


Learning Plan 4- Unit 2 Factors of a Performance		Subject/Pwnc: Sport and Coaching		Year/Blwyddyn: 10	
<p><b><u>The Four Purposes in Health and Wellbeing</u></b></p> <p><b>Ambitious, capable learners, who:</b> set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; can explain ideas and concepts; can use number effectively in different contexts; interpret data and apply mathematical concepts; use digital technologies creatively to communicate, find and analyse information; research and evaluate critically what they find.</p> <p><b>Enterprising, creative contributors, who:</b> Take measured risks.</p> <p><b>Ethical, informed citizens, who:</b> Find, evaluate and use evidence in forming views; consider the impact of their actions when making choices and acting; are committed to sustainability.</p> <p><b>Healthy, confident individuals, who:</b> are establishing their ethical beliefs; face and overcome challenge.</p>					
<p><b>Knowledge focus/what matters:</b></p> <ul style="list-style-type: none"> <li>-Develop an understanding of the psychological and technical factors that effect a sporting performance</li> <li>-Analyse a performance, understanding the different methods to analyse a performance and be able to give feedback</li> <li>-Produce a fitness plan that has specific goals to improving my performance</li> </ul>					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress		
<p><b>Week/Wythnos 1 - Learning Intention:</b> <b>What goes on in my mind when performing?</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of the different psychology factors when performing</li> <li>-Understand the role of anxiety and motivation leading up to a competitive performance as well as during a performance.</li> </ul>	<p><b>Be able to: Recall and explanation.</b> Recall and discuss why anxiety and motivation effect our performances. Explain using real life examples the effects anxiety can have on a performance</p>	Wk 1		
<p><b>Week/Wythnos 2- Learning intention:</b> <b>What is optimul arousal, and how can I achieve arousal when performaing</b></p>	<ul style="list-style-type: none"> <li>-Demonstrate an understanding of what arousal is and the effect it has on a performer.</li> <li>-Know how using a variety of different strategies can support arousal.</li> </ul>	<p><b>Be able to: Recall and explain, debate and discuss.</b></p> <ul style="list-style-type: none"> <li>• Explain the observation method and the difference between a naturalistic, controlled and participant observation.</li> <li>• Use research to explore a range of examples of how psychologists have used observations in famous studies.</li> <li>• Explain how to carry out a non-participant observation and the use of behaviour categories and the need for inter-observer reliability.</li> <li>• Summarise and critique the suitability of different observations.</li> </ul>	Wk 2		
			<p>Homework:</p> <p>Set:</p> <p>Due:</p>		

<p><b>Week/Wythnos 3</b>  <b>Learning intention:</b>  <b>Understanding of how psychologists use data to present information from studies</b></p>	<ul style="list-style-type: none"> <li>· Identify and analyse patterns in data.</li> <li>· Describe what positive, negative and zero correlations are, using a range of examples</li> </ul> <p><b>Assessment Task-2 x extended pieces based on 9 mark questions</b></p>	<p><b><i>Be able to: Explain, identify, analyse and discuss.</i></b>  <b>-Explain what is meant by a positive, negative and zero correlation.</b>  <b>-Draw and analyse bivariate data using scatter graphs.</b>  <b>-Interpret data and draw graphs using past paper questions</b></p>	<p>Wk 3</p>	
<p><b>Week/Wythnos 4</b>  <b>Learning intention:</b>  <b>Begin to develop a greater understanding of research design</b></p>	<ul style="list-style-type: none"> <li>-Explain concepts of reliability and validity</li> <li>-Create an effective research plan</li> <li>-Draw a graph to show the correlation of the two sets of questionnaire scores for each member of the class.</li> </ul>	<p><b><i>Be able to: Recall, Analyse and Evaluation.</i></b>  <b>·Understand how to plan and carry out research so that it is reliable and valid. ·</b>  <b>-Create a research plan that incorporates my prior knowledge and understanding of research methods</b></p>	<p>Wk 4</p>	<p>Homework:  Set: Due:</p>
<p><b>Week/Wythnos 5</b>  <b>Learning Intention:</b>  <b>Why do we have laws and rules when designing studies or research?</b></p>	<ul style="list-style-type: none"> <li>-Recall the ethical issues as outlined by the British Psychological guidelines.</li> <li>-Describe ways of dealing with ethical issues.</li> <li>-Explain the difference between quantitative and qualitative data.</li> <li>-Identify and use different primary and secondary sources of data.</li> <li>- Complete past papers questions on types of data.</li> </ul>	<p><b><i>Be able to: Recall, Analyse and Evaluation.</i></b>  <b>· Explain ethical issues as outlined by the British Psychological guidelines, linking these to what I already know about psychological studies.</b>  <b>· Analyse and compare a range of different studies that are either ethical or unethically sound.</b>  <b>· Explain quantitative, qualitative, primary and secondary data and give examples of each from various psychological studies.</b>  <b>· Recall and use my understanding of qualitative and quantitative data.</b></p>	<p>Wk 5</p>	