

Revision Series 2023

OCR GCSE Physical Education Paper 2

◆ Notes pages ◆



The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the [exam infographics](#) to hand. These will be referred to throughout the show.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes spaces as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.

My ticklist:

- Notes pages
- Exam infographics
- Exam paper
- Exam mark scheme
- Exam model answers

Performer profiles

Use these performer profiles when making examples and developing your A02 skill. The list is not exhaustive and you are encouraged to use your own examples as well as these ones.



Josh

Basic Details
Age: 19
Sport: 100m Sprint
Level: Olympic Podium Potential



Tom

Basic Details
Age: 43
Sport: Tennis (singles and doubles)
Level: Novice



Kate

Basic Details
Age: 17
Sport: Triathlon
Level: Club



Laura

Basic Details
Age: 15
Sport: Gymnastics (Artistic)
Level: National



Julie

Basic Details
Age: 26
Sport: Netball (GD, GK)
Level: Semi-professional/National



Carlos

Basic Details
Age: 35
Sport: Wheelchair basketball
Level: Ex-national team

Material covered in the National Mock Exam

- Green denotes content to be covered in this session.
- (#) denotes the number of marks on Paper 1 since 2018.
- Yellow denotes skills that will be covered in the session and that are also covered in the mock exam and model answers.

2.1 Sociocultural influences

- Physical activity and sport in the UK (1)
- Factors affecting participation (48)
- Commercialisation (5)
- Ethics - sportsmanship, gamesmanship and deviance (11)
- Drugs in sport (7)
- Violence in sport (3)

2.2 Sports psychology

- Characteristics of skill (15)
- Skill classification (9)
- Goal-setting (21)
- Mental preparation (13)
- Types of guidance (15)
- Types of feedback (25)

2.3 Health, fitness & well-being

- Health, fitness and well-being (29)
- Consequences of a sedentary lifestyle (17)
- Balanced diet (28)
- Collect and use data

Section 1: Physical activity and sport in the UK

Levels of activity

ACTIVE LIVES
Nov 20-21
ADULT SURVEY

Active

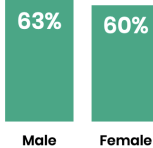


Summary of demographic differences

Our data shows there are significant inequalities:

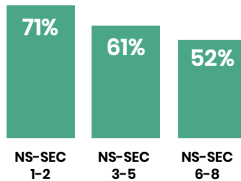
1 Gender

Men (63% or 14.0m) are more likely to be active than women (60% or 13.9m).



2 Socio-economic groups

Those in routine/semi-routine jobs and those who are long-term unemployed or have never worked (NS-SEC 6-8*) are the least likely to be active (52%).

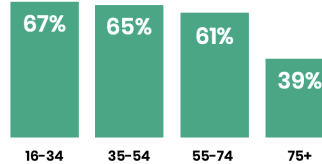


[Link to data tables](#)

*See our definitions page for the full definition of each demographic group.

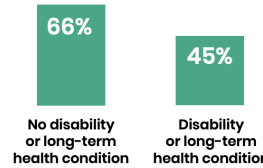
3 Age

Activity levels generally decrease with age, with the sharpest decrease coming at age 75+ (to 39%).



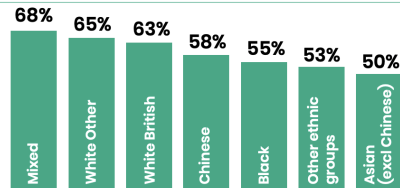
4 Disability and long-term health conditions

Activity is less common for disabled people or those with a long-term health condition* (45%) than those without (66%).



5 Ethnicity

There are differences in activity levels based on ethnic background.



Additional demographic breakdowns for sexual orientation, faith, working status and education stage can be found in the data tables.

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Levels of activity

Summary of change

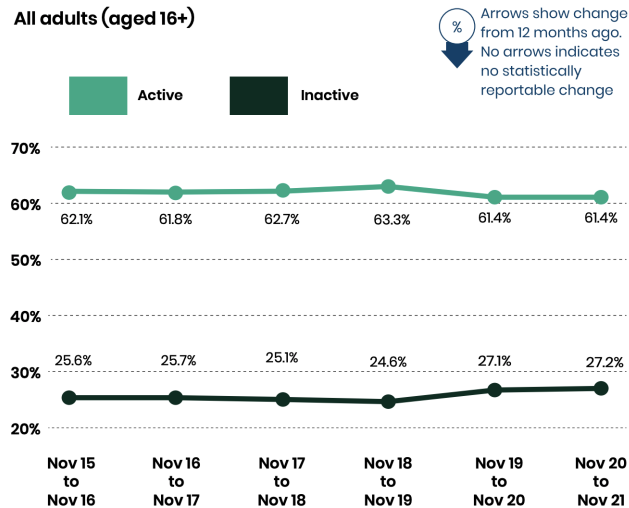
The coronavirus pandemic, which saw unprecedented restrictions applied to everyday life, has resulted in a clear drop in activity levels since the last full pre-pandemic reference point (Nov 18-19). However as the pandemic has progressed, activity levels have stabilised and no further annual changes have been recorded, compared to 12 months ago.

Compared to pre-pandemic (Nov 18-19) we see:

- 0.6m (-19%) fewer active adults
- 1.3m (+2.6%) more inactive adults.

[Link to data tables](#)

All adults (aged 16+)



For details on how we measure change, see the notes pages.

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Levels of activity

Ages 16-54

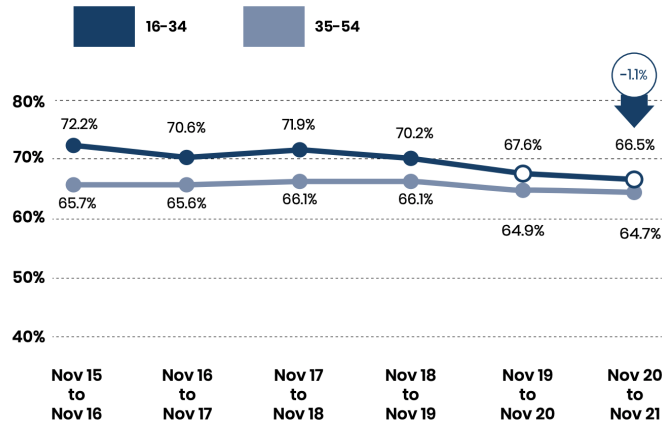


Activity levels continue to fall among young adults

Activity levels were falling before the pandemic hit among young people aged 16-34. The pandemic has accelerated this, with a further drop of 3.7%, or 607,000, fewer active young people compared to Nov 18-19. Over the last five years, this represents nearly a million (5.7%) fewer active young people as other priorities increasingly fill their lives - be that technology or busy lifestyles.

Among the 35-54 age group, activity levels have followed a similar pattern to the population overall, seeing a drop in those who are active (down 1.4% or 235,000) compared to pre-pandemic (Nov 18-19) but no further change compared to 12 months ago.

Active: 150+ minutes a week Annual picture



Arrows show change from 12 months ago. No arrows indicates no statistically reportable change.

[Link to data tables](#)

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Volunteering

Frequency

Arrows show change from 12 months ago. No arrows indicates no statistically reportable change.



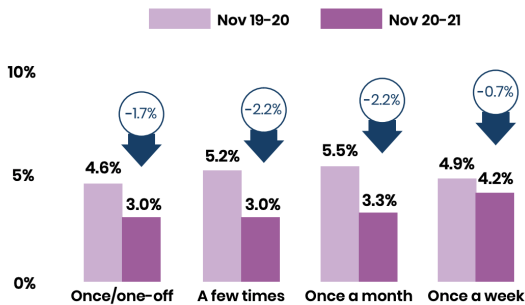
Volunteer numbers fell sharply compared to 12 months ago

Those volunteering once a week throughout the year saw a smaller drop, compared to 12 months ago, than less regular forms of volunteering. This indicates volunteering among those doing so regularly was the most resilient during the pandemic.

In total more than 6.6m, or 14%, adults have given up their time to support sport and physical activity at some point across the latest 12-month period (Nov 20-21) – a drop of 3.1m adults, or 6.9%, compared to 12 months ago.



