

## YEAR 2 GCSE PHYSICAL EDUCATION– Definition Bank

**Ability**-Inherited, stable traits that determine an individual’s potential to learn or acquire a skill. **E.g. components of fitness, speed, balance coordination etc.**

**Skill** -A learned action/learned behaviour with the intention of bringing about pre- determined results, with maximum certainty and minimum outlay of time and energy **e.g. Something that is taught like a tennis serve, passing or kicking a football.**

**Gross movement** (skill classification)-Using large muscle groups to perform big, strong, powerful movements. **e.g. kicking, throwing, running etc.**  
**Fine movement** (skill classification)-Small and precise movement, showing high levels of accuracy and coordination. It involves the use of a small group of muscles. **E.g. dart throw, archery, table tennis block shot.**

**Externally-paced skill** -The skill that is started because of an external factor. The speed, rate or pace of the skill is controlled by external factors, **eg when marking an opponent in netball/football, your movement is affected by the movement of your opponent.**  
**Self-paced skill** -The skill is started when the performer decides to start it. The speed, rate or pace of the skill is controlled by the performer. **E.g. a performer starting in long or high jump.**

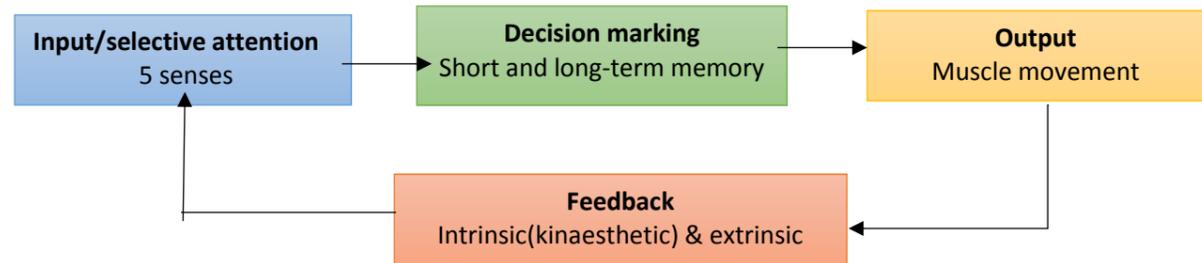
**Closed skill** -A skill which is not affected by the environment or performers within it. The skill tends to be done the same way each time. **E.g. a somersault in gymnastics**  
**Open skill** - A skill which is performed in a certain way to deal with a changing or unstable environment. Often externally-paced **e.g. a football pass may be carried out in a certain way to avoid oncoming opponents, for example passed around them or chipped over.**

**Complex skill**- Lots of decisions to be made in order for the skill to be successful **e.g. high jump requires coordinated running in an accurate bend, followed by a correctly timed jump and effective body position to clear the bar.**  
**Simple skill**- Few decisions to be made **e.g. walking, running jumping etc.**

**Performance goals** - Personal standards to be achieved. Performers compare themselves against what they have already done or suggest what they are going to do. There is no comparison with other performers. **E.g. 100m sprinter may hope for a better start that the last race or aim to dip well when crossing the line (better than last time)**  
**Outcome goals**- Focus on end result/winning e.g. **wish to win the match**

**Goal setting (SMART goals)**  
 A method to increase motivation and reduce anxiety. Goals should be SMART:  
**specific** – specific to the demands of the sport/muscles used/movements used  
**measurable** – it must be possible to measure whether they have been met  
**accepted** – they must be accepted by the performer and others involved, eg coach  
**realistic** – they are actually possible to complete  
**time bound** – over a set period of time

**Information processing** -Making decisions. Gathering data from the display (senses), prioritising the most important stimuli to make a suitable decision.



