

## Questions

## The benefits of high motivation

Q1.

Devran is a rugby player.

Devran is talented, but his attitude to training and matches is very poor. He often looks bored, seems as though he is not trying and sometimes does not even turn up for training sessions.

The coach believes that if Devran improves his **motivation**, he will be more likely to improve his performance in training and matches.

Analyse the different **types** of motivation that could be used **and** how these would **benefit** Devran's rugby performance in the future.

(Total for question = 9 marks)

Q2.

Maisie is an 18-year-old athlete. Her coach is leading her through a training programme to improve her fitness.

Maisie's motivation to train increases.

Two benefits of this increased motivation are:

- higher intensity of effort during training
- the ability to overcome adversity during training.

Explain how these benefits will improve Maisie's performance during a fitness training programme.

Higher intensity of effort

(2)

.....

.....

.....

.....

Overcoming adversity

(2)

.....

.....

.....

.....

(Total for question = 4 marks)

Q4.

Callie is training for a 400 m hurdle race.



Source: © Maxisport/Shutterstock

**Figure 1**

She has taken part in some fitness testing. One of her test results shows that she has poor flexibility.

Callie also takes part in physically demanding speed training sessions. These sessions are often extremely difficult to complete.

Motivation will **benefit** Callie during these sessions.

Explain why **motivation** is needed to ensure Callie successfully completes these physically demanding speed training sessions.

.....

.....

.....

.....

**(Total for question = 2 marks)**

**Q5.**

George plays hockey and wants to use two different training methods to improve his aerobic endurance.

Give **two** benefits of George having high motivation levels on his participation in hockey.

(2)

1 .....

.....

2 .....

.....

**(Total for question = 2 marks)**

**Q7.**



**Figure 1**

Source: © art3/Shutterstock

Jake is a javelin thrower. His coach has told him that he needs to improve his speed.

Jake is a committed athlete and is intrinsically motivated to improve.

Motivation can be increased through extrinsic and intrinsic rewards.

A feeling of satisfaction would be an example of an **intrinsic reward**.

Extrinsic rewards can be classified as tangible and intangible.

Increased extrinsic and intrinsic rewards are one benefit of increased motivation.

State **two other** benefits of increased motivation.

(2)

1 .....

2 .....

**(Total for question = 2 marks)**

## Examiner's Report

Q1.

This is an extended response question. For this question the learners are generally given extensive information via an extended situation or scenario. The command verb used is analyse. This requires learners to interpret the information in the scenario in order to recall appropriate and relevant knowledge from the specification, demonstrating an understanding of this knowledge and applying it to the scenario. In simple terms, the learners need to firstly make a relevant point or identify some relevant knowledge. They should then look to expand upon this and show some further understanding by describing what this is or how it works in practice for example. The learners should then further build on the response by expanding their answer to explain how this applies to the scenario or situation in the question. Although much improved from previous series, there are still a significant number of learners who achieved 0 marks for this question.

In the vast majority of cases, this was because no attempt was made to answer the question. Centres and learners should recognise that there are a significant number of highly accessible marks available for both of these levels-based questions for demonstrating fairly basic elements of knowledge from the specification. All learners should make an attempt to respond to these extended answers.

For this question learners were required to demonstrate knowledge and understanding of different types of motivation, and the benefits that these could bring about by applying them to the performer in the scenario. This question is assessed using a levels based mark scheme. This broadly places learner responses into one of three marking bands and then finalises an overall mark from within that band.

For the Level 1 marking band learners will show isolated knowledge, make few points and show limited application to the scenario. In this case, this would often involve identification of types of motivation, such as extrinsic and intrinsic, and very basic applications that respond directly to the material given in the question stem or scenario.

For the Level 2 band, learners need to demonstrate more understanding, on a more consistent level. Their responses will also be more relevant to the situation or scenario outlined in the question. For this question we would expect to see learners accurately defining the types of motivation named and offering examples of rewards or motivational strategies that are appropriately classified.

For the Level 3 band, knowledge and understanding will be much more detailed and comprehensive. A broader range of types of motivation will be explored accurately and each of these will mostly be appropriately applied to the performer in the scenario and the benefits that these types of motivation can bring.

**This response was awarded in the Level 3 marking band.**

Devran is a rugby player.

Devran is talented, but his attitude to training and matches is very poor. He often looks bored, seems as though he is not trying and sometimes does not even turn up for training sessions.

The coach believes that if Devran improves his motivation, he will be more likely to improve his performance in training and matches.

Analyse the different **types** of motivation that could be used **and** how these would **benefit** Devran's rugby performance in the future.

tangible  
intangible

Motivation is the drive to achieve a goal.

Intrinsic motivation is when someone wants to take part in a sport because they enjoy it. ~~or they want~~ They are internally motivated and are not influenced by others or external factors.

