

YEAR 12 A LEVEL PE SKILL ACQUISITION & SPORTS PSYCHOLOGY OVERVIEW

SPRING TERM 2021 (FEB – EASTER)

WEEK	Topic	Topics	Reading	Homework/ recap	Preview
18	I1	Attitudes Know different definitions of attitude. Know the Triadic model of attitude. Know the factors affecting formation of attitudes including significant others & past experiences	Honeybourne p 189-191	I1 F C1	I2
19	I2	Attitudes Know theories of how to challenge/change attitude including Cognitive Dissonance theory and Persuasive communication theory. Know the limitations of each theory and factors affecting their effectiveness.	Honeybourne p192-194	Revise all of G to I	
20	J1	Motivation: Know definitions of motivation Know the difference between Intrinsic and extrinsic motivation and the advantages and disadvantages of each. Know the definition of arousal Know the Drive theory of arousal and how it predicts impact on learners at the cognitive and autonomous stages of learning.	Honeybourne p 194-6	J1 D1 D2	J2
21	J2	Motivation: Know the Inverted 'U' theory of arousal, its strengths and weaknesses. Know the Catastrophe Theory' of arousal, its strengths and weaknesses.	Honeybourne p196-198	J2 D3 H1	K
22	K	Anxiety: Know definitions of Anxiety, Trait anxiety, State anxiety and Competitive Trait Anxiety Know what the SCAT Test measures and how. Know the difference between Somatic & Cognitive anxiety Know how what Cue utilisation is and how it is affected by arousal/ anxiety levels.	Honeybourne p198-200	K E1 H2	L1

WEEK	Topic	Topics	Reading	Homework/ recap	Preview
23	L1	Aggression in Sport Know definitions of Aggression & Assertion Know theories of aggression including Instinct Theory and Frustration-Aggression hypothesis. Know strengths and weaknesses of each.	Honeybourne p200-202	L1 E2 I1	L2
24	L2	Aggression in Sport Know the Aggressive cue Hypothesis and Social Learning theory of aggression. Know strengths and weaknesses of each. Know Strategies to eliminate aggression	Honeybourne p202-3	L2 I2 F1	M1
25	M1	Social Facilitation (Audience Affects): Know different categories of 'Others present' Know Zajonc's theory of social facilitation/inhibition, its strengths and weaknesses. Know Cottrell's theory of Evaluation Apprehension.	Honeybourne p203-4	M1 J1 A1	M2

Support & Challenge

Support is provided for the retention of AO1 knowledge by frequent recapping of key definitions and technical terminology during starter tasks and contrast tasks. Cyclical re-visiting of key concepts and terminology within independent study also helps the less able students to retain key knowledge. More challenging concepts such as learning theories are learnt and re-visited first in their basic forms and later refined and developed to encourage confidence in using these concepts. Where possible theory is illustrated and reinforced with practical activities to aid the more kinaesthetic learner/ those who learn best with concrete operations. For all learners the relating of theory to practice helps develop AO2 knowledge and provides a clear context for new theory and can provide a 'hook'. To develop answering longer response questions (and particularly AO3 knowledge) writing frames are developed at class level and utilised giving students the confidence to tackle 6 & 10 mark questions. Nationally it has been recognised that Paper 2 (and 3) provide a real completion challenge to students within the 60 minutes allowed. Frequent practice of answering under timed conditions is integrated into lessons and during frequent test weeks. The most able students are signposted to extension reading of journals such as 'Elite Performance' and 'Sport Psychology' and required to integrate this into class discussion and refinement of ideas. 'Interleaving' – quickly and concisely switching from one topic to another is demanded of students increasingly as the course progresses to prepare students for the demands of the three papers.