TEL PE Revision

Revision Series 2023

OCR A-level Physical Education
Paper 2

• Notes pages •

The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the exam infographics to hand. These will be referred to throughout the show.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes spaces as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.

My ticklist:

- ☑ Notes pages
- ☑ Exam infographics
- ☑ Exam paper
- ☑ Exam mark scheme
- ☑ Exam model answers

Performer profiles

Use these performer profiles when making examples and developing your A02 skill. The list is not exhaustive and you are encouraged to use your own examples as well as these ones.

Josh

Basic Details
Age: 19
Sport: 100m Sprint
Level: Olympic Podium Potential

Tom

Basic Details
Age: 43
Sport: Tennis (singles and doubles)
Level: Novice

Kate

Basic Details
Age: 17
Sport: Triathlon
Level: Club

Laura

Basic Details
Age: 15
Sport: Gymnastics (Artistic)
Level: National

Julie

Basic Details
Age: 26
Sport: Netball (GD, GK)
Level: Semi-professional/National

Carlos

Basic Details
Age: 35
Sport: Wheelchair basketball
Level: Ex-national team

Material covered in the **National Mock Exam**

➔ Green denotes content to be covered in this session.
➔ (#) denotes the number of marks on Paper 1 since 2018.

2.1 Skill acquisition

- Classification of skills (19)
- Types and methods of practice (12)
- Transfer of skills (10)
- Learning theories (30)
- Guidance (20)
- Feedback (16)
- Memory models (26)

2.2 Sports psychology

- Personality (9)
- Attitudes (10)
- Motivation (4)
- Aggression (11)
- Social facilitation (6)
- Group and team dynamics in sport (10)
- Goal setting in sports performance (6)
- Attribution (19)
- Somatic stress management (4)

Section 1: Types and methods of practice

Types and methods of practice

Part practice

- Skill broken into subroutines and practised separately

Evaluative points:

+
- Good for low organisation skills
- Good for complex skills
- Excellent for detailed work and fine coaching

–
- Doesn't develop kinaesthetic sense of whole skill.
- Performer may lack understanding.
- Time-consuming
- Lack of big picture
- Far transfer

Whole practice

- Coaching an entire skill/performance
- Performance not broken down into subroutines

Evaluative points:

+
- Good for high organisation skills
- Experience kinaesthetic sense
- Near transfer / Real
- Improves fluency/timing
- Performer understands the relationship between the parts
- Good for ballistic actions (open loop control)
- Good for discrete skills
- Skill learned quickly
- Creates a clear mental picture for beginners.
- Enables experts to work at their level.

–
- Hard for beginners
- Beginners need skills broken down if struggling.
- Could be too advanced for young performers.
- Hard to isolate errors
- Some skills are too dangerous.
- Some skills can be too complex.
- Progress can be slow as there is a lot to learn.

Whole/Part/Whole

- Skill practised as a whole
- Errors detected
- Subroutines involving errors are separated and practised in isolation
- Practised then as a whole again
- Confirmation that errors have been corrected
- Repeat

Evaluative points:

+
- Benefits of both whole and part practice
- Kinaesthetic sense developed
- Excellent for error correction
- Allows performers to develop a detailed understanding of the role of different elements of the skill.
- Good for autonomous-stage learners

–
- Time-consuming
- Impractical for groups as errors may not be common
- Not practical for beginners as errors are so common

Progressive-part practice

- Part isolated and practised
- Next part practised and then added to the first part and practised together
- A-B-AB-C-ABC-D-ABCD
- Chaining
- Can be done in reverse - backwards chaining

Evaluative points:

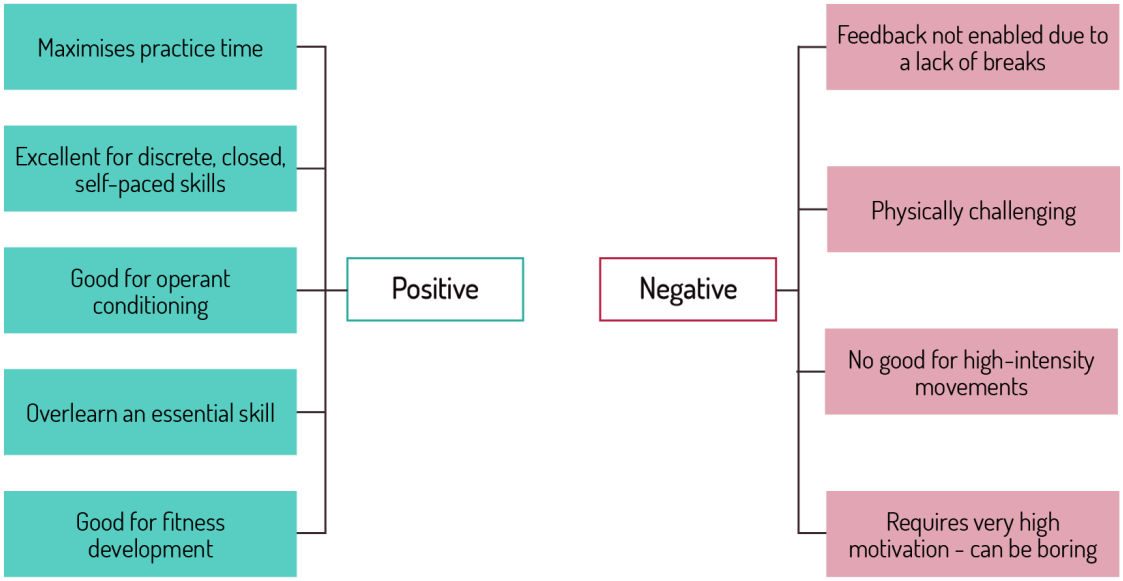
+
- Excellent for serial skills
- Excellent for routines
- Builds relationships between different discrete skills with a serial skill.

–
- Can be time-consuming.
- No overall kinaesthetic sense until the very end
- Takes a long time to get to the whole experience
- Not appropriate for discrete or continuous skills
- Not appropriate for high organisation skills

Massed practice

T-T-T-T-T-T-T-T-T-T-T-T-T-T-T-T-T

Repeated trials of the skill with no breaks in between

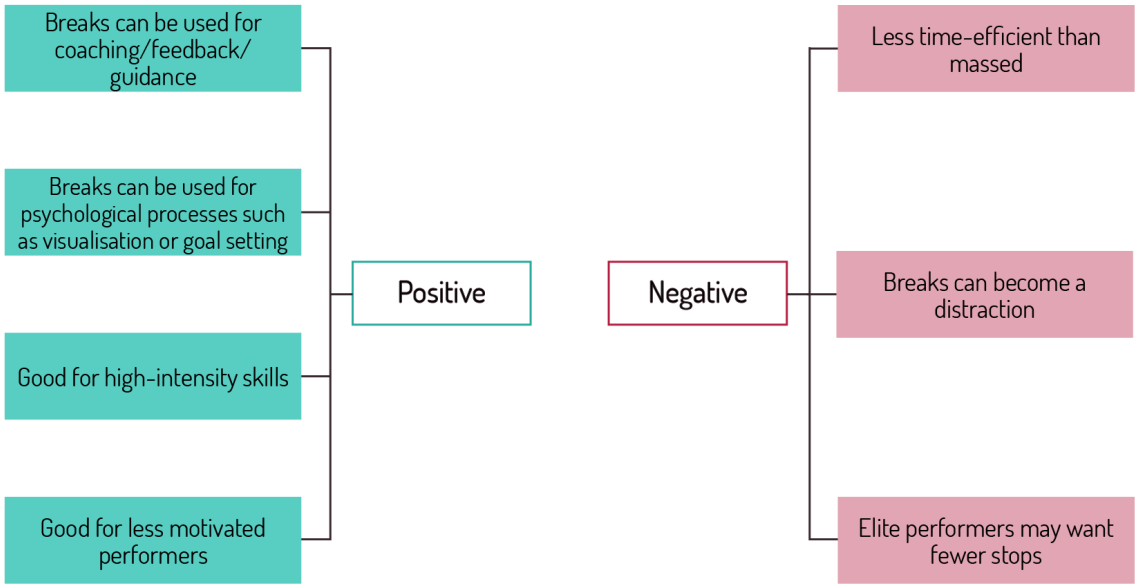


Notes

Distributed practice

T-T-T-T----T-T-T-T----T-T-T-T----

The inclusion of breaks between trials



Notes

Fixed practice

- Stable, predictable practice
- Practice conditions remain unchanging

Positive

- Excellent for closed skills
- Unlikely to be confusing or to overwhelm the performer
- Excellent for basic techniques before learning in a varied environment

Negative

- Ineffective with open and complex skills
- Doesn't encourage adaptability of the skill
- Very narrow range of experiences

Notes

Variable practice

- Skill practised in a changing environment
- Skills need to adapted

Lorem ipsum

Positive

- Excellent for open and complex skills
- Excellent for perceptual skills
- Performers experience decision making similar to the real situation
- Broadens schema
- Prevents boredom

Negative

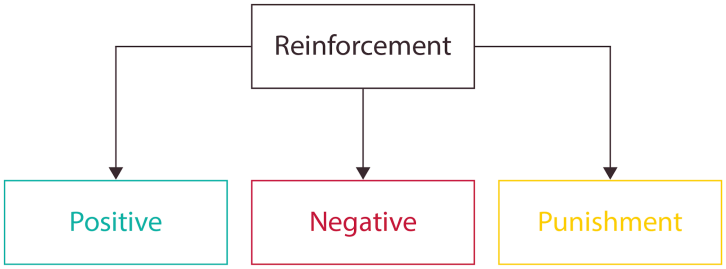
- Can be overwhelming
- Not useful for closed skills
- Skills may need to be learned before being practised in varied scenario

Notes

Section 2: Learning theories

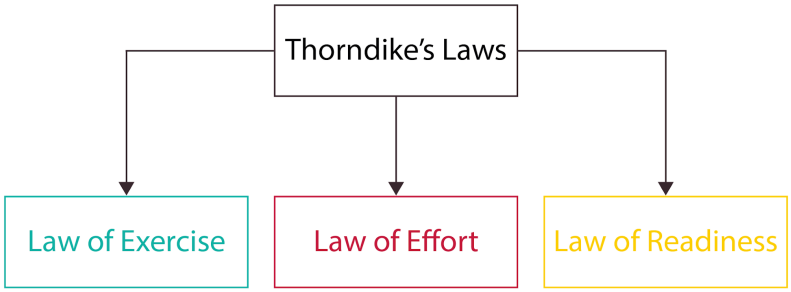
S-R

Reinforcement



Notes

Thorndike's Laws



1. Coach presents a problem:

"In this practice match, I want you to prevent all first-run progression to second base."

4. Performers broaden the solution:

- Schema
- Comparison
- Intervening variables
- Previous experiences

2. Performers solve the problem:

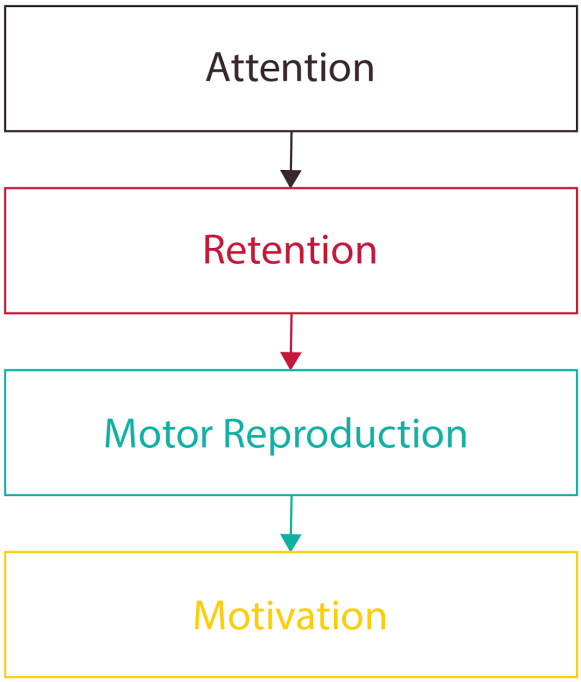
- Insight
- Perception
- Intervening variables
- Previous experiences

3. Coach introduces variation:

- Power hitters/base stealers/Left-handers

Notes

Observational Learning



Notes

Section 3: Guidance

Visual guidance

Positive

- Develops a mental image
- Good for cognitive-stage learners
- Allows the coach to "cue"
- Slow motion helps understanding
- Can see the skill in different stages
- Gives an understanding of the movement requirements
- Can be used for error detection
- Encourages observational learning
- More effective if the demonstrator is a role model

Negative

- Demo could be incorrect
- Demo may be too quick
- Images don't show how a movement is produced
- Slow motion can be unclear

Notes

Verbal guidance

Coaching points

Instructions

Tactical info

Team talks

Q&A sessions

Positive

- Good for autonomous-stage learners
- Can be direct/clear/quick
- Can motivate
- Gives confidence
- Can hold attention/ Focus attention
- Questioning can lead to learning
- Useful to explain how to produce the movement
- Can refine skills during performance
- Good for simple skills

Negative

- Inaccurate info can lead to errors
- Too much info leads to overload
- Ineffective with beginners
- Can be boring
- Can be confusing
- Some movements are hard to explain

Notes

Manual guidance

Coach physically aids the performance

Physically manipulates

Spotting in gymnastics

Handholds in trampolining

- Positive
  - Provides kinesthesis to cognitive-stage learners
  - Increases safety
  - Increases confidence
  - Performer can experience the full range of movement
  - Good for individual coaching
- Negative
  - Not effective for groups
  - Does not create a mental picture
  - Permission required

Notes

Mechanical guidance

Use of aids to improve the learning of a skill

Stabilisers

Bowling/serving machines

Armbands

Harness

Floats

Positive

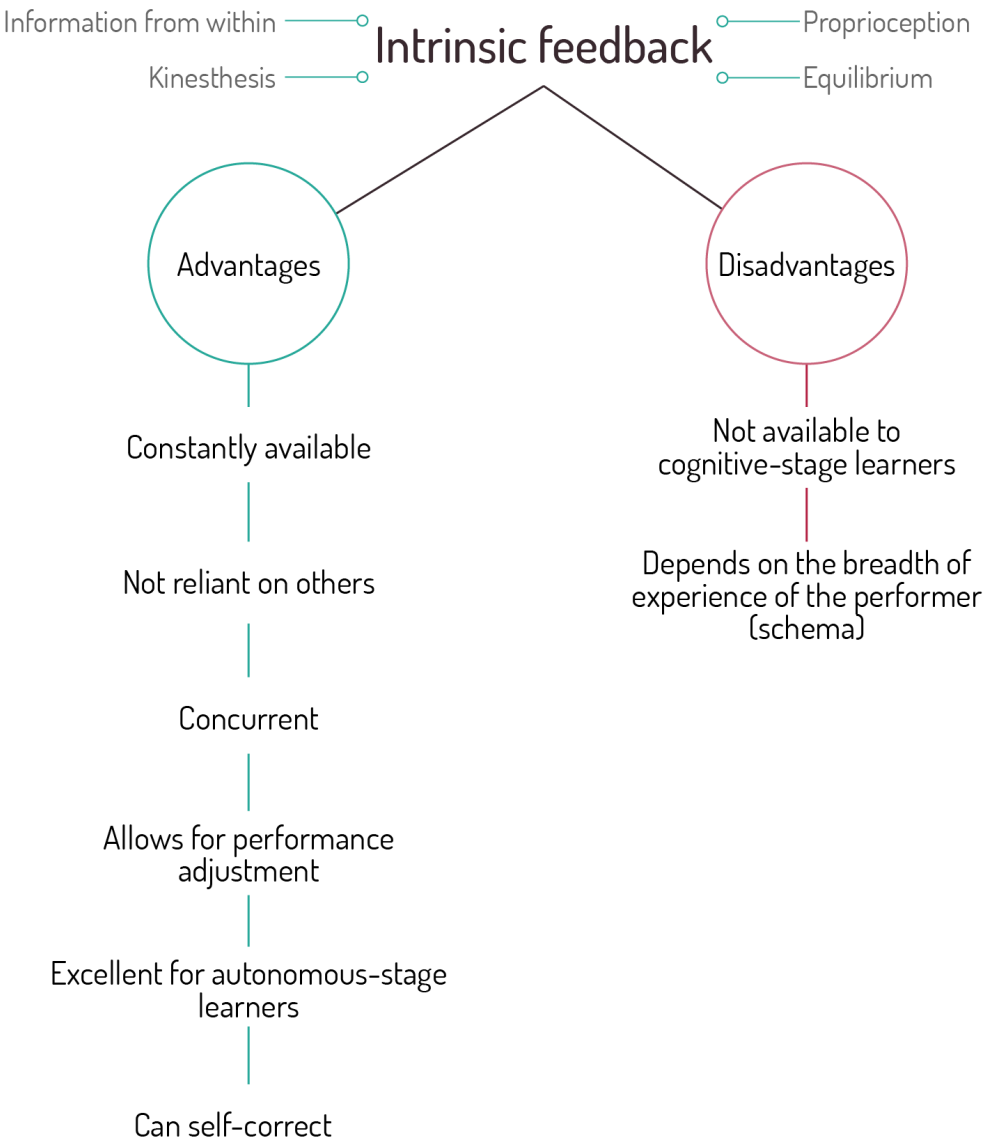
- Increases safety
- Can allow learners to experience advanced skills earlier
- Very useful for closed skills

Negative

- Can lead to over-reliance
- Expensive/elitist/exclusive
- May prevent experience of the real thing
- Not suitable for open skills

