



OCR A Level PE Skill Acquisition – Aggression



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. It allows students to understanding the importance of the effects of aggression on sport and the impact it can have on performance

This builds on:

This follows on from the topics of individual differences. Students will continue to look at the difference's individuals have and what impact this has in sport. Students will follow the same methods when answering questions and will continue to use practical examples when answering questions. Everyone has a different level of aggression, and this topic will look at the impacts this has on sport.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own aggression levels and how they respond to frustration. Students can focus on their own aggression levels and use past experiences to show how they deal with it.

We will learn:

Students will develop their knowledge and understanding of aggression,

Students will look at the definition of aggression and assertion and compare the difference.

Students will learn about four theories of aggression.

Instinct

Social learning

Frustration-aggression hypothesis

Aggressive cue hypothesis

We will develop/practise skills including:

Students will understand what is meant by aggression

Students will understand what is meant by assertion

Students will develop understanding of the difference between assertion and aggression

Students will learn how to critically evaluate four theories

Instinct

Social learning

Frustration-aggression hypothesis

Aggressive cue hypothesis

Students will practise questions around these topics.

Some of the vocabulary that we will use includes:

Aggression, assertion, instinct, frustration, hypothesis, catharsis, cue, social learning,

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of using the practice methods to learn skills
- ✓ Reading of additional sporting journals about types and methods of practice
- ✓ Watching aspects of sport and justifying why practice methods would be used.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet



OCR A Level PE Skill Acquisition – Aggression



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Retrieval activities
Skill acquisition end of unit tests
Year 12 and 13 mock
A level Pe paper 2



OCR A Level PE Sports Psychology– Anxiety

**Learning about this topic is important because:**

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. The next individual difference which will be looked at is anxiety. Learning about this topic is important as students will all have experienced anxiety in sport, and they will be able to look at the reasons why anxiety happens and what can be done to control it. Students will have experienced anxiety in different aspects of sport. ZOF is also interesting to explore, and performers will be able to decide if they have experienced this before and how they felt. This topic shows that everyone is different, and people take part in sport for different reasons and are affected by anxiety in different ways.

This builds on:

This follows on from the topics of individual differences. Students will continue to look at the difference's individuals have and what impact this has in sport. Students will follow the same methods when answering questions and will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own anxiety levels and how they react to cognitive and somatic anxiety. Students can focus on their own anxiety and use past experiences to show how they deal with it.

We will learn:

Students will learn the definition of anxiety

Students will look at trait and state anxiety and assess the difference between them.

Students will look at responses to anxiety, exploring both cognitive and somatic.

Students will learn about ZOF (Zone of Optimum Functioning)

We will develop/practise skills including:

Students will understand the key term anxiety

Students will develop an understanding of trait and state anxiety. Competitive anxiety is also important to learn here, and some students will have experienced all three areas of anxiety.

Students will be able to explore ZOF and the characteristics which show when a person is in ZOF.

Some of the vocabulary that we will use includes:

Anxiety, Competitive Anxiety, trait, state, ZOF, cue utilisation.

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of anxiety in sport
- ✓ Reading of additional sporting journals about how anxiety affects sport.
- ✓ Watching aspects of sport and highlighting examples of different anxiety and what impact this has.





OCR A Level PE Sports Psychology– Anxiety



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet

Retrieval activities

Skill acquisition end of unit tests

Year 12 and 13 mock

A level Pe paper 2



OCR A Level PE Sports Psychology– Arousal

Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. The next individual difference which will be looked at is arousal. Learning about this topic is important as students will all have experienced arousal in sport, and they will be able to look at the reasons why arousal happens and what can be done to control it. Three arousal theories will be explored, and students will be able to assess the importance of the link between arousal and performance. Students will also critically evaluate each theory of arousal and assess which is the most accurate. Again this topic shows that everyone is different, and people take part in sport for different reasons.

