



The
Appleton
School

KS4 PE

AQA

PAPER 1: THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT

PERSONAL LEARNING CHECKLISTS

2022

PE – Paper 2: Socio-cultural influences & well-being in physical activity & sport

RAG Rate each section in the first column

Red = Not at all confident – needs major revision focus, Amber = requires more revision until confident. Green = Confident.

Use remaining columns to colour code when you have revised and tested your knowledge and understanding over several weeks.

Key Idea	Key Knowledge to understand	RAG					
3.2.1: Sports psychology							
3.2.1.1: Classification of skills (basic/complex, open/closed)	Define skill, ability & classifications of skill choosing & justifying appropriate classifications in relation to sporting examples. Basic /complex Open/closed. Self paced/ externally paced/ gross/fine						
	Goals, define performance/outcome goals/targets for sporting examples.						
	The use and evaluation of setting performance and outcome goals in sporting examples.						
	The use of SMART targets to improve and/or optimise performance.						
Topic 3.2.1.3 & 3.2.1.4: Basic information processing – Guidance & feedback on performance	Explain the role in each stage of the basic information processing model, (input, decision making, output & feedback).						
	Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers.						
	Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers. (Positive / negative KP KR intrinsic/extrinsic)						
3.2.1.5: Mental preparation for performance	Define arousal and describe the Inverted-U theory and the relationship between arousal and performance levels.						
	Link skills to an appropriate arousal level.						

	Explain how stress management techniques are carried out, using sporting examples.						
	Define direct and indirect aggression and know examples of each in sport.						
	Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types.						
	Explain, with appropriate examples, intrinsic and extrinsic motivation linked to sporting examples and evaluate the merits of both.						
3.2.2 Socio-cultural influences							
3.2.2.1 and 3.2.2.2: Engagement patterns of different social groups in physical activity and sport – commercialisation of physical activity sport	Understand the factors that contribute to engagement patterns of different social groups and factors affecting participation. Gender, race, religion, culture, age, family, disability. Be able to make links between engagement patterns and attitudes role models accessibility media coverage culture religion family commitments available leisure time education familiarity disposable income inclusiveness						
	Define commercialisation and the relationship between sport, sponsorship and the media.						
	Define sponsorship and media and examples thereof.						
	Justify positive and negative impacts of sponsorship and the media.						
	Be aware of the positive and negative impacts of technology generically within sports.						
3.2.2.3: Ethical and socio-cultural issues in physical activity and sport	Definitions of terms related to the conduct of performers, etiquette, sportsmanship, gamesmanship, and contract to compete using sporting examples.						
	Positive and negative side effects of prohibited substances, stimulants, narcotic analgesics,						

	anabolic agents, peptide hormones, diuretics.						
	Prohibited methods (blood doping), side effects and the type of performers who would benefit.						
	Drugs subject to certain restrictions and the type of performer who may use different types of performance enhancing drugs (PEDs) with sporting examples.						
	The advantages/disadvantages of the performer taking PEDs.						
	The disadvantage to the sport/event of performers taking PEDs.						
	Spectator behaviour (the positive and the negative effects of spectators at events).						
	Suggest the reasons why hooliganism occurs and evaluate strategies used to combat.						
3.2.3: Health, fitness and well-being							
3.2.3.1: Physical, emotional and social health, fitness and well-being	Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people.						
	Reasons for participation in physical activity, exercise and sport and how performance in physical activity/sport can increase health, wellbeing fitness.						
3.2.3.2: Socio-cultural influences	You should be able to define sedentary and lifestyle and understand consequences of a sedentary lifestyle. Weight gain obesity, heart disease hypertension diabetes poor sleep poor self esteem lethargy						
	Know the definition of obesity and how it may affect performance in physical activity and sport. Limits stamina, limits flexibility limits agility limits power What it causes in ill health physically = Cancer heart disease diabetes high cholesterol, mentally= depression						

	Loss of confidence and socially= inability to socialise inability to leave home.						
	Somatotypes; define endomorph, mesomorph and ectomorph and identify the most suitable body types for particular sports or positions in that sport.						
3.2.3.3: Energy use, diet, nutrition and hydration	Understand the bodies need for energy, it's measurement in calories (Kcal), how it's obtained and it's need to vary from one person to another. Men need 2500kcal a day and women 2,000 K/cal a day. Varys according to age gender height exercise levels						
	Know the reasons for having a balanced diet.						
	Understand the role of carbohydrates, fat, protein and vitamins/minerals in our diet.						
	Understand the importance of hydration and evaluate the consequences of dehydration to performance in different sporting activities. blood thickening increased heart rate overheating slow reaction times poor decision making muscle fatigue and cramps.						