



**A-Level PE
Handbook**

School Expectations

Sixth Form Student Work Guidelines

Sixth Form students are expected to demonstrate high levels of commitment and focus through their written work.

Your exercise book is key to success at A Level. You need **well-organised notes** and a **clear record of your progress** in order to be able to revise effectively and succeed at A Level.

Your exercise book / folder must contain:

- Classwork notes completed to a high standard
- Any work missed due to absence copied up
- Homework assignments / essays stuck into book or filed in folder
- All worksheets and hand-outs stuck into exercise book or filed
- Evidence of your target grade and progress towards it
- Evidence that you know the grade you are working at, why and how to move up to the next level
- Mark schemes you have annotated showing your understanding of them
- Evidence of information from examiners' reports
- Clear evidence that you take care of your work
- Evidence that you are acting on feedback from your teachers

Please take some time every week to **organise your books / folders and ensure that the work in them is complete and of a high standard**. This will enable you to revise more effectively for your mock examinations.

Our Expectations

Our expectations are very simple, they follow the school's expectations

The main expectations are:

- Be on time to lessons
- Have all of the necessary equipment with you for **ALL** lessons
- Produce all coursework and homework on time to the clearly defined deadlines
- Be courteous to other students and members of staff
- Complete independent learning without being told to
- Look after the class rooms and equipment

A level PE Course Planner

Topic 1: Applied Anatomy and Physiology

Topic 2: Exercise Physiology and Applied Movement Analysis

Topic 3: Skill Acquisition

Topic 4: Sports Psychology

Topic 5: Sport in Society

Topic 6: Practical Performance and Coursework

Teacher 1: Topics 1,2 and 3

Teacher 2: Topics 4,5 and 6

Yr 12 Overview

Teacher 1

Yr 12 Term 1: Applied Anatomy and Physiology

Yr 12 Term 2: Exercise Physiology and Applied Movement Analysis

Yr 12 Term 3 and 4: Exercise Physiology and Applied Movement Analysis

Yr 12 Term 5 and 6: Skill Acquisition

Teacher 2

Yr 12 Term 1 and 2: Sport in Society

Yr 12 Term 3 and 4: Sport in Society

Yr 12 Term 5 and 6: Sports Psychology

*1 lesson per fortnight will be focused on Topic 6

Yr 13 Overview

Teacher 1

Yr 13 Term 1: Applied Anatomy and Physiology

Yr 13 Term 2 and 3: Exercise Physiology and Applied Movement Analysis

Yr 13 Term 4: Skill Acquisition

Yr 13 Term 5: Revision

Teacher 2

Yr 13 Term 1 and 2: Sports Psychology

Yr 13 Term 3 and 4: Sport in Society

Yr 13 Term 5: Revision

Topic 1 Content: Yr 12 (Applied Anatomy and Physiology)

Key muscles and bones; types of movement

The stretch-shortening cycle.

The concept of agonist, prime mover, antagonist, fixator, synergist.

Movements during physical activities and sporting movement.

Levers and movement

Newton's Three Laws of Motion

Principles related to the stability of the body in relation to the centre of mass and its implication in physical activity.

The calculation of force and resultant force.

Acute responses of the muscular and skeletal system.

The structure and function of the respiratory system

The physiology of the respiratory system

Respiratory values and capacities

The anatomical components and structure of the cardiovascular system

The physiology of the cardiovascular system

Bradycardia

Acute responses of the cardio respiratory and cardiovascular systems

Unhealthy lifestyles

Characteristics and anatomical make-up of fibre types

Structure of fibre types

Fibre recruitment patterns for endurance and power based events

The anatomy of the neuro muscular system

The physiology of a muscular contraction

Acute responses of the neuro muscular system

Chronic adaptations of cardiorespiratory, cardiovascular, muscular-skeletal and neuromuscular systems.

Topic 2: Yr 12 (Exercise Physiology and Applied Movement Analysis)

Dietary manipulation for performance re, during and post physical activity.

Optimal weight for performance

Electrolytes, hypotonic, hypertonic and isotonic solutions

The role and use of supplementation

Contemporary supplements for enhancing performance

Strategies for ensuring optimal food, fuel and fluid intake

Fitness testing

Plotting, calculating and interpreting fitness test results

Determinants of movement/running

Components of fitness

Principles of training

Measuring and calculating intensity

Target Heart rate and Karyonen's theory

Contemporary technologies

Periodisation

Methods of training and their appropriateness for different activities

Advantages and Disadvantages of different methods of training.

