

<p>Topic: Haberdashers' Abraham Darby Paper 2 – Autumn 1 – Information processing and feedback. Inverted U Theory, Stress Management, Aggression, Personality and Motivation.</p>		<p>Duration: 5 weeks (+ Assessment / Exam week and feedback)</p>	<p>Composite: End of year 10 test (paper 1), end of unit, micro-test.</p>
<p>Key vocabulary:</p>	<p>Core knowledge Components</p>	<p>Powerful knowledge components crucial to commit to long term memory</p>	<p>Links to previous and future topics</p>
<p>Input Decision making Output Feedback</p>	<p><u>Basic Information Processing Model</u> What is the role of each stage (input, decision making, output and feedback) of the model.</p> <p>Input – information from the display (senses), selective attention. Decision making – selection of appropriate response from memory. The role of long term and short term memory. Output – information sent to muscles to carry out the response. Feedback – received via self (intrinsic) and/or others (extrinsic).</p> <p>The model should be shown and explained using a drawing in box format for the stages of a basic model of information processing.</p> <p>The information processing model should be linked to skills from sporting examples.</p>	<p>Knowing the four stages of information processing: Input – decision making – output – feedback (return to input).</p>	<p>NEA topic - Support NEA Coursework</p>
<p>Arousal</p>	<p><u>Arousal</u> Definition of Arousal – A physical and mental (physiological and psychological) state of alertness / readiness, carrying from deep sleep to intense excitement / alertness.</p>		<p>NEA topic - Support NEA Coursework Links to all previous and future practical KS3 & KS4 PE.</p>
<p>Invert U Theory Axis Performance</p>	<p><u>Inverted U Theory</u> The inverted U Theory explained in a graph, showing the X axis as arousal level (low to high), and the y axis as performance (low to high). Pupils should be able to draw and describe the inverted U Theory.</p> <p>The relationship between arousal level and performance should be explained. For example when under aroused, performance level is low / under or over arousal causing low performance levels.</p>	<p>Recognise what the Inverted U Theory looks like and interpretation in relation to a practical sports performance.</p>	<p>Links to all previous and future practical KS3 & KS4 PE.</p>
<p>Optimal</p>	<p><u>How optimal arousal levels vary according to the skill performed in a physical activity or sport.</u> Link appropriate arousal level (high/low) to gross/fine skills in sporting actions.</p>		

<p>Visualisation Imagery Stress Rehearsal</p>	<p>Link skills (not sports) to an appropriate arousal level. For example, a tackle in rugby will need a high arousal level.</p> <p><u>How arousal can be controlled using stress management techniques before or during a sport performance.</u></p> <p>Knowledge of the following stress management techniques:</p> <ul style="list-style-type: none"> • Deep breathing • Mental rehearsal / visualisation / imagery • Positive self talk <p>Link the following techniques using sporting examples.</p>	<p>Understand the techniques of stress management.</p>	<p>NEA topic – Support NEA Coursework. Links to all previous and future KS3 & KS4 PE.</p>
<p>Aggression Direct Indirect Contact</p>	<p><u>Understand the different between direct and indirect aggression with application to specific sporting examples.</u></p> <p>Direct aggression – Aggression aimed directly at other players / physical contact with others. Indirect aggression – Aggression aimed at an object to gain an advantage.</p> <p>Linking both definitions to sporting examples.</p>	<p>Identify the difference between indirect and direct aggression in a practical example.</p>	<p>Links to all previous and future practical KS3 & KS4 PE.</p>
<p>Introvert Extrovert Shy Quiet Precision Enthusiastic Interactive Concentration Personality</p>	<p><u>Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personalities.</u></p> <p>Characteristics of an Introvert:</p> <ul style="list-style-type: none"> • Shy/quiet • Thoughtful • Enjoy being on their own / alone <p>Tend to play individual sports when:</p> <ul style="list-style-type: none"> • Concentration / precision (fine skill) is required • Low arousal is required <p>Characteristics of an Extrovert:</p> <ul style="list-style-type: none"> • Enjoy interaction with others / social-able / aroused by others • Enthusiastic / talkative • Prone to boredom when isolated / by themselves <p>Tend to play team sports when:</p> <ul style="list-style-type: none"> • There is a fast pace • Concentration may need to be low • Gross skills are used 	<p>Understand the difference between two types of personalities (intrinsic and extrinsic) and link them to specific sports.</p>	<p>Links to all previous and future practical KS3 & KS4 PE.</p>
<p>Motivation Intrinsic Extrinsic</p>	<p><u>Definition of intrinsic and extrinsic motivation, as used in sporting examples.</u></p> <p>Intrinsic is from within – for pride / self-satisfaction / personal achievement. Extrinsic is – is from another source / person. Tangible – motivated by certificates/trophies/ medals (anything you can touch). Intangible – praise/feedback/applause.</p>		

<p>Satisfaction Tangible Intangible</p>	<p>Explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.</p> <p><u>Evaluation of the merits of intrinsic and extrinsic motivation in sport</u></p> <p>Intrinsic – generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. Performer can become reliant on extrinsic. Intrinsic is more likely to lead to continued effort and participation. Extrinsic rewards may result in feelings of pride / self-satisfaction.</p>			<p>Evaluate which type of personality is suitable for different sports.</p>	
<p>Impressive reading</p>	<p>Impressive speaking</p>	<p>Impressive writing</p>	<p>Resilience</p>	<p>Employability via:</p>	
<ul style="list-style-type: none"> • Use of resources to obtain the correct information from a source. • Reading exam questions and deciphering what is being asked. • Reading feedback from teachers to ensure action is taken accordingly 	<ul style="list-style-type: none"> • Recalling answers in quiz style format. • Reading answers alone for comparison with the class and peer evaluation. • Discuss answers with peers and teacher. 	<ul style="list-style-type: none"> • Use of AO1, AO2, and AO3 assessment objective. Extended answer techniques such as WALEAL and evaluation techniques in extended 9 mark questions. 	<p>‘Bounce back ability’ after feedback or incorrect answers. Constant determination to improve by ensuring they take on and respond to feedback.</p>	<ul style="list-style-type: none"> - Peer/Team work to come about the best solution or answer. - Responding to instructions and feedback in a timely manner similar to that in the work place. <p>Leading groups and teams in theoretical tasks to ensure time efficiency and demonstrate planning.</p>	
<p>Communication and Interaction Cognition and Learning SEMH Physical/Sensory</p>	<p>Information loading, ensuring work and instructions and distributed into chunks.</p> <ul style="list-style-type: none"> -Visual demonstrations given where possible. -Communication with student on consideration of seating plan, location in classroom, board pen colour, paper and resource colours and size of font. - Language use and terminology specially broken down. 				