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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1.1.a – The structure and function of the skeletal system

Major bones	1. Craniu	2. Vertebra	3. Ribs	4. Sternu	5.Clavicle	6. Scapu	7. Pelvis	8. Hum	9. Ulna	10. Rad
	11. Carpal	12. Metacar	13. Phalang	14. Femur	15. Patell	16. Tibia	17. Fibul	18. Tarsa	19. Metat	
Functions of	1. Support	2. Posture	3. Protecti	4. Movement		5. Blood cell	6. Storage of minerals			
Synovial joints	**Articulating**	Bones that move relative to each other at a joint / two or more								
	Definition: A freely moveable joint in which the bones surfaces are	***Type:*** Hinge	1. Knee	Articulating	1. Femur 2. Tibia	***Type:*** Ball and soc	1. Shoul	Articulating	1. Hume	
			2. Elbow	Articulating bones	1. Humerus 2. Radius 3. Ulna		2. Hip	Articulating bones	1. Pelvis 2.	
Types of movement at joints	*Joint type:*	1. Flexion	***Desc:*** A decrease in the angle around a joint (bending)		2. Extension	***Desc:*** An increase in the angle around a joint (straightening)				
	Joint type: Ball and socket	1. Flexion	***Desc:*** A decrease in the angle	2. Extension	***Desc:*** An increase in the angle around a	3. Rotation	***Desc:*** The turning of a body part about its long axis as if			
		4. Abduction	***Desc:*** Movement away from the	5. Adduction	***Desc:*** Movement towards the midline of	6. Circumduction	***Desc:*** The circular movement of a joint. A			
Other components of joints	1. Ligament	***Desc:*** A short band of tough and flexible tissue connecting bone to bone to stabilise the joint.		2. Cartilage	***Desc:*** A tough, elastic, fibrous connective tissue that	3. Tendons	***Desc:*** A tendon is a tough yet flexible band of fibrous tissue which joins muscle to bone.			

1.1.b – The structure and function of the muscular system

Major muscle groups	1. Deltoid	***Used to**: For all*	2. Trapezius	***Used to:** Causes*	3. Latissimus	***Used to:** Causes adduction at the*
	4. Pectorals	***Used to:** Causes adduction*	5. Biceps	***Used to:** Causes flexion at the elbow*	6. Triceps	***Used to:** Causes extension at the elbow*
	7. Abdominals	***Used to:** Bend the*	8. Quadriceps	***Used to:** Stabilize knee.*	9. Hamstrings	***Used to:** straighten the hip and cause*
	10. Gluteals	***Used to:** Causes extension at the hip and adduction at the*		11. Gastrocnemius	***Used to:** Straighten or plantarflex the ankle*	

Muscle movement	1. Antagonistic muscle action	***Definition:** A pair of muscles that work together to produce movement with one muscle contracting whilst the other muscle relaxes.*	**Types of muscle movement**	1. Agonist	***Definition:** The muscle that works to create movement*
				2. Antagonist	***Definition:** The muscle that works in the opposite way of the agonist.*
				3. Fixator	***Definition:** A muscle which acts as a stabilizer and helps the agonist work effectively.*

1.1.c – Movement analysis

Levers	**About:** Levers are important in movement because they allow efficiency and force to be applied to the body's movement. A lever is a rigid structure, a length			
Lever systems	1. 1st class	A lever in which the fulcrum is positioned	**Example:** Heading a ball in	
	2. 2nd Class	This lever has the load and the effort on the same side of the fulcrum, with the load	**Example:** Standing on tip toes when reaching for a	
	3. 3rd class	The effort is placed between the load and the fulcrum, and the effort must travel a	**Example:** Performing a bicep curl	
Mechanical	1st and 2nd class levers provide mechanical advantage, this means that a larger load can be moved with a smaller amount of effort			
Planes of movement and axes of rotation	1. Planes of movement	1. Frontal	An imaginary line which divide the body	Performing star jumps
		2. Transvers	An imaginary line which divides the	Bowling in cricket
		3. Sagittal	An imaginary line which divides the	Leg action in running
	2. Axes of rotation	1. Frontal	Runs horizontally from the front to back of your body	A gymnast performing a cartwheel moves
		2. Transvers	Passes horizontally from left to right	A somersault passes through
		3. Longitudi	Passes vertically from the top to the bottom	A 360 degree turn rotates

