2.2 SPORTS PSYCHOLOGY

OCR GCSE PE | KNOW IT • APPLY IT • EXPLAIN IT • EVALUATE IT

SEATON VALLEY

01 | MOTOR SKILLS AND SKILFUL MOVEMENT

OCR GCSE PE 2.2 • KNOW → APPLY → EXPLAIN

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01 DEFINITION

Motor skill: a learned action or sequence of movements that achieves a predetermined result with maximum certainty and minimum time and energy.

02 FIVE CHARACTERISTICS

1. **EFFICIENCY** achieves the intended outcome with minimum wasted time and energy.
2. **PRE-DETERMINED** the performer knows the intended result before acting.
3. **CO-ORDINATED** body parts work together in the correct order and timing.
4. **FLUENT** movement is smooth, controlled and uninterrupted.
5. **AESTHETIC** movement looks technically correct and pleasing.

03 SPORT APPLICATION



04 GRADE 9 PRECISION

Name the exact phase and observable evidence.

Explain how the characteristic improves accuracy, control, economy or performance.

05 MODEL LINK

During a floor routine, the gymnast links movements fluently with no unnecessary pauses, conserving energy and maintaining control.

06 AVOID

Do not simply say 'it looks good'. Aesthetic is only one characteristic; support every claim with observable evidence.

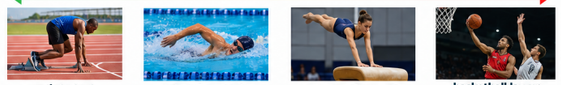
02 | CLASSIFICATION OF SKILLS

OCR GCSE PE 2.2 • CONTINUA — POSITION + JUSTIFY

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DIFFICULTY CONTINUUM

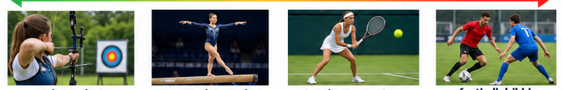
SIMPLE
- few decisions
- little information
- few movements
- low co-ordination demand



COMPLEX
- many decisions
- much information
- linked movements
- high co-ordination demand

ENVIRONMENTAL CONTINUUM

CLOSED
- stable
- predictable
- self-paced
- little external change



OPEN
- changing
- unpredictable
- externally paced
- react to opponents / ball / weather

GRADE 9 JUSTIFICATION

State the exact skill and phase → place it on BOTH continua → justify using observable demands.

EXAMPLE: A penalty kick is relatively simple because it involves a limited movement pattern, but it is not automatically closed: goalkeeper movement and match pressure can make the environment less predictable.

PRECISION

- Classification is **relative, not fixed.**
- The same skill may move along a continuum when the situation, opposition, speed or pressure changes.

AVOID

- Do not classify the whole sport.
- Classify a named skill in a named situation.
- Do not assume simple = easy or closed = no pressure.

03 | GOAL SETTING

OCR GCSE PE 2.2 • PURPOSES + SMART APPLICATION

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01 PURPOSES OF GOAL SETTING

ADHERENCE gives direction and milestones, helping a performer continue exercising or training.

MOTIVATION A challenging but achievable target focuses effort and persistence.

PERFORMANCE identifies a measurable improvement and guides practice.

02 SMART PRINCIPLES

- **S** — **SPECIFIC:** identifies exactly what will improve.
- **M** — **MEASURABLE:** includes a number or observable success criterion.
- **A** — **ACHIEVABLE:** challenging but possible for that performer.
- **R** — **RECORDED:** written down so progress can be checked.
- **T** — **TIMED:** has a clear deadline or review date.

03 PRACTICAL EXAMPLE



04 MODEL SMART GOAL

Over the next six weeks, I will improve successful 20-metre passes from 6 out of 10 to 8 out of 10 in a pressured drill, recording my score after every Tuesday session.

- **S** Specific = 20-metre pressured pass
- **M** Measurable = 6/10 → 8/10
- **A** Achievable = two-pass improvement
- **R** Recorded = score after each session
- **T** Timed = six weeks / Tuesday review

05 GRADE 9 EXPLANATION CHAIN

SMART feature → performer response → training behaviour → performance effect

EXAMPLE:
Because the score is measurable and recorded, the performer can compare each session, adapt practice and judge whether accuracy is improving.

- The measurable and recorded elements give clear feedback.
- The performer can see if they are meeting the target.
- They can adapt practice, for example by increasing pressure or changing the drill.
- This leads to improved passing accuracy and a better chance of meeting the goal.

06 AVOID COMMON ERRORS

AVOID:
OCR uses **RECORDED**, not 'realistic' or 'relevant'.

