



Pearson



Examiners' Report/
Lead Examiner Feedback

June 2018

BTEC Level 3 Nationals in Sport and Exercise
Science
Unit 3: Applied Sport and Exercise Psychology
(31815H)



Edexcel and BTEC qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: <http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2018

Publications Code 31815H_1806_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

Grade Boundaries

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 (Distinction, Merit, Pass and Near Pass). The grade gained for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the 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 should be 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 test 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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link: qualifications.pearson.com/gradeboundaries

Unit 3: Applied Sport and Exercise Psychology

Grade	Unclassified	Near Pass	Pass	Merit	Distinction
Boundary Mark	0	10	20	33	46

Introduction

This was the second series of the new specification, and therefore, the second 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 a retired test and an accompanying Lead Examiner's report to help prepare their learners for this second series.

The question paper followed the same format as the first series and the sample assessment material with a case study split into two parts, one part which is seen and one part which is unseen. There are three activities based on the case study each of which 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 Harvey, a rugby player, was based around arousal and aggression with reference to perfectionism as well. In Part A Harvey shows traits of perfectionism in how he prepares for matches and he illustrates levels of arousal that are appropriate to achieving optimal performance. He also shows aspects of assertive behaviour in his 'hard but fair tackling' which is playing with high intensity within the rules of the game but without intention to cause harm. The potential for Harvey's aggression is set up in the final paragraph as the importance of the event, the local rivalry and Harvey's previous bad tempered behaviour all offer potential for aggressive behaviour.

Part B is characterised by an increase in Harvey's arousal levels and a subsequent decline in his performance. These increases in arousal levels lead to Harvey committing an act of hostile aggression 'a dangerous tackle to deliberately injure an opponent and his resulting sending off.

Individual Questions

As this was the third time that learners had undertaken this type of assessment it was expected that learners would perform better than in the first and second series. This proved to be the case with learners' performance in Activities 1 and 2 being significantly improved whilst there was little change in their performance on Activity 3.

Performance around the pass boundary was much better with significantly more students achieving a pass mark than for the second 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 18-29.

Learners found that marks were most accessible in Activity 1 where they could accurately identify factors and describe their impact in the case study. Performance on Activity 2 showed the greatest improvement between series 2 and 3 with many learners being able to identify appropriate theories and then use the theories to explain the experiences of Jonny's team.

Activity 3 where learners had to recommend and justify psychological interventions specific to Jonny's team was once again not done particularly well as learners often relied on generic interventions rather than interventions that specifically met the needs of Jonny's team. Due to the nature of the case study it may be that learners found it more challenging to select the most relevant interventions.

Individual Questions

Activity 1

In this activity learners had to describe how psychological factors were impacting on Jonny's rowing team in the case study. To do this activity well, learners had to read the two parts of the case thoroughly and draw out the relevant information and then 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 Jonny's team; secondly, with reference the content of the case study show the impact/effect each factor was having in each section 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

Jonny's team. In this case study the psychological factors that had most relevance to the case study were as follows:

- Social cohesion
- Task cohesion
- Group dynamics
- Leadership (autocratic/democratic)
- Self-efficacy
- Arousal

Each case study is designed with explicit references to factors so that learners have identify factors without having to dig too deeply and try to make the content fit factors. For example, in this case study 'they all like to socialise together and often go out for meals' is an explicit reference to social cohesion, while 'they all have similar goals and believe that working hard in training ... is important' is an explicit reference to task cohesion. Self- efficacy is referred to through 'the coach prepares them by showing video clips of races where they have been successful and uses classic races of successful British rowers'. This illustrates 'performance accomplishments' and 'vicarious experiences'. 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 rely on covering motivation and growth/fixed mindsets and while some of the content can be interpreted as being about motivation, as it underpins all human behaviour, there is no explicit reference to intrinsic or extrinsic rewards for the rowing team or that they have fixed or growth mindsets.

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 3-4 factors across both parts of the case study 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 13 marks out of 15

Taskbook

Please do not write answers outside the spaces provided.

You must complete ALL activities in this taskbook.

Activity 1

Describe the psychological **factors** that impact on Jonny's team in **both parts** of the case study.

(15) 13 Act 1

There are many psychological factors that impact the team positively and negatively in all parts of the case study. These factors are cohesion, self efficacy, leadership and mindset.