1.1.d – Structure and function of the Cardiovascular system

Double circulatory syste	The human body has two circulator	1. Systemic	The circulatory loop that controls blood flow from the heart to the	**Blood vessel**	**Definition:** Tubular structures that	1. Arteries	Carry blood at high pressure from the heart to the body tissues. The largest artery is the aorta.

m	y loops in which blood circulates. One is oxygenated, and the other is	2. Pulmonary	The circulatory loop that controls blood flow from the heart to the lungs.		carry blood around our body	2. Capillaries	Only have a single layer of cells in their walls. Allowing nutrients and waste product to pass
						3. Veins	Carry blood at low pressure and return the blood to the heart. The vena cava is the largest

Pathway of blood through the heart	The heat contains four chambers, left and right atrium and left and right ventricles. The right side sends deoygentated blood to the lungs. The left sends oxygentated blood to the muscles. A muscular wall called a septum seperates

major blood vessels	1. Aorta	Takes oxygenated blood from the left ventricle to	2. Pulmonary artery	Takes deoygentated blood from the right
	3. Vena Cava	Brings deoxygentated blood from the body to the right	4. Pulmonary vein	Brings oxygenated blood from the lungs to the left

Key terms	1. Heart rate	**Definition:** Number of beats per	2. Stroke volume	**Definition:** The amount of blood pumped out of the heart	3. Cardiac output	**Definition:** The volume of blood pumped per minute by each ventricle.

Role of red blood cells	Also known as erythrocytes – they are the most abundant blood cells. They transport oxygen around the body and deliver carbon dioxide to the lungs.

1.1.d – Structure and function of the Respiratory system

Pathway of air through the	1. Mouth	2. Nose	3. Trachea	4. Bronchi
	5. Bronchiole	6. Alveoli		

Role of respiratory muscles in	1. Inspiration (breathing in)	Role: Intercostal muscles and diaphragm contract. Ribs move upwards and out. Diaphragm moves downwards meaning the area of the thoracic cavity	2. Expiration (breathing out)	Role: Intercostal muscles and diaphragm relax. The ribs lower and the diaphragm moves

Key terms	1. Breathing rate	**Definition:** The frequency of breathing measured in breaths per	2. Tidal volume	**Definition:** The amount of air which enters the lungs during	3. Minute ventilation	**Definition:** The volume of gas inhaled or exhaled from the lungs per
Gaseous exchan	The movement of gases taking place at the alveoli and capillaries. Gases diffuse through the walls of the			**Key term**	1. Oxyhaemoglobin	Haemoglobin combines with oxygen to form
Aerobic and anaerobic exercise	1. Aerobic exerc	***Definition:*** Use of oxygen for the	***Intensity:*** When exercise is not too fast and is steady, the heart can supply all the oxygen that the		***Summarised as:*** glucose + oxygen → energy + carbon dioxide + water.	
	2. Anaerobic exerc	***Definition:*** Exercise which does not	***Intensity:*** When exercise duration is short and at high intensity, the heart and lungs cannot		***Summarised as:*** glucose → energy + lactic acid.	
Key term	1. Lactic	With the absence of oxygen, lactic acid is formed in the working muscles. Lactic acid causes muscle pain and fatigue				

1.1.e – Effects of exercise on the body systems (short term)

Key terms	1. Exercise	Activity that requires physical effort. Usually carried out to sustain or bring		2. Metabolism	This involves the many continuous chemical processes inside the body that are essential for living, moving and		
Short term effects	**Muscular system**	1. Increase in muscle temperature		2. Increase in metabolic activity	3. Increase in the production of lactic acid (depending on		
	Cardiovascular	1. Heart rate increases		2. The heart	3. Increase in stroke volume and cardiac		
	Key terms	1. anticipatory rise	This is the raising of the heart rate before exercise begins.	2. Adrenaline	This is a hormone released from the adrenal glands and its	3. Vascular shunts	Occur when more blood is distributed to the working muscles and less to the non-essential

	Respiratory system	1. Rise in the respiratory rate (breathing rate)	2. Tidal volume increases	2. Minute ventilation increases

1.1.e – Effects of exercise on the body systems (long term)

Long term effects	**Muscular system**	1. Muscular strength and size	2. Tendons become	3. Increase in the range of	4. Muscular endurance	5. Fatigue and tiredness	
	Key	1.	The increase in size of skeletal or cardiac muscle.				
	Cardiovascular system	1. Heart becomes stronger and increases in	2. More blood is delivered to the	3. Stroke volume increase	4. Cardiac output increases	5. resting heart rate lowers	
		6. More capillaries develop increasing	7. Blood vessels become more	8. Blood pressure decreas	9. Increase in red blood cells	10. Decrease in blood viscosity	
	Key terms	1. Capillarisation	**Definition:** The development of blood capillaries in the body	2. Rate of recovery	**Definition**: The speed at which the body returns back to normal	3. Blood viscosity	**Definition**: The thickness of the blood and
	Respiratory system	1. Increase in capillary density – greater	2. slight increase in tidal volume and vital	3. Greater intercostal muscle strength	4. Surface area of the alveoli increases –		

1.2.a – Components of fitness

Components of fitness	1. Cardiovascular endurance	***Definition:*** The ability to continue exertion while getting energy from the aerobic	***Example in sport:*** Running, cycling, swimming and aerobics.	Test(s):	1. Cooper 12 minute run 2. Multi stage fitness test
	2. Muscular endurance	***Definition:*** The ability to move your body and muscles	***Example in sport:*** cross country running, cycling, swimming, rugby	Test(s):	1. Press up test 2. Sit-up test
	3. Speed	***Definition:*** The ability of the body to move quickly	***Example in sport:*** athletics, swimming, squash, football and	Test(s):	1. 30m sprint test
	4. Strength	***Definition:*** The ability of a muscle to exert a force over a short	***Example in sport:*** *Rugby scrum*	Test(s):	1. Grip strength dynamomete
	5. Power	***Definition:*** *The ability to exert a maximal force in as short a*	***Example in sport:*** triple jump, games such as rugby, sprinting and	Test(s):	1. Standing jump test 2. Vertical
	6. Flexibility	***Definition:*** The range of movement about a joint.	***Example in sport:*** gymnastics, dance, games such as hockey	Test(s):	1. Sit and reach test
	7. Agility	***Definition:*** The ability to change direction at speed;	***Example in sport:*** trampolining, gymnastics, netball,	Test(s):	1. Illinois agility test
	8. Co-ordination	***Definition:*** The ability to move two or more body parts under control, smoothly and	***Example in sport:*** Activities include Dance, racket sports, team games and martial arts.	Test(s):	1. Wall throw test
	9. Reaction time	***Definition:*** The time it takes to initiate an action or movement, or the time it takes to make a	***Example in sport:*** start of a race, the return of serve in a racket sport and team games	Test(s):	1. Ruler drop test
	10. Balance	***Definition:*** The ability to stay upright or stay in control of body	***Example in sport:*** Gymnastics, dance and Games such as rugby,	Test(s):	1. 'Stork stand' test

1.2.b – Applying the principles of training

Principles of training **SPO**	1. Specificity	***Definition:*** Making training specific to the sport being played / movements used / muscles used / energy	2. Overload	***Definition:*** The gradual increase of stress placed upon the body during exercise training (more than
	3. Progression	***Definition:*** Gradual increase of the amount of overload so that fitness improves, but without potential for injury. Once adaptions have occurred	4. Reversibility	***Definition:*** Losing fitness levels when you stop exercising or training due to injury or illness.

	FITT	1. Freque	***Definition:*** how often you train	2. Intensity	***Definition:*** how hard you train
		3 Time	***Definition:*** length of the training session	4. Type	***Definition:*** specific method, used eg continuous training

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Optimising Training						
	Types of training	1. Continuous	***Desc:*** Training that involves activity without rest intervals. It can be performed at any intensity.	5. Weight training	***Desc*** The use of weights/resistance to cause adaptation of the muscles. Chose appropriate eight/exercise depending on	
		2. Interval	***Desc:*** Periods of training/work that are followed by periods of rest or low intensity exercise.	6. Plyometrics	***Desc:*** Use of plyometric exercises eg bounding, depth jumping, to increase power. It includes an eccentric contraction (lengthening of the muscle)	
		3. Fartlek	***Desc:*** Swedish for 'speed play'. Periods of fast work with intermittent periods of slower	7. Circuit	***Desc:*** A series of alternate exercises performed at stations that focus on different muscle groups.	
		4. HIIT	***Desc:*** Alternating periods of short intense anaerobic exercise			
	Components of a warm up	1. Pulse raising	2. Mobility	3. Stretching	4. Dynamic movements	5. Skill rehearsal
	Components of a	1. Low intensity stretching		2. Stretching		
Optimising Training continued	**Benefits of warm up**	1. Warming up the muscles/	2. Body temperature	3. Heart rate	4. Flexibility of muscles and joints	
		5. Pliability of ligaments and tendons	6. Blood flow and oxygen to muscles increases	7. The speed of muscle contraction		
	Benefits of a cool down	1. Helps body transition back to a	2. Gradually lowers heart rate	3. Gradually lowers temperature	4. Circulates blood and oxygen	
		5. Gradually reduces breathing	6. Increases removal of waste products	7. reduces the risk of muscle soreness and	8. Aids recovery by stretching muscles	

1.3.c – Preventing injury in physical activity and training

Prevention of injury	**Ways to minimise risk of injury**	1. Personal protecti	***Examples:*** shin pads, a gum shield or a scrum cap in rugby		2. Correct clothing and	***Examples:*** boots with correct studs, waterproof clothing		
		3. Appropriate levels of competition	***Examples:*** have the correct level of fitness for the event, have an understanding of the skills and techniques required for the sport, take into		4. Lifting and carrying equipment	***Examples:*** Bend the knees not the back, use mechanical assistance if necessary. Things like a trampoline should only be put out or put away by people who		
		5. Warm up and cool	***Examples:*** for an activity carry out an effective warm-up, a cool-down is equally important. Listen to your body and stop if in pain.					
	Common injurie	1. Head injuries	2. Spinal injuries	3. Fractures	4. Dislocations	5. Sprains	6. Strains	7. Blisters
	Risk assessments	***Definition:*** The technique by which you measure the chances of an accident happening, anticipate what the consequences would be and plan actions to						
	Potential hazards	1.	2. Fitness	3. Playing field	4. Artificial	5. Swimming		
		Such as: 1. Exercise / gym equipment, 2. walls 3. doors 4. window	***Such as:*** 1. Equipment (broken or position) 2. flooring 3. windows 4. free weights 5. other participants.	***Such as:*** 1.litter (including broken bottles and dog mess), 2. goal posts and other semi-permanent equipment 3. movable	***Such as:*** 1.litter (including broken bottles and dog mess), 2. goal posts and other semi-permanent equipment	***Such as:*** 1. water 2. chemicals in the water, surface or surrounding area, 3. equipment, 4. weather (if outdoors)		

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

Physical activity and sport in the UK	**Current trends**	1. 16-24 year olds	Currently participation rates are in decline. This is the age at which lifetime habits are set. 54.7% of this age group			
		2. Over 24	31.4% participate in sport at least once a week for 30 minutes or more. Those that do are significantly fitter and			
		3. Women	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. A			
		4. Disability	Fewer people with a disability take part in sport than those without a disability. However the percentage of			
	Most popular activities in	1. Walking	2. Swimming	3. Keep fit / yoga	4. Cycling	5. Cue sports
	Most popular sports in terms of	1. Swimming	2. Athletics	3. Cycling	4. Football	5. Golf
	Agencies involve	1. Department for	***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	Provide the very best sports people with appropriate	Sports agency responsible for the developmen	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			
	Strategies to improve participation			1.	2. Provision	3. Access
Key term	**1. Participation**	This refers to the number of people within a group who are involved in sport compared with those who are not.				