Volunteered to support sport and physical activity in the last 12 months

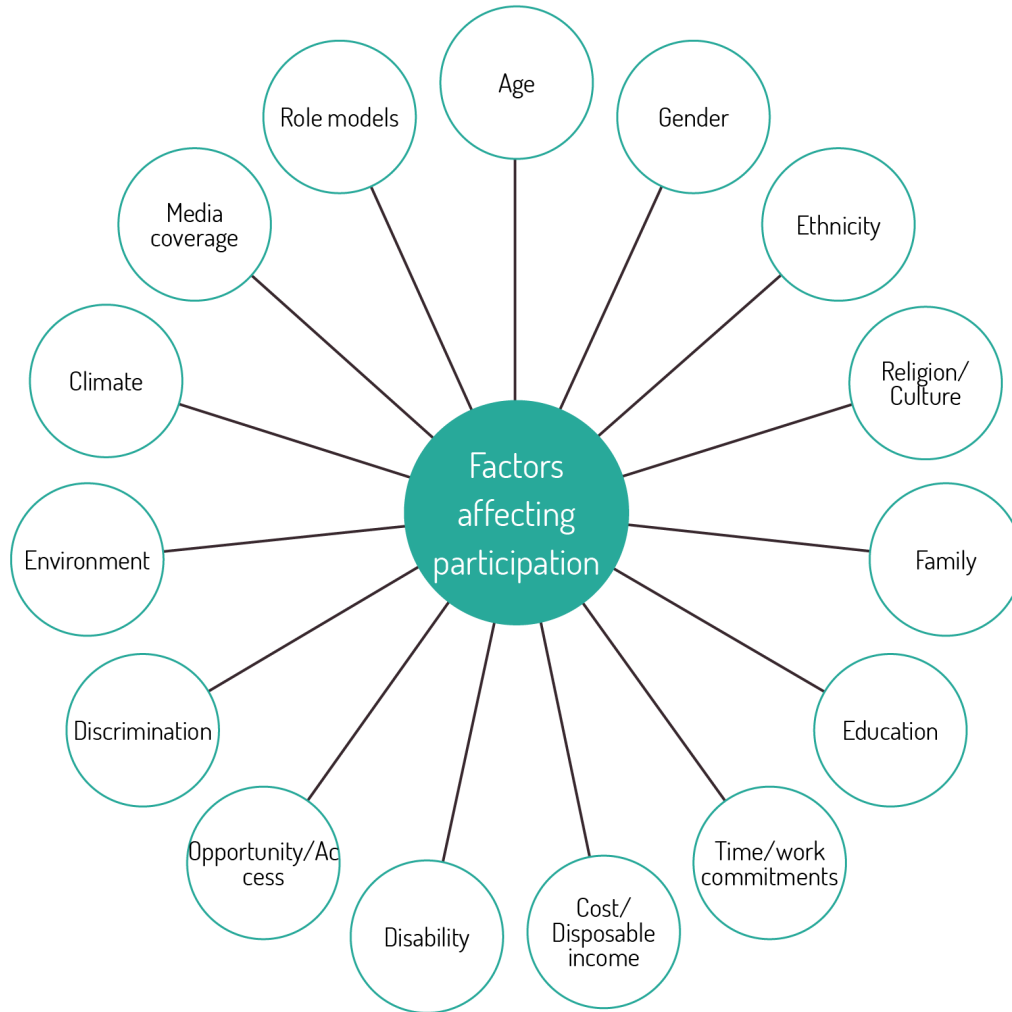


Note: Data is only available since November 2019-20 and this reference period includes eight months of coronavirus restrictions. As such it's not possible to make comparisons to pre-pandemic or establish whether there's been any recovery.

[Link to data tables](#)

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Section 2: Factors affecting participation



Notes

Factors affecting participation - Age	Discrimination	View that sports are for younger people
		"Too old" to take part
	Role models	Fewer elderly role models
	Opportunity/Access	Elderly may need help with transport
	Media coverage	Coverage focuses on younger people
		Encourages elderly to be spectators only
	Family commitments	Working parents have less time due to families
		Less time due to grandchildren
	Time/work commitments	Working age have little time due to work
		More time during retirement
	Education	Many adults have not learned enough about movement for health and physical literacy
	Cost/Disposable income	Financial commitments increase as people get older
	Disability	Few versions for the elderly
		Walking football

Notes

Factors affecting participation - Ethnicity	Discrimination	Different cultural attitudes to the importance of sport
		Role-specific stereotypes for different races
		The "fast black athlete"
		The "smart white athlete"
	Role models	Disproportionately fewer non-white role models in some roles
		Very few non-white role models in sporting admin
	Religion/Culture	Fasting during Ramadan may affect participation
		Recent migrants to the country may have less understanding of British sporting customs and practices
Family	Many Asian communities very focussed on family first	

Notes

Factors affecting participation - Gender	Discrimination	Male sport is dominant
		Female sport undervalued
		Traditional image of the “tomboy”
		Traditional image of the “sissy” for a non-aggressive, less physical male
	Role models	Fewer female role models
	Opportunity/Access	Fewer female clubs in many sports
		Some female-only clubs or sessions at clubs
		Increased availability of female-focussed activities
	Media coverage	Female sport coverage judged to be at 5% of male
	Family	Females do more domestic chores
		Females do more childcare
		“Double shift”
	Time/Work commitments	Females have less especially females with children
Education	Females participate in different sports at school to males	
Cost/Disposable income	Females tend to have less disposable income	

Notes

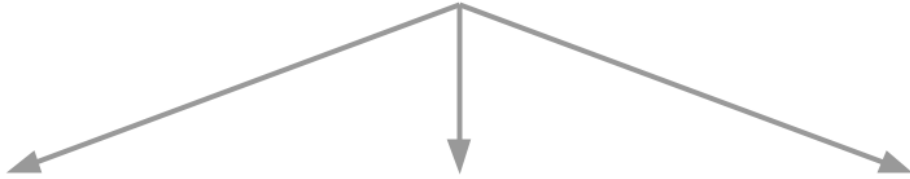
Section 3: Ethics – Sportsmanship, gamesmanship & deviance

	Sportsmanship	Gamesmanship	Deviance
Examples	<ul style="list-style-type: none"> • Kicking the ball out of play when a player is injured • Clapping your opponent and shaking hands • Batsman walking in cricket • Not over-celebrating 	<ul style="list-style-type: none"> • Exaggerating a foul • Holding an opponent • Moving the ball forward nearer the goal • Distracting an opponent • Delaying behaviour 	<ul style="list-style-type: none"> • PEDs • Violence • Illegal gambling
Values	<ul style="list-style-type: none"> • Fair play • Respect for officials, teammates and opponents • Respect for the sport • Reduces the risk of injury • Friendly play • Promotes the sport and provides positive role models 		
Reasons		To gain an advantage without breaking the rules	<ul style="list-style-type: none"> • To gain an unfair advantage • Pressure/ expectation to win • Enhance performance • Because you are losing • Financial reward • Frustration with an official • Retaliation • Copying others • Result of taking drugs - roid rage.

Notes

Section 4: Drugs in sport

Types of drugs and their effects



Anabolic steroids

- Increase muscle mass.
- Increase strength.
- Train harder.
- Recover faster.

Beta blockers

- Control heart rate.
- Keep calm.
- Lower anxiety.
- Block adrenaline.
- Improve concentration.

Stimulants

- Arouse the brain.
- Increase heart rate.
- Increase aggression / competitiveness.
- Increase alertness.
- Delay fatigue.
- Decrease in reaction time.
- Decrease pain.
- CV problems.
- Liver damage
- Addiction
- Risk of injury
- Insomnia

Notes

Advantages and disadvantages to the performer of taking PEDs

Advantages

- Increased chance of success/Making the first team/Improve speed/Improve strength
- Fame/Recognition
- Wealth/Increased income
- Levels the playing field

Disadvantages

- Reputational damage
- Could be sacked
- Could be banned
- Lose sponsorship
- Health risks
- Addiction

