



Accredited

# OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

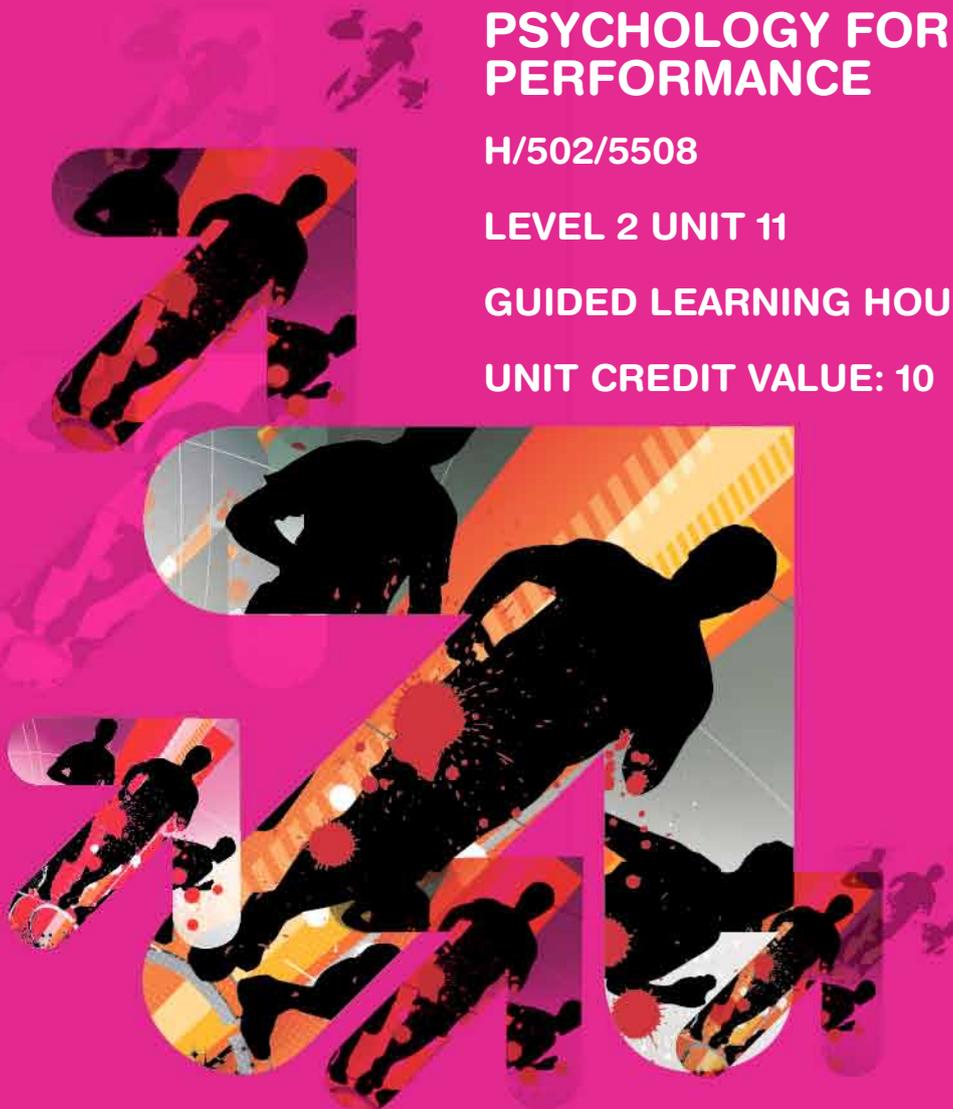
## PSYCHOLOGY FOR SPORTS PERFORMANCE

H/502/5508

LEVEL 2 UNIT 11

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PSYCHOLOGY FOR SPORTS PERFORMANCE

H/502/5508

LEVEL 2

## AIM OF THE UNIT

The line between success and failure in sport is a thin one and every advantage a performer can get is priceless. The demands of elite sport can put performers under enormous pressure and if they can gain a psychological edge over a rival it can be the difference between winning and losing. Individuals behave differently in different sports and different situations and there are many factors to take into consideration when looking at specific sports men and women. This unit aims to look at those different principles and the concepts involved in improving overall performance in the field of sport. Personality, motivation and aggression play a key role in the development of the individual and the unit will examine how these principles affect performance, whilst also looking at how they are caused and managed. Learners will have the opportunity to experience a psychological skills programme that they develop for their chosen sport. This insight will be of use to those who wish to work in fields such as coaching and fitness instruction.

## PURPOSE OF THE UNIT

Through this unit, learners are given an insight into the concepts concerned with sports psychology. As learners are required to link some of the work to themselves, they will need to be currently active in sport. School or club sport will be sufficient for them to meet the assessment requirements.

