

**YEAR 13 A-LEVEL PE REVISION TIMETABLE**

**Psychological factors affecting performance LHO**

Week	Topic Area	TASKS	EXAM QUESTIONS
22 <sup>th</sup> Jan	<b>Skill Acquisition:</b> Memory Models	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Draw out the Multi Memory Model and discuss using an example what happens at each stage</li> <li>• Summarise Craik and Lockarts 3 levels of processing</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
29 <sup>th</sup> Jan	<b>Sports Psychology:</b> Social Facilitation	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Describe two sporting situations where you have observed a performer experiencing <u>social facilitation/ inhibition</u> – add characteristics, impact and ways to manage it</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
5 <sup>th</sup> Feb	<b>Sports Psychology:</b> Groups	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Use a sport and apply this to <u>Steiners model</u> - give examples of coordination and motivation problems which could happen and how you could reduce their impact</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
19 <sup>th</sup> Feb	<b>Sports Psychology:</b> Goal Setting	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Using a sport give some examples of different <u>process, product &amp; outcome goals</u> you could set</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week 10 mark Question
26 <sup>th</sup> Feb	<b>Sports Psychology:</b> Attribution Theory	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Watch a MOTD and list all the reasons players / coaches give for their teams winning and losing.</li> <li>• Using <u>Weiners model</u> categorise these reasons.</li> <li>• Using <u>attribution retraining and self-serving bias</u> how would you support the performer to maintain motivation and confidence in this situation.</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week 10 mark Question
4 <sup>th</sup> March	<b>Sports Psychology:</b> Confidence & self-efficacy in sport	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Using an example explain <u>Banduras model of self-efficacy</u> and how you can build confidence.</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week

11 <sup>th</sup> March	<b>Sports Psychology:</b> Leadership	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Using an example analyse each part of <u>Chellundurai's model</u></li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
18 <sup>th</sup> March	<b>Sports Psychology:</b> Stress Management	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Make flash cards on <u>cognitive and somatic stress</u> management techniques.</li> <li>• Include advantages and disadvantages for each</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week 10 mark Question
8 <sup>th</sup> April	<b>LC3 Mock</b>	<b>You have now gone through the whole syllabus again for homework</b>	
15 <sup>th</sup> April	<b>Skill Acquisition:</b> Classification of Skill Types and Methods of Practice Guidance	<ul style="list-style-type: none"> <li>• <b>Revise using your mind map add details and highlight</b></li> <li>• Make some 8 flash cards naming a skill</li> <li>• Classify the skill on the continuums, evaluate the practice methods ad types of guidance</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
22 <sup>nd</sup> April	<b>Skill Acquisition:</b> Learning Theories Stages of Learning Types of Feedback	<ul style="list-style-type: none"> <li>• <b>Revise using your mind map add details and highlight</b></li> <li>• Plan a 10 marks Q which asks you to evaluate the 3 learning theories.</li> <li>• Make 3 flash cards for each stage of learning</li> <li>• Evaluate for each stage the types of practice &amp; guidance best suited to that performer</li> <li>• List the types of feedback and list the advantages and disadvantages for each</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
29 <sup>th</sup> April	<b>Sports Psychology:</b> Personality Attitudes Aggression	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Summarise the 3 theories associated with <u>personality</u></li> <li>• List different ways you would change somebodies <u>attitude</u> towards physical activity/sport</li> <li>• Watch MOTD highlights – categorise any fouls as assertion, channelled of hostile <u>aggressions</u>. List ways you would try to improve that teams discipline</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
6 <sup>th</sup> May	<b>Sports Psychology:</b> Motivation Arousal Anxiety Social Facilitation	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Make 3 flash cards explaining <u>drive, inverted U, catastrophe theory</u>. Include a graph and key works</li> <li>• Make 3 flash cards which explain <u>cognitive, somatic, trait, state and Sports competitive anxiety</u></li> <li>• Describe two sporting situations where you have observed a performer experiencing <u>social facilitation/ inhibition</u> – add characteristics, impact and ways to</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week

		manage it	
13 <sup>th</sup> May	<b>Sports Psychology:</b> Groups Goal Setting Memory Models	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Use a sport and apply this to <u>Steiners model</u> - give examples of coordination and motivation problems which could happen and how you could reduce their impact</li> <li>• Using a sport give some examples of different <u>process, product &amp; outcome goals</u> you could set</li> <li>• Draw out the Multi Memory Model and discuss using an example what happens at each stage</li> <li>• Summarise Craik and Lockarts 3 levels of processing</li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
20 <sup>th</sup> May	<b>Sports Psychology:</b> Attribution Theory Self Efficacy Leadership	<ul style="list-style-type: none"> <li>• <b>Revise using your mind maps add details and highlight</b></li> <li>• Watch a MOTD and list all the reasons players / coaches give for their teams winning and losing.</li> <li>• Using <u>Weiners model</u> categorise these reasons.</li> <li>• Using <u>attribution retraining and self-serving bias</u> how would you support the performer to maintain motivation and confidence in this situation.</li> <li>• Using an example explain <u>Banduras model of self-efficacy</u> and how you can build confidence.</li> <li>• Using an example analyse each part of <u>Chellundurai's model</u></li> </ul>	You will be given past questions for homework & Purple pen using mark scheme & feedback the following week
		<b>At this point you will have been through each topic area 3 times</b>	

- After receiving back your marked questions each week, use the mark scheme to purple pen your mistakes
  - Record your score/ RAG rate your understanding on the progress sheet after each week.
    - Reinforcing your memory – get someone to test you.
- Email me at anytime to ensure you understand as you go along. [holdsworthl@king-james.co.uk](mailto:holdsworthl@king-james.co.uk)





---