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

Participation in physical activity and sport: **Factors that affect participation**	1. Age	***How:*** Participation decreases with age. 72% of 16-19 year olds whereas 14% of people aged over 70 regularly take part in
	2. Gender	***How:*** 51% of men and 36% of women regularly take part in
	3. Ethnicity	***How:*** ***F***or men from different ethnic backgrounds participation rates tend to stay fairly 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
	4. Religion / culture	***How:*** Schools and teachers have a significant impact on the type of and engagement of participation rates in and across different
	5. Family	***How:*** You are more likely to take part in sport if your parents or
	6. Education	***How:*** Schools and teachers have a significant impact on the type of and engagement of participation rates in and across different
	7. Time / work	***How:*** Busy lives and other social or work commitments can impact on a person's participation in physical activity.
	8. Cost / disposable	***How:*** ***T***hose from a higher socio-economic group (more money) participate in more sport.
	9.	***How:*** 17.2% of people aged 16 or over and with a long term
	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. Discrimina	***How:*** Has no place in sport, however due to actual or perceived prejudice many people from minority ethnic backgrounds do not
	12. Environme	***How:*** Can often dictate participation in particular for certain sports. 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
	14.Role	***How:*** Parents and significant others, peers, sports star and

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. Youtube 2. Chat forums 3. Gaming	1. terrestrial (BBC, ITV etc.) 2. Freeview, Sky etc. 3. Cinema. 4.	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.	The influence of commerce, trade or business on an industry to make
	3.	The giving of money or goods to performers in order to get good
	4. Media	Different forms of communication that can inform, educate, and
The golden	This is a term used to show the links and relationship between sponsorship, sporting	

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 therefor more attractive to people. 4. Provides role models.	**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 (eg. The 'Barclays' premiership) 3. Gives sponsors free advertising 4. Tax concessions are given to businesses.	**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

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

Ethics in sport	1. Sportsmanship	Ethical, appropriate, polite and fair behaviour whilst participating in a game or	2. Gamesmanship	Where the laws of the game are interpreted in ways, which whilst not illegal, are not	3. Etiquette	The customs we observe surrounding the rules and regulations of physical activity

Drugs in sport	**Reasons that drugs**	1. Performance enhancing effects that contravene the	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?*** Synthetic hormones that enhance physical performance	**Used for:** Allow athletes to train harder and longer.	
		2. Beta blockers	***What is it?*** A drug used to control heart rhythm and lower blood	**Used for:** Keeps the athlete calm and steady	
		3. Stimulants	***What is it?*** Drugs used to raise physiological arousal in the	**Used for:** Work as a brain stimulant, which increases alertness	
	Use of drugs or banned	1. Addiction	2. Anxiety	3. Depression	4. Lowering of self esteem

Violence in sport	1. Violence	Physical acts committed in sport that go beyond the accepted rules of play or	2. Deviance	Behaviour that is either immoral or seriously breaks the norms of the	
	Reasons for	1. We can't help it – an instinctive	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	***Skill is:***	A learned action/learned behaviour with the intention of bringing about pre- determined results, with			
		Skilful movements	1. Efficient	2. Pre-determined	3. Co-ordinated	4. Fluent	5. Aesthetic
		Definition:	Performed effectively with minimu	It is what the person means to do.	In control and performed with precision	It flows well and is a fluid movement.	It looks nice and is pleasing to the