This builds on:

This follows on from the topics of individual differences. Students will continue to look at the difference's individuals have and what impact this has in sport. Students will follow the same methods when answering questions and will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own arousal levels and how they react to cognitive and somatic arousal. Students can focus on their own arousal and use past experiences to show how they deal with arousal.

We will learn:

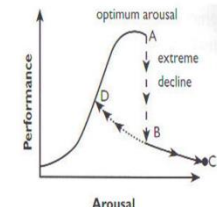
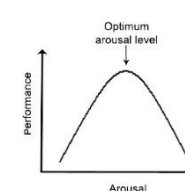
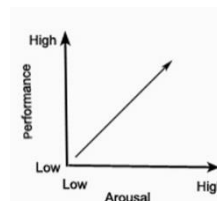
Students will learn the definition of arousal. From here they will look at the effects of arousal using drive theory, inverted U theory and catastrophe theory. Students will be able to critically evaluate each theory.

We will develop/practise skills including:

Students will understand the key term arousal

Students will develop an understanding of the three theories of arousal.

- Drive theory
- Inverted U theory
- Catastrophe theory



Students will be able to critically evaluate the three different theories and look at which theory is most suited.

Students will understand the difference between somatic and cognitive arousal.



OCR A Level PE Sports Psychology– Arousal



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Some of the vocabulary that we will use includes:

Arousal, somatic, cognitive, readiness, drive, inverted U, catastrophe, dominated response, optimum arousal level, under-aroused, over-aroused.

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of arousal in sport
- ✓ Reading of additional sporting journals about how arousal affects sport.
- ✓ Watching aspects of sport and highlighting examples of different arousal and what impact this has.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet
Retrieval activities
Skill acquisition end of unit tests
Year 12 and 13 mock
A level Pe paper 2



OCR A Level PE Sports Psychology– Attitudes



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. The second individual difference which will be looked at is attitudes. Learning about attitudes is important as students can assess whether they have positive or negative attitudes in sport and the factors that have formed these. Students will look at the Triadic model of attitudes and they see how attitudes can be changed through persuasive communication and cognitive dissonance. This topic also gives students the opportunity to develop understanding that everyone is different, and people react in different ways in sport due to their opinion and attitude towards it.

This builds on:

This follows on from personality and the topic of individual differences. Students will continue to look at the difference's individuals have and what impact this has in sport. Students will follow the same methods when answering questions and will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own attitudes in sport and how these came about. Students can then look at the impact their attitude have on sport. Students can see how individuals are different, and the role personality plays in this.

We will learn:

Students will firstly learn the definition of attitude and the factors that affect the formation of a positive attitude in sport.

Students will also learn about the Triadic model of attitudes and the three elements to it.

There are two ways attitudes can be changed; persuasive communication and cognitive dissonance.

We will develop/practise skills including:

Students will understand the key term attitude.

Students will develop understanding of the factors that affect the formation of an attitude in sport. Once these attitudes have been formed students will explore the triadic model and the elements it contains.

Students will also be introduced to the different ways attitudes can be changed; persuasive communication and cognitive dissonance. Students will explore these two methods and their importance when changing an attitude from a negative to a positive one.

Some of the vocabulary that we will use includes:

Attitude, prejudice, triadic, cognitive, affective, behavioural, persuasive communication, cognitive dissonance, stereotypes.

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of attitude in sport
- ✓ Reading of additional sporting journals about how personality affects sport.
- ✓ Watching aspects of sport and highlighting examples of different attitude and what impact this has.





OCR A Level PE Sports Psychology– Attitudes



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet

Retrieval activities

Skill acquisition end of unit tests

Year 12 and 13 mock

A level Pe paper 2



OCR A Level PE Skill Acquisition – Classification of skills



Learning about this topic is important because:

It allows students to understanding the importance of how skills are taught and the reasoning behind their classification. Each skill can be classified on 6 different continuas. These continuas are:

- Open and Closed (environmental)
- Simple and complex (difficulty)
- Self-paced and externally paced (pacing)
- High organisation and low organisation (organisation)
- Continuous-serial-discrete (continuity)
- Fine and gross (muscular involvement)

Once students are able to classify a skill, they can then look at the best methods of practice which can be used to teach the skill. Students can use classification of skills in their own sports and look at the importance of understanding each continuua.

This builds on:

Prior knowledge learnt in topics on the OCR GCSE specification – students were asked to classify open/closed and simple/complex skills on paper 2 of the OCR GCSE PE paper. Students will have some prior experience of sports psychology, and this is beneficial when applying these topics to practical examples.

This leads to:

Ability to answer both short and long style questions in the Alevel PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own sports and classify them on the 6 different continuuas. This topic also leads to types and methods of practice and students will be able to classify a skill and then look at the best way of teaching that skill.

We will learn:

Students will develop their knowledge and understanding of the 6 sporting continuums.

- Open and Closed (environmental)
- Simple and complex (difficulty)
- Self-paced and externally paced (pacing)
- High organisation and low organisation (organisation)
- Continuous-serial-discrete (continuity)
- Fine and gross (muscular involvement)

Students will learn key characteristics for each continuum and practical examples of skills which fall into each continuum. Students will learn that skills can be plotted along the continuum line and be able to justify their placement.

Some of the vocabulary that we will use includes:

We will develop/practise skills including:

Students will understand what is meant by a motor skill.
Students will develop understanding of the key characteristics for each continuum
Students will be able to justify placement of skills on continua.
Students will practise questions around these topics.

You could learn more about this topic by:





OCR A Level PE Skill Acquisition – Classification of skills



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Motor skill, justification, continua, simple, complex, difficulty, open, closed, environmental, self-paced, externally paced, pacing, high organisation, low organisation, organisational, continuous, serial, discrete, continuity, fine, gross, muscular involvement

- ✓ Past paper questions around this topic
- ✓ Practical experience of classifying skills in your chosen sport
- ✓ Reading of additional sporting journals about classification of skills and justification
- ✓ Watching aspects of sport and classifying skills on a continua

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet
Retrieval activities
Skill acquisition end of unit tests
Year 12 and 13 mock
A level PE paper 2



OCR A Level PE Sports Psychology– Goal Setting



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the importance of goal setting and why performers set goals. Students will be able to look at their own goals and through the use of SMART, plan effective goals.

This builds on:

Students have been looking at topics that affect individual differences, and this topic will now explore how individuals set goals and the importance of goal setting.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own goals and the importance of setting realistic targets to meet them.

We will learn:

Students will look at the importance of goal setting and why people set goals;
Attentional focus
Persistence on tasks
Raising confidence and self-efficacy
Control of arousal and anxiety
To monitor progress and performance

Students will learn SMART principle and how to implement it in to goals.

We will develop/practise skills including:

Students will understand the reasons for goal setting and why performers set goals.

Students will explore the principle SMART and its importance –

Specific
Measurable
Achievable
Recorded
Time Phased

Some of the vocabulary that we will use includes:

Motivation, persistence, attentional focus, improve performance, confidence, specific, measurable, achievable, recorded, time phased, outcome goals, performance goals, process-orientated goals

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of setting goals in sport
- ✓ Reading of additional sporting journals about goal setting in sport.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet
Retrieval activities
Skill acquisition end of unit tests
Year 12 and 13 mock
A level Pe paper 2



OCR A Level PE Sports Psychology– Group and Team Dynamics



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the importance of a group and how groups develop. Students will look at the dynamics of groups and the potential issues that could go wrong in a group. This is important as it also students to relate to their sporting teams and allows them to assess their dynamics and explore any issues their teams face.

This builds on:

Students have just looked at a range of topics looking at individual differences. This will now follow the same methods when answering questions and students will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own performance in a team and group and assess the potential issues that could arise when working with groups of people.

We will learn:

Students will learn the definition of a group

Students will look at the formation of groups and sports teams using stages of group development -

Forming
Storming
Norming
Performing

Students will learn about Steiner's model of group effectiveness

Actual productivity = potential productivity – losses due to faulty processes

Students will learn about faulty processes which fall under two issues: co-ordinational losses and motivational losses.

