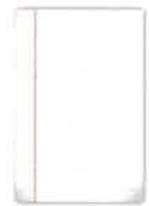


OCR GCSE PE Knowledge organiser

This booklet contains all the **factual** information for every topic area that you will need to learn to be successful in your GCSE PE studies.

How to use the knowledge organiser:

1. The easiest way of using the knowledge organiser is to get some plain paper



2. Read  a section or sub section that you want to learn.

3. Then, cover the section up and try to recall the information from your memory.



4. Write  it down on your paper. Gradually build up to the point where you can recall full topics.

5. The more times you do this over the next two years, the more the information will stick in your brain and be easier to recall during an exam.



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2.1.a – Engagement patterns of different social groups in physical activity and sports

Physical activity and Sport in the UK	Current Trends	1. Age	16-24, participation rates are in decline. This is the age at which lifetime habits are set. 24+, participation continues to decline.				
		2. Gender	Males have higher participation levels than females. Gender equality tries to ensure men and women are treated equally in sport. However particularly in higher levels of sport funding for women is significantly lower.				
		3. Socio-economic	People from lower socio-economic groups participate in less physical activity compared to higher socio-economic groups				
		4. Disability	Fewer people with a disability take part in sport than those without a disability. However, the percentage of those with a disability taking part in sport is increasing.				
		5. Ethnic Minorities	Females from ethnic minorities are less likely to participate in sport. Depends on the sport - >1/3 of cricketers are from a non-white background				
		Most popular activities in terms of participation					
	Most popular sports in terms of participation						
	Agencies involved in PA and sport	1. Department for Culture, Media and Sport	2. UK Sport	3. UK Sports Institute		4. Youth Sport Trust	5. Governing bodies
		How	Responsible for government policy to sport	To provide support for elite sportspeople who have a high level of performance or potential	Provide the very best sports people with appropriate facilities and support.	Sports agency responsible for the development of sport for young people	Administer sports nationally and organise competitions.
	Key agency	1. Sport England	Tries to help communities develop sporting habits for life. Funds organisations and projects to get more people involved in sport and tries to help push elite athletes to the highest level . Aims to increase participation for people aged 14 and older to at least 30 minutes once a week. Currently for adults this figure is at around 33%.				
Strategies to improve participation							
Key term	1. Participation rates	This refers to the number of people within a group who are involved in sport compared with those who are not.			2. Provision	3. Access	

2.1.a – Engagement patterns of different social groups in physical activity and sports

Participation in physical activity and sport:	1. Age	How: Participation decreases with age. 72% of 16-19 year olds whereas 14% of people aged over 70 regularly take part in physical activity.
	2. Gender	How: 51% of men and 36% of women regularly take part in physical activity. Body image anxiety affects participation.
	3. Ethnicity	How: For men from different ethnic backgrounds, participation rates tend to stay similar. However, for women those from a white background have higher participation rates than those from other ethnicities. Across different sports ethnicity participation rates can vary, with sports such as golf and cycling being predominantly white. In basketball and cricket more than a third are from a non-white background. Some cultures/religions can make it difficult to participate in sport, particularly for women.
	4. Religion/culture	How: Some cultures disallow women to do certain sports. Specific worship times can impact ability to participate.
Factors that affect participation	5. Family	How: You are more likely to take part in sport if your parents or guardians participate in sport themselves.
	6. Education	How: Schools and teachers have a significant impact on the type of and engagement of participation rates in and across different sports. Depends on the school's PE curriculum and facilities what sports students learn.
	7. Time/work commitments	How: Busy lives and other social or work commitments can impact on a person's participation in physical activity.
	8. Cost/disposable income	How: Those from a higher socio-economic group (more money) participate in more sport.
	9. Disability	How: 17.2% of people aged 16 or over and with a long-term illness or disability played sport at least once a week.
	10. Opportunity/access	How: The availability of sports and facilities can play a significant impact on a person's likely hood to participate in a physical activity.
	11. Discrimination	How: Has no place in sport, however due to actual or perceived prejudice many people from minority ethnic backgrounds do not take part in regular physical activity.
	12. Environment / climate	How: Can often dictate participation for certain sports. Includes the terrain (surroundings) and the weather E.g. There are not many skiers from Jamaica.
	13. Media coverage	How: Mainly dominated by male sports in particular football. Events such as Wimbledon can increase the numbers participating in a sport greatly. Particularly when a UK team or sports person is successful.
	14. Role models	How: Parents and significant others, peers, sports stars and celebrities can all influence participation.

