

L3 Lead Examiner Report 1906

June 2019

**BTEC Level 3 Nationals in Sport and
Exercise Science**

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

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June 2019

Publications Code 31815H_1906_ER

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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, 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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Unit 3: Applied Sport and Exercise Psychology.

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	23	35	48

Introduction

This was the fifth series of the new specification, and therefore, the fifth 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.

The case study looked at the impact of stress, caused by a series injury, on Jade resulting in both cognitive and somatic anxiety and anxiety impacts on her self-confidence. In the early part of the case study there is content that shows that Jade has a growth mindset which is nurtured by her coach who also uses attributions to effort to develop the growth mindset. After Jade's injury she displays cognitive anxiety (worried about running at full speed and the muscles that had been damaged, thinking about getting injured again/playing well) and somatic anxiety (tight chest). There is behavioural anxiety as well (can't sit still, pacing around the changing room). Jade's arousal levels change throughout the match as she starts by being relaxed and fully focused (optimal level of arousal) to avoiding the ball and not helping her teammates where her arousal levels have risen to the point where she seems to be choking. Jade's loss of confidence is shown when she starts to pass the ball rather than dribble and stops making runs down the wing until finally she feels that she won't be able to play like she did before.

Introduction to the Overall Performance of the Unit

As this was the fifth 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 all activities and especially in Activity 3 as they seem to be devoting more time and energy to this activity that carries twice as many marks as the other two activities. Learners have become better at justifying the selection of their interventions and explaining the interventions and how and when they are implemented. Learners are also becoming more adept at explaining psychological theories and applying them to the case study, which is a difficult skill.

Performance around the pass boundary was much better with more students achieving a pass mark than in previous series. Performance at the top end has improved with slightly more students achieving a distinction grade. Most learners accessed marks in the lower grade band between 25-35.

Individual Questions

Activity 1

In this activity learners had to describe how psychological factors were impacting on Jade 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 Jade; 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. Credit was also awarded for defining or explaining each factor that was selected.

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 Jade. In this case study the psychological factors that had most relevance were as follows:

Stress

Anxiety (cognitive and somatic)

Arousal

Self-confidence/self-esteem/self-efficacy

Growth mindset

Attributions (to effort)

It is really important for learners to identify the key issues specific to the case study. For example, in this case study stress, arousal, anxiety and self-confidence were the key factors with growth mindset and attributions also being present. Learners will only receive full credit for selecting these specific factors rather than generic psychological factors.

In particular, learners seem to focus on motivation which has very limited relevance to this case study and as a result will receive very limited credit. When motivation was

covered in 1901 series there were very explicit references to motivation, such as '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. If extrinsic motivation was present as a factor the case study would say something like 'she really enjoys winning medals and trophies'.

There is a maximum amount of credit that can be awarded to each factor so there is no need to write everything you know about each factor. You will receive credit for identifying a factor, defining it or explaining it, showing where it is present/impacting in the case study (most important) and whether the impact is positive, negative or both. Credit can be awarded to each factor that the learner writes about.

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

Activity 1

Describe the psychological **factors** that impact on Jade 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 Jade's performance.

(15) Act1

In the case study there are lots of psychological factors that impact on Jade's performance. These include self confidence, anxiety, stress, resilience and motivation.

self confidence is a psychological state empowered by an athlete's belief in their ability to be successful. High self confidence will increase ~~an performers~~ athletes performance due to good concentration and positive emotions that will encourage a Need to achieve and growth mindset which will lead to mastery orientation - a high achiever who is successful and expects success. Low or over confidence will lead to poor concentration, judgement and decision

making due to missing important stimuli and a lack of preparation. Low self confidence will also lead to a need to avoid failure and fixed mindset which will result in learned helplessness. The belief that failure is inevitable and no control can be had over the causes of failure. Jade experiences ~~low~~ ^{good} self confidence ~~after~~ ^{before} her injury as she is 'positive and committed'. This shows that she is concentrating on her performance and is showing an approach behaviour which is impacting her performance positively and improving her technique. After Jade's injury she suffers from low self confidence shown by: 'however, now she does not run at full speed because she worries about getting injured again'. This is Jade showing avoidance behaviour ~~because~~ due to a previous incident she has had. This is negative for Jade's performance because she is holding back so won't perform at her optimum anymore. This is because she is now fearing failure so doesn't want to fully commit in case she fails again. Jade

low self confidence is also shown by 'thinking about ~~if she~~ whether she will play well'. This will impact her performance negatively because she is doubting her full potential and has no belief in her ability to be successful. In the cup semi final during half time Jade 'tells her coach she is scared of getting injured again and says she will never be able to play like she did before'. This is bad because she has lots of negative emotions which will impact her self esteem and performance negatively due to low concentration. It is also a fixed mindset. 'Jade is upset' shows she hasn't performed how she wanted to. Overall Jade's low self confidence has impacted her performance negatively.