Notes

Section 4: Feedback



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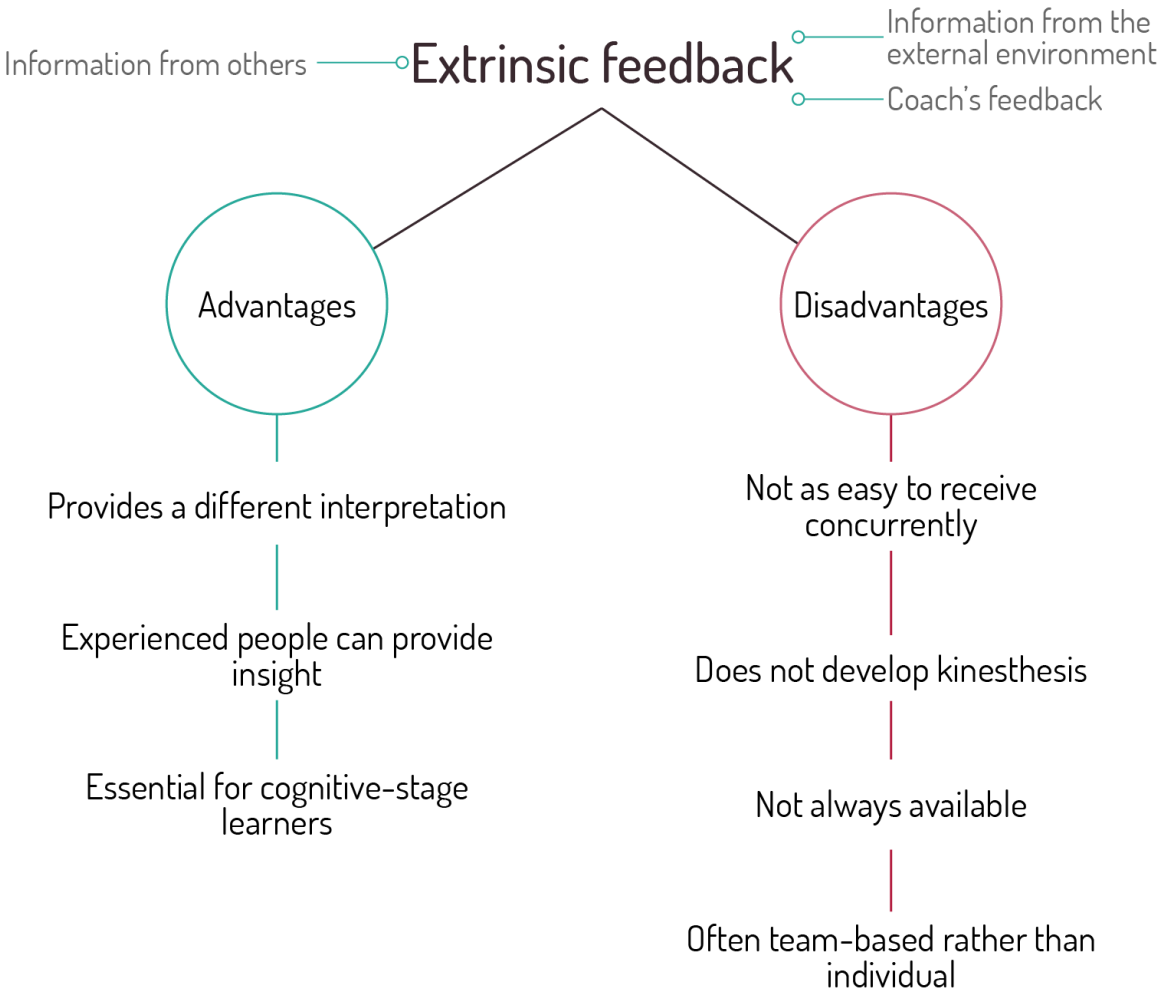
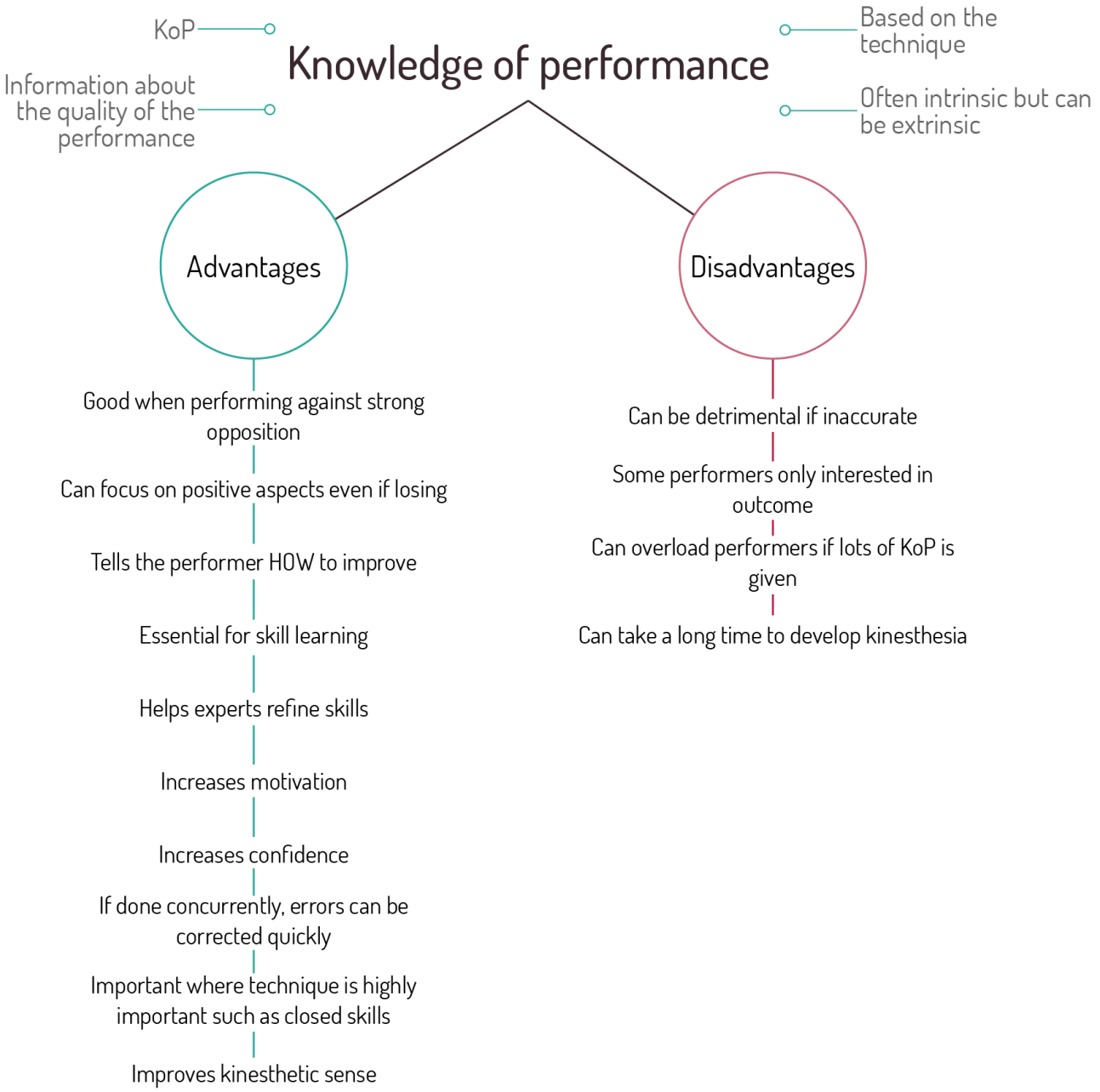
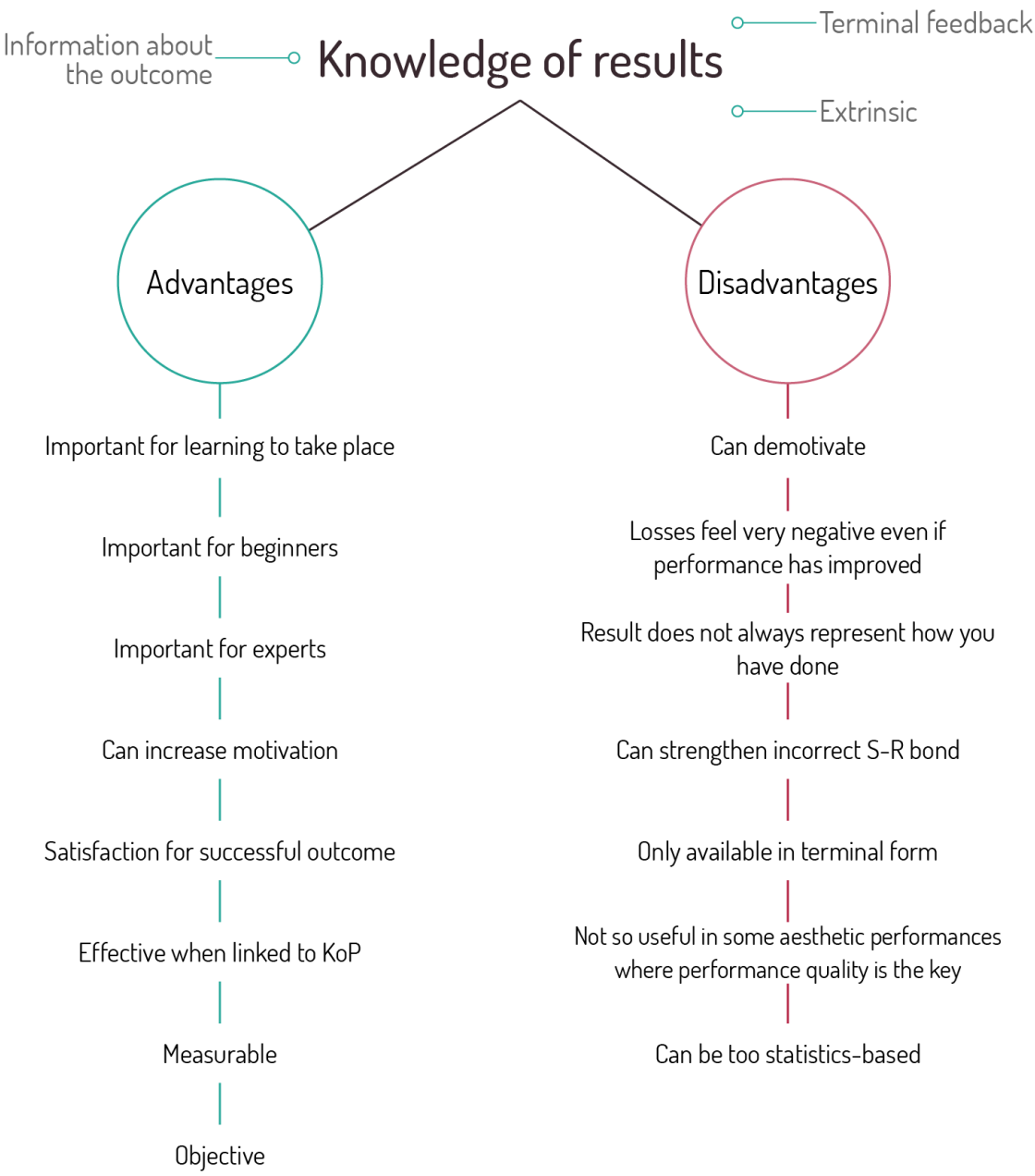

