 90% successful pass rate in football
- I want to improve my 12-minute cooper run score by 150m

Achievable

Explanation:

The goal you have set must be achievable by you.
Avoid setting targets that are too difficult as this will be demotivating

Application

I currently achieve an 85% successful pass rate I need to improve by 5% this is achievable
I currently run 2650m in the cooper run. I hope to achieve 2800m

Realistic

Explanation:

The goal set must be realistic and one that is possible given all the factors involved such as your fitness level, the time required and the facilities available

Application

An extra 5% success rate is realistic as I am practicing extra passing drills
I will be training an extra session on my cardiovascular fitness to run an extra 150m

Time Bound

Explanation:

Goals must have a time frame to completion.
You need a cut-off point to when you want to achieve it so you can see the effect of the training

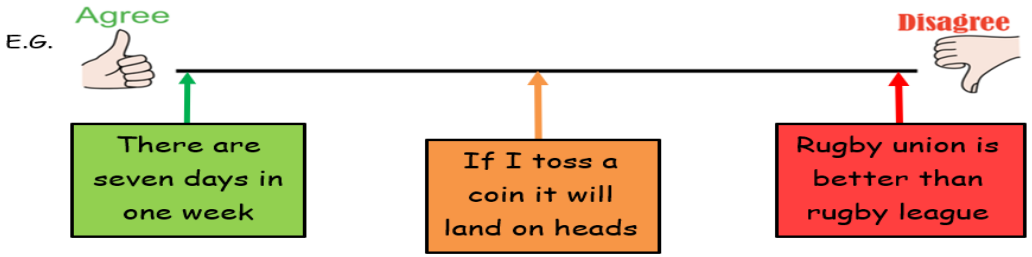
Application

I am going to achieve a 90% successful pass rate by the end of the season
I will improve my 12-minute cooper run by 150m in six weeks

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 2.1.1: CLASSIFICATION OF SKILL

Classifying skills on a continuum

- You need to classify skills on a continuum
- A continuum is a line that goes between two extremes
- We can put information on the continuum



We need to know three continua (continua = more than 1 continuum)

Open ——— Closed

Basic ——— Complex

Low Organisation ——— High Organisation

Open and closed skills

	Open Skills	Closed Skills
Description	Open skills **ARE** affected by their surrounding environment. Extreme open skills need to be constantly adapted by the performer as situations change around them. Conditions are unstable and **UNLIKELY** to be the same each time a skill is performed	Closed skills are **NOT** affected by their surrounding environment. Extreme closed skills don't need to be constantly adapted by the performer as situations around them are stable. Conditions are **LIKELY** to be the same each time a skill is performed
Example of the skills	• Dribbling in football • Passing in basketball • Tackling in rugby • Shooting in hockey 	• Penalty in football • Gymnastics vault • Tennis serve • Free shot in basketball 

Low organisation and high organisation skills

	Low Organisation Skills	High Organisation Skills
Description	• Are easy to do • Have clear separate phases • Easy to break down and practice	• Are hard to do • Have phases that are not clear • Hard to break down and practice
Example of the skills	• Tennis serve • Triple jump • Back hand push shot • Batting in rounders 	• Golf swing • Tumbling in gymnastics • 10m high dive 

Basic (simple) and complex skills

	Basic/Simple Skills	Complex Skills
Description	• Are simple to perform • Requires little thought • Don't need much information to be processed • Requires little decision making	• Are difficult to perform • Requires thought and concentration • Require a lot of information to be processed • Requires a lot of decision making
Example of the skills	• Running • Cycling • Swimming • Chest pass in netball 	• Lay-up shot in basketball • Rock climbing • Overhead kick in football • Backhand smash (badminton) 

