

# Topic Guide: Sports Psychology



**AS and A Level Physical Education – version 2**

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**Pearson Edexcel Level 3 Advanced GCE in Physical Education (9PE0)**

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**Pearson Edexcel Level 3 Advanced Subsidiary GCE in Physical Education (9PE0)**

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# GCE Physical Education 2016

## Component guide 6: Sports psychology

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## Introduction

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The specification has been developed in consultation with the teaching community, higher education, and subject associations. Tutors from a range of schools and colleges – in focus groups, phone interviews and face-to-face conversations – have given feedback at each stage and have helped us to shape the specification. Physical Education academics in UK universities have helped us understand how to build on the strengths of the 2008 A level specification and advised on how progression to undergraduate study could be improved.

Component guide 6: Sports psychology gives an overview of the new specification relating to this topic, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your learners.

## Overview of changes

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From September 2016, GCE Physical Education will be a linear qualification. This means that all examinations must be sat at the end of the two-year course. From September 2016, AS level Physical Education will be a stand-alone qualification. This means that it cannot be used to contribute towards an A level Physical Education grade. More information about the changes to subject content is given later on in the guide.

Each award will have two examinations: a scientific exam and a psychological and social exam. This is a change from 2008. There is an increased focus on the theoretical content, now worth 70 per cent of the grade. The psychological and social exam includes Topic 3: Skill acquisition, Topic 4: Sport psychology and Topic 5: Sport and society.

The subject content includes a more detailed need to develop quantitative skills – now worth up to 5 per cent of the qualification.

Learners will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams. Learners will understand the different psychological views, theories and perspectives, as indicated in the specification, and be able to apply this understanding by way of explaining behaviours that ultimately affect sporting performance. Central to this topic will be the ongoing debate offering explanations between either nature or nurture or the interaction of both. Learners will look at the theories and then consider the merits of each to the different situations and scenarios identified. They will be able to demonstrate both support for, and challenge to, a given theory or perspective and give sporting examples to support this view.

## Where AS differs from A level

A level Year 1 covers sports psychology. However, at A level there are additional topics of **4.4 Attribution theory**, **4.5 Confidence and self-efficacy** and **4.6 Leadership**. A level topics are shown in bold type throughout the booklet.

## Key content

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### 4.1 Factors that can influence an individual in physical activities

#### Topic 4.1.1

Learners will need to know and understanding the different personality theories and their application to different sporting situations.

Personality theories: trait (innate) theory, introvert/extrovert, neurotic/stable (Eysenck, Cattell's 16 Personality Factors).

Learners should be able to consider why particular personalities perform better or less well in different competitive situations.

These are the diagrams of the theories but learners need an understanding of how they are used and applied to sport. Eysenck and Cattell both have a trait approach.

See Eysenck's theory diagram:

[www.allpsych.com/personalitysynopsis/eysenck/#.VijpzEZwaUk](http://www.allpsych.com/personalitysynopsis/eysenck/#.VijpzEZwaUk)

Learners must be able to relate this diagram to sporting examples. For example, extroverts tend to achieve better performance at higher levels of arousal and in team activities or those needing gross motor skills. Introverts tend to achieve optimum performance at lower levels of arousal. Extroverts cope better with presence of others and distractions.

See Cattell's 16 personality factors diagram: [www.psychometric-success.com/personality-tests/personality-tests-personality-traits.htm](http://www.psychometric-success.com/personality-tests/personality-tests-personality-traits.htm)

The book Wesson et al. has good background reading for tutors or extension reading for more able learners on these topics.

Learners need to be able to consider the merits of the different theories of personality and their validity. For example, learners should be able to compare Eysenck and Cattell's approaches. The trait approach, for example, was seen as simplistic and did not account for changes in personality. Self-report tests rely on honesty in completion of the questionnaire and answers can be influenced by lots of factors such as the mood of the participant.

Cattell's theory suggests that personality can be measured in these 16 personality factors. He said that everyone had these traits but he also said personality could vary with the situation. Learners should consider which personalities may suit different sporting activities and situations and why.

