

GCSE Physical Education – Participation rates, Commercialisation & Deviancy

Participation rates – The number of people taking part in physical activity.



Age – The reason why different age groups participate can vary based on **access, cost, time available** and the **nature of the activity**.



Gender – Men and women can participate for different reasons including image, cost, time and society. Increased media coverage has helped remove many stereotypes.



Ethnicity – The number of **ethnic groups** (black, white & other minorities) playing sport are on the rise. Reasons for the difference include stereotypes, cost and cultural influences.



Disability – This can be a physical or mental impairment. Activities and rules are often adapted *i.e. Wheelchair tennis*. Other barriers include availability, cost and access.



Socio-economic group – This is determined by profession and available income. Factors include cost, availability and time. *i.e. golf is far more expensive to participate than athletics.*

Reasons for non-participation

Media Coverage – lack of coverage of some sports

Environment & Climate – denotes which sports are more or less relevant for an area

Time – work commitments reduce activity

Resources – facilities & provision

Role Models – lack of direction & peers

Data – facts and statistics gathered to highlight information. Shown in table or graph format.

Trends – a general direction in which something is developing or changing.

Deviancy

Sportsmanship – the qualities of fairness and following the rules. *i.e. shaking hands after a match*

Etiquette – customs e.g. good manners

Gamesmanship – Bending the rules to gain an advantage *i.e. fainting injury to waste time*

Deviant behaviour – Behaviour that goes against the norms of society or the rules of a sport. This type of behaviour causes **negative role models**. *i.e. drug taking or biting a player*



Consequences:

1. Punishment – red card/sin bin/bans
2. Loss of sponsors / contracts with clubs
3. Damaging own reputation or club/country

Commercialisation – Sport, media and commercialisation are closely linked in a what is known as a ‘GOLDEN TRIANGLE’

Sponsor

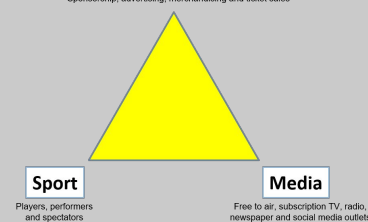
Advantages	Disadvantages
<ul style="list-style-type: none"> • Raise awareness of brand leading to increased sales • Displays goodwill 	<ul style="list-style-type: none"> • Poor behaviour from athletes/clubs causes negative media attention. • Smaller sponsors might struggle to compete with larger more global brands. • Some sponsors are not suitable to be promoted within sport. <i>i.e. tobacco</i>

Player/Performers

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows athletes to earn income as a full time job. • Can lead to additional roles post playing career within the sport. 	<ul style="list-style-type: none"> • Encourages deviant behaviour due to the pressure of success. • Generally, favours <u>male</u> over <u>female</u> and <u>able bodied</u> over <u>disabled</u>. • Sponsorship might be short term.

Commercialisation/Business

Sponsorship, advertising, merchandising and ticket sales



Sport

Advantages	Disadvantages
<ul style="list-style-type: none"> • Raises the profile of the sport due to increased exposure. • Changes to sport format/rules to make audience friendly. 	<ul style="list-style-type: none"> • Tends to only support the popular sports. • The influence of TV has caused an increase in adverts and changed TV timings (traditions lost)

Spectator

Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers a wider choice of sports available to watch. • Viewing experience has been enhanced due to technology 	<ul style="list-style-type: none"> • Encourages spectating not participating. • Can become very expensive for fans/spectators. • Affects view experience - increased TV breaks.

GCSE Physical Education – Participation rates, Commercialisation & Deviancy

Term	Definition/notes/concept

Keywords:

GCSE Physical Education – Performance-enhancing drugs, injury and prevention

Injury prevention – to prevent injury performers and coaches should recognise and identify risks and reduce them.



Using the right principles of training to overuse injuries



Understand and following the rules of the sport during play



Using appropriate protective clothing



Checking the equipment to make sure it is in good condition and age appropriate



Following a full warm up and cool down








Checking the facilities



Ensuring competition is balanced

Performance Enhancing Drugs (PEDs)

The rewards that come with winning are so great that athletes are increasingly tempted to cheat. Fame, money and pressure are commonly cited despite the health risks or even death.

Drug	Reason for athlete taking this	Health risk	Sporting example who might use it
Beta Blockers	Slows heart rate, calms and steadies hands	Lowers blood pressure and oxygen delivery to muscles	Target sports 
Anabolic Steroids	Promote muscle growth and promotes a faster recovery time	High blood pressure, aggressive behaviour & develops male features	Power Events - 100m 
Stimulants	Increased alertness and reduce tiredness	Heart rate irregularities & increased aggression.	Boxing 100m sprinter
Diuretics	Rapid weight loss from removal of fluids. Masks other PEDs	Dehydration, nausea and headaches. Heart and kidney failure.	Jockey Boxing 
Peptide Hormones	EPO – increase Red Blood Cell production Growth Hormone – increase muscle mass	Increased blood thickness/blood clot Abnormal growth	 

Blood doping – a method of artificially increasing red blood cell count – increases endurance.

Injuries

Soft tissue injuries

Strain – Twist or tear to a muscle or tendon.

Sprain - Twist or overstretch to a ligament.

Treatment for strain and sprain = **RICE** (Rest, Ice, Compression, Elevation) for 24 - 48 hours.



R – **rest** the injured part.



I - Apply **ice** to reduce the swelling for a maximum of 10 minutes.



C – **Compress** the injured area using a bandage.



E – **Elevate** the injured part to decrease the blood supply.

Head Injury

Concussion – An injury to the brain caused by a knock to the head.

Common in contact sports. If an athlete is concussed, they may:

- Become unconscious.
- Feel sick, dizzy or drowsy.
- Get confused, stare & suffer memory loss.



Spinal Injury

A serious and painful injury to the spine. This could be paralysing or fatal. This may occur during a rugby scrum or falling off a horse.

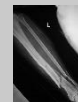
Fracture – a broken bone.

Open/compound/complex fracture – bone through the skin

Closed/simple fracture – bone remains in the skin.

Greenstick fracture – bone bends (younger children)

Stress fracture - repeated or prolonged forces against the bone



Dislocations - a sudden impact to a joint can cause the bones that meet to become disconnected or moved out of place.



Blisters

These are caused through friction and rubbing e.g. on footwear. Fluid is released under the skin to form a protective layer. The swelling becomes painful.

GCSE Physical Education – Performance-enhancing drugs, injury and prevention

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Keywords:

Classification of skill

Skills are specific tasks that can be learnt and practiced. i.e. Golf swing / Lay up / Tennis volley

Continuum = sliding scale of extremes at each end

Environmental Continuum – Open/Closed skills



OPEN



CLOSED

Difficulty Continuum - Complex/Simple skills



COMPLEX



BASIC/SIMPLE

Skilful Movement

- **Efficiency** e.g. no wasted energy – good timing
- **Pre-determined** e.g. planned like a routine
- **Co-ordinated** e.g. run and kick/hit
- **Fluent** e.g. one skill transfers into another
- **Aesthetic** e.g. technique looks good

SMART Targets

Goal setting motivates performers

- Short Term goals:
- Long Term goals:
- Outcome goals: result based
- Performance goals: technique based

Mental Preparation

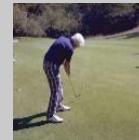
- **Imagery** e.g. pictures in the mind
- **Mental Rehearsal** e.g. internal view / external view
- **Selective Attention** e.g. filtering relevant information
- **Positive Thinking** (self talk) e.g. rehearsing success
- **Concentration** –

Mental Preparation for Performance

Mental rehearsal/Imagery involves the athlete imagining themselves in an environment performing a specific activity using all of their senses.