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 2.1.2: PRACTICE STRUCTURES

Massed Practice	Distributed Practice
Massed practice is when there are little or no breaks in the session The same skill is repeated over and over again	Distributed practice is when there are breaks in the session providing rest and a change of activity There are fewer repetitions, several skills can be practiced at once
Massed practice is suitable for performers that are: Experienced/Skilled Motivated Older so less likely to get bored High fitness levels	**Distributed practice is suitable for performers that are:** A beginner / Not very skilled Younger so more likely to get bored Low fitness levels
Massed Practice is usually used when the skill is: Closed, Simple and Low organisation Not dangerous	**Distributed Practice is usually used when the skill is:** Open, complex and highly organisation Can be dangerous
Advantages: • Correct movement is grooved until you get a feeling for the skill and it becomes automatic	**Advantages:** • Performer doesn't get tired • Prevents boredom / Keeps motivation
Disadvantages: • Can be boring • Can be tiring leading to errors • Can lead to potential accidents	**Disadvantages:** • May not improve the skill in the time allowed • May take longer to learn the skill
Massed Practice	**Distributed Practice**
	
Elite Tennis Player	**Beginner Tennis Player**
They would practice the same shot over and over again so the movement pattern is grooved	They would practice a skill with fewer repetitions and several skills can be practiced at the same time
This would be suitable to this type of performer because they are: • Experienced/skilled/motivated • Older so less likely to get bored • High fitness levels	This would be suitable to this type of performer because they are: • A beginner and Not very skilled • Younger so likely to get bored • Low fitness levels
Skills are usually: Simple – Closed – Low Organisation	**Skills are usually:** Complex – Open – High Organisation

Fixed Practice	Variable Practice
Fixed practice is when the whole movement of a skill is repeatedly practiced in the same way so it becomes learnt The skill is not broken down into smaller parts.	Variable practice is when the same skill is repeated in different situations. Learning different skills in different situations means that when different situations arise, the performer has already experienced them.
Fixed practice is used when: The sport is mainly made up of closed Skills. The performer can practice in a situation similar to the performance situation	**Variable practice is used when:** The sport is mainly made up of open skills, because the situation is often changing
During fixed practice: The situation does not change. The routine is repeated until it becomes automatic. The equipment stays the same	**During variable practice:** • The level of difficulty of the skill can be gradually increased so the performer can use the same skill in challenging situations
Examples include: • Practice golf shots • Practice tennis serve • Gymnastics vault	**Examples include:** • 2 V 2 and 3 V 2 in rugby • Developing passing skills in netball • Free kicks from various positions
Fixed Practice	**Variable Practice**
	
Golfer	**Games Player**
They would practice the whole skill repeatedly until it becomes learned and automatic	They would practice a skill repeatedly in different situations, so when that situation occurs in a game they will already have the experienced it
Fixed practice is used during closed skills	Variable practice is used during open skills
During fixed practice: The situation doesn't change Equipment stays the same The routine is repeated	**During variable practice:** The same skill can be practiced in many different Situations Situations can vary in challenge

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 2.3.1-2: TYPES OF GUIDANCE

Visual Guidance

Explanation: Visual guidance is when the performer is shown the skill e.g. videos, pictures and Demonstrations
Pictures must be clear
Demonstrations must be seen more than once and be of good quality so poor movement is not copied
Demonstrations must be clearly visible

When you should use it: Is good for beginners so they can see what the skill looks like and create a mental image of what the movement should be. It is also good when it is not possible to hear verbal guidance e.g., during play

Advantages	Disadvantages
Can copy the movement Can be done with large groups	If demonstration is poor incorrect movement learnt Time consuming / Videos are expensive Complex movements are difficult to recognise

A coach is giving visual guidance to a novice basketball player on how to grip the ball
He can see how the skill should be performed and can copy it
It is a clear demonstration so the performer uses the correct technique

Verbal Guidance

Explanation: Verbal guidance is when the performer is told information about how to complete the correct technique
Information must be clear so it is understood
Information must be concise (not confusing)
Performer must be able to hear the information

When you should use it: Is good for more experienced performers who know what the movement should look like and can make sense of the information
It is also used when demonstrations are not possible e.g. a break in play

Advantages	Disadvantages
Instructions can be given quickly Can be used during a performance No equipment is required	Some movements are difficult to explain Relies on the coach's communication skills being good enough for the performer to understand

Jose Mourinho gives verbal guidance to an elite athlete.
He gives him instructions quickly on how to improve technique
Because the athlete is experienced, he understands and makes sense of the information
Instructions are concise and easy to understand

Manual Guidance

Explanation: Manual guidance is where the coach physically supports or moves the performer to help them get into the correct position
Tennis coach moving the racket arm in the correct range of motion for a forehand drive
A trampoline coach supporting a front somersault
A gymnastics coach supporting a balance to get the right shape

When you should use it: This can be used with performers of all abilities and skill levels it is useful for beginners

Advantages	Advantages
Can get a feel for the movement Build's confidence Can help break down the movement into phases	The feeling is not actually the same as actually doing the skill unaided Performer can become dependent on the support Incorrect feel can lead to incorrect movement being learned Cannot be used in large groups

Manual guidance is given to a novice performer on how to perform a serve
The performer gats a feeling for the motion and develops confidence to perform the skill in a game

Mechanical Guidance

Explanation: Mechanical guidance is where the coach uses equipment to support the performer to help them with technique.
Using a harness when learning backward somersaults on a trampoline
Using floats to develop leg strength when swimming

When you should use it: This can be used with performers of all abilities and skill levels it is particularly useful for beginners. It may be important to use mechanical guidance when the activity is dangerous such as using a harness when a performer is learning a new trampoline routine

Advantages	Disadvantages
Can get a feel for the movement Build's confidence Reduces danger	The feeling is not actually the same as actually doing the skill unaided Performer can become dependent on the support Incorrect feel can lead to incorrect movement being learned Cannot be used in large groups

A performer is using manual guidance (harness) to practice a trampolining routine
It's the first time the performer has attempted the routine so it reduces the danger
It develops the confidence of the performer as he can safely get a feeling for the movements involved

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 2.3.3: TYPES OF FEEDBACK

Type of Feedback	Explanation	Application
Intrinsic	Intrinsic feedback is **within** the performer They understand how the movement feels from feedback from the muscles It is important so performers can spot their own errors Intrinsic feedback should be developed so the performer is not reliant on others	Used by **experienced** performers as the skill is well learnt and they can make amendments to their own performance based on their internal feedback E.g. When a gymnast is performing a somersault, they will be able to use internal feedback from their muscles to readjust their body to successfully perform the skill
Extrinsic	Extrinsic feedback is feedback from **outside** the performer Extrinsic is important as someone watching the skill can observe and explain what needs to be done to correct it	Used by **less experienced** performers as they are unlikely to detect their own errors E.g. When a gymnast is performing a somersault the may land falling backwards. A coach may tell them to stay tucked for longer, which will enable them to land on their feet
Concurrent	Concurrent feedback is given **during a game**	Used by **experienced** and **less experienced** athletes and can be **intrinsic** or **extrinsic** E.g. A gymnast may alter their body position during a somersault to perform it correctly (intrinsic) A coach may tell the performer to point their toes during a somersault, this will aid performance (extrinsic)
Terminal	Terminal feedback is given after the performance This may be due to the rules or the skill not being suitable Feedback should be given as soon as possible after the performance	E.g. A Gymnast performs a practice somersault. The coach would give feedback on how to improve the skill. The gymnast then performs again

Feedback

The ability and experience of a performer and the type of skill will affect the type of feedback given!

Effective feedback is used to:

- Provide information about the skill being performed
- Help improve performance or the skill
- Reinforce good practice

To be effective it must:

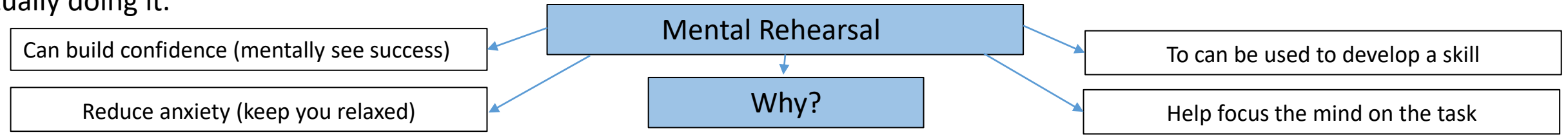
- Be shot and concise
- (you can only process small amounts of information)
- Be given as soon as possible
- (while it is still fresh in their memory)
- Be relevant to the performer
- (specific to them not the whole group)