2.1.b – Commercialisation of physical activity and sport

Different types of media	1. Social	2. Internet	3. TV /visual	4. Newspapers / magazines	5. Radio
Examples	1. Facebook 2. Twitter 3. Instagram	1. You Tube 2. Chat forums 3. Gaming	1. Terrestrial (BBC, ITV etc.) 2. Freeview, Sky, TNT Sport etc. 3. Cinema 4. Documentaries	1. Tabloids 2. broadsheets 3. glossy mags 4. Local 5. Periodicals	1. National 2. Local 3. Commercial.
Key terms	1. Sport	Organised competition between individuals or teams that includes physical activity.			
	2. Commercialisation	The influence of commerce, trade or business on an industry to make a profit.			
	3. Sponsorship	The giving of money or goods from a company to performers to get good publicity and/or increase profit.			
	4. Media	Different forms of communication that can inform, educate, and entertain people.			
The golden triangle	This is a term used to show the links and relationship between sponsorship, sporting events and the media. All three factors influence one another.				
Positive effects of the media	1. Provides a shop window to help promote or sell a sport, a person, or a product. 2. Provides funding via advertising and sponsorship. 3. Makes sport more exciting, entertaining and interesting and therefore more attractive to people. 4. Provides role models. 5. Can influence rules and times of play to make the sport more accessible to people.		Negative effects of the media 1. Can over-sensationalise the negative aspects of sport such as cheats, drugs, or poor behaviour. 2. Can assert too much control over sport. 3. Can under-represent minority groups including those with a disability.		
Positive effects of sponsorship	1.Provides money for athletes to train and compete full time. 2. Pays for competitions (e.g. The ‘Barclays’ premiership) 3. Gives sponsors free advertising. 4. Tax concessions are given to businesses. 5. Can boost an image of a company, a sport, or a sports star.		Negative effects of sponsorship 1. Companies only want to sponsor successful athletes or teams. 2. A narrow range of sports attract the most sponsorship. 3. Sponsorship deals can be very fragile. An injury, loss of form or poor behaviour can cause them to stop. 4. Some products such as tobacco advertising may not be morally advisable		

2.1.c – Ethical and socio-cultural issues in physical activity and sport

Ethics in sport	1. Sportsmanship	Behaviour that shows fair play, respect for opponents, umpires and spectators, and gracious behaviour in victory or loss	2. Gamesmanship	Bending of the rules to gain an unfair advantage	3. Etiquette	The customs we observe surrounding the rules and regulations of physical activity
Drugs in sport	Reasons that drugs are prohibited	1. Performance enhancing effects that contravene the ethics of sport		2. Health and safety of the athlete		3. Illegality – it is forbidden by law to possess or supply some substances
	Examples of performance enhancing drugs	1. Anabolic steroids	What is it?		Used for:	
			Synthetic hormones that enhance physical performance		Allow athletes to train harder and longer. Increasing strength and aggression	
		2. Beta blockers	What is it?		Used for:	
			A drug used to control heart rhythm and lower blood pressure		Keeps the athlete calm and steady	
Use of drugs or banned substances can lead to:		3. Stimulants	What is it?		Used for:	
			Drugs used to raise physiological arousal in the body		Work as a brain stimulant, which increases alertness	
		1. Addiction	2. Anxiety	3. Depression	4. Lowering of self esteem	
Violence in sport	1. Violence	The intent to harm outside the laws of the game. Uncontrolled behaviour that can cause physical injury		2. Deviance		Behaviour against the written and unwritten rules of the sport, often illegal in nature.
	Reasons for violence	1. We can't help it – an instinctive response	2. We get frustrated		3. We copy others	
					4. We simply get angry	

2.2 – Sports Psychology: Skill classification

Characteristics of skilful movement	Motor skill definition: An action or task that has a target or goal and that requires voluntary body and/or limb movement to achieve this goal.	Skill is:	A learned action/learned behaviour with the intention of bringing about pre- determined results, with maximum certainty and minimum outlay of time and energy.				
		Skilful movements are:	1. Pre-determined	2. Fluent	3. Aesthetic	4. Co-ordinated	5. Efficient
		Definition:	A skill has a clear objective or goal.	The skill is performed in one flowing movement.	The skill looks pleasing to the eye.	The skill is performed with control, using limbs, senses, and movements at the same time.	A skill is performed without wasting time or energy.
Classification of skills	1. Simple to complex skills (difficulty continuum)	This means: Simple skills: Require less decision making and has few sub-routines, with little information to process e.g. sprint start in running			This means: Complex skills: Lots of sub-routines and high information processing e.g. pole vault		
	2. Open to closed continuum (environmental continuum)	This means: Open skills: A skill which is performed in a changing or unstable environment and is externally paced. E.g. to outwit an opponent in rugby, windsurfing.			This means: Closed skills: A skill which is not affected by the environment or performers within it. The skill tends to be done the same way each time and is self-paced. E.g. diving or throwing a dart.		
	Key terms	1. Perceptual skills	The interpretation of information or stimuli. Not all stimuli are perceived and what is perceived depends on experience and ability.		2. Cognitive skills	Intellectually based and link working out and problem-solving skills. These skills affect the perceptual process and help make sense of what is required in any given situation.	

2.2 – Sports Psychology: Goal setting and mental preparation

Goal setting	Reasons to goal set	1. For exercise / training adherence	Principles of goal setting (SMART)	1. Specific	A clear goal specific to the demands of the sport/muscles used/movements used	2. Measurable	It must be possible to measure whether they have been met
		2. To motivate performers		3. Achievable	They must be reachable by the performer and within their capabilities	4. Recorded	Crucial for monitoring and once achieved can be checked off or deleted, improving motivation.
		3. To improve and/or optimise performance		5. Timed	Goals should be set over a set period of time, short term and progressive being the most effective.		
Key terms	1. Performance goals	This means: Goals are directly related to the performance or a technique. Performers compare themselves against what they have already done or suggest what they are going to do.	2. Outcome goals		This means: Goals focus on end result/winning. These should be avoided as they can rely on factors that cannot be controlled such as other performers. Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal. They tend to be mid or long term goals.		
Mental preparation	1. Imagery	Can improve concentration, it is creating pictures in our mind. Creating a feeling of movement or capturing an emotional feeling for example happiness or pleasure. Mainly used to help cope with stress and anxiety. Such as imagining lifting a trophy or scoring a goal.	2. Mental rehearsal	Can involve both internal and external imagery. External is picturing yourself from outside of the body. Internal is imagining yourself doing the activity. It follows a movement pattern or action such as a gymnastics routine, or racing around a track.			
	3. Selective attention	The ability to filter information that is relevant and information that is not important in the execution of the skill. Factors that affect selective attention include - relevance, expectation and vividness.	4. Positive thinking	Sometimes called 'self-talk' involves the participant being positive about past experiences and performances and future efforts by talking to themselves or thinking how successful they might be.			
	1. Arousal	Definition: A physical and mental (physiological and psychological) state of alertness/readiness, varying from deep sleep to intense excitement/alertness.	2. Anxiety	Definition: The feeling of fear that we experience that something might go wrong either in the present or in the future.			

2.2 – Sports Psychology: Guidance

	What is it?	Desc: A method to convey information to a performer.	Key term	1. Kinaesthetic sense	The feeling or sense we get through movement	
					Advantages	Disadvantages
Types of guidance	1. Visual	This is: (seeing) – live demonstrations, posters, films, charts or court markings	Advantages	1. Useful for all levels of ability 2. Good for novices 3. Quick and effective 4. Easy to remember 5. Can copy others	Disadvantages	1. Must be of good quality 2. Some skills too complex 3. Hard to get a feel for the skill if the demonstration is wrong
	2. Verbal	This is: (hearing) – from coach	Advantages	1. Useful for high level 2. Highlights key points 3. Immediate and quick 4. Questioning can make performers think	Disadvantages	1. Can lead to information overload 2. Hard to create a mental picture from words 3. Complex things are difficult to explain
	3. Manual	This is: (physically assist movement) – from coach	Advantages	1. Useful for complete beginners 2. Allows performer to develop kinaesthetic feel 3. Reduces fear of danger	Disadvantages	1. May not think they are really performing skill 2. Unrealistic feeling of the skill
	4. Mechanical	This is: (use of objects/aids) e.g. floats in swimming, harnesses in trampolining.	Advantages	1. Good for potentially dangerous skills 2. Performer gains a feel for skill without fear, builds confidence.	Disadvantages	1. Equipment may be expensive 2. Performer may become reliant on the aid.

