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Unit 19

Sport and exercise psychology

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how sports psychologists would assess and improve athletes and their sports performance, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For task 1 learners will need access to presentation materials. These could be electronic such as IT facilities and software or presentation pen/paper may be required.
- For task 2 learners will need access to filming resources in the form of a video recorder or mobile devices such as phones or tablets.
- For task 3 learners will need voice recording resources in the form of a Dictaphone or mobile device. They will also need a quiet/private facility to carry out the interview.
- For task 4 learners will need access to presentation materials. These could be electronic such as IT facilities and software or presentation pen/paper may be required. They will also need a facility to conduct the session and the practical group task. Resources to create posters will also be required.
- For task 5 learners will need access to IT facilities to write a case study report.

Time

You should plan for learners to have 17–25 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.
- We do require that evidence **must** take a specific format for some/all of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 19: Sport and exercise psychology

Scenario

You have recently begun employment at a football club. The club has had many successful years at the highest level but is currently experiencing an unexpected downturn in results. The club has employed you to assess, analyse and improve the psychological performance of the players individually and as a team. The club would like the coaching staff to be educated regarding the psychological factors that affect the players and the team so they may implement this into other areas of their programmes. The club has also asked you to work on its community health, wellbeing and exercise programmes.

Introduction to the tasks.

In these tasks you will act as a sports psychologist. You will show your understanding of the impact of sports psychology on overall performance and success. You will demonstrate your understanding of psychological issues that cause barriers to the athlete performing to their potential and the methods that can be implemented to overcome these. You will also be given the opportunity to demonstrate your understanding of the psychological impact of sport and exercise on mental health and wellbeing.

Evidence for these tasks can include:

- Video recordings
- Voice recordings
- Presentations
- Observation records
- Written reports
- Presentations and notes
- Witness statements
- Session plans

The tasks

Task 1: Motivation for goals

(This task should take between 2 and 3 hours.)

Learning Outcome 1: *Know the different factors that affect motivation for sport and exercise*, is assessed in this task.

Your task:

Produce a presentation for the club coaching staff that are employed across a range of projects from the first team (elite) through to youth community coaching (participation).

The presentation will contain details on what motivates players, which could include reference to intrinsic and extrinsic factors, and how the motivational drive of professional players differs from the players at participation level. It should also contain information on goal setting and how to set goals that reflect the players' motivations; this should include how to structure short, medium and long term goals that are SMART.

You should include relevant examples throughout.

Pass	Merit	
*P1: Describe types of motivation and goal setting, and how they can improve performance in sport and exercise	M1: Explain how motivation may differ at different levels of performance in sport and exercise	
Evidence		
<ul style="list-style-type: none">• This may be evidenced via a presentation to a group acting as the club coaches.• The presentation may be recorded, supported by your preparatory notes and a copy of the presentation notes.• A witness statement should also be used to support the evidence.		

Task 2: Attribution interview

(This task should take between 2 and 4 hours.)

Learning Outcome 2: *Understand attribution theory in relation to sport and exercise*, is assessed in this task.

Your task:

Perform an interview with a peer acting as a player at the club. During the interview you will need to ask them to recall a number of successful and unsuccessful performances.

You will need to question them on why they felt they were successful or unsuccessful, recording specific reasons given. You will need to analyse their answers to determine their attributions and document this in a written report.

Continuing the interview, you should begin by describing attribution theory to the player. You should then discuss with the player their attributions and how they may be affecting performance and progress. If possible you should explain attribution retraining and how it will improve their performance.

Pass	Merit	Distinction
P2: Describe attribution theory in relation to sport and exercise	M2: Describe the possible ways an individual could attribute their successes or failures	D1: Explain how attribution retraining could help improve an individual's performance in sport and exercise
Evidence		
<ul style="list-style-type: none">• You could conduct an interview with a peer.• Evidence could include video, pictures and interview notes.• A witness statement should also be used to support the evidence for this task.• This could evidence how clear your delivery was and document what questions you asked, how you recorded information and how well you explained important information to the player.		

Task 3: Coaches app

(This task should take between 6 and 8 hours.)

Learning Outcome 3: *Understand the effects of stress, anxiety and arousal in sport and exercise*, is assessed in this task.

Your task:

Produce a range of tutorials for use on a new coach's app. The app will assist the coaches by helping them recognise when and why a player is suffering from stress, anxiety or negative levels of arousal.