Preparation for performance at altitude, in heat and in humidity

Strategies for speeding up recovery

Topic 3: Yr 12 (Skill Acquisition)

An overview of the components of information processing

Welford and Whiting models, to include:

Input, stimulus identification

Perception and selective attention

Response selection

Response programming, and output

The role of detection, comparison and recognition (DCR) phases when processing information

The characteristics and functions of the three memory systems

Understand the link between STSS, STM and LTM

Processing information in terms of retrieval and rehearsal and how this affects output

Different types of reaction time

Factors affecting reaction time and ways a coach and performer can improve reaction time so as to optimise performance

Measuring reaction, movement and response time using appropriate technology

Using data to understand reaction times and Hick's Law Plotting, interpreting and analysing relevant data.

Schema theory as an organised package of information stored in LTM that updates and modifies motor programmes using four source of information

Topic 4: Yr 12 (Sports Psychology)

Personality theories
Interactionist theory
Wood's Triadic Model

Understanding how attitudes are formed and shape behaviour

Changing attitudes: negative to positive – 'cognitive dissonance'

Arousal and its effect on performance

Arousal and achieving Optimal levels for performance

Inverted U Hypothesis. Hull's Drive Theory
Anxiety and its effect on performance.

Strategies to control anxiety: somatic and cognitive techniques.

Relationship between arousal and anxiety

Motivation
Key theories and their application of to optimise performance
Social Facilitation
The role of and effect of 'others'
Strategies to combat social inhibition

Characteristics of a successful and cohesive group/team

Task and social cohesion

Key Theories:
Carron
Steiner
Group dynamics
Social loafing
Ringlemann Effect
SMART(ER) targets
The importance and relevance of goal setting and the different types used to optimise performance
Recap and consolidation of topic 1,2,4

Self- confidence and the self concept (Humanist)

Vealey's model of sport specific confidence including relevant sporting examples.

Bandura's Self-Efficacy Theory

Learned Helplessness and its impact on performance

Topic 5: Yr 12 (Sport in Society)

Factors leading to the emergence and development of modern day sport

Historical and social context of mob activities and popular recreation

Factors leading to the emergence and development of modern day sport

Historical and social context of mob activities and popular recreation

The effect of the Industrial Revolution on British society and the impact on recreational activities

The socio-cultural factors that influenced the rationalisation of sport

Colonial diffusion across the British Empire

The emergence of competing for corporations

The creation, development and impact of national and international governing bodies

The ideals, context and impact of the modern Olympic Games and other international sporting competitions

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Migration patterns of sporting labour

Improved opportunities for women in global sport

ParaSport movement

Barriers to participation, the benefits of mass participation on the health of the nation

impact of wearable technology on participation

Ethics and deviance in sport

The impact of commercialisation on the sportsmanship ethic and the growth of gamesmanship in the UK

Types and reasons for deviance in sport

Different responses of governing bodies, governments and the law to deviance

Establishment of the World Anti-Doping Agency (WADA) and its effectiveness in combating drug use

Sport and the media.

The impact of technology on the viewing experience

Sport and the media

Understanding of development routes from talent identification through to elite performance

Systems of the identification and development of talent in the UK with specific reference to the approaches of former East Germany and Australia

Topic 1 Content: Yr 13 (Applied Anatomy and Physiology)

Forms of energy to include: mechanical, electrical, potential, chemical and kinetic.

Review of aerobic and anaerobic energy production

The role of energy as adenosine triphosphate (ATP)

The characteristics and physiology of the three energy pathways

The characteristics and physiology of the three energy pathways (continued)

The energy continuum when based around athletic running events.

Positioning of athletic running events on the energy continuum

Factors that contribute to fatigues: EPOC and the stages of recovery

The fast component – rephosphorylation; the speed and rate of phosphogen replenishment

The slow components of recovery

Energy systems and how they reponse acutely to the demands of the warming up/priming exercise.

Topic 2: Yr 13 (Exercise Physiology and Applied Movement Analysis)

Classifying two types of injuries:

Acute injuries

Overuse injuries

Strategies to prevent injuries.

Contemporary recovery methods and timescales for return to play for the acute and overuse injuries.