Learners need to understand the Interactionist theory: that behaviour is a function of personality and environment ( $B=f(P,E)$  Hollander's and Martens personality structure). This theory will need to be compared to the other personality theories. What are the criticisms of this theory and why might it be useful to a coach? Learners must be able to explain the theory. This theory shows that we need to consider both the person and the situation that they are in. A coach needs to understand their individual athlete. It allows us to behave differently in different situations, depending on who we are with and what the situation demands, e.g. the player who plays differently in a county final to in a school PE lesson. This theory is also explained in Wesson et al's textbook and how it applies to sport.

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Useful resources include:

- <https://www.youtube.com/watch?v=8COaMKbNrX0>
- <https://www.youtube.com/watch?v=iCBjrVIFbsM>  
Personalities and Sport
- <https://www.youtube.com/watch?v=iCBjrVIFbsM&list=PLF29B503C5774FF84>  
Personality Theory
- <https://www.youtube.com/watch?v=reeGo8wVuZ4>  
Personality in Theory Traits/Interactionist

### Topic 4.1.2

Learners need to understand Wood's Triadic Model and how this can affect attitudes and how attitudes then shape behaviour. Below is a simplified example but learners need to be able to apply the model to sporting situations. For example, you may have a positive attitude to sport because your cognitive belief is that it is important. You intend to train regularly (behavioural) and you enjoy training (affective).

See image from: [www.slideshare.net/MoodyNatalie/attitude-revision](http://www.slideshare.net/MoodyNatalie/attitude-revision)

[www.truthonthenet.com/cognitive\\_dissonance.htm](http://www.truthonthenet.com/cognitive_dissonance.htm) has information about changing attitudes from negative to positive and the idea of 'cognitive dissonance' from Festinger's theory. Learners will need to show an understanding of the theory and be able to apply it in practical examples. Changing one aspect of the triadic model can cause dissonance. The person involved will seek to change the other elements. If you reduce the importance of an element or change an element (e.g. attitude) this can affect behaviour.

These theories cannot be learnt in isolation as learners are expected to be able to compare theories and how they relate to athletes.

See image on cognitive dissonance theory:

[www.truthonthenet.com/cognitive\\_dissonance.htm](http://www.truthonthenet.com/cognitive_dissonance.htm)

Other useful resources include:

- <https://www.youtube.com/watch?v=ldJSAmqdnHM>  
This covers the Triadic Model

### Topic 4.1.3

Learners need to understand arousal and its effect on performance. They should be able to explain why particular athletes will react in a particular way or might prepare for performance in a particular way. The inverted U theory is shown by the diagram below. Learners need to be able to give examples of athletes in the different regions and how it affects their performance.

Inverted U theory: [www.cliffsnotes.com/study-guides/psychology/psychology/psychology-emotions/early-theories-of-emotion](http://www.cliffsnotes.com/study-guides/psychology/psychology/psychology-emotions/early-theories-of-emotion)

Drive theory:

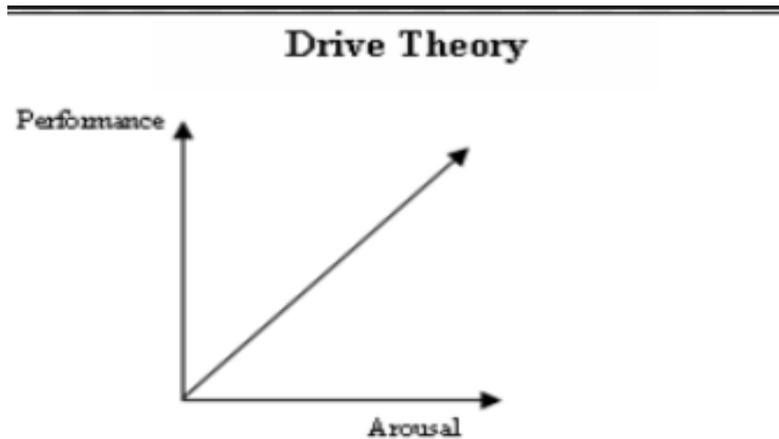


Figure taken from <http://pe-arousal.blogspot.co.uk/2011/09/drive-theory.html>

Drive theory shows that as arousal increases so does performance. Learners must have a knowledge of the differences between inverted U and drive theory using examples.

Learners will need to be able to interpret the graphs and discuss the positive and negative effects of arousal on performance. They would need to have an understanding of under and over arousal, the achieving of optimal levels for performance and task differences (simple/gross skills, situational factors, stage of learning and personalities (introvert and extrovert)). Wesson et al's book has good examples of this (see references list). The drive theory and its effect on performance needs to be understood. Learners will need to be able to consider different theories and compare and evaluate them and their effects on different athletes in different sporting contexts.

See graphs from - <http://slideplayer.com/slide/5279944/>

Useful resources include:

- <https://www.youtube.com/watch?v=1akg5srwmTQ>  
Arousal

**Topic 4.1.4**

Learners need to understand the term anxiety and its effect on performance. There are three dimensions of anxiety: cognitive, somatic and behavioural. There are also two types of anxiety: state and trait anxiety. All of these will need to be understood and applied to practical examples. For example, state anxiety is a temporary state. A player can be very calm in one situation and not in another, such as when taking a penalty in the last minute of a world cup final versus taking a penalty in a training game. Learners need to have an understanding of the effects of anxiety of performance: over arousal, choking and catastrophe theory. This knowledge will need to be applied to examples and the different dimensions compared.

See image from: [www.slideshare.net/peshare.co.uk/pesharecouk-shared-resource-5479914](http://www.slideshare.net/peshare.co.uk/pesharecouk-shared-resource-5479914)

Learners need to be able to understand the relationship between arousal and anxiety. For example, anxiety can be caused by over arousal. Learners also need to have a knowledge and understanding of the stressors leading to anxiety and the physiological, psychological and behavioural symptoms. There are things athletes

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do to try and reduce their anxiety, which are cognitive and somatic strategies. These include mental practice/rehearsal, use of visualisation and imagery, 'self talk', pre-game routines, relaxation techniques, centring, thought stopping and PMR (Progressive Muscle Relaxation). Learners must understand how an athlete would use these strategies and the effect it could have on their performance.

Useful resources include:

- <https://www.youtube.com/watch?v=8klodXBMOOg&index=8&list=PLVdsAoRmeYc1pZ5kwu1eOclQKV2j0k3Kv>  
Anxiety discussion
- <https://www.youtube.com/watch?v=QjRvaGyYh-s&feature=youtu.be>  
What Is Arousal, Anxiety and Stress?
- <https://www.youtube.com/watch?v=8zkTpOsDZ3I&index=4&list=PLVdsAoRmeYc1pZ5kwu1eOclQKV2j0k3Kv>  
Choking
- <https://www.youtube.com/watch?v=QjRvaGyYh-s>  
Anxiety
- <https://www.youtube.com/watch?v=HfQpFhG9nfM>  
Anxiety – U/Zone

### Topic 4.1.5

Learners need to have an understanding of aggression versus assertion. Wesson et al's textbook is useful for this (see references list). Learners need knowledge and understanding of aggression and assertion, in relation to the player, coach and spectator, and the differences between them. For example, assertion is seen as acceptable forceful behaviour and is within the rules. Aggression is intent to harm whereas assertion has no intent to harm. Officials, for example, need to take into account the context of the game when deciding if something is aggression or assertion – what has happened before, the time in the game, the importance of the game. For example, a high tackle in the last minute of play to prevent a certain try on the try line in a world cup final is a conscious aggressive act.

Learners also need to understand aggression theories and how they are applied to sporting examples: instinct theory and social learning theory (Aggressive-Cue Hypotheses).

Another theory that learners need to understand is the frustration-aggression hypothesis and how it is applied to sport. Learners must be able to explain how this is linked to aggression. For example, if a player is constantly being tackled every time they get the ball their frustration may build. They are driven to play harder. If the frustration continues the drive can result in aggressive behaviour. It can also result in further frustration.

See diagram from: [www.matthew-belk.blogspot.co.uk/2012/05/theories-of-aggression-there-are-3-main\\_2798.html](http://www.matthew-belk.blogspot.co.uk/2012/05/theories-of-aggression-there-are-3-main_2798.html)

There are different types of aggression: hostile, channelled, reactive and instrumental. Learners should be able to understand the types and practical strategies an athlete uses to reduce aggression. Wesson et al's book has a good section on this (see references list). Davis et al's *book Physical Education and the Study of Sport* has learner-friendly sections on all of these topics including some test style questions which could be used for knowledge-based tests. Learners should also understand the causes of aggression, such as over-arousal, under developed moral reasoning and bracketed morality. Learners need an understanding of practical strategies to reduce aggression.

Useful resources include:

- <https://www.youtube.com/watch?v=x9bOxHkMyJ8>  
Aggression
- <https://www.youtube.com/watch?v=Slegxaw0s7w>  
Aggression

### Topic 4.1.6

Learners need a knowledge and understanding of motivation. Learners need to understand types of motivation and self-motivation characteristics. Davis et al's book shows the right level of learner knowledge on this section and includes positive, negative, intrinsic and extrinsic, and link to rewards motivations (internal/external and tangible/intangible).

- <http://www.education.com/reference/article/achievement-motivation/> gives background reading for tutors.

Learners are expected to have a knowledge and understanding of the following theories: Achievement Motivation Theory (Atkinson and McClelland), NAF (Need to Avoid Failure) and NACH (Need to Achieve). They must know characteristics of each and how they may be reflected in the same individual but in different circumstances and/or times. An application of these theories and how they can optimise performance is what learners need to be able to discuss. Wesson et al's textbook has good detail on this section. For example, a NACH person is motivated to achieve success for pride and satisfaction. High achievers in sport tend to be high in NACH. Lower achievers tend to be lower in NACH and higher in NAF characteristics.

Learners need to understand the factors that influence behaviour: situation, personality, behaviour and expectation, as well as the use of goal setting to develop and enhance motivation. Athletes can set specific goals to motivate them to achieve such as a particular time they want to achieve in the next Olympics.

Useful resources include:

- <https://www.youtube.com/watch?v=SE4lpVF1soo>  
Motivation and Drive
- <https://www.youtube.com/watch?v=dvVZgL4tV60>
- Achievement Motivation
- [https://www.youtube.com/watch?v=\\_25cZYWc5Rs](https://www.youtube.com/watch?v=_25cZYWc5Rs)
- Achievement Motivation

### Topic 4.1.7

Learners need a knowledge and understanding of social facilitation, including positive and negative influences and social inhibition. Wesson et al's textbook has information on this, as does Beashel and Taylor's book (see references list).

Learners also need to know the role of and effect of 'others', both passive (audience/co-actors) and interactive others (competitors/spectators). Learners must be able to apply this knowledge to practical examples, such as the effects of social facilitation on a novice to a highly skilled performer, the dominant response and the link to arousal (drive theory and inverted-U theory). Learners also need a knowledge and understanding of the causes of and the effects of evaluation apprehension (Zajonc and Cottrell). Davis et al's book has a section on this and some test style questions to accompany it.

Learners need to be able to discuss external influences like significant others, home field advantage, distraction effect, proximity effect and their impact on performance. Both Wesson et al's and Davis et al's books cover this topic. They should be able to explain how these factors can affect performance.

Learners also need to understand and be able to use examples of strategies to combat social inhibition.

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Useful resources include:

- <https://www.youtube.com/watch?v=3enQtIzPiQE&list=PLF29B503C5774FF84&index=9>  
Social Facilitation

## 4.2 Dynamics of a group/team and how they can influence the performance of an individual and/or team

### Topic 4.2.1

Learners need to study the dynamics of a group/team and how they can influence the performance of an individual and/or team. Learners need to understand the characteristics of a successful and cohesive group/team, including sporting examples to back up their points. Learners should be able to discuss why one team is successful and another is not by backing up the points they make. Learners need an understanding that group cohesion is based on a combination of task or social cohesion. Cooperation between team members is essential to carry out tactical manoeuvres effectively. For example, is selecting the fastest four sprinters going to win an Olympic relay? Only if they can cooperate to change the baton effectively.

The first theory to study in this topic is Carron's four factors that affect formation and development of a cohesive group/team.

- A model was created by Carron (1982) which differentiated between **task cohesion**, such as the commitment to team goals and performance objectives and social cohesion which covers friendship and affiliation
- The model also identifies 4 kinds of factors which contribute to team cohesion, these are
  - **Environmental** – refer to regulations within a sport and local rules
  - **Personal** – characteristics of the team members
  - **Leadership** – relate to such aspects as coaching behaviour
  - **Team factors** – all the characteristics and relationships of the group, norms and stability.

They must be able to understand this theory and support it with examples. For example, when a team is selected it is not always the best players in every position but players are also chosen on how they will work together. Do some combinations of players play better together? Who are the best leaders and are they in the right positions? Learners should also know about strategies to develop group cohesion.

The next model is Steiner's theory of actual productivity = group productivity – losses due to faulty processes.

- [www.teachpe.com/sports\\_psychology/groups\\_teams.php](http://www.teachpe.com/sports_psychology/groups_teams.php)

Learners must understand this theory and support it with examples. Group dynamics need to be studied and how they can influence the performance of an individual and/or team. This needs to be supported with practical examples to discuss. For example, the size of a group can affect its productivity. Duplication of the jobs people are undertaking or more players than required can reduce group effort.

Learners next need to understand the theory of social loafing: the causes and factors that contribute to minimising its effect. This includes coordination and cooperation factors (see the Ringlemann Effect).

- [www.changingminds.org/explanations/theories/social\\_loafing.htm](http://www.changingminds.org/explanations/theories/social_loafing.htm)

The following resources cover material related to the dynamics of a group / team:

- <https://www.youtube.com/watch?v=mqj3U0lpQ6Y>
- <https://www.youtube.com/watch?v=hEJaz3sinEs>
- <https://www.youtube.com/watch?v=0-mxe94jFIQ>
- <https://www.youtube.com/watch?v=wrLdyKDg7Qo>

## 4.3 Goal setting

### Topic 4.3.1

Learners need knowledge and understanding of SMART(ER) targets (specific, measurable, achievable, realistic, time-bound, evaluated and recorded). The importance and relevance of goal setting and the different types used to optimise performance: subjective, objective, outcome/product, performance, process and realistic and aspirational goals (short-, medium- and long-term goals). Learners should be able to understand the importance of effective goal setting and the types of goals that athletes could set.

Resources on goal setting include:

- <https://www.youtube.com/watch?v=1F4OFMiecec&list=PLznfk5AysBhIPN7H8FqZmZLhu412Ay0PA&index=5>  
Goal Setting/Sports Psychology
- <https://www.youtube.com/watch?v=D2wwigfRWz4>  
Michael Phelps
- <https://www.youtube.com/watch?v=54qz5lcJPcM>
- [https://www.youtube.com/watch?v=DO0OnX\\_GCa8](https://www.youtube.com/watch?v=DO0OnX_GCa8)  
Goal Setting Australia

## 4.4 Attribution theory

### Topic 4.4.1

**Learners need to have a knowledge and understanding of reasons for success and failure in sport. Weiner's attribution theory and the four attributions: ability, effort, luck, task difficulty. The three main dimensions of attribution: locus of causality, locus of stability and locus of controllability. They need to be able to link this to practical examples.**

**Weiner's attribution theory:**

**<http://www.instructionaldesign.org/theories/attribution-theory.html>**

**Learners also need to be able to have a knowledge and understanding of strategies to allow for attribution retraining.**

The following resources provide information on Attribution theory:

- 4.4.1** [https://www.youtube.com/watch?v=6WIVL\\_SgmN4](https://www.youtube.com/watch?v=6WIVL_SgmN4)
- 4.4.2** <https://www.youtube.com/watch?v=NGU6KaIkHio>
- 4.4.3** <https://www.youtube.com/watch?v=YMxY9s58tso>
- 4.4.4** <https://www.youtube.com/watch?v=EoBAVN-s9XI&list=PLF29B503C5774FF84&index=15>

## 4.5 Confidence and self-efficacy

### Topic 4.5.1

Learners need a knowledge and understanding of self-confidence and the self-concept (Humanist). Knowledge and understanding of Vealey's model of sport specific confidence, including relevant sporting examples. This needs to include trait and state confidence. See image from: [www.believeperform.com/performance/sports-confidence-theory-2/](http://www.believeperform.com/performance/sports-confidence-theory-2/)

A helpful resource on self-confidence can be found at:

- [https://www.youtube.com/watch?v=yG7v4y\\_xwzQ](https://www.youtube.com/watch?v=yG7v4y_xwzQ)
- <https://www.youtube.com/watch?v=xWy6GUqBD9A&list=PLF29B503C5774FF84&index=14>  
Vealey

### Topic 4.5.2

Learners need to understand Bandura's self-efficacy model and the four factors that build self-efficacy. Learners need to be able to use examples to support this. Self-efficacy is situation specific self-confidence. For example, a team captain can be very confident at the crucial penalty decision, but in a different situation such as a post match interview with the media he can be very nervous. A diver may feel very self-confident on the low board but in moving up to a higher board they lack confidence. Performers have to take into account each of the factors when forming their beliefs about their confidence, including past performances. Learners should be able to analyse why teams respond differently in different situations.

See image from: [www.pelinks4u.org/articles/samson5\\_11.htm](http://www.pelinks4u.org/articles/samson5_11.htm)

Learners need to know the factors that affect self-confidence/self-efficacy: personality, situation and history. Learners also need to understand 'learned helplessness' and its impact on performance. This is a useful website to assist with this topic:

- [www.psychology.about.com/od/lindex/f/earned-helplessness.htm](http://www.psychology.about.com/od/lindex/f/earned-helplessness.htm)

Other resources include:

- <https://www.youtube.com/watch?v=OFsBNqmclZM>  
Self-Efficacy
- <https://www.youtube.com/watch?v=wrzzbaomLmc>  
Self-Efficacy

## 4.6 Leadership

### Topic 4.6.1

Learners need knowledge and understanding of the importance of effective leadership and its impact on performance.

Learners need to study the different types of leadership styles, autocratic, laissez-faire, transformational, situational and democratic, based on the models of Fiedler and Chelladuri. Learners must be able to discuss the advantages and disadvantages of each leadership style.

- [www.sportpsych.wikispaces.com/file/view/Chelladurai+MML+and+Contingency.pdf](http://www.sportpsych.wikispaces.com/file/view/Chelladurai+MML+and+Contingency.pdf)
- Wesson et al's book has a good section on this.

Learners need knowledge and understanding of different theories of leadership. They need an understanding of how leaders are created: trait theory (great man theory) vs social learning, and interactionist theory. These are again covered in Wesson et al's textbook in good detail. Learners need to be able to support this with practical examples.

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Useful resources include:

- <https://www.youtube.com/watch?v=ZEIKF5unNDA>
- <https://www.youtube.com/watch?v=MIN6ycsgWmw>
- <https://www.youtube.com/watch?v=MIN6ycsgWmw&list=PLF29B503C5774FF84&index=8>

## Detailed content changes

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The major differences between 2008 and 2016 come in the level of detail required in the topic. Theory is now worth 70 per cent so there is an increased content detail. Much of the content was in the specification before 2008.

Attribution theory, achievement motivation, factors affecting self-efficacy, theories of arousal and anxiety, motivation, evaluation apprehension, cohesion and goal setting were in unit 3 but all have more detailed elements to consider. There are many more theories to be aware of and learners must be able to apply these to sporting contexts. Basically the topic is still the same as 2008 but is now in more detail.

New topics compared to 2007 are: personality theories, leadership strategies, social facilitation and aggression v assertion. Within each topic there are new models that learners must become familiar with, such as Eysenck, Cattell's 16 personality factors, Hollander's and Martens personality structure, Wood's Triadic Model, Hull's drive theory, Fiedler and Chelladuri, Ringlemann, and Zajonc and Cottrell to name but a few. Learners need to become familiar with the new models, be able to link the author and model to the topic area and then apply to a practical example.

## Delivery approaches including ideas for practical delivery

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This unit lends itself to a practical approach as much as possible. Bingo with all the named theorists and which topic they link to might be a good regular starter task. Learners could make their own revision topic guide with key names, models, topic and practical examples. One learner could research each one and combine them to create the guide. Regular testing of theories will be important for learners to be able to recall the detail of them and then they must be able to apply to practical examples, so there are two distinct elements to this topic area.

Topic	Ideas for delivery
Personality	<ul style="list-style-type: none"><li>• Learners to complete Eysenck's personality questionnaire and rate themselves.</li></ul>

Topic	Ideas for delivery
Anxiety and arousal	<ul style="list-style-type: none"> <li>• Create a stressful situation and film learners (for example, 'a pretend' part of the examination under filmed conditions for the exam board). Build the tension so they experience anxiety themselves. After you have revealed to them that it wasn't real, discuss their symptoms.</li> <li>• Learners trial the different methods of controlling anxiety such as self-talk and visualisation, and see what works best for them in their next competition. Keep a diary of trying the different techniques.</li> </ul>
Aggression and assertion	<ul style="list-style-type: none"> <li>• Show film clips of different athletes showing aggressive and assertive acts to illustrate the differences.</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>• Complete a task such as a V sit against the wall. Allow learners to complete and record the score. Then set targets (to beat last score, etc.). Discuss why they did or did not beat their score. Then give different types of motivation for them – did they succeed or not and why (rewards etc.).</li> <li>• Create an experiment, for example set up hoops of different sizes and points available with very high points for the smallest targets and lower for the largest. Learners have X number of balls to throw to get their best score. Link to NACH and NAF – which target did they select and why?</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li>• Set a group challenge and then analyse after which roles each member played. Or give them role cards and get them to try to complete that role within the task or game.</li> </ul>
Goal setting	<ul style="list-style-type: none"> <li>• Get learners to set themselves long-, medium- and short-term goals for their own performance season and then discuss the goals (are they SMART? etc.)</li> </ul>
<b>Attribution</b>	<ul style="list-style-type: none"> <li>• <b>Learners to keep a performance diary. Before you introduce the topic get them to write down the reasons they won or lost for each of their games.</b></li> <li>• <b>Show them clips of all the managers' interviews on <i>Match of the Day</i> from that wee. What do they attribute their win or loss to? Why would they say that?</b></li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• <b>Get learners to try and teach in the different leadership styles – or you teach them games in those styles and see if they can comment on the difference in your teaching.</b></li> </ul>

## Quantitative skills guidance

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There are some topics in this section that lend themselves to quantitative skill. Many of the theories involve graphs or diagrams that learners need to be able to interpret. For example, indicating on an inverted U graph where the optimal performance zone would be. There are others such as Eysenck and Cattell, and Hull's drive theory that come in diagram and graph form and need interpretation. Being able to link the diagram shown to the relevant theory and then back up with practical examples is a skill that learners will need to regularly practice.

## Sample questions

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Regular testing of learners on the key terms in the glossary that are part of the specification is important (see Appendix 7, page 88).

When practising questions ensure that tutors and learners are using the command words in the specification and that learners understand the requirements of each command word.

Please see the Sample Assessment Materials for examples of questions. In the A level Psychological and Social Principles Paper the Sport Psychology questions come in section A and questions 2, 3, 4 and 5 are examples. In the AS level SAMS the questions are in the Psychological and Social Principles Paper. The Sport Psychology questions come in section A and questions 1 and 5 are examples.

To ensure understanding, questions could be given to learners starting:

- Explain X theory and explain how it could be applied to sport.
- Leadership styles...
- Team cohesion is...
- Motivation in sport is...
- Attribution is used...

It is important when teaching this unit that the topics are not taught in isolation and that learners can discuss how the elements work together. This will prepare learners for synoptic style questions.

## Resources and references

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### Useful textbooks

- Beashel, P. and Taylor, J. (1999) *Advanced Studies in Physical Education and Sport*, Cheltenham: Nelson Thornes.
- Cox, R. (2011) *Sports Psychology: Concepts and Applications*, Maidenhead: McGraw-Hill Higher Education
- Davis, R., et al. (2000) *Physical Education and the Study of Sport*, St Louis, MO: Mosby
- Honeybourne, J., Hill, M. and Moors, H. (2004) *Advanced Physical Education and Sport for A Level (Third Edition)*, Cheltenham: Nelson Thornes
- Karageorghis, C and Terry, P. (2010) *Inside Sport Psychology*. Champaign, IL: Human Kinetics Publishers
- Weinberg, R. and Gould, D. (2010) *Foundations of Sport and Exercise Psychology*, Champaign, IL: Human Kinetics Publishers
- Wesson, K., et al. (2005) *Sport and PE: A Complete Guide to Advanced Level Study (Third Edition)*, London: Hodder Education
- Woods, B. (1999) *Applying Psychology to Sport*, London: Psychology Press

### Useful websites

Cognitive dissonance:

- [www.truthonthenet.com/cognitive\\_dissonance.htm](http://www.truthonthenet.com/cognitive_dissonance.htm)

Aggression theories:

- [www.simplypsychology.org/bandura.html](http://www.simplypsychology.org/bandura.html)

Aggressive-cue hypotheses (Berkowitz):

- [www.matthew-belk.blogspot.co.uk/2012/05/cue-arousal-theory-aggression.html](http://www.matthew-belk.blogspot.co.uk/2012/05/cue-arousal-theory-aggression.html)

Motivation:

- [www.education.com/reference/article/achievement-motivation/](http://www.education.com/reference/article/achievement-motivation/)

Group dynamics:

- [www.teachpe.com/sports\\_psychology/groups\\_teams.php](http://www.teachpe.com/sports_psychology/groups_teams.php)

Social loafing:

- [www.changingminds.org/explanations/theories/social\\_loafing.htm](http://www.changingminds.org/explanations/theories/social_loafing.htm)

Goal setting:

- [www.olympic.org/content/olympic-athletes/athletes-space/tips/setting-smart-goals/](http://www.olympic.org/content/olympic-athletes/athletes-space/tips/setting-smart-goals/)

Confidence:

- [www.believeperform.com/performance/sports-confidence-theory-2/](http://www.believeperform.com/performance/sports-confidence-theory-2/)

Learned helplessness:

- [www.psychology.about.com/od/lindex/f/earned-helplessness.htm](http://www.psychology.about.com/od/lindex/f/earned-helplessness.htm)

Leadership:

- [www.sportpsych.wikispaces.com/file/view/Chelladurai+MML+and+Contingency.pdf](http://www.sportpsych.wikispaces.com/file/view/Chelladurai+MML+and+Contingency.pdf)

Case studies:

- [www.news.bbc.co.uk/sport1/hi/academy/default.stm](http://www.news.bbc.co.uk/sport1/hi/academy/default.stm)

Generic:

- [www.mindtools.com](http://www.mindtools.com)
- [www.teachpe.com/sports\\_psychology.php](http://www.teachpe.com/sports_psychology.php)

