B.1.1 Define the term p**ersonality.**

B.1.2 Discuss how a sports coach uses **social learning theory** when using demonstration as a learning tool.

B.1.2 Discuss how **social learning theory** can help a physical education teacher promote physical activity in children.

B.1.3 Outline why the **interactionist approach** improves understanding of personality.

B.1.4 Outline **issues associated with the measurement of personality.**

B.1.4 Discuss **measures of personality** in sporting situations.

B.1.5 Evaluate **issues in research on the personalities** of athletes v non-athletes

B.1.5 Evaluate the **issues in personality research** and sports performance.

B.2.2 Define **Intrinsic motivation**

B.2.3 Discuss **intrisic motives** for participating in sport and exercise.

B.2.3 Discuss the issues associated with **intrinsic and extrinsic motivators** to exercise.

B.2.3 Discuss the relationship between **intrinsic and extrinsic motivation**.

B.2.3 Distinguish between **intrinsic and extrinsic motivation** during a sports competition.

B.2.3 Explain how **extrinsic rewards may affect the intrinsic motivation** of a professional sportsperson.

B.2.4 State one of the components of **achievement motivation.**

B.2.5 Distinguish between an **outcome goal** orientated individual and a **task goal orientated individual.**

B.2.5 Outline the negative effects of an **outcome orientation when** judging your own success in sport.

B.2.6 Describe how sports coaches could apply **Weiner’s Attribution Theory** when their team loses a major competition.

B.3.1 Outline the **arousal theory**

B.3.4 Suggest how the **emotions of boredom and excitement could influence the arousal** and performance of a player in a volleyball match.

B.3.4 Discuss the **emotions that may influence a player’s performance** in the final of a competition.

B.3.5 Sports psychologists often work with athletes who suffer from anxiety. **Define the term anxiety**.

B.3.6 Distinguish between **Cognitive and Somatic Anxiety**

B.3.6 Describe **how cognitive anxiety** can cause poor performance in tennis.

B.3.8 The **Sport Competition Anxiety test (SCAT)** is a measure of competitive trait anxiety. Evaluate SCAT as an instrument to measure anxiety.

B.3.8 Identify one **method to measure anxiety**.

B.3.9 An athlete competes for the first time in a 100m final. Describe the **stress process** affecting the athlete.

B.3.9 Describe the actual behaviors (outcome) that athletes may show as part of the **stress process.**

B.4.1 Explain how **psychological skills training (PST)** can be used to improve performance.

B.4.3 Evaluate the use of **mental imagery** to improve sporting performance.

B.4.3 Using an example from a sport event of your choice, distinguish between **internal and external imagery.**

B.4.3 Explain when to use **imagery t**o improve your sports performance.

B.4.3 Distinguish between **external and internal imagery** when performing a sports skill.

B.4.4 Outline the **biofeedback relaxation technique.**

B.4.5 Outline the use of **self-task techniques** to improve performance on a maximal fitness test.