

**FURZE
PLATT**
SENIOR SCHOOL



A-LEVEL PE

SPORTS PSYCHOLOGY

TASTER LESSON 2025

AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

How does A Level PE work?

There are...

- 2x exam papers
- 1x NEA that includes a practical assessment and a piece of written coursework

Paper 1

2 hours

105 marks

35% grade

Section A: Applied anatomy and physiology

- Cardiovascular System
- Respiratory System
- Neuromuscular System
- Planes & Axis
- Energy Systems

Section C: Sport & Society

- Globalisation of sport
- Pre-industrial revolution
- Industrial revolution
- Post World War II
- Sociology

Section B: Skill Acquisition

- Skill continuum & transfer of skills
- Skill classifications
- Theories of learning
- Guidance & feedback
- Memory models
- Information processing



Section A: Exercise physiology & biomechanics

- Diet & nutrition
- Training methods
- Injury prevention & Rehabilitation
- Biomechanical Principles
- Levers
- Linear Motion, Angular Motion & Projectile Motion
- Fluid Mechanics

Section C: Sport & Society & Technology

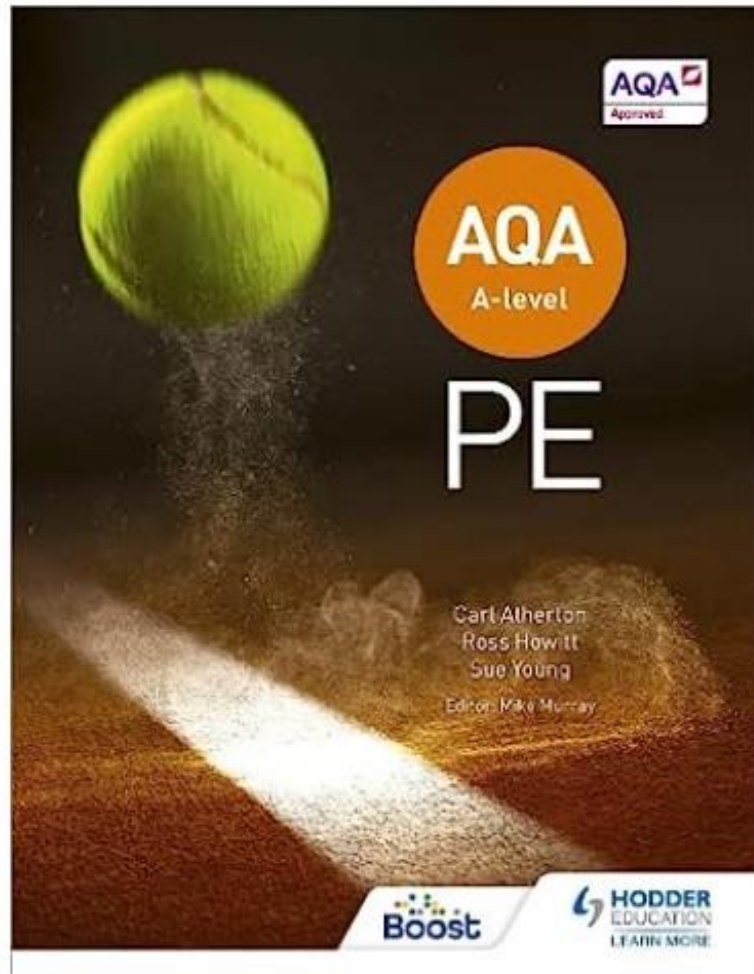
- Development of elite performers
- Ethics in sport
- Violence in sport
- Drugs in sport
- Sport & the law
- Commercialisation
- Technology

Section B: Sports Psychology

- Personality
- Attitudes
- Arousal, Anxiety & Aggression
- Motivation
- Social Facilitation
- Group Dynamics
- Goal setting
- Attribution theory
- Confidence
- Leadership
- Stress

- 1) Practical Performance in 1 sport = **45 marks**
- 2) Coursework - Written analysis of your own sporting performance discussing strengths and weaknesses and using theoretical concepts to provide a cause = **45 marks**

Reminder



BUY ME



Sports Psychology

GCSE think back...

3 skill continuums covered in
GCSE!?



