



# Examiners' Report Lead Examiner Feedback

June 2206

Pearson BTEC Nationals  
In Sport and Exercise Science (31815H)  
Unit 3: Applied Sport and Exercise Psychology

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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:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

### Awarding BTEC qualifications in 2022

Ofqual has [set out their plans](#) for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

**Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners.** BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found [on our website](#) and via our Social Media channels.

## Introduction

This was the eighth series of the 2017 specification, and the fourth time the case study has been presented as unseen. The structure has remained constant in the format of a case study where a young athlete or exerciser 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 is always different the three activities remain the same.

The case study is about Nancy who is a 35-year-old inactive female who has been inactive since her school days. When she develops a medical condition, she is persuaded to go to the gym by her friends and one of them recommends a personal trainer to her. The personal trainer, Gorka, teaches her new skills and provides her with goals to motivate her. Nancy finds that with Gorka help she starts to enjoy being in the gym environment and enjoys the rewards she receives from Gorka and in the form of praise from her friends. Nancy is motivated predominantly by extrinsic rewards in the form of free training sessions and praise from other people.

However, once her training sessions with Gorka stop she struggles to train on her own and the extrinsic rewards dry up. Nancy does not possess enough intrinsic motivation to keep carrying on and eventually gives up training altogether. In the case study Nancy's self-confidence starts really low as she does not know what to do in the gym but as she learns new techniques and gains results her self-confidence increases until she is comfortable being in the gym. However, her higher self-confidence does not have a significant impact on her motivation.

## Introduction to the Overall Performance of the Unit

The 2206 Question Paper was not as well answered by learners as previous papers. Learners seemed very familiar with the factors of self-confidence, and of motivation and its associated factors, such as intrinsic, extrinsic motivation and amotivation. However, they find the theories related to motivation and self-confidence more challenging to present and apply. While Need Achievement Theory and Achievement Goal Theory are generally well done, the Self Determination theory has greater complexity and can present challenges to learners. Likewise, while self-confidence is an accessible factor the associated theory, Vealey's multidimensional model of self-confidence, is challenging to explain clearly and apply.

Learners seem very familiar with theories related to the arousal-performance relationship, such as Drive theory, Inverted U hypothesis and Catastrophe theory. Some learners tried to apply these theories, but they were not relevant to this case study so did not attract credit.

Despite this being an exercise-focused case study there were many interventions that could be applied to support Nancy, such as goal setting, performance profiling and self-talk. Again, some learners suggested interventions to lower arousal levels which was not relevant to Nancy as she already had low motivation.

While all case studies are open to different interpretations it is important that learners are able to identify the most relevant factors for Activity 1, theories for Activity 2 and interventions for Activity 3. When a factor is relevant in a case study there will be a significant amount of supporting material. For example, in this case study there were multiple references to motivation and self-confidence.

## Individual Questions

### Activity 1

In this activity, learners had to describe how psychological factors were impacting on Nancy in the case study. To do this activity well, learners had to read and analyse the case study 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 Nancy; secondly, with reference to the content of the case study show where each factor was present and the positive or negative impact/effect each factor was having on performance. Credit was also awarded for defining/explaining each factor and for providing any additional information about the factor.

Learners could be awarded with a Band 3 grade either by covering 3 factors in detail or covering up to five factors in less detail.

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

- Self-confidence/Self-esteem/self-efficacy
- Motivation
- Extrinsic motivation
- Intrinsic motivation
- Amotivation
- Motivational climate – influence of environment, peers, and coach/instructor
- Fixed/growth mindset

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

In particular, some learners focus on motivation which has very limited relevance to this case study and as a result will receive very limited credit. If motivation is covered in there would be very explicit references to

motivation, such as 'she really enjoys winning medals and trophies' or 'she really likes pushing herself and finding out what she is capable of'.