**Guidance**- A method to convey information to a performer. Guidance methods:  
**visual** (seeing) **demonstration of the skill by the coach/ Video footage, slow motion**  
**Beginners need visual guidance to understand what the skill should look like.**  
**Experts are unlikely to need visual guidance other than to highlight minor faults**  
**verbal** (hearing) **a coach talking to the performer and highlighting the correct technique**  
**Beginners need verbal guidance, but it should not be long and too complex/ coupled with visual guidance.**  
**Experts need verbal which is longer and more complex- this allows fine tuning of the technique**  
**manual** (assist movement) **a coach physically guiding the performer e.g. supporting a gymnast whilst they are doing a vault.**  
**mechanical** (use of objects/aids) **the use of armbands in swimming**  
**Generally used for beginners for safety purposes and to guide the beginner through the technique**  
**Experts unlikely to use this type of guidance unless there is an unexpected flaw in technique**

**Feedback**- information a performer receives.  
**Positive feedback**- used to inform the athlete what was correct about the movement (essential for motivating athletes)/ often used with beginners/novices.  
**Negative feedback**- used to inform the athlete what was incorrect about the movement. Negative comments must include information for the performer to achieve the correct movement (verbal guidance)  
**Knowledge of results**-focuses on how successful the performer has been in achieving what they have set out to do (outcome) **e.g. what score you recorded in golf or whether you scored a free throw in basketball.**  
**Knowledge of performance** -Feedback related to the quality of the performance, not the end result **e.g. performers technique, aspects of the movement produced.**  
**Extrinsic feedback** – is the information received from an outside source **e.g. coach or teacher**  
**Intrinsic feedback** (kinaesthetic)- is the information from within received via receptors in the muscles. Sensations that are felt by the performer. **e.g. how something feels from the senses.**

**Arousal**-A physical and mental (physiological and psychological) state of alertness/readiness, varying from deep sleep to intense excitement/alertness.

**The Inverted U Theory**

- As arousal increases so does performance.
- Up to the optimal/peak level
- If arousal continues to increase further, performance will decrease.

- Fine skill requires involving accuracy require low levels of arousal **e.g. Darts, archery and snooker.**
- Gross skills requiring power, strength and large muscle movements require a high level of arousal **e.g. Weightlifting, sprinting, rugby tackle.**

**Controlling arousal** - Deep breathing / visualisation/positive self-talk

**Aggression** - A deliberate intent to harm or injure another person, which can be physical or mental (see direct and indirect aggression).  
**Indirect aggression** -Aggression which does not involve physical contact. The aggression is taken out on an object to gain advantage, **eg hitting a tennis ball hard during a rally.**  
**Direct aggression**- Aggressive act which involves physical contact with others.  
**Legal (inside the rules)**- **tackle in rugby below the waist** **Illegal (outside of the rules)**-**Tackle in rugby above the waist**

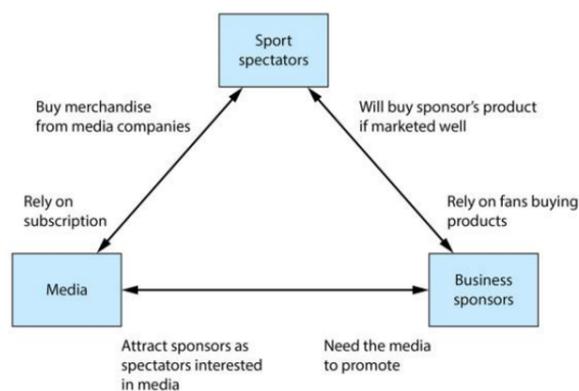
**Extrovert** -Sociable, active, talkative, out-going personality type usually **associated with team sports players (rugby, football)**  
**Introvert** - A quiet, passive, reserved, shy personality type, usually **associated with individual sports performance (running, badminton)**

**Motivation** (intrinsic motivation and extrinsic motivation) -The drive to succeed or the desire (want) to achieve something/to be inspired to do something. This can be:  
**intrinsic** – the drive that comes from within **(eg for pride, satisfaction, a sense of accomplishment, self-worth)**  
**extrinsic** – the drive to perform well or to win in order to gain external rewards **(eg prizes, money, praise).**

