

L3 Lead Examiner Report 1901

January 2019

**L3 Qualification in Sport and
Exercise Science**

**Unit 3: Applied Sport and
Exercise Psychology (31815H)**

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

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31815H – Unit 3: Applied Sport and Exercise Psychology (31815H)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	10	21	33	46

Introduction

This was the fourth series of the new specification, and therefore, the fourth time that this unit has been externally assessed via a task rather than centre based internal assessment. As a result, centres had additional resources, such as retired tests and accompanying Lead Examiner's reports to help prepare their learners for this third series.

The question paper has a revamped format from the first three series as the case study is now unseen and consists of only one part. However, the structure is fairly similar in that the subject of the case study experiences an event that changes their relationship to their activity. The format of the assessment is the same with three activities based on the case study. Each activity is marked using a levels-based approach, where the overall quality of the response is considered rather than identifying individual marking points. While the case study was different the three activities remained the same.

This case study of Ricky was an exercise-based scenario and was about motivation, over motivation and training addiction leading to burnout. In the initial stages of the case study Ricky is predominantly intrinsically motivated as he enjoys going to the gym and working on the challenging goals he sets himself. As he improves his self-confidence starts to grow.

However, this all changes when another gym member criticizes his appearance and suggests his training programme is incorrect. Ricky initially experiences demotivation and a loss of self-confidence but then when he returns to the gym he displays over motivation and elements of training addiction. His overtraining has negative effects on his health to the point where he shows symptoms of burnout.

Introduction to the Overall Performance of the Unit

As this was the fourth time that learners had undertaken this type of assessment it was expected that learners would perform better than in previous series. However, there was concern that the unseen element of the paper and that learners could no longer bring in notes might have a negative impact on performance.

There was a significant improvement in the quality of learner work and the standard they achieved. Learners performed better in Activities 1 and 3 as they

seemed better at picking out the relevant factors impacting on the athlete and selecting psychological interventions that would support his performance. In particular learners have become more adept at recommending, justifying and explaining the implementation of psychological interventions.

There was little change in learners' performance in Activity 2 which is the most challenging of the three activities as it demands detailed knowledge of psychological theories and their application to the case study. In this case study the theories that learners should have selected were quite complex and this impacted performance.

Performance around the pass boundary was much better with more students achieving a pass mark than in previous series. Performance at the top end was improved with slightly more students achieving a distinction grade. Most learners accessed marks in the lower grade band between 21-32.

Individual Questions

Activity 1

In this activity learners had to describe how psychological factors were impacting on Ricky in the case study. To do this activity well, learners had to read and analyse the case thoroughly to enable them to draw out the relevant information and produce an extended answer.

This involved three stages which made up the three traits of the levels based mark scheme. Firstly, they had to identify specific psychological factors that were impacting on Ricky; secondly, with reference to the content of the case study show the impact/effect each factor was having, and thirdly describe the impact of each factor on performance as being positive or negative.

Good responses made significant and continual references back to the case and showed the examiner that they were clear about how each factor was impacting on Ricky. In this case study the psychological factors that had most relevance were as follows:

Motivation (intrinsic and extrinsic)

Over motivation

Motivational environment

Training addiction
Overtraining
Burnout
Self-confidence/self-esteem/self-efficacy
Growth mindset
Arousal

Each case study is designed with explicit references to factors so that learners can identify factors without having to dig too deeply and try to make the content fit factors. For example, in this case study 'Ricky joins a gym and he enjoys going as it has up-to-date equipment' is an explicit reference to intrinsic motivation and motivational environment, while 'Because of the extra time he spends training he stops socializing and makes excuses to miss family events' is an explicit reference to over motivation and potentially training addiction. All case studies will have content that clearly relates to specific factors and they should pick these out and use them to answer the questions.

There is a still a tendency for weaker learners to try and fit factors that they know to the case study rather than identify which ones are actually present. For example, in this case study some learners described stress and anxiety which were not explicitly present and perfectionism was a factor that was regularly identified despite the absence of supporting content.

Learners will benefit from spending time reading and rereading the case to accurately identify which factors are most important and relevant in this case study rather than trying to fit their knowledge to case studies.

Learners should aim to cover at least 4 factors to ensure they have enough breadth to their answer.

Learner's responses were marked by gaining a mark in one of three grade bands:

Grade band 1: 1-5 marks

Grade band 2: 6-10 marks

Grade band 3: 11-15 marks

This response was placed in Band 3: and gained 15 marks out of 15

Task and answer booklet

Please do not write answers outside the spaces provided.

You must complete ALL activities in this task and answer booklet.

Activity 1

Describe the psychological **factors** that impact on Ricky in the case study.

Your answer should focus on the:

- (a) key psychological factors
- (b) impact of the factors
- (c) effect of the factors on Ricky's performance.

(15)

There are many psychological factors that impact Ricky in ~~both parts~~ of the case study. Some psychological factors impacting Ricky are over-motivation, anxiety, self esteem, self confidence, motivation and stress.

Ricky shows signs of over-motivation in ~~both parts~~ ^{the case study}. Over-motivation is the term used to describe the point at which the person is motivated to such an extent that it becomes dangerous. Ricky shows signs of this as he "never misses a training session" even when he's ill or injured. Over motivation can lead to decrease in performance, injury, burnout and social withdrawal. Ricky's over-motivation could have been encouraged by his peers and family who influence his motivation.

Ricky is ~~also~~ also shows ^(strong) hints of anxiety. Anxiety refers to a feeling of worry or nervousness. There are two types of anxiety: trait and state. Trait anxiety comes with the personality which Ricky seems to have, which may have been caused by low self esteem. State anxiety is a temporary anxiety that occurs during ^{situations} with increased pressure. There are ^(types of) 3 symptoms of anxiety - cognitive, somatic and behavioural. Ricky shows signs of mainly cognitive anxiety, in which he "starts to question his self image" which means he is thinking negatively about himself. He also shows traces of behavioural anxiety in which he "makes excuses to avoid attention to his studies term" meaning he does not want to be seen by his own family. High trait anxiety will reduce levels of performance.

Another psychological factor affecting Ricky is self-esteem. Self esteem refers to the extent of how much an ~~entire~~ ^{entire} values themselves. Ricky shows signs of low self-esteem when he "starts to question himself" after receiving some negative feedback. When self

esteem is low, it means that the athlete (Ricky) does not value themselves to a good extent.

~~This~~ This means that Ricky will suffer from a slump in performance and can also affect other psychological factors such as resilience.

Resilience refers to how well someone can "bounce back" from a setback. Ricky shows to have low resilience in the case study in which he "gets very upset" when Guy criticizes his performance. As a result, Ricky withdraws from the gym and becomes inactive for a few weeks before finding another gym. Having low resilience is dangerous as it means the athlete is more likely to permanently quit doing a said activity, which would increase health risks and result in poor bodyimage.

Another psychological factor affecting Ricky is self confidence. Self confidence refers to one's belief in their ability to achieve something to a goal standard. Ricky's self confidence fluctuates throughout the case study. Ricky shows that he begins to gain self

Confidence during the case study in which he "thinks he looks better than most of them (other people at the gym)" which means he believes that he is capable of reaching his goal. Having high self-confidence will ~~help~~ lead to improvement in performance whereas having low self-confidence will lead to decrease in performance.

The penultimate psychological cause affecting Ricky is motivation. There are two types of motivation - intrinsic and extrinsic. Intrinsic motivation refers to the motivation that comes from within and extrinsic motivation is external. Intrinsic athletes are motivated by improving their ability in a sport with goals such as "I'm going to be the best looking in this gym gym" whereas extrinsically motivated athletes are motivated by tangible (money/trophies) and non-tangible (praise/encouragement) rewards. Ricky shows signs of both extrinsic and intrinsic motivation. Extrinsic motivation is perceived to be a negative type because athletes are less likely to persist in taking and overtraining themselves with easy competition, whereas intrinsic is the opposite.

Ricky shows signs of intrinsic motivation when he "wants to reduce the fear around his ~~stomach~~" which is an internal goal and shows extrinsic motivation when he reacts positively to the 'encouragement and praise' given by his peers and family. As long as Ricky does not become too extrinsically motivated he ~~may~~ should not once ~~be~~ motivated (no motivation at all) but has shown times where he took ~~big~~ Guy's criticism badly.