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, 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 learners 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 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

## Activity 1

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

### Activity 1

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

(15) Act1

The most important psychological factor affecting Nancy's performance is her fixed mindset. A fixed mindset is where an individual believes success is down to raw talent rather than the amount of effort exerted. Another, (desirable) type of mindset is a growth mindset where performers believe their success is down to the time and effort put in. Having a fixed mindset decreases motivation of an individual and we see this within the case study as Nancy has a lack of motivation and energy about going to the gym. 'she would fail anyway' shows the lack of effort she is willing to put into the task and this will make it harder for her to excel in the gym.

as she does not believe she will do well. We see another example of a fixed mindset after she has completed her training sessions with Gorka as she 'can't be bothered to go to the gym'. Her lack of motivation negatively impacts her performance as she will not be in the correct mindset to complete any more training sessions, and without the motivation she relied on ~~for~~ from Gorka it will become increasingly difficult for her to be motivated.

A second psychological factor affecting Nancy is her self confidence. Self confidence is when an individual believes they can perform a desired behaviour in order to complete a task. If an athlete has high self confidence they will be more likely to believe in themselves whereas this was not the case for Nancy as she lacked self confidence. Before going to the gym she believed 'people would look at her and laugh' which would have impacted the chances of her starting at a gym. Having a low self confidence can be related to having

Low self esteem due to the lack of ~~being~~ personal value and self worth a person has. Nancy's lack of confidence stopped her from attending the gym as ~~she~~ a lack of confidence can cause low motivation in an individual. However whilst the low self confidence she had occurred at the beginning of the study, after completing her training sessions with Gorka she experienced higher levels of confidence. Nancy now feels comfortable at the gym and doesn't worry about going there, explains how her motivation has also increased due to higher self confidence. With her friends telling her she 'looks much healthier' will boost her confidence and personal value (self esteem) so it results in a positive impact on her performance. Overall, the higher Nancy's self confidence was the higher chance it had on impacting her performance positively.

A third psychological factor which affected Nancy is her personal trainer's use of extrinsic motivation. Motivation is the direction and intensity of one's efforts and extrinsic

motivation Specifically looks at external sources which would have increased this. Within the case study ~~the~~ Gorka offers Nancy '3 free personal training sessions' if she completes his training programme for a month. He is giving her a reward as a way to motivate her as he is aware of her fixed mindset which would decrease opportunities for intrinsic motivation to be useful. Increasing her motivation will make Nancy want to perform better and train harder as she is ~~about~~ getting a reward whether it be an internal or ~~extern~~ external resource. Extrinsic motivation will positively impact Nancy as she will be more willing to perform better and achieve her goals.

A fourth factor impacting Nancy is her use of Self efficacy. Self efficacy is the belief of being successful in specific situations and having an increase allows for performers to believe they will be more successful. At the beginning of the case study it is likely Nancy would have had low self efficacy due to her

fixed mindset and lack of recent exercise. We can see this increased as she 'works hard and gets great satisfaction when she completes these challenges successfully.' Nancy is able to see the benefits of training hard as she is improving her exercising ability. If Nancy were to have low self-efficacy she would be less likely to believe she is going to succeed, therefore having less motivation to do so. Self efficacy has a positive impact on Nancy's performance as it allows her to see her success and progress she is making.

A final factor assisting with Nancy's performance is ~~her~~ the motivational environment she finds herself in. This type of motivation can come from coaches, parents and peers, even the environment an individual is found in. For Nancy having a motivational environment is beneficial as she lacks motivation and willingness at the beginning of the case study. Gorka is the most important aspect of the motivational environment due to his mastery technique and

Use of up-to-date equipment in the gym. He adopts a mastery climate in order for Nancy to 'master' specific skills' and ~~some~~ techniques rather than a 'competitive climate' which looks on the outcome and success of the individual. This allows for Nancy to see herself doing well rather than comparing herself to others in the gym. Her friends also create a motivational environment by being 'very supportive and telling her she looks much healthier'. This is motivational for Nancy as she was previously conscious of what others in the gym thought of how she looked so to have positive feedback allowed her self confidence to increase. Finally, the gym she ~~she~~ goes to makes her feel 'comfortable' allowing her to want to go and to attempt 'to lift the same weights as the other women in the gym'. Overall, having a motivational environment positively impacted Nancy's performance as ~~she~~ it increased her motivation and self confidence due to the positive feedback and success she was getting.