Information from others
Extrinsic feedback
Information from the external environment
Coach's feedback
Advantages
Disadvantages
Provides a different interpretation
Experienced people can provide insight
Essential for cognitive-stage learners
Not as easy to receive concurrently
Does not develop kinesthesis
Not always available
Often team-based rather than individual

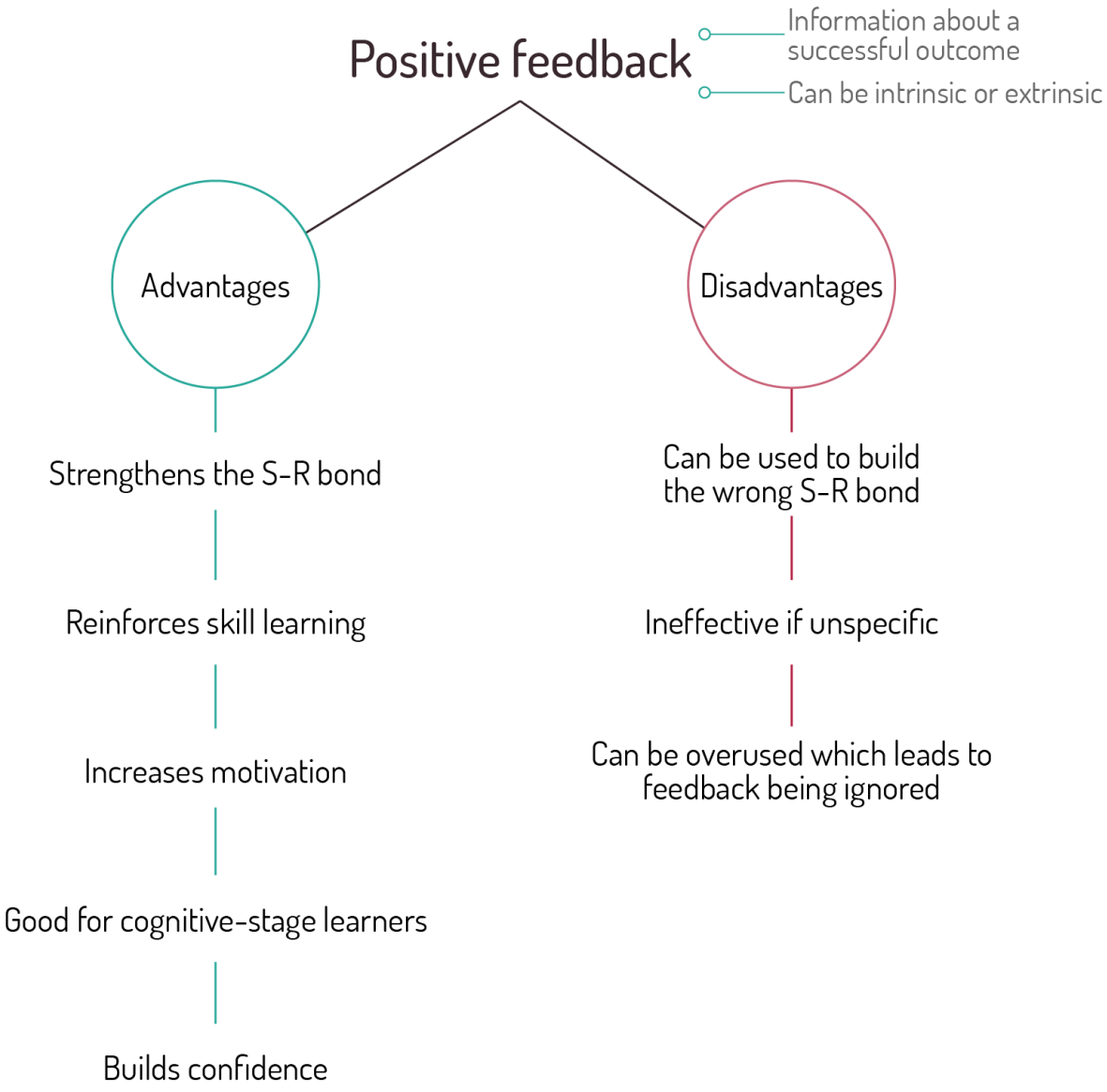
Notes


KoP
Information about the quality of the performance
Knowledge of performance
Based on the technique
Often intrinsic but can be extrinsic
Advantages
Disadvantages
Good when performing against strong opposition
Can focus on positive aspects even if losing
Tells the performer HOW to improve
Essential for skill learning
Helps experts refine skills
Increases motivation
Increases confidence
If done concurrently, errors can be corrected quickly
Important where technique is highly important such as closed skills
Improves kinesthetic sense
Can be detrimental if inaccurate
Some performers only interested in outcome
Can overload performers if lots of KoP is given
Can take a long time to develop kinesthesia