The

The last ~~to~~ factor I will talk about is stress. There are two types of stress, eustress and distress. Eustress is a positive form of stress in which athletes put themselves in stressful situations in order to prepare and mentally rehearse to make their performance better in events. Distress is the usual type which is referred to as a maladaptive state. Ricky shows signs of distress when he becomes "ill" and does social withdrawal, which are common symptoms of stress.

Distress will lead to decrease in performance, internal concerns such as lack of sleep and can lead to depression.

* Also, * arousal shows impact on Picking.
 Arousal refers to the level of readiness of an athlete to perform. There are 3 levels of arousal, low, high and optimal. Picking suffers from high arousal which leads to decrease in performance. evident when he "suffers from shoulder and lower pain" meaning he is suffering also from overtraining, training addiction, injury and burnout.

Self efficacy has an impact on Picking as well. Self efficacy refers to the athletes belief in their ability to complete a task. Picking shows a lack of self efficacy as he sets himself 'very difficult challenges' which are hard to achieve. This will lead to things such as burnout and social withdrawal etc as the tasks are very hard to achieve.

This answer is done very well with the learner identifying seven factors in total. They have selected five relevant factors in over motivation, motivation, self-esteem, resilience and self-confidence. The learner also discusses two irrelevant factors, anxiety and stress, which do not attract credit. The learner had no need to describe these factors and their absence would have made no difference to the mark awarded.

Once the learner has identified a relevant factor, they give a clear definition or explanation of what this factor is and then make clear and accurate references to the case study to show where and how this factor is impacting and then discusses whether the impact is positive or negative. To achieve a mark in grade band 3 a learner will need to do all these things and cover four factors to illustrate breadth as well as depth in their answer.

This response was placed in Band 1: and gained 5 marks out of 15

Task and answer booklet

Please do not write answers outside the spaces provided.

You must complete ALL activities in this task and answer booklet.

Activity 1

Describe the psychological **factors** that impact on Ricky in the case study.

Your answer should focus on the:

- (a) key psychological factors
- (b) impact of the factors
- (c) effect of the factors on Ricky's performance.

(15)

Ricky is very ~~motivated~~ ^{aroused} and driven to succeed in the beginning of the case study, ~~then~~ we see this when it says "he also chooses advanced ~~training~~ ~~classes~~ exercise classes" and "to ensure he really challenges himself to improve"

~~This impacted~~ on Ricky's progress ~~massively~~ as he pushed himself and ~~after~~

Being highly ~~motivated~~ ^{aroused} means he wants to achieve what he has set out to do. If ~~he~~ he wasn't very ~~motivated~~ ^{aroused} some days he wouldn't train as hard or would miss going some days. These all have effects on his performance as highly ~~motivated~~ ^{aroused} people would perform higher ~~then~~ they would when not ~~motivated~~ ^{aroused} at all. As he was highly ~~motivated~~ ^{aroused} and driven he ~~noticed~~ notices the loss of fat ~~and~~ and his muscles looking more toned, so the factor of ~~motivation~~ ^{arousal} is showed by the outcome of his performance and

the results produced

A further factor Ricky shows is stress/anxiety. This is seen when Ricky talks to another gym member who tells him "he still looks fat around his stomach, and his arms are much more developed than his legs." ~~As a result~~ This makes him question his self image and as a result stops training for a month. Anxiety is when you are always nervous about what others think, and in sport this can cause people to crumble in important moments and/or stop doing sports to save embarrassment. ~~As a result~~ Ricky's cognitive anxiety ~~has~~ takes a negative effect on him psychologically, ~~as a result~~ as it stops him from training and also makes him change gyms.

After Ricky's drop of motivation due to his anxiety, he gets back into training but starts to overtrain. ~~As a result~~ This is a result of over motivation. The results of over training consist of injury due to not giving it time to repair and recover and also illness. Ricky suffers from both of these, ~~as a result~~ we see this in the case study. "serious shoulder pain", "often has a cough or cold." Over motivated has

negative effect upon Ricky's performance as it has caused him to have injury problems and illnesses.