POLICE – Protection, Optimal, Loading, ICE, Compression, Elevation

RICE – Rest, ICE, Compression, Elevation

Advantages and disadvantages of rehabilitation strategies.

Factors associated with linear motion

Factors associated with angular momentum

Factors affecting moment of inertia

Application and understanding of how angular motion is applied in a sporting context

Effects of increasing or decreasing the moment of inertia when rotating about an axis

Forces acting during flight that affect projectile motion

Knowledge of the factors that determine the horizontal displacement of a projectile

Application of projectile motion in refining technique in different sporting contexts

Technique modification through the application of technology

Factors affecting fluid friction and air resistance and the application of these in sporting contexts

Interaction of lift forces with objects

Topic 3: Yr 13 (Skill Acquisition)

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Topic 4: Yr 13 (Sports Psychology)

Stress and stressors leading to anxiety – symptoms of physiological, psychological, and behavioural anxiety

Cognitive/somatic stress management techniques to optimise performance

Reasons for success and failure in sport

Weiner's attribution theory and the four attributions

The three main dimensions of attribution

Strategies to allow for attribution retraining

Effective leadership and its impact on performance

The different types of leadership styles

The advantages and disadvantage of each leadership style

Theories of how leaders are created

Topic 5: Yr 13 (Sport in Society)

Commercialisation of sport and its impact on society
Commercialisation and commodities

The historical and social context of commercialisation: broken time payments; spectatorism; developments in the media

The events of the 1968, 1972 and the 1976 Olympics and their impact on the 1984 games

Commercialisation of future sport created by Peter Ueberroth at the 1984 Olympic Games

Franchises in sport (USA & UK), the power shift from the governing bodies to the media, the concept of the golden triangle. Sports stars as global stars

The concept of competitive sports fixtures and events being played on other continents

Franchises in sport (USA & UK), the power shift from the governing bodies to the media, the concept of the golden triangle. Sports stars as global stars

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Extended answer writing – 2 essays questions in each paper

Marked out of 15 – you will be assessed using the following Assessment Objectives:

AO1: Demonstrate knowledge and understanding

AO2: Apply knowledge and understanding

AO3: Analyse and evaluate the question

The 5 Key Points to Essay Writing

1. Before You Start Writing

READ THE QUESTION CAREFULLY!!!

The first step to excel in essay writing is to **READ** the question carefully and identify the key topics to be discussed.

The beginning of the question will include a **command word**. This will instruct the style, tone and form of your essay.

The following are a variety of examples of exam command words and their meanings:

Assess is another way of being asked to “Evaluate” – this means to make a judgement on the topic using evidence to support your decision.

Consider – to think carefully about and give your opinion

Discuss - Investigate or examine by argument, give reasons for and against and examine any implications.

Note: There are two parts to this question. You will need to ensure that you approach both parts. In this case the first part of the question is leading onto the 2nd part and therefore the weight of the essay would be on the 2nd question.

Critically discuss – Investigate or examine by reasoning ensuring that you provide arguments for and against. You will need to use supporting evidence for your answer.

Evaluate - Assess and consider the validity or importance of the topic using evidence to back up your decision

Explain - Make clear, using examples, why something happens, or is the way it is; give reasons for.

Explore - Examine thoroughly; consider from a variety of perspectives.

Outline – Give the main points/features/general principles; show the main structure and interrelations; there is no need for detail and evidence.

Evaluate - Assess and consider, using different examples, the validity or importance of the topic. Ensure you back up your position or decision with evidence.

To what extent - Consider how far, with different example, something is valid or true; put forward how far it is not valid or true.

2. PLAN YOUR ESSAY

1. Read the question
2. Set ideas out clearly.
3. Organise related information in paragraphs.
4. Use connecting words to relate each point.
5. Check your plan against the question, is it the answer?
6. Check that you have in mind all the key words that will trigger marks.

This structure below can be applied to most essays.

Here is a good example of a plan:

Key words Make a list of any key words that need to be included in your essay
Introduction General overview of topic and direction of essay.
The Main Body This is the longest section and you can include as many paragraphs as necessary to answer the question
Main Body - Paragraphs 1&2 Identify the 1st topic with supporting evidence. What are your key points and information
Main Body - Paragraphs 3&4 Identify the 2nd topic with supporting evidence. What are your key points and information
Main Body - Paragraph 5 Evaluate the two. What are the similarities/differences – do you prefer either? Relate back to the question asked.
Conclusion – Paragraph 6 Summary of findings - do you prefer one?