Students will look at the Ringlemann effect and social loafing.

We will develop/practise skills including:

Students will understand the key term 'group' and what being in a group means

Students will develop an understanding of the development of a group using the four stages –

Forming
Storming
Norming
Performing

Students will be able to explore reasons why groups may fail and the impact social loafing and the Ringlemann effect have on a group.

Some of the vocabulary that we will use includes:

Group, forming, storming, norming, performing, actual productivity, Steiner 1972, faulty processes, potential productivity, co-ordinational losses, motivational losses, Ringlemann effect, social loafing

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of working in a group in sport
- ✓ Reading of additional sporting journals about how a group develops and the potential issues a group might have, effecting their group effectiveness





OCR A Level PE Sports Psychology– Group and Team Dynamics



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	✓ Watching aspects of sport and highlighting examples of effective groups and groups which are highlighting faulty processes
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Completion of booklet Retrieval activities Skill acquisition end of unit tests Year 12 and 13 mock A level Pe paper 2	



OCR A Level PE Sports Psychology– Motivation



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. The third individual difference which will be looked at is motivation. Learning about this topic is important as students can assess what motivation is and what internal and external drives there are that can motivate an individual. Students will be able to look at the reasons they take part in sport and decide if they are intrinsic or extrinsic. Students will also explore the benefits and drawbacks to both types of motivation. Again, this topic shows that everyone is different, and people take part in sport for different reasons.

This builds on:

This follows on from attitude and the topic of individual differences. Students will continue to look at the difference's individuals have and what impact this has in sport. Students will follow the same methods when answering questions and will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own motivators in sport and how these came about. Students can then look at the impact their motivation have on sport. Students can see how individuals are different, and the role motivation plays in this.

We will learn:

Students will firstly learn the definition of motivation and the two different types of motivation – intrinsic and extrinsic

Students will look at the benefits and drawbacks of intrinsic and extrinsic motivation.

We will develop/practise skills including:

Students will understand the key terms intrinsic motivation and extrinsic motivation.

Students will be able to critically evaluate the two different types of motivation with practical examples

Some of the vocabulary that we will use includes:

Motivation, drive, intrinsic, extrinsic

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of motivation in sport
- ✓ Reading of additional sporting journals about how motivation affects sport.
- ✓ Watching aspects of sport and highlighting examples of different motivation and what impact this has.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet

Retrieval activities

Skill acquisition end of unit tests

Year 12 and 13 mock

A level Pe paper 2



OCR A Level PE Sports Psychology– Personality



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. The first individual difference which will be looked at is personality. Learning about personality is important as students can identify which personality types they have and then look at the characteristics for each type. Students can identify whether they are introverted or extroverted and how this links to sport. This topic also gives students the opportunity to develop understanding that everyone is different, and people react in different ways in sport due to their personality.

This builds on:

This is a new topic in the specification and so does not have any connection to skill acquisition. However, students will follow the same methods when answering questions and will continue to use practical examples when answering questions. Personality is the first individual differences topic and students will have the opportunity to look at why performers respond differently in sport and the reasons why.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own personality and how this is implemented in to sport. Students can see how individuals are different, and the role personality plays in this.

We will learn:

Students will firstly learn the definition of personality. From here they will look at the following four personality types:

- Extroversion
- Introversion
- Stability
- Neurosis

Students will also learn about type A and type B personalities and will be able to judge which personality they are based on varying characteristics.

There are also three theories of personality: trait, social learning and interactionist. Students will learn about these three theories and look to be able to critically evaluate them

Some of the vocabulary that we will use includes:

Personality, extrovert, introvert, stability, neurosis, type A, type B, unchangeable, predictable, trait, social learning, interactionist, environment

We will develop/practise skills including:

Students will understand the key term personality.