In part A of the case study the rowing team is an interactive team implying that they all have an impact on the success and they all work together as a team. The rowing team have high levels of cohesion, this is the togetherness of a group or individual to achieve and to be successful. ~~This is evidence~~ The team have task cohesion which is when they all want to achieve the same objective, this is evident in the case study where it says they all share "similar goals" and they believe by being "punctual" will lead them to success. This is having a positive effect on the team as by having ~~upon~~ the same goals and principles will increase team performance. The group are also

very socially cohesive, this is how well the team members get on with each other, this is evident in the case study where it says "they socialise and often go out for meals"; this will have a positive effect on the team as they are forming friendships and this will come in handy when competing as they will have clear communication with each other, they will know when to row at the same time, they bond will be unbreakable.*

However in part B the team aren't as cohesive, this is due to the new member Tom coming in and replacing another rower. This is evident in

the case study where it states that as Tom says "Just because I row with you doesn't mean

we have to be friends", this will cause a massive negative impact on the group as there won't be that clear communication in the group meaning

performance will decrease. Have a fixed mindset where they believe that personal qualities are set in stone and they fear of failing. "Tom is critical of their fitness levels"; Tom scared of failing.

As well as the team being cohesive, the team also have a lot of self efficacy, this is an athlete's belief in their own ability to be successful.

This is true in part A as the team watch "video clips of races when they have been successful",

this will create a massive positive impact on the group as if they have done it once, they can do

it again, they ~~just see~~ By watching the video clips of themselves will make them feel comfortable and they are more likely going to continue when times are tough. The keyword in part A is "believe" & they are think positively and they believe then an increase in performance will happen. However, in part B this self efficacy turns from positive to negative, this is evident where Johnny ~~the~~ team is is "lacking the buzz and anticipation", the keyword believe is no longer a strategy, * all the team are feeling down due to the new member which has caused their team to have a negative & outcome, this can be seen as they came "seventh in the race".

Another psychological factor impacting the team positively is leadership, and this improves their self confidence and self efficacy. in part A the coach has a democratic leadership style where the team and the coach make a decision where all the team has a say, ~~this is evident~~ as they have a "code of conduct with the coach", this has a positive effect on the group as it is an mastery climate, where the coach gives the team positive reinforcement and helps to motivate the team. * The coach

focuses on effort and improvement. The coach has a massive positive impact on the group as they ~~help the team~~ "reassures the team", giving them an increase in self confidence. However in part B the coach turns into an autocratic leader where the coach makes the decisions and the team don't have a say, this will have a negative impact on the group as he won't see views from the team. "the coach does not agree", this will cause tension between the coach and team. The coach in this part of the case study involves a competitive climate, where he's focused on the outcome instead of the improvement. This is evident where the coach says "they have no chance of winning unless they also make changes to their team".

* The team also have a growth mindset where they believe that they can always develop and improve, where it's all not just based on talent. "They all ~~work hard~~" believe that "hard work" is important which has a positive effect on the group because ^{all} their commitment levels are like this then their performance energy and levels will increase.

This answer is done well with an introduction that identifies the factors that the learner regards as being the most important.

The learner identifies five factors in total with task and social cohesion being regarded as two factors and they are discussed separately. The learner also discusses two more relevant factors, self-efficacy and leadership, and does refer to one less relevant factor, growth mindset.

Once the learner has identified a relevant factor they go on to 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. In this case study the impact in Part A is generally positive whilst in Part B they all become negative.

The learner covers four factors in depth so provides evidence of both breadth and depth of knowledge.

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

Taskbook

Please do not write answers outside the spaces provided.

You must complete ALL activities in this taskbook.

Activity 1

Describe the psychological **factors** that impact on Jonny's team in **both parts** of the case study.

(15) Act 1

The main psychological factors that impact ~~Jon~~ Jonny and his team are: Cohesion, Motivation, Attribution and Anxiety. In Case Study A the team has good social cohesion which means that they get on well and socialise, this means that they have become friends and that helped increase their performance. They also had good ~~task~~ task cohesion as they were able to work towards a common goal. With Case Study B being added the social cohesion has decreased as ~~Caran~~ Tom feels that they do not need to be friends to be successful in their races, this also decreases performance as they do not socialise that well.

In Case Study A the team is intrinsically motivated as they all are trying hard to work towards the goals they have set and with the team being intrinsically

~~motivated~~ motivated then that means that they ~~at~~ will work harder in training to improve and not plateau. This leads to an increase in performance as the athletes are working hard.

The team is attributing success to external factors and failure to external factors and this means that they are attributing correctly and this is positively affecting the team. This can then lead them to becoming more successful.

At the end of Case Study A there is anxiety from Jonny as there is a chance of him being dropped from the team. High anxiety can lead to a decrease in performance and an increase in being dropped from the team. If Jonny had low anxiety that ~~would~~ would increase his performance and secure his spot from being dropped.

This learner has identified five factors, of which only two are relevant to the case study. Task and social cohesion are relevant, and the learner covers these in a very basic way and has made very limited links to the case study.

This response is a good example of how a weaker learner can take generic factors and then try to fit them to the case study content as they are not able to provide specific evidence to back up the presence of factors such as motivation and attribution.

Activity 2

In this activity learners had to explain psychological theories that account for the experiences of Jonny's team in both parts of 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 Jonny's team in parts A and B of 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 the experiences of Jonny's team.

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

Carron's model of group cohesion
Tuckman's stages of group development
Bandura's self-efficacy theory
Autocratic v democratic leadership
Chelladurai's model of group leadership
Arousal-performance relationships (Drive theory/Inverted U hypothesis)

Need achievement theory, Achievement goal theory and self-determination 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.

The Ringelmann effect and social loafing theory were also common choices but they had limited relevance here as they relate to team members giving less effort due to the increase in the size of the team. In this case study the group size stayed constant at 4.

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. In this case study the key theories were Tuckman's stages of group development, Carron's model of group cohesion and Bandura's self-efficacy 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 14 marks out of 15

Activity 2 Arousal - Efficacy - leadership - cohesion - group.
5 4 3 2 1

Explain how psychological theories can account for the experiences of Jonny's team in both parts of the case study.

(15) 4 Act 2

The rowers show signs of an interactive team, this is because members work together and share goals. There is good interaction and coordination. As performance increases cohesion increases.

Tuckman's group development can be applied. There are four stages to becoming a team. The more effective, the performance will increase. First stage is forming, this is where roles are determined and strengths and weaknesses identified. Second, Storming, there is conflict, Tom does this when he 'does not join', the team. Tom also challenges authority within the team. This supports the idea that in part B the team are storming. Third norming, where members cooperate and task and social cohesion increases. Fourth performing, progress made, there is trust and support. In part A, Jonny is in this stage, resulting in high performance. This is supported by the group sharing goals and achieving objectives. All factors that make up the ~~storming~~ performing stage

of Tuckman group development.

Cohesion is a major factor in A and B. Using Carron's model of cohesion we can identify the factors affecting the cohesion and why performance has decreased.

First, the team, Johnny's team has been together over a year and have a lot of past experiences together, the more win and losses ~~can~~ result in a close bond.

Second, the leadership style, although the coach has good qualities, the change in his style to very Autocratic in part B is a factor in the decrease in cohesion.

Third personal, individual characters that make up the team, in A the team agree on goals and code of conduct. ~~In B~~ resulting in high cohesion. In B the team are not agreeing, resulting in low cohesion and poor performance. ~~It~~

Fourth, Environment is a factor. The team in A are close and meet up but in B there is ~~not~~ no mention of meeting up. Tom refuses. This leads to low cohesion and a

decrease in performance.

The coach has a big impact. Using Chelladurai's multidimensional model of leadership. Where teams performance and satisfaction are determined by the leader behaviour.

The situational effects mean the four man team and the high strength of the opposition.

Leader skill, and member age all affect the behavior of the leader. The required behaviour of the leader that is specific to the group must be recognised. Also preferred behavior.

Jerry ~~matter~~ makes it clear that the preferred behavior is to, 'discuss who is in the team'. These two impact the Actual behavior seen. The coach acts in a autocratic way. Not considering the team, only winning because of other teams making changes. This affects the performance and satisfaction of the players. The performance and satisfaction of player will impact the leader behavior.

This is seen as the coach 'tells the team they would benefit from the support.' This shows the coach has recognised an issue and changed his behaviour.

