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| **What will we be learning?****Paper 2****Section 4 – Sports Psychology** | **Why this? Why now?****GCSE PHYSICAL EDUCATION****SECTION 4 (Paper 2)**This unit is taught in Year 10 but will also link as synoptic topic to paper 2 in Year 11. There is also a practical element to this unit that will link into the AEP written coursework.You will develop knowledge and understanding of the psychological factors that affect performers. You will also develop knowledge and understanding of how movement skills are learnt and the characteristics and classification of skilful movements. Understand goal setting and mental preperation as a tool for improvement in performance along with the use of guidance and feedback.  | **Key Words:**Motor skillPerceptionCognitive skillsAnxietyCognitive anxiety management techniquesSomatic anxiety management techniquesKinaesthetic sense |
| **What will we learn?****4.1 Characteristics of a skilful movement and classification of skills****4.2 Goal Setting****4.3 Mental preparation****4.4 Types of guidance and feedback** |
| **What opportunities are there for wider study?****Sixth form studies*** Cam Tech Sport
* A level PE

**Careers/degree courses*** Sports science
* Physiotherapy
* PE teacher
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| **How will I be assessed?*** Paper 2 (30%) 60 marks – 1 hour
* AEP Written Coursework
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| **4.1 CHARACTERISTICS OF A SKILFUL MOVEMENT AND CLASSIFICATION OF SKILLS****Characteristics of skilful movement*** Know the definition of motor skills
* Understand and be able to apply examples of the characteristics of skilful movement: efficiency, pre-determined, co-ordinated, fluent, and aesthetic.

**Classification of skills*** Know continua used in the classification of skills, including simple to complex skills (difficulty continuum), and open to closed skills (environmental continuum).
* Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.
 | Characteristics of skilful movement - Classification of skill in sport -  OCR - GCSE Physical Education Revision - OCR - BBC Bitesize |
| **4.2 GOAL SETTING****Goal setting*** Understand and be able to apply examples of the use of goal setting: for exercise/training adherence, to motivate performers, and to improve and/or optimise performance.
* Understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed).
* Be able to apply the SMART principle to improve and/or optimise performance.
 | 7 reasons why goal setting is critical to success | Royston Guest |
| * 1. **MENTAL PREPARATION**

**Mental preparation*** Know mental preparation techniques and be able to apply practical examples to their use: imagery, mental rehearsal, selective attention, and positive thinking.
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| **4.4 TYPES OF GUIDANCE AND FEEDBACK****Types of guidance*** Understand types of guidance, their advantages, and disadvantages, and be able to apply practical examples to their use: visual, verbal, manual, and mechanical.

**Types of feedback*** Understand types of feedback and be able to apply practical examples to their use: intrinsic, extrinsic, knowledge of performance, knowledge of results, positive, and negative.
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