

Psychological factors Affecting Performance Roadmap Year 13

Curriculum Intention		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.
Aims and Objectives for Sport Psychological factors affecting performance		<ul style="list-style-type: none"> • Develop understanding of the role of skill acquisition in performance of physical activities and sports. • Develop understanding of the principles required in order to optimise the learning of new, and the development of existing, skills. • Develop understanding of the underlying psychological factors that influence our performance in physical activity and sport. • They will learn how to apply the psychological theories to practical examples in physical activities and sport.
Time Scale	Assessment Procedures	Psychological factors Affecting Performance 02: Specification
Sept – Oct H/T	<p style="text-align: center;">Peer, self and teacher assessed exam questions</p> <p style="text-align: center; color: green;">NEA Task 1</p>	<p><u>Unit 1. Skill Acquisition:</u></p> <ul style="list-style-type: none"> • Memory – Atkinson and Shiffren’s multi-store memory model; use of selective attention; Craik and Lockhart’s levels of processing model; apply both models to learning and performing physical activity <p><u>Unit 2. Sports Psychology:</u></p> <ul style="list-style-type: none"> • Social facilitation – definitions of social facilitation and social inhibition; effect of an audience on – introverts/extroverts, stage of learning, classification of skills; evaluative apprehension; strategies to minimise inhibition. • Goal setting in sports performance – Focus attention; task persistence; raising confidence; controlling arousal; monitoring performance; SMART principle. • Attribution – Weiner’s model; stability dimension; locus of causality dimension; controllability dimension; learned helplessness as a barrier to performance; mastery orientation to optimise performance.

<p>Oct H/T - Xmas</p>	<p>Peer, self and teacher assessed exam questions</p> <p>KEY ASSESSMENT 6 (7th November)</p>	<p><u>Unit 2. Sports Psychology:</u></p> <ul style="list-style-type: none"> • Attribution – Weiner’s model; stability dimension; locus of causality dimension; controllability dimension; learned helplessness as a barrier to performance; mastery orientation to optimise performance. • Group dynamics in sport – Formation and stages of development of a group; Steiners model of group effectiveness; Ringlemann effect; social loafing. • Key Assessment 7 Revision – Including feedback and follow-up
<p>Xmas -Feb H/T</p>	<p>Peer, self and teacher assessed exam questions</p> <p>10 Mark Question KEY ASSESSMENT 7 (10th Jan) NEA Task 2</p>	<p><u>Unit 2. Sport Psychology:</u></p> <ul style="list-style-type: none"> • Leadership in sport – Characteristics of effective leaders; emergent or prescribed; leadership styles – autocratic, democratic, laissez-faire; theories of leadership – trait, social learning, interactionist; Chelladurai’s multi-dimensional model of sports leadership. • Self-efficacy in sports performance – Definitions; impact on performance, participation, self-esteem; Bandura’s self-efficacy theory – performance accomplishments, vicarious experiences, verbal persuasion, emotional arousal.
<p>Feb H/T – Easter</p>	<p>Peer, self and teacher assessed exam questions</p> <p>KEY ASSESSMENT 8 (W/B 6th March)</p>	<p><u>Unit 2. Sport Psychology:</u></p> <ul style="list-style-type: none"> • Confidence in sport – Definitions; impact on performance, participation, self-esteem; Vealey’s model of sports confidence – SC trait, SC state, competitive orientation, subjective perceptions of outcome. • Stress and Stress management to optimise performance – Definition and causes of - Cognitive SM techniques – positive self-talk, negative thought stopping, rational thinking, mental rehearsal, imagery, goal setting, mindfulness; Somatic SM techniques – Progressive muscular relaxation (PMR), biofeedback, centring technique, breathing control. • Key Assessment 8 Revision – Including feedforward and feedback.
<p>Easter – Summer exams</p>	<p>Past OCR Questions and papers – Peer, self and teacher assessed</p> <p>Summer exams</p>	<p><u>Unit 1/2 Revision:</u></p> <ul style="list-style-type: none"> • Skill Acquisition – Skill, Practice, Transfer, Learning (principles, theories, stages), Guidance, Feedback, Memory. • Sport Psychology – Individual differences, Group dynamics, G.S., Attribution, Confidence, Leadership, Stress. • Synoptic Questions – Students to produce a mind map of how all the synoptic areas with the specification link together with application to the sporting world.

