




## AQA GCSE PE: Paper 2 Revision Checklist

<b>3.2 Socio-cultural influences and well-being in physical activity and sport</b>					
Topic	Contents	Additional information			
<b>Classification of skill</b>	Skill and ability	<i>Definitions of skill and ability</i>			
	Classifications of skill	Definitions of the following skill classifications; <i>basic/complex, open/closed, self-paced/externally-paced, gross/fine</i> . Justify the appropriate classification in relation to sporting examples.			
	Definitions of types of goal	Definitions of the following types of goals; <i>performance goals, outcome goals</i> . Appropriate performances and/or outcome targets for sporting examples.			
<b>Goal setting</b>	Evaluation of setting performance and outcome goals	Performance and outcome goals can be combined. However, it is generally accepted that outcome goals should be avoided as they rely on factors that cannot be controlled, e.g. other performers.			
	SMART	SMART targets of goal setting are; <i>specific, measurable, accepted, realistic, time bound</i> .			
<b>IPM</b>	Information processing model	The role of each stage ( <i>input, decision making, output and feedback</i> ), of the model. Draw (in a box format) and/or explain the stages of a basic information processing. Give sporting examples.			
<b>Guidance and feedback on performance</b>	Guidance	Evaluation of the use of the following types of guidance with specific links to; <i>visual, verbal, manual and mechanics</i> . You must be able to justify which types of guidance are appropriate for beginners and/or elite level performers.			
	Feedback	Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers; <i>positive/negative, knowledge of results, knowledge of performance and extrinsic/intrinsic</i> . You must be able to justify which types of feedback are appropriate for beginners and/or elite level performers.			
<b>Mental preparation for performance</b>	Arousal	Definition of arousal			
	Inverted U-theory	The shape of the U-theory placed appropriately in a graph depicting y axis and x axis. You must be able to draw an inverted U theory graph with both x and y axis appropriately labelled. To describe the inverted U-graph.			
	Optimal arousal levels	Link appropriate arousal level ( <i>high/low</i> ) to gross/fine skills in sporting examples. Link skills (not sport) to an appropriate arousal level.			
	Stress management techniques	Knowledge of the following stress management techniques; <i>deep breathing, mental rehearsal/visualisation/imagery, positive self-talk</i> . Provide sporting examples.			

Mental preparation for performance	Direct and indirect aggression	Definition of direct and indirect aggression and give sporting examples.			
	Introvert and extrovert	Identify the characteristics of an introvert; <i>shy, thoughtful and enjoy being on their own</i> . Tend to play individual sports. Identify the characteristics of an extrovert; <i>enjoy interaction with others/sociable/aroused, talkative, prone to boredom when isolated</i> . Tend to play team sports.			
	Intrinsic and extrinsic motivation	Define intrinsic and extrinsic motivation and provide appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.			
	Evaluation of Intrinsic and extrinsic motivation	Intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. Extrinsic rewards may result in feelings of pride/self-satisfaction.			
<b>3.2.2 Socio-cultural influences</b>					
Engagement patterns	Engagement patterns of different social groups and the factors affecting participation	Engagement patterns physical activity and sport can differ between different social groups. Understand factors that contribute to engagement patterns in the following social groups; <i>gender, race/religion/culture, age, family/friends/peers and disability</i> .			
	Factors affecting engagement patterns	To be able to justify links between the following factors and their relevance to engagement patterns of the group above; <i>attitudes, role models, accessibility media coverage, sexism, culture, family commitments, available leisure time, familiarity, education, socio-economic factors, adaptability/inclusiveness</i> .			
Commercialisation of physical activity and sport	Commercialisation	Define commercialisation. Link the relationship between sport, sponsorship and the media.			
	Types of sponsorship and the media	Define sponsorship and media. Types of sponsorships; <i>financial, clothing and equipment and facilities</i> . Types of media; <i>television, radio, the press, the internet and social media</i>			
	Positive and negatives impacts of sponsorship and the media	The positive and negative impacts of commercialisation activity on the following; <i>performer, sport, official, audience/spectator and sponsor/company</i> .			
	Positive and negatives impacts of technology	The positive and negative impacts of technology on the following; <i>performer, sport, official, audience/spectator and sponsor/company</i> . To identify some examples of technology used in sport; <i>Hawkeye and television match official</i> .			
Ethical and socio-cultural issues	Conduct of players	Definitions of the following terms; <i>etiquette, sportsmanship, gamesmanship and contract to compete</i> . Provide sporting examples.			
	Prohibited substances	Categories of prohibited substances, including the basic positive and negative side effects; <i>stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO) and diuretics</i> .			
	Prohibited methods (blood doping)	How blood doping occurs and the effects/side effects of doing it. Mention the side effects; <i>thickening of blood, potential infection, embolism and potential for heart attack</i> .			