Open/Closed

Basic/Complex

High Organisation/Low Organisation

Open/Closed



...determined by the level of impact
...on overall performance. *'Environment'*



OPEN

Decision Making

CLOSED



- Unpredictable environment
- Movements adapted due to changing conditions
- Perceptual
- Externally paced

- Predictable environment
- No need to adapt technique
- Largely self-paced

Simple/Complex



Simple

classified based on the degree of difficulty based on the amount of information available to the performer. The skill is *'Degree of difficulty'*



Complex



- Limited decisions during execution
- Limited cognitive demand
- Limited information to process

- Many decisions to make
- Lots of information that needs processing before attempting skills

Not a lot for the performer to think about when executing

High/Low Organisation



is classified according to how it is broken down into parts, or sub-routines



High

Low



- Not easily broken down into parts or sub-routines.
- Phases of the skill are closely linked

- Skill easily broken down into sub-routines
- Separate discrete elements
- Each part can be practiced separately

Gross/Fine



Gross

Fine

classified by the number of muscles involved and the level of precision required
Involvement'

- Require large muscle groups
- Large muscle movements
- Skills that require power
- Accuracy is less important

- Smaller muscle groups
- Small muscle movements
- Intricate movements
- Skills require high control and accuracy

Self Paced/Externally Paced



classified by the amount of control over the execution and the speed with which the performer performs. *'Pacing'*



Self-paced

Externally-paced



- Performer controls speed that skill is performed.
- Often has some control over when to begin.
- Generally closed skills

- No control over when to start the skill or how fast it should be performed.
- Generally open skills

Discrete/Continuous/Serial

They are classified as discrete, serial or continuous. Discrete skills have a clear beginning and end. e.g. the beginning and end of a tennis serve. Serial skills have a clear beginning and end. 'Continuous' skills have no clear beginning or end.



Discrete



Serial



Continuous

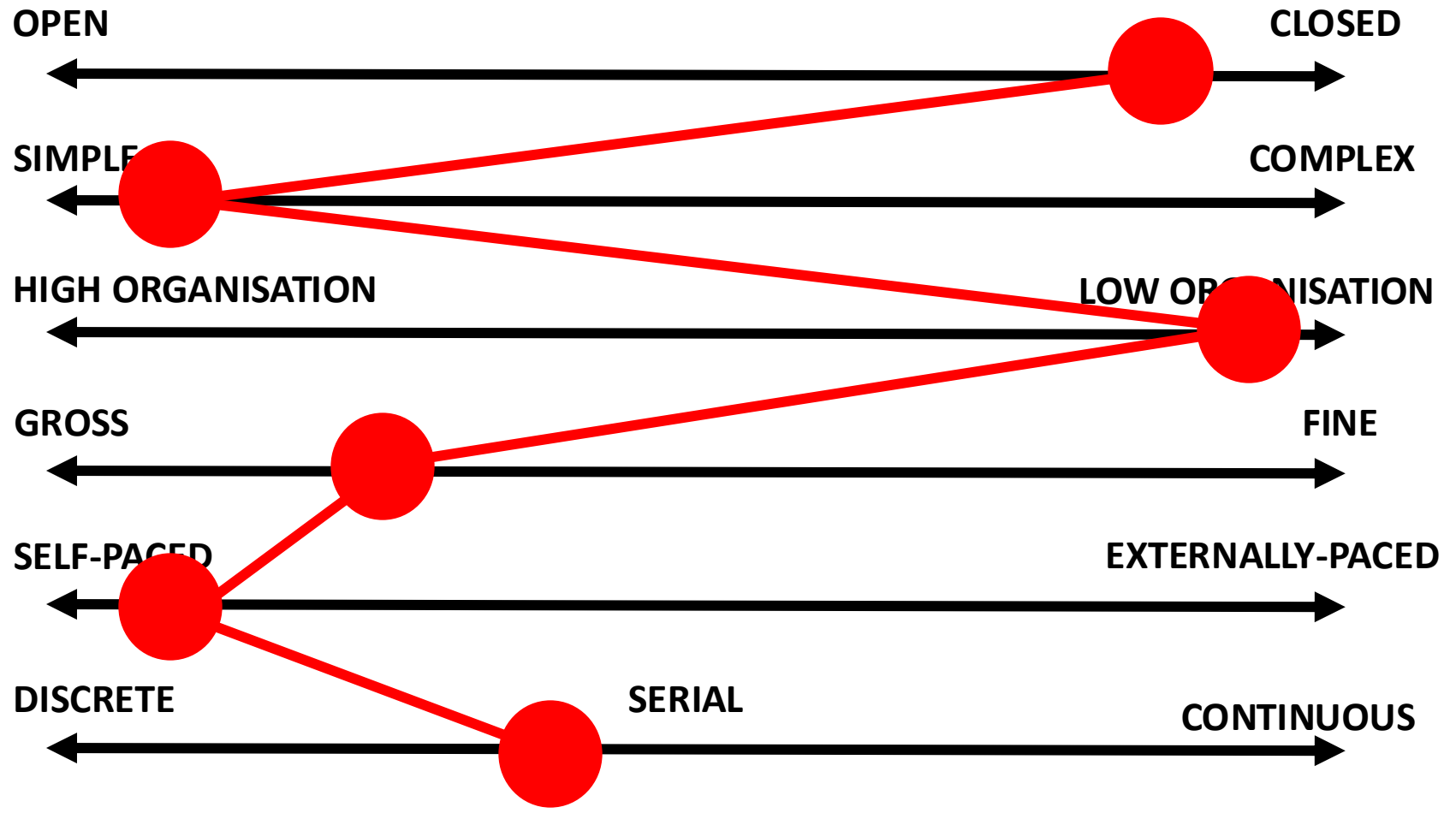


- Clear beginning and end.
- Short, sharp action.