This response shows both breadth and depth of knowledge and skills. The learner identifies five factors - fixed mindset, self-confidence, motivation, self-efficacy and motivational environment. For each factor, the learner provides a definition and then some further information or explanation of each factor, they use quotations or content directly from the case study to

show where the factor is impacting and link it to performance showing whether it is having a positive or negative impact.

For example, with self-confidence the learner gives us a clear definition, further content about high and low self-confidence, examples from the case study about high and low self-confidence, and then shows its impact on motivation and how this affects performance.

This response would have been at the top of grade band 1 even if they had only covered 3-4 of the factors that they identified due to the accuracy of their response and the depth of content they produced.

This learner covers motivational environment which was identified by only a few learners despite there being extensive content relating to motivational environment in the case study.

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

We see that Nancy is very extrinsically motivated, this is when people perform tasks for others praise and so others can see her doing well she performs to win rather than self improvement. and with this issue its common for the athlete to become a motivated when they dont succeed we can see this in multiple times during the extract the first time is when she starts getting praise from her freinds tell her she is "looking much healthier" this is where we see she is extrinsically motivated as she is seeking the aproval of others. We could also look at an aspect of over training. Over training is when someone can be addicted to there sport often putting socialising and work to aside so they can perform there sport this can lead to a social withdrawl, injured and becoming a motivated and actually developing a hate for there sport. We see the social withdrawl when she "organises her work schedule and social life " and later on in the extract we do actually see that she becomes a motivated as she tells her doctor that she "cant be bothered" with the gym anymore and as a consiquence of this her health condition is back. Another issue is arousal. Arousal is a state of alertness that can range from sleeping to intencive activity and exercise. Nancy is suffering from under arousal as after her training sessions with gorka have finished as starts missing training sessions and told the doctor she couldnt be bothered to train so it svery likley she is suffering for low levels of arousal we could link this to her being extrinsically motivated and due to her not reciving compliments from her freinds anymore she has had her arousal levels dropped. Another issue is self efficacy this is her belife in herself to be able to carry out and perform a surtain task. At the beggining of the extract her self effecy is low as she states she " does not know what to do and would probily fail anyway however through the extract we see her self efficy improve when she is able to correctly

carry out the exercise. She also has low resilience, resilience is the ability to handle and manage a hard or difficult situation, we see this at the end of the extract when she is willing to give up just because she isn't achieving what she wants.

In this response the learner has identified 2 relevant factors but there are inaccuracies in their response. Extrinsic motivation and self-efficacy are identified and there is an attempt to explain what these are and give some content from the case study to back them up. However, the response lacks accuracy and focus.

Arousal and overtraining are also identified as factors, but neither are correct and so no further credit can be awarded.

There is some knowledge of psychological factors shown but this response has neither breadth nor depth so stays in Band 1.

## **Activity 2**

In this activity learners had to explain psychological theories that account for Nancy'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 Nancy 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 Nancy's experiences. Credit can be received for all theories that are covered so a learners can receive credit for depth and breadth of knowledge.

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

- Need achievement theory
- Achievement goal theory
- Self-determination theory
- Vealey's multidimensional model of sport confidence
- Bandura's self-efficacy theory
- Dweck's
- Weiner's attribution theory

To gain full credit for Vealey's multidimensional model of sport confidence, learners should refer to the most recent 2008 model which significantly updates the original 1986 model of sport confidence. This multidimensional model is presented in both the Pearson and Stafford-Brown and Rea textbooks.

Arousal-performance 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 gained limited credit.

Learners 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 Nancy'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

Self-Confidence can be explained by Vealey's multidimensional model of self-confidence. This model has 4 ~~comp~~ components: Constructs, Sources, factors and consequences. The 4 constructs are decision making, physical skills, anticipatory skills and capacity to learn and develop. There are 9 sources: mastery, demonstration, physical and mental preparation, physical self-presentation, social support, environmental context, coaches and leadership and situational favourableness and vicarious experiences. The 3 factors are demographics, personal and organisational structure. The 3 consequences are Affect, Behaviour and Cognitive. A high-level of self-confidence is achieved through a Nancy have most of these. However Nancy lacks a few sources which then have a negative effect on the consequences. Nancy lacks demonstration to others that she is progressing, this is seen when friends have stopped saying she is making progress. Nancy has a high level of environmental context

when she says she 'likes working out in the  
 modern gym with its up-to-date equipment and conference  
 changing rooms. But then she is lacking coaches  
 and leadership when she starts training with  
 Gordon. With no one giving her directions or  
 how to improve and where to lead her training,  
 Nancy starts to lose the belief and  
 trust in herself. This has an effect on the  
 consequences: It has a negative affect on  
 her emotion as 'she finds she can't push  
 herself'. This affects her cognitively as she  
 feels she can't do it and can't carry on.  
 So her behaviours are affected as she  
 gives up going to the gym. This affects her  
 cognitive as well as she loses confidence  
 in herself and her ability and she stops ignoring  
 her health through exercise.

Self-efficacy was a theory associated  
 with it called Bandura's self-efficacy expectancy.  
 It states that there are 4 factors and when  
 they are present they will improve an  
 athlete's belief in themselves to successfully complete  
 a task. The 4 factors are vicarious experiences,  
 increased arousal levels, leadership and task  
 abilities. By having all of these factors it

enables an athlete to have the appropriate levels of self-efficacy. Bandura ranked these factors in order of importance to ~~least important~~ least important. This links to Nancy as she has low levels of vicarious experiences. Vicarious experiences is observing someone of a similar level achieve. This by observing this it instals confidence that Nancy can achieve the same and gives her the motivation to do so. Nancy needs to have increased arousal levels to have zone of optimal functioning (ZOF) to give her the best chance at a better performance. ZOF is when an athletes arousal is in their best levels for best performance outcomes. Arousal is the level of readiness an athlete displays and requires. By having an increased arousal level, Nancy is focused on the task, blocking out distractions and ready to perform well in the gym.

Motivation has 4 theories associated with it: Need achievement theory, Weiners attribution theory, Achievement goal theory and Self-determination theory. The theory I feel is related best to Nancy is the Self-determination theory. This theory states there are 3 needs that need to be satisfied for an athlete to be motivated.

These 3 needs are: Competency, Relatedness and Autonomy. Competency is how an athlete feels about their ability to successfully complete a task. Can they do it reliably every time? Nancy <sup>may</sup> display a lack of competency when she starts new exercises and she struggles to know if she is doing it right whilst Gorka watching her. She also struggles to improve and 'push herself'. Relatedness is if an athlete feels they have a sense of belonging. Nancy displays a sense of relatedness when she states 'she now feels comfortable at the gym'. This is good for her performance as she 'doesn't worry' about being in the gym and will not have a lack of ease when ~~performing~~ performing. The final need is Autonomy. Autonomy is a sense of control of the situation. As a Nancy has stopped going to the gym with her personal trainer she may be feeling out of control as there is no-one informing her of the specific exercises to do and how best to improve. This may leave her feeling out of control and out of her depth. This will affect her motivation levels as Nancy feels out of place in the gym as she no longer feels she is doing stuff

might. She also feels she struggles to push herself and stops seeing progress so she feels she has to give up.

The theory linked to mindset is Dweck's theory. This theory states there are 2 mindsets: fixed and growth and these mindsets have different qualities. A person with a fixed mindset avoids challenges, gives up in the face of setbacks, feels threatened by the success of others and doesn't like to criticise feedback. They also see effort as fruitless. Nancy displays these behaviours towards the end of the study when she gives up in the gym, she stops seeing progress so then stops putting in the effort, she also stops 'pushing herself' so stops challenging herself. By doing this she is limiting her progress in improving her health. A person with a growth mindset embraces challenges, persists in the face of setbacks, finds lessons in the success of others and likes to feedback they also see effort as leading to mastery. We can see this behaviour in Nancy at her time of starting at the gym: Nancy puts in lots of effort to 'complete challenges successfully' she gives a go

the 'Challenges that he (Gorka) knows she will find difficult to achieve' and Nancy was had to master skills. These benefited her performance as she ~~started improving~~ and started improving and her friends praised her on her progress.

Leadership has the theory of Chelladurai's model of group effectiveness. This theory states that member satisfaction with leader leads to increased performance reflected by good results. The situation has a required behaviour by the coach, the ~~athlete~~ <sup>Coach</sup> has a ~~preferred~~ <sup>actual</sup> behaviour that they display and then the athlete (Nancy) has a preferred behaviour from the coach about the situation. If these all match up then Nancy is satisfied and will exercise good performance in the gym. However if Nancy was not satisfied the the actual behaviour Gorka her 'leader' still displays and if it doesn't match her preferred behaviour then her performance will be negatively affected. We can see that Nancy is satisfied with Gorka because she thinks he is a positive personal trainer who inspires her to be successful. This satisfaction is reflected in her progress in the gym as

her friends compliment her on her progress. They also say that 'She looks <sup>much</sup> healthier and are proud to see her working so hard'.

There are no theories associated with resilience.

There are 2 theories associated with anxiety: The Reversal theory and the multidimensional theory. The reversal theory states that different people ~~see~~ <sup>perceive</sup> anxiety ~~states~~ in different ways. Some people see anxiety as exciting and enjoyable and this perception has a better impact on performance. Other people see anxiety as nervousness and worry and this can negatively affect performance. Nancy ~~is~~ states that she doesn't see ~~feel~~ worry about going to the gym which implies anxiety neither positively or negatively affect her performance as it is a factor she states she doesn't have.

In this response, the learner covers seven relevant theories, four of which they expand on in some detail. These four theories are correctly identified and there is significant explanation of the main principles of each theory and the theory is applied to the case study using appropriate content.

There is also reference to another three theories which are not relevant and receive no credit.

This response is placed at the top of grade Band 3 mainly due to its breadth of content. There is depth as well in four of the theories However, if only three

theories had been covered in depth, then they still could have achieved a mark at the top of Band 3.

**This response was placed in Band 1: and gained 3 marks out of 15**

**Motivation - NACH & NAF theories**

The NACH (Need to ACHieve) and NAF (Need to Avoid Failure) theories are both shown in Nancy's case study. The NACH side of Nancy comes along side her extrinsic motivation as she feels the need to achieve only when there is a prize in place. However, the NAF side of Nancy this comes with her lack of self-confidence and anxiety as she only feels the need to avoid failure to avoid embarrassment as she feels like she wouldn't be good at anything. Examples from the case study that show the NACH side of Nancy say 'Gorka sets Nancy challenges that he knows she will find difficult to achieve. Nancy works hard and gets great satisfaction when she completes these challenges successfully.' This shows her need to achieve mentality as it only comes out at times. Furthermore, Nancy's NAF side is shown when the text says 'she does not want to go to the gym as people will look at her and laugh' this shows her need to avoid failure mentality and how it impacted her to begin with as she was so scared of failing and making a fool out of herself. The positives for NACH include; good drive to want to succeed, will do anything possible to succeed and also they are not afraid of failure. The positives of NAF are; they tend to not make any mistakes and they have less failure rate. The negatives of NACH is that sometimes not being afraid of failure means more and more preventable mistakes could be made. Finally, the negatives of NAF are; fear of judgement from others and having too much of a perfectionist mindset so you won't try anything new because it might not work out perfectly.

