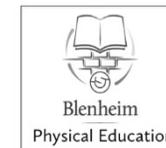


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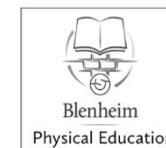
Topic 1 - Applied Anatomy and Physiology		Confidence of Knowledge at...					
		January			May		
1.1	Muscular skeletal system	Red	Amber	Green	Red	Amber	Green
1.1.1.	Names of muscles and bones. Understanding of the types of movements during physical activities at the shoulder; hip; elbow; leg and knee; ankle and foot; wrist and hand; and core/trunk.						
1.1.2.	The stretch-shortening cycle, including the different types of contraction / muscular action: isotonic/eccentric, isotonic/concentric and isometric. Application of how movement or stability is produced as a result of these different contractions/muscular actions during physical activity and sporting movements.						
1.1.3.	The concept of an agonist, prime mover, antagonist, fixator, synergist and how a muscle can take on these when providing stability or movement in a variety of physical or sporting situations.						
1.1.4.	The components of an anatomical lever and how the body uses the lever systems (1 st , 2 nd and 3 rd class) in physical activity and sport. This should include the mechanical advantages and disadvantages of each lever.						
1.1.5.	Newton's Three Laws of Motion and how they apply to sporting contexts: Law of Inertia, Law of Acceleration and Law of Action and Reaction.						
1.1.6.	The principles related to the stability of the body in relation to the centre of mass and its implication in physical activities.						
1.1.7.	The calculation of force and resultant force: a mass of 1 kg exerts a force of 9.81 N (down).						
1.1.8.	How the muscular and skeletal systems respond, acutely, both structurally and functionally to the stress of warming up and immediate physical activity.						
1.2	Cardio- respiratory system and cardiovascular systems	Red	Amber	Green	Red	Amber	Green
1.2.1.	Knowledge, understanding and application of the anatomy and physiology of the cardiovascular, circulatory and respiratory systems in physical activity. Understanding of how they function individually and in conjunction with each other.						
1.2.2.	The structure and function of the respiratory system to include the larynx, pharynx, trachea, bronchus, bronchiole, alveoli.						

1.2.3.	The physiology of the respiratory system as a mechanical process of ventilation (inspiration and expiration). The cause and effect process, including the role of pressure gradients, partial pressure (pp) and diffusion.						
1.2.4.	Respiratory values and capacities: tidal volume, inspiratory reserve volume, expiratory reserve volume, residual volume, vital capacity, inspiratory capacity, functional residual capacity, total lung capacity.						
1.2.5.	The anatomical components and structure of the cardio vascular system to include, the heart – atria, ventricles, valves, septum, atrioventricular (AV) and sinoatrial (SA) nodes, myocardia – blood, and blood vessels (arteries, veins, and capillaries).						
1.2.6.	The physiology of the cardiovascular system with regards to the cardiac cycle, systemic and pulmonary circulation, venous return, vascular shunting, heart rates, (resting, working, maximum, heart rate reserve and recovery), stroke volume, cardiac output, end diastolic and end systolic volumes.						
1.2.7.	Understanding of bradycardia, why it may be beneficial and how, anatomically and physiologically, it may occur.						
1.2.8.	The cardiorespiratory and cardiovascular systems and how they respond acutely, both structurally and functionally, to the stress of warming up and immediate physical or sporting activity.						
1.2.9.	Understanding of what constitutes an unhealthy lifestyle and its effects on the cardiovascular and cardiorespiratory systems.						
1.3	Neuro-muscular system	Red	Amber	Green	Red	Amber	Green
1.3.1.	Knowledge, understanding and application of the anatomy and physiology and the function of the neuro-muscular system during physical activity.						
1.3.2.	The characteristics and anatomical make-up of the different fibre types: slow twitch (type I), fast oxidative glycolytic (Iia) and fast glycolytic (type Iix).						
1.3.3.	The different structure of each fibre type: how it facilitates their physiology and affects their suitability for particular types of physical activities.						
1.3.4.	The fibre recruitment patterns for endurance and power-based events, and how specific training can enable athletes to gain control over the recruitment pattern.						
1.3.5.	The anatomy of the neuro-muscular system, including the central nervous system, muscle fibres, myofibrils, sarcomere, motor units, motor neurones and neuro muscular end plates, the protein filaments of actin and myosin and the roles of globular proteins of troponin and tropomyosin.						

