

## Psychological factors Affecting Performance Roadmap Year 12

<b>Curriculum Intention</b>	Studying A Level PE will equip you with both a depth and breadth of knowledge, understanding and skills relating to; scientific, socio-cultural and practical aspects of physical education. On this course, you will develop theoretical knowledge and understanding of the factors that underpin physical activity in sport and use this knowledge to improve performance. As part of the course, you will also understand how physical activity contributes to health and fitness. Our aim is that you will improve as effective and independent learners and become critical and reflective thinkers with curious and enquiring minds.	
<b>Aims and Objectives for Sport Psychological factors affecting performance</b>	<ul style="list-style-type: none"> <li>• Develop understanding of the role of skill acquisition in performance of physical activities and sports.</li> <li>• Develop understanding of the principles required in order to optimise the learning of new, and the development of existing, skills.</li> <li>• Develop understanding of the underlying psychological factors that influence our performance in physical activity and sport.</li> <li>• They will learn how to apply the psychological theories to practical examples in physical activities and sport.</li> </ul>	
<b>Time Scale</b>	<b>Assessment Procedures</b>	<b>Psychological factors Affecting Performance 02: Specification</b>
<b>Sept – Oct H/T</b>	Peer, self and teacher assessed exam questions  <b>10 Mark Question KEY ASSESSMENT 1 (3<sup>rd</sup> Oct)</b>	<p><b><u>Unit 1. Skill Acquisition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics of skill</b> – Fluent, consistent, coordinated, aesthetically pleasing, learned, pre-determined, efficient.</li> <li>• <b>Classification of skills</b> – difficulty; environmental; pacing; muscular involvement; continuity; organisation continua</li> <li>• <b>Types and methods of practice</b> – part; whole; w-p-w; progressive part; massed; distributed; fixed; varied; mental.</li> </ul>
<b>Oct H/T - Xmas</b>	Peer, self and teacher assessed exam questions  <b>KEY ASSESSMENT 2 (2<sup>nd</sup> December)</b>	<p><b><u>Unit 1. Skill Acquisition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Transfer of skills</b> – positive; negative; proactive; retroactive; bilateral – optimising and limiting transfer of learning.</li> <li>• <b>Principle’s and theories of learning movement skills</b> – Operant conditioning; cognitive theory; social/observational theory.</li> <li>• <b>Exam Revision and Feedback</b> – Key Assessment 2.</li> </ul>

<p><b>Xmas -Feb H/T</b></p>	<p>Peer, self and teacher assessed exam questions</p> <p><b>10 Mark Question KEY ASSESSMENT 3 (31<sup>st</sup> January)</b></p>	<p><b><u>Unit 1. Skill Acquisition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Stages of learning</b> – cognitive; associative; autonomous.</li> <li>• <b>Feedback</b> – Intrinsic; extrinsic; positive; negative; knowledge of performance; knowledge of results. – advantages and disadvantages.</li> <li>• <b>Guidance</b> – visual; verbal; manual; mechanical. – advantages and disadvantages</li> </ul>
<p><b>Feb H/T – Easter</b></p>	<p>Peer, self and teacher assessed exam questions</p> <p><b>Assessed Extended Writing Task (February)</b></p>	<p><b><u>Unit 2. Sport Psychology:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Sports Psychology</b> – What is Sports psychology?</li> <li>• <b>Personality</b> – definitions; theories – trait, social learning, interactionist; POMS; testing, self-report questionnaires.</li> <li>• <b>Attitudes</b> – definitions; attitude formation; components – cognitive, affective, behavioural; changing attitudes – cognitive dissonance, persuasive communication.</li> </ul>
<p><b>Easter – May H/T</b></p>	<p>Peer, self and teacher assessed exam questions</p> <p><b>10 Mark Question KEY ASSESSMENT 4 (27<sup>th</sup> April)</b></p>	<p><b><u>Unit 2. Sport Psychology:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Achievement Motivation</b> – Need to achieve (Nach), Need to avoid failure, TAS / TAF, strategies to increase AM</li> <li>• <b>Motivation</b> – definitions; uses and effects of intrinsic and extrinsic motivation</li> <li>• <b>Arousal</b> – definitions; effects; theories – drive, inverted ‘U’, catastrophe</li> </ul>
<p><b>May H/T – End of Year</b></p>	<p>Peer, self and teacher assessed exam questions</p> <p><b>KEY ASSESSMENT 5 (26<sup>th</sup> June)</b></p> <p><b>End of Year 12</b></p>	<p><b><u>Unit 2. Sport Psychology:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Anxiety</b> – definitions; types – state and trait; response to – somatic and cognitive</li> <li>• <b>IZOF</b> – Individual zone of optimal functioning</li> <li>• <b>Aggression</b> – definitions; theories – instinct, social learning, frustration-aggression, aggressive cue hypothesis.</li> <li>• <b>Exam Revision and Feedback</b> – Key Assessment 5.</li> </ul>