

Methods to increase self confidence

Q1.

Rishi has recently joined a baseball team.

He has good ability but low levels of **self-confidence**.

Rishi wants to be a regular first team player but tells his coach, 'I am not as good as the other players on the team and I'm not sure I ever will be.'

Analyse the different **methods** that the coach can use to increase Rishi's self-confidence and the **benefits** for Rishi of making these changes.

(Total for question = 9 marks)

Q2.

Serena is 25 years old. She is taking part in a fitness class for the first time.

Serena uses self-talk to increase her **self-confidence** during the class.

Explain why **self-talk** is an effective method to increase self-confidence.

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(Total for question = 2 marks)

Q3.

Jahzara is a basketball player.

Jahzara does not believe she is a very good basketball player. Her coach has set her some realistic goals to improve her confidence.

Explain why setting goals that are **realistic** will help to improve self-confidence.

(2)

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(Total for question = 2 marks)

Q4.

Explain why the benefits of increased self-confidence will lead to increased participation levels.

(2)

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.....

(Total for question = 2 marks)

Q5.

The members of a rowing club have completed two fitness tests.

Table 1 shows some of their results for the one-minute sit-up test and hand grip dynamometer test.

Name	Gender	One-minute sit-up test result (rpm)	Hand grip dynamometer test result (kg)
Chloe	Female	19	29
Ibrahim	Male	27	44
Francesca	Female	32	35

Table 1

Table 2 shows normative data for the hand grip dynamometer test.

	Category				
Gender	Excellent	Good	Average	Fair	Poor
Male	>56	51–56	45–50	39–44	<39
Female	>36	31–36	25–30	19–24	<19

Table 2

Chloe is a beginner who has only just started rowing. The club coach has given her a training partner of a similar ability to work with.

Explain why working with a training partner of a similar ability might increase Chloe's self-confidence as a beginner.

(2)

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(Total for question = 2 marks)

Q6.

The members of a rowing club have completed two fitness tests.

Table 1 shows some of their results for the one-minute sit-up test and hand grip dynamometer test.

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Female	>36	31–36	25–30	19–24	<19

Table 2

Chloe is a beginner who has only just started rowing. The club coach has given her a training partner of a similar ability to work with.

State **one other** method a coach could use to increase Chloe's self-confidence.

(1)

.....

(Total for question = 1 mark)

Q7.

Serena is 25 years old. She is taking part in a fitness class for the first time.

Serena uses self-talk to increase her **self-confidence** during the class.

State **one other** method of increasing self-confidence.

.....

(Total for question = 1 mark)

Examiner's Report

Q1.

This is a levels-based marking question. The format and requirements for successfully answering this question and the marking methods used are as per the information below.

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 / why it has an impact. 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.

For the first time in a few series, there was a slight increase in the 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.

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.

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 the Level 3 band, knowledge and understanding will be much more detailed and comprehensive.

This question proved to be slightly more challenging to learners overall, but candidates performed well and produced a good spread of marks. As mentioned previously, there are still too many learners scoring 0 marks on this question. This now seems to occur most often because they do not attempt the question at all. Learners should be informed of the availability of a number of accessible marks on this question, and be actively encouraged to attempt them all through the use of mocks or practice questions.

This question gave a short scenario and then asked learners to focus on methods that can be used to improve self-confidence in a performer, and the benefits for them of doing so.

There are a number of ways in which learners can access marks on this question. At the lower end they may have simply named some appropriate methods to improve confidence, or outlined some benefits of doing so. At the higher end, we are looking for learners to complete a full analysis, outlining the methods in detail and explaining how these will lead to appropriate benefits for the performer in the scenario.

Rishi has recently joined a baseball team.

He has good ability but low levels of **self-confidence**.

Rishi wants to be a regular first team player but tells his coach, 'I am not as good as the other players on the team and I'm not sure I ever will be.'

positive reinforcement
self talk
level playing field

Analyse the different **methods** that the coach can use to increase Rishi's self-confidence and the **benefits** for Rishi of making these changes.

199 Q09

Self confidence is how sure someone is of themselves and their abilities in sport, higher self confidence can lead to higher participation levels and more intrinsic motivation. One way the coach can try increase Rishi's self confidence is by creating a level playing field, get Rishi to train with and play against people of the same ability, this will make Rishi that he is as good as the other players causing his confidence to increase therefore making him more likely to increase his participation levels.

Another way the coach can increase Rishi's self confidence is by suggesting to him positive self talk. This is when an athlete talks to themselves positively, basically saying they are amazing at their sport and can achieve their goals such as being a regular first team player. This uplifts and intrinsically motivates an athlete to train harder and perform better as they believe they are more capable. Rishi will begin to believe he is a good player and deserves to be a regular first team player, this will push him,

Another way the coach could improve Rishi's self confidence is by giving him extrinsic rewards, they could be tangible like small ~~rewards~~ prizes/sweets after a good match or training session or intangible like positive praise from the coach and team, this will increase Rishi's self confidence as he will stop doubting his performance and abilities, it will also extrinsically motivate him as he will put in more effort to receive praise.

