

Pearson BTEC Level 3 National in Sport and Exercise Science

Unit 3: Applied Sport
and Exercise Psychology



Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation Diploma,
Diploma and Extended Diploma in Sports and Exercise Science*

First teaching from September 2016

Issue 2

Edexcel, BTEC and LCCI qualifications

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Contents

Summary of Sample Assessment Material changes	i
Task	3
Sample mark grid	19

Changes to rubrics

We have made changes in response to DfE feedback.

The tasks have been redesigned and changed from being Part A and Part B to being a single part. The rubrics in this Sample Assessment Material have been updated to be in line with the changes made to the task and to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions to learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

Summary of Pearson BTEC Level 3 Nationals in Sport and Exercise Science Sample Assessment Materials for Unit 3: Applied Sport and Exercise Psychology Issue 1 to 2 changes

Summary of changes made between previous issues and this current issue	Page number
An introduction section has been added to clarify the: <ul style="list-style-type: none">• purpose of the assessment• availability and timings of the assessment• requirements for formal supervision.	Page 1
The task has been redesigned and changed from being a Part A and B task to being a Single part task.	Page 3
Instructions to teachers/tutors section has been revised to reflect the change to the task, this includes: <ul style="list-style-type: none">• hours to undertake the supervised assessment task have changed from 2 to 3 hours.	Pages 4-5
Instructions to learners section has been revised to reflect the changes in the Instructions to teachers/tutors and the task.	Page 6
The Set Task Information and Set Task sections and the Task and answer booklet have been revised to reflect the change to the task.	Pages 7-18

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is to examine a case study which focuses on an individual or a team that require guidance on psychological interventions in response to psychological factors that are impacting on their performance.

This assessment will be offered twice a year.

This is a single task undertaken in a single session of **3 hours**.

This does not include independent preparation.

Learners will be provided with a case study giving details of someone/ or persons who need some form of psychological intervention and it is suggested that learners spend 30 minutes reading this information before starting the activities.

The assessment evidence submitted to Pearson is a task and answer booklet. The assessment evidence is produced under full formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. Formal supervision is the equivalent of examination conditions. Learners must work independently, they cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.

Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

Learner Registration Number

Centre Number

Sport and Exercise Science

Unit 3: Applied Sport and Exercise Psychology

Extended Certificate/Foundation Diploma/Diploma/
Extended Diploma

**Sample assessment material for first teaching
September 2016**

Part

S

Marks

Supervised
hours

3

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- This booklet must be kept securely until the start of the **3 hour** supervised assessment session.
- This booklet must be issued to learners for the specified session.

Information

- The total mark for this paper is 60.

Paper reference

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Instructions to Teachers/Tutors

The set task should be completed during the **3 hour** session as timetabled by Pearson.

The set task must be carried out under supervised conditions.

Learners must complete this set task in the task and answer booklet.

Teachers/tutors should note that they are responsible for maintaining security and for reporting issues to Pearson. In particular:

- ◇ only permitted materials for the set task can be brought into the supervised environment
- ◇ during any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.

Maintaining security during supervised assessment sessions

- ◇ The assessment areas must only be accessible to the individual learner and to named members of staff.
- ◇ Learners can only access their work under supervision.
- ◇ Any work learners produce under supervision must be kept secure.
- ◇ Only permitted materials for the set task can be brought into the supervised environment.
- ◇ During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- ◇ Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

After the session, the teacher/tutor will confirm that all learner work was be completed independently as part of the authentication sheet submitted to Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments* (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Outcomes for Submission

Each learner must submit the following:

- ◊ a completed task and answer booklet.

Learners must complete a declaration that the work they submit is their own.

Instructions for Learners

Read the set task information carefully.

In this booklet you will be asked to carry out specific activities using the information given.

The supervised assessment task must be taken in a single session of **3 hours**. You may be provided with a supervised break during the assessment in addition to the specified hours.

Plan your time carefully.

There will be three activities to complete based on the case study.

These will focus on:

- ◇ the impact of psychological factors
- ◇ how psychological theories can be applied
- ◇ psychological interventions.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

Outcomes for Submission

On completion of the supervised assessment period you should submit:

- ◇ a completed task and answer booklet.

You must complete a declaration that the work you submit is your own.

Set Task Information

Read the case study carefully, it is recommended you spent at least 30 minutes studying the case study before you start to respond to the activities.

Nathan is 17-years old and a very talented basketball player. As well as playing for his school he also plays for his regional side and spends most of his time either playing, watching or talking about basketball. He relishes the competition of matches and the challenge of competing against the best opponents. He also enjoys the feelings that being successful and being good at something brings.

On the day of a game he feels very excited and positive that he is going to play well. As he warms up for games he can feel his heart thumping, has butterflies in his stomach and sweaty palms. Once the game starts these feelings seem to disappear and he becomes totally focused on playing. He finds that the tougher the opposition are to play against the better he performs and more joy he gets if his team wins.

Recently Nathan has started to make some minor errors when playing in basketball games. As a result, he finds that he has started to worry about games for 2–3 days beforehand and is wondering whether he is really good enough and if he will make any more errors. He also finds that his school work is suffering and that he doesn't want to talk to his friends. He can't sleep or eat properly and wakes up with doubts about whether he is really able to compete at a regional standard. Before a game he finds he is actually shaking and during the game he finds that he is making minor errors because he is only focusing on his direct opponent.

Nathan finds that he worries constantly about losing and is very relieved if his team manages to win.

After one particular game his coach tells him that he is going to have to drop him for poor performance and that he doesn't look like he enjoys playing any more. Nathan agrees with his coach and explains how he has been feeling recently. The coach suggests he may benefit from sport psychology support and Nathan agrees this may be beneficial to him.

Set Task

You must read the information carefully.

Complete all your work in the task and answer booklet in the space provided.

Activity 1

Assess the impact of psychological factors on Nathan.

Total for Activity 1 = 15 marks

Activity 2

To what extent can psychological theories explain the factors that are impacting on Nathan?

Total for Activity 2 = 15 marks

Activity 3

Recommend psychological interventions to address Nathan's needs. In your answer you should justify any recommendations made.

Total for Activity 3 = 30 marks

Task and answer booklet

Activity 1

Assess the impact of psychological factors on Nathan.

(Suggested timing 35 minutes)

Your answer will focus on the:

- a) key psychological factors
- b) impact of the factors
- c) effect of the factors on performance.

15 marks

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Handwriting practice area with 25 horizontal dotted lines.

Blank lined area for writing.

Activity 2

To what extent can psychological theories explain the factors that are impacting on Nathan?

(Suggested timing 35 minutes)

Your answer will focus on the:

- a) theories linked to this situation
- b) application and justification of the psychological theories linked to this situation.

15 marks

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Activity 3

Recommend psychological interventions to address Nathan's needs. In your answer, you should justify any recommendations made.

(Suggested timing 80 minutes)

Your answer will focus on:

- a) the principles behind the psychological interventions
- b) justifying the selection of appropriate interventions.

30 marks

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END OF TASK

TOTAL FOR TASK = 60 MARKS

Unit 3: Applied Sport and Exercise Psychology

– Sample mark grid

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.
- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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

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	<ul style="list-style-type: none"> Generic psychological factors are identified. 	<ul style="list-style-type: none"> Psychological factors are identified from the scenario. 	<ul style="list-style-type: none"> Positive and negative psychological factors are identified from the scenario.
		<ul style="list-style-type: none"> An interpretation of the impact of the psychological factors might be attempted, but has limited relevance to the scenario. The effect of psychological factors on performance are identified. 	<ul style="list-style-type: none"> An interpretation of the impact of the psychological factors is present, demonstrating relevance to the scenario. The effect of psychological factors on performance are identified from the scenario. 	<ul style="list-style-type: none"> A detailed interpretation of the impact of the psychological factors is present, demonstrating relevance to the scenario. The significance of each psychological factor and its effect on performance is prioritised from the scenario.

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3
Apply theory	0	1–5	6–10	11–15
	No rewardable response	<ul style="list-style-type: none"> Demonstrates limited knowledge of psychological theories. Selection of theory is generic, showing limited relevance to the scenario. 	<ul style="list-style-type: none"> Demonstrates knowledge of psychological theories. Psychological theory is applied to identified psychological factors. Application of theories are appropriate to interpret the scenario. 	<ul style="list-style-type: none"> Demonstrates detailed knowledge of psychological theories. Psychological theory is specifically applied to each identified psychological factor, with supporting justification. Analytical approach taken linking theory to factors identified from scenario.

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Provide a justification for selected interventions	0	<ul style="list-style-type: none"> Demonstrates limited knowledge of principles behind psychological interventions. Selected psychological interventions are generic. 	<ul style="list-style-type: none"> Demonstrates limited knowledge of principles behind the psychological interventions. Selected psychological interventions are partially relevant to the scenario. 	<ul style="list-style-type: none"> Demonstrates knowledge of principles behind psychological interventions. Selected psychological interventions are relevant to the scenario. 	<ul style="list-style-type: none"> Demonstrates detailed knowledge of principles behind psychological interventions. Selected psychological interventions are relevant to the psychological factors identified in the scenario. 	<ul style="list-style-type: none"> Demonstrates detailed knowledge of principles behind psychological interventions. Selection of psychological interventions is relevant to the scenario and each identified psychological factor.
	No rewardable response	<ul style="list-style-type: none"> Provides a basic description of the intervention(s). 	<ul style="list-style-type: none"> Justification for proposed intervention(s) may be attempted but are not always relevant to the scenario. 	<ul style="list-style-type: none"> Provides a justification for the selection of appropriate interventions, showing relevance to the scenario. 	<ul style="list-style-type: none"> Provides a detailed justification for interventions selected, showing clear relevance to the scenario; recommendations may be prioritised. 	<ul style="list-style-type: none"> Provides a detailed justification for the interventions selected, showing clear application to the scenario; recommendations likely to be prioritised.

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