Notes

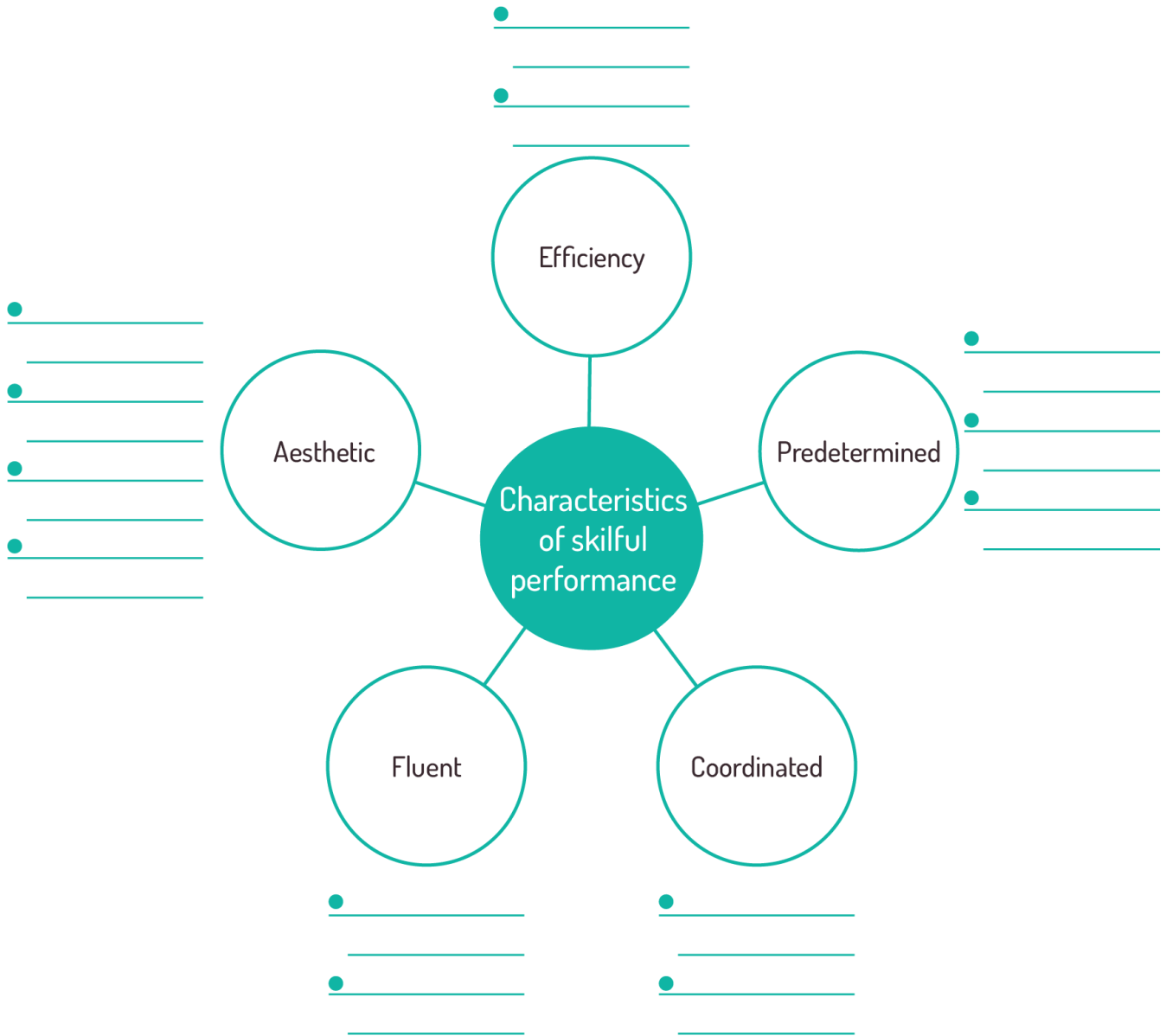
Disadvantages to the sport of performers taking PEDs

Disadvantages

- Sport's reputation is damaged.
- Successful performers are treated with suspicion.
- Loss of sponsorship income
- Fewer spectators
- Reduced participation levels
- Need to invest increasing money into anti-doping
- Loss of trust in results
- Historical results need reviewing.
- Honest athletes are tarred

