

# Classification of Skills

**A**

**Skills**

Define what is meant by 'a skill'.

**B**

**Abilities**

Define what is meant by 'ability'.

## Skill Continua

Sport skills have many characteristics and these can change in different scenarios and situations that a sportsperson comes up against. This makes it challenging to categorise skills; therefore, they have to be placed on a continuum.

**C**

Classify each of the sports given below to each of the skill continua and justify your reasons for each classification.

1. A penalty flick in hockey
2. Shot-put
3. Free throw in basketball
4. A return forehand in squash

## Basic Skills

- Simple to perform
- Require little concentration
- Simple movements

## Complex Skills

- Difficult to learn
- Require high concentration
- Complicated subroutines

## Closed Skills

- Not affected by external stimuli, e.g. opposition or environmental factors

## Open Skills

- Affected by external stimuli, e.g. opposition or environmental factors

## Self-paced Skills

- Initiated and performed at a time chosen by the performer

## Externally paced Skills

- Initiated and performed in response to a stimulus

## Fine Skills

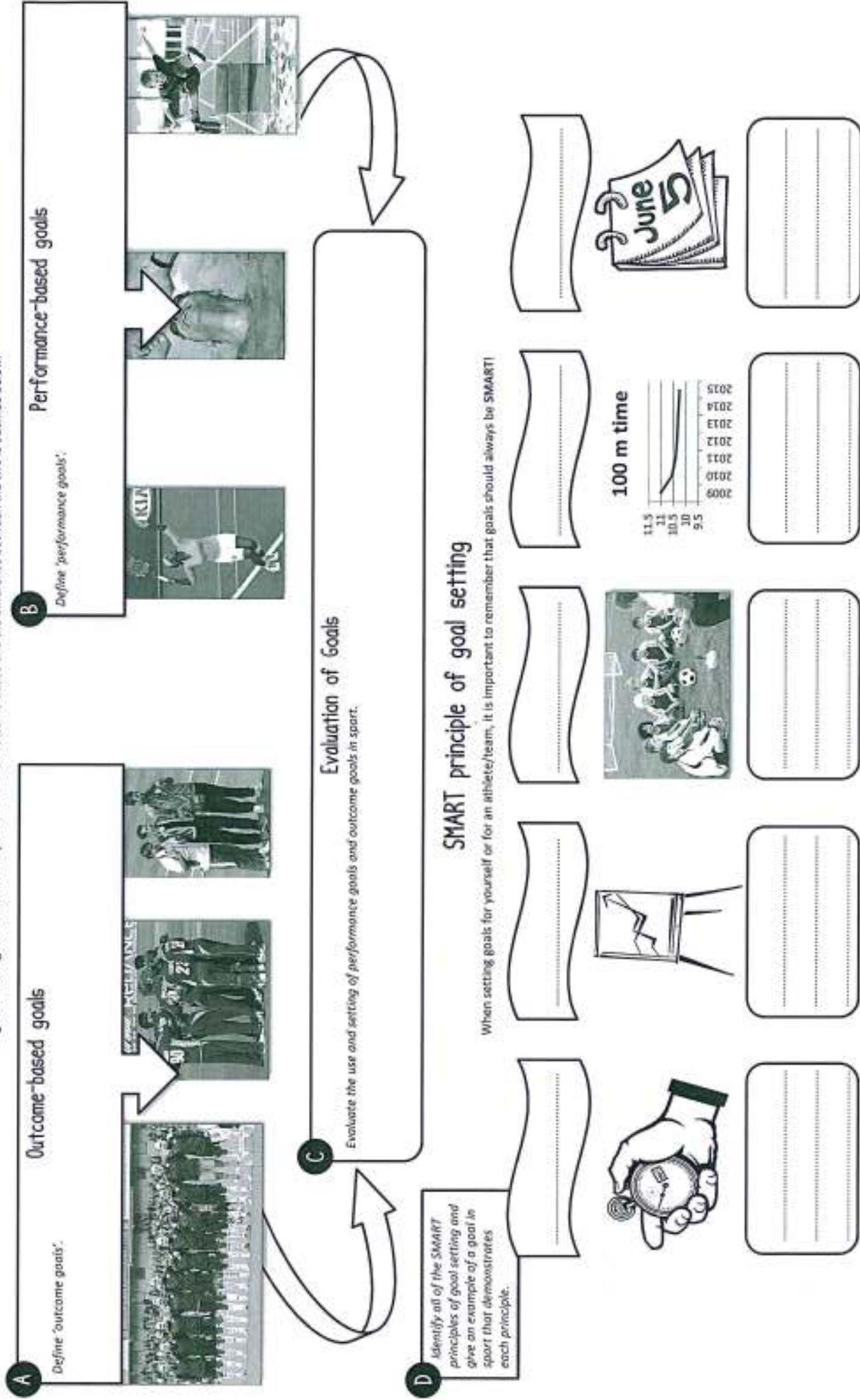
- Require precision
- Small body movements