Intrinsic Feedback	Extrinsic Feedback	Concurrent Feedback	Terminal Feedback
An experienced performer uses intrinsic feedback from their muscles to adjust their body position to perform the skill successfully	A less experienced performer gets extrinsic feedback from their coach to explain how their performance can be improved	A coach gives concurrent feedback during a game of basketball	Team GB cycling team analyse data and performance after a race so feedback can be given to improve performance

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 2.4.1: MENTAL REHEARSAL

Mental Preparation

Mental preparation or mental rehearsal is a technique used by elite performers. It involves mentally practicing a skill before actually doing it.



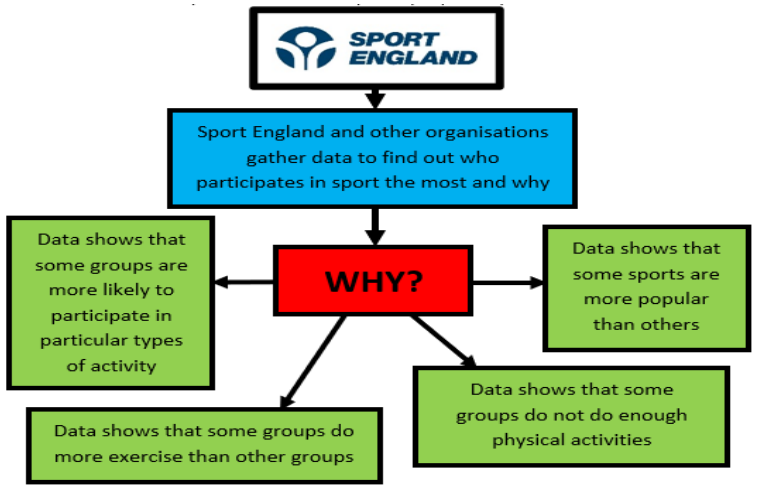
Mental Rehearsal

	Explanation	Example 1	Example 2
Warm-up	One of the reasons why we warm-up is to mentally prepare, this can be done by mental rehearsal The performer goes through a skill or sequence of events they are about to perform in their mind This helps them clarify the skill they are about to perform, so they are confident they are ready to perform	Before a gymnastics performance they will imagine performing the actual routine, going through the various skills and visualising the whole routine 	Before participating in the bobsleigh, the driver will mentally go through the race, visualising every bend and turn down the track before actually racing 
During an event	Although mental rehearsal is completed before the start of a performance as part of their warm-up. It can also be used during a break or during the performance During a match when play is paused	If awarded a free kick in football the performer will see themselves completing the skill and where the ball is going to go before they take it 	During a free throw in netball the performer will imagine themselves successfully completing the shot before taking it 

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 3.1.1: ENGAGEMENT PATTERNS – SOCIAL GROUPS

Participation rates

You need to know the reasons for the different levels of participation and the barriers preventing everyone playing sports



Socio-Economic Groups

Explanation	Socio-economic groups split people according to their job and earnings. The groups are given an order • Highest order – professional or managerial jobs where people have lots of responsibility. These jobs are often paid more money • Lowest order – Jobs where there is no or limited responsibility These jobs are often paid less
Barriers	Socio economic group can affect participation rates and the activities participated in. Barriers include: • **Cost/Availability/Time**
Application	**Cost** • Some sports such as golf costs a lot of money to play, this may affect a socio-economic group **Availability** • Some activities may be unavailable. To go skiing not only costs a lot of money but it is hard to get to. **Time** • Some activities can take a long time and requires a big commitment such as regularly playing golf