1.3.6.	The physiology of a muscular contraction, from a nervous impulse to a muscular response. To include: the neuro- muscular transfer, sliding filament theory, the all or none law. Knowledge of the five stages of a muscle contraction (resting, excitation, contraction, re-charge and relaxing). Understanding of wave summation and gradation of contraction.						
1.3.7.	Understanding of how the neuro-muscular system responds acutely, both structurally and functionally to the stress of warming up and immediate physical or sporting activity.						
1.3.8.	The chronic adaptations of the cardiorespiratory, cardiovascular, muscular-skeletal and neuro-muscular systems to training.						
Topic 2 - Exercise Physiology and Applied Movement Analysis		Confidence of Knowledge at...					
		January			May		
2.1 Diet and nutrition and their effect on physical activity and performance		Red	Amber	Green	Red	Amber	Green
2.1.1.	Knowledge and understanding of dietary manipulation for performance pre-, during and post-physical activity.						
2.1.2.	Optimal weight for performance to include energy balance, energy intake and expenditure.						
2.1.3.	Electrolytes, hypotonic, hypertonic and isotonic solutions and their importance in maintaining hydration and performance.						
2.1.4.	The role and use of supplementation to enhance energy stores, hydration, recovery, metabolic process and delay fatigue.						
2.1.5.	Contemporary supplements.						
2.1.6.	Strategies for ensuring optimal food, fuel and fluid intake for pre-, during and post-physical activity: carbohydrate (CHO) loading, two-hour window of opportunity, protein intake, pre-, during and post-event hydration.						
2.2 Preparation and training methods in relation to maintaining and improving physical activity and performance		Red	Amber	Green	Red	Amber	Green
2.2.1.	Knowledge and understanding of preparation and training methods in relation to maintaining and improving physical activity and performance.						
2.2.2.	Fitness tests: functional thresholds, lactate threshold/anaerobic threshold/maximum steady state, gas analysis, multi-stage fitness test, step tests, yo-yo test, Cooper 12 minute run, Wingate test, maximum accumulated oxygen deficit (MAOD), RAST (repeat anaerobic sprint test), Cunningham and Faulkner, jump tests, Margaria-Kalaman, strength tests, agility tests, sprint tests < 100m.						

2.2.3.	Interpret, calculate and present data (tables and graphs) based on fitness test results.						
2.2.4.	Determinants of movement/running performance and their application to sprint, endurance and intermittent activities.						
2.2.5.	Components of fitness: localised muscular endurance, vO2 max, anaerobic capacity, maximal strength, strength, power, speed, agility, coordination, reaction time, balance, flexibility, exercise economy, maximal and submaximal aerobic fitness.						
2.2.6.	Principles of training: individual needs, specificity, progressive overload, Frequency Intensity Time and Type (FITT), overtraining, reversibility.						
2.2.7.	Different ways of measuring and calculating intensity: percentage of functional intensity, percentage of one repetition maximum (RM), Rate of Perceived Exertion (RPE), percentage of functional threshold, target HR, work to rest ratios.						
2.2.8.	Target heart rate: understanding and use of Karvonen's theory.						
2.2.9.	Contemporary technologies used by the performer and coach to monitor fitness and performance.						
2.2.10.	Periodisation: Macro, Meso and Micro Cycles. Knowledge and understanding of the preparation phase (general and specific), competition phase and transition phase.						
2.2.11.	Methods of training and their appropriateness for different activities: interval, circuits, cross, continuous, fartlek, flexibility (static, ballistic and proprioceptive neuromuscular facilitation (PNF)), weights (free weights and machines), resistance (including pulleys, parachutes), assisted (including bungees, downhill), plyometrics, speed agility quickness (SAQ) and functional stability. Advantages and disadvantages of each method of training.						
2.2.12	Preparation for performance at altitude, in heat and in humidity.						
2.2.13	Knowledge and understanding of strategies for speeding up recovery following physical activity: cooling down, massage, ice baths, compression clothing.						