This response gains credit for explaining some of the principles of the need achievement theory without actually identifying that it was need achievement theory. The learner also makes some attempts to link the theory to the content of the case study.

It is important that learners accurately identify the name of a theory as this can attract credit if correct.

This response lacks both depth and breadth and sits in the middle of grade band 1 as a result.

### **Activity 3**

In Activity 3, learners had to focus on interventions that would help Nancy 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:

- Goal setting
- Performance profiling
- Imagery to develop self-confidence and imagine achieving goals
- Self-talk to improve confidence
- Pep talks to build motivation and confidence
- Listening to music (for motivation)
- Breathing control for energising/motivation

Credit would not be awarded to interventions that lower arousal/anxiety (PMR, relaxation imagery) as these are not appropriate for someone who is struggling for motivation.

To gain credit in this activity, learners need to do five things: i) identify 4 or more correct interventions specific to Nancy's needs; ii) give a brief description of the intervention; iii) justify why each intervention is needed with reference to Nancy'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 Nancy'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.

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.

Learners 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 5: and gained 28 marks out of 30**

A psychological intervention that Nancy could use is goal setting, the benefits of goal setting is that it can increase the performer's confidence, it can increase their motivation and it holds the Nancy accountable, and therefore more likely to stick to her goals. A goal setting technique that Nancy could use is setting short term, medium term and long term goals. A short term goal should be completable within 0-3 months, these goals would give Nancy motivation now ~~to~~ ~~as~~ as they are a short time span. An example of a short term goal that Nancy could use is to make sure that she consistently goes to her ~~3~~ 3 training sessions ~~for~~ a week for a month. A medium term goal should be completable within 3-6 months, these bridge the gap between short and long

goals. An example of a medium term goal could be for Nancy to be able to lift the same weights as the other women in the gym. This should be a medium term goal because it is not realistic enough to complete ~~a~~ in a short term goal time span. A long term goal should be from 6 months onward, this is the ultimate goal for Nancy, ~~this could be~~ an example of this could be for her to exercise enough that she gets rid of her medical condition. ~~at~~ All goals should fit the SMARTS acronym. These stand for specific, measurable, action-orientated, realistic time bound, and self-determined). A goal needs to be specific so Nancy has a clear idea of what she's working for, the goals need to be measurable so that Nancy knows when she's completing the goal, an example of how Nancy could do this is that she could keep a planner of all the weights she is able to lift, this way she can see how far a weight she is to reach her end goal of wanting to be able to lift the same weights as the other women in the gym, the goal needs to be action-

orientated, Nancy needs to be doing something productive to reach her goal. The goal needs to be realistic, if it's not realistic then she ~~is~~ may not achieve it and then be demotivated. The goals need to be time bound, these could be short term 0-3 months, medium term, 3-6 months and long term 6 months plus. The goals also need to be self-determined because if they are not self-determined by Nancy then she may not feel motivated to do them, therefore not completing them.

Another psychological intervention that Nancy could use is self-talk. Nancy could use positive self-talk, this could be phrases that she says in her head such as 'you can do it' or 'I believe in you' this will help build up Nancy's confidence, this is because if she keeps repeating to herself you can do it, she will most likely be able to do it. Nancy could also use command words for example 'lift' when she is lifting weights as this just reminds her what she is supposed to be doing.

Another psychological intervention that Nancy could use is imagery, there are 3 kinds of imagery and these are visual, auditory and kinesthetic. Visual imagery is where ~~to~~ Nancy would picture in her head ~~her~~ herself performing the skill, this can be internal or external, internal is where ~~to~~ Nancy would look through a camera mounted on top of her head, for example she would see the weight being lifted by her arms. External visual imagery is where the performer would visualise themselves watching themselves on the tv of them doing the skill, this is good for Nancy ~~to~~ to do just before she is about to lift a big weight, as if she can visualise herself doing it then she will have confidence in herself doing it in real life. Another type of imagery that Nancy could use is auditory imagery, this is where Nancy would ~~hear~~ hear the sound of the weight banging on the floor or the sound of the treadmill in the gym. This type of imagery is best used in combination

with other types of imagery such as visual as it ~~may~~ makes the imagery stronger and more effective. Another type of imagery is kinesthetic imagery, this is where the performer remember the feeling of the skill that they are doing, this helps their performance because if they can remember the feeling of the skill it means that they are more likely to be able to replicate in the situation successfully.