Gender

Explanation	Gender groups are determined by a person's sex (male of female) The reasons why men and women participate more or less can be down to the activity. Society still sees some activities associated to either men or women
Barriers	Gender groups can affect participation rates and the activities participated in. Barriers include: Image**/Cost/Time**
Application	**Image** • Some activities are seen as female such as dance, netball and aerobics. A male may be worried what other people would think if they participated **Cost** • Male generally earn more money than females this may prevent them from taking part in some sports **Time** • Females traditionally spend more time at home looking after children, as well as working

Age

Explanation	People are split into groups dependent on their age. The reasons why people from different age groups participate less than others can be due to the nature of the activity, although it can be due to other barriers
Barriers	Age groups can affect participation rates and the activities participated in. Barriers include: • **Access/Cost/Time/Nature of activity**
Application	**Access** • Some sports clubs only have sessions for certain age groups at certain times. This may be a time when they are working **Cost** • Money may be needed for bills rather than sport **Time** • Less time due to work **Nature of the activity** • Some activities may be harder to participate in when they get older. There are however sports specifically targeted for older groups

Disability

Explanation	People are split into groups dependent on their disability. There are many adapted activities available to people with disabilities such as wheel chair tennis and rugby. Adapting sports for the disabled can be expensive and venues are limited.
Barriers	Disability groups can affect participation rates and the activities participated in. Barriers include: Availability **Cost/Access/Stereotyping**
Application	**Availability** • Lack of clubs and facilities in the local area for disabled groups **Cost** • Specialist equipment may be expensive **Access** • Physical barriers such as lack of ramps or pool hoists **Stereotyping** • People may think someone with a disability are unable to participate

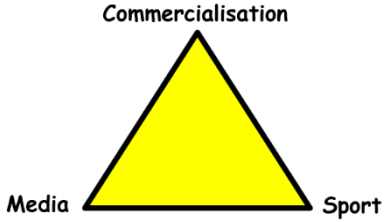
Ethnicity

Explanation	People are grouped based on their culture or specific origin. The reasons people from different ethnic groups participate more or less can be down to the nature but sometimes other barriers prevent them from taking part
Barriers	Ethnicity groups can affect participation rates and the activities participated in, barriers include: **Cultural influences/Cost/stereotyping**
Application	Cultural influences Family or peers influence whether someone does an activity or not Cost Specialist equipment may be expensive Stereotyping People from different backgrounds are steered towards or away from certain activities. E.g. people from African origin may be encouraged to participate in athletics rather than activities such as swimming

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 3.2.1-3: COMMERCIALISATION, MEDIA & SPORT

The relationship between Commercialisation, media and sport'

The golden triangle'
The relationship is often called the golden triangle as all three need to work together to maximise opportunity and profit.



Commercialisation
Are organisations that make profit from the sale of goods, services or events. These organisations use sport and the media to get their product seen by millions, via advertising, sponsorship and endorsement
It can be for:
An individual
A team
An event

The Media
The media provide entertainment this can be via TV, radio, internet, newspapers and magazines. They need funding to provide entertainment. Commercial organisations use the media to promote their products as it is seen by millions of people. The more viewers they have, the more likely they are to get funding

talkSPORT
sky sports
BT Sport

Sport and Physical Activity
Funding is needed for both the player and the sport Funding is needed for:
- Facilities
- Equipment
- Competitions

Both the media and commercialisation can help promote sports. The media can also provide opportunities for the spectator

The Advantages of Commercialisation

To the sponsor	Excellent and relatively inexpensive advertising of their products as: • Media can show products during breaks in play • Brand names can be seen around venues and on clothing • Raised awareness of brands increase sales • Products associated with high quality performance give it a high status • Media hype gets more viewers which means more exposure of the brand	 
To the sport	**More Media Coverage:** • Raised awareness = increase participation • Higher profile = commercial interest • Increases funding from sponsors • Funding means that you can run events, develop the sport and facilities	
To the performer	• Paid millions to endorse products • Train full time and focus on being the best in their sport • Receive top quality products to use to improve performance	
To the spectator	• More coverage • Top events • Red button/Replays • Player cam • Buy the same clothes and equipment to their role models	