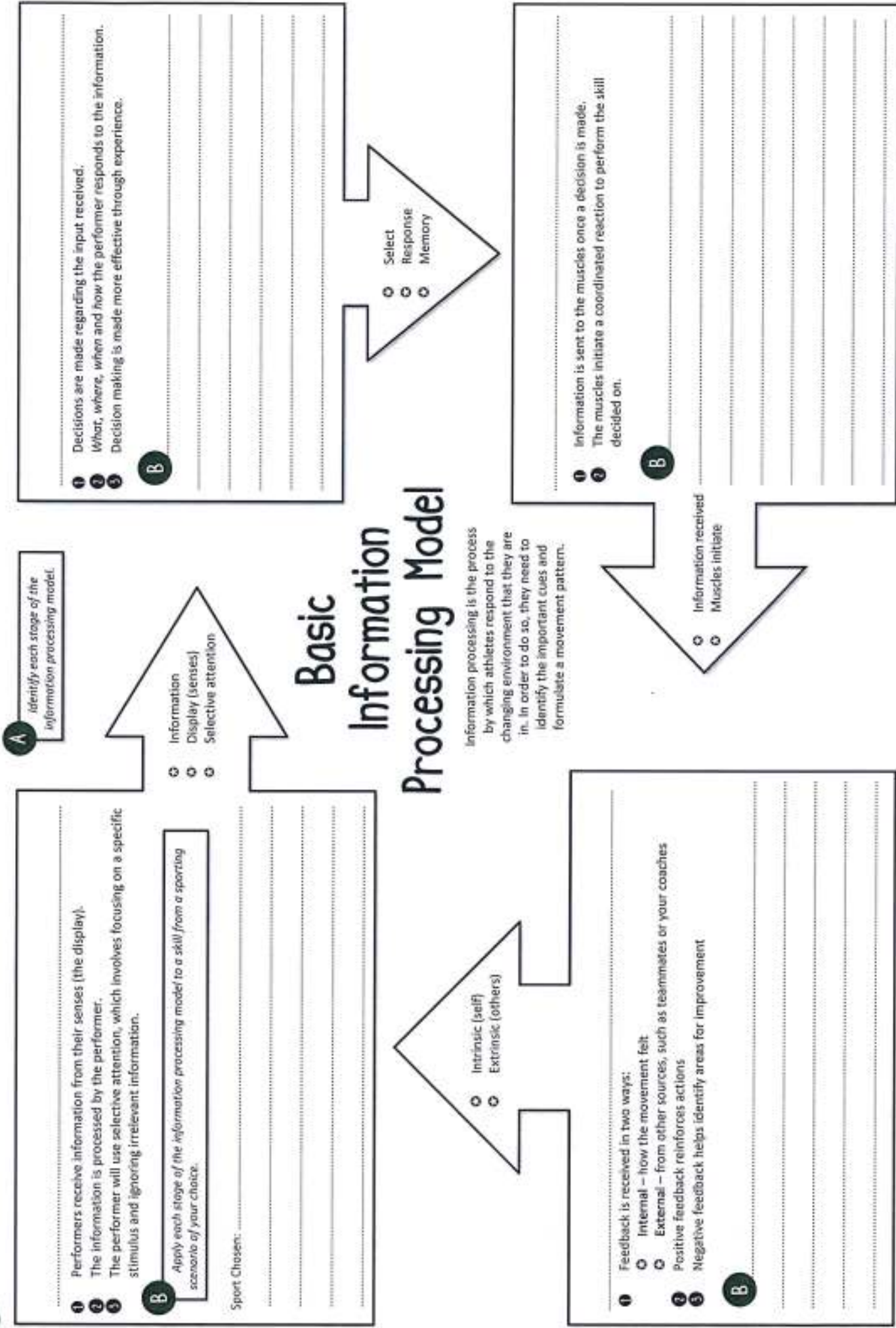
## Gross Skills

- Involve large, imprecise body movements
- Fundamental body movements

# Goals

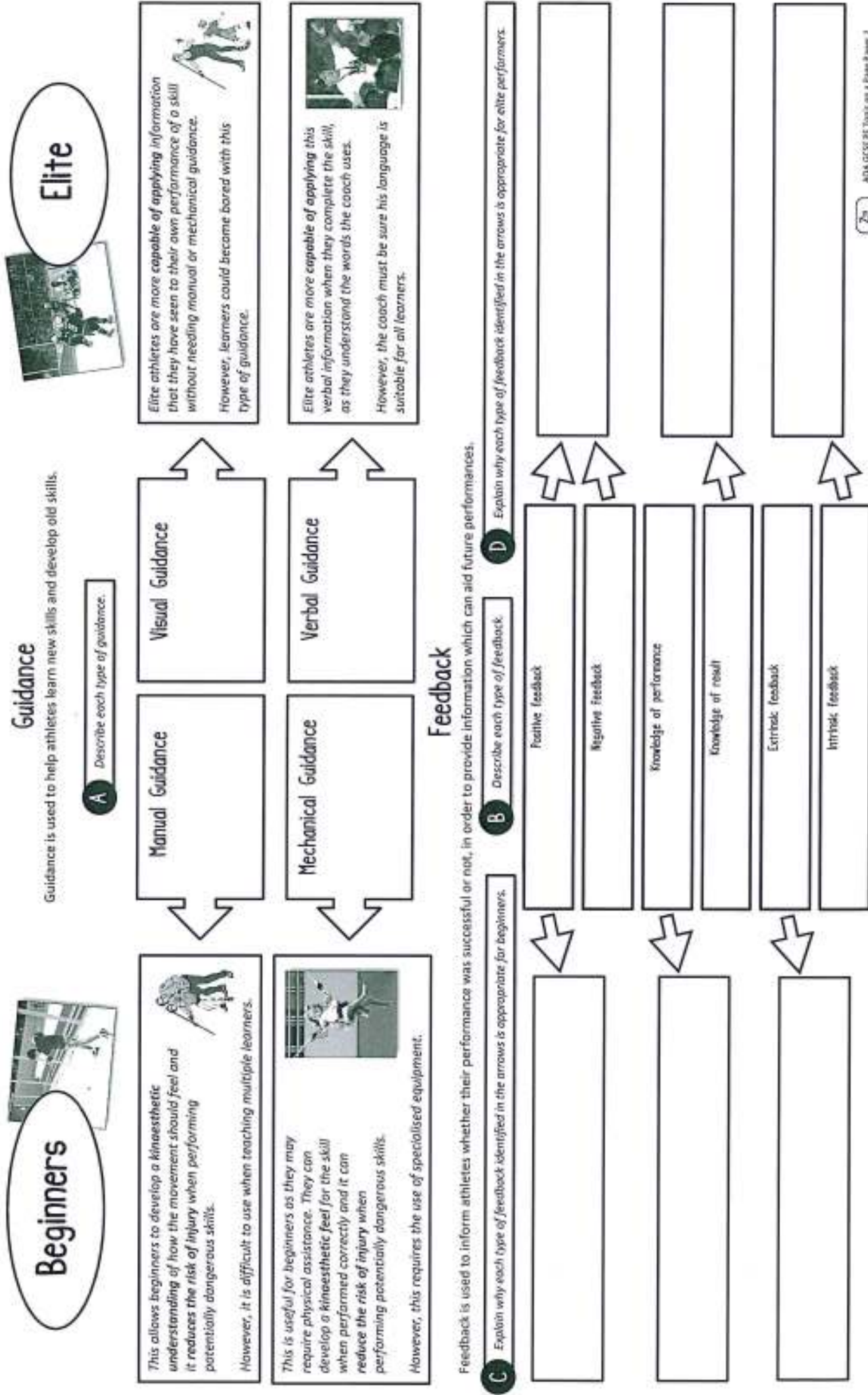
In order for an athlete to improve their level of skill (and, therefore, performance), it is important that they set themselves goals. These goals can either be performance- or outcome-based and the difference between the two is outlined below.





# Guidance and Feedback on Performance

In order to ensure that athletes develop their skills, it is important that they receive guidance when practising their skills and feedback when performing these skills.



# Mental Preparation for Performance



The effect of arousal on performance is determined by the level of arousal and the sport/skill that is being performed.

**B** Complete the graph to show two lines highlighting the different optimal levels of arousal for gross and fine skills.



The inverted-U theory states that as arousal increases, there is an increase in performance up to a certain point and then the performer becomes over-aroused and performance levels fall.