Recommended timing for a 30-40 min examination essay:

1. 5 minutes planning
2. 20-35 minutes writing
3. 5 minutes checking
4. =750-875 words
5. Generally 5/6 paragraphs

3. Essay Structure – In More Detail

Introduction

- Provide any background information on your topic.
- Explain how you interpret the question set - rewrite and expand on the question in your own words.
- Give a brief outline of which issues you will explore, and in which order.
- Suggest any perspectives that you have selected to frame the argument that you are putting forward.
- If it is a comparison – suggest the different perspectives to be compared and analysed.
- Define or explain key terms if necessary.

Main Body 1

Each paragraph contains a point for discussion which follows on from the suggested outline in the introduction.

- Paragraph 1 covers the first thing you said you would address.
- The first sentence (the topic sentence) introduces the main idea of the paragraph.
- The following sentences develop the topic and provide supporting evidence
- Include relevant examples, details, evidence, quotations, and references.
- Conclude the paragraph with a statement relating your point to the question.
- Each paragraph should end with a topic sentence, bringing together the ideas, arguments points in a summary and setting the scene for the paragraph to follow

Main Body 2 – Continuation

For the following paragraphs -

- The first sentence links the paragraph to the previous paragraph and introduces the main idea of the new paragraph
- Discuss the 2nd topic/theory with supporting evidence

Main Body 3 – Evaluation

- Evaluate the two or three points that you have made in detail referring back to the evidence .
- Discuss any similarities/differences – do you prefer either?
- Always relate to the question asked.
- ****Only at A2 Debate in detail the key issues**

Conclusion

- Draw everything together and make sure that you show that you are still answering the question
- Briefly summarise the main themes (a conclusion can often be read as a brief summary of the essay)
- You are aiming to show that you have answered the following questions: So state concisely - What was the original problem? How have you explored it? What have we learned from this exercise?
- Make a judgment – state the conclusions of your argument. Make it clear why those conclusions are important or significant
- Do not introduce new material
- In the last sentence, sum up your argument very briefly, linking it to the title
- Set the issues in a broader perspective/wider context
- Suggest further questions of your own
- Are there any broader implications of the perspectives you have discussed?

4. Simple Rules for Academic Writing

- Begin each paragraph with a topic sentence, introducing the reader to the ideas to come.
- A paragraph must contain at least 3 sentences.
- Write sentences around 25 words long.
- 1 idea per sentence, make sure the subject is clear and the grammar, straight forward.
- Try not to use the same word again in successive sentences unless it is a specific technical term.
- Make sure your sentences follow chronologically, don't jump about in time. Make sure that the flow or sequence of ideas is logical, don't jump about.
- Use connectives (e.g. 'additionally', 'therefore', 'however' – see Appendix 2) to ensure that your writing flows.
- Make sure that the verb tenses, e.g. present, future and past, within each paragraph agree and that the whole piece is written in a consistent tense, except where quotations are used.
- Try to use straightforward words and direct verb tenses rather than complicated tenses like pluperfect (example of pluperfect: "He had taught at the school", i.e. includes 'had' and another past-tense verb).
- Each paragraph should end with a topic sentence, bringing together the ideas, arguments points in a summary and setting the scene for the paragraph to follow.

5. Things to Remember:

- Review your essay
 - Leave time at the end to read thoroughly and edit
 - Ensure that each paragraph/point relates to the question.
 - Use an analytical approach
 - When using other people's ideas – reference them to avoid plagiarism
 - Use direct quotes sparingly – it's better to write in your own words
 - Avoid colloquial (non-formal, conversational) terms such as 'quid', 'stuck up' etc.
 - If you abbreviate terms, make sure that you have included the full word or phrase previously in your essay
- Sir Joseph Williamson's Mathematical School is a grammar school in Rochester, SJWMS opened in...
- Avoid: I, we, you
 - Avoid emotive language
 - Be objective
 - Express ideas clearly
 - Be concise – make every word count
 - Avoid repeating the point you are making
 - Avoid generalisation – be specific and include detail
 - Use plain English
 - Check punctuation and spelling.

Discuss the role Public Schools played in the development of sports (15)

Public Schools in the 19th Century were fee paying, elitist, rural so boys attended the school and stayed there during education (boarded).

