



**Year 12 A Level Physical Education
Psychological Themes in physical education
Mr Chapman**

| Two lessons per cycle/fortnight 1 homework per week | | | |
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| Term | Topic and approximate duration | Key learning areas Students should be able to: | Homework Options Students will be guided by the class teacher as to which level to complete (according to target level) |
| Autumn Term 1 | Classification of skills | Justification of placement of skills on continua: <input type="radio"/> difficulty (simple/complex) <input type="radio"/> environmental influence (open/closed) <input type="radio"/> pacing (self-paced/externally paced) <input type="radio"/> muscular involvement (gross/fine) <input type="radio"/> continuity (discrete/serial/continuous) <input type="radio"/> organisation (low/high). | Classification of Skills Long answer question |
| | Methods and Organisation of Practice | characteristics and uses of each: <input type="radio"/> part practice <input type="radio"/> whole practice <input type="radio"/> whole/part-whole practice <input type="radio"/> progressive/part practice <input type="radio"/> massed practice <input type="radio"/> distributed practice <input type="radio"/> fixed practice <input type="radio"/> varied practice. | Characteristics of a skills using methods within a sporting environment HW |
| | Transfer of skills | types of transfer: <input type="radio"/> positive <input type="radio"/> negative <input type="radio"/> proactive <input type="radio"/> retroactive | Optimising performances HW short answer questions |

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| | | <input type="radio"/> bilateral <ul style="list-style-type: none"> • know and understand the ways of optimising the effect of positive transfer • know and understand the ways of limiting the effect of negative transfer. | |
| | Learning Theories | theories of learning: <input type="radio"/> operant conditioning <input type="radio"/> cognitive theory of learning <input type="radio"/> Bandura's theory of social/observational learning. | Who's the models related to the learning theories HW |
| Autumn Term 2 | Stages of Learning | characteristics of the stages of learning: <input type="radio"/> cognitive <input type="radio"/> associative <input type="radio"/> autonomous. | Stages of Learning Grid HW |
| | Types of Guidance | types and uses of guidance: <input type="radio"/> verbal guidance <input type="radio"/> visual guidance <input type="radio"/> manual guidance <input type="radio"/> mechanical guidance <ul style="list-style-type: none"> • advantages and disadvantages of using each type of guidance. | Guidance and how we utilise this aspect within a sporting context |
| | Use of Feedback | types and uses of feedback: <input type="radio"/> intrinsic <input type="radio"/> extrinsic <input type="radio"/> positive <input type="radio"/> negative <input type="radio"/> knowledge of performance <input type="radio"/> knowledge of results <ul style="list-style-type: none"> • advantages and disadvantages of using each type of feedback. | Use of Feedback and its advantages/ disadvantages |
| | | AUTUMN TERMLY TEST | |

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| Spring Term 1 | Individual differences | personality <input type="radio"/> definition of personality <input type="radio"/> theories of personality: – trait – extroversion/introversion, stable/unstable, type a/type b – social learning – interactionist | Cattell's 16PF Test Personality Exam Questions |
| | Attitudes | <ul style="list-style-type: none"> • attitudes <input type="radio"/> definition of attitude <input type="radio"/> factors affecting attitude formation <input type="radio"/> components of attitude: <ul style="list-style-type: none"> – cognitive – affective – behavioural <input type="radio"/> methods of attitude change: <ul style="list-style-type: none"> – persuasive communication – cognitive dissonance | Attitude Short Answer Questions |
| | Motivation | <input type="radio"/> definitions of: – intrinsic motivation – extrinsic motivation <input type="radio"/> uses and effects of: – intrinsic motivation – extrinsic motivation | Motivational use and effects related to Physical Education |

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| Spring Term 2 | Arousal | <input type="radio"/> definition of arousal <input type="radio"/> effects of arousal: – drive theory – inverted U theory – catastrophe theory | Arousal levels within performances HW |
| | Anxiety | <input type="radio"/> definition of anxiety <input type="radio"/> types of anxiety: – state and trait <input type="radio"/> response to anxiety: – somatic and cognitive – zone of optimal functioning | Anxiety and Managing Cognitive and Somatic techniques |
| | Aggression | <input type="radio"/> definition of aggression <input type="radio"/> theories of aggression: – instinct – social learning – frustration-aggression hypothesis – aggressive cue hypothesis | Aggression theorists models HW |
| | | SPRING TERMLY TEST | |
| Summer Term 1 | Social Facilitation | <input type="radio"/> definition of social facilitation and social inhibition <input type="radio"/> the effect of an audience on: – introverts/extroverts – beginners/experts – simple/complex skills – gross/fine skills <input type="radio"/> evaluative apprehension <input type="radio"/> strategies to minimise social inhibition. | The reinforcement of social facilitation and social inhibition |

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| | <p>Group Dynamics</p> | <ul style="list-style-type: none"> • the formation of groups and sports teams using stages of group development <input type="radio"/> forming <input type="radio"/> storming <input type="radio"/> norming <input type="radio"/> performing • Steiner’s model of group effectiveness • Ringelmann effect and social loafing | <p>Group Dynamics within a team sport using practical examples</p> |
| | <p>Attribution</p> | <p>Weiner’s model of attribution</p> <ul style="list-style-type: none"> <input type="radio"/> stability dimension (unstable and stable) <input type="radio"/> locus of control dimension (internal and external) <input type="radio"/> controllability dimension <p>learned helplessness as a barrier to sports performance mastery orientation to optimise sports performance</p> | <p>Attribution Exam Questions 10 marker</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2</p> | <p>Confidence and self-efficacy in sports performance.</p> | <p>definitions of sports confidence and self-efficacy the impact of sports confidence on:</p> <ul style="list-style-type: none"> <input type="radio"/> performance <input type="radio"/> participation <input type="radio"/> self-esteem <p>Vealey’s model of sports confidence:</p> <ul style="list-style-type: none"> <input type="radio"/> trait sports confidence <input type="radio"/> competitive orientation <input type="radio"/> state sports confidence <input type="radio"/> subjective perceptions of outcome <p>Bandura’s theory of self-efficacy:</p> <ul style="list-style-type: none"> <input type="radio"/> performance accomplishments <input type="radio"/> vicarious experiences <input type="radio"/> verbal persuasion <input type="radio"/> emotional arousal. | <p>Bandura’s theory Exam questions</p> |

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| | Leadership in sport | characteristics of effective leaders emergent or prescribed leaders leadership styles <input type="radio"/> autocratic <input type="radio"/> democratic <input type="radio"/> laissez-faire theories of leadership <input type="radio"/> trait perspective <input type="radio"/> social learning <input type="radio"/> interactionist Chelladurai's multi-dimensional model of sports leadership. | Leadership Chelladurai's teachings Homework |
| | Smart Goals | <input type="radio"/> for attentional focus <input type="radio"/> persistence on tasks <input type="radio"/> raising confidence and self-efficacy <input type="radio"/> control of arousal and anxiety <input type="radio"/> to monitor performance <input type="radio"/> the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased) | Smart Goals and how to transfer these into monitoring performance Observation HW |
| | Revision | Revision Programme for the Year 12 Mock Past paper materials and questions to review prior learning | |
| SUMMER TERMLY TEST – END OF YEAR ASSESSMENT | | | |