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**Social groups**- gender/ race/religion/culture / age / family/friends/peers /disability.  
**Barriers/factors effective participation** - **Attitudes** – opinions; learned; positive or negative – increase participation by changing attitudes to be more positive, **role models** – friend, family, hero; may influence participation, **accessibility** – to **facilities/clubs/activities** will influence participation, **media coverage** – usually positive influence, but can be negative. **Sexism/stereotyping, culture/religion/religious festivals** – prejudice; limit to participation, family commitments – may limit participation, available **leisure time** – generally more available, more participation.  
**Familiarity** – influence of family/role model, **education** – influence of PE programme/teacher. **Socio-economic factors/disposable income** – can be negative influence. **Adaptability/inclusiveness** – should increase disabled participation.

**Commercialisation** -To manage or exploit (an organisation, activity, etc) in a way designed to make a profit. The specification refers to commercialised activity as being sponsorship and the media only.



**Sponsorship**-Where a company pays money to a team or individual in return for advertising their goods.

**Media**- technologies which act as the main means of mass communication. These include: **printed media** (eg newspapers), **broadcast media** (eg TV and radio), **internet/social media** (eg Facebook), **outdoor media** (eg billboards).

**Golden Triangle**- The financial relationship between sport, sponsorship and media.

**Contract to compete**-Unwritten agreement to follow and abide by the written and unwritten rules.

- **Rugby players respecting the referee's decision**
- **Not taking PED's and generally avoiding unsportsmanlike behaviour.**

**Etiquette**-A convention or unwritten rule in an activity. It is not an enforceable rule but it is usually observed.

- **In football when the ball is kicked out of play when a player is injured/ Shaking hands after a match with the officials / opponents.**

**Sportsmanship**-Conforming to the rules, spirit and etiquette of a sport.

- **Same examples as etiquette**

**Gamesmanship**-Attempting to gain an advantage by stretching the rules to their limit, eg time wasting.

- **Pretending to be injured in football so that the ball is kicked out of play, thus stopping the momentum of the opposition/ Calling a timeout in basketball to put off an opposition player before they take a free-throw.**

**Balanced diet** - It is defined as eating: the right amount (for energy expended), the right amount of calories, according to how much you exercise, different food types to provide suitable nutrients, vitamins and minerals.

**Vitamins** -Organic substances that are required for many essential processes in the body, eg Vitamin A for structure and function of the skin.

**Minerals** -Inorganic substances which assist the body with many of its functions, eg bone formation (Calcium).

**Carbohydrate** -The body's preferred energy source for all intensities- main source of glucose (simple or complex)

**Fat** -is also an energy source but can only be used as an energy source when working at low intensity.

**Protein**- Growth and repair of body tissues, small part to play in providing energy.

**Hydration** -Having enough water to enable normal functioning of the body.

**Dehydration**-Excessive loss of body water interrupting the function of the body.

**Diuretic drugs** -Drugs that remove fluid from the body, elevating the rate of bodily urine excretion. e.g. **jockeys**. **Negative effects**- **cause severe dehydration, low blood pressure and muscle cramps.**

**Anabolic steroids** Artificially produced male hormones mimicking testosterone. They promote muscle and bone growth and reduce recovery time. **Often used by power athletes, eg sprinters.** **Negative effects**-**shrunk testicles in men, high blood pressure and liver, kidneys and heart damage. Women develop more body hair, smaller breasts and deeper voice.**

**Beta blockers** Drugs that are used to steady nerves by controlling heart rate. They have a calming and relaxing effect. Often used by performers using fine skills e.g. **archery, darts.** **Negative effects**-**nausea, tiredness and weakness; poor circulation, heart problems.**

