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AQA GCSE PHYSICAL EDUCATION - Sports psychology							
Classification of skills							
1) **Skill:**		A learned action/learned behaviour with the intention of bringing about pre- determined results, with maximum certainty and minimum outlay of time and energy.		**2) Ability:**		Inherited, stable traits that determine an individual's potential to learn or acquire a skill.	
3) Open skill	A skill which is performed in a certain way to deal with a changing or unstable environment, e.g. to outwit an opponent in rugby	**5)Externally -paced skill**	The skill that is started because of an external factor. The speed, rate or pace of the skill is controlled by external factors, e.g. an opponent.	**6)Self-paced skill**	The skill is started when the performer decides to start it. The speed, rate or pace of the skill is controlled by the performer. e.g. shot choice in table tennis	**9)Basic skills**	Require less concentration and coordination such as throwing and striking e.g. reacting to your opponent's serve in badminton
4)Closed skill	A skill which is not affected by the environment or performers within it. The skill tends to be done the same way each time. e.g. diving	**7)Gross movement**	Using large muscle groups to perform big, strong, powerful movements. e.g. phases of a triple jump	**8)Fine movement**	Small and precise movement, showing high levels of accuracy and coordination. It involves the use of a small group of muscles. e.g. spin bowling	**10)Complex skills**	Take longer to learn and requires greater concentration and coordination to perform e.g. pole vault
11)Performance goals	Personal standards to be achieved. Performers compare themselves against what they have already done or suggest what they are going to do. There is no comparison with other performers. e.g. beating your PB			**12)Outcome goals**	Focus on end result/winning. These should be avoided as they rely on factors that cannot be controlled such as other performers. Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.		
13)The use of goal setting and SMART targets to improve and/or optimise performance							
Goal setting (SMART goals)	A method to set appropriate goals, optimise performance, increase motivation and reduce anxiety. Goals should be SMART:			**Accepted**	they must be accepted by the performer and others involved, eg coach		
Specific	specific to the demands of the sport/muscles used/movements used			**Realistic**	they are actually possible to complete		
Measureable	it must be possible to measure whether they have been met			**Time bound**	over a set period of time.		
Guidance and feedback on performance							
14)Information processing: Making decisions. Gathering data from the display (senses), prioritising the most important stimuli to make a suitable decision		**19)Positive feedback:**	What's good or correct about performance Advantage: Motivating, highlights success Disadvantage: Could suggest performance was better than it was	**25)Guidance:**	A method to convey information to a performer.		
Information processing model		**20)Negative feedback:**	What's bad or incorrect about performance Advantage: Enables coach to provide guidance on how a skill can be performed better, helps performer to prioritise improvement Disadvantage: demotivating, beginners may struggle to know how to respond	**26)Guidance methods:**	• visual (seeing) – live demo, poster, film, chart or court markings • verbal (hearing) – from coach • manual (physically assist movement) – from coach • mechanical (use of objects/aids) e.g. floats in swimming, harnesses in trampolining.		
15)Input:	information from the display (senses). Performers receive lots of information so have to prioritise the most important stimuli to make a suitable decision - choose what to focus on (selective attention	**21)Extrinsic feedback:**	Received from outside of the performer, eg from a coach. Advantage: Beginners need feedback from coaches to be made aware of technique Disadvantage: Not always available	**27)Visual guidance:**	Advantage: useful for all levels, good for novices, performer sees what is required, vision is dominant sense, can copy others Disadvantage: Must be of good quality, some skills too complex		
16)Decision making:	selection of appropriate response from memory. Information is initially stored in the short term memory. If rehearsed and learnt it is stored in the long term memory with other past experiences	**22)Kinaesthetic feedback**	type of intrinsic feedback, received via receptors in the muscles. Sensations that are felt by the performer, providing information from movement. Advantage: experienced performers can make immediate adjustments	**28)Verbal guidance:**	Advantage: Useful for high level, highlights key points, quick to share information, questioning can make performers think		

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			Disadvantage: Requires high level of knowledge to know what to do next		Disadvantage: Can lead to information overload, difficult to hear in noisy environments, complex things are difficult to explain
17)Output:	decision is acted upon - information sent to muscles to carry out the response.	**23)Knowledge of results:**	Information for performer about time, placing, result Advantage: quick measure Disadvantage: demotivating	**29)Manual guidance:**	Advantage: useful for complete beginners, allows performer to develop correct feel Disadvantage: May not think they are really performing skill
18)Feedback:	Information a performer receives about their performance. Feedback can be given during and/or after performance. It is received via self (intrinsic - received from performer through thoughts and emotions) and/or others (extrinsic – coach, spectators and/or video).	**24)Knowledge of performance:**	Feedback on performance generally and technique. Advantage: Many aspects to one performance so feedback can be detailed for or focused. Disadvantage: Hard to break a performance down to provide detailed feedback	**30)Mechanical guidance:**	Advantage: good for potentially dangerous skills, performer gains a feel for skill without fear, builds confidence. Disadvantage: equipment may be expensive and performer may become reliant on the aid.
Mental preparation for performance					
31)Arousal	A physical and mental (physiological and psychological) state of alertness/readiness, varying from deep sleep to intense excitement/alertness.	**36)Motivation**	The drive to succeed or the desire (want) to achieve something/to be inspired to do something.	**Personality types** **42)Introvert:**	Characteristics: shy/quiet, thoughtful, enjoy being on their own/loner. Tend to play individual sports when concentration/precision (fine skill) is required or low arousal is required. Enjoy practising. Prefer individual sports.
32)The 'inverted-U theory'	Optimal performance occurs when a performer reaches an optimal level of arousal.	**37)Intrinsic:**	the drive that comes from within (e.g. for pride, satisfaction, a sense of accomplishment, self-worth). More likely to lead to continued effort and participation		
33)Gross movement skills	require higher levels of arousal	**38)Extrinsic:**	the drive to perform well or to win in order to gain external rewards (e.g. prizes, money, praise) Extrinsic is from another source/person, tangible (certificates/trophies, medals) or intangible – praise/feedback/applause.	**43)Extrovert:**	Characteristics of an extrovert: enjoy interaction with others/sociable, enthusiastic/talkative, prone to boredom when isolated/by themselves. Tend to play team sports when there is a fast pace, concentration may need to be low or gross skills are used.
34)Fine movement skills	require lower levels of arousal as movements are precise	**39)Aggression:**	A deliberate intent to harm or injure another person, which can be physical or mental		
35)Stress management techniques:	● deep breathing (Slow, deep breaths whilst relaxed) ● mental rehearsal/visualisation/imagery (Cognitive relaxation techniques involving control of mental thoughts and imagining positive outcomes. ● positive self-talk (Developing cognitive positive thoughts about your own performance)	**40)Direct aggression:**	Act which involves physical contact with others, e.g. a punch, tackle		
		41)Indirect aggression:	Does not involve physical contact. The aggression is taken out on an object to gain advantage, e.g. hitting a tennis ball hard during a rally, bouncer in cricket		