Students will develop understanding of the key characteristics for each type of personality; introvert, extrovert, stable, neurotic, type A and type

Students will also be introduced to the different personality theories and will understand what each theory suggests about personality and develop skills to critically evaluate the theory.

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of personality in sport
- ✓ Reading of additional sporting journals about how personality affects sport.
- ✓ Watching aspects of sport and highlighting examples of different personality.





OCR A Level PE Sports Psychology– Personality



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet

Retrieval activities

Skill acquisition end of unit tests

Year 12 and 13 mock

A level Pe paper 2



OCR A Level PE Sports Psychology– Social Facilitation



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Learning about this topic is important because:

In this topic, students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students' knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. In this topic, students will develop their knowledge and understanding of the impact an audience has on performance. Learning about this topic is important as students can relate to this situation and discuss whether they have social facilitation or social inhibition when performing in front of an audience.

This builds on:

This follows on from the topics of individual differences. Students will continue to look at the difference's individuals have and what impact this has in sport. Students will follow the same methods when answering questions and will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at their own performance when an audience is present and what effect that has on their performance. Students can use past experiences to show how they deal with it – showing whether they have social facilitation or social inhibition.

We will learn:

Students will learn the definition of social facilitation and social inhibition

Students will look at the effects of an audience on a range of different factors -

Home and away effects

Personality

Experience level

Types of skills and activities

Nature of the audience

Proximity of an audience

Students will learn what is meant by evaluation apprehension

Students will look at strategies to minimise social inhibition

We will develop/practise skills including:

Students will understand the key term social facilitation and social inhibition

Students will develop an understanding of the effects of an audience on a range of factors and be able to critically evaluate their impact.

Students will be able to explore strategies to help minimise social inhibition and look to implement them into their performance

Some of the vocabulary that we will use includes:

Social facilitation, social inhibition, hostile, home and away effects, personality, experience, dominant responses, crowd, arousal levels, nature of the audience, proximity, evaluation apprehension, performance.

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of social facilitation in sport
- ✓ Reading of additional sporting journals about how an audience affects sport.
- ✓ Watching aspects of sport and highlighting examples of different ways an audience can impact on performance





OCR A Level PE Sports Psychology– Social Facilitation



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet

Retrieval activities

Skill acquisition end of unit tests

Year 12 and 13 mock

A level Pe paper 2



OCR A Level PE Skill Acquisition – Stages of Learning, Guidance and Feedback



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Learning about this topic is important because:

It allows students to understanding how we learn skills and the process we take when learning a new skill. Students will look at the three stages of learning and be able to identify which stage they are in. These stages are:

- Cognitive
- Associative
- Autonomous.

Students will have the opportunity to explore different types of guidance and feedback and look at when they can implement them into their everyday lives. The types of guidance and feedback are the same as GCSE PE.

This builds on:

Some of this topic was taught at GCSE PE on the OCR specification so students should have prior knowledge and understanding of guidance and feedback. Stages of learning is a new topic but will follow the same methods when answering questions and students will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at skills and use guidance and feedback to help learn them. Students can also consider what stage of learning they are in and how they can move up to the next stage or maintain the stage they are in.

We will learn:

Students will develop their knowledge and understanding of the 3 stages of learning –

- Cognitive
- Associative
- Autonomous

Students will learn key characteristics for each stage of learning.

Students will develop their knowledge and understanding of the 4 types of guidance and 6 types of feedback.

- Verbal
- Visual
- Manual
- Mechanical

- Intrinsic feedback
- Extrinsic feedback

We will develop/practise skills including:

Stages of learning

Students will understand each stage of learning and the key characteristics witnessed at these stages. Students will understand how a performer can move between each stage of learning and what they must do to ensure they stage in the autonomous stage once they get there.

Types of guidance

Students will learn about the four types of guidance: verbal, visual, mechanical and manual. Students will understand their importance in the learning of movement skills and will learn to critically evaluate these types of guidance.