The next factor that impacts Jade's performance is anxiety. Anxiety is an extreme form of nervousness, apprehension, worry, uneasiness or eagerness. There are two types of anxiety: somatic ~~and~~ (an athlete's physical symptoms) and cognitive (an athlete's thoughts or worries). Jade ~~suffers~~ experiences somatic anxiety.

when it says 'chest is tight' this is bad for her performance because it shows she is tense and leads to her 'not sleep well' so she won't be able to perform at her optimum the next day. Jade also experiences cognitive anxiety when 'she keeps thinking about whether she will play well or get injured' and 'has nightmares'. This ~~is~~ will be negative for her performance as she is showing self doubt and criticism which will lead to avoidance behaviour, need to avoid failure and a fixed mindset. She will also begin to feel like failure is ~~is~~ inevitable due to learned helplessness which is not good. There are two types of anxiety state and trait. State anxiety is an immediate but temporary level of anxiety in a certain situation which Jade has before her match shown by 'before the match she paces around the changing rooms'. This is bad because she won't be concentrating on necessary things such as tactics but be focused on her worries instead. Trait anxiety is the inclination of a person to

perceive a situation as threatening. Jade's trait ^{and cognitive} anxiety would have increased after her injury which is why she is now so worried the night before the match 'can't eat much', 'dry mouth', 'worries'. This is bad and will decrease her performance due to a lack of concentration and attentional narrowing (leading to panic and poor decision making) and an avoidance behaviour. * where she will remove herself from a situation which is shown when at half time she 'asks if she can be substituted'. Anxiety negatively impacts Jade's performance and psychological well being.

Jade is also impacted negatively by stress. A psychological and physiological response to demand put on the body. She experiences distress - a bad form of stress where concentration and ability to learn is reduced. Shown by 'she is passing the ball too quickly' and 'shaken up' which will impact her badly. There are 4 signs and symptoms to stress and anxiety: cognitive, somatic, biological and behavioural. Jade shows^a cognitive response to stress (worries)

This answer is done very well with the learner covering three factors, self-confidence, anxiety and stress, in depth. They have given a clear definition or explanation of what this factor is and then made 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. This is an example of covering factors in depth to achieve maximum credit and alternately they could have covered 4-5 factors in less depth to achieve the same outcome.

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

Activity 1

Describe the psychological **factors** that impact on Jade 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 Jade's performance.

(15) Act1

In the ~~case~~ case study there are many psychological factors that ~~are~~ ^{are} in the impact on Jade's performance. The key factors that have been picked out ~~confidence~~ ^{are} distress, self efficacy and motivation.

Motivation is a key psychological factor. There are different types of motivation external and internal, this case study shows that there ~~is~~ is internal motivation. Internal motivation is when the motivation comes from inside you and not from a coach or someone else, internal motivation is also ~~when~~ when you use your own drive and strength to perform or ~~train~~ train to your best ability. The effect this has on Jade's performance is that her external motivation is strong ~~post~~ ^{pre} injury because she trained hard and wanted to do well therefore this has a positive effect on her performances. There is another

effect of internal motivation in Jade's performance, Post injury she begins to lose the motivation to want to do well. This comes down to ~~to~~ how she is feeling before the match, however this particular situation has a negative affect on Jade's performance because she begins to lose focus.

~~Another key psychological factor~~

Another key psychological factor that this case study defines is goal setting. Goal setting is when you set an overall goal with little goals to help you achieve your overall goal to your best ability. ~~The impact of this~~ The effect this goal-setting has on Jade's performance is that post her injury, she began to find it difficult to get back to where she was.

This was because she kept finding little hurdles that came her way that prevented her from achieving the overall goal that she set herself. Pre Jade's injury she was achieving the hurdles and was achieving her overall goal. This was due to the fact she had improved so much.

