

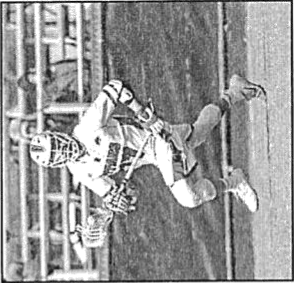
Heckmondwike Grammar School – A-Level – Year One

Bridging Activities – Psychological Factors Affecting Performance

Questions	Answers		
	Characteristic	Description	Practical example
1. Define 'motor skills'.			
2. Identify the five characteristics of a skilful movement, and provide a brief description of what each characteristic means. Then, give one example in sport relating to that movement. 			

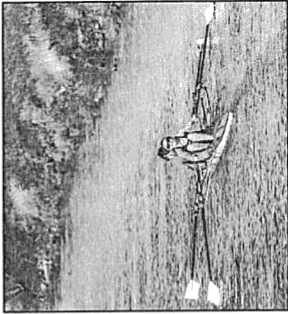
Characteristics of skilful movement



Questions		Answers	
3. Define the 'difficulty continuum', and describe the characteristics of simple and complex skills.		Definition:	
		Simple skills	
		Complex skills	
4. Give two sporting examples of a simple skill and two sporting examples of a complex skill, and justify your examples.		Example of simple skills	Example of complex skills
		Simple skills justification	Complex skills justification

Classification of Skills



Questions		Answers	
5. Categorise each of the following sporting examples as either a simple skill or a complex skill.		Drive phase during 100 m sprint	
		Jogging during a half marathon	
		A handspring in gymnastics	
		A chest pass in netball	
		Overhead bicycle kick in football	
6. Define the 'open/closed continuum', and describe the characteristics of open skills and closed skills.		Definition	
		Open skills	Closed skills
7. Give two sporting examples of an open skill and two sporting examples of a complex skill and justify your examples.		Example of open skills	Example of closed skills
		Open skills justification	Closed skills justification

Classification of Skills (continued)



Classification of Skills (continued)

Questions	Answers			
	Classification	Answer	Justification	
8. Categorise the following examples as either open skills or closed skills:		High jump		Closed
		Returning a badminton serve		Open
		Making a rugby tackle		Open
		Javelin throw		Closed
		Making a slide tackle in football		Open
9. Classify the skill of a gymnastics floor routine against each of the following skill classifications, and justify your answers:		Archery		Closed
10. Classify the skill of throwing a shot against each of the following skill classifications, and justify your answers:				





Classification of Skills (continued)				Questions			Answers		
			11. Classify the skill of a basketball shot against each of the following skill classifications, and justify your answers:	Simple/complex					
				Open/closed					
			12. Explain why performing a serve in squash is considered to be a closed skill.						



Goal-setting, SMART targets and mental preparation



Goal-setting		Questions	Answers
	1.	Explain the use of goal-setting for exercise and training adherence.	
	2.	Explain the use of goal-setting to motivate performers.	
	3.	Explain the use of goal-setting to improve and/or optimise performance.	



Questions		Answers	
		Name	Description
4. Name and describe the SMART principles used to improve performance.			

Goal-setting (continued)



Questions		Answers	
		Principle	Netball example
Goal-setting (continued) 5. Give examples of how the SMART principles could be applied to a netball player who wants to improve their performance.			



Questions		Answers	
6. Give examples of how the SMART principles could be applied to a netball player to optimise their performance.		S	
		M	
		A	
		R	
		T	
7. Give examples of how the following SMART principles could be applied to a tennis player to optimise their performance.		S	
		M	
		A	
		R	
		T	

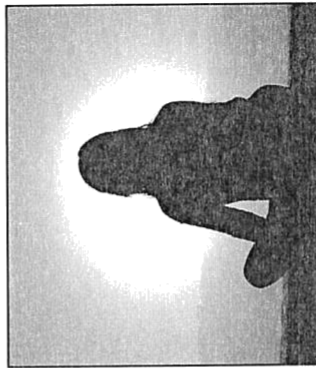
Goal-setting (continued)

Mental preparation

Questions

8. Mental preparation is an important technique adopted by athletes to optimise their performance.

List four stress management techniques athletes can practise for mental preparation, and then briefly describe each one and give an example of it being used in sport.



Answers

Example

Description

Technique



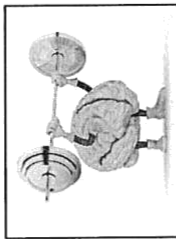


Answers

Questions



9. Give an example of how a discus thrower could prepare for their event by using mental rehearsal.



10. List the benefits of mental preparation for performance.

Mental preparation (continued)



Guidance and feedback

Types of guidance and feedback		Questions	Answers
	1.	Define 'manual guidance'.	
	2.	When should manual guidance be used?	
	3.	Give a sporting example of manual guidance.	
	4.	Define 'mechanical guidance'.	
	5.	Give three examples of mechanical guidance.	



Questions	Answers	
	Benefits	Limitations
6. Name the benefits and limitations of mechanical guidance and manual guidance.		
7. Define 'verbal guidance'.		
8. Describe how and when verbal guidance should be given to performers of different abilities.		
9. Define 'visual guidance'.		

Types of guidance and feedback (continued)

Types of guidance and feedback
(continued)

Questions		Answers	
10. Give three examples of visual guidance.			
11. Describe how effective visual guidance should be given to beginners.			





Types of guidance and feedback (continued)		
Questions	Answers	
	Advantages	Disadvantages/limitations
	Verbal guidance	Visual guidance
12. Evaluate the use of verbal guidance and visual guidance in sport.		



Types of guidance and feedback (continued)

Questions	Answers		
		Definition	Sporting example
13. Define 'positive feedback' and 'negative feedback', and give a sporting example of each.	Positive feedback		
	Negative feedback		
14. Describe how positive feedback and negative feedback can be used by beginner athletes and elite athletes.	Positive		
	Negative		
15. Define 'intrinsic feedback', and explain why a beginner is not likely to use intrinsic feedback.			
16. Why is an elite athlete more likely to use intrinsic feedback, and how would they use it?			



Types of guidance and feedback (continued)

Questions		Answers	
17. Give a sporting example of intrinsic feedback.			
18. Define, and give a sporting example of, 'extrinsic feedback'.	Definition		
	Example		
19. Using the examples provided, state whether they are examples of intrinsic feedback or extrinsic feedback.		Sporting example	Answer
		A sprinter adjusting their blocks after testing them	
		A high jumper lifting their hips higher after knocking the bar off during a previous jump	
		A coach telling a long jumper to adjust their take-off by two extra steps	
		A basketball player adjusting their hand position on the ball as they dribble	
		The captain telling the rugby team to spread out	
		The umpire issuing a rugby player with a yellow card	