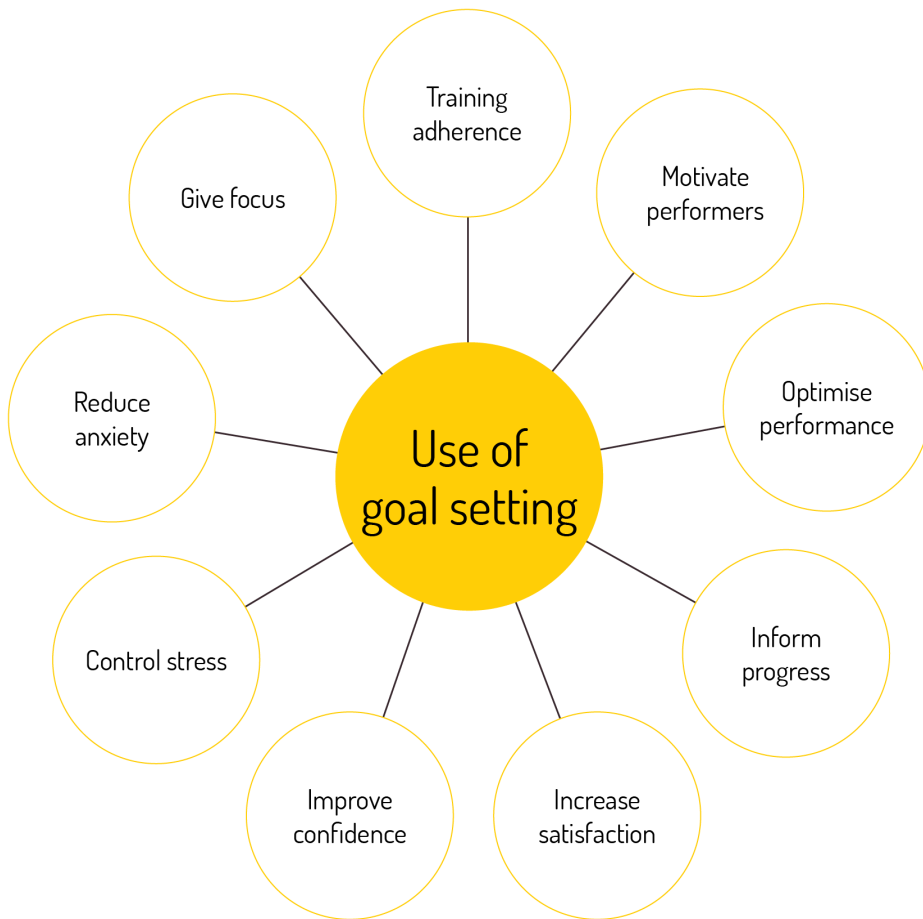
Notes

Section 5: Characteristics of skill



Notes

Section 6: Goal-setting



- S** Specific
- M** Measurable
- A** Achievable
- R** Recorded
- T** Timed

Notes

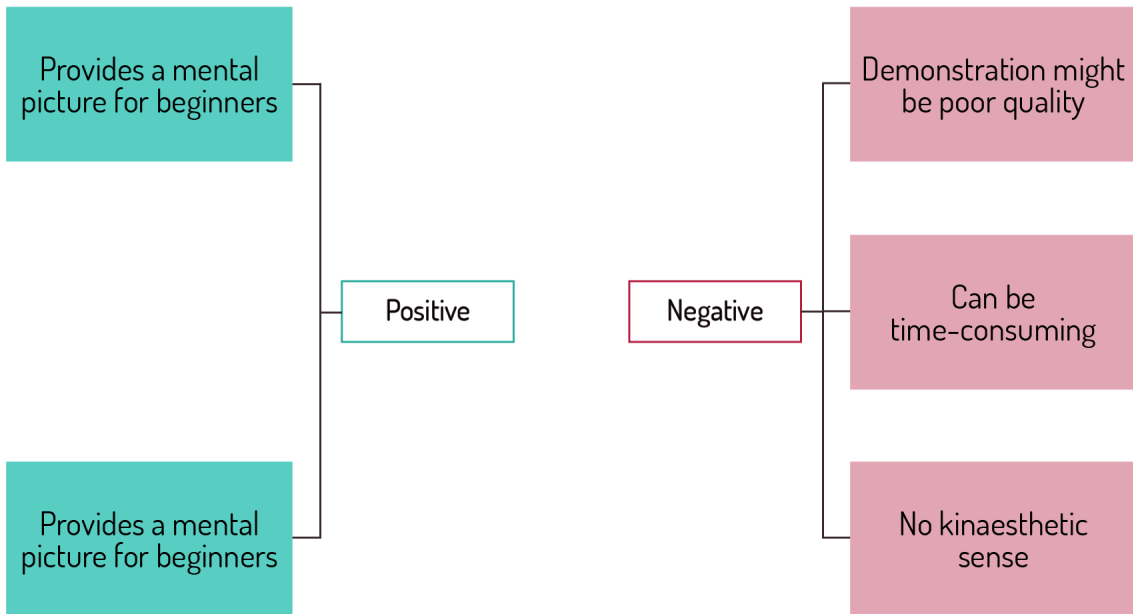
Section 7: Mental preparation

Mental preparation				
Imagery	Mental rehearsal	Selective attention	Positive thinking	Relaxation techniques