2.2 – Sports Psychology: Feedback

Feedback	Definition: Information that is given to a performer either during or after their performance with the aim of improving future performances.			
Types of feedback	1. Intrinsic	This means: Sometimes referred to as kinaesthetic feedback, received via receptors in the muscles. Sensations that are felt by the performer, providing information from movement. Comes from within.	Advantage: Experienced performers can make immediate adjustments.	Disadvantage: Requires high level of knowledge to know what to do next.
	2. Extrinsic	This means: Received from outside of the performer, e.g. from a coach or teammate.	Advantage: Beginners need feedback from coaches to be made aware of technique.	Disadvantage: This type of feedback is not always available.
	3. Positive	This means: What's good or correct about performance. Reinforces learning.	Advantage: Motivating, highlights success.	Disadvantage: Could suggest performance was better than it was.
	4. Negative	This means: What's bad or incorrect about performance.	Advantage: Enables coach to provide guidance on how a skill can be performed better, helps performer to prioritise improvement.	Disadvantage: Demotivating, beginners may struggle to know how to respond.
	5. Knowledge of results	This means: Information for performer about time, placing, result.	Advantage: Quick measure of performance.	Disadvantage: Can be demotivating.
	6. Knowledge of performance	This means: Feedback on performance generally and technique.	Advantage: Many aspects to one performance so feedback can be detailed for or focused.	Disadvantage: Hard to break a performance down to provide detailed feedback.

2.3 – Health, fitness and well-being

Key terms	1. Health	Definition: The state of emotional, physical and social well-being.	2. Fitness	Definition: The ability to meet the demands of your environment.	3. Well-being	Definition: This refers to a feeling or mental state of being contented, happy, prosperous, and healthy.
Consequences of a sedentary lifestyle	1. Physical	This includes:	1. Increased risk of injury	2. Increased risk of Coronary Heart Disease (CHD)	3. Higher blood pressure	4. Increased risk of obesity
			5. Increased risk of Type 2 diabetes	6. Poor fitness	7. Poor posture	
	2. Emotional	This includes:	1. Lack of self-esteem / confidence	2. Stress management	3. Poor self-image	
	3. Social	This includes:	1. Friendship and lower levels of confidence.	2. Belonging to a group – can lead to isolation	3. Loneliness – social isolation.	
	A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals, and water necessary to maintain good health.					
Definition of a balanced diet	A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals, and water necessary to maintain good health.					
Components of a balanced diet	Composition of a balanced diet		1. 50% carbohydrate		2. 30-35% fat	3. 15-20% protein
	1. Carbohydrates	Primarily involved in energy production. Simple and complex	2. Proteins	Building blocks for body tissue and are essential for repair.	3. Fats	Important role in insulating the body. Saturated fats Unsaturated fats

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	4. Minerals	Essential for health and chemical reactions in the body. Macro minerals Trace elements	5. Vitamins	Vital for the functioning of our metabolism and the prevention of disease.	6. Fibre	This helps the digestive system work effectively. It also reduces cholesterol.
	7. Water and hydration	Essential for good health. Carries nutrients in the body and helps with the removal of waste products. Helps to regulate body temperature.				
	1. Energy balance	Energy input = energy expenditure. This equation must balance for your weight to remain constant.				
Diet and exercise	1. Carb-loading	depleting stores of glycogen by cutting down on carbohydrates and keeping to a diet of protein for a few days. Light training and then a high carbohydrate diet for 3 days before the event. Shown to increase the stores of glycogen and helps to offset fatigue.	2. Fluids	Those that exercise can lose up to 1 litre of water per hour during exercise. Must drink plenty of water to ensure full hydration and prevent dehydration. Small amounts are often best.	3. Vitamins and mineral supplements	Body requires more if you exercise regularly. More vitamins above what you require can be bad for your health.