

## Personalised Learning Checklist – Physical Education

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|--------------|---------------------------------|
| Exam Board   | AQA                             |
| Course Name  | GCSE Physical Education         |
| Topic Module | Socio-Cultural Issues (PAPER 2) |

|          |                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------|
| <b>G</b> | I am very confident, and I know this well                                                                               |
| <b>A</b> | I am not very confident. I may need to check with my teacher and spend more time working on this                        |
| <b>R</b> | I am not confident about this at all. I need to check with my teacher and ensure I have what I need to become confident |

| <b>PAPER 2 Socio-Cultural Issues</b>                       |                                                                                                                                                                                                                                                                                                                                          |   |   |   |                                |
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|                                                            |                                                                                                                                                                                                                                                                                                                                          | 😊 | 🟡 | 😞 | Revision card completed (tick) |
| Engagement patterns of different social groups             | Gender/race/religion/culture/age/family/friends/peers and disability                                                                                                                                                                                                                                                                     |   |   |   |                                |
| Factors that affect participation                          | Attitudes, role models. Accessibility, media coverage, stereotyping, culture, family commitments, available leisure time, education, socio-cultural income, adaptability, facilities, teachers/coaches, school experiences.                                                                                                              |   |   |   |                                |
| Commercialisation                                          | Definition of commercialisation<br>Golden triangle – relationship between: Media > Sport > Sponsorship                                                                                                                                                                                                                                   |   |   |   |                                |
| Positive and negative impacts of sponsorship and the media | The positive and the negative impacts of commercialised activity (sponsorship and media) on the following: performer, sport, officials, spectators and sponsors.                                                                                                                                                                         |   |   |   |                                |
| Technology in sport                                        | Explain the 6 types of technological developments in sport (officials, facilities/clothing, ICT, safety, equipment, performance analysis). To include VAR/TMO/Hawkeye.<br>What are the positive and negative impacts of technology for the following: performer, sport, officials, spectators, sponsors.                                 |   |   |   |                                |
| Conduct of performers                                      | Definitions of the following: etiquette, sportsmanship, gamesmanship, contact to compete.                                                                                                                                                                                                                                                |   |   |   |                                |
| Drugs in Sport                                             | Identify the different substances used in sport and outline the positive effects and negative side effects.<br>(drugs = stimulants/narcotic analgesics/ anabolic agents/peptide hormones/diuretics)<br>Which type of performers use different types of drugs?<br>Advantages and disadvantages of taking performance enhancing drugs.     |   |   |   |                                |
| Blood doping                                               | How does blood doping occur? What are the side effects/side effects of it?                                                                                                                                                                                                                                                               |   |   |   |                                |
| Beta Blockers                                              | What do they do? What are the side effects of them?                                                                                                                                                                                                                                                                                      |   |   |   |                                |
| Hooliganism                                                | Why does hooliganism occur? (rivalries, hype, fuelled by alcohol/drugs, gang culture, frustrations (officials decision), display of masculinity)<br>What are the strategies to combat hooliganism? (early kick-offs, all seated stadiums, segregation of fans, improves security, alcohol restrictions, travels bans, education of fans) |   |   |   |                                |

## Personalised Learning Checklist – Physical Education

| <b>PAPER 2 - Health, Fitness and Wellbeing</b>                                |                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Reasons why people participate in physical activity. (Physical/social/mental) | <u>Physical reasons</u> – improves heart function, reduces the risk of some illness, avoid obesity etc.<br><u>Social reasons</u> - make friends, socialise, cooperation, teamwork.<br><u>Mental reasons</u> – reduces stress/tension, release of feel good hormone (serotonin), able to control emotions.<br><u>Fitness reasons</u> – improves fitness, reduces chance of injury. |  |  |  |  |
| Consequences of a Sedentary Lifestyle                                         | The risks of not exercising to include: stress, hypertension, obesity, artherosclerosis, poor self- esteem, poor body image and self-confidence, heart disease.                                                                                                                                                                                                                   |  |  |  |  |
| Obesity                                                                       | Definition of obesity.<br>How does it affect performance in physical activity and sport                                                                                                                                                                                                                                                                                           |  |  |  |  |
| Somatotypes                                                                   | Endomorph/Mesomorph/Ectomorph – what are the characteristics of each?<br>What sports suit each somatotype?                                                                                                                                                                                                                                                                        |  |  |  |  |
| Energy                                                                        | Energy is measured in calories (Kcal) and is obtained from the food we eat.<br>Males require 2500kcal per day/ females require 2,000 kcals per day.<br>Calorie intake will depend on age, gender, height, energy expenditure.                                                                                                                                                     |  |  |  |  |
| Nutrition                                                                     | The role of carbohydrates, fats, proteins and vitamins/minerals.<br>Reasons for having a balanced diet.<br>What does a balanced diet consist of?                                                                                                                                                                                                                                  |  |  |  |  |
| Reasons for maintaining water balance - Hydration                             | Definition of hydration.<br>Understanding that water balance (hydration) prevents dehydration.<br>Benefits of being hydrated.                                                                                                                                                                                                                                                     |  |  |  |  |