



# Year 13 Curriculum Grid



## A LEVEL PE

Year/Term	Unit	Intent
Overall	<b>Sport Psychology</b>	<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"> <li>• Types of anxiety</li> <li>• Advantages and disadvantages of using observations, questionnaires, and physiological measures to measure anxiety</li> </ul>
	Aggression	<ul style="list-style-type: none"> <li>• Difference between aggression and assertive behaviour</li> <li>• Theories of aggression</li> <li>• Strategies to control aggression</li> </ul>
	Motivation	<ul style="list-style-type: none"> <li>• Intrinsic, extrinsic, tangible and intangible</li> </ul>
	Achievement Motivation Theory	<ul style="list-style-type: none"> <li>• Atkinson's Model of achievement motivation</li> <li>• Characteristics of personality components of achievement motivation</li> <li>• Impact of situational component of achievement motivation</li> <li>• Achievement goal theory</li> <li>• Strategies to develop approach behaviours leading to improvements in performance</li> </ul>
Spring	Social Facilitation	<ul style="list-style-type: none"> <li>• Social facilitation and inhibition</li> <li>• Evaluation apprehension</li> <li>• Strategies to eliminate the adverse effects of social facilitation and social inhibition</li> </ul>
	Group dynamics	<ul style="list-style-type: none"> <li>• Group formation</li> <li>• Cohesion</li> <li>• Steiner's model of potential and actual productivity, faulty group processes</li> <li>• Ringlemann effect and social loafing</li> </ul>
	Importance of goal setting	<ul style="list-style-type: none"> <li>• Benefits of types of goal setting</li> <li>• Principles of effective goal setting</li> </ul>
	Attribution theory	<ul style="list-style-type: none"> <li>• Attribution process</li> <li>• Weiner's Model and its application to sporting situations</li> <li>• Link between attribution, task persistence and motivation</li> <li>• Self-serving bias</li> <li>• Attribution retraining</li> <li>• Learned helplessness</li> <li>• Strategies to avoid learned helplessness leading to improvements in performance</li> </ul>
	Self-efficacy and Confidence	<ul style="list-style-type: none"> <li>• Characteristics of self-efficacy, self-confidence and self-esteem</li> <li>• Bandura's Model of self-efficacy</li> <li>• Vealey's Model of self-confidence</li> <li>• Effects of home field advantage</li> </ul>



## Year 13 Curriculum Grid

# A LEVEL PE

		<ul style="list-style-type: none"><li>• Strategies to develop high levels of self-efficacy leading to improvements in performance</li></ul>
Summer	Leadership	<ul style="list-style-type: none"><li>• Characteristics of effective leaders</li><li>• Styles of leadership</li><li>• Leadership styles for different sporting situations</li><li>• Prescribed and emergent leaders</li><li>• Theories of leadership in different sporting situations</li></ul>
	Stress Management	<ul style="list-style-type: none"><li>• Explanation of the term's 'stress' and 'stressor'</li><li>• Use of warm up for stress management</li><li>• Effects of cognitive and somatic techniques on the performer</li><li>• Explanation of cognitive techniques</li><li>• Explanation of somatic techniques</li></ul>
	Revision	<ul style="list-style-type: none"><li>• Revision of Skill Acquisition and Sports Psychology prior to summer examination</li></ul>