The LO's allow for learners to gain understanding in a practical environment in order to support the information given in the theoretical concepts. The knowledge of psychological factors gives learners an introduction into some of the areas that will be covered in later LO's. This basic understanding will allow learners to develop throughout the unit. Learners should be able to relate motivation in sport to

themselves and their own involvement in sport. The ability to personalise motivation will help with the understanding. Tutor input will be needed to cover the strategies that are needed to maintain motivation.

Personality in sport can also be linked to the learner. The opportunity for learners to participate in personality tests is available here and these results and input from tutors on the theories will enhance learner understanding. If possible, learners can watch or visit elite sport events to watch how aggression can affect sports performance. This will add to the tutor sessions that will be delivered.

Prior to writing their own psychological skill training programme, they will need to have completed various profiling tests, for example personality tests. Learners will need to have an understanding of their own psychological profile before they can start. Tutors will have the initial input, although learners can complete these tests in their learning environment at their sporting clubs. Once these tests have been completed, learners will set their own objectives and goals based on the results in order to improve their own performance. These can include goals and objectives linked to the learner's motivation, aggression or their effects on group dynamics. Once these objectives and goals have been set, the six week programme can be set. Appropriate skills to meet the goals will be required by the learner. Performance over the duration of the programme will be recorded and will need to show how the psychological skills training used help towards the meeting of the goals. Learners will review the results of the programme after the six week period. The review will compare the results against the goals and objectives that were set at the start. Learners will identify their strengths from the programme and also areas that require future development. Learners will be able to discuss the results with coaches, sports experts or tutors.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner will:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	The learner can:		
1 Know the psychological demands of a selected sport	P1 describe four psychological demands of a selected sport		
2 Know the impact motivation can have on sports performance	P2 describe the impact of motivation on sports performance	M1 give examples of how motivation impacts on participation in sports	
	P3 describe two strategies that can be used to influence motivation	M2 give examples of how motivational strategies can be used to improve sports performance	D1 give examples of strategies that can be used to maintain an athlete's motivation in a selected sport
3 Know the effect of personality and aggression on sports performance	P4 describe personality and how it affects sports performance	M3 describe different types of personality and their associated traits	D2 give examples of how different personality types can suit specific sports
	P5 describe aggression and two strategies that can be used to control it	M4 describe how aggression can be used to improve performance in sport	
4 Be able to develop and review a psychological skills training programme to enhance own sports performance	P6 assess own attitudes and psychological skills in a selected sport, identifying strengths and areas for improvement	M5 assess the attitudes and psychological skills in a selected sport for an identified sports performer	D3 review and compare own psychological skills and attitudes to that of an identified performer
	P7 plan, carry out and record a six-week training programme to improve psychological skills for a selected sport, with tutor support		
	P8 review the psychological skills training programme, identifying strengths and areas for improvement		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

### **LO1 Know the psychological demands of a selected sport**

*Psychological demands:* (e.g. self- confidence, self-control, motivation).

### **LO2 Know the impact motivation can have on sports performance**

*Motivation:* i.e. definition; types; intrinsic and extrinsic factors; achievement motivation; implications for involvement (e.g. adoption and dropout).

*Strategies:* (e.g. goal setting, self- talk ).

### **LO3 Know the effect of personality and aggression on sports performance**

*Personality:* i.e. definition; approaches-trait,situational and interactional; personality types (e.g. introverts and extroverts, type A and type B); links between personality and performance.

*Aggression:* i.e. definitions; types of aggression- hostile and instrumental; theories (e.g. instinct, social learning) ;aggression and assertion.

*Controlling and reducing aggression:* (e.g. anger management, controlled breathing exercises).

### **LO4 Be able to develop and review a psychological skills training programme to enhance own sports performance**

*Planning:* i.e. assessing own areas for improvement; methods of analysis and data collection (e.g. coach, performance profiling).

*Programme:* i.e. objectives and goals; psychological skills (e.g. improve motivation, develop concentration capacity, controlling aggression); strategies (e.g., goal setting, imagery, self-talk).

*Recording progress:* ( e.g. diary, logbook, video ).

*Review:* i.e. against objectives and goals; areas of success and areas for improvement; strategies to maintain development and achieve future goals.

## DELIVERY GUIDANCE

The unit will require both tutor input and learners own practical experience to help meet the assessment criteria.

**LO1** Learners will need tutor input to understand psychological demands within the sporting environment, for example, motivation and self-confidence. This will allow them to choose the required number of factors to describe that are needed to meet the assessment criteria. Assessment could be met through written work or presentation with slides.