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Topic 3 - Skill Acquisition		Confidence of Knowledge at...					
		January			May		
3.1	Coach and performer	Red	Amber	Green	Red	Amber	Green
3.1.1.	Coaching styles to improve the performance of learners: command, reciprocal, guided discovery and problem solving.						
3.1.2.	The development of tactics and strategies in a competition or performance to optimise outcome.						
3.1.3.	Dissection of a skill in order to identify technical elements: preparation, execution and recovery phases leading to the correct result or outcome. Exploration of how to analyse a skill in order to identify any technical strengths and weaknesses. How to compare to higher-level performer.						
3.2	The classification and transfer of skills	Red	Amber	Green	Red	Amber	Green
3.2.1.	Knowledge and understanding of skill classifications. Classification continuums as gross/fine, internally paced/externally paced, discrete/serial/continuous. The open/closed continuum in relation to the sporting environment, decision making and practice structure.						
3.2.2.	The uses of transfer of skills. Transfer as positive/negative, proactive/retroactive, bilateral and zero. Transfer as the effect of one skill on another as a result of practice/experience.						
3.3	Learning theories	Red	Amber	Green	Red	Amber	Green
3.3.1.	The associative theories (classical and operant conditioning). Reinforcement – positive, negative, punishment, stimulus- response (S-R) bond – and its use in skill learning.						
3.3.2.	Thorndike's three laws in relation to learning as effect, exercise and readiness and their application to practical situations.						
3.3.3.	Fitts and Posner's three stages of learning (cognitive, associative and autonomous). The characteristics and coaching requirements at each stage. The type and role of different types of feedback at each stage.						
3.4	Practices	Red	Amber	Green	Red	Amber	Green
3.4.1.	Knowledge and understanding of practice methods and structure as a coach and for a performer and their impact on performance.						

3.4.2.	Practice methods as part, progressive part, whole, whole-part- whole. Practice structure as in massed, distributed, fixed and variable. Measuring effectiveness – quality and quantity.						
3.4.3.	The role and effectiveness of mental practice and how it can enhance performance.						
3.5	Guidance	Red	Amber	Green	Red	Amber	Green
3.5.1.	The types, purpose and effectiveness of guidance methods: visual, verbal, manual and mechanical. Visual guidance in the form of demonstration and visual materials. Verbal guidance in the form of knowledge of direct, indirect and prompting. Manual and mechanical guidance in the form of physical support and aids, restrictions and forced responses.						
3.5.2.	Uses of technology to underpin guidance methods in order to optimise performance, e.g. to measure, monitor and evaluate performance.						
3.6	Feedback	Red	Amber	Green	Red	Amber	Green
3.6.1.	The types, purposes and effectiveness of feedback as motivation, reinforcement and detection and correction of errors.						
3.6.2.	Types of feedback as in positive/negative, knowledge of performance, knowledge of results, concurrent/terminal, intrinsic/extrinsic.						
3.6.3.	Uses of technology to support types of feedback in order to optimise performance.						
3.6.4.	Open and closed loop control. Open loop models to include input, executive system, effector system and output. Closed loop control models – input, executive system, effector system, output and feedback. Application of when each loop could be used.						
Topic 4 - Sport Psychology		Confidence of Knowledge at...					
		January			May		
4.1	Factors that can influence an individual in physical activities	Red	Amber	Green	Red	Amber	Green
4.1.1.	Knowledge and understanding of different personality theories and their application to different sporting situations. Personality theories Trait (Innate) theory – introvert/extrovert, neurotic/stable (Eysenck, Cattell’s 16 Personality Factors). Interactionist theory Behaviour = function (personality, environment). Behaviour is a function of personality and environment. Hollander’s and Martens personality structure.						