The final psychological factor that this case study defines is distress. Distress is a bad type of stress, this type of stress is when you are negative about everything and become

Worked up about the other opponents and the past ^{or} ~~and~~ present situations. This type of stress will enable you to become nervous about something or someone specific. This type of stress impacts on performances because athletes with this type of stress give up and use failure as a negative outlook. The effect ~~to~~ that this stress has on Jade's performance is that post her injury, ~~before present~~ she began to become worked and up tight that she would become injured again. This had a negative effect on Jade's performance because she was feeling very low and anxious. There was also a positive effect that this has on Jade's performance is that it showed her emotion for the sport and for herself.

This learner has identified three factors, of which only one has specific relevance to the case study. One is not actually a factor but is an intervention.

The majority of the credit is awarded for the work on stress/distress. The learner explains stress and then shows where it is present in the case study and attempts to show its impact on Jade.

Activity 2

In this activity learners had to explain psychological theories that account for Jade'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 Jade in the case study.

Ideally a learner would cover at least three 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 other theories with clear and coherent links to the case study and how it could explain Jade's experiences. Credit can be received for all theories that are covered so a learner can receive credit for depth and breadth of knowledge.

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

Multidimensional anxiety theory

Inverted U hypothesis

Catastrophe theory

Individual zones of optimal functioning

Vealey's multidimensional self-confidence model

Bandura's self-efficacy theory

Dweck's mindset theory

Weiner's attribution theory

Motivation theories (need achievement theory, achievement goal theory) were poor choices of theory as there is no explicit evidence in the case study to support their relevance. Thus, they attracted limited credit.

Most students were able to identify multidimensional anxiety theory, inverted U hypothesis, catastrophe theory and Vealey's multidimensional self-confidence model as they key theories and there was sufficient content in the case study to apply these theories appropriately.

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

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

Activity 2

Explain how psychological **theories** can be applied to Jade'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) Act2

One theory linked to the case study for Jade is Vealey's multidimensional model of sport confidence. This is where it shows how past experiences affect sport confidence and how this affects performance. It is made up of 4 things. 1. constructs 2. sources 3. consequences 4. factors.

Constructs means what makes the self confidence and why is the athlete like this. Sources mean is there any past-experiences that explain why this is and if so does the athlete reflect back on these. Consequences are the negatives of not having enough or even having too much sports confidence * for the athlete this is reflected on to identify what confidence they have and what needs to happen to help it. The athlete will look back on past-experiences, what has happened, what caused it, what impact that has made and what influence there.

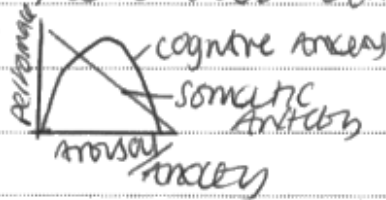
* Factors are what influence what's happening and the key reasons behind it.

This is linked to the case study as Jade is looking in sports confidence. The factors, forces and concepts identified explain why and the consequences will state what happens after that affect her performance. By Jade not being confident her performance is likely to drop as she will not do as well.

Another theory I have identified is the reversal theory. This is related to anxiety and if performance is enjoyable and enjoyable for the performer then they are more likely to have an increase in performance and play better. Whereas if they are worried or nervous then they are more likely to have a decrease in performance because they are highly anxious about it. This can be applied to Jade in the case study because Jade was anxious, nervous and worried about her performance giving her a decrease in how well she played.

Linking to the reversal theory the multi-

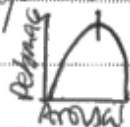
- dimensional anxiety theory also links to anxiety and how this affects performance
 this theory is:



It is the relationship between cognitive anxiety and somatic anxiety and its effect on the athlete's arousal and performance. Cognitive anxiety and performance leads to an inverted U and an optimum arousal level. Whereas somatic anxiety and performance leads to a negative decrease in arousal. Jade's cognitive anxiety stays low and somatic stays high. Jade's cognitive anxiety meant that she had an optimum arousal level and this was during the start of the game. Her somatic anxiety was high at the start of the performance but wore off after a while, explaining the decrease in anxiety over time on the graph. Jade's anxiety affected her performance in the beginning but overall made little difference as her somatic anxiety decreased.

These graphs link closely to the inverted U theory. ~~this is also linked to~~

arousal and how this affects performance. The inverted U theory is about an athlete's optimum arousal and if their arousal is too high or too low then they can experience a drop in performance.



Jade experienced this where before her injury her ~~opt~~ arousal levels throughout her performance was at optimum levels ~~at the~~ whereas after her injury, coming back to perform for the first time her arousal levels were too low causing a drop in her performance, meaning she didn't play as well as she used to.