Advantages of increased internal motivation is that there is increased concentration levels, so Devran would be more engaged in the session and enjoy it more, meaning he would be more likely to turn up. His amount of intangible rewards would also increase, for example he would feel more successful, which would mean he would work harder so he can get better. An intangible reward is something that is not physical and can't be won, it is something you feel within yourself. A disadvantage of intangible rewards is that you need to enjoy what you are doing so if Devran doesn't\*  
Extrinsic motivation is when someone is influenced by other factors and takes part in a sport for

tangible rewards, for example Devran might play rugby for the medals and trophies he wins. If the amount of tangible rewards increased, he may want to win more, so would try harder in training to increase the amount of tangible rewards he receives. An advantage of this would be that his self-confidence would improve and he may have a more positive attitude to training and rugby matches. However a disadvantage would be that he may become too obsessed with tangible rewards and become aggressive if he doesn't win, which would have a negative affect on his teammates.

In conclusion, I believe that initially, extrinsic motivation should be used so that Devran is more inclined to turn up, however after a while he may start to enjoy it more and then a combination of intrinsic and extrinsic should be used.

The learner has opened the response by defining motivation generally. The learner has then identified intrinsic motivation as a type of motivation. They have defined this type of motivation accurately, continued to build on their response by including an appropriate example and have finally applied this to the question by offering appropriate benefits that will result from this type of motivation for the given performer.

Next the learner has identified and defined intangible rewards and again offered a correctly classified example. The learner has further extended the response with a brief discussion of the advantages and limitations of this type of approach.

The learner has then identified extrinsic and tangible rewards. These have not been clearly defined, but understanding has been shown through the use of correctly classified examples and an accurate discussion of the use of these methods.

The learner has completed their response with a conclusion, accurately surmising that the use of extrinsic motivation may be most beneficial initially, but that over time the use of greater intrinsic motivation should be encouraged.

**Q2.**

No Examiner's Report available for this question

**Q3.**

This question was another more challenging question, with 2 marks that were both pitched at the highest level of difficulty. The question requires learners to explain why a benefit of improved motivation, increased enjoyment, will actually impact on training for the high jump event. To be credited learners needed to be very specific in their responses. Unsurprisingly, due to the level of demand, a number of learners gave rambling, vague responses that did not really address the question. A characteristic of successful responses was use of good technical terminology to illicit a concise and clear response.

Learner first needed to address the effect on training, and then how this would impact upon performance as a result. The number of learners achieving 1 mark was higher than expected, but the number achieving 2 marks was slightly lower than expected.

Explain why having fun in training sessions will help Ashani to improve her high jump.

(2)

A higher amount of enjoyment and fun during Ashani's training sessions will motivate her to continue training and attend more sessions, this will allow her to improve her high jump technique as she will be able to practice it more often.

**This response gained 2 marks.**

This learner has correctly identified that higher enjoyment levels will motivate the performer to attend more training sessions, for 1 mark. The learner has expanded upon this to explain that this will increase opportunities to practice and improve technique for another 1 mark.

The learner has highlighted key words in the question to try to pick apart the requirements before formulating their response.

**Q4.**

No Examiner's Report available for this question

**Q5.**

No Examiner's Report available for this question

**Q6.**

This question required learners to simply state two benefits of increased motivation. This material is clearly outlined on the specification and learners were able to gain credit via a variety of different responses. They have performed well on this type of question in the past, but on this occasion were not as successful. A sizeable majority were credited with at least 1 mark, but only just under a quarter of all learners were awarded both marks.

One particularly common error was to identify improved confidence as a benefit of increased motivation, but this is not a correct response. A number of learners also identified improved performance as a benefit, but the question had previously stated that Holly was motivated to improve her performance, so this could not be credited.

State two benefits of increased levels of motivation for Holly's training.

(2)

- 1 Higher enjoyment levels.
- 2 Increased participation in future and ~~increased intrinsic and extrinsic rewards~~

This response was awarded 2 marks.

Q7.

This question uses the command verb state and is another example of a question that requires learners to recall knowledge from the specification. Learners generally find the recall of knowledge associated with the psychological factors slightly more challenging, as they often mix up and confuse the benefits or methods of improvement across the different factors. On this question, performance was actually slightly better than expected though. Again, a number of learners stated that increased confidence would arise from increased motivation. This is not necessarily the case and so was not credited for this question.

Increased extrinsic and intrinsic rewards are one benefit of increased motivation.

State **two other** benefits of increased motivation.

- 1 intensity of effort in participation is higher.
  - 2 overcoming adversity.
- (2) 2

This response gained 2 marks

The learner has stated two benefits of increased motivation demonstrating knowledge that is taken directly from the specification.



## Mark Scheme

Q1.

