



Personalised Learning Checklist for OCR GCSE PE Paper 2

RAG your knowledge on certain dates and tick which revision methods you have used to help you before rating your confidence

<u>Topic</u>	Shade RED/AMBER/ GREEN			Mind Maps	Cue Cards	Seneca	Exam Questions	Confidence Rating 1-10
	Date:	Date:	Date:					
Content of Socio-cultural issues and sports psychology								
<u>Socio-cultural influences: Engagement patterns of different social groups in physical activities and sports</u>								
<u>Physical activity and sport in the UK:</u> be familiar with current trends in participation in physical activity and sport: using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) ; of different social groups; in different physical activities and sports								
<u>Participation in physical activity and sport:</u> • understand how different factors can affect participation, including: age; gender; ethnicity; religion/culture; family; education; time/work commitments; cost/disposable income; disability; opportunity/access; discrimination; environment/climate; media coverage; role models • understand strategies which can be used to improve participation: promotion; provision; access • be able to apply examples from physical activity/sport to participation issues								
<u>Commercialisation of physical activity and sport</u>								
<u>Commercialisation of sport:</u> • understand the influence of the media on the commercialisation of physical activity and sport: different types of media – social – internet – TV/visual – newspapers/magazines • know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): positive and negative effects of the media on commercialisation; be able to apply practical examples to these issues. • understand the influence of sponsorship on the commercialisation of physical activity and sport: positive and negative effects of sponsorship on commercialisation; be able to apply practical examples to the issue of sponsorship								
<u>Ethical and socio-cultural issues in physical activity and sport</u>								



<u>Ethics in sport:</u> • know and understand: the value of sportsmanship; the reasons for gamesmanship and deviance in sport • be able to apply practical examples to these concepts								
<u>Drugs in sport:</u> • know and understand the reasons why sports performers use drugs • know the types of drugs and their effect on performance: anabolic steroids; beta blockers; stimulants • give practical examples of the use of these drugs in sport • know and understand the impact of drug use in sport: on performers; on sport itself								
<u>Violence in sport:</u> • know and understand the reasons for player violence • give practical examples of violence in sport								
<u>Sports psychology</u>								
<u>Characteristics of skilful movement:</u> • know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: efficiency; pre-determined; co-ordinated; fluent; aesthetic								
<u>Classification of skills:</u> • know continua used in the classification of skills, including: simple to complex skills (difficulty continuum); open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua								
<u>Goal setting:</u> • understand and be able to apply examples of the use of goal setting: for exercise/training adherence: to motivate performers; to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance								
<u>Mental preparation:</u> • know mental preparation techniques and be able to apply practical examples to their use: imagery; mental rehearsal; selective attention; positive thinking								



<u>Types of guidance:</u> • understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: visual; verbal; manual; mechanical								
<u>Types of feedback:</u> • understand types of feedback and be able to apply practical examples to their use: intrinsic; extrinsic; knowledge of performance; knowledge of results; positive; negative								
Health, fitness and well-being								
<u>Health, fitness and well-being:</u> • know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: physical: – injury – coronary heart disease (CHD) – blood pressure – bone density – obesity – Type 2 diabetes – posture – fitness; emotional: – self-esteem/confidence – stress management – image; social: – friendship – belonging to a group – loneliness • be able to apply the above to different age groups • be able to respond to data about health, fitness and well-being								
<u>Diet and nutrition:</u> • know the definition of a balanced diet • know the components of a balanced diet: carbohydrates; proteins; fats; minerals; vitamins; fibre; water and hydration • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration								