Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

process goal: about the actions / technique during performance, e.g. “drive the knee up at take-off”; outcome goal: about the result compared with others, e.g. “win the gold medal”

2.2

e.g. “score 8 out of 10 free throws in practice by the end of March”; any two, explained: specific (free throws); measurable (8/10); time-bound (end of March); achievable / realistic for the player’s level

2.3

any three: physical: stand on the board in costume, in the take-off position; environment: image the real pool and venue; timing: image the dive at real speed; emotion: feel the real nerves and excitement; perspective: an internal (own eyes) view; learning: update the images as the dive improves

2.4

(i) cognitive specific: rehearsing one skill; (ii) motivational general-mastery: confidence and coping under pressure

3.1

(a) instructional self-talk

(b) any three: controls arousal (breathing out relaxes); blocks distractions such as the crowd / narrows attention; triggers the learned motor programme, so the movement is automatic; gives consistency and a sense of control, raising confidence

3.2

award up to [5]: needs assessment first: interview, questionnaire or performance profile to find her weaknesses; choose skills to match, e.g. relaxation for high anxiety; education then regular practice, first in training, then in competition; measure before and after: performance (times) and questionnaires (e.g. anxiety, confidence); compare with a control period or group, as times may improve anyway from physical training; ask the swimmer for feedback / check she actually practised

3.3

keeping a goal that is now unattainable leads to frustration, anxiety and lower well-being; she should disengage from the qualification goal; and re-engage with new, achievable goals, e.g. rehabilitation milestones, upper-body fitness, a later race; process goals within her control keep motivation and competence

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3.4

award up to [6]: relaxation (breathing, PMR) lowers somatic anxiety and muscle tension, which spoils fine control; imagery of successful shots (cognitive specific) strengthens the motor programme; PETTLEP: image in the real course, with real timing and the real pressure; motivational general-mastery imagery builds confidence for pressure moments; combine: relax first, then image, so images are clear and controlled; evaluation: imagery skill differs between people and needs regular practice; effects are greater for skilled performers; measure scores and anxiety before and after