The last theory I have identified in Jade's case study is Dweck's mindset theory. This is about an athlete's mindset and whether an athlete has either a growth or a fixed mindset.

A fixed mindset is about not feeling they can improve and ~~there~~ their performance and skill ~~stays~~ stays the same and is set in stone whereas a growth mindset is about knowing you can and wanting to improve. Jade has a

growth mindset in the beginning with training as she can 'train' to improve her speed' however this changes after her injury as she does not commit fully and doesn't believe she can go back to being as good as she used to be. This is having a fixed mindset and creates a negative impact on her performance 'she says she will never be able to play like she did before' 'she asks to be substituted'.

This response sits at the top of Band 3. The learner has chosen six theories, five of which are fully relevant to the case study and covered them in detail.

For each theory they have received credit for identifying the theory, explain the theory and showing how it explains the experience of Jade in the case study. This example shows both depth and breadth, and they would still have received the same mark if they had not included reversal theory which had limited relevance to the case study and thus attracted limited credit.

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

Activity 2

Explain how psychological theories can be applied to Jade'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) Act2

To begin, the first psychological factor that is effecting Jade would be motivation and this factor comes with the most suitable theory for this factor which is the ^{Need achievement goal} ~~Self-determination~~ theory, this theory states that ~~there are two types of players~~ ~~in playing sport~~ there are two different types of players such as the NACH and NAF athletes and depending on what type of athlete they are it reflects on their performance such as a NACH athlete likes to improve themselves and they like challenges as they are also optimistic whereas a NAF athlete shy's away from challenges and doesn't believe in growth and development as they are pessimistic. In this case study it states that in the beginning of the case study ~~the~~ Jade begins as a NACH athlete as she loves to train on improving her speed as it even states she has "improved"

So much over the last year", as Jade is a NAF athlete in the beginning of this case study as this has a positive effect on her performance as "her name is now ~~is~~ one of the first on the team sheet". However as you progress it is very clear due to her recent injury it has damaged her performance and belief in improvement, as a result this has clearly changed Jade into an NAF athlete and in this case study it states that "She doesn't run full speed because she worries of getting injured again" this shows ~~she~~ Jade becomes very pessimistic as she ~~doesn't~~ believes that if she does go back to what she played there is a very high possibility she will get injured. ~~As~~ AS you progress in this case study ~~Jade~~ Jade is still seen to keep the NAF athlete mentality as she even avoids challenges when she plays as it states that "Jade passes the ball too quickly to avoid tackles" and as a result her performance is "noticeably worse"; this leads Jade to telling the coach "if she can get substituted" off the pitch.

In addition, the second ~~factor~~ ~~factor~~ psychological factor that is effecting ~~the~~ Jade would be mind-set and this factor comes with the correct theory which is Carol Dweck's mind-set theory.

This theory states that athletes are separated into two categories such as the NACH and NAF athlete and depending on whatever type of athlete they are be it NACH or NAF this has a significant effect on their performance. Such as a NACH athlete is seen to be optimistic and they like a challenge, NACH athletes also like to develop their skills set and they believe that there is always room for growth and development, on the other hand a NAF athlete is shown to be pessimistic and they seem to shy away from challenges and they also avoid socialising with teammates as a result NAF athletes believe that growth is static and you cannot develop it it should stay the same always.

Once you apply this theory to the case study about Jade it is very clear that Jade

begins the case study with a very good growth mind-set

In addition the third psychological factor that is affecting Jade would be stress and anxiety and this factor comes with a theory which is the ~~the~~ ~~the~~ ~~the~~ 4 stage stress and anxiety response and this theory states that every athlete when stressed would go through 4 certain stages

This response sits in Band 1 because they have only selected two theories, one of which is fully relevant to the case study. This learner has received some credit for showing a knowledge of psychological theories, but the poor choice of theory limits this credit to Band 1.

Activity 3

In Activity 3 learners had to focus on interventions that would help Jade to control her arousal levels, reduce her cognitive and somatic anxiety and build up her self-confidence

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

Progressive muscular relaxation

Mind-to-muscle relaxation (relaxation imagery)

Breathing control

Self-talk

Imagery for self-confidence

There was some limited credit awarded to students who covered goal setting and performance profiling, especially when related to developing self-confidence or reducing anxiety. Credit would not be awarded to interventions that increase arousal as these are not appropriate for an athlete who already has high arousal and anxiety levels.

