

Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Sport and
Exercise Science

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



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Unit 3: Applied Sport and Exercise Psychology

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3
Interpret case study information	0	1–5	6–10	11–15
	No rewardable response	<p>Generic psychological factors are identified.</p> <p>An interpretation of the impact of the psychological factors might be attempted, but has limited relevance to the case study.</p> <p>The effect of psychological factors on performance are identified.</p>	<p>Psychological factors are identified from the case study.</p> <p>An interpretation of the impact of the psychological factors is present, demonstrating relevance to the case study.</p> <p>The effect of psychological factors on performance are identified from the case study.</p>	<p>Psychological factors that have a positive and negative impact are identified from the case study.</p> <p>A detailed interpretation of the impact of the psychological factors is present, demonstrating relevance to the case study.</p> <p>The effect of psychological factors on performance are assessed from the case study.</p>

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3
Apply theory	0	1–5	6–10	11–15
	No rewardable response	<p>Demonstrates limited knowledge of psychological theories.</p> <p>Selection of theory is generic, showing limited relevance to the case study.</p>	<p>Demonstrates knowledge of psychological theories.</p> <p>Appropriate psychological theories are explained in relation to identified psychological factors from the case study.</p> <p>Application of theories are appropriate to explain the case study.</p>	<p>Demonstrates detailed knowledge of psychological theories.</p> <p>Appropriate psychological theories are justified in relation to identified psychological factors from the case study.</p> <p>Application of theories are appropriate to analyse the case study.</p>

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Provide a justification for selected interventions	0	1–6	7–12	13–18	19–24	25–30
	No rewardable response	<p>Demonstrates limited knowledge of principles behind the psychological interventions.</p> <p>Limited justification of psychological intervention(s).</p> <p>Provides a limited description of the implementation of the intervention(s).</p>	<p>Demonstrates basic knowledge of principles behind the psychological interventions.</p> <p>Basic justification of a few psychological interventions.</p> <p>Provides a basic description of the implementation of the intervention(s).</p>	<p>Demonstrates sound knowledge of principles behind psychological interventions.</p> <p>Sound justification of a range of psychological interventions.</p> <p>Provides a sound description of the implementation of the intervention(s).</p>	<p>Demonstrates detailed knowledge of principles behind psychological interventions.</p> <p>Detailed justification of a range of psychological interventions.</p> <p>Provides a detailed explanation of the implementation of the intervention(s).</p>	<p>Demonstrates in-depth knowledge of principles behind psychological interventions.</p> <p>In-depth justification of a range of psychological interventions.</p> <p>Provides an indepth explanation of the implementation of the intervention(s).</p>

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