The Disadvantages of Commercialisation

To the sponsor	• The media may not get a high number of viewers • The company doesn't get the amount of exposure they wanted • The player/team doesn't perform well • The player becomes a bad role model due to cheating, violence, infidelity, racism etc.	
To the sport	• Fixtures and length of season changed to maximise viewing opportunities • Breaks in play for advertising purposes • Minority sports not shown by the media • Negative reporting can give a sport a bad name • Clothing and rules changed to make the game more appealing to viewers	
To the performer	• Event times make it less favourable for performers • Withdrawal of sponsorship could cause financial difficulties • Required appearances take time away from training • Pressure to win at all costs to keep sponsorship • No privacy • Negative reporting can lose sponsorship	
To the spectator	• High costs for subscription fees to sports channels • Pay per view for certain events • High cost of merchandise • Minority sports not shown • Sponsors keep best tickets for hospitality	

TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 3.3.1-2: ETHICAL AND SOCIO-CULTURAL ISSUES

Sportsmanship

Sportsmanship is the sporting behaviour you would like to see in sport. Performers display good conduct and do not try to win by unfair means

Sportsmanship examples:

Shows respect to their opponents and officials
Shakes hands with opponents
Kicking the ball out of play if an opponent is injured
Being honest if the ball is out or if they break a rule

Sportsmanship creates:

Good role models
Positive image for the sport
Satisfaction to know you have won honestly

Shaking hands after a game of rugby is an act of respect and sportsmanship

The renowned Liverpool striker claimed he had not been fouled by David Seaman after being awarded a penalty in a Premier League game at Highbury in 1997

Michael Phelps won four gold medals at the Athens games. He had the opportunity to add a further medal in the relay, but he surprisingly announced he would step aside "to give a team-mate a chance"

Gamesmanship

Gamesmanship is the type of behaviour that you should not see from performers in sport. It is bending the rules (not breaking them) to gain an unfair advantage

Gamesmanship examples:

Playing for time if winning
Entering a weaker team if the following match is more important
Sledging in cricket

Gamesmanship creates:

Bad role models
Negative image for the sport
Dissatisfaction to know you have won due to an unfair advantage

During the 2012 Olympic Games, China and South Korea both tried to lose a game of badminton to get an easier match in the next round

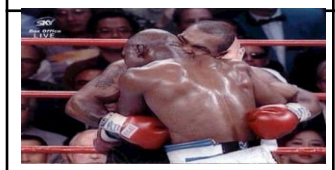
In the 1984 European Cup Final, Bruce Grobbelaar put off two of the Roma strikers. He mimicked eating spaghetti and pretended to tremble, wobbling his legs all over the place. Both strikers missed

Jimmy Connors went to the toilet several times during the 1983 US Open final, he made Ivan Lendl wait several minutes in blistering heat while he cooled down and regained his composure

Deviance in Sport

What is it?	It is unacceptable behaviour and is against the rules in sport, examples include: Cheating Taking performance enhancing drugs Violence Match fixing Racism/Sexism
Why do people do it?	Even though it is against the rules some performers use deviant behaviour to try to win by all means, examples are: For prizes, fame, sponsorship, money, promotion, pressure from coaches
What are the consequences?	Deviant performers hope not to get caught, but there are consequences for breaking rules, examples are: Red card/being sent off Fines Loss of sponsors/reputation/Prison
What is done to prevent it?	Deviance is cheating and is unacceptable behaviour. Sporting organisations try to stop it and encourage fair play, examples include: Random drug testing Campaigns such as, anti-racism & anti-drug Fair play awards UEFA Respect Fair Play Rankings FA Respect and Fair Play Awards

During the 1988 Olympics in Seoul, Ben Johnson won a gold medal in the 100m.The next day he tested positive for an illegal substance. He was stripped of his gold medal. And banned from the sport



Mike Tyson literally took a bite out of his opponent in Las Vegas. Tyson was docked points but came out in the next round and bit Holyfield's other ear before being disqualified