**Stimulants**- Drugs that have an effect on the central nervous system, ie they increase mental and/or physical alertness e.g. cocaine and amphetamines- **any athlete that needs to be more alert e.g. speed for swimmers, faster reaction time. Also used to deaden pain – used by injured performers to return to training quickly. Negative effects high blood pressure, strokes, heart and liver problems.**

**Peptide hormones/ Erythropoietin (EPO)** -Drugs that stimulate the production of naturally occurring hormones, which increase red blood cell count/oxygen carrying capacity. Generally, long distance performers e.g. **runners and cyclists.** **Negative effects thickening of blood (more viscous); heart must pump harder – increased risk of stroke or heart attack**

**Narcotic analgesics (pain killers/heroin)**-Drugs that can be used to reduce the feeling of pain. e.g. **gymnasts.** **Negative effects**-**constipation, low blood pressure, loss of concentration leading to coma.**

**(Blood) doping** -Defined by World Anti-Doping Agency (WADA) as the misuse of techniques and/or substances to increase one's red blood cell count. e.g. **runners and cyclists.** **Negative effects thickening of blood; embolisms (blockage of a blood vessel), heart attacks, risk of blood-borne diseases, e.g. HIV and hepatitis.**

**Hooliganism**- Disorderly, aggressive and often violent behaviour by spectators at sporting events.

**Reasons/ causes**; Rivalry between teams – derby matches. **Media hype** – done to increase sales. **Alcohol** – lessens inhibitions; people more open to suggestions, **Gang culture** –; protecting local area from away fans can lead to organised violence against another gang of fans, **Frustration** – with team's performance, refereeing decisions, **Display of masculinity**

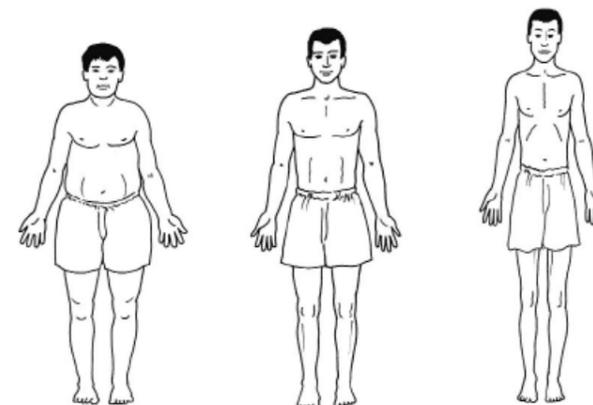
**Strategies to prevent**- Prevention of known hooligans from travelling or banning orders from grounds, **Alcohol bans, Early kick-off** to prevent excessive alcohol consumption, **All-seater stadia** – reduces movement and allows control over ticket distribution, **Segregation** of fans travelling and within grounds, **Improved levels of policing and stewarding** – improves crowd control, **CCTV cameras** at grounds and entrances and **Campaigns** such as 'Kick racism out of football' – to lessen influence of racist movements within football supporters.

**Well-being**- Involves physical, mental and social well-being. The dynamic process that gives people a sense of being comfortable, healthy or happy (**Health and Fitness see Definition bank 1**)

**Sedentary lifestyle** - A lifestyle with irregular or no physical activity.

**Obese** -A term used to describe people with a large fat content, caused by an imbalance of calories consumed to energy expenditure. A body mass index (BMI) of over 30 or over 20% above standard weight for height ratio.

**Body composition** -The percentage of body weight which is fat and non-fat (muscle and bone).



**Endomorph**

**Mesomorph**

**Ectomorph**

**Ectomorph** -A somatotype characterised by being tall and thin. Individuals with narrow shoulders and narrow hips. e.g. **Runners, swimmers. Basketballers, high jumpers.**

**Mesomorph**- A somatotype, characterised by a muscular appearance. Individuals with wide shoulders and narrow hips e.g. **Sprinters, footballers, rugby players**

**Endomorph** -A somatotype, characterised by a pear-shaped body/fatness. Individuals with wide hips and narrow shoulders. e.g. **Shot putter, hammer thrower**

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