Classification of skills	1. Simple to complex skills (difficulty	***This means:*** **Simple skills:** Require less concentration and coordination such as		***This means:*** **Complex skills:** Take longer to learn and requires greater concentration and	
	2. Open to closed continuum (environmental continuum)	***This means:*** **Open skills:** A skill which is performed in a certain way to deal with a changing or unstable environment, e.g. to outwit an opponent in rugby,		***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.	
	Key terms	1. Perceptual skills	The interpretation of information or stimuli. Not all stimuli is perceived and	2. Cognitive skills	intellectually based and link working out and problem solving skills. These skills affect the perceptual

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/	2. Measurable	it must be possible to measure whether
		2. To motivate performers		3. Achievable	they must be reachable by the performer and within their	4. Recorded	crucial for monitoring and once achieved can be
		3. to improve and / or		5. Time bound	Goals should be set over a set period of time, short term and progressive		
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		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		

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	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
	3. Selective atten	The ability to discriminate between information that is relevant and information that is unimportant in the execution of	4. Positive thinki	Sometimes called 'self-talk' involves the participant being positive about past experiences and performances and future
Key terms	1. Arousal	***Definition:*** A physical and mental (physiological and psychological) state of alertness/readiness, varying	2. Anxiety	***Definition:*** The feeling of fear that we experience that something might go wrong either in the present or in the

2.2 – Sports Psychology: Guidance

Types of guidance	What is it?	***Desc:*** A method to convey information		Key term	1. Kinaestheti	The feeling or sense we get through
	1. Visual	***This is:*** (seeing) – live demo, poster, film, chart or	**Advantages**	1. useful for all levels of ability 2. good for novices 3. Performer sees what is required, 4. Vision is	**Disadvantages**	1. Must be of good quality 2. Some skills too complex
	2. Verbal	***This is:*** (hearing) – from coach	**Advantages**	1. Useful for high level 2. highlights key points 3. Quick to share information	**Disadvantages**	1. Can lead to information overload 2. Difficult to hear in noisy environments
	3. Manual	***This is:*** (physically assist moveme	**Advantages**	1. useful for complete beginners 2. Allows	**Disadvantages**	1. May not think they are really performing
	4. Mechanical	***This is:*** (use of objects/ aids) e.g. floats in swimmi	**Advantages**	1. Good for potentially dangerous skills 2. Performer gains a feel for skill without fear,	**Disadvantages**	1. Equipment may be expensive 2. Performer may become reliant on the

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	***Advantage:*** Experienced performers can make immediate adjustments.	***Disadvantage:*** Requires high level of kknowledge to know what to do next.
	2. Extrinsic	***This means:*** Received from outside of the performer, eg from a	***Advantage:*** Beginners need feedback from coaches to be made	***Disadvantage:*** This type of feedback is not always available
	3. Positive	***This means:*** What's good or correct about performance	***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,	***Disadvantage:*** Demotivating, beginners may struggle to know how to respond
	5. Knowledge of	***This means:*** Information for performer about	***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	***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 emotio	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,
Consequences of a sedentary lifestyle	1. Physical	This includes:	1. Increased risk of	2. Increased risk of Coronary	3. Higher Blood pressure	4. increased risk of obesity
			5. Increased risk of	6. Poor fitness	7. Poor posture	

lifestyle						
	2. Emotio	This include	1. Lack of Self esteem /		2. Stress management	3. Poor self image
	3. Social	This include s:	1. Friendshi p and	2. Belonging to a group – can lead to	3. Loneliness – social isolation	
Definition of a balanced	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**		1. 50%		2. 30-35% fat	3. 15-20% protein
	1. Carboh ydrates	Primarily involved in energy production. Simple and complex		2. Protein s	Building blocks for body tissue and are	3. Fats Important role in insulating the body. Saturated fats
	4. mineral s	Essential for health and chemical reactions in the body. Macro minerals Trace elements	5. Vita mins	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	Essential for good health. Carries nutrients in the body and helps with the removal of waste products. Helps to regulate body				
Key term	1. Energy	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	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	3. Vitamins and mineral supplements	Body requires more if you exercise regularly. More vitamins above what you require can be bad for your health.