

A-Level PE 'Bridging Challenge'

Thank you for choosing A-Level PE and we know that you are going to really enjoy this course. The specification is varied, topical and very interesting and your studies will include:

What's included

30% Non-Exam assessment giving you the opportunity to apply the theory to your own sporting performance (as either a coach or a practitioner) and also to analyse performance in your chosen sport.

Joints movement and muscles	Linear motion	Ethics and deviance in sport
Muscle functions and types of contraction	Angular motion	Commercialisation and the media
Analysis of movement	Fluid mechanics	Routes to sporting excellence in the UK
Skeletal muscle contraction	Projectile motion	Modern technology in sport - its impact on participation, fair outcomes and entertainment
Muscle contraction during exercise of differing intensities and during recovery	Classification of skills	
Cardiovascular system at rest	Types and methods of practice	
Cardiovascular system during exercise of differing intensities and during recovery	Transfer of skills	
Respiratory system at rest	Principles and theories of learning movement skills	
Respiratory system during exercise of differing intensities and during recovery	Stages of learning	
Diet and nutrition	Guidance	
Ergogenic aids	Feedback	
Aerobic training	Memory models	
Strength training	Information processing	
Flexibility training	Individual differences	
Periodisation of training	Group and team dynamics in sport	
Impact of lifestyle, active/sedentary	Goal setting in sports performance	
Acute and chronic injuries	Attribution	
Injury prevention	Confidence and self efficacy in sports performance	
Responding to injuries and medical conditions in a sporting context	Leadership in sport	
Rehabilitation of injury	Stress management to optimise performance	
Biomechanical principles	Emergence and evolution of modern sport	
Levers	Sport in the 21st century	

The emphasis throughout the course is on the development of your knowledge, competence and confidence in a wide variety of skills that will enable you to confidently move forward in life. You will learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices.

We are going to be starting the course by looking at the 'emergence and evolution of modern sport', and 'sports psychology: individual differences and group dynamics'.

Learning about the evolution of sport will allow you to understand how your favourite sports grew and developed; the changes to sports were often turbulent and controversial!

The sports psychology section gives you an improved insight into our mental approach to sport and will even help you improve your performances, by examining how you can reduce issues such as anxiety in the build-up to important fixtures or events.

Emergence and Evolution of Modern Sport

Sports such as football have witnessed significant changes in this country and globally in recent times. As the course progresses we will discover how businesses and media have transformed football into a truly global commodity. But how did football emerge into such a popular activity? Was it always played in the format we know it now? Let's go back in time and uncover more about football's often violent origins.

Watch the following clip on YouTube (from 15:20 to 38:05)

<https://www.youtube.com/watch?v=4bCGMVf78js&t=2709s>

Now watch the video about mob football

<https://www.youtube.com/watch?v=5uV1zrZFzZo>

Watch the videos again and comment on the following points:

1. I was most surprised that
2. I was most shocked by
3. I am most likely to remember
4. I might forget
5. I would like to know more about

Sport in pre-industrial and post-1850 industrial Britain was very different to what we experience now. Try and summarise the following key terms in 20 words or less:

- Mob football
- Class system/social class
- Pedestrianism
- Amateur
- Professional
- Public school
- Athleticism
- Real tennis
- Industrial revolution
- Blood sports
- Middle class

There is a very good dramatization of the origins of football in this country on Netflix, called 'The English Game'. If you have access to Netflix you might want to watch the 6-part series as it provides some insight into the class struggles in football and how the influence of the public school-educated elite was at odds with the growing professionalism of the game at working class level.

Research the influence of public schools on sport in this country, particularly football and rugby. In less than 50 words, summarise how public schools helped to shape sport.

How did the growth of transport in this county impact the development of leagues and regular competition? Summarise your ideas in 50 words or less.

Sport Psychology

Our understanding of how our brains work in a sporting context is developing all the time; sports psychology is now a real growth element in the sports industry. Many individual athletes and teams have their own sports psychologists to help them prepare for important competitions and even training sessions. How much do we currently know about sports psychology?

Watch this excellent clip from the outstanding journalist and former table tennis champion Matthew Syed

<https://www.youtube.com/watch?v=-AibWrCkYVk>

Write down 5 things you found interesting after watching the video:

1.

2.

3.

4.

5.

What 5 questions would you ask a sports psychologist if you had the opportunity to work with them for a week?

1.

2.

3.

4.

5.

To help with our knowledge of key terms that you will come across in this section of the course, find definitions for the following terms that are linked to sports psychology, and specifically individual differences:

1. Personality

2. Attitudes

3. Motivation

4. Arousal

5. Anxiety

6. Aggression

7. Social facilitation

There is a very famous quote:

“99% of sport is mental and the other 1% is in the head”

In 50 words or less, discuss what you think this means and if you agree with the statement or not



Watch the following clips. What could happen to the players in terms of levels of anxiety during the national anthems, ‘super over’ and the Haka?

What could be a problem in terms of controlling aggression for the players?

How would you respond to singing your national anthem in front of 80,000 people?

What role would a sports psychologist play in the situations below?

<https://www.youtube.com/watch?v=LgF8IVPeR48>

<https://www.youtube.com/watch?v=-nNJVv48OZM>

<https://www.youtube.com/watch?v=aVZHklqNGoo>

Summary

The trait approach to personality research sees personality as a relatively enduring characteristic which can predict a person's behaviour in a variety of situations. Traits can be generalised. The social learning approach sees personality as affected by the environment, including actions of others. The interactionist approach combines both sides of the argument and can be summarised as $B = f(PE)$. Personality research has led to mostly contradictory conclusions. It is dangerous to assume that particular traits suit particular sports. The claims that sport can affect personality can be backed up anecdotally but there is little scientific evidence to prove this.