Notes

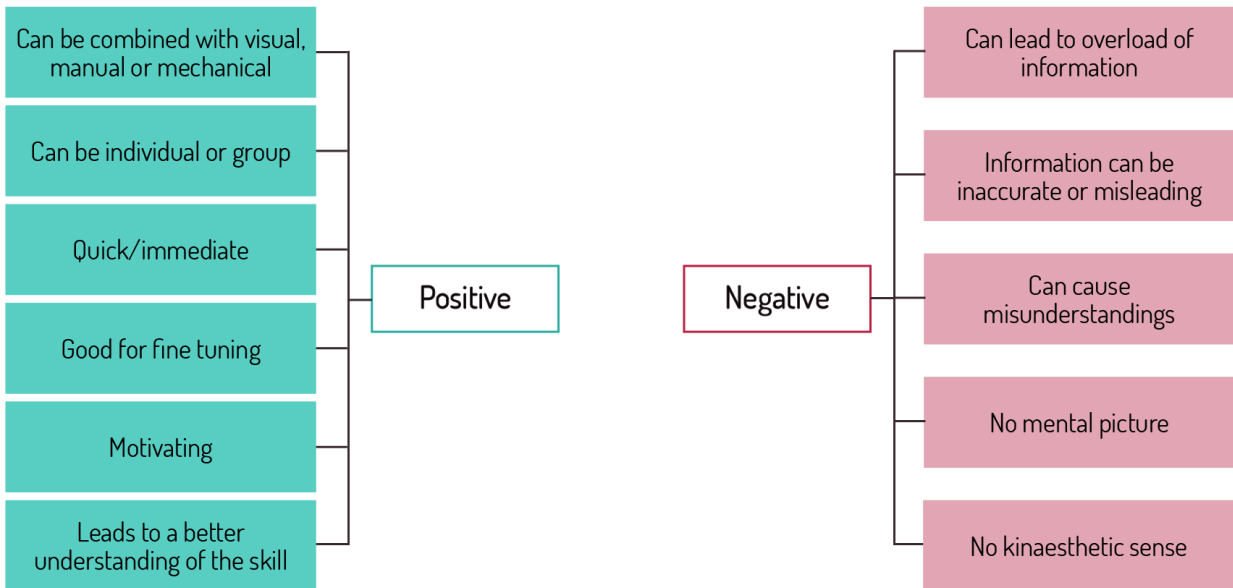
Section 8: Guidance

Visual guidance



Notes

Verbal guidance



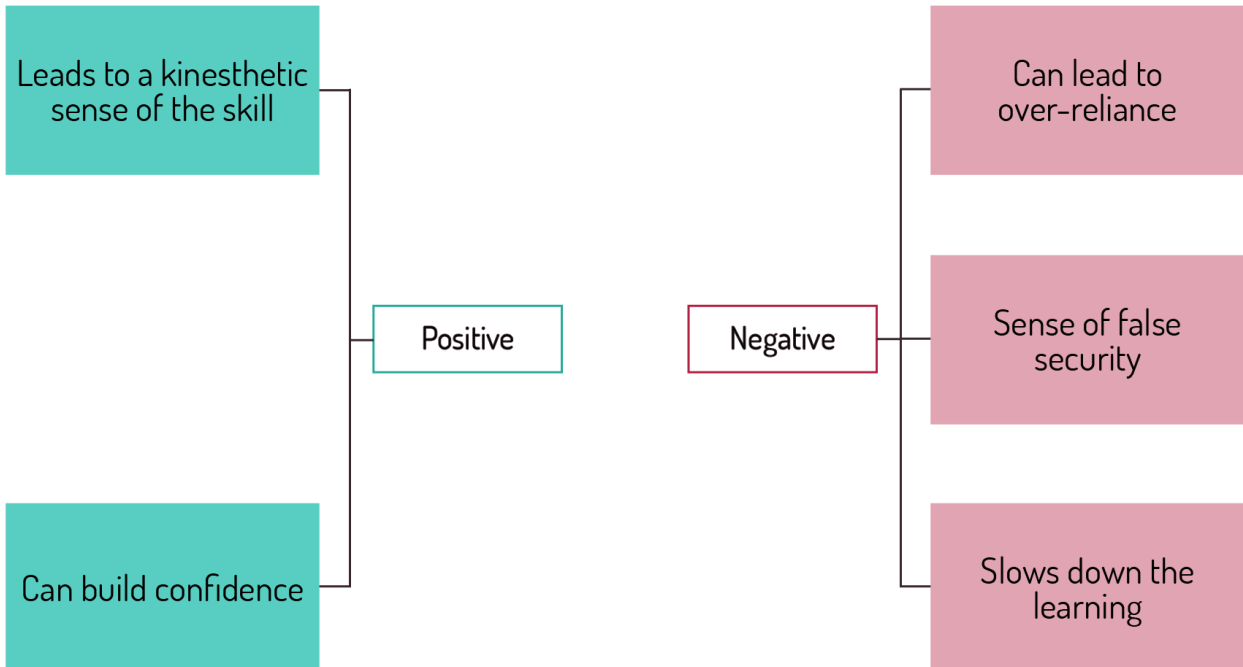
Notes

Manual guidance

Physically guiding a performer

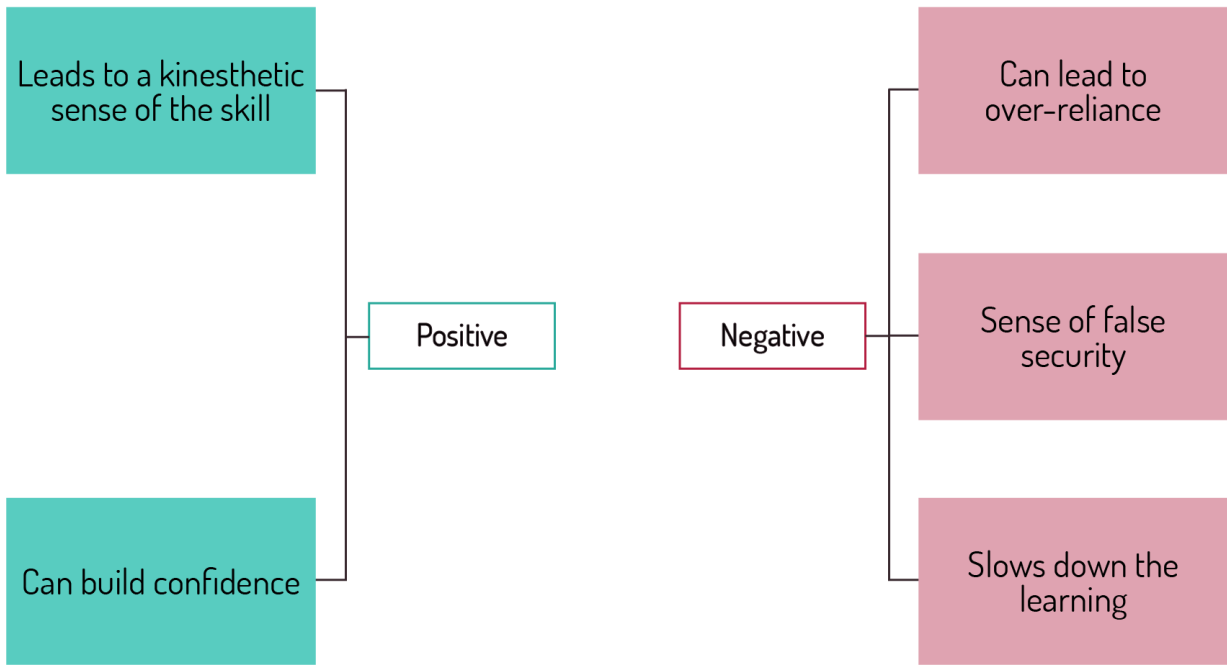


Physically manipulating a performer



Notes

Mechanical guidance



Notes

Section 9: Feedback

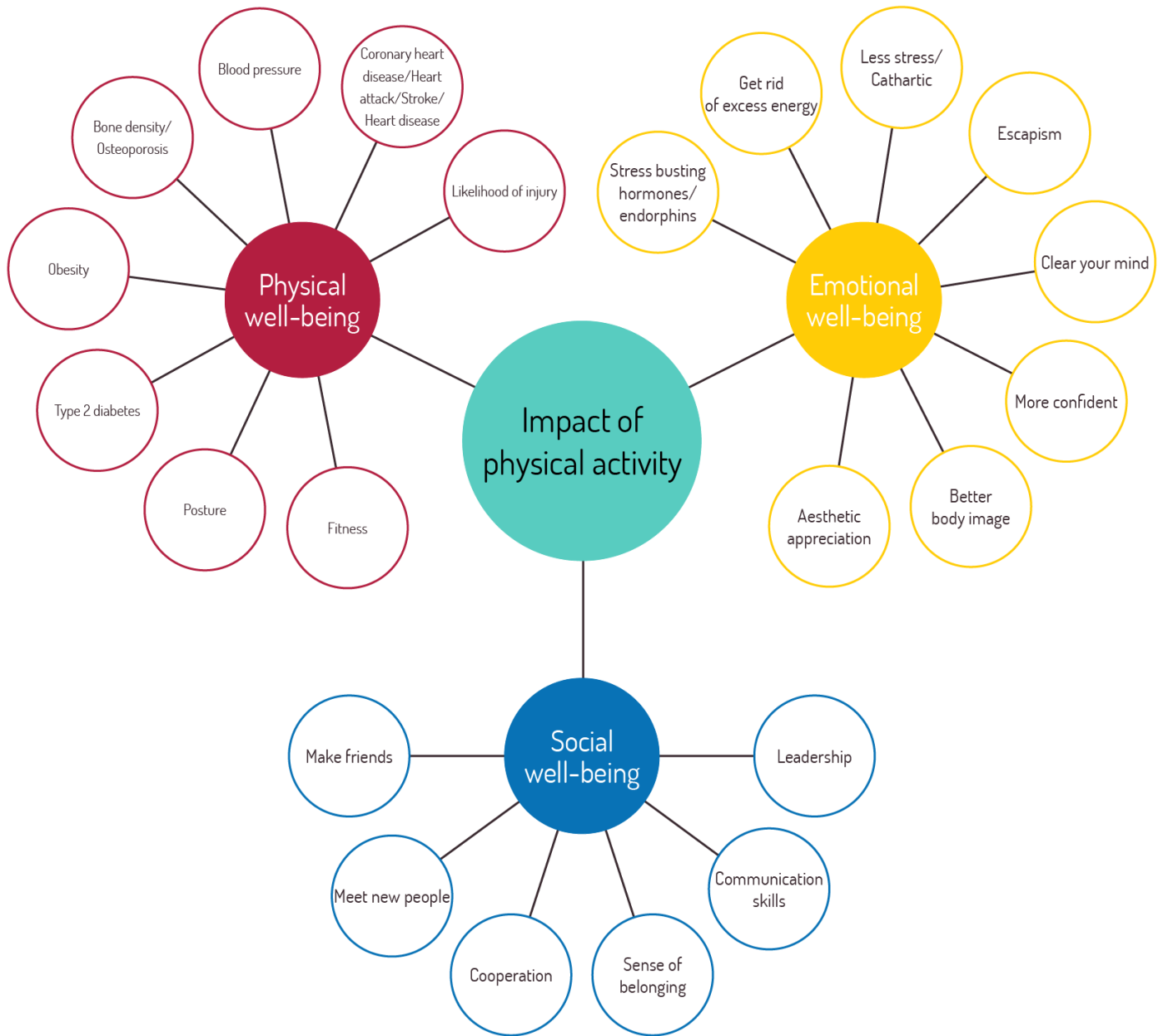
Types of feedback					
Intrinsic	Extrinsic	Knowledge of performance	Knowledge of results	Positive feedback	Negative feedback
<ul style="list-style-type: none">• From within the performer• Kinaesthetic sense• Sense of balance• Feeling of performance	<ul style="list-style-type: none">• From beyond the performer• From a coach• From the environment• From a teammate• From an outcome	<ul style="list-style-type: none">• Information on technique• Information on tactics• Information on how successfully a skill has been performed• How well they have played	<ul style="list-style-type: none">• Terminal feedback about the outcome• Knowing the score• Knowing the result	<ul style="list-style-type: none">• Praise• Encouragement• Leads to better technique• Leads to behaviour repetition	<ul style="list-style-type: none">• Information about an unsuccessful performance• Information about weaknesses• Losing final score• Critical information• Can lower confidence• Important for elite athletes