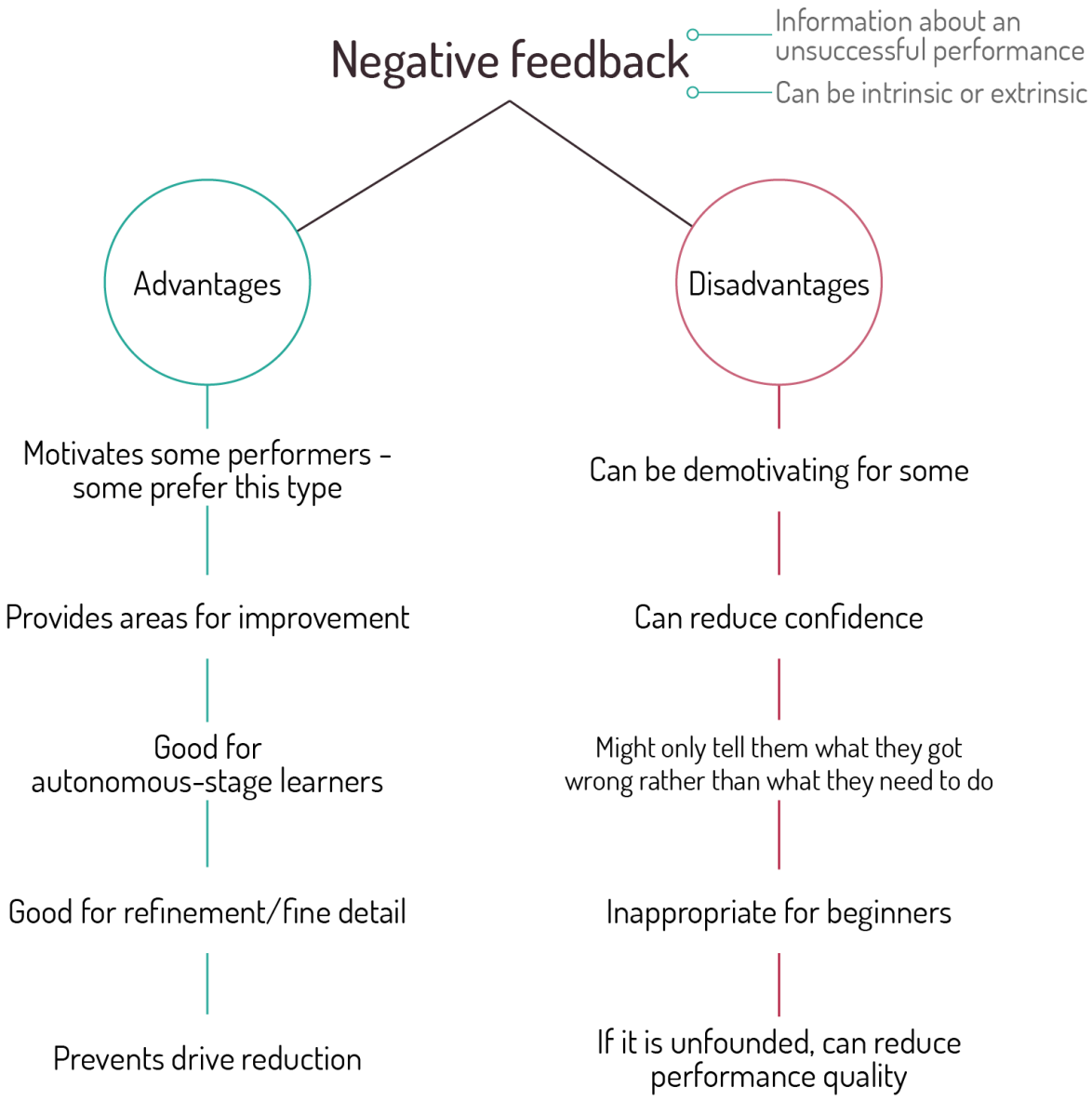
Notes


Information about the outcome
Knowledge of results
Terminal feedback
Extrinsic
Advantages
Disadvantages
Important for learning to take place
Important for beginners
Important for experts
Can increase motivation
Satisfaction for successful outcome
Effective when linked to KoP
Measurable
Objective
Can demotivate
Losses feel very negative even if performance has improved
Result does not always represent how you have done
Can strengthen incorrect S-R bond
Only available in terminal form
Not so useful in some aesthetic performances where performance quality is the key
Can be too statistics-based

Notes


Positive feedback
Information about a successful outcome
Can be intrinsic or extrinsic
Advantages
Disadvantages
Strengthens the S-R bond
Reinforces skill learning
Increases motivation
Good for cognitive-stage learners
Builds confidence
Can be used to build the wrong S-R bond
Ineffective if unspecific
Can be overused which leads to feedback being ignored

Notes


Negative feedback
Information about an unsuccessful performance
Can be intrinsic or extrinsic
Advantages
Disadvantages
Motivates some performers - some prefer this type
Provides areas for improvement
Good for autonomous-stage learners
Good for refinement/fine detail
Prevents drive reduction
Can be demotivating for some
Can reduce confidence
Might only tell them what they got wrong rather than what they need to do
Inappropriate for beginners
If it is unfounded, can reduce performance quality

