



# St Martin's School Physical Education Journey

## Year 13 PSYCHOLOGICAL FACTORS CURRICULUM JOURNEY

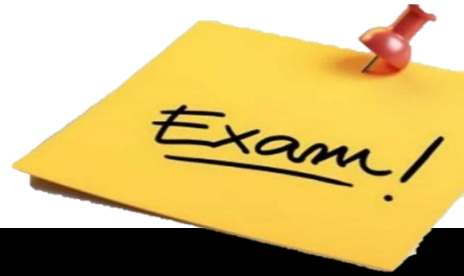


Be The Best You Can Be...



Exam - 20% (includes year 12 topics)

1 hour written exam - 60 marks in 60 minutes



Show Your Commitment



Complete your independent learning tasks

Bring Your PE folder to all lessons

Attend revision sessions and sports clubs

**5.2 Confidence & self-efficacy** – here, you will be able to define key terms & explain the impact of sports confidence on performance, participation & self-esteem. You will be able to apply practical examples to Vealey's model of sports confidence and Bandura's model of self-efficacy.

**5.3 Leadership in sport** – By the end of this unit you will be able to describe the characteristics of effective leadership, know the difference between emergent & prescribed leaders & apply leadership styles to practical performance. You will become familiar with 3 theories of leadership and gain an understanding of Chelladurai's multi-dimensional model of sports leadership.

Coursework 30%

Effective performance or coaching in one chosen activity in a competitive situation

Evaluation and Analysis of performance for improvement in one activity.

**5.4 Stress management to optimise performance** – by the end of the chapter you will know the definition and causes of stress. You will understand the use of cognitive & somatic stress management techniques.

**5.2 Groups and team dynamics continued** – You will understand Steiner's model of group effectiveness as well as the Ringlemann effect and social loafing.

**5.2 Groups and team dynamics in sport** – by the end of this unit you will have gained an understanding of the formation of groups and sports team using the main stages of group development; forming, storming, norming and performing.

**5.1 Attributions** – here, you will be able to explain Weiner's model of attribution including stability dimension (unstable & stable), locus of causality & controllability. You will also develop an understanding of learned helplessness as a barrier to sports participation and how mastery orientation maximises performance.

**5.2 Goal setting in sports performance** – in this topic you will look into the importance and effectiveness of goal setting; for attentional focus, task persistence, raising confidence and controlling arousal/anxiety. You will be taught how to apply the SMART principles.

**5.1 Individual differences continued** – within this topic you will continue to look at definitions, theories, types and effects of; motivation, arousal, anxiety, aggression & social facilitation. You will look at evaluative apprehension and strategies to minimise social inhibition

YEAR 13