There are 3 main stages of the development of public schools. Stage 1 consisted of boys playing sport at their school but they had to adapt and change the rules as they all had different variations on how their sport was played. This is because they had popular recreations back in their towns and it was a reflection of the society back then as it was violent and cruel. At the public schools the boys would merge their games together and popular recreation would then turn to rational recreation. The masters did not take part in the sports and they did not like it. Stage 1 is called boys culture as it was mainly about the boys. The 2nd stage is called social control. This is what Dr Thomas Arnold used sport as. He saw that the boys enjoyed playing sport and he used this to his advantage. He also implemented the chapel and he believed in muscular Christianity. This is the belief that a fit and healthy body would have a healthy soul. This is why he believed sports so much as it would help the boys spiritually also. He helped to change the master's views on sport and they treated the boys less Spartan like. He also made the sports better as they had rules and regulations. The boys also played the game fair and sportsman like as they this is an example of muscular Christianity and they were more gentlemen like.

The 3rd stage and final stage is athleticism. Athleticism is the combination of effort and moral integrity. Boys were motivated to play the sport well and fair.

All of these stages helped to develop sport as the rules were refined and the boys were respectable, this is not what we had back during rational recreation. The way the sport developed even further is when the boys left their public schools. They either went to Oxbridge, joined the army or became business men.

The boys that attended Oxbridge would have been involved in the 'melting pot'. This is where the sports that they played would have been refined as some schools played with certain rules. Some boys would also not have played certain sports as their school only played one. For example, Eton only played football but Rugby only played rugby. So if the boys from these schools went to Oxbridge, they would have had to learn the other sport.

The boys that left school and went to the army would have been officers as they had a good education and that was very hard during the 19th Century. The boys enforced their sport as the people where they had been posted to go to this meant that the foreigners were learning the sport. This was done for social control as they knew that the people would enjoy playing the sport. As the British colonised these areas, the countries that were colonised later gained independence but are part of the commonwealth. This is why when we have the commonwealth games countries that were colonised by us take part and play our sports.

Sport is also spread through industrialists who went to expand their company to other parts of the world. They went to South America to do this and this is why countries in them regions are good at sports such as football as they would have been taught that sport as well as the other sports.

Overall, none of this would have happened if public schools existed as the boys were taught, gained respect for the sport that they played and improved the sport.

Explain why random practice is detrimental to performance but beneficial to learning. Use Schmidt's Schema Theory to help explain your answer (15)

Random practice is also referred as varied practice, varied practices enables for a wide range of situations to enhance the performer's recognition within a game. For example within rugby, a player can be associated with different varieties of tackles so they are not restricted through just that type. Different and varied practices can be tackling from behind, in front, to the side. All the functions and varied skills that are being used in practice enhances learning for the rugby player. However; these skills may not be at a high ability, unlike if varied practice was being used. This enables for a skills to be fully understood with at high performance level yet lacks in variety of skills and hinder their chance to make a successful tackle. This massed practice is more beneficial to performance levels but limits understanding and learning of variety.

Schema theory challenges open and closed loop theories as it says motor programmes can be classified and are more able to respond to a situation. For example, a tennis players cannot possibly have the same recall as each shot is completely different but they can be altered to create a successful response.

The recognition schema allows the athlete to use past knowledge to influence/initiate a skill within a game situation. Therefore by having more past experiences the performer/athlete will find it easy to apply within a game situation and there won't be such a conscious/stressful response. Within the rugby example, by using varied/random practice this initiates the memory to use the past experiences as a basis for a problematic situation. They will have a high recognition schema allowing them to tackle at the right angle by using this practice. However, as the practice is varied and not repeated the recognition schema will be poor. This means that random practice is detrimental to performance rates but beneficial for learning.

The recall schema is the rate at which a performer is able to recall that skill within a game. Recall schema is better with practice but is not adequate if not experienced before. Hence using random practice as a beneficial tool to influence performance and learning of that skill. Also how successful their knowledge is and how well rehearsed. Thus the random practice having a lack of repetition and rehearsal which is detrimental to performance.