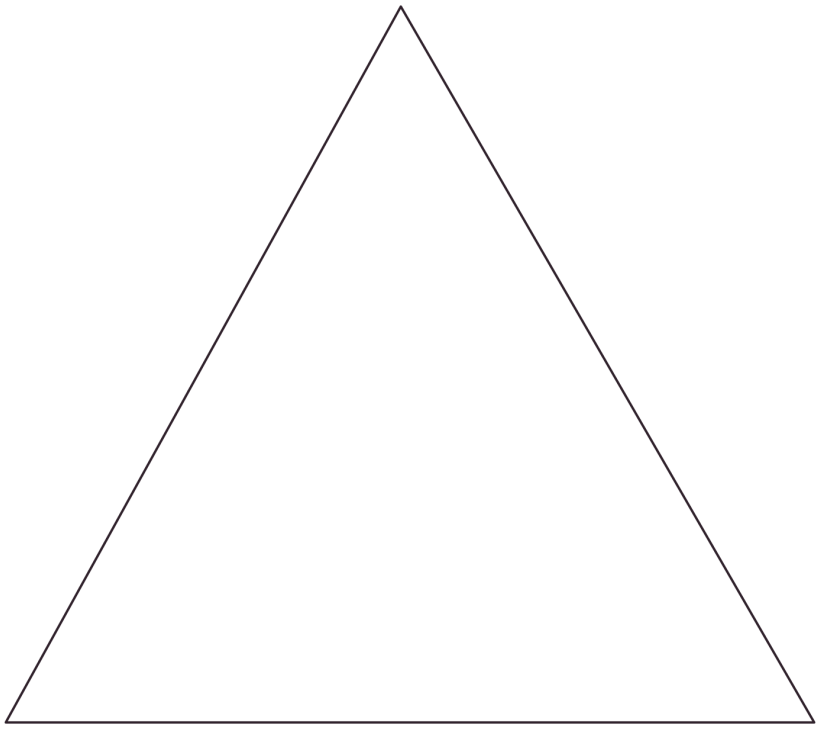
Notes

Section 5: Memory models

Multi-store Memory Model

Notes

Craik and Lockhart's levels of processing



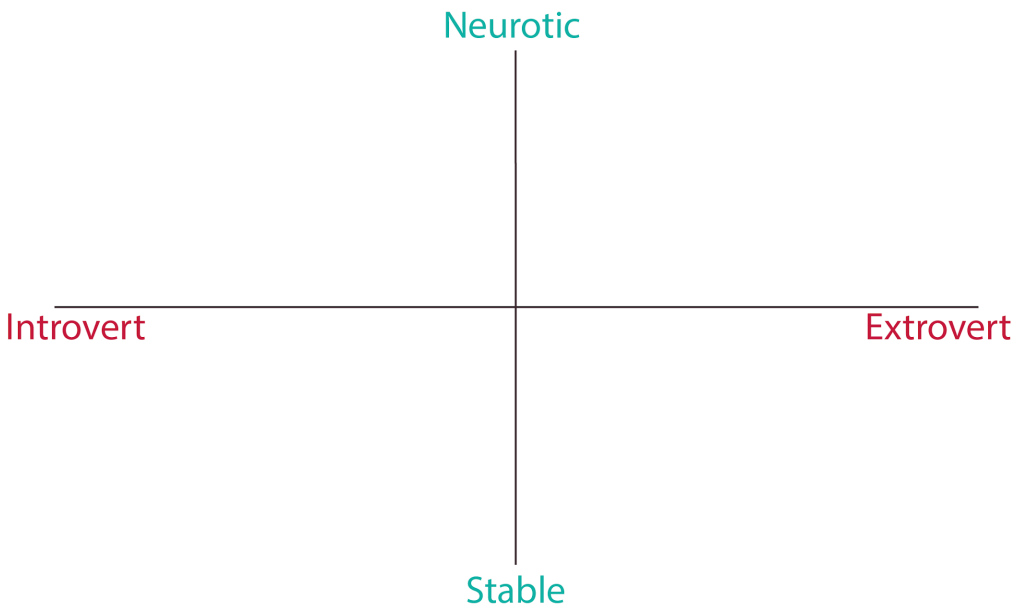
Notes

Section 6: Personality

- What makes a person unique
- Characteristics/traits that influence behaviour
- Characteristics that produce consistent patterns of behaviour

Notes

Eysenck and Cattell



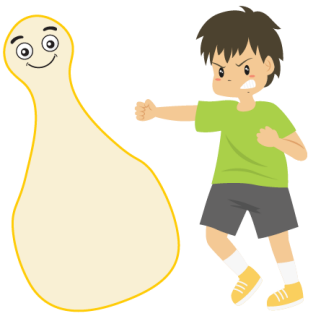
Notes

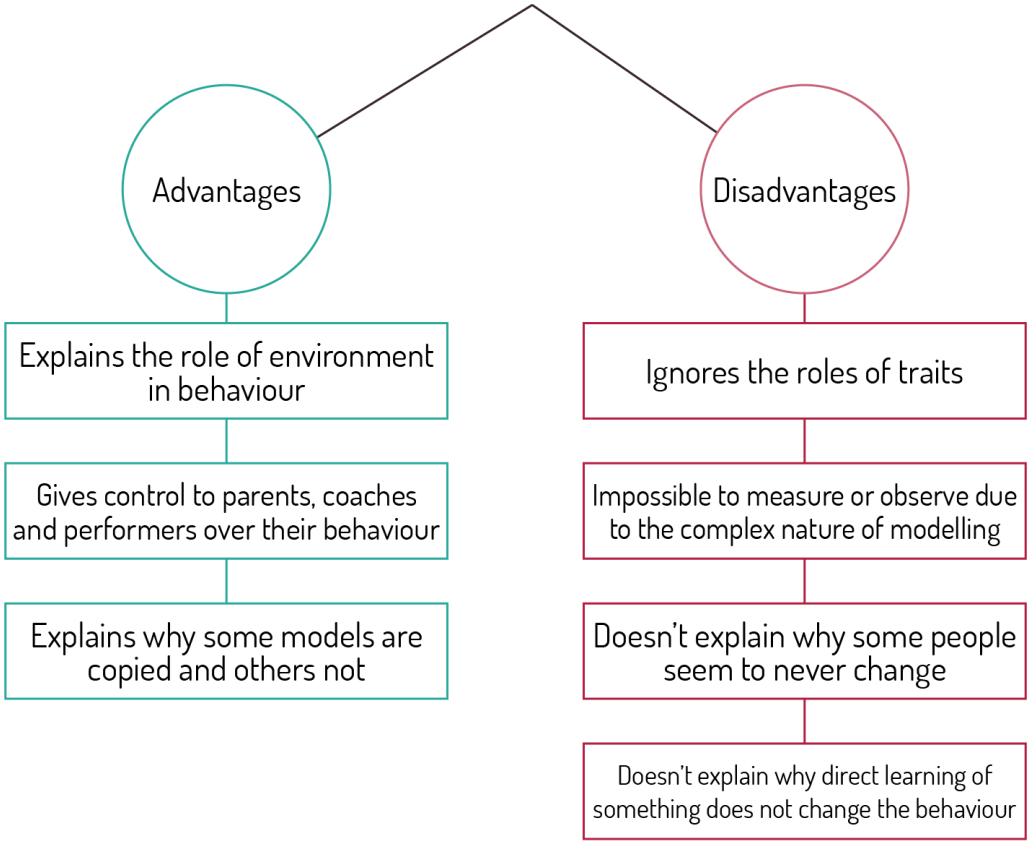
Narrow band approach	
Type A	Type B
Impatience	Relaxed/patient
Intolerance	Tolerant
High levels of stress	Low personal stress