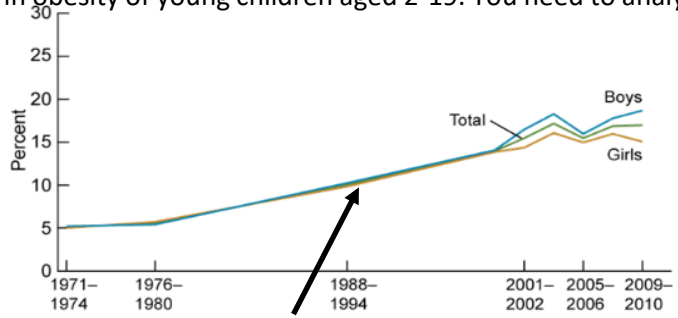
TURTON SCHOOL YEAR 11 PE KNOWLEDGE ORGANISER – TOPIC 4.1: USE OF DATA

The use of data
Data can be collected in many ways
Data can be collected on the quality that you see, e.g. how well a skill is performed (qualitative)
Data can be collected based on numbers e.g. how many press-ups completed (quantitative)

Tables:
Below is a table showing lots of data in a normative table for a 12-minute cooper run test. There are lots of numbers, all you have to do is locate the age group and the score. For example, a 17-year-old scored 1750m

Age	Excellent	Above Average	Average	Below Average	Poor
13-14	>2000m	1900-2000m	1600-1899m	1500-1599m	<1500m
15-16	>2100m	2000-2100m	1700-1999m	1600-1699m	<1600m
17-20	>2300m	2100-2300m	1800-2099m	1700-1799m	<1700m
20-29	>2700m	2200-2700m	1800-2199m	1500-1799m	<1500m
30-39	>2500m	2000-2500m	1700-1999m	1400-1699m	<1400m
40-49	>2300m	1900-2300m	1500-1899m	1200-1499m	<1200m
>50	>2200m	1700-2200m	1400-1699m	1100-1399m	<1100m

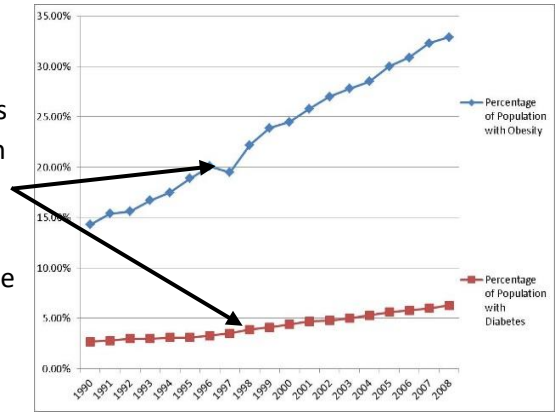
Trends:
Below is a graph showing trends in obesity of young children aged 2-19. You need to analyse the date and identify the trends in data.



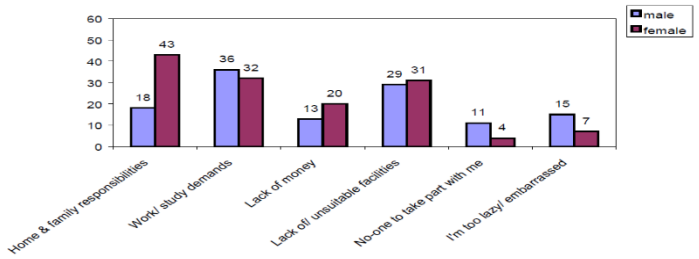
The overall trend is that obesity is rising steadily from 1971-1974 to 2009-2010. It has risen from 5% to 15%. Boys are more obese than girls

Graphs and Charts:
Some information that happens over time will be represented as a line graph, such as the correlation between obesity and diabetes over time

Obesity and diabetes have both risen from 1990-2008.
Obesity levels have risen at a greater rate than diabetes



In information that compares different categories of data may be represented in a bar graph, such as the reason why males and female don't take part in physical activity.



Females find home & family, lack of money and unsuitable facilities reasons why not to take part in physical exercise

If you are trying to compare parts of a whole you may use a pie chart such as a pie chart to show the percentage of women who are active, fairly active and inactive.

59% of females are active

15% are fairly active

27% are inactive