This can be used to:

- Familiarise the athlete with a competition site or a complex play pattern or routine.
- Motivate the athlete by recalling images of their goals or of success in a past competition.
- Perfect skills or skill sequences the athlete is learning or refining.
- Reduce negative thoughts by focusing on positive outcomes



Feedback

Vital part of information processing which provides confidence, motivation and improves performance.

Intrinsic feedback: This comes from within the performer. Kinaesthetic senses provide feelings from muscles/joints about the action.

Extrinsic feedback: This comes from results and match analysis.

1. Knowledge of results – the outcome

2. Knowledge of performance – techniques used

Knowledge of Results: Information provided to the athlete detailing stats and data from the event/training

Knowledge of Performance Information provided to the athlete after the performance in terms of technique and tactical decision making.



Guidance (Positive & Negatives)

Visual guidance: Learners are shown the whole action by the coach. i.e. demonstration/use of video playback.



Verbal guidance: Learners listen to information given to a performer often using associated terminology. i.e. instructions told to a team.

Manual guidance: Coaches will physically move a performer and support them in performing a skill. i.e. Trampolining somersault support.



Mechanical guidance: Learners use equipment to help support the practicing of a skill. i.e. floats during swimming stroke development.



Specific	Measureable	Achievable	Recorded	Timed
Targets must be concise and clear. <i>"To take a 0.5 second off my time personal best time"</i>	Must be measured and compared. Easy to monitor. <i>"I will time my runs every training session for the next five weeks of training"</i>	Target must be challenging but yet reachable. Motivating. <i>"My coach and I devised the training programme around improving leg power for my start"</i>	Needs to be recorded to track progress. <i>"We keep a diary of times and distances for every training session to inform the planning for the next one and plot progress against our aim"</i>	Set for a particular time to be completed. <i>"We agreed to do the training programme four times per week for the next five weeks"</i>

GCSE Physical Education – Sports Psychology

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Keywords:

GCSE Physical Education – Health, Fitness and Well-Being

Lifestyle choices – the decisions we make about how we live and behave that impact on health.

Diet

Eating healthy	Eating unhealthy
<ol style="list-style-type: none"> 1. Boosts energy levels 2. Reduces the risk of developing serious health conditions 3. Help lose weight 	<ol style="list-style-type: none"> 1. Leads to deficiencies 2. Increases weight and % body fat 3. Causes depression with poor body shape

Activity levels

Active lifestyle	Inactive lifestyle
<ol style="list-style-type: none"> 1. Boosts self esteem 2. Reduces stress and anxiety 3. Improves fitness levels 	<ol style="list-style-type: none"> 1. Increases risk of disease 2. Decreases muscle mass, strength and energy levels

Work/rest/sleep balance

Good balance	Poor balance
<ol style="list-style-type: none"> 1. Improves mood 2. Increases productivity at work 3. Contributes to quality of sleep 	<ol style="list-style-type: none"> 1. Increases the risk of depression 2. Leads to weight gain 3. Increased blood pressure

Well being – a combination of physical, emotional and social health.

Positives effects of training/exercise on:

Physical health

- Stronger bones (increased bone density)
- Lower cholesterol / reduced obesity
- Increase/development of components of fitness
- Increase life expectancy



Emotional health

- To increase self esteem/confidence – increased endorphins released
- Reduced risk of age-related diseases - dementia
- Relieve stress and tension
- Fun/enjoyment / reduced boredom



Social health

- To develop teamwork skill
- To meet new people/friends
- Develop communication skills
- Develop leadership skills



Social benefits may vary depending on age group:

1. Elderly
2. Children

Negative effects of training on:

- Physical health – overexertion leading to heart failure / overuse injuries
- Emotional health – training can lead to injury and cause depression
- Social health – training long hours means less time spent with family.

Recreational drugs – these are taken for pleasure and are legal to those over a certain age.

Smoking

Causes breathlessness and reduces the oxygen-carrying capacity. This affect aerobic ability for endurance events. Smoking (nicotine) increases the risk of lung cancer, bronchitis, pneumonia & emphysema.



