

Yr 12 A Level PE Assessment Manifest – Paper 2

Skill Acquisition	R	A	G
<p>Be able to describe the 6 classification continuums with examples. Justification of placement of skills on continua:</p> <ul style="list-style-type: none"> <li>• difficulty (simple/complex)</li> <li>• environmental influence (open/closed)</li> <li>• pacing (self-paced/externally paced)</li> <li>• muscular involvement (gross/fine)</li> <li>• continuity (discrete/serial/continuous)</li> <li>• organisation (low/high).</li> </ul>			
<p>Be able to describe the characteristics and uses of each Type of Practice. Also, need to justify types of practice in relation to performers:</p> <ul style="list-style-type: none"> <li>• part practice</li> <li>• whole practice</li> <li>• whole/part-whole practice</li> <li>• progressive/part practice</li> <li>• massed practice</li> <li>• distributed practice</li> <li>• fixed practice</li> <li>• varied practice.</li> </ul>			
<p>To be able to describe the types of transfer. Apply the types to different sporting examples:</p> <ul style="list-style-type: none"> <li>• positive</li> <li>• negative</li> </ul>			

# A Level PE Checklist

<ul style="list-style-type: none"> <li>• proactive</li> <li>• retroactive</li> <li>• bilateral</li> </ul> <p>Know and understand the ways of optimising the effect of positive transfer</p> <p>Know and understand the ways of limiting the effect of negative transfer</p>			
<p>To be able to describe and evaluate the theories of learning:</p> <ul style="list-style-type: none"> <li>• operant conditioning</li> <li>• cognitive theory of learning</li> <li>• Bandura’s theory of social/observational learning.</li> </ul>			
<p>To be able to describe characteristics of the stages of learning. Also, apply the stages in a range of sporting scenarios:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• associative</li> <li>• autonomous.</li> </ul>			
<p>To be able to describe the types and uses of guidance, applying to a range of sporting examples:</p> <ul style="list-style-type: none"> <li>• verbal guidance</li> <li>• visual guidance</li> <li>• manual guidance</li> <li>• mechanical guidance</li> </ul> <p>Advantages and Disadvantages of using each type of guidance.</p>			
<p>To be able to describe the types and uses of feedback, applying to a range of sporting examples:</p> <ul style="list-style-type: none"> <li>• intrinsic</li> <li>• extrinsic</li> <li>• positive</li> </ul>			

- negative
- knowledge of performance
- knowledge of results

Advantages and Disadvantages of using each type of feedback

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Sport Psychology- Individual Differences	R	A	G
<p>In all the individual differences, you need to be able to describe, apply to sporting examples and evaluate the key concepts.</p> <p><b><u>Personality</u></b></p> <ul style="list-style-type: none"> <li>• definition of personality</li> <li>• theories of personality:             <ul style="list-style-type: none"> <li>– trait – extroversion/introversion, stable/unstable, type a/type b</li> <li>– social learning</li> <li>– interactionist</li> </ul> </li> </ul> <p><b><u>Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• definition of attitude</li> <li>• factors affecting attitude formation</li> <li>• components of attitude:             <ul style="list-style-type: none"> <li>– cognitive</li> <li>– affective</li> <li>– behavioural</li> </ul> </li> <li>• methods of attitude change:             <ul style="list-style-type: none"> <li>– persuasive communication</li> <li>– cognitive dissonance</li> </ul> </li> </ul>			

**Motivation**

- definitions of:
  - intrinsic motivation
  - extrinsic motivation
- uses and effects of:
  - intrinsic motivation
  - extrinsic motivation

**Arousal**

- definition of arousal
- effects of arousal:
  - drive theory
  - inverted U theory
  - catastrophe theory

**Anxiety**

- definition of anxiety
- types of anxiety:
  - state and trait
- response to anxiety:
  - somatic and cognitive
  - zone of optimal functioning.

<p><b><u>Aggression</u></b></p> <ul style="list-style-type: none"> <li>• definition of aggression</li> <li>• theories of aggression: <ul style="list-style-type: none"> <li>– instinct</li> <li>– social learning</li> <li>– frustration-aggression hypothesis</li> <li>– aggressive cue hypothesis</li> </ul> </li> </ul> <p><b><u>Social facilitation</u></b></p> <ul style="list-style-type: none"> <li>• definition of social facilitation and social inhibition</li> <li>• the effect of an audience on: <ul style="list-style-type: none"> <li>– introverts/extroverts</li> <li>– beginners/experts</li> <li>– simple/complex skills</li> <li>– gross/fine skills</li> </ul> </li> <li>• evaluative apprehension</li> <li>• strategies to minimise social inhibition.</li> </ul>			
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