

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Unit 19

Sport and exercise psychology

M/507/4470

Guided learning hours: 60

Version 3 - revised September 2016

*changes indicated by black line

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UNIT 19: Sport and exercise psychology

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Not only do participants in sport and exercise need to train their bodies but it is becoming increasingly important that they also train their minds. Failing to attend a coaching session through a lack of motivation, a fall out with a teammate or an overly aggressive response to a bad challenge could mean the difference between winning and losing. Equally as important, participation in sport and exercise is proven to have positive impacts on mental health and wellbeing and can help improve a person's overall quality of life.

In this unit you will learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the different factors that affect motivation for sport and exercise	<p>1.1 Types of motivation, i.e.</p> <ul style="list-style-type: none"> • intrinsic • extrinsic • achievement motivation theory <p>1.2 Goal setting, i.e.</p> <ul style="list-style-type: none"> • short, medium and long-term goals • SMARTER principle of goal setting <p>1.3 Differences in motivation between general participation compared to elite performers (e.g. intrinsic or extrinsic, high levels of motivation at elite level, team of people to motivate elite level, self-motivation relevant to both participation and elite, elite perhaps more goal orientated in their motivation)</p> <p>1.4 Differences in goals between general participation compared to elite performers (e.g. increased confidence, weight loss, making friends, increased tone, getting fitter compared to winning medals, breaking records, representing country, to be the best, rankings)</p>
2. Understand attribution theory in relation to sport and exercise	<p>2.1 Weiner's model of attribution, i.e.</p> <ul style="list-style-type: none"> • locus of causality • stability • how individuals could attribute success or failure, i.e. <ul style="list-style-type: none"> ○ internal stable (e.g. ability) ○ internal unstable (e.g. effort) ○ external stable (e.g. task difficulty) ○ external unstable (e.g. luck) <p>2.2 The effect of different attributions on sport and exercise performance (e.g. which type of attribution should be made for success or failure (e.g. attribute failure to external factors and success to internal factors to maintain confidence), attribution bias, mastery orientation, learned helplessness)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.3 Attribution retraining, i.e.</p> <ul style="list-style-type: none"> • how a coach/personal trainer could help the individual change their perception of the causes of failure (e.g. poor ability vs lack of effort as cause of failure) • effects of attribution retraining (e.g. increase confidence, encourage mastery orientation, maintain participation)
<p>3. Understand the effects of stress, anxiety and arousal in sport and exercise</p>	<p>3.1 Stress, i.e.</p> <ul style="list-style-type: none"> • definition • types, i.e. <ul style="list-style-type: none"> ○ eustress ○ distress • causes • symptoms • effects on both sporting and general exercise performance <p>3.2 Anxiety, i.e.</p> <ul style="list-style-type: none"> • definition • types, i.e. <ul style="list-style-type: none"> ○ trait ○ state • causes • symptoms • effects on both sporting and general exercise performance <p>3.3 Arousal, i.e.</p> <ul style="list-style-type: none"> • definition • theories of arousal (e.g. drive theory, inverted U hypothesis, catastrophe theory, reversal theory, IZOF) • effects on both sporting and general exercise performance <p>3.4 Methods of controlling stress, anxiety and arousal (e.g. self-talk, imagery, mental rehearsal, positive thinking, confidence building, concentration, progressive muscular relaxation, goal setting, cue utilisation, thought stopping)</p>

<p>4. Understand the importance of group dynamics in team sports and group exercise</p>	<p>4.1 Stages of group development, i.e.</p> <ul style="list-style-type: none"> forming, storming, norming and performing of both a sports team and a group activity (e.g. running group, aerobics class) <p>4.2 Cohesion, i.e.</p> <ul style="list-style-type: none"> types, i.e. <ul style="list-style-type: none"> task social creating an effective team climate factors affecting cohesion (e.g. personal, environmental, goals, leadership) of both a sports team and a group activity (e.g. running group, aerobics class, outdoor adventure activity) <p>4.3 Steiner's model of group effectiveness, i.e.</p> <ul style="list-style-type: none"> motivational losses coordination losses <p>4.4 Methods for improving team cohesion (task and social) (e.g. give individual roles, team building exercises, create a group identity)</p>
<p>5. Understand the psychological impact of sport and exercise on mental health and wellbeing</p>	<p>5.1 Impact of sport and exercise on mental health (e.g. depression, psychosomatic illnesses) and wellbeing (e.g. work-life balance, social relationships)</p> <p>5.2 Use of exercise to treat certain psychosomatic illnesses (e.g. depression, high blood pressure, stress, anxiety, eczema)</p> <p>5.3 Different psychological impacts of sport and exercise for elite performers and general participants (e.g. elite level athletes not making the grade or feeling the pressure, retiring athletes, serious injury, non-sport related issues)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the different factors that affect motivation for sport and exercise	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	
2. Understand attribution theory in relation to sport and exercise	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
3. Understand the effects of stress, anxiety and arousal in sport and exercise	*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		
4. Understand the importance of group dynamics in team sports and group exercise	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
5. Understand the psychological impact of sport and exercise on mental health and wellbeing	*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		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1 Know the different factors that affect motivation for sport and exercise

Learners must describe each of the types of motivation and goal setting types outlined in the Teaching Content. For M1, learners must explain the differences in motivation between elite performer and general participants in at least two different forms of sport and/or exercise. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO4 Be able to plan sports and activity sessions. Learners may also draw on learning from Unit 7, Improving fitness for sport and physical activity and Unit 11, Physical activity for specific groups.

LO2: Understand attribution theory in relation to sport and exercise

Learners must use specific sport and/or exercise examples (including M2 and D1).

LO3: Understand the effects of stress, anxiety and arousal in sport and exercise

Learners must use specific sport and/or exercise examples (including M3). For this LO, learners may draw on learning from Unit 17, Sports injuries and rehabilitation.

LO4 Understand the importance of group dynamics in team sports and group exercise

Learners must use specific sport and/or exercise examples. For M4 and D2, learners must be able to explain what happens when teams are unable to work together effectively and the actions a coach may take to remedy this and how effective they might be. Ideally this would be supported by specific sporting examples. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO2 Understand principles which underpin coaching and leading. Learners may also benefit from drawing on learning from Unit 18, Practical skills in sport and physical activity.

LO5 Understand the psychological impact of sport and exercise on mental health and wellbeing

Learners should consider the psychological impacts of sport and exercise to the health and wellbeing of general participants. For P7, the medical condition must be psychosomatic and the psychological treatment through sport and exercise considered. For M5, learners should then analyse differences in psychological impacts of sport and exercise between general participants and elite athletes. For this LO, learners may benefit from drawing on learning from Unit 7, Improving fitness for sport and physical activity; Unit 11, Physical activity for specific groups and Unit 12, Nutrition and diet for sport and exercise.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of mandatory content.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could shadow the coach of a sports team to witness methods of improving task and social cohesion.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Sports psychologists, counsellors, doctors or coaches could provide case studies to centres which learners can then base their assessment evidence on.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Sports psychologists, counsellors, doctors or coaches could deliver guest lectures to learners about the impacts of psychology on sport and/or the impacts of sport and exercise on mental health and wellbeing as well as team cohesion and group dynamics.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Sports psychologists, counsellors, doctors or coaches could contribute to the assessment of learners' work.

To find out more

ocr.org.uk/sport

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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