Types of feedback

Students will learn about the six types of guidance: KOP, KOR, positive, negative, intrinsic and extrinsic. Students will understand their importance in the learning of movement skills. Pupils will be able to critically evaluate these types of feedback and look at when they are best used.



OCR A Level PE Skill Acquisition – Stages of Learning, Guidance and Feedback



- Positive feedback - Negative feedback - KOR - KOP Students will learn key characteristics for each type of guidance and feedback.	
Some of the vocabulary that we will use includes: Cognitive, associative, autonomous, trial and error, co-ordination, fluency, cues, practice, motor programmes, feedback, automatic, habitual, visual, verbal, manual, mechanical, information overload, demonstrations, mental picture, kinaesthetic, confidence, internal, external, KOR, KOP, positive, negative	You could learn more about this topic by: ✓ Past paper questions around this topic ✓ Practical experience of applying guidance and feedback to movement skills ✓ Reading of additional sporting journals about the different stages of learning. ✓ Watching aspects of sport and highlighting examples of when guidance and feedback are being used. 
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Completion of booklet Retrieval activities Skill acquisition end of unit tests Year 12 and 13 mock A level Pe paper 2	



OCR A Level PE Skill Acquisition – Theories of learning movement skills



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Learning about this topic is important because:

It allows students to understanding how we learn and develop movement skills and the theorists who created these theories. Students will have the opportunity to explore these theories and see how they can be applied practically to sport. The three theories are:

- Operant Conditioning
- Cognitive theory of learning
- Bandura's theory of social/observational learning

This builds on:

This is a new topic in the specification and so does not have any connection to classification of skills or types and methods of transfer. However, students will follow the same methods when answering questions and will continue to use practical examples when answering questions. Students can also look at the skills that are being taught through these theories and question whether classifying them would help them decide the best theory to use for this.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at skills and think about what learning theories could be used to teach these skills. Bandura's theory of observational learning is especially important as students will be able to use this when learning new skills and watching demonstrations and will think about the factors that affect successful modelling. Students can think about their own significant others and how they learn and develop and which theories they learn best with.

We will learn:

Students will develop their knowledge and understanding of the 3 learning theories

- Operant Conditioning
- Cognitive theory of learning
- Bandura's theory of social/observational learning

Students will learn key characteristics for each theory type and how these theories can be applied to sport.

We will develop/practise skills including:

Students will understand each theory of learning, including the theorist who created it. Students will develop understanding of the key characteristics for each learning theory. Students will understand how these theories can be applied to learning movement skills and the limitations of each theory.

Some of the vocabulary that we will use includes:

Operant conditioning - Associationist, Skinner 1964, manipulation of environment and behaviour, trial and error, actions being shaped, reinforcement taking place, S-R bonds, positive reinforcement, negative reinforcement, partial reinforcement, punishment, law of exercise, law of exercise, law or readiness
Cognitive theory of learning – Intervening variables, thinking and understanding, insight learning, Kohler, whole practice, previous experiences,

You could learn more about this topic by:

- ✓ Past paper questions around this topic
- ✓ Practical experience of applying learning theories to movement skills
- ✓ Reading of additional sporting journals about the different learning theories.
- ✓ Watching aspects of sport and highlighting examples of when learning theories could be used and which ones specifically.





OCR A Level PE Skill Acquisition – Theories of learning movement skills



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perception, Gestaltist theory, understanding a problem, mental reasoning, mental processes, mental rehearsal.
Social learning/observational learning – watching others, significant others observe and copy, Bandura 1977, attention, retention, motor reproduction, motivation, high status, role models

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Completion of booklet
Retrieval activities
Skill acquisition end of unit tests
Year 12 and 13 mock
A level Pe paper 2



OCR A Level PE Skill Acquisition – Transfer of skills



Learning about this topic is important because:

It allows students to understanding what is meant by transfer and the impact it has on sport. By knowing about the different types of transfer students can know and understand the ways of optimising the effects of positive transfer as well as knowing the ways to limit negative transfer. The different types of transfer are:

- Positive
- Negative
- Retroactive
- Proactive
- Bilateral
- Zero

This builds on:

This is a new topic in the specification and so does not have any connection to classification of skills or types and methods of practice. However, students will follow the same methods when answering questions and will continue to use practical examples when answering questions.