To gain credit in this activity learners need to do five things: i) identify 4 or more correct interventions specific to Jade's needs; ii) give a brief description of the intervention; iii) justify why each intervention is needed with reference to Jade'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 Jade's training i.e. when would it be practiced and when would it be used. Learners can receive credit for all the relevant interventions that they cover.

There has become a tendency for learners to not fully describe some of the interventions and make a comment such as 'they are available on YouTube or the internet'. This approach would not attract any credit.

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 28 marks out of 30

what why how when

Activity 3

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

In your answer you should focus on:

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

P
 PWR
 MUSIC
 breath
 goal
 SSMI
 SMART
 PEP
 self talk
 Imagery
 relax ✓ (30) Act3

Goal setting is a good psychological intervention for Jade to use.

Jade could set short, medium and long term goals.

Short term goals last 0-3 months.

They are there as an immediate source of motivation as when they achieve them they will feel motivated, they are used to keep focus on what needs to be improved. A short term goal for Jade could be to sprint with the ball towards defender.

medium term goals last 3-6 months they

are there to bridge the gap between short and long term goals and act as a stepping stone to the long term goal. a medium term goal for Jade could be to score a goal from running with the ball. medium term goals are to make long term goals seem not as overwhelming.

A long term goal lasts from 6 months

onwards. This is the ultimate aim. It may seem overwhelming but the short and medium term goals help prevent that from happening. Long term goals could be goals wanted to be achieved by the end of the season. They give the performer something to look to in the distant future. A long term goal for Jade could be to compete for her regional team this is suited as she is already one of the best in her country team.

These 3 goals would be suited for Jade as it will increase her confidence and improve her mindset.

She could also set SMART goals: Specific, measurable, action orientated, realistic, timed and ^{self} demanded

S: goals should be specific and have a focus this will help the performer to know exactly what the goal is asking for.

M: With the goals being measurable it allows the coach to assess whether goals have been met, this could be an amount of goals or time spent dribbling the ball.

A: goals should be action orientated

This means it should include skills which need improvements leading to goals to be achieved, goals should be performance based rather than outcome based as it will reduce anxiety and stress especially with Jade being so under confident performance based goals would be more suited.

R: goals should be realistic if the goals are too easy the athlete will de-incentivise the reward of achieving the goal as they would have had to work as hard for it, if the goals too hard it will demotivate performer as they will give up due to it being out of reach.

T: goals should have a time limit on them to prevent performers from putting the goal off. For Jade this could be based on matches or weeks.

S: goals should be self-defining, this is where the goals are chosen by the performer. If Jade chooses the goal herself she will more likely achieve it because she chose it and she would feel in control, like she has a responsibility.

Goals could either be process performance or product. For Jade I believe goals should be performance based as it will prevent anxiety which would be caused by product goals being the outcome. Also she doesn't currently need any process goals as she has no issues outside football. Therefore performance based goals such as improving her confidence with the ball will be effective.

Self talk would be effective for Jade. This is where she mentally talks to herself in a positive way. This could be phrases such as 'you can do this' or key technique pointers which will help improve her performance. Advantages of this are that it encourages her to maintain a positive mindset and help remember technique over to improve performance. Jade should do this in training to practice and during her performance especially with key moments in the match such as before a penalty she could say 'this will go in' 'remember powerful kick' this will give her the confidence

she needs:

Jade could use imagery. There are 3 types of imagery: visual, kinesthetic and auditory. Visual imagery is picturing yourself doing the skill in your head. This could be scoring a goal or how to perform a skill. This will give Jade more confidence that she can do the skill which will lead to greater levels of motivation and reduce anxiety. The visual imagery will help Jade increase the confidence she is lacking from her injury. Jade should do this during training to practice to ensure its effective, then also during her pre performance routine and before important matches. For example before a penalty she could visualize herself scoring using the correct technique it will firstly remind herself of the motor skills and boost her confidence.

Kinesthetic imagery is remembering the feeling of performing the skill well or the emotional feeling linked with performing well. This could be the crowd cheering when she sprints with the ball or

how it feels to hit the ball well. This will increase confidence as she is more likely to believe in herself that she can do it. It will decrease anxiety and boost motivation, remembering the feelings will make her feel as if she wants to perform like that again, for example how it felt when she last scored.

She should do this during training and practice to know how to do it and then transfer it into game situations. For example when she's about to sprint with the ball remember the emotional reaction of the crowd and it will encourage her to do it again.

