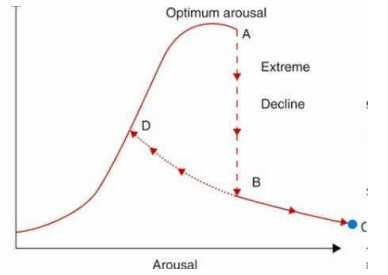
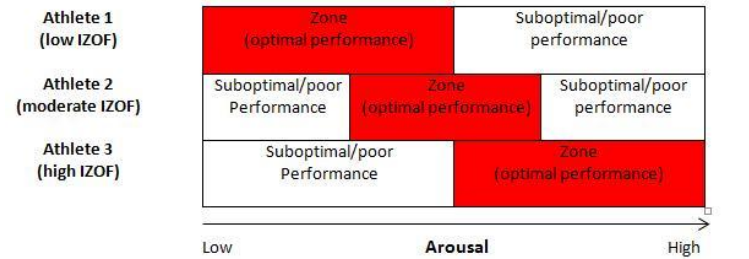
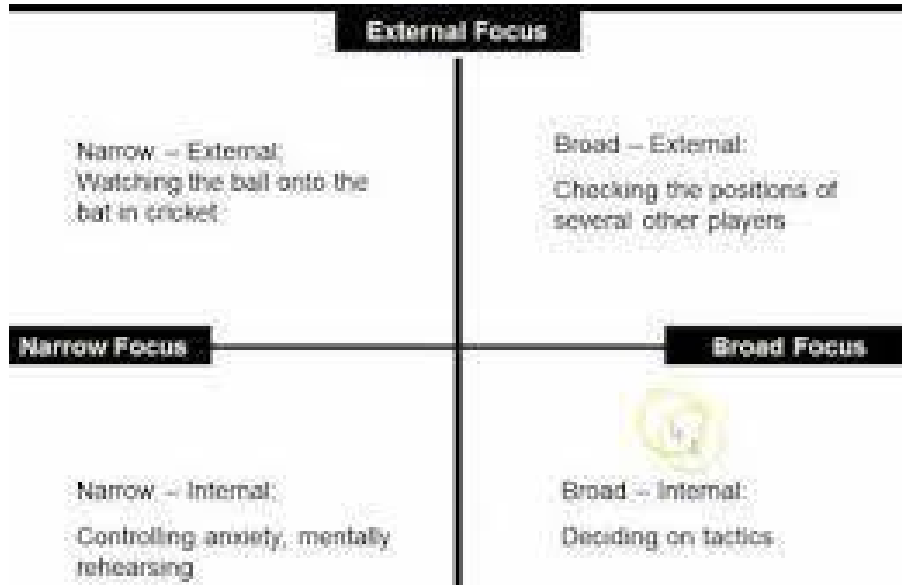


A-Level PE Year 13							
Psychology							
1. Personality		2. Attitudes					
Personality	An individual's preposition to behave in a certain way.	Attitude	What you think about something. An attitude is an option and can be described as a value or belief towards something (attitude object).	Triadic Model	<ul style="list-style-type: none"> __C – Cognitive (think) "fitness training keeps me fit" __A – Affective (feel) "I enjoy training" __B – Behavioural (do) "I attend regular sessions" 		
Hollanders Model	This suggests that personality is a layered structure, with an inner core of beliefs, values and attitudes. This inner core which is fairly permanent and unlikely to change, affecting the next layer.	How attitudes are formed	<ul style="list-style-type: none"> - Role Models: - - Peer groups - Conditioning; rewards will strengthen attitudes - SLT, learned from significant others such as a parent, teacher, coach and role models - Reinforcement strengthen attitudes - Familiarity, the more a person experiences an attitude object the more likely they are to develop a positive attitude - Experience 	Sources of a negative attitude	<ul style="list-style-type: none"> - A negative experience during a match - "the penalty was a giant penalty" - Leads to Chelsea having feeling that refs are bias to them - Leads to social norms - Refs are afraid to give decisions to Chelsea due to criticism from the media - Social norm – a rule or standard of behaviour which is socially enforced, can be appropriate or inappropriate set of values, feelings or beliefs. 		
3. Arousal Theories				4. Types of Anxiety		5. Causes of Anxiety	
Drive Theory		<ul style="list-style-type: none"> - As arousal increases so does performance in a linear fashion. $P=f(\text{Drive} \cdot \text{Habit})$ - Limitations - At high arousal, the performer reverts to their dominant response. - If autonomous dominant response will be correct - If cognitive dominant response will be incorrect 	Somatic	Physiological symptoms of anxiety	Causes of anxiety	<ul style="list-style-type: none"> - Task importance - Fear of failing - Perceived inaccuracy of official's decisions - Being fouled - Injury - Lack of self-efficacy - Audience effects - Evaluation apprehension 	
			Cognitive	Psychological symptoms of anxiety			
			Competitive trait	Performer has a natural tendency to become anxious in all situations			
			Competitive state	Performer only anxious in specific situations and often in high-pressure situations			
Inverted U Theory		<ul style="list-style-type: none"> - Suggests that as arousal increases so does performance up to an optimum level at moderate arousal. - Optimum performance occurs at lower levels of arousal if the situation involves a: - - Cognitive performer - Introvert (high resting levels of adrenaline) - Fine skill - Complex skill - Optimum performance occurs at higher levels of arousal if the situation involves a: - - Autonomous performer - Extrovert (lower resting levels of adrenaline) - Gross skill - Simple skill 	6. Measuring Anxiety				
			Questionnaires	<ul style="list-style-type: none"> - Performers answer question statements to rate their levels of anxiety in specific situations - Can evaluate how to control the performers anxiety - Cheap and efficient - A lot of info can be gathered - May not answer truthfully - May not understand the question - Can be affected by environmental factors 			