4.1.2.	Wood's Triadic Model: ideas/cognitions, emotions/effects and actions/behaviour. Understanding how attitudes are formed and shape behaviour. Changing attitudes: negative to positive – create 'cognitive dissonance' – Festinger.						
4.1.3.	Arousal and its effect on performance. Positive/negative effects, under/over arousal, introverts/extroverts. Arousal and achieving optimal levels for performance – task differences, e.g. simple/gross skills, situational factors, stage of learning and personalities – Inverted-U hypothesis, Hull's Drive Theory.						
4.1.4.	Anxiety and its effect on performance. The three dimensions of anxiety: cognitive, somatic and behavioural. Types of anxiety, state and trait anxiety. The effects of anxiety of performance: over arousal, choking and catastrophe theory. Relationship between arousal and anxiety. Stress and stressors leading to anxiety – physiological, psychological, behavioural symptoms. Cognitive/Somatic strategies: mental practice/rehearsal, use of visualisation and imagery, 'self talk', pre-game routines, relaxation techniques, centring, thought stopping, PMR (Progressive Muscle Relaxation).						
4.1.5.	Aggression v. Assertion Knowledge and understanding, in relation to the player, coach and spectator, of aggression and assertion and the difference between the two. Theories Instinct, Social Learning, Aggressive-Cue Hypotheses (Berkowitz) and Frustration-Aggression Hypothesis. Types of aggression: hostile, channelled, reactive and instrumental. Causes of aggression, e.g. over-arousal, under developed moral reasoning, bracketed morality and application to specific sporting situations. Strategies to reduce aggression/aggressive play.						
4.1.6.	Knowledge and understanding of motivation. Types of motivation – self-motivation characteristics, positive, negative, intrinsic and extrinsic, link to rewards – internal/external, tangible/intangible. Theories of motivation Achievement Motivation Theory (Atkinson and McClelland) NAF (Need to Avoid Failure) and NACH (Need to Achieve). Characteristics of each and how they may be reflected in the same individual but in different circumstances and/or times. An application of these theories to optimise performance. Factors that influence behaviour: situation, personality, behaviour and expectation. Use of goal setting to develop and enhance motivation.						

4.1.7.	Knowledge and understanding of social facilitation, including positive and negative influences and social inhibition. The role of and effect of 'others' – passive (audience/co-actors) – interactive others (competitors/spectators). The effects of social facilitation on a novice to a highly skilled performer, the dominant response and the link to arousal (Drive theory and Inverted-U). Causes of and the and effects of Evaluation Apprehension (Zajonc and Cottrell). External influences, e.g. significant others, home field advantage, distraction effect, proximity effect and their impact on performance. Strategies to combat social inhibition.						
4.2	Dynamics of a group/team and how they can influence the performance of an individual and/or team.	Red	Amber	Green	Red	Amber	Green
4.2.1.	Knowledge and understanding of the characteristics of a successful and cohesive group/team. Understanding that group cohesion is based on a combination of task or social cohesion. Theories Carron: the four factors that affect formation and development of a cohesive group/team – environmental, personal, leadership and team factors. Steiner: actual productivity = group productivity – losses due to faulty processes. Group dynamics and how they can influence the performance of an individual and/or team. Social loafing: causes and factors that contribute to minimising its effect. Coordination / cooperation factors: Ringlemann Effect Strategies to develop group cohesion.						
4.3	Goal setting	Red	Amber	Green	Red	Amber	Green
4.3.1.	Knowledge and understanding of SMART(ER) targets (specific, measurable, achievable, realistic, time-bound, evaluated and recorded). The importance and relevance of goal setting and the different types used to optimise performance: subjective, objective, outcome/product, performance, process, realistic and aspirational goals; short-, medium- and long-term goals.						
Topic 5 - Sport and Society		Confidence of Knowledge at...					
		January			May		
5.1	The factors leading to the emergence and development of modern day sport	Red	Amber	Green	Red	Amber	Green
5.1.1.	Knowledge and understanding of factors leading to the emergence and development of modern day sport. The historical and social context in which mob activities (for the peasants) and popular recreations (for the aristocracy) existed in pre-industrial Britain. The view taken by the landowners, aristocracy, church and peasants on recreational activities and reasoning behind the view.						