'Get better at passing' is not sufficiently specific, measurable or timed.

- It does not state exactly what will improve (specific).
- It does not include a number or clear success criterion (measurable).
- It is too vague to check progress (recorded).
- There is no deadline or review date (timed).

04 | MENTAL PREPARATION

OCR GCSE PE 2.2 • SELECT → APPLY → EXPLAIN

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01 IMAGERY

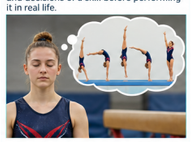
Creating or recreating an experience in the mind using senses such as sight, sound and feel.



- Helps to build confidence and prepare the mind for the demands of performance.
- Can include visual, auditory, kinaesthetic (feel) and emotional senses.
- **Example:** A goalkeeper imagines the sight and feel of saving a penalty, including the flight of the ball, the dive and the feeling of making the save.

02 MENTAL REHEARSAL

Mentally practising the sequence, timing and decisions of a skill before performing it in real life.



- Helps to improve technique, timing and decision-making.
- Uses a clear first-person perspective, following the correct order of the skill.
- **Example:** A gymnast runs through the order of a routine, mentally rehearsing the approach, take-off, flight, landing and finishing position.

03 SELECTIVE ATTENTION

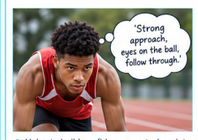
Focusing on relevant cues and blocking out irrelevant distractions.



- Helps to pick out important information to make the right decision.
- Allows the performer to ignore irrelevant cues such as crowd noise or the score.
- **Example:** A tennis returner watches the server's toss, racket and ball rather than the crowd, helping to react quickly to the direction and type of serve.

04 POSITIVE THINKING

Using constructive, confident thoughts to control doubt and support performance.



- Helps to build confidence, control anxiety and maintain motivation.
- Uses encouraging and realistic self-talk.
- **Example:** A long jumper uses self-talk such as 'strong approach, eyes on the ball, follow through' to stay focused and confident before the attempt.

COMPARISON OF IMAGERY AND MENTAL REHEARSAL

Imagery may include several senses and an outcome.

Mental rehearsal focuses on mentally practising the movement or performance sequence.

They can be **used together** but are not identical.

GRADE 9 APPLICATION CHAIN

1. **Named phase** (e.g. before performance)
2. **Chosen technique** (e.g. selective attention)
3. **What the performer thinks/focuses on** (e.g. taker's approach and hip position)
4. **Psychological effect** (e.g. improved cue recognition)
5. **Performance effect** (e.g. faster, more accurate dive).

MODEL

Before a penalty, the goalkeeper uses selective attention to focus on the taker's approach and hip position, ignoring crowd noise. This improves cue recognition and may support a faster, more accurate dive.



WHEN MOST USEFUL

- Before performance.
- During breaks (e.g. half-time or between attempts).
- While recovering from injury.
- When distractions or confidence are limiting performance.

AVOID

- Do not write 'visualisation' for every technique.
- Name the exact technique and explain how it changes concentration, confidence, decisions or skill execution.
- Do not guarantee success.

05 | TYPES OF GUIDANCE

OCR GCSE PE 2.2 • DEFINITION → APPLICATION → EVALUATION

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01 VISUAL

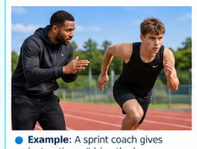
The performer watches a demonstration, video, photograph or diagram.



- **Example:** A coach demonstrates a tennis serve.
- **Advantages:** shows the correct movement and timing; useful for beginners and complex skills.
- **Limitations:** demonstration must be accurate; performer may miss key details.

02 VERBAL

Spoken instructions, explanations or coaching points.



- **Example:** A sprint coach gives instructions: "drive the knees; elbows at 90°".
- **Advantages:** quick; highlights key cues; can give precise detail.
- **Limitations:** too much information overloads a beginner; language must be understood.

03 MANUAL

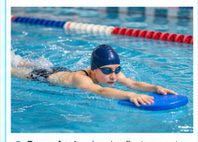
Another person physically moves or supports the performer through the action.



- **Example:** A qualified coach supports a gymnast learning a handstand.
- **Advantages:** develops the feel of a movement; improves confidence and safety.
- **Limitations:** requires expertise and appropriate consent; may create dependence; difficult with large groups.

04 MECHANICAL

Equipment or apparatus supports or guides the performer.



- **Example:** A swimming float supports body position (or a gymnastics harness assists a new movement).
- **Advantages:** allows safe practice; builds confidence; gives kinaesthetic feel.
- **Limitations:** equipment may be unavailable; movement can feel different when support is removed.