Auditory Imagery is remembering the sound linked with when she performed well and imagining the sound again. For example this could be the sound of her foot snapping the ball before she hits it. This will boost confidence again as she is remembering the sound of a good performance. It will also decrease anxiety as she will know a positive mindset before performing, this should

be done during training to practice the imagery to ensure she's doing it right and then it can be transferred into matches. Jade may remember the white sound when she sprints to encourage herself to sprint with the ball again.

Overall, I believe all 3 ~~imagery~~ imagery interventions will be successful as they will all boost her confidence back to how she felt before her injury.

Jade needs to undergo relaxation techniques. This could include: PMR, music and breathing exercises. I believe relaxation techniques will help Jade as she is very stressed about not getting back to her form. PMR is progressive muscular relaxation, this is where the performer tenses and relaxes each muscle in order to identify if they are tense. This will help identify when Jade is stressed and needs to relax. It will help control her arousal level and confidence. It should be done on a weekly basis or the training or competition, it should take around 1/2

an hour. By Jade doing this she can help herself from getting worked up in the changing rooms when she starts 'pacing around the changing room and fidgeting'. This intervention would positively affect Jade.

Jade could undergo breathing exercises, she should do deep shallow breaths in through her nose and out through her mouth. For example before a penalty. This will help control her nerves before matches and help her get into the zone of optimum functioning. Breathing exercises will help control both cognitive and somatic arousal. It will help prevent her from 'pacing' and fidgeting in the changing room. It should be done when she begins to feel stressed and aroused as it will help control it.

Finally Jade could listen to relaxing music this will help reduce cognitive anxiety. By listening to relaxing music it will calm Jade down before

(Total for Activity 3 = 30 marks) Act3_Tot:

This response is at the top of Band 5 and is a good example of a response that shows breadth and depth. The learner covers five interventions in total with four of them having specific relevance to the case study. Each intervention is clearly justified and explained in detail with guidance given on how and when they could be used.

There is some credit awarded to the work on goal setting, but the learner would have received more credit if they had covered a more specific intervention or spent more time on the other interventions.

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

Activity 3

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

In your answer you should focus on:

- justifying the interventions you selected for Jade
- explaining the principles behind the psychological interventions
- explaining how each intervention would be implemented.

(30) Act3

The first intervention I would like to introduce for Jade's ~~anxiety~~ stress is relaxing imagery. Relaxing ~~imagery~~ imagery is a group of pictures that are calm and satisfying that are supposed to make the performer relax. Jade could even get show pictures of her performing well in a game to help her calm down and stop stressing. This intervention can be implemented before a game and after a game. If she's feeling worried or nervous before a game she can look at pictures that make all her stress and anxiety disappear. It could be her playing football, her idol in the sport, a place she finds peaceful etc. The principle behind this is to simply calm her down and make her focus on the task.

The second intervention I would like to introduce for Jade's motivation is Goal setting. Goal setting has 3 stages to it. A short, medium and long term goal. To help improve her motivation to play at her best performance again, her coach should implement some realistic goals. Her short term goal which is a week to 3 months could be to hold the ball for longer and try and out run players with ~~with~~ with her speed. Her medium term goal which is 3 months to a year would be to keep training to improve your leg muscle strength to avoid another ~~for~~ bad injury happening on her legs. The long term goal which is a year and onwards, could be to keep ~~per~~ performing at the level she was playing at before her injury and try win her cup games.

The third intervention for anxiety is breathing control. Breathing control is a technique used to help calm someone down by doing slow inhalation and exhalation breathing control. This can be implemented to Jade before ~~every~~ every game if she's feeling anxious, or after a game if she's feeling worried she didn't perform well. This will be effective because if Jade is more calm and relaxed during games her performance will go up because she will be able to play effectively with nothing bothering her.

The fourth intervention for confidence is performance prep. This would allow Jade to

This response covers four interventions, two of which are specific to meet the needs of the case study and two which are generic. While there is some content on each intervention the responses lack depth and some accuracy.

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;
- Credit will be awarded for breadth or depth of knowledge;
- Be careful not to write everything that you know about a factor, theory or intervention as each one will have a limit of how much credit can be awarded. Once you have covered the detail that has been asked for in the guidance to the activity then move on to the next factor, theory or intervention;
- You should be able to cover enough content on the pages provided to achieve the full marks for the activity without having to use additional pages. If you find you need to use more pages, then you are probably including irrelevant content or too much content;
- 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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