This leads to:

Ability to answer both short and long style questions in A level PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at skills and comment on their transfer. Students will be able to actively see which skills can positively transfer to others and which skills have a hindering effect on other skills. When learning new skills, students can know and understand the ways of optimising the effects of positive transfer as well as knowing the ways to limit negative transfer

We will learn:

Students will develop their knowledge and understanding of the 6 types of practice

- Positive
- Negative
- Retroactive
- Proactive
- Bilateral
- Zero
-

Students will learn key characteristics for each type of transfer and their definitions. Students will also know and understand the ways of optimising the effects of positive transfer as well as knowing the ways to limit negative transfer

We will develop/practise skills including:

Students will understand what each type of transfer is, including their definitions
Students will develop understanding of the key characteristics for each type of transfer.

Students will also know and understand the ways of optimising the effects of positive transfer as well as knowing the ways to limit negative transfer

Students will practise questions around these topics.

Some of the vocabulary that we will use includes:

You could learn more about this topic by:





OCR A Level PE Skill Acquisition – Transfer of skills



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Positive, negative, bilateral, retroactive, proactive, zero, limiting, optimising	✓ Past paper questions around this topic ✓ Practical experience of using transfer when learning skills ✓ Reading of additional sporting journals about the different types of transfer ✓ Watching aspects of sport and highlighting when transfer would occur.
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Completion of booklet Retrieval activities Skill acquisition end of unit tests Year 12 and 13 mock A level Pe paper 2	



OCR A Level PE Skill Acquisition – Types and methods of practice



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Learning about this topic is important because:

It allows students to understanding the importance of how skills are taught, and the types and methods of practice coaches may use to deliver skills. The following practice methods are:

- Part practice
- Whole practice
- Whole-part-whole practice
- Progressive-part
- Massed practice
- Distributed practice
- Fixed practice
- Varied practice

Once students have classified a skill, they can then look at the best methods of practice which can be used to teach the skill.

This builds on:

Topic 1 – classification of skills

Once students have classified a skill, they can then look at the best methods of practice which can be used to teach the skill.

This leads to:

Ability to answer both short and long style questions in Alevel PE paper 2. It leads to students being able to practically use what they have learnt in A level PE and implement it into aspects of life, such as their ability to look at skills and how they are best taught. Students can then practically use the different methods to learn new skills and further develop already learnt skills.

We will learn:

Students will develop their knowledge and understanding of the 8 methods of practice

- Part practice
- Whole practice
- Whole-part-whole practice
- Progressive-part
- Massed practice
- Distributed practice
- Fixed practice
- Varied practice

We will develop/practise skills including:

Students will understand what is meant by each type of practice

Students will develop understanding of the key characteristics for each practice type

Students will be able to justify why these practice methods should be used and can bring in prior information about classifying skills to help them.

Students will practise questions around these topics.



OCR A Level PE Skill Acquisition – Types and methods of practice



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Students will learn key characteristics for each type of practice and the uses they have when learning skills.	
Some of the vocabulary that we will use includes: Subroutine, part, whole, whole-part-whole, progressive part, fixed, varied, massed, distributed, kinaesthesia, Motor skill, justification, continua, simple, complex, difficulty, open, closed, environmental, self-paced, externally paced, pacing, high organisation, low organisation, organisational, continuous, serial, discrete, continuity, fine, gross, muscular involvement, chaining.	You could learn more about this topic by: ✓ Past paper questions around this topic ✓ Practical experience of using the practice methods to learn skills ✓ Reading of additional sporting journals about types and methods of practice ✓ Watching aspects of sport and justifying why practice methods would be used. 
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Completion of booklet Retrieval activities Skill acquisition end of unit tests Year 12 and 13 mock A level Pe paper 2	