Ricky has a high self efficacy in the beginning of the case study. This is when you are pleased with you and/or your performance and the confidence you possess in your ability. His self efficacy is high when he notices changes to his body after months of work, also he is seen to be "pleased when his friends say how good he looks." This is good for him ~~psychologically~~ psychologically as it will make him want to continue to progress and he is feeling better about himself which would help his performance improve.

This learner has identified four factors, of which only two have strong relevance to the case study. These are over motivation and self-efficacy both of which have some relevant supporting material; for example, the work on self-efficacy is supported by a relevant example from the case study.

This learner identifies arousal as a factor which has some relevance to the case study as if they had identified that it is present when 'he loves the buzz of training' would have attracted credit. However, this learner incorrectly links arousal to Ricky's choice of advanced exercise classes and other irrelevant content.

Additionally, stress and anxiety are linked to sections of the case that have no relevance to stress and anxiety. This shows the importance of learners selecting the correct factors and supporting them with content from the case study rather than selecting generic factors and trying to link them with material that is not relevant.

Activity 2

In this activity learners had to explain psychological theories that account for Ricky's experiences in the case study. To do this activity well learners had to do three things: i) identify correct theories that are linked to the factors described in Activity 1; ii) explain the key principles of each theory and ii) contextualise the theory to show how it accounts for the experiences of Ricky in the case study.

Ideally a learner would cover 3 theories that are clearly linked to the factors that they identified in Activity 1. It is expected that there is detailed coverage of at least two theories and less detailed coverage of one other theory with clear and coherent links to the case study and how it could explain Ricky's experiences.

In this case study the theories with most relevance were as follows:

Need achievement theory

Achievement goal theory

Self-determination theory

Vealey's MDM of self-confidence

Bandura's self-efficacy theory

Dweck's mindset theory

Arousal-performance relationship theories (drive theory, inverted U hypothesis, catastrophe theory) were poor choices of theory as there is no explicit evidence in the case study to support their relevance. Thus, they were deemed to not be creditworthy.

It is vitally important that the most relevant, specific factors are identified for Activity 1 as if the less appropriate factors are selected then theories that relate to them are likely to be incorrect along with the interventions selected for Activity 3. Learners must identify the specific factors relevant in the case study rather than bending the case study content to match the factors they know about as these generic factors gain little credit. Incorrect identification of factors also means that learners spend a lot of time and energy writing about irrelevant content that doesn't gain credit at the expense of writing about factors that will gain credit.

Learner responses were marked by gaining a mark in one of three grade bands:

Grade band 1: 1-5 marks

Grade band 2: 6-10 marks

Grade band 3: 11-15 marks

To achieve a Band 3 response, learners should cover three theories to show a full appreciation of the scope of the case study. Explicit references were put into the case study to support learners choice of Need Achievement theory, such as 'he also chooses advanced exercise classes at a higher ability than his fitness level'. The content around 'he compares himself to other people' is set up as a reference to Achievement Goal theory.

It is possible to achieve Band 3 marks by covering two of these theories fully and one in less depth. It is most important to apply the theory to help understand the case study and a lack of application will result in a learner struggling to achieve Band 3 marks.

This response was placed in Band 3: and gained 13 marks out of 15

Activity 2

Explain how psychological theories can be applied to Ricky's experiences in the case study.

Your answer should focus on:

- key psychological theories linked to this case study
- explaining key principles of each psychological theory
- applying and justifying the key psychological theories in this case study.

(15)

The psychological theories that are ~~being~~ conveyed in the case study are need achievement theory of motivation, Valey's model of confidence, and achievement goal theory of motivation.

Need achievement theory is shown when Ricky ~~go~~ "chooses advanced exercise classes", this shows he is motivated to achieve a better fitness ^{level} and is motivated by challenge. One of the elements of Need to achieve/NACH behaviour is that the individual is motivated by challenge and that they strive to become better performers. Ricky shows this by going to those classes, furthermore, he sets himself difficult goals. This is not only a perfectionist attribute, but is also something a NACH performer would tend to do. This is in contrast to a Need to avoid failure performer who is motivated to 'just not fail'. These performers usually do the

bare minimum which is acceptable. This may be for example ~~stay~~ Ricky staying in the same exercise class or avoiding feedback from Guy. NACH behaviour helps Ricky as he has a faster pace of improvement.