Notes

Section 10: Health, fitness and well-being

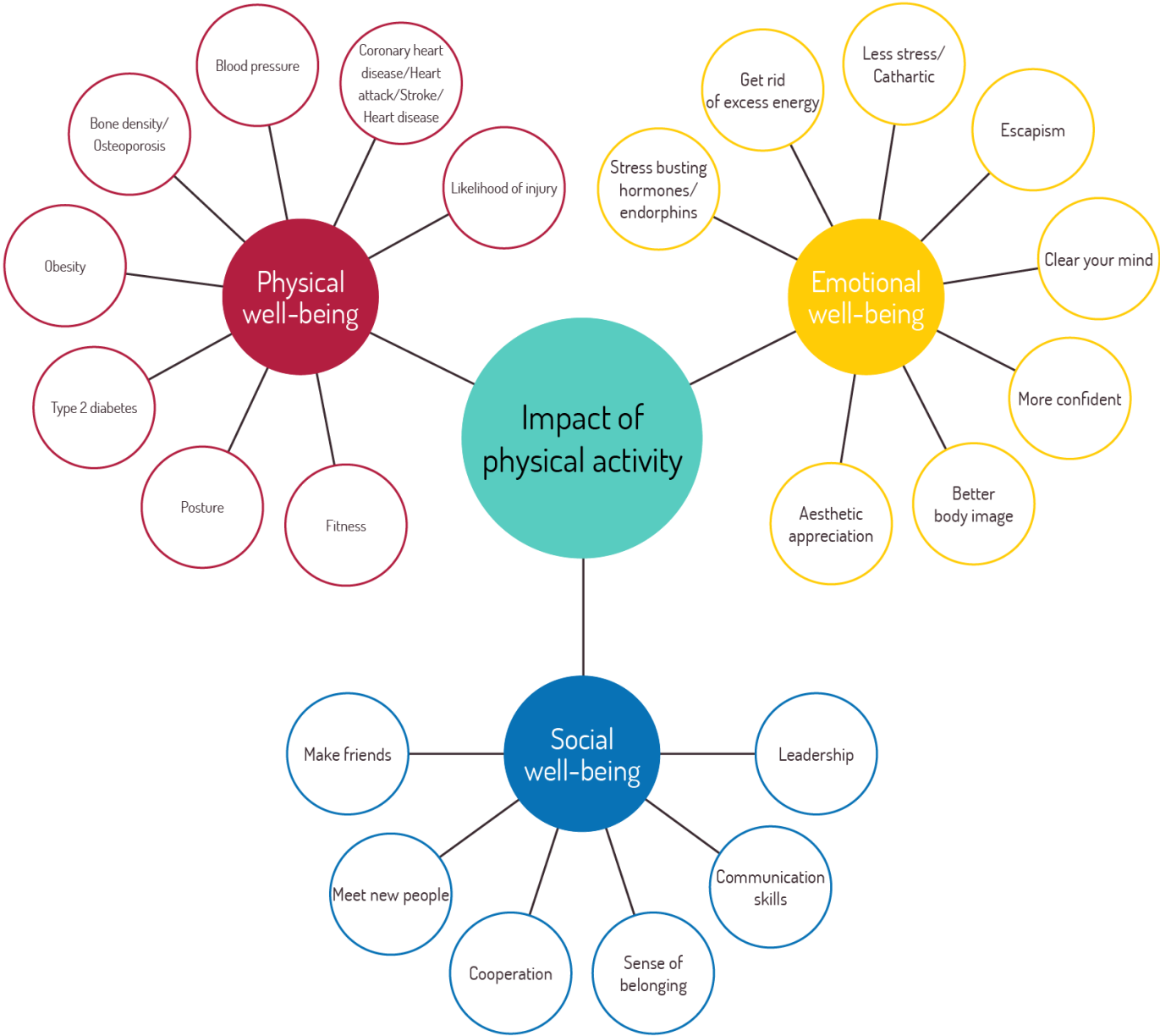
Definitions of health and fitness	
Health	Fitness
<ul style="list-style-type: none">• A state of complete physical mental/emotional and social wellbeing• Free from illness or injury	<ul style="list-style-type: none">• A person's capacity to carry out activity without getting tired• What your body is capable of in sport• Being able to cope with the demands of everyday life

Notes



Notes

Section 11: Consequences of a sedentary lifestyle



Notes

Section 12: Balanced diet

Components of a balanced diet	
Carbohydrates	<ul style="list-style-type: none">• Main source of energy• 60% of a balanced diet on average• Can be stored as glycogen• Broken down into sugars (glucose)
Proteins	<ul style="list-style-type: none">• Growth• Repair• Adaptations• Broken down into amino acids• 15% of diet
Fats	<ul style="list-style-type: none">• Lipids• Source of energy• Stored as subcutaneous fat• High energy yield but slow to breakdown• Insulation• Protection• Formation of cells• 20-30% of balanced diet
Minerals	<ul style="list-style-type: none">• Efficient body functions• Oxygen transport (iron)• Muscle contraction (phosphorous)• Bone strength (calcium)
Vitamins	<ul style="list-style-type: none">• Prevent disease• Helps to release energy• Metabolism
Fibre	<ul style="list-style-type: none">• Digestion• Regular passing of poos
Water	<ul style="list-style-type: none">• Hydration• Maintain blood plasma levels• Sweating/Cooling• Cell function

Notes