Alcohol - contains chemicals which act on the brain affect judgement.



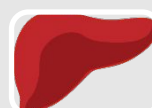
Balance, co-ordination and reactions are affected



Diuretic –increased water levels in urine and cause dehydration



Reduction of glycogen levels and slower lactic acid removal

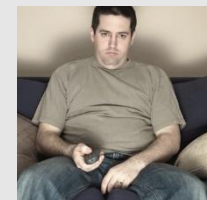


Liver problems

Sedentary lifestyle – a lifestyle with no or irregular physical activity. This includes sitting, reading, watching television & playing video games.

Health risks associated are:

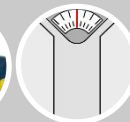
- Heart disease
- Type 2 diabetes
- Obesity
- Osteoporosis
- Depression



Impact of a sedentary lifestyle on weight

Overweight – weighing more than the expected weight for height and gender / **Overfat** – high percentage of body fat

Obese – weighing significantly more than expected.



GCSE Physical Education – Health, Fitness and Well-Being

Term	Definition/notes/concept

Keywords:

GCSE Physical Education – Diet, Weight, Nutrition & Hydration

A **balance diet** – eating the right foods in the correct proportions to maintain a healthy body weight. Insufficient macro and micronutrients can cause health issues *i.e. anaemia, rickets and scurvy.*

7 components of a balanced diet:

Macronutrients

- Carbohydrates – Main energy source. *i.e.* Complex starch (pasta & potatoes) & simple sugars (glucose, chocolate, sweets)
- Fats – Secondary energy source & provides insulation. *i.e.* Saturated fats (butter) & unsaturated fats (vegetable oil)
- Proteins – Help growth and repair of muscles. *i.e.* eggs, meat & fish

Micronutrients

- Minerals – Maintains healthy bodily functioning. *i.e.* iron and calcium
- Vitamins - Maintains a healthy immune system. *i.e.* vitamin A, C, D, E, K

Other components

- Fibre – Aids digestion of food in the gut. *i.e. cereals & nuts*
- Water – Maintains cell function and hydrates an athlete.



Hydration and physical activity

Water is necessary for:

- Transportation of nutrients
- Removes waste products through urine
- Regulates body temperature

A lack of water can cause **dehydration**. Symptoms are tiredness, lack of concentration and headaches.

After the event - An athlete will continue to drink fluids to replace the water and carbohydrate levels that are depleted.

Organising meals around exercise – it is recommended to eat 2-3 hours before exercise. This is due to redistribution of blood during exercise (Blood Shunting)

When exercising, the distribution of blood around the body changes according to the demands. *i.e. away from digestive system and to working muscles.*



Dietary manipulation to optimise performance

Carbohydrate Loading – a strategy used by endurance athletes to increase carbohydrate stores



1 week before competition – train and eat normally

3-4 days before competition – reduce the amount of exercise. Increase carbohydrate intake

24 hours before competition – no exercise and large carbohydrate intake

Protein intake – the intake and timing of this consumption is vital to maximise the repair of muscle tissues after training. Protein should be taken straight away to increase muscle repair. Used by **sprinters, shot putters & power events**.



Glycogen stores

Optimum energy at muscle level through carb-loading. Other ways to keep this high are to:

- Consume carbs 2-4 hours before exercise
- Consume very small amounts of carbs half an hour before exercise
- Eat carbs straight after exercise for up to 2 days to replenish stores

Other factors

- Timing of meals around training
- Adequate fluid intake
- Adequate iron intake
- Adapt diet depending on workload
- Psychological well-being
- Sharing of ideas between coach, dietician and athlete
- Obsession with food by athletes should be strongly avoided
- Possible use of supplements for high performing athlete within the restrictions of the sport



Energy Balance – this relates to intake and energy expenditure.

GCSE Physical Education – Diet, Weight, Nutrition & Hydration

Term	Definition/notes/concept

Keywords: