



## Assignment brief – BTEC Sport Level 3

### Assignment front sheet

Qualification		Unit number and title	
Pearson BTEC Level 3 National Extended Certificate in Sport		Unit 6: Sports Psychology	
Learner name		Assessor name	
		Miss N. Wilcock, Mr K. Harris	
Date issued	Hand in deadline	Submitted on	

Assignment title	Investigating psychological principles affecting sports performance.
Learning Aim(s)	A: Understand how personality, motivation and competitive pressure can affect sport performance.
In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Criteria reference	To achieve the criteria the evidence must show that you are able to:	Task no.	Evidence
6/A.P1	Describe how personality and motivational factors may impact on sports performance.	Task 1	Written Account
6/A.P2	Describe how differing levels of arousal, anxiety and self-confidence can affect sports performance.	Task 1	Written Account
6/A.M1	Explain how personality and motivational factors may impact on sports performance.	Task 1	Written Account
6/A.M2	Explain how control of arousal, anxiety and stress, and self-confidence can impact on sports performance.	Task 1	Written Account
6/A.D1	Analyse the relationship between motivational factors, anxiety and stress, and self-confidence and their impact on sports performance.	Task 1	Written Account

Learner declaration
I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.
Learner signature: _____ Date: _____

## Assignment brief

<b>Qualification</b>	<b>Pearson BTEC Level 3 National Extended Certificate in Sport</b>
<b>Unit number and title</b>	<b>Unit 6: Sports Psychology</b>
<b>Assessor name</b>	Miss N. Wilcock, Mr K. Harris
<b>Date issued</b>	
<b>Hand in deadline</b>	

<b>Assignment title</b>	<b>Investigating psychological principles affecting sports performance.</b>
<b>Learning Aim(s)</b>	<b>A: Understand how personality, motivation and competitive pressure can affect sport performance.</b>

### Grading Criteria:

- 6/A.P1 Describe how personality and motivational factors may impact on sports performance.
- 6/A.P2 Describe how differing levels of arousal, anxiety and self-confidence can affect sports performance.
- 6/A.M1 Explain how personality and motivational factors may impact on sports performance.
- 6/A.M2 Explain how control of arousal, anxiety and stress, and self-confidence can impact on sports performance.
- 6/A.D1 Analyse the relationship between motivational factors, anxiety and stress and self-confidence and their impact on sports performance.

### Scenario/Context:

As a student actively involved in sport, and looking to become involved in coaching as a career option, you have been approached by a local sports club to help assist in trying to improve the performance of a team. Specifically you have been asked by the team manager to look at psychological factors that can influence performance. You have been asked to write a report summarising your findings to the club.

### TASK 1. A report that investigates the psychological influences on sports performance.

In your report you are required to investigate the theoretical principles surrounding Personality, Motivation, Arousal, Attention, Stress and Confidence. You are to structure your report in six separate sections as outlined below. Each section should describe, explain and analyse how each of the topic areas may impact performance in sport and the relationship between them.

#### Section 1: Personality factors and assessment of personality

- Personality traits
- Situational or social learning theory
- Interactional theory
- Assessment of personality

#### Section 2: Motivational factors

- Types of motivation
- Achievement motivation
- The effect of the environment on motivation
- The influence of coach, teacher or instructor on motivation
- Mastery climate
- Competitive climate
- Attribution theory

**Section 3: Performance relationship theories under competitive pressure**

- Drive theory
- Inverted U hypothesis
- Catastrophe theory
- Individual zones of optimal functioning

**Section 4: Attentional focus and sports performance under competitive pressure**

- Attentional cues
- Types of attentional focus (broad, narrow, internal, external).
- Shifting attentional focus.
- Attentional strategies – associative, dissociative.
- Causes of attentional problems
- Choking
- Effect of different arousal levels on attentional focus.

**Section 5: Stress, anxiety and sports performance under competitive pressure**

- Definitions to consider the following:
- Stress
- Anxiety
- Types of stress – eustress and distress
- Types of anxiety – state and trait, cognitive, somatic and behavioural
- Four stages of the stress process
- Increases in cortisol and adrenalin levels to mobilise the body for 'fight or flight'
- Cognitive response and Somatic responses
- Behavioural responses
- Consequences of stress and anxiety
- Multi-dimensional anxiety theory
- Reversal theory

**Section 6: Self-confidence and sports performance under competitive pressure**

- Benefits of self-confidence
- Optimal self-confidence
- How expectations influence performance
- Bandura's self-efficacy theory
- Application of model to sports performance

**Checklist of Evidence Required**

<i>A report analysing the psychological influences on sports performance covering the following theoretical areas:</i>	[tick boxes]
Personality factors and assessment of personality	
Motivational factors	
Arousal – performance relationship theories under competitive pressure	
Attentional focus and sports performance under competitive pressure	
Stress, anxiety and sports performance under competitive pressure	
Self-confidence and sports performance under competitive pressure	

## **Assessment Help and Tips:**

### **Unit content:**

Make sure that your work contains everything asked for in the Unit Content below:

### **Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance**

#### **A1 Personality factors and assessment of personality**

- Personality traits (traits are relatively consistent ways of behaving and consistent across a range of situations).
- Situational or social learning theory (the belief that behaviour is determined mainly by our environment and is learnt through modelling and social reinforcement).
- Interactional theory (the belief that situational and personal traits are equal determinants of behaviour).
- Assessment of personality (Eysenck's personality inventory, Cattell's 16 personality factor model – type A/type B personality) and the limitations of personality testing. This will include the reliability and validity of personality testing methods.

#### **A2 Motivational factors**

- Types of motivation (intrinsic and extrinsic motivational factors).
- Achievement motivation (setting realistic but challenging goals), e.g. mastering specific skills versus comparing ability and performance against others.
- The effect of the environment on motivation, e.g. facilities, equipment.
- The influence of coach, teacher or instructor on motivation: task and mastery directed behaviour.
- Mastery climate – positive reinforcement for working hard, showing improvement, helping others and valuing each person's contribution; use of TARGET (task, authority, reward, grouping, evaluation and timing) to produce a mastery climate.
- Competitive climate: athletes believe poor performance and mistakes will be punished, athletes with highest ability will receive most attention and competition between team members is encouraged.
- Attribution theory – how knowledge of attribution theory can be used by a coach in the motivation process.

#### **A3 Arousal – performance relationship theories under competitive pressure**

- Drive theory (as an individual's arousal level rises so does their performance).
- Inverted U hypothesis (at low arousal levels, performance will be below par but as arousal level increases, performance improves up to a point of optimal arousal, after this point performance standard starts to decrease steadily).
- Catastrophe theory (development of the inverted U hypothesis that shows that once optimal point of arousal has been reached then performance will rapidly decline at a point of catastrophe).
- Individual zones of optimal functioning (the belief that athletes have optimal zones of functioning dependant on their personality and the sports activity).

#### **A4 Attentional focus and sports performance under competitive pressure**

- Attentional cues (relevant, irrelevant).
- Types of attentional focus (broad, narrow, internal, external).
- Shifting attentional focus, e.g. broad to narrow, internal to external.
- Attentional strategies – associative, dissociative.
- Causes of attentional problems, e.g. internal distracters, attending to past and future events, fatigue, external distractions.
- Choking (performance impairment due to changes in attentional focus).
- Effect of different arousal levels on attentional focus.

#### **A5 Stress, anxiety and sports performance under competitive pressure**

Definitions to consider:

- Stress (the non-specific response of the body to any demand made on it)
- Anxiety (the negative form of stress which can lead to an increase in arousal and a

potential decrease in performance levels)

- types of stress – eustress and distress
- types of anxiety – state and trait, cognitive, somatic and behavioural
- the stress process (four stages – environmental demands, perception of demand, stress response, behavioural consequences)
- increases in cortisol and adrenalin levels to mobilise the body for 'fight or flight' response, cognitive (inability to concentrate, feelings of worry), somatic (pulse rate and blood pressure increase, muscle tension), behavioural (rushing, talking quickly, fidgeting)
- consequences of stress and anxiety, e.g. negative mental state, loss of self-confidence
- multi-dimensional anxiety theory (cognitive and somatic anxiety can affect individual performance in different ways, cognitive anxiety has a negative effect whereas somatic anxiety will have a positive effect up to a certain point)
- reversal theory (the individual interpretation of anxiety can influence performance, e.g. if anxiety is seen as pleasant excitement rather than unpleasant worry).

#### **A6 Self-confidence and sports performance under competitive pressure**

- Benefits of self-confidence (arousing positive emotions, facilitating concentration, increasing effort, influencing game strategy).
- Optimal self-confidence (effect on performance caused by lack of confidence, problems caused by overconfidence, link with inverted U hypothesis).
- How expectations influence performance (expectations of self, expectations of coach).
- Bandura's self-efficacy theory (performance accomplishments, vicarious experiences, verbal persuasion, emotional arousal, efficacy expectations, athletic performance).
- Application of model to sports performance.

### **Sources of information to help you with this assignment:**

Adams M et al – BTEC Level 3 National Sport (Performance and Excellence) Student Book (Pearson, 2010) ISBN 9781846906510

Adams M et al – BTEC Level 3 National Sport Teaching Resource Pack (Pearson, 2010) ISBN 9781846906541

Burton D and Raedeke T D – Sport Psychology for Coaches (Human Kinetics, 2008) ISBN 9780736039864

Cox R – Sport Psychology: Concepts and Applications 6th Edition (McGraw-Hill, 2007) ISBN 9780071106429

Weinberg R S and Gould D – Foundations of Sport and Exercise Psychology 4th Edition (Human Kinetics, 2007) ISBN 9780736064675

#### **Journals**

Applied Sport Psychology

International Journal of Sports Science and Coaching

Journal of Applied Sport Psychology

#### **Websites**

BBC Sport [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

British Association of Sport and Exercise Sciences [www.bases.org.uk](http://www.bases.org.uk)

Istadia [www.istadia.com](http://www.istadia.com)

Mind Tools [www.mindtools.com](http://www.mindtools.com)