Ethical and socio-cultural issues in physical activity and sport	Drugs subject to certain restrictions (beta blockers)	Beta blockers are taken to; <i>reduce heart rate, muscle tension and blood pressure, reduce the effects of adrenaline and improve fine control/preciseness. Side effects; nausea, weakness and heart problems.</i>			
	Different types of performers may use different types of PEDS	<i>Stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO), blood doping and diuretics. To understand which sports performers may decide to use PEDS, with examples</i>			
	Advantages and disadvantages of taking PEDS	Advantages include; <i>increased chances of success, fame, level playing field and wealth.</i> Disadvantages include; <i>cheating, associated health risks, fines, bans and reputational damage.</i>			
	Disadvantages to the sport/event of performers taking PEDs.	Disadvantages include; <i>reputation and credibility</i>			
	Spectator behaviour	The positive influences of spectators at matches/events; <i>creation of atmosphere, and home-field advantages.</i> The negative influence of spectators at matches/events; <i>potential for crowd trouble, safety costs/concerns, negative effect on participation numbers and negative effect on performance as a result of increased pressure.</i>			
	Reasons why hooliganisms occurs	Reasons for hooliganism; <i>rivalries, hype, fuelled by alcohol/drugs, gang culture, frustration and display of masculinity.</i>			
	Strategies employed to combat hooliganisms	Strategies include; <i>early kick-offs, all-seater stadia, segregation of fans, improved security, alcohol restrictions, travel restrictions and education/promotional activity/campaigns and high profile endorsements.</i>			
<b>3.2.3 Health, fitness and well-being</b>					
Physical, emotional and social	Linking participation in physical activity, exercise and sport to health, well-being and fitness	Reasons for participation in physical activity exercise and sport and how performance in physical activity/sport can increase health, well-being and fitness. Physical health and well-being; <i>reduces the risk of some illness.</i> Mental health and well-being; <i>reduces stress/tension and release of feel goof hormones.</i> Social health and well-being; <i>cooperation and teamwork.</i> Fitness; <i>improve fitness, reduces the chance of injury and can aid in the physical ability to work e.g. on your feet all day/manual labour.</i>			

The consequences of a sedentary lifestyle	The consequences of a sedentary lifestyle	Definitions of sedentary and lifestyle. Identify the possible consequences of a sedentary lifestyle; <i>weight gain, heart disease, hypertension, diabetes, poor sleep, poor self-esteem and lethargy.</i>			
	Obesity	Define obesity. Identify how obesity affects <i>performance in physical activity and sport, causes ill health (physical, mental and social).</i>			
	Somatotypes	Definitions of the following body types; <i>endomorph, mesomorph and ectomorph.</i> To identify the most suitable body types for particular sports and justify your reasons.			
Energy use, diet, nutrition and hydration	Energy use	Energy is measured in calories (Kcal) and is obtained from the food we eat. The average adult male requires 2,500kcal/day and average adult woman require 2,000kcal/day, but this dependent upon; <i>gender, age, height and energy expenditure.</i>			
	Nutrition	The reasons behind a balanced diet; <i>unused energy is stored, suitable energy and the body needs nutrients for energy, growth and hydration.</i>			
	Nutrition (the roles)	A balanced diet contains 55-60% carbohydrates, 25-30% fat and 15-20% protein. Identify and describe the following nutrients; <i>carbohydrates, fat, protein, vitamins and minerals.</i>			
	Hydration	Definition of hydration. To identify the affects dehydration for example; <i>muscle fatigue/ cramps, slow</i>			