You will need to script and/or record a section on stress and anxiety explaining the causes, symptoms and effects of both on player performance. This section should continue with an explanation of the methods that a coach could use to control player stress and anxiety, including how to implement each method at different levels of performance.

You will also need to produce a section on arousal. This should utilise a range of theories to explain the effects of arousal on performance and a range of methods the coach could use to control arousal at different levels of performance.

Pass	Merit	
*P3: Explain stress and anxiety, their causes, symptoms and effect on sport and exercise performance	M3: Explain the methods that could be used to control stress, anxiety and arousal in sport for different levels of performer	
*P4: Explain the effects of arousal on sport and exercise performance using relevant theories		
Evidence		
<ul style="list-style-type: none"> • Evidence could include media clips (video or audio), script notes and a witness statement. • The witness statement could evidence how clear your explanation was and document what written aids were used during recording. 		

Task 4: Coaches training

(This task should take between 4 and 6 hours.)

Learning Outcome 4: *Understand the importance of group dynamics in team sports and group exercise*, is assessed in this task.

Your task is to:

Analyse how the teams decrease in performance, possibly caused by new players, youth players promoted to the main squad and experienced leaders leaving, is changing the team dynamic.

You are required to plan a classroom training session for the coaches. The session should begin with a presentation on the stages of group development and cohesion. You should then create a practical task for the group to do while being filmed. On completion you should analyse the video with the group, explaining motivational and coordination losses that may have occurred and its effect on performance. Lastly you should produce a detailed evaluation of the methods that coaches could use to improve the team cohesion; this could include advantages and disadvantages.

Pass	Merit	Distinction
*P5: Explain the process of how a group forms with reference to factors affecting cohesion	M4: Explain the motivational and coordination losses that an exercise group or sports team may experience	D2: Evaluate methods a coach could use to improve task and social cohesion of a specific exercise group or sports team
Evidence		
<ul style="list-style-type: none">• You could create a group training session for your peers acting as club coaches.• The training session can be evidenced by a recording of the presentation, accompanied by your preparatory notes and a copy of the presentation notes.• A witness statement should also be used to support the evidence.• Posters used within the presentation could also be used.		

Task 5: Case study

(This task should take between 3 and 4 hours.)

Learning Outcome 5: *Understand the psychological impact of sport and exercise on mental health and wellbeing*, is assessed in this task.

Your task is to:

Produce a case study report on how sport and exercise impact mental health and wellbeing. The report will be used by the club to decide how much money and time is spent analysing and improving the mental health and wellbeing of the elite players and the participants in community projects organised by the club.

The report should include information on types of mental health issues, and the varying impact of sport participation on mental health and wellbeing at all different levels of participation. You should then create a fictional case study on an athlete (elite or participation level) explaining a mental health or wellbeing issue and how sport was used to treat the athletes illness.

Pass	Merit	
*P6: Explain the impact of sport and exercise on mental health and wellbeing	M5: Analyse how the psychological impacts of sport and exercise might be different for elite performers and general participants	
P7: Explain how sport and exercise could be used to treat a specific medical condition		
Evidence		
<ul style="list-style-type: none">You need to explain how sport impacts mental health and wellbeing at various levels and how it can be used to treat a specific condition.Evidence could be produced in a written report containing a case study of an athlete with a specific condition.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport and Physical Activity

Unit 19: Sport and exercise psychology

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
*P1: Described types of motivation and goal setting, and how they can improve performance in sport and exercise	
P2: Described attribution theory in relation to sport and exercise	
*P3: Explained stress and anxiety, their causes, symptoms and effect on sport and exercise performance	
*P4: Explained the effects of arousal on sport and exercise performance using relevant theories	
*P5: Explained the process of how a group forms with reference to factors affecting cohesion	
*P6: Explained the impact of sport and exercise on mental health and wellbeing	
P7: Explained how sport and exercise could be used to treat a specific medical condition	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Explained how motivation may differ at different levels of performance in sport and exercise	
M2: Described the possible ways an individual could attribute their successes or failures	
M3: Explained the methods that could be used to control stress, anxiety and arousal in sport for different levels of performer	
M4: Explained the motivational and coordination losses that an exercise group or sports team may experience	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Explained how attribution retraining could help improve an individual's performance in sport and exercise	
D2: Evaluated methods a coach could use to improve task and social cohesion of a specific exercise group or sports team	

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