94 useful Connectives to add a contrast:

1. However	25. Another possibility	45. although	72. to begin/start with
2. On the other hand	26. better/worse still	46. To illustrate:	73. lastly
3. In contrast	27. but	47. for example	74. last but not least
4. alternatively	28. despite this	48. as follows	75. ultimately
5. on the contrary	29. notwithstanding	49. that is	76. first and foremost
6. conversely	30. in spite of	50. that is to say	77. finally
7. in comparison	31. nevertheless	51. for instance	78. another
8. rather	32. for all that	52. say	79. then
9. in fact	33. yet	53. in other words	80. after
10. chiefly	34. all the same	54. namely	81. next
11. mainly	35. instead	55. such as	82. afterwards
12. most importantly	36. in all	56. To further your point:	83. thirdly
13. typical of this/such	37. it might be concluded	57. similarly	84. first and most importantly
14. notably	38. accepting/assuming this	58. equally	85. in the first/second place so
15. one such	39. resulting from	59. indeed	86. therefore
16. including	40. in consequence of	60. in the same way	87. accordingly
17. especially	41. this as a result/consequence	61. in addition	88. thus
18. not least	42. owing to/due to the fact that	62. likewise too	89. hence
19. a typical/particular/key example	43. accepting/assuming this	63. besides	90. then
20. in particular	44. To signpost the next step or an order of points	64. also	91. it follows that
21. above all		65. in short	92. for this reason
22. as well		66. to conclude	93. this implies
23. furthermore		67. in brief	94. in this/that case
24. To indicate a concluding remark:		68. in conclusion	
		69. because of this/that	
		70. this suggests that	
		71. consequently	

Key dates

(add when required)

Moderation day -

Final day for coursework hand in -

Exam -

Performance Analysis (PA) and Performance Development Programme (PDP)

Component 4

15% of final mark/ marked out of 40

Max word limit 3500

Guideline of 50 hours

Performer or Coach analyse 2 components of physical activity (1 physiological and either 1 tactical or technical)

Performer/ Coach must analyse, implement and evaluate a Performance Development Programme

Use quantitative and qualitative data

Record every training session

Tactical or technical must be authorised by exam board (see pp. 74-82) of specification

Top Tips

Sport specific testing

Elite performer – compare your scores to an elite performer

Up-to-date as possible

Literature review for each component

Tactical – embed videos with annotation/ voice overs

Notational analysis

A Level PE (2016) Glossary of Key Terms

Actin thin protein filament found in the myofibril.

Adenosine tri phosphate (ATP) the energy currency of the body, found in all cells, when broken down it releases stored energy.

Advertising using sport to promote goods or services for sale in order to make it more well-known/promote it.

Aerobic with oxygen.

Aggression in sport, behaviour intended to harm another person, either physiologically or psychologically, outside the laws of the game.

Agonist muscle primarily responsible for a given movement.

All or None Law each muscle fibre within a motor unit either contract or do not contract; there is no such thing as a partial contraction.

Americanisation the influence American sport has on the values of sport in other countries. **Angular momentum** The amount of motion a body has during rotation.

Angular momentum = angular velocity x moment of inertia. **Angular velocity** The rate of movement in rotation.

Antagonist a muscle that opposes an agonist for a given movement and prevent overstretching of the agonist.

Anxiety a negative aspect of stress, worries over the possibility of failure.

Arousal the state of general preparedness of the body for action involving both physiological and psychological factors.

Assertion the use of physical force that is within the rules or ethics of a sport and is therefore legitimate.

Athlete a player/performer in any activity.

Bernoulli effect relationship between velocity and pressure which act on an object as it moves through a fluid/air, for example a ball in flight.

Bradycardia the reduction in resting heart rate that accompanies training. Resting heart rate below 60 beats per minute.

Bracketed morality the suspension of ethics, or morality, during competition.

Bungs secret payments between an agent and member of staff at a football club as part of football transfers.

Centering using deep breathing as a way to refocus your concentration.

Centre of mass the point where all the mass of a body is concentrated and the sum of all the moments of inertia of the body is zero.

Chunking simplifying an action by reducing it into smaller parts.

Clarendon Commission a royal commission set up in 1864 to investigate the great public schools.

Cognitive dissonance tension resulting from having contradictory thoughts or beliefs about something or someone.

Cognitive anxiety thoughts, nervousness, apprehension or worry that a performer has about their lack of ability to complete a task successfully.

Commercialisation the treating of sport as a commodity, involving the buying and selling of assets, with the market as the driving force behind sport.

Continuous skill a movement with no clear beginning and end One end phase of the movement blends into the start of the next phase of the cycle.

Dehydration the condition which occurs when the amount of water in the body falls below normal, disrupting the balances of sugars and salt (electrolytes) in the body.