Self Efficacy is high in A, increasing performance and low in B, decreasing performance. Using Bandura's theory we can suggest the Four factors of self efficacy. The high expectations seen in part A will be created by four factors. Verbal persuasion, 'the coach reassures' and 'communicate well' both feature in A. Vicarious experiences, 'Video clips' are shown and Jonny's team have a lot of past experience that increase efficacy. Emotional arousal, 'not overly worried' this shows in A there is good cognitive skills in Jonny's team. And performance accomplishments, 'beaten opponents in the past' this results in high expectations. of ~~efficacy~~ efficacy. In B however these four factors are low, the team doesn't have good communication, any vicarious experiences due to the recent addition of Tom. Emotions are also different due to the conflict and Low cohesion, also the team 'lack the buzz'. In addition, as a new team with Tom they have no performance accomplishments, as a team. These four factors that have been disturbed in B show

low efficacy. This is supported by the evidence in the case study and by the decrease in performance.

Arousal is optimum in A. This is linked to the inverted U theory. This explains the link with performance and arousal.

When arousal low, performance is low. When arousal medium performance is very high, and if an athlete is over ~~aroused~~ aroused, we can expect to see low performance. Jenny's team are performing high with optimum arousal in A with good control of emotions, in B, the team are 'lacking the buzz' showing low arousal and therefore low performance, which the case study supports.

Due to fear, change in routine, a sense of ambiguity and confusion this has increased competitive anxiety in the team. Lead to the team returning to storming stage.

This response sits in the higher end of Band 3. The learner has chosen four relevant theories and covered three of them in detail and one less fully. The work on Tuckman's model of group development has detailed content on each of the four stages and how they relate to the case study. The work on Chelladurai's multidimensional model of leadership and Bandura's self-efficacy theory are equally detailed.

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

Activity 2

Explain how psychological **theories** can account for the experiences of Jonny's team in **both parts** of the case study.

(15) Act 2

The Self determination theory can account for Jonny's team's ~~ex~~ experience in part A, this is because all 3 psychological theories are met. competence is ~~met~~ ^{met} because ~~at~~ the whole team have the ability to do something successful as it states they have done in past races. Autonomy, this is shown ~~that~~ because the whole team is self determined to do something successful. Lastly, ~~relatedness~~ relatedness, this is the main one within a team this is because you must be able to work well ~~with~~ with people, because these are all met the self determination theory states that people are more likely to be intrinsically motivated towards an activity such as rowing.

Drive theory could account for experiences of Jonny's team because this believes high levels of arousal such as ~~competition~~ ^{competition} would intensify the dominant response and increase ~~the~~ the quality of performance which is shown in part A but it also states, for

beginners ~~beginners~~ ~~beginners~~ the dominant response may be incorrect so high level crowd may lower performance shown in part B.

The need for achievement theory refers to when an individual has a desire for significant accomplishment, mastering of a specific skill or even have high standards. Johnny's team show at least 2 of these in part A when they are all together, this probably helped improve performance because high standards makes you try harder, put more effort in and that mixed with the desire for significant accomplishment more ~~likely~~ ~~than~~ likely makes the team intrinsically motivated.

The catastrophe theory holds some account for their experiences because in part A their performance is affected by crowd and attention and concentration levels increase and so did performance but in part B this dropped and so did their performance.

lastly, the ringelmann effect, this is a phenomenon where when the group size increase

the individual productivity of the group decrease
caused by Motivation loss. ~~It~~ This is not as
exactly the same but a new person
joined the team which caused motivation
loss and the team to decrease.

This response sits in Band 1 because the selection of theory is generic and shows limited relevance to the case study. However, the learner does receive some credit as they have selected one relevant theory, Drive theory, and shown some knowledge of the psychological theories that they covered.

Activity 3

In Activity 3 learners had to focus on Part B of the case study as this is the section where Jonny's team start to experience problems with cohesion and team dynamics and this impacts significantly on performance outcomes and the psychological preparation of the team. The arousal levels of the team also drop significantly as the team don't feel the normal pre-race excitement and buzz from competition.

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

Goal setting (to achieve group/mutual goals)
Performance profiling (to enhance group dynamics/performance)
Self-talk
Methods to increase arousal – pep talks, use of music, energising imagery
Imagery for mental rehearsal

Intervention to lower arousal levels, such as PMR and relaxation imagery, were not relevant in this case study as arousal levels are already too low.

In this activity learners need to do four things: i) identify 3-4 correct interventions specific to the needs of Jonny's team; ii) clearly justify why this intervention is needed with reference to the experiences of Jonny's team in the case study; iii) explain the principles behind each psychological intervention by giving sufficient detail for the intervention to be replicated; iv) describe how the intervention can be implemented before and during competition 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 three to four interventions and provide detailed information on at least three interventions.

This activity was completed poorly as many learner responses were generic in nature in that they selected techniques without specific references to the case study. They did not use the case study content to justify their choice of intervention or accurately explain how each intervention could be implemented. Learners often said, 'in my opinion' or 'I would suggest' without any thought of what would be most appropriate or justifying their answer in relation to the case study content.

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 in Band 4: and gained 21 marks out of 30

Activity 3

Recommend psychological **interventions** to meet the needs of Jonny's team in case study **Part B**.

In your answer you should justify any recommendations made and explain how the interventions would be implemented.

(30) 20 Act 3

many psychological interventions can be used to change Jonny's team performance in a positive way to meet the team requirements and needs; some being for motivation as a team, some to help cohesion, some to help leadership and some interventions improving arousal of members pre-races.

The first intervention that can be used is performance profiling. This is when the ^{expected} performance of members of the team is compared to actual performance, and seeing where strengths and areas of improvement are needed within a team to improve together. This intervention can be used within the team by firstly identifying skills required for rowing (both physical, e.g. strength in abdominals and rhythm) and psychological (determination etc). The skills identified are then assessed by the coach for the members and ranked on a scale of 0-10 (10 being perfect and zero being poor). The same is then ranked but by the athletes themselves for their perceived strengths & weaknesses. After this, they should then compare differences in scale; areas with

major differences in scale can be the areas in which requires improvement (training focuses). Goals both individually and team goals can be created to improve motivation and performance (gives Johnny's team something to work towards; a common goal) and also allows them to evaluate and reflect on achievements and failures (shows them how they need to work together to improve not only individual skills / intrinsic motivation, but also outcomes / extrinsic motivation source. An example of a weakness found in profiling stage may be lack of communication during races. The coach will then direct training drills to improve this skill and the group members (all 4 of them) will know that they need to focus on this. Then in the next race the target will be to communicate more; & they can reflect on whether this was achieved through video clips and peer / coach feedback.

Goal setting is also another intervention that can be used to improve group cohesion. By setting different length goals (short term, medium term and long term), the team will be provided with an ongoing source of direction they will work towards together (ongoing

interaction over time will improve both task and social cohesion). an example of a short term goal for Jonny's team would be; before the next training session, they must all eat lunch together for 3 days in a row. This will improve social cohesion by increasing time spent together, reducing distance away from one another and also giving them another reason to interact other than just in the boat. Different types of goals can also be used to set aims; outcome, performance, process^{competitive,} and mastery goals. Through setting goals with different aims and results; the group is able to work together in a diverse manner to be successful in not just one way, but many different ways (this will result in a better quality performance). An example of how some of these goals can be implemented are as follows:

outcome = "win at least 2 races in the next month"

performance = "Tom must communicate with all 3 members within the race, using clear instructions and way of speaking"

process = "all members should increase plank length in training by 20 seconds in the next 2 weeks"

mastery = "Jonny must reduce amount of negative feedback and instead increase positive & critical feedback to others about skills seen in training"

When goals like this are set for the team, you must ensure that they are SMART targets as it helps improve the satisfaction and practicality of completing goals (feel more motivated & work together to be successful). SMART targets are targets that are specific, measurable, action oriented, realistic & time contained (all my examples previously provided are smart). Once these goals are set, Jonny's team should not only see an increase in motivation but also an increase in group cohesion.

Another set of interventions used are energising techniques. These aim to increase arousal levels of the team as a whole; and therefore include performance pep talks from the coach should continue like the ones in part A. Positive statements such as "you can do this" should be included to increase enthusiasm of the team members and make them feel intrinsically motivated. They should be personal so the members believe what the coach is saying (e.g. saying "Tom you may have worked alone before, but now you have 3 other people helping you out; so use them in an effective way"). Listening to music before races should be incorporated into routines;

all 4 members of the rowing team should pick up beat songs they enjoy; and listen to them together in the changing rooms to increase focus and positive attitude (body is more ready & aware to perform well)

Along with this, increasing breathing rates will also increase arousal levels due to increasing amount of oxygenated blood to muscles; activating them and getting heart to beat faster. By Jonny, Tom and other two members doing this, their body will feel more prepared (and will be more aware and likely to row in time with each other; increasing overall performance and physical state)

Not only this but energising imagery can be used (like the coach did in part A by showing video clips on professional athletes) by using different forms including visual, auditory, ~~visual~~, kinesthetic or keywords. All these forms will increase member arousal by showing them, making the experience aspects of a successful performance (prepares them for what to expect). examples of how the coach could include imagery is:

- visual = putting clips of pro rowing teams & high energy images
- auditory = playing clips of crowd cheering.
- Kinesthetic = placing them in the boat for pep talk to feel motion of the water.
- keywords = including words such as "speed", "synchronisation", "succeed" in pep talk.

By including all of these interventions in training, pre-race warm up, and general time, the members should all feel more motivated, connected, and prepared for upcoming races. They will be more willing to cooperate with each other and the coach; and hopefully end up entering the performing stage of group development.

This response falls into the middle of Band 4 and is a good example of a response that shows breadth and depth. The principles of each of the interventions are covered in detail and there is a good description of how each one could be implemented.

In order to get into Band 5 there would need to be more content that justifies why each of these interventions is an appropriate choice for the team in this case study.

This response was placed in Band 2: and gained 11 marks out of 30

Activity 3

Recommend psychological **interventions** to meet the needs of Jonny's team in case study **Part B**.

In your answer you should justify any recommendations made and explain how the interventions would be implemented.

(30) | Act3

Within Case Study part B, Johnny's team are struggling to get along and also to work well as a team. The first thing I would suggest in terms of interventions for Johnny's team is goal setting. This is used to develop motivation which the team appear to lack within part B. It is usually enforced through the SMARTS principles. These are, specific, measurable, action orientated, realistic, time constrained and self-determined. This can be used for all goals both short and long term, also competitive goals to achieve specific things within competition or mastery which is simply mastering a skill. This could be implemented through adjusting the SMARTS principles to the team and their needs and putting in place a goal such as to be ready and at best performance for the championships in 4 months time. Another thing would be to imply arousal control techniques, this helps to raise and lower arousal in order to enhance performance and to help to reach IPS. This would benefit the team in order to help them get

aroused as they weren't in part B "lacking the buzz and anticipation they usually have". This will help to get them ready for performance and can be implied easily through pep talks beforehand by either the Coach or the Captain. Relaxation techniques are also a good way in order for individuals to calm down after a tough training a win or a loss. It can also help if a player is riled up and angry, it can be implied by getting them to do things such as breathing control. Very relevant to part B is energising techniques, the purpose of these are to increase individuals arousal levels to optimal point of arousal this would benefit Tompkins team as they lacked arousal throughout ~~the~~^{their} performance. This can be done through listening to upbeat music before the competition, or receiving a pep talk by your coach before going out to compete. Imagery would be a very beneficial intervention for the team, as it helps to reduce stress pre performance, it can also benefit on improving self confidence. Imagery can be things such as visual, which may be showing videos of your team at a previous event being successful such as in part A, Auditory which could be

Speeches, music or sounds, and kinesethic which is all to do with your mind and thoughts. Positive Self talk could also be beneficial for Johnny's team and can be easily persuaded. It involves talking to yourself, out loud or auditory, giving yourself feedback and encouragement, negative doubts - Convincing yourself to think positively rather than negatively in ~~different~~ different scenarios. Building arousal, and Controlling Self Confidence. These are all beneficial to Johnny's team and will be needed in order to ensure that as a team they improve and remain motivated. Energising imagery is another aspect that could be used in order to help the team bond and come together positively, this can be done through images as well as declarations. The team could do this

Although this response covers a breadth of interventions there is very limited detail on all except for goal setting. Several energising techniques are covered but the learner would have achieved a higher mark if they had focused on covering 2 or 3 of them in more detail rather than just skimming the surface of each. Also, the content on PMR is not creditworthy.

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
- Draw information from both parts of the case study when asked to in the question, such as for Activities 1 and 2 and just from Part B for Activity 3
- 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

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