Notes

Social learning theory

- Bandura
- Personality is the sum of an individual's experience
- Behaviours learned through modelling
- Learning from significant others
- Leadership, aggression, etc. are learned
- B=fE





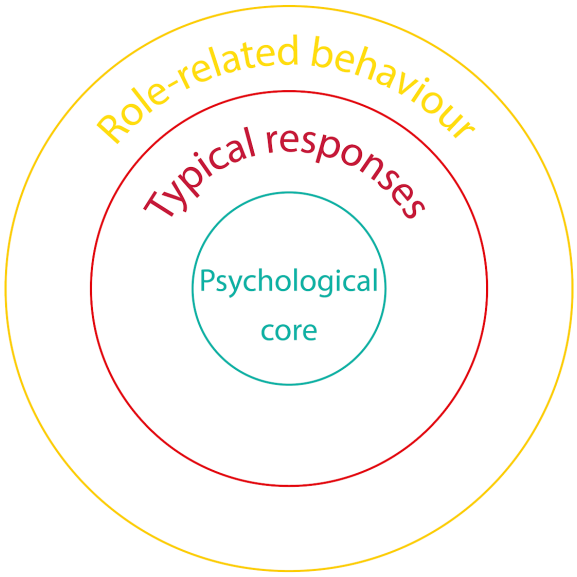
Notes

Interactionist Approach

$$B = f(P \times E)$$

Notes

Notes



Section 7: Motivation

Intrinsic motivation

- Internal drive to participate
- Wanting to take part for enjoyment/fun
- Internal mechanisms which arouse and direct behaviour

Extrinsic motivation

- External drive to participate
- Taking part for rewards/money/recognition

Notes

Intrinsic motivation

Uses	Effects
• Make learning and movement experiences enjoyable • Explain (cognitive) the value of what is being done • Be cautious to overly reward/incentivise behaviour as this will encourage a lack of intrinsic value • Recognise and reinforce intrinsic motivation including fun	• Perseverance • Persistence • Positive attitude • Positive effect on others • Lifetime participation

Notes

Extrinsic motivation	
Uses	Effects
• Goal setting with rewards • Badges, points, trophies	• Increases drive towards a goal • Increases confidence once achieved • Provides status • Often overused • If overused, can diminish intrinsic motivation

Notes

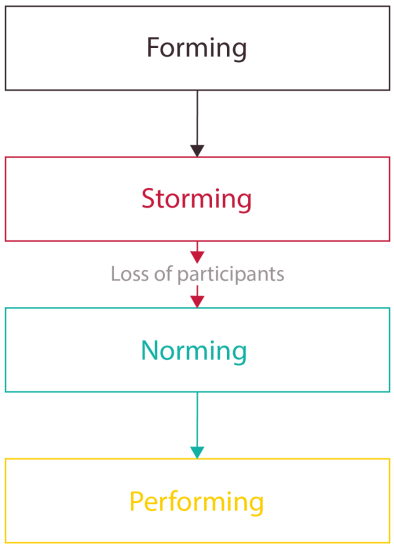
Section 8: Group and team dynamics

Group

Collection of people who share similar goals and interact with one another.

Notes

Tuckman's Model



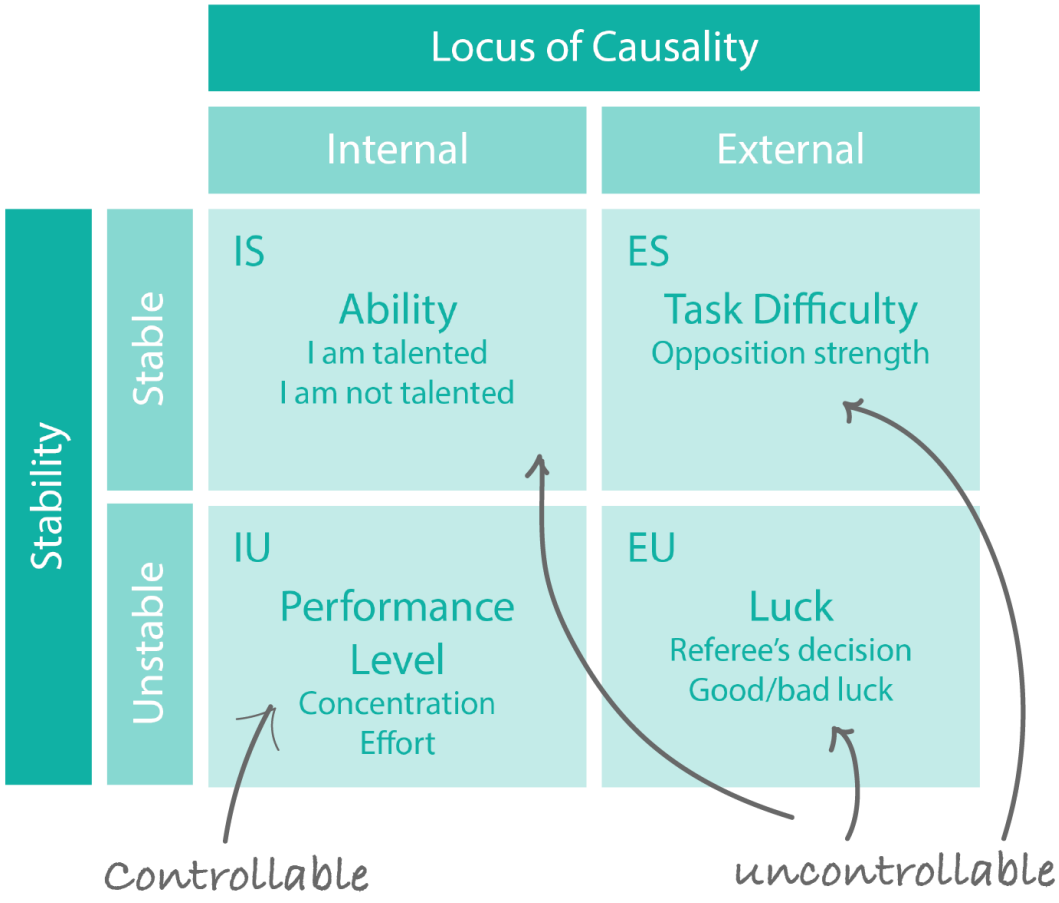
Notes

Steiner's Model

Actual Productivity = Potential Productivity - Losses due to faulty processes

Notes

Section 9: Attribution theory

Attribution theory: The reasons performers give for their **perceived** success and/or failure.

Weiner's Model