Valey's model of confidence can be applied to Ricky because the case study implies all four areas of the model (factors, constructs, sources and consequences of self-confidence).

FACTORS of self-confidence - shown through the consistency of Ricky's training and how ~~he~~ it has benefitted him.

Constructs of self-confidence - This is similar to the factors, but is over a period of time. This is for example, the improvements Ricky has made from his starting stage.

Sources of self-confidence - This includes the social support of family and friends which encourages Ricky to keep training.

Although the external feedback from Guy was ~~very~~ very critical ~~and~~ ~~was~~ ~~ambiguously~~ ~~for~~ ~~Ricky~~.

Consequences of self-confidence - ~~that~~ this is shown ~~when~~ ~~Ricky~~ ~~training~~ ~~well~~ in two ways. Ricky has good self-confidence because of his improvements and support, but bad self-confidence when he feels he should train excessively, ~~he~~ he will either train more or less.

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Achievement goal theory is faintly shown in the case study as Ricky shows ^{born} ego-orientation and task orientation.

Task orientation is when a performer is motivated by task mastery and ~~and~~ being a better individual performer. Ricky has that type of behaviour when he attends ~~exercise~~ ^{advanced} exercise classes and assesses ~~the~~ the points on his body where he has excess weight. This means he is focused on becoming a better ~~the~~ individual, he then ~~so~~ compares himself to others meaning he becomes motivated to be better than others. This is an example of ego-orientation as the individual starts to compare their performance to others.

Task orientated performers tend to go at their own pace, this is good for Ricky because he can focus on himself which is in contrast ~~to~~ to being part of a team which means training levels change.

Ego orientation is less likely to ~~so~~ occur because he is not ~~so~~ competing in competition. ~~so~~

This response sits in the middle of Band 3. The learner has chosen three relevant theories and covered two of them in detail and one less fully.

The work on Need Achievement theory and Vealey's MDM of self-confidence is completed in-depth and there are significant references to the case study as well as a detailed understanding of the principles of the theory shown.

This is completed in a more detailed way than Achievement Goal theory where there are still significant links to the case study but the theory itself is not fully covered.

This response was placed in Band 1: and gained 4 marks out of 15

Activity 2

Explain how psychological theories can be applied to Ricky's experiences in the case study.

Your answer should focus on:

- (a) key psychological theories linked to this case study
- (b) explaining key principles of each psychological theory
- (c) applying and justifying the key psychological theories in this case study.

(15)

In paragraph ~~one~~ ^{two} Bandura's self efficacy theory can be linked to the ~~case~~ study including Dweck's growth and fixed mindset theory.

In Bandura's self efficacy theory he shows how having high self confidence has an impact on performance making the performer strive to do better. In Ricky's case in paragraph ~~one~~ ^{two} Ricky has a high self confidence and if Bandura's self efficacy is applied here then you can see in paragraph one "Ricky chooses advanced exercise classes at a higher ability than his fitness"

In paragraph three it shows how having a low self confidence also is a key principle in Bandura's self efficacy theory. In paragraph ~~three~~ ^{four} starts to "question his self image" this shows his ~~entire~~ self confidence has become lower and ~~even~~ this even leads him to "stop going gym for a month"

Dweck's growth and fixed mindset can also be applied to this case study. The key principle in this theory is that those with a growth mindset challenge themselves more and will even accept failure as an improvement to later on. Those with a fixed mindset don't really challenge themselves and normally go for the guaranteed win situations and see failure as a setback discouraging themselves.

This can be seen in Paragraph ^{two} ~~one~~ when Ridley has a growth mindset when he accepts a challenge and even encourages himself to do so for the improvement. "He chooses advanced classes higher level than his fitness level to ensure he really challenges himself to improve."

Outcome accomplishment theory is another theory that could be linked to this case study. The key principle in this theory is the comparing yourself to others to boost your motivation. In Ridley's case this could be seen in paragraph ^{three} ~~two~~ when "he compares himself his appearance to other people and he thinks he looks better than them"

This response sits in Band 1 because while they have selected three relevant theories their knowledge of the theories is confused and limited and they have not been able to make secure links to the case study.

