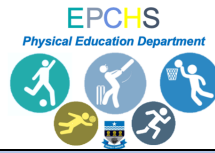




Year 13 Curriculum Grid

A LEVEL PE



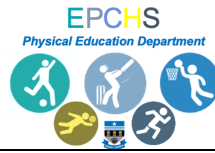
Year/Term	Unit	Intent	Skills
Overall	Sport Psychology	<p>In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.</p> <p>Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p>	
Autumn	Anxiety	<ul style="list-style-type: none"> • Types of anxiety • Advantages and disadvantages of using observations, questionnaires, and physiological measures to measure anxiety 	<ul style="list-style-type: none"> • Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
	Aggression	<ul style="list-style-type: none"> • Difference between aggression and assertive behaviour • Theories of aggression • Strategies to control aggression 	
	Motivation	<ul style="list-style-type: none"> • Intrinsic, extrinsic, tangible and intangible 	
	Achievement Motivation Theory	<ul style="list-style-type: none"> • Atkinson's Model of achievement motivation • Characteristics of personality components of achievement motivation • Impact of situational component of achievement motivation • Achievement goal theory • Strategies to develop approach behaviours leading to improvements in performance 	
Spring	Social Facilitation	<ul style="list-style-type: none"> • Social facilitation and inhibition • Evaluation apprehension 	<ul style="list-style-type: none"> • Analysing • Evaluating • Thinking Critically • Learning independently



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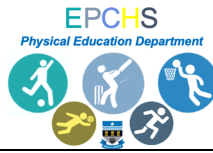
		<ul style="list-style-type: none"> Strategies to eliminate the adverse effects of social facilitation and social inhibition 	<ul style="list-style-type: none"> Communicating effectively Debating Researching Writing extensively Comparing Working in groups
	Group dynamics	<ul style="list-style-type: none"> Group formation Cohesion Steiner's model of potential and actual productivity, faulty group processes Ringlemann effect and social loafing 	
	Importance of goal setting	<ul style="list-style-type: none"> Benefits of types of goal setting Principles of effective goal setting 	
	Attribution theory	<ul style="list-style-type: none"> Attribution process Weiner's Model and its application to sporting situations Link between attribution, task persistence and motivation Self-serving bias Attribution retraining Learned helplessness Strategies to avoid learned helplessness leading to improvements in performance 	
	Self-efficacy and Confidence	<ul style="list-style-type: none"> Characteristics of self-efficacy, self-confidence and self-esteem Bandura's Model of self-efficacy Vealey's Model of self-confidence Effects of home field advantage Strategies to develop high levels of self-efficacy leading to improvements in performance 	
Summer	Leadership	<ul style="list-style-type: none"> Characteristics of effective leaders Styles of leadership Leadership styles for different sporting situations Prescribed and emergent leaders 	<ul style="list-style-type: none"> Analysing Evaluating Thinking Critically Learning independently Communicating effectively Debating



Year 13 Curriculum Grid



A LEVEL PE



		<ul style="list-style-type: none">• Theories of leadership in different sporting situations	<ul style="list-style-type: none">• Researching• Writing extensively• Comparing <p>Working in groups</p>
	Stress Management	<ul style="list-style-type: none">• Explanation of the term's 'stress' and 'stressor'• Use of warm up for stress management• Effects of cognitive and somatic techniques on the performer• Explanation of cognitive techniques• Explanation of somatic techniques	
	Revision	<ul style="list-style-type: none">• Revision of Skill Acquisition and Sports Psychology prior to summer examination	