Different skills demand different levels of arousal in order to be performed at an optimal level.

**C** Complete the table below by identifying skills which require low levels of arousal and skills that require high levels of arousal for optimal performance.

Low Optimal Arousal	High Optimal Arousal



**Revision Success Tip**  
Remember: optimal arousal levels can differ between skills of the same sport. Therefore, some sportspersons have to consciously control their arousal levels through stress-management techniques.



It is important that an athlete is able to control their arousal in order to ensure that it is at the appropriate level for the sport or skill with which they are faced. The techniques that can be used in order to control arousal are outlined below.

## Method

## How to do it



**D** Identify the stress management methods being described.

.....  
The athlete adjusts their breathing in order to become relaxed.

**E** Provide an explanation for how each stress management method can be carried out.

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.....  
The athlete visualises, or mentally rehearses, themselves performing in order to increase their confidence.

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.....  
A pep-talk designed to increase an athlete's confidence.

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# Psychological Components of Sport

## Aggression

Aggression is a hostile act which is the result of an individual becoming frustrated or angry based on certain situations. There are two types of aggression, depending on the actions of the individual, and these are outlined below.



**Direct Aggression**

An individual's anger or frustration is taken out directly on another individual



**Indirect Aggression**

An individual's anger or frustration is taken out on an object, without directly touching another person

**A** Describe three sporting examples of direct and indirect aggression.

Examples of direct aggression:

1. ....
2. ....
3. ....

Examples of indirect aggression:

1. ....
2. ....
3. ....

## Personal Characteristics

Personality theorists have said that an individual's personality can help dictate what sports they are likely to be into. The table below shows the differences between the two personality types: introvert and extrovert.

Personality type	Characteristics	Sporting Preference
Introvert		<ul style="list-style-type: none"> <li>⊙ Sports which require low levels of arousal</li> <li>⊙ Sports which involve fine skills</li> <li>⊙ Sports which are less fast-paced and require high levels of concentration</li> </ul>
Extrovert		<ul style="list-style-type: none"> <li>⊙ Sports which involve gross skills</li> <li>⊙ Fast-paced games</li> <li>⊙ Sports which require low levels of concentration</li> </ul>

**B** Identify the characteristics of introverts and extroverts.



## Motivation

Individuals are motivated to take part in sports and physical activities for different reasons and they receive motivation from different sources.

These can be either 'intrinsic' or 'extrinsic' and the difference between the two is outlined below.

Intrinsic motivation comes from inside the person. If a person is competing for intrinsic reasons they will receive their motivation from feelings of:

1. ....

2. ....

3. ....

### Evaluation

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**C** Identify how an individual can receive intrinsic motivation and evaluate its use in sport.



**D** Identify three sources of extrinsic motivation and evaluate its use in sport.

### Evaluation

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Extrinsic motivation comes from external sources and not from within. If a person is competing for extrinsic reasons they will receive their motivation from:

1. ....

2. ....

3. ....

# Engagement Patterns of Different Social Groups

The social groups to which an individual belongs will influence their level of engagement in sport and physical activity and also the types of sport and physical activity in which they are involved. The major social groups and the influences of a number of factors have been provided below.

**A** Fill in the blank white boxes by explaining the influence that the appropriate factor can have on that social group.



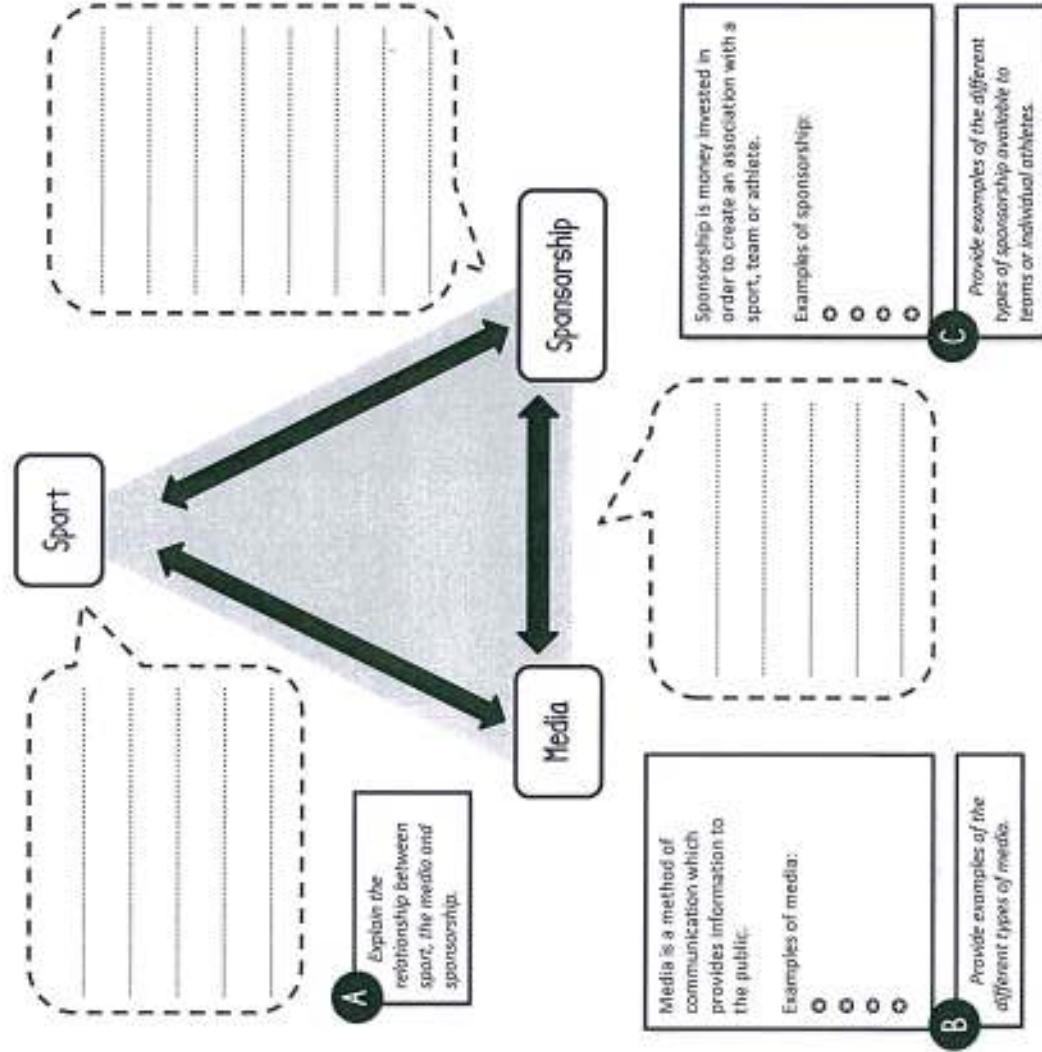
	Gender	Religion/race/culture	Age	Family	Disability
Attitudes					
Role models					
Accessibility					
Media coverage					
Stereotyping					
Culture					
Family commitments					
Leisure time					
Familiarity					
Education					
Disposable income					
Adaptability					

# Commercialisation in Physical Activity and Sport

## Commercialisation

Commercialisation is the process by which a product is promoted to an audience. In sport, this occurs when companies form relationships with sports teams / athletes and use the media to promote something.

The triangle below shows the relationship between the three components (sport, sponsorship and media) of commercialisation:



## Sponsorship and the Media

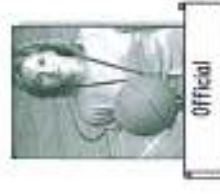
Popular sports, teams and athletes offer an opportunity for companies to improve their popularity and increase their income. The influence of commercial activity can be positive or negative.

**D** Evaluate the positive and negative effects that sponsorship and the media can have on a sport and those involved in the sport.



### Positive Effects

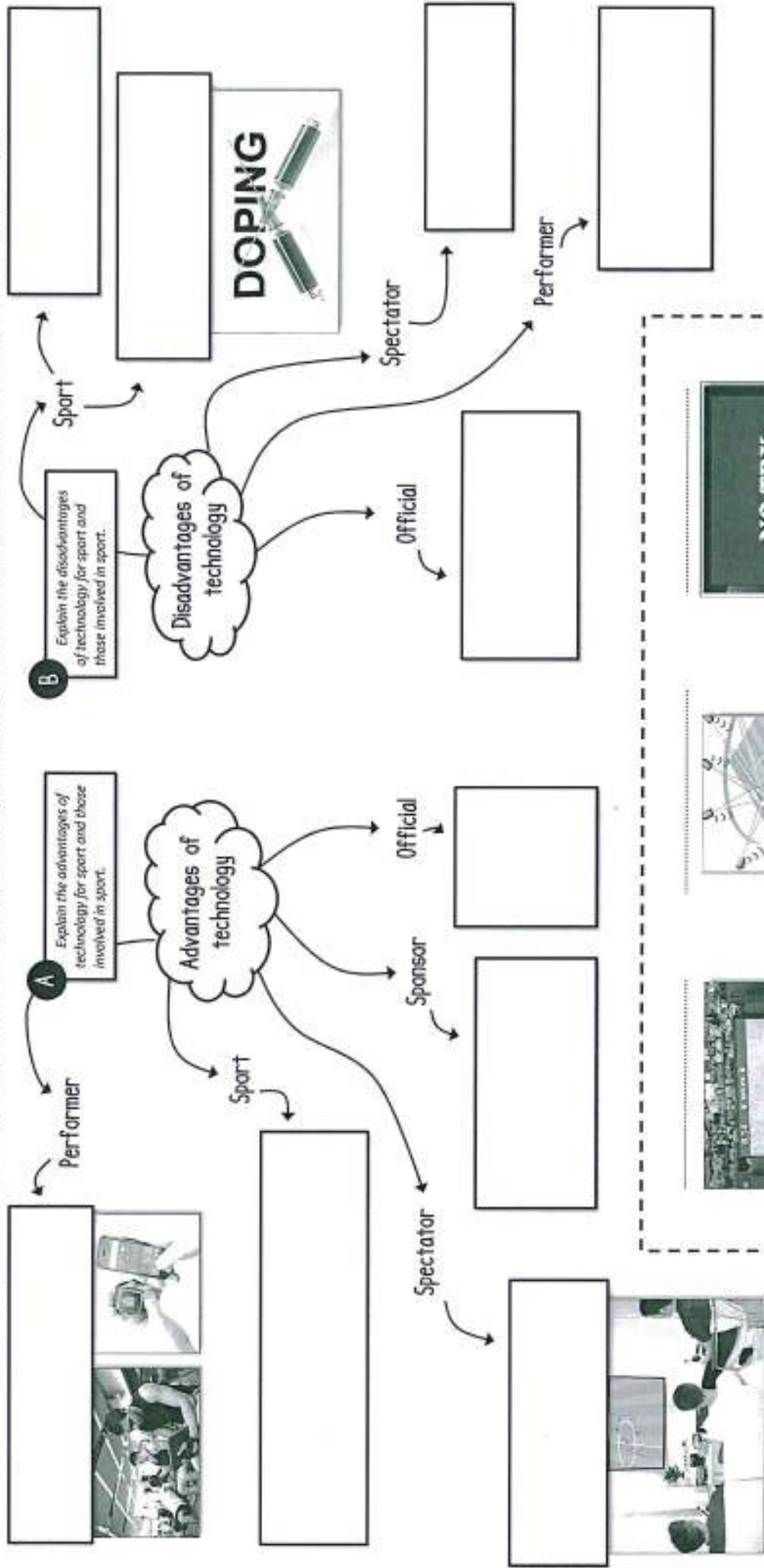
### Negative Effects






# Technology in Sport

The technology used in sport is always evolving in an attempt to improve the quality of the sport and viewing experience. However, the increased use of technology also has some disadvantages.






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**C** Identify the types of technology shown in the pictures and explain what sports they are used in and how they are used.

# Ethical and Socio-cultural Issues in Physical Activity

There are four key terms which can be used to describe the conduct of athletes and the expectations for how they should act when competing.

## Conduct of Performers

**A** Provide a definition for the following types of conduct and give an example of each in sport.

Type of conduct	Definition	Example
Etiquette		
Sportsmanship		
Gamesmanship		
Contract to compete		



## Reasons for PED use

The decision by an athlete to use PEDs is influenced by the potential positive and negative effects:

## Prohibited Substances and Methods

### Substance

#### Stimulant



- + Provides energy
- + Delays fatigue
- Disturbed sleep patterns
- Heart problems
- Overtraining
- Nausea

#### Narcotic analgesic



- + Painkiller
- Drowsiness
- Training when injured
- Addictive
- Mood swings

#### Anabolic agent



- + Aids the development of muscles
- Heart disease
- Kidney problems
- Liver problems
- Aggression

#### Peptide hormone



- + Increased ability to transport oxygen
- + Delays fatigue
- Heart problems
- Increased blood pressure

#### Diuretic



- + Weight loss
- Lethargy
- Dehydration
- Kidney problems
- Muscle cramps

### Benefits

### Side Effects

### Example of use

Advantages	Disadvantages

**C** Identify the advantages and disadvantages of using PEDs in sport.

## Beta-blockers

Beta-blockers are generally taken by athletes who take part in sports which require the performance of fine motor skills, e.g. snooker.

**E** Identify the reasons for using beta-blockers in sport.



However, beta-blockers should only be taken when prescribed by a doctor for medical reasons because their use can cause:

- Nausea
- Weakness
- Heart problems



**B** Provide a sporting example for when each PED could be used.

## Blood Doping

**D** Explain the process of blood doping and identify the positive and negative effects of using this prohibited method of doping.



Blood doping is beneficial for any athlete who works aerobically and requires good cardiovascular endurance, e.g. long-distance runners and cyclists.



### Impact of Spectators

Spectators can both positively and negatively affect athletic performance.

**A** Identify the positive and negative impact of spectators.

Positive:	
Negative:	

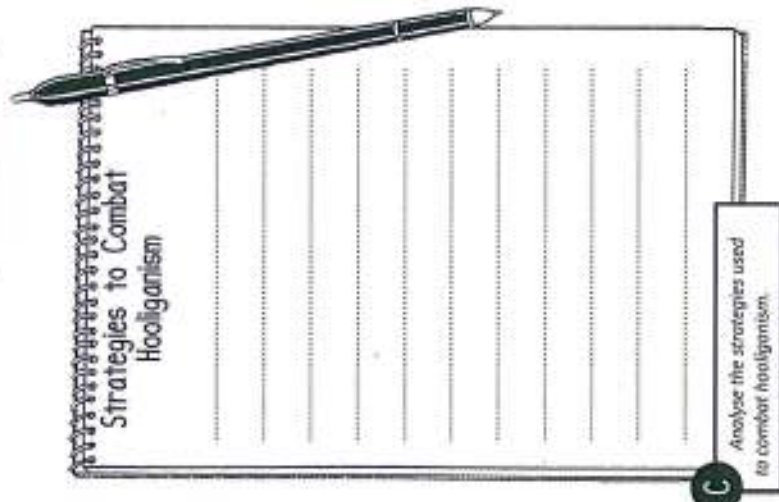
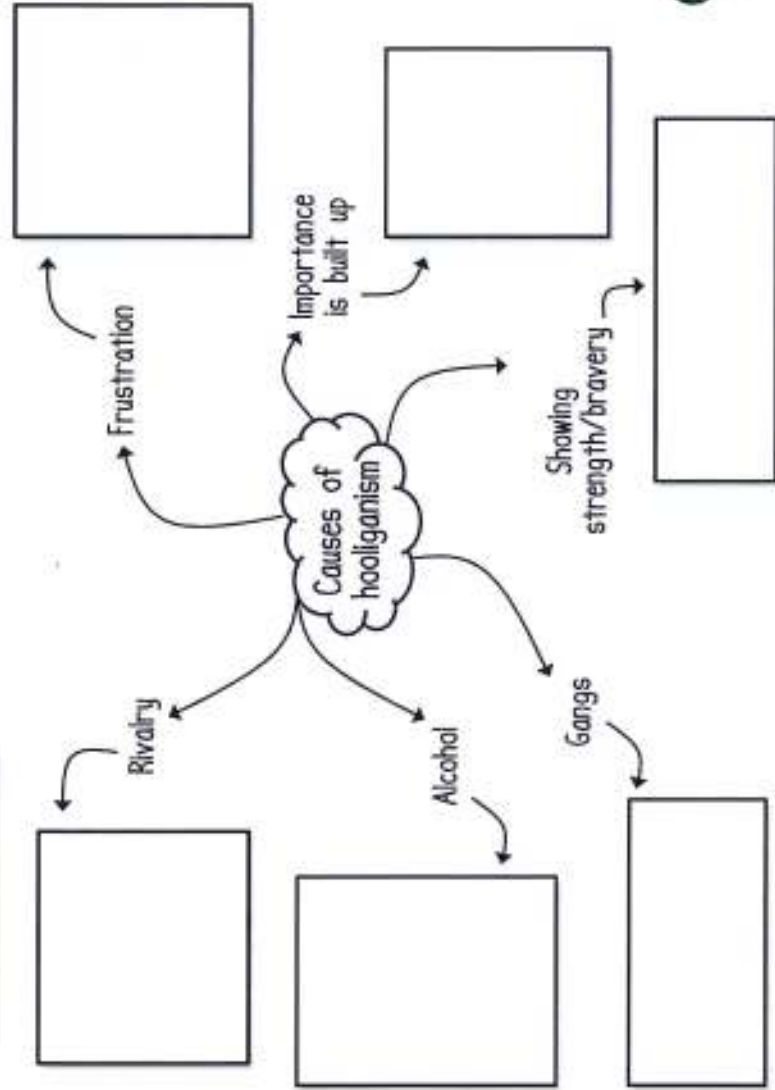


# Spectator Behaviour

Spectators are an important part of professional sport and they are the reason why sports can become successful. However, there are also a number of problems associated with spectators which can damage the reputation of a sport.

**B** Explain how each factor identified can lead to acts of hooliganism.

### Reasons for Hooliganism



**C** Analyse the strategies used to combat hooliganism.



# Physical, Emotional and Social Health, Fitness and Well-being, and the Consequences of a Sedentary Lifestyle

## Physical, Mental and Social Health, Fitness and Well-being

**A** Using the images, explain the benefits of participating in physical activity.

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## Mental Health and Well-being:



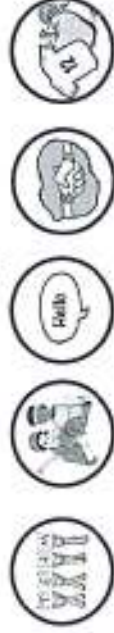
## Physical Health and Well-being:



## Fitness:



## Social Health and Well-being:



## Consequences of a Sedentary Lifestyle

Leading a sedentary life can lead to a number of negative outcomes. One of these outcomes is obesity which is associated with a number of health problems.

**Sedentary lifestyle**  
Leading a life which does not involve much physical activity

↑

**Consequences of a sedentary lifestyle:**

- 1.
- 2.
- 3.
- 4.

**C** Identify the 4 consequences of leading a sedentary lifestyle, other than obesity.

## Somatotypes

Individuals have different body types which are suited to different activities. All body types can be categorised into the three categories outlined below:

### Ectomorph

- Lean and long
- Light frame



### Mesomorph

- Wide shoulders
- Muscular
- Lean



**B** Explain what types of sports a person with one of each of the three body types would be suited to and why.

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.....

.....

### Endomorph

- High body fat
- Wide hips



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.....

.....

**D** Identify the impact of obesity on performance and mental, social and physical health.

Effects of obesity on mental health:

Effects of obesity on social health:

Consequences of obesity on performance:

Effects of obesity on physical health:

# Energy Use, Diet, Nutrition and Hydration

## Energy

Energy is required to maintain bodily functions and perform physical activity. It is obtained from the food we eat and measured in calories (kcal).

**A** Explain how each of the factors identified affects the amount of calories that are required.

Age	↑	
Height	↑	
Gender	↑	
Activity level	↑	

## Balanced Diet

As there is no single food which fulfils the needs of the body, it is important that a balanced diet is consumed.

**B** Explain why a balanced diet is required.

## Dehydration

Dehydration occurs when there is an imbalance between the amount of water taken in through food and drink and the amount of water lost.

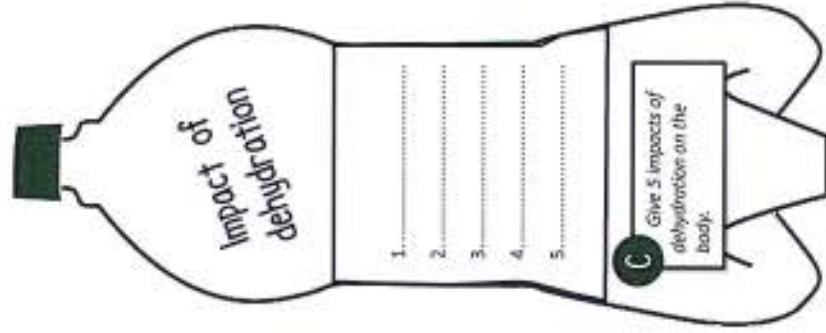
In order to avoid dehydration it is important that enough water is drunk.

Drinking water is particularly important when exercising as more water will be lost as sweat.



### Revision Success Tip

You should understand the effects dehydration has on performance in a range of different sports.



## Nutrients

There are five key nutrients which are required to make up a balanced diet. Each nutrient plays a different role in order to keep the body functioning.

**D** Identify which nutrients are being described on each plate and provide some examples of foods where each nutrient can be found.

- Should make up 55–60% of the diet  
The main energy source for exercise
- Should make up 25–30% of the diet  
Provides energy  
Primary energy source for low-intensity work
- Should make up 15–20% of the diet  
Required for muscle growth and repair
- A number of different types of vitamins and minerals are required  
They ensure body systems are functioning effectively