**Paper 2: Socio-cultural issues and sports psychology checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specification point** | **Topic area** | **You must know / be able to**  | **R** | **A** | **G** |
| **2.1a Engagement patterns of different social groups in physical activities and sports** | * Physical activity and sport in the UK
 | * Describe **trends in participation** in physical activity and sport of **different social groups** using different sources such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)
 |  |  |  |
|  | * Participation in physical activity and sport
 | * Describe and explain 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 and role models**
* Describe strategies which can be used to **improve participation: promotion, provision and access**
* apply examples from physical activity/sport to participation issues
 |  |  |  |
|  |
| **2.1b Commercialisation of physical activity and sport** | * Commercialisation of sport
 | * Describe **the influence of the media on the commercialisation of physical activity and sport** (social, internet, TV/visual, newspapers/magazines)
* Define the meaning of **commercialisation, including sport, sponsorship and the media (the golden triangle)**
* Describe the **positive and negative effects of the media on commercialisation** and apply practical examples to these issues
* **Describe the influence of sponsorship on the commercialisation** of physical activity and sport:
* **Describe the positive and negative effects of sponsorship on commercialisation** and be able to apply practical examples to the issue of sponsorship.
 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2.1.c. Ethical and socio-cultural issues in physical activity and sport** | * Ethics in sport
 | * Describe the **value of sportsmanship** and the reasons for **gamesmanship and deviance in sport**.
* Be able to apply practical examples to these concepts.
 |  |  |  |
|  | * Drugs in sport
 | * Explain why sports performers use drugs
* State the name of the different types of drugs used by performers (Anabolic steroids, beta blockers, and stimulants)
* Describe their effects on performance
* Be able to describe practical examples of the use of those drugs in sport.
* Explain the impact of drug use in sport on performers and on the sport itself
 |  |  |  |
|  | * Violence in sport
 | * Explain the reasons for player violence
* Describe practical examples of violence in sport
 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specification point** | **Topic area** | **You must know / be able to**  | **R** | **A** | **G** |
| **2.2 Sports Psychology** | * Characteristics of skilful movement
 | * Define the term motor skills
* Using sporting examples describe the characteristics of skilful movement: efficiency, pre-determined, co-ordinated, fluent and aesthetic.
 |  |  |  |
|  | * Classification of skills
 | * Using sporting examples describe the simple to complex skills (difficulty continuum) and the open to closed skills (environmental continuum).
* Apply practical examples of skills for each continuum along with justification of their placement on both continua
 |  |  |  |
|  | * Goal setting
 | * Apply examples of the use of goal setting: (for exercise/training adherence, to motivate performers and to improve and/or optimise performance)
* Using practical examples describe the principles of SMART goal setting (Specific, Measurable, Achievable, Recorded, Timed)
* Using practical examples describe how to apply the SMART principle to improve and/or optimise performance
 |  |  |  |
|  | * Mental preparation
 | * Describe the different types of mental preparation techniques and apply practical examples to their use (imagery, mental rehearsal, selective attention, positive thinking)
 |  |  |  |
|  | * Types of guidance
 | * Describe the different types of guidance (Visual, Verbal, Manual, Mechanic)
* Describe the advantages and disadvantages of the different types of guidance
* Apply practical examples to their use
 |  |  |  |
|  | * Types of feedback
 | * Describe the different types of feedback (Visual, Verbal, Manual, Mechanic)
* Apply practical examples to their use
 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2.3 Health, Fitness and wellbeing** | * Health, fitness and well being
 | * Define **health, fitness and wellbeing**
* Describe 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 and fitness**Emotional:** self-esteem/confidence, stress management and body image**Social:** friendship, belonging to a group and loneliness
* Respond to data about health, fitness and well-being
 |  |  |  |
|  | * Diet and nutrition
 | * Define the term **balanced diet**
* State the components of a balanced diet (**carbohydrates, proteins, fats, minerals, vitamins, fibre and water**)
* Describe/explain how the components of a **balanced diet and hydration effect energy use in physical activity**. E.g. proteins to help build a repair muscle, carbohydrates slow release of energy
* Apply practical examples from physical activity and sport to diet and hydration.
 |  |  |  |