Activity 3

In Activity 3 learners had to focus on interventions that would help Ricky to achieve his goals without risking overtraining and burnout. In particular Ricky's goals needed to become more focused. He also needed to work on his self-confidence/self-esteem and manage his arousal levels.

The interventions that were most relevant to the case study were as follows:

Goal setting

Performance profiling

Self-talk

Imagery for self-confidence

Methods to control arousal – PMR, breathing control, relaxation imagery

To gain credit in this activity learners need to do five things: i) identify 4 or more correct interventions specific to Ricky's needs; ii) give a brief description of the intervention; iii) justify why each intervention is needed with reference to Ricky's experiences in the case study; iv) explain the principles behind each psychological intervention by giving sufficient detail for the intervention to be replicated; v) describe how and when the intervention can be implemented in relation to Ricky's training i.e. when would it be practiced and when would it be used.

Due to the high weighting of this activity within the paper, it accounts for 50% of the marks, it was expected that learners would cover at least four interventions and provide detailed information on at least three interventions.

Learner responses were marked by gaining a mark in one of five grade bands:

Grade band 1: 1-6 marks

Grade band 2: 7-12 marks

Grade band 3: 13-18 marks

Grade band 4: 19-24 marks

Grade band 5: 25-30 marks

This response was placed at the top end of Band 4: and gained 24 marks out of 30

Outcome
part
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Activity 3

Goal setting
performance profile
imagery (self imagery)
Arousal control
Self talk

Recommend psychological **interventions** to address Ricky's needs in the case study.

In your answer you should focus on:

- (a) justifying the interventions you selected for Ricky
- (b) explaining the principles behind the psychological interventions
- (c) explaining how each intervention would be implemented.

(30)

Ricky could use goal setting to set short, medium and long term goals to get him back into the gym healthily. By setting goals of different lengths, Ricky would be able to see his progression which will ~~achieve~~ increase his confidence. Ricky could set ~~a~~ SMART goals which would mean his goals are relevant and achievable. His goals should be 'Specific' to his training for example he ~~could~~ ^{could} set goals related to improving his technique. They should be 'Measurable', for example if his goal is to increase the weight he's lifting correctly he'll be able to measure it by his able to increase his number of reps before tiring out. Ricky's goals will be 'Achievable'. He ~~shouldn't~~ set a goal to lift be a lifter in the Olympics in the next 4 years if he was a beginner. Relevant goals will increase his motivation. By his goals being 'Time-bound' it will improve/increase Ricky's motivation to achieve one goal before his set finish date. There are different types of goals Ricky could set himself. These

include Outcome goals which focuses on the larger picture. In Ricky's case it may be getting back into a healthy routine at the gym that doesn't effect his social life. Performance goals could include starting the gym 2-3 times a week once a day. A process goal forms a performance goal, for Ricky it could be going to the gym when he's not tired instead of forcing himself to go. A competitive goal is when the performer is better at the task than someone else. I don't think Ricky should set this goal as it'll cause him to become fatigued again. A mastery goal is the ability to master a task. I don't think Ricky should have this goal either until he has developed a healthy relationship with the gym.

Once Ricky has developed a healthy relationship with

Ricky could arrange a session with the sports psychologist or a personal trainer to complete a performance profile. A performance profile aims to ~~map~~ point out the athlete's strengths and weaknesses and works with goal setting to set goals to improve

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weaknesses. A performance wheel is first filled out by the performer then by the psychologist or personal trainer. For example, Ricky would fill in sections such as 'form of a shoulder press' and 'confidence in the gym' out of 10. It would then be filled in by a professional what his actual score is. By filling this out, it allows Ricky to understand what he is doing wrong as well as potentially explain where his shoulder pain is coming from. Over a period of time performance profiling will increase Ricky's confidence and help to decrease stress.

Imagery can be used to improve Ricky's self-confidence as well as decrease stress and anxiety. If Ricky's form is wrong imagery can be used to perfect it. ~~as well as~~ To do this Ricky can use visual imagery of watching a personal trainer or a video of someone performing a shoulder press correctly. Once ~~they have~~ ^{he has} seen someone else doing it ~~that~~ ^{Ricky will} be able to use self imagery to ~~image~~ ^{imagine} ~~themselves~~ himself performing the shoulder press without injuring himself. Ricky could use auditory imagery to ~~help~~ help associate sounds to an image.