5.1.2.	The effect of the Industrial Revolution on British society and how it was reflected in recreational activities. The impact on recreational activities leading from: industrialisation, urbanisation, education, and transport developments.						
5.1.3.	The socio-cultural factors that influenced the rationalisation of sport in the post-industrial era: the roles of public schools and the Oxbridge melting pot; the role played by Thomas Arnold and the influence of the Clarendon Commission; government legislation; the development of factory teams; the growth of the sporting press; establishment of the early national governing bodies (NGBs).						
5.1.4.	The emergence of competing for corporations rather than geographically-based teams.						
5.1.5.	Equality and diversity of disability and gender with specific reference to the ParaSport movement and improved opportunities for women in global sport.						
5.1.6.	Migration patterns of sporting labour and the impact on domestic competitions and national teams.						
5.2	Globalisation of sport	Red	Amber	Green	Red	Amber	Green
5.2.1.	Knowledge and understanding contributing to the globalisation of sport and its impact on society.						
5.2.2.	Colonial diffusion across the British Empire and the globe and how this led to the creation and later the development of international sport and increased globalisation.						
5.2.3.	The creation, development and impact of national and international governing bodies on sport and society.						
5.2.4.	The ideals, context and impact of the modern Olympic Games and other international sporting competitions, e.g. European Championships, Commonwealth Games.						
5.3	Participation and health of the nation	Red	Amber	Green	Red	Amber	Green
5.3.1.	Knowledge and understanding of barriers to participation, the benefits of mass participation and the impact of wearable technology on participation.						
5.3.2.	Concept of mass participation and initiatives/programmes to promote community participation in the UK.						
5.3.3.	Participation trends in the UK in the 21st century.						

Glossary of key terms

The following is a list of all the key terms from the content for Components 1 and 2 and their standard definitions. This list is not exhaustive but is a guide to the terms students will be expected to know and understand for use in the examination papers. Terms from outside the list can be assessed.

Key word	Definition
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.
Behavioural anxiety	Feelings of tension, agitation or restlessness as a result of anxiety.
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.
Glycolysis	Process of breaking down glycogen into pyruvic acid, producing some (4) 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 trampolining.
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. $(\text{Heart rate range} \times \text{intensity}\%) = (\text{resting heart rate})$
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	A 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.
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 5 minute mile pace. They help focus attention and reduce anxiety.
Progressive part practice	A 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
Ringleman 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	A 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 co- actors).
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	A 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	An 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 sub- routines.
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.

Command word taxonomy

This appendix lists all the command words, along with their definitions, that may appear in the examination papers for Components 1 and 2.

Command Word	Definition
Assess	An account of something with the relative importance of ideas balanced against each other and an evaluative statement.
Analyse	Examine something methodically and in detail, typically in order to explain and interpret it.
Calculate	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
Classify	Group or place on a scale.
Compare	Explore similarities and differences between two or more factors.
Consider	Analysis of a stimulus to make a judgement.
Define	Statement of translation.
Describe	An account of something without reasons.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Examine	Justification or exemplification of a point using analysis or evaluation.
Explain	How and why, the meaning of something with reasons.
Evaluate	Use analysis to make a judgement.
Give	The recall of a fact or an example.
Identify	Establish or indicate who or what someone or something is.
Interpret	Explain the meaning of something with reference to a stimulus.
Justify	Articulate a viewpoint with reasons.
List	The recall of a series of names or things.
Name	The recall of a word or set of words by which someone or something is known.
Outline	A brief outline of non-linked points.
State	The recall of a fact or an example.
Suggest	Analysis and evaluation of a data based stimulus.
Summarise	Express the most important facts or ideas about something.
Using an example	Often used with explain or describe where it requires an example to exemplify the point(s) being made.