Another psychological intervention that Nancy could use is arousal raising techniques, which are pep talk with her personal trainer, Gorra, listening to up beat music, and breathing control. Pep talks from Gorra would raise her arousal because if he's saying things such as you can do it! or I believe in you! in an upbeat animated way it will energise Nancy and get her heart pumping faster therefore raising arousal. Listening to upbeat music when lifting weights can raise Nancy's arousal because her heart will start to beat faster and she will get more energised which is needed for ~~exp~~

an explosive activity such as lifting weights  
 Another way Nancy's arousal can be raised  
 is by taking short shallow & breaths, this  
 will increase her arousal because it  
 will get her heart beating faster and  
 therefore increasing her arousal - quickly

This response presents three interventions that are presented in great depth and another three that are relevant but have less depth. For each intervention the learner gains credit for correctly identifying appropriate interventions, justifying their selection and linking them to the correct factors in the case study, explaining how the intervention is done and its key principles and then explaining how it can be implemented in training or competition and how it should be practiced.

This response is very focused as the learner selects relevant interventions and includes only relevant material in their answer.

**This response was placed in Band 2: and gained 8 marks out of 30**

One of the interventions I would recommend for Nancy is self talk. This can be positive or negative but it is about affirming yourself into believing you can or cannot do something. In this instance I think Nancy should use positive as this may motivate her to do the exercise and not feel less motivated. This will resolve the lack of motivation in Nancy she should do this before going to the gym and during the gym as to help push her to do it. She would do this by saying to herself things like I can do this I will do this. This will also increase self efficacy.

Another intervention for Nancy could be pep talk. This means a figure such as a trainer or coach talks to Nancy and affirms her into believing she can do something and should excite her to perform the exercise. This will be done during training and this will help increase her self confidence for performing these exercises.

Another intervention could be listening to music. This would be for increasing arousal and energising Nancy to perform well and drive her to complete the exercises. This could be listening to very fast paced music to pump her up. This would be done during exercising as this is where she needs to be able to achieve. Because she suffers from a lack of drive and this should push her to do the exercises.

Another intervention I would recommend for Nancy is goal setting. This is because she suffers from a lack of motivation and drive so if she set some goals this may

increase her satisfaction and increase her motivation to continue training. This would be done by setting specific goals like I want to lift this weight and measurable goals which may be the increase in weight lifted achievable goals and example of an unachievable goal would be Nancy becoming a world champion powerlifter in a week it is not achievable or possible. Relevant goals so nothing to improve on a different sport other than to what she wants to improve on. And finally timed how long will it take to achieve such a goal and how much time does Nancy have or will a limited time increase motivation to achieve said goal. This will also help her to push herself when she struggles too during her own sessions this will help to make her push herself for those goals.

This response only covers four relevant interventions but the content is not expanded appropriately.

This learner should present more detail on each interventions and relate them to the case study to move up into higher mark bands.

Some learners covered the same intervention more than once but linked it to a different factor. This approach does not attract additional credit as each intervention can only be credited once.

## 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 and have most relevance 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 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 careful not to discuss more than one factor at any one point as this will limit the amount of credit that you can receive for each one; for example, if you are discussing self-confidence and self-efficacy then discuss them separately as even though they are related they have different definitions and different aspects.
- Likewise, when you discuss interventions do each one separately rather than putting all the arousal control interventions together; this approach will ensure that you maximise the credit you can receive.

- 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 to 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 do not 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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