Attitudes are learned and are made up of beliefs, emotions and the way we behave (cognitive, affective, behavioural) – this is the triadic model. Prejudice is an extreme form of attitude – it is judgemental and inflexible. Attitudes are more likely to be linked to behaviour if the attitude is towards a specific attitude object. Attitudes can be changed through persuasion and cognitive dissonance. Attitudes depend largely on previous experience and social learning – we tend to follow social norms. Expectations of behaviour can influence actual behaviour. Stereotyping persists in sport but is constantly being challenged and equal opportunities are now more realisable.

Different types of motivational strategies can suit different sports performers and this often depends on their level of ability. Intrinsic motivation is concerned with the inner drive through enjoyment and striving to improve. Extrinsic motivational strategies often involve external reward and can be highly effective in driving performers towards success. Most sports psychologists believe that for success to be achieved, and for improvements in sports performance to be continuous, the presence of intrinsic motivational factors is crucial.

Arousal involves the physiological and psychological drive that we can experience in sport. The levels of arousal we experience can affect motivation and ultimately how well we perform. The three theories showing the relationships between arousal and performance are:

- drive theory – showing a positive correlation between arousal and performance
- inverted U theory – showing that performance increases as arousal increases but only up to an optimum point, and then performance gradually declines
- catastrophe theory – showing that performance increases as arousal increases but in situations of high anxiety, causing high levels of arousal, performance suddenly and dramatically declines.

Anxiety is a negative form of stress. Four factors affect levels of anxiety in competition: individual differences, nature of the anxiety experienced, general or specific anxiety, and the process of competition. The two types of anxiety are:

- A trait – the enduring characteristic of potential anxiety
- A state – the actual anxiety experienced in a particular situation.

The SCAT is a test of competitive trait anxiety and proves that high trait anxiety can lead to competitive state anxiety. Somatic and cognitive anxiety can be experienced at different levels.

Aggression is the intent to harm outside the rules of the game. The instinct theory states that aggression is innate and it is natural to express it. However, the instinct theory has been largely discredited. The frustration–aggression hypothesis is a drive theory, which states that blocking goals can cause frustration to build up. This can result in aggression, which leads to catharsis. This theory seems to be valid if aggression is seen as potential rather than actual. The social learning theory states that we learn to be aggressive by watching significant others being aggressive and if the aggression of significant others is reinforced, known as an optimistic approach. Strategies to combat aggression include internal control of arousal levels, punishment and reinforcement of non-aggressive behaviour.

Social facilitation is the influence of others on performance. The presence of others raises arousal levels, which can have a positive or negative effect on performance. According to drive theory, the dominant response is more likely in high arousal situations – this will be positive for experts, for simple/gross skills and for extroverts, but negative for the novice, for complex/fine skills and for introverts. The presence of others can cause evaluation apprehension, when there is perceived judgement of performance. Coping strategies should be developed to deal with the negative effects of social facilitation.

Read through the summary on the previous page and then complete the following challenges:

Reduce

- Reduce each paragraph to 12 words maximum
- Explain sports psychology in exactly 15 words

Prioritise

- Underline the three most important sentences on the summary sheet
- Rank 1-3. Briefly explain your choice for number 1
- Cross out the least important sentence on the summary
- Which piece of information on the summary sheet will do the most to help with your own sporting performances? Explain your thinking.

Transform

- Change the information about sport psychology into four pictures or images
- No words allowed

Literacy

- Select 5 words you have never heard of before or don't fully understand and provide definitions for each word

Criticise

- Suggest, in no more than 30 words, how too much focus on some of the elements covered in the summary might hinder performance

Extend

- Create a 10-mark exam-style question about one paragraph in the summary, that could feature in an exam. You don't have to answer the question!

In this 'bridging task' we have already looked at some examples of sports psychology in a practical setting. One of the skills and expectations of A-Level courses is that you will spend some of your time away from lessons reading about the topics you have covered in class.

There have been a wide range of sports stars and teams who have benefitted from working alongside sports psychologists. This might be to help reduce anxiety, develop positive thoughts or to reduce levels of aggression.

Use the internet to research three different articles relating to sports psychology. The articles must be from three different sources and cover three different sports. Summarise your findings in the boxes below.

**Catastrophe
theory**

Dramatic

Drop

Somatic

Cognitive

Somatic anxiety

Cognitive anxiety

Trait anxiety

**Competitive trait
anxiety**

SCAT

**Peak flow
experience**

Aggression

Assertion

Instinct theory

**Frustration-aggres
sion hypothesis**

**Aggressive cue
hypothesis**

**Social learning
theory**

**Social
facilitation**

Social inhibition

**Evaluation
apprehension**

Look at the 'key word' cards above. Using the first card as a model, research the other terms on the different cards. Create a list of 4 words that help describe the key term in more detail.

1. Ask someone to hold the card so you can't see it. The person holding the card says the key word on the top. How many of the words underneath the key word can you guess?
2. Ask someone to hold the card so you can't see it. The person holding the card says all the words underneath the key word. Can you use this information to guess the key word?
3. Cut out all the cards. Can you put the cards into groups based on the sections of the specification they are from? Were there any words that you hadn't heard of or you were unsure about?

Metacognition: thinking about thinking

Answer five of the challenges listed below:

How does today's learning connect to what you already know?

The most difficult thing to understand was... because...

The main thing learned today was... An example of this is...

There are similarities between... and... because...

One thing that hasn't yet been answered is why/how...

The most useful part of the lesson was... because...

Which parts of the topic did you find most interesting? Why?

If you were going to teach this topic to someone else, how would you do it?