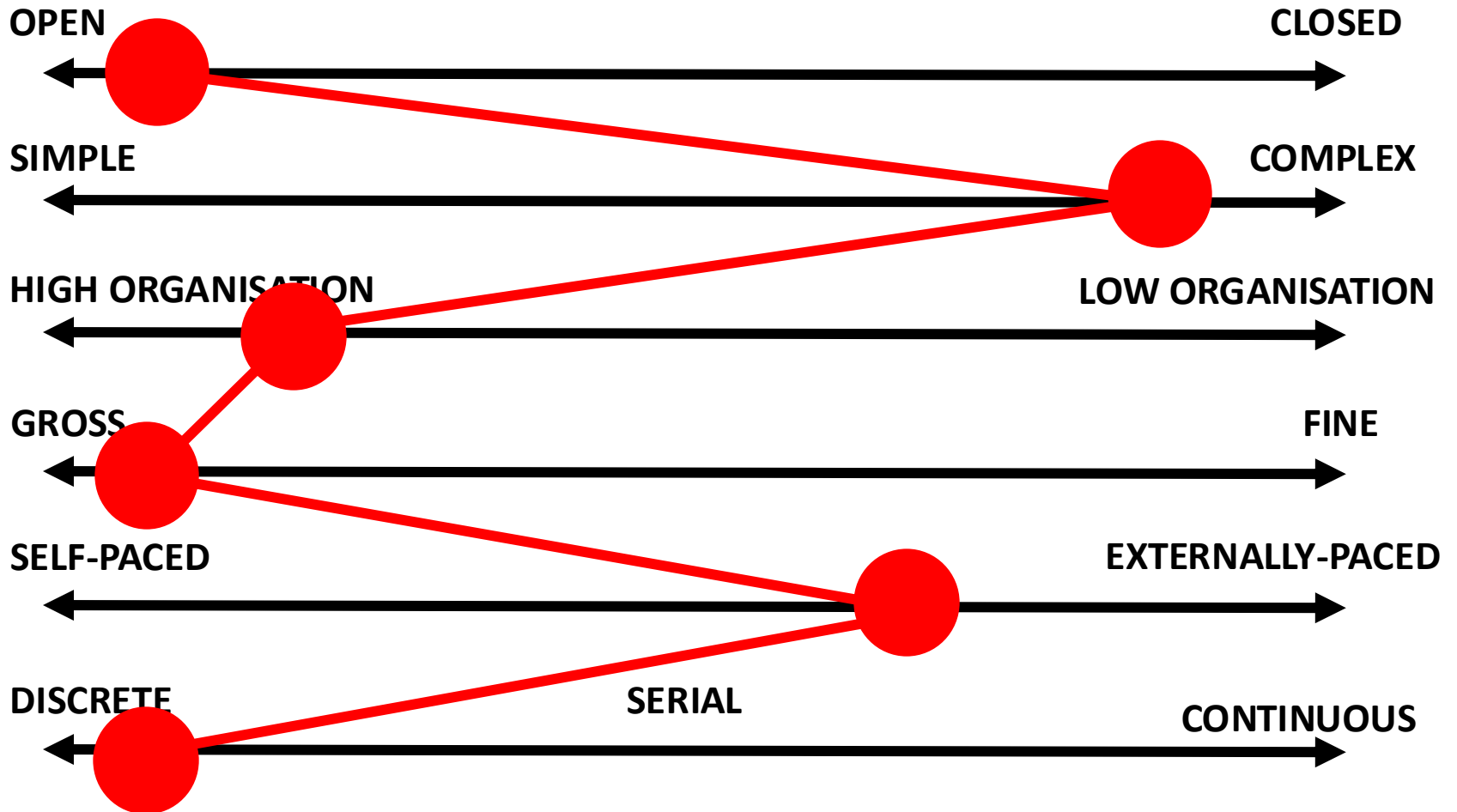
- Follow a specific sequence.
- Sequence of discrete skills.

- No clear beginning or end.
- Repetitive.

Triple Jump



Rugby Tackle



In pairs...

1. Cricket Bowl
2. Highboard Diving
3. Basketball Lay Up
4. Gymnastics Vault
5. Badminton Serve
6. Frontcrawl
7. Cycling
8. Table Tennis Forehand
9. Dribble in Hockey



Skill classification can be used to place skills onto a range of continua including:

- Simple – Complex
- Discrete – Serial – Continuous
- Self-paced – Externally paced
- High Organisation – Low Organisation.

'Progressive part practice is suitable for developing a tumbling routine in gymnastics.'

Evaluate this statement, using your knowledge of the continua listed above.

(Total 15 marks)

3 Discrete, serial or continuous _____

(Total 4 marks)

(3)

Sport & Society

Task:

Using post-it notes and the world map on the following slide, identify where in the world you think these sports are the most popular.

- Football
- Table Tennis
- Cricket
- American Football
- Wrestling
- Ice Hockey

Most Popular Sports in the World



Football



Table Tennis



Cricket



American Football



Ice Hockey



Wrestling

F
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Task:

Why might the British Empire be responsible for making British sports global?

Hint: Think about the influential roles within the British Empire.

The British Empire

Clergy/Missionaries

Developed church teams or became missionaries and took sport abroad (good for social control/morality etc.)

Officers in The British Army

Used sport within the armed services and spread sport throughout the Empire.

Teachers

Developed teams and taught traditional sporting values in schools throughout the Empire



Industrialists/Factory Owners

Set up teams and gave workers time off to play competitive sport Nationally and Internationally

Diplomats

Travelled the world and took sport with them (e.g. rugby and cricket)

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**A LEVEL PE
SUMMER WORK**

Task 1

1) Increase your sporting knowledge

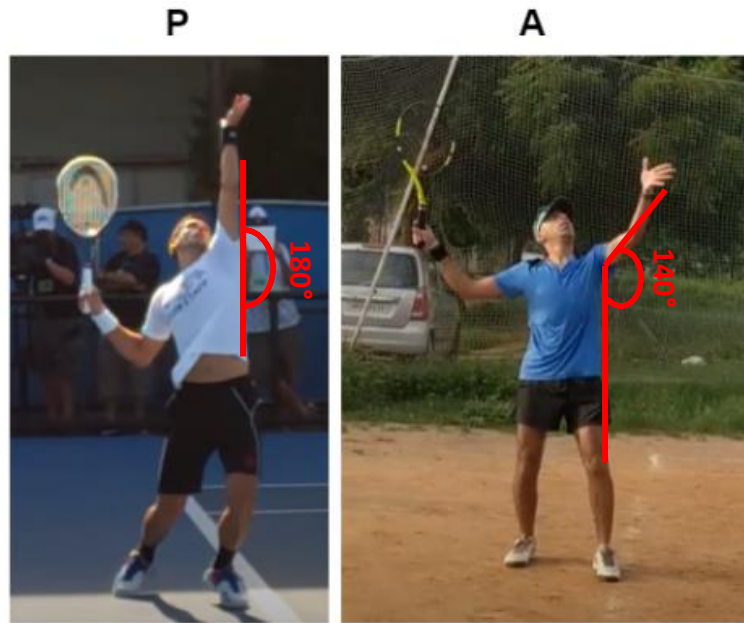
Watch a full, **professional** match, of three of the following sports (you may choose the three but please choose the 3 that you have less knowledge of): basketball, hockey, tennis, badminton or cricket. Make notes on what makes these sports significant e.g. *tactics implemented, sport specific skills and where they would lie on the skill continuums, sport specific feedback used, skills that are transferable to other sports.*

2) NEA preparation

- a) **Gather footage.** Film yourself performing in your sport. You should film a continuous piece of footage e.g. *30 minutes of football, one race in athletics, one full gymnastics routine*. The camera should be focused on you.
- b) **Research.** What is meant by the following phases of skill performance: preparation, execution, recovery. You must be able to explain each phase, articulate the difference between them and begin to consider the importance of each stage to skill performance.
- c) **Technical Analysis.**
 - Review your footage and identify two skills to analyse.
 - Take screenshots of your performance of those skills.
 - Find elite examples of those skills being performed.
 - For each skill, complete analysis of your performance in the three researched phases.
 - Compare your performance in the three phases to the elite performance.
 - A short example of what is expected can be found here:
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Example Analysis

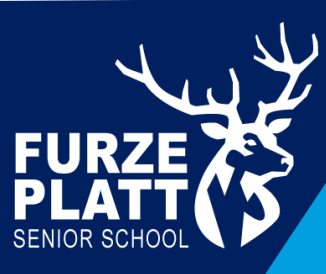
Tennis Serve



PREPARATION

When comparing the preparation phase of my tennis serve to that of the professional, it is immediately apparent that the professional tennis player has a greater amount of flexion at the knees than I do. This will increase the height in his jump and therefore the power in his shot.

The professional also has greater shoulder flexion of the leading arm with an angle of 180° in relation to his body whereas my arm is at a 140° angle. This will mean the professional is able to make contact with the ball while it is at maximum height whereas when I meet the ball, it will already be at a decreased height and therefore more likely to hit the net.



Due:

Wednesday 10th September 2025