Deviance behaviour that falls outside the norms or outside what is deemed to be acceptable (can be positive or negative).

Discrete skill a movement with a clear beginning and end.

Displacement the shortest straight line measurement between two points.

Electrolytes Ions (electrically charged particles) of salts such as sodium.

Electrolyte balance the proportion/concentration of electrolytes within the fluids of the body.

Encoding storing information in memory.

Endorsement giving approval to a product or service and receiving payment in return.

Feedback any information received by the learner during or after a performance about the performance.

Fixator a muscle which allows the prime mover to work more efficiently by stabilising the bone where the prime mover originates.

Franchises an authorisation given by a league to own a sports team.

Gamesmanship bending the rules/laws of a sport to gain an unfair advantage without actually breaking the rules, for example time wasting.

Gentleman amateur wealthy and of a high social position; did not need financial compensation to participate in sport.

Glycolysis process of breaking down glycogen into pyruvic acid, producing some ATP.

Golden Triangle the link between sports events, sponsorship by businesses, and the media.

Guidance Information to aid the learning of a skill. This information can be given visually, e.g. through demonstrations; verbally, e.g. by the coach explaining how to perform the technique; manually, e.g. by physically moving a performer into the correct position; and mechanically, e.g. using a harness in tramp lining.

Hick's Law relationship between number of responses and choice reaction time. The more choices there are available, the slower the reaction time. As the number of choices increases, so does reaction time.

Horizontal component The horizontal motion of an object in parabolic flight.

Hull's Drive Theory theory of arousal that suggests a linear relationship between arousal and performance; as arousal increases so does performance.

Hydration being hydrated means the body has the correct amount of water in cells, tissues and organs to function correctly.

Hypertonic drinks when the glucose osmolality of the drink is greater than the blood.

Hypotonic drinks when the glucose osmolality of the drink is lower than the blood.

Industrialisation mechanisation of the manufacturing industry.

Inverted U Hypothesis theory of arousal that suggests that optimal performance occurs when the performer reaches an optimal level of arousal.

Intangible rewards external rewards that cannot be touched, for example cheering from the crowd, congratulations from the team or coach.

Isotonic drinks when the glucose osmolality of the drink is the same as blood.

Karvonen's Theory a method of calculating target heart rate zone.

Learned helplessness the belief that failure is inevitable because of negative previous experiences.

Locus of causality the internal/external factors that a performer believes caused an event or outcome. Locus of stability The stable/unstable factors that a performer believes caused an event or outcome.

Locus of control the extent to which a performer believes that the outcome was within their control (or not).

Magnus effect the generation of a sideways force on a spinning object due to the pressure differences that develop as a result of velocity changes caused by the spinning object, e.g. a 'curve' on a served tennis ball.

Massed practice practice that occurs without rest between trials.

Mental practice the mental or cognitive rehearsal of a skill or movement, with no actual physical movement taking place.

Merchandising the practice in which the brand or image from one product is used to sell another, usually by professional sports teams and their players.

Moment of inertia the resistance of a body to a change of state when rotating

Motor neurones nerves that carry information from the central nervous system to the skeletal muscles.

Motor units a motor neurone and the muscle fibres it controls.

Movement time time from the start of the response or movement to the completion of the movement.

Myofibril part of a muscle fibre contains sarcomeres and the contractile proteins actin and myosin.

Myoglobin protein found in the sarcoplasm. It has a high affinity for oxygen and helps transport oxygen from the capillary to the mitochondria. Myosin Thick protein filament found in the myofibril.

Need to Achieve (nACH) the motivation to succeed or attain particular goals; people with nACH personalities show approach behaviour.

Need to Avoid Failure (nAF) the motivation to avoid failure; people with nAF personalities show avoidance behaviour.

Optimal loading a rehabilitation programme to encourage faster recovery.

Oxbridge melting pot Oxbridge or the universities became a 'melting pot' for games. Different games were taken to Oxbridge where they mixed and became standardised version of game/s.

Part practice method of practice where the skill is broken down into sub-routines.

Partial pressure the pressure a gas exerts in a mixture of gases.

Pay-per-view a system by which the television viewer can pay for a private telecast to their home of an event.

Perception the process of acquiring, selecting and organising sensory information.

Performance goals goals related to performance which can be judged against other performances.