Catastrophe Theory		<ul style="list-style-type: none"> Accounts for the sudden drop in performance once the optimum has been exceeded. The theory is multi-dimensional. Considers both cognitive and somatic anxiety. As arousal increases so does performance up to optimal levels, there is a dramatic decrease at over arousal. The effects can be reversed by using relaxation techniques. 	Observation	<ul style="list-style-type: none"> Performer's behaviour is analysed before, during and after play Very subjective Time consuming Observers need to know performer's normal anxiety levels Performer may change their behaviour 	
Zone of Optimal Functioning		<ul style="list-style-type: none"> The zone is a mental state that autonomous performers normally only experience once or twice in their whole sporting career. Characteristics of being in the zone include: <ul style="list-style-type: none"> Performing at optimal arousal levels Feeling completely calm Complete attentional control Performing on autopilot Feeling that success is inevitable Performing smoothly, efficiently and effortlessly 	7. Aggression		
Peak Flow Experience	<ul style="list-style-type: none"> Describes ultimate psychological state for a performer It's very rare and intense Fully concentrated on task Has absolute control of their actions, which seem effortless Out of body experience Peak flow occurs when a performer: <ul style="list-style-type: none"> Is presented with a level of challenge that matches their skill level Has a clear goal Has the correct attentional style Has a positive attitude Has control of their arousal levels 		Causes of Aggression	<ul style="list-style-type: none"> Playing badly Feeling teammates aren't trying Disagreement with officials Provocation by opponent Important game Religion Contact sport Naturally aggressive personality Social learning Over-arousal 	
8. Theories of Aggression		9. Stress Management		10. Nideffer's Model of Attentional Focus	
Instinct Theory	<ul style="list-style-type: none"> Born with the tendency to defend ourselves. Aggression builds up from within and it is within our genes. Doesn't consider environment/social learning Individuals often experience increased aggression We are all genetically aggressive 		Stress	An individual's physical response to prepare the body for action when a threat is perceived.	
Frustration-aggression Hypothesis	<ul style="list-style-type: none"> When a performer has a drive to achieve a goal but is then stopped they experience frustration. This leads to an aggressive response. Doesn't account for performers who: <ul style="list-style-type: none"> Experience frustration when their goals haven't been blocked Have goals blocked so get frustrated but don't act aggressively 		Eustress	Describes the positive responses to stressful situations. The performer rises to the challenge, feels confident and motivated and performance is facilitated	
			Distress	Describes the negative response to stressful situations. The performer finds the stressor threatening and difficult to deal with.	
			Somatic	Physiological response such as Biofeedback – use of equipment e.g. heart rate monitors, Progressive Muscular Relaxation, Breathing Control, Centring and Warm-up	
					

Aggressive Cue Hypothesis (Berkowitz)	<ul style="list-style-type: none"> - Frustration leads to being ready for an aggressive act - This aggressive act will only occur if a cue is presented 	Cognitive	Psychological skills training, Mental rehearsal, Visualisation, Imagery, Positive self-talk, Negative thought-stopping, Attentional control and cue utilisation		
Social Learning Theory	<ul style="list-style-type: none"> - Aggression is learned by watching - If an aggressive act is reinforced or successful the act is more likely to be copied - Performers may also become aggressive due to socialisation - Doesn't take into account genetic explanations for aggression 	11. Motivation			
		Motivation	A person's drive to succeed that inspires them to perform in sport	Extrinsic Motivation	Anything from an outside source, it can be tangible, such as money, or intangible, such as praise from a coach
		Intrinsic Motivation	Comes from performer themselves, for example, developing health and fitness	Motivational Strategies	Intangible rewards will increase the confidence of performers, Make the activity fun, Set easily achievable tasks to ensure success, Use positive role models, Use variable practice, Generate intrinsic motivation through performance goals