Question number	Indicative content	Mark
	<p>Responses may include the following.</p> <p><u>Level 1</u> (Max 3 marks for Level 1)</p> <ul style="list-style-type: none"><li>• <u>Extrinsic / Intrinsic</u> (motivation)</li><li>• <u>Tangible / intangible</u> (rewards)</li></ul> <ul style="list-style-type: none"><li>• Increased attendance/ 'turn up to' participation in training and games /more effort /work harder /positive attitude.</li></ul> <ul style="list-style-type: none"><li>• Example of rewards (see L2 material) <u>not /incorrectly</u> classified as tangible/intangible/extrinsic/intrinsic</li></ul>	

	<p><u>Level 2</u> (Max 7 marks for Level 1&amp;2 combined)</p> <ul style="list-style-type: none"> <li>• Definition Motivation is the drive to achieve success / internal mechanisms and external stimuli that direct behaviour</li> <li>• Definition Extrinsic motivation- provided from external factors / by a coach/team mate etc.</li> <li>• Definition Intrinsic = Motivation provided from internal factors /by the performer themselves.</li> <li>• Definition of tangible / intangible rewards (physical substance /financial value etc</li> </ul> <p>Examples of rewards-</p> <ul style="list-style-type: none"> <li>• Extrinsic/tangible examples- Medals / trophies / awards / money</li> <li>• Intrinsic / intangible examples – pride/satisfaction/mastery/sense of achievement</li> <li>• Intangible/extrinsic examples - praise /positive reinforcement / feedback/ respect/recognition /</li> </ul>	
	<p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>• Intrinsic motivation means Devran will not be relying on anybody else to motivate him.</li> <li>• Higher enjoyment levels.</li> <li>• Increased adaptations/skill development</li> <li>• Greater impact/influence in matches.</li> <li>• Overcoming adversity / resilience / not giving up when training / games becomes difficult.</li> <li>• Improved concentration / focus</li> </ul>	<p>(9)</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>● Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.</li> <li>● Few of the points made will be relevant to the context in the question.</li> <li>● Limited discussion that contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>● Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>● Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>● Displays a partially developed discussion that considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>● Demonstrates mostly accurate and detailed knowledge and understanding.</li> <li>● Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>● Displays a well-developed and logical discussion that clearly considers a range of different aspects and how they interrelate, in a sustained way.</li> </ul>

**Q2.**

Question number	Answer	Mark
	<p>Award <b>1</b> mark for identification of an improvement from each benefit, and <b>1</b> further mark for a linked expansion on the impact on performance, up to a maximum of <b>4</b> marks.</p> <p>Higher intensity of effort</p> <ul style="list-style-type: none"> <li>• Maisie will be consistently working harder (1) therefore training adaptations will be greater/achieved more quickly (1).</li> </ul> <p>Overcoming adversity</p> <ul style="list-style-type: none"> <li>• Maisie will be more determined/resilient/persistent (1) so will keep going/not give up when the training becomes tough (1).</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(4)</b>

Q3.

Question number	Answer	Mark
	<p>Award <b>1</b> mark for <b>identification</b> of why fun will help Ashani in training, and <b>1</b> mark for a linked <b>expansion</b> of why this will improve her high jump performance, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Ashani will increase effort levels / be more engaged during sessions (1) improving the quality of her practice / developing better technique (1)</li> <li>• Ashani will attend more sessions / increase participation levels (1) so will increase opportunities to practice / will develop / adapt more quickly (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Q4.

Question number	Answer	Mark
	<p>Award <b>1</b> mark for a <b>giving</b> a definition of motivation, and <b>1</b> mark for a linked <b>expansion</b> related to completing demanding sessions.</p> <ul style="list-style-type: none"><li>• Motivation is the drive to achieve success (1) which Callie will need to successfully maintain the required intensity/overcome adversity (of a demanding training session) (1)</li></ul> <p><b>Maintain effort</b></p> <p>Accept any other appropriate answer.</p>	(2)

Q5.

Question number	Answer	Mark
	<p>Award <b>1</b> mark for any of the following, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"><li>• Intensity of effort during participation is higher (1).</li><li>• Continuing to take part on a regular basis (1).</li><li>• Overcoming adversity, e.g. solving barriers to participation (1).</li><li>• Higher enjoyment levels (1).</li></ul> <p>Accept any other appropriate answer.</p>	(2)

Q6.

Question number	Answer	Mark
	<p>Award <b>1</b> mark for <b>stating</b> each appropriate benefit of increased motivation, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Higher intensity of effort</li> <li>• Continuing to train on a regular basis</li> <li>• Higher enjoyment levels</li> <li>• Increased <u>intrinsic / extrinsic</u> rewards</li> <li>• Overcoming adversity</li> <li>• Improved concentration</li> <li>• Improve fitness <u>more quickly</u></li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Q7.

Question number	Answer	Mark
	<p>Award <b>1</b> mark for stating each appropriate example, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Higher intensity of effort</li> <li>• Regular participation</li> <li>• Overcoming adversity</li> <li>• Higher enjoyment levels</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