For example, the sound of weights dropping could be associated with a dead lift. This means that Ricky imagines the correct form of a deadlift everytime a weight is dropped. Kinesthetic imagery is associating a feeling to the movement. This could be used by Ricky by performing the exercise with an empty barbell. Not only would this warm up his body but also allow him to perfect his technique before adding heavy weight.

Arousal control it can be used to narrow Ricky's concentration onto one task, ~~thus~~ ~~see~~ It can also be used to reduce arousal and stress levels by reducing heart rate. One technique is controlled breathing. To do this Ricky will breathe on a 1:2 ratio, breathing in for 1 and exhaling for 2. This will reduce his anxiety as he is exhaling more CO₂ than oxygen. Another technique is to do with muscle tensing. Ricky should focus on ~~the~~ one muscle group at a time. During this time he should tense that group for 5 seconds before releasing. By doing this it releases tension in Ricky's body as well as reduces arousal by relaxing the

21

body.

Positive and negative self talk can influence Ricky's behaviour towards a task. Positive self talk will aim to increase Ricky's enthusiasm and self confidence by using phrases like 'You can do this', 'well done' and 'nearly there!'. Shorter phrases will benefit Ricky as they are to the point and easy to gain motivation from. Negative self talk can hinder an athlete's confidence by causing self doubt. Negative self talk includes phrases such as 'You're rubbish' and 'you can't do this!'. The use of cue words can trigger a release of positive self talk allowing for quick bursts of confidence and motivation. Ricky would benefit from self talk as he can use it on days he doesn't want to train but feels like he has to as it will remind him that it is okay not to work out.

This response is at the top of Band 4 and is a good example of a response that shows breadth and depth. The work on goal setting and performance is done in-depth with good justification of the choice of theory, excellent coverage of the theory but there is limited content on how it would be implemented.

Performance profiling is done to a similar depth. If there had been more detailed content on the other interventions, then this response would have achieved a Band 5 mark.

This response was placed in Band 2: and gained 12 marks out of 30

Activity 3

Recommend psychological **interventions** to address Ricky's needs in the case study.

In your answer you should focus on:

- (a) justifying the interventions you selected for Ricky
- (b) explaining the principles behind the psychological interventions
- (c) explaining how each intervention would be implemented.

(30)

Goal setting - so he doesn't overtrain

Imagery - so he can see himself when he reaches

Self talk - to keep him motivated giving him ^{his goal} positive thoughts

GS = SMART

Something to work towards to maintain motivation

Imagery = music to get in mindset

Picture yourself where you want to be

forgetting previous looks/comments

focusing on what you want to achieve.

Self talk = positive mind set

maintain motivation

At the start of the case study, Ricky is unfit and wants to change his look, he begins to see results, but is knocked back when he's told he's doing something wrong. Ricky then rejoins the gym but doesn't have a plan or goals to achieve he just wants see results.

I would recommend goal setting to Ricky as he needs to have something to work towards to keep him motivated, and also

to stop him from overtraining. Goal setting involves setting up SMART targets to help athletes achieve goal properly. SMART stands for specific, measurable, achievable, realistic and timebound. This could help Ricky stay ~~stay~~ stay focused but also allow him to have some time out from training too. Ricky would need to make sure his target is specific to his individual needs, for example improve strength by 10kg ~~in 2 weeks~~ or ~~improve~~ improve cardiovascular ~~fitness~~ ~~by fitness~~ by saying he want to be able to run ~~for~~ 15km 1 minute faster ~~in 2 weeks~~, as this makes the goal specific to his needs. He would also need to make sure that his goal is ^{achievable} ~~measurable~~ for or it could decrease motivation, for example Ricky would need to set lots of small target like improving his strength by 10kg in 2 weeks or ~~improve~~ improving his ~~15 minute~~ ~~runner~~ cardiovascular fitness by 100m ~~in~~ in a 15 minute run. Ricky would also need to ensure that his target ~~was~~ is ~~achievable~~ measurable so he can monitor improvements, for example, measuring an increase in weight or time so that once the targets complete