Periodisation dividing the overall training programme into parts/periods that are designed to achieve different goals.

Phosphocreatine (PC) an energy-rich compound of creatine and phosphoric acid, found in the muscle cells.

Playing professional workers of a low social position who needed financial compensation to afford to participate in sport.

Popular recreations sporting activities before the industrial revolution.

Pressure gradient when there is a difference in neighbouring or adjoining pressures.

Process goals goals over which an individual has complete control in order to deal with the technique/tactic needed to perform well, for example run at 5minute mile pace. They help focus attention and reduce anxiety.

Progressive part practice method of practice where the skill is broken down into parts, each part learnt and then linked in and practised as a sequence.

Prime mover the muscle that is directly responsible for creating the movement produced at a joint.

Psychological Refractory Period the delay in response to the second of two closely spaced stimuli. This is as result of the single channel hypothesis the PRP is due to the brain's inability to deal with two stimuli simultaneously e.g. dodging or feinting to go one way then going another.

Rate of Perceived Exertion (RPE) a subjective rating (on the Borg Scale) of how hard the performer thinks their body is working based on their physical sensations during exercise such as increased heart rate, breathing rate, sweating and muscle fatigue.

Rationalisation a term associated with the development of sport that occurred during the industrial revolution, resulting in the codification and organisation of modern sport.

Reaction time time taken to make a decision.

Reinforcement Process by which a connection (bond) between a stimulus and a response is established and developed.

Re-phosphorylation resynthesis of phosphate to convert ADP back into Phosphocreatine (PC) and ATP.

Response time time from the stimulus being given to the end of the response = reaction time + movement time.

Ringlemann Effect the diminishing contribution of each individual as group size increases.

Selective attention the process of picking out and focusing on those parts of the display that are relevant to performance and filtering out irrelevant information.

Self-confidence a person's belief in their ability to achieve success. Self-efficacy Situation-specific self-confidence.

Serial skill series of specific (discrete) movements chained together in a sequence.

Shamateurism the blurring of the distinction between amateurs and professionals as a result of the commercialisation of sport, resulting in a compromise in the ethics associated with an amateur.

Shin splints (Periostitis) inflammation of the periosteum of the tibia brought on by exercise or overtraining.

Significant other people who are held in high regard by an individual.

Social facilitation the influence of the presence of others on performance. These others could be in the audience or performing in the same activity (called coactors).

Social inhibition decrease in performance due to the presence of others.

Social loafing loss of individual effort in a group due to fall in motivation or lack of personal identity.

Somatic anxiety physiological responses to a situation where a performer feels that they may be unable to cope (symptoms include sweaty palms, increased heart rate, feelings of nausea).

Sponsorship provision of funds or other forms of support to an individual or event to in return for some commercial return.

Sportsmanship conforming to the rules, spirit and etiquette of a sport. State anxiety (A-trait) anxiety felt in a particular situation.

Synergist muscle which aids the action of a prime mover by stabilising the joint at which the prime mover acts.

Tangible rewards rewards that can be touched, held or have physical substance, for example medals, money, trophies.

Trait anxiety (A-trait) an enduring personality trait, giving a tendency to view all situations as threatening.

Tropomyosin thread-like protein that winds around the surface of actin.

Troponin globular protein on actin filament.

Type I also known as slow twitch muscle fibres, they are suited to low intensity aerobic work, can be used for a long period of time without fatiguing.

Type IIa these are fast oxidative glycolytic muscle fibres, fast contraction, large force, fatigue easily. They are used in anaerobic work, but can be improved through endurance training to increase their resistance to fatigue.

Type IIx (previously type IIb) these are fast glycolytic muscle fibres, very rapid contractions, very large forces, fatigues very easily. They are used in anaerobic work.

Urbanisation development of cities caused by the movement of the working population from rural areas (where jobs were disappearing as a result of mechanisation) to towns (where new jobs were being created in factories).

Vertical component the upward motion of an object in parabolic flight curve.

Wave summation increase in contraction strength as result of muscles that are rapidly stimulated being unable to relax between repeated stimulations.

Whole-part-whole practice skill is practised as a whole then broken into parts, a part is practised, then the skill is practised as a whole again.

Whole practice the complete skill is practiced without breaking it down into subroutines.

World Anti-Doping Agency (WADA) the agency responsible for promoting, coordinating and monitoring at international level the fight against the use of drugs in sport.