05 CHOOSE THE BEST GUIDANCE

Beginner / new or complex skill	Use visual guidance (demonstration, video, photograph or diagram) plus short verbal cues.
Safety or body-position support	Use manual guidance or mechanical guidance, appropriately supervised.
Experienced performer	Use a concise verbal cue, video replay or other precise guidance.

06 GRADE 9 EVALUATION CHAIN

Performer's experience + skill complexity + safety need → suitable guidance → advantage → limitation → justified judgement.

MODEL	For a beginner learning a handstand, an accurate demonstration gives a clear mental picture, while manual support helps the performer feel the correct alignment and increases safety. Manual guidance must be provided by a competent person and gradually reduced to avoid dependence.
AVOID	Do not confuse manual with mechanical. Manual = another person; mechanical = equipment. Do not claim one type is always best.

06 | TYPES OF FEEDBACK

OCR GCSE PE 2.2 • IDENTIFY → APPLY → EVALUATE

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01 SOURCE

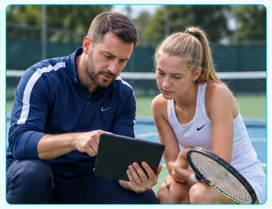
INTRINSIC
- Information felt or sensed by the performer during or after movement.
- Comes from internal sensations such as sight, sound, balance, timing or muscle tension.
- **Example:** a gymnast feels that balance was lost on landing.

EXTRINSIC
- Information provided by an outside source such as a coach, teacher, score, video or device.
- Comes from others or from equipment and technology.
- **Example:** a coach identifies a bent supporting leg using observation or video playback.

02 INFORMATION

KNOWLEDGE OF PERFORMANCE (KP)
- Information about the quality, technique or process of the movement.
- Helps the performer understand how the movement was performed.
- **Example:** 'Your elbow was low during the tennis serve.'

KNOWLEDGE OF RESULTS (KR)
- Information about the outcome of the movement.
- Tells the performer whether they were successful.
- **Example:** 'Eight of your ten serves landed in the target area.'



03 EFFECT / TONE

POSITIVE
- Reinforces correct performance or encourages the performer.
- Builds confidence and motivation.
- **Example:** 'Your follow-through was controlled; repeat it.'

NEGATIVE
- Identifies an error or incorrect performance.
- Helps the performer know what to improve.
- Should be specific and constructive, not insulting.
- **Example:** 'Your plant foot was too far from the ball.'

04 GRADE 9: FEEDBACK CAN OVERLAP

- One comment can fit several categories.
- **Model examples:**
  - 'Excellent—8/10 serves landed in the target' is **extrinsic + knowledge of results + positive.**
  - 'Your elbow dropped on the last serve' is **extrinsic + knowledge of performance + negative/corrective.**

05 CHOOSING FEEDBACK

- **Beginner:** clear, immediate, positive and limited to one or two cues.
- **Experienced performer:** precise KP, delayed reflection or video analysis may support refinement.
- **KR** confirms the outcome; KP explains how the movement was performed.
- Effective coaching often combines both KP and KR to give a full picture.

06 EVALUATION CHAIN

Performer + stage + task → Feedback type → Information received → Response → Performance effect → Limitation

07 MODEL

- Video KP lets an experienced high jumper see that the take-off foot was too close to the bar, so they can adjust the approach.
- However, excessive detail may overload a beginner.

08 AVOID

- Positive does not mean vague praise.
- Negative does not mean abuse.
- Intrinsic is not feedback from a coach.
- Do not confuse knowledge of performance with knowledge of results.

GRADE 9 EXAM TOOLKIT

Precise terminology | named sporting situation | cause-and-effect chain | justified judgement

1 APPLY THE THEORY

1. **Name the exact skill and phase.**
2. **Quote observable evidence** from the situation, photograph or data.
3. **Select the correct concept.**
4. **Explain how and why** learning or performance changes.

Classification is relative to the named situation, not the whole sport.

2 PROTECT THE MARKS

SMART = Specific, Measurable, Achievable, **Recorded**, Timed.
Manual guidance comes from another person; **mechanical** guidance uses equipment.
KP explains movement quality; **KR** gives the outcome.
Positive feedback must still be specific; negative feedback should be constructive.

3 EXTENDED-ANSWER FRAME

Define → Apply → Explain → Evaluate.

'During ___, the performer uses ___. This causes ___ because ___. Therefore performance may improve by ___. However, ___. Overall, ___ is most suitable because ___.'

Judge for this performer, task and stage of learning.