he will know if he has achieved it or not. He will need to also ensure his target is realistic for example not making a target of improving ^a on ~~volley~~ 15km on the treadmill ~~in~~ by 10 minutes ~~in~~ in 3 weeks as it will never be achieved and will leave Ricky feeling demotivated if the target isn't achieved finally. Ricky needs to give himself a time in which to achieve his target by, for example increasing by 2 reps on back squats in 2 weeks so it motivates him to achieve the goal in the set amount of time given. You can also control frequency of training which will help Ricky not overtrain, for example if to reach a goal you've got 4 weeks you can say you'll train 5 days a week so Ricky will still have 2 days to spend with his peers and allow his body to repair from training. It will also give Ricky something to accomplish so he's not just training to train, he's training to get results.

I would also recommend Ricky using imagery to help him relax and focus his mind on something, as this will keep his

motivation high and it can also keep him seeing his peers. For example, if you get Ricky to imagine himself on holiday with his family or friends, and what he wants to look like when he's there it will motivate him to train hard to get to how he wants to look and also know it would remind him to see and make time for his peers. The principles of this intervention are focusing the mind on one ultimate goal to maintain motivation, relaxing the body if it's under stress and reducing anxiety. Ricky could also use imagery ~~to~~ to relax when he's not at the gym by focusing his mind on something else other than the gym. For example, when he's at home and bored, to stop him going gym he could use imagery to picture himself somewhere else to relax him and put him off going gym to stop him from over-training. In the case study, Ricky was told he was doing something wrong, and instead of him stopping ~~go~~ going to the gym, he could have used imagery to imagine himself doing exercises and then putting them into action to help himself improving

using negative comment as a way to help himself improve.

finally, I would suggest Ricky using self talk to motivate himself in the gym. as in the case study when told he was doing exercises wrong, he could have used self talk to get back a positive mindset and focus ~~the~~ on improving and getting more results. Also self talk would be good for Ricky at the end of the case study to help him focus on a goal to help him achieve results rather than just going to the gym with no goal other than to gain see results. ~~so~~ Self talk is good to decrease stress and anxiety as it puts your mind in a positive place so you ~~can~~ that Ricky can focus on trying rather than what other people think of him. Self talk can also reduce arousal levels, as at the start Ricky was getting told a lot that his results are showing which was a positive thing, but it also could have been negative if he became over aroused. ~~so~~ I would have recommended self talk to Ricky mainly after the

event in which he was given negative comments as this could have helped him overcome the negative comments and use them to improve himself as he then would've stayed motivated and wouldn't have ~~got~~ gone into over training ~~due~~ because he would still have used targets and goal to help him achieve, and he would never been able to stay in a positive mindset.

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This response covers three interventions but there is a disparity in the depth of each intervention. Goal setting is done well with the principles of goal setting covered and some justification for why it is recommended but there is little content on its implementation. Imagery has some content on its principles, and it is justified but self-talk is not done to the same standard as it is covered in a generic way.

Summary

- Read the case study several times, highlight the key content and identify which psychological factors are being covered. As you identify factors you might also think about which psychological theories are closely linked to these factors and which psychological interventions may be used to control these factors;
- Each paper will cover different psychological factors and there will be specific content that has been worded so that it can clearly be linked to specific factors;
- It is most important that you spend time to accurately identify which factors are being covered in the case study as if you select incorrect or less relevant factors it is likely that you will select less appropriate theories to explain the case study and psychological interventions to help the sports person
- When answering questions refer to the content of the case study as much as possible and make sure that the content you refer to is actually in the case study
- Once you have selected a factor or intervention then add in a short definition or description showing that you understand what it is as you will receive credit for this;
- Be selective about which theories and interventions you cover and make sure they are the most relevant for the answer.
- If you cannot fully justify the inclusion of a factor, theory or intervention by using the content of the case study then don't use as it prevents you from covering relevant material which will be awarded credit
- Use the marking grid for each activity to guide you and ensure you cover all the content needed for each activity
- Please click [here](#) for the specification and SAMS

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