**LO2** Learners will need tutor input to understand the types of motivation in sport performance. Through tutor led sessions and own research, learners will explain the different strategies that are required to maintain motivation in sport. Learners will need to ensure that they can describe two different strategies. Work can be presented through written forms or through presentation by learners linking to their own experiences.

**LO3** Personality and aggression can be looked at separately. Learners need to describe how each factor affects sports performance. For personality, learners could use a presentation. In aggression, learners can produce written work in order to evaluate the different theories causes and strategies. Tutors should ensure that learners have access to a variety of personality tests for learners. Aggression allows the opportunity for visits to sports matches and the analysis of videos for learners to see how aggression can be used in games and how it can be controlled for a positive effect on performance.

**LO4** Prior to the training programme, tutors should ensure that learners have access to a variety of profiling tests. Tutor led sessions followed by learner research will be needed here. Learners should be given the opportunity to discuss with the tutor or their personal sports coach realistic goals and objectives that can be met. The more input they are given will have an impact on the grade awarded through the assessment criteria. Tutors should ensure that for M4, work is carried out independently. Any tutor input will result in a Pass grade. Prior to the programme, tutor guidance on data recording should be given. Learners will record their results over the programme using, for example, a diary. The review of the programme can include learners consulting with sports coaches or tutors on the results. Learners will independently identify their strengths from the programme

and justify the improvements that they need to make for sports performance development. Learners will need to use the results collected as supporting evidence in their justification.

## GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Cambridge Assessment assignments to meet local needs and resources.

Criteria	Assignment title	Scenario	Assessment
P1	Psychological demands of a selected sport	Produce a presentation for non- specialists on the factors involved in sport psychology within your sport.	Written work or presentation with slides.
P2, P3, M1, M2 and D1	Impact of motivation on sports performance	The learner will use their own experiences in sport to explain how motivation has impacted their performance.	Written Report Presentation
P4, P5, M3, M4 and D2	Effects of personality and aggression on sports performance	The learner will present results from their personality tests and use the theories connected to explain the impact on their sport performance. Learners will report on a sporting match or competition and highlight areas of aggression, the causes and strategies that could have been used to prevent it.	Presentation of results from tests  Written report
P6, P7, P8, M5 and D3	Plan, perform and evaluate psychological skills training programme	Looking at your own sport and performances, review how a 6 week block of psychological skills training can improve your performance. Present the results to your coach.	Practical work and diary Observation records/ Witness testimony Written Report Presentation

## RESOURCES

### Books

- Anderson, M. (2000) *Doing Sport Psychology*  
Human Kinetics Europe Ltd.
- Cabral, P., Crisfield, P. (2005) *Motivation and Mental Toughness*  
sports coach UK
- Cashmore, E. (2002) *Sport Psychology: The Key Concepts*  
Routledge
- Davis, R., Roscoe, D., Roscoe, J., *Physical Education and the Study of Sport 5th Edition*
- Bull, R. (2004) Mosby
- Hogg, J. (1997) *Mental Skills for Young Athletes*  
Sport Excel Pub Inc
- Wesson, K., Wiggins, N., *Sport and PE: A Complete Guide*
- Thompson, G., Hartigan, S. (2000) *to Advanced Level Study 2nd Edition*  
Hodder & Stoughton
- Woods, B. McIlveen, R. (1998) *Applying Psychology to Sport*  
Hodder Arnold

### DVDs/Videos

- Sport and Psychology Video* (2000). Education Group  
Australiasia (available from Coachwise)

### Journals/magazines/booklets/brochures

sports coach UK. *coaching edge Magazine*  
*coaching edge* is produced quarterly and includes top coaches outlining their innovative coaching methods, tried and tested theories to improve coaching, how sports science can really make a difference, well presented technical information with something for every coach or sports enthusiast no matter what their level of experience.

### Websites

- BBC Sport Academy*. <http://news.bbc.co.uk/sportacademy>  
Advice on technique for different sports.
- English Institute of Sport*. <http://www.eis2win.co.uk>  
This website has information on applied physiology, biomechanics, medical consultation, medical screening, nutritional advice, performance analysis, psychology, podiatry, strength and conditioning coaching, sports massage and sports vision.

*Peak Performance online*. <http://www.pponline.co.uk>  
Peak Performance is a subscription-only newsletter for athletes and coaches, featuring the latest research from the sports science world.

*Sports Coach*. <http://www.brianmac.demon.co.uk>  
Provides information on a range of topics related to developing athletic ability and coaching expertise.

*Top End Sports*. <http://www.topendsports.com>  
Lots of information on a range of sports, fitness testing, fitness training, sports nutrition and sport science.

*Welcome P.E. Centre*. <http://www.physicaleducation.co.uk>  
A resource for teachers, students and educators interested in physical education and exam courses.

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 6:** Lifestyle and the Sports Performer



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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