For Rishi specifically a level playing field of training and playing against similarly skilled athletes may work best at increasing his self-confidence as his main doubt is the other players' abilities ^{compared to his}, so by feeling equal to them he will believe himself to be better as an athlete, therefore have increased self-confidence

This response was awarded in the Level 3 marking band.

The method this learner has used is methodical and has provided them with the ideal opportunity to demonstrate the breadth, depth and detail of their knowledge and understanding, applying this at every stage to the given scenario in the question.

The learner has built a response by first of all identifying an appropriate method that can be used to improve self-confidence. They have then added some further information to outline how the method works and the way in which the coach could employ it in the given scenario. Finally, they have expanded further to highlight the benefits this could bring about and how/why these given benefits would occur. The learner has then simply repeated this process for several methods to demonstrate the breadth and depth of their knowledge, and their ability to apply it to the scenario.

Q2.

No Examiner's Report available for this question

Q3.

This was another question designed to be more challenging for the learners. It was again taken from the psychology area of the specification and referenced the impact of goal setting on improving self-confidence. Just over half of all learners were awarded one mark, with a much lower percentage of them achieving 2 marks.

Learners were required to firstly identify that the benefit of realistic goals is that they are more likely to be achieved. They then had to expand upon this to explain how this would have a positive impact on self-confidence.

A common error was to link goal setting to motivation, which was not the focus for this question. There were also a range of expansions such as it will make her feel good / better / happier which were deemed too vague to credit.

This response was awarded 2 marks.

Jahzara does not believe she is a very good basketball player. Her coach has set her some realistic goals to improve her confidence.

Explain why setting goals that are **realistic** will help to improve self-confidence.

(2)2

Realistic goals will allow her to achieve things that aren't too complex. This will increase her self-confidence as she will believe in herself ~~more~~ that she can achieve more.

The learner has identified that realistic goals are more likely to be achieved. They have then expanded upon this to explain that this will give the performer more believe in themselves (increasing self-confidence).

This response was awarded 1 mark.

Jahzara does not believe she is a very good basketball player. Her coach has set her some realistic goals to improve her confidence.

Explain why setting goals that are **realistic** will help to improve self-confidence.

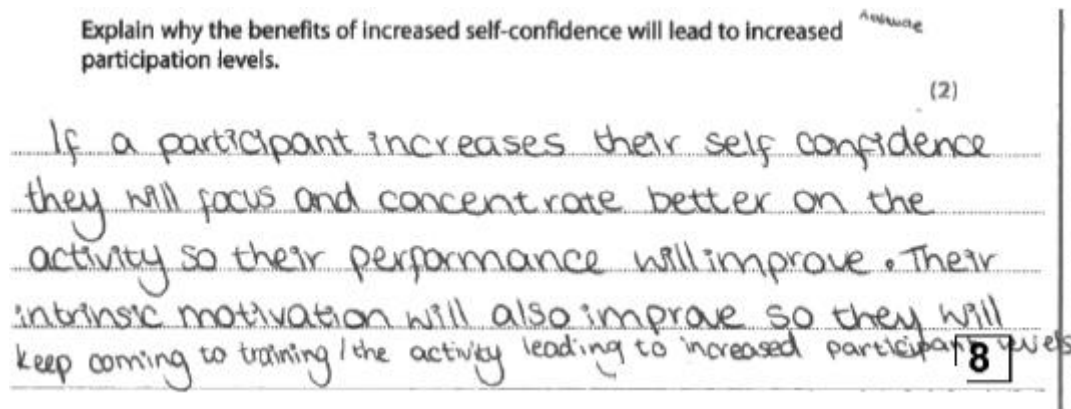
(2)1

Realistic goals will determin the Jahzara to achieve these goals whilst not the goals can be achieved and are not impossible to reach. The goals ^{will not} be to easy making her effort increase.

The learner has identified that realistic goals are more likely to be achieved. However, their expansion focuses on an increase in effort. This is not credited as it is related to motivation rather than self confidence.

Q4.

This question was intended to be one of the most challenging on the whole paper. The command verb is explain, so the learner is first of all required provide knowledge of the benefits of self-confidence, as per the specification. To gain a further mark the learners then needed to apply this knowledge in order to explain how this would lead to increased participation rates. The question performed as expected, with over half of learners scoring 1 mark for identification of a benefit, but a much smaller percentage providing a sufficient expansion to achieve a further 1 mark.



This response gained 2 marks

The learner has correctly stated that benefits of increased self-confidence will include better focus, concentration and improved performance for 1 mark. The learner has then expanded upon this response to clearly explain that these benefits will lead to increased intrinsic motivation and so increased participation levels.

It should be noted that the link between self-confidence and motivation is credited for this question. This is because increased self-confidence is likely to lead to increased intrinsic motivation, as per the specification.

However, an increase in motivation does not necessarily lead to an increase in self-confidence. For this reason, responses relating to motivation increasing self-confidence were not credited.

Q5.

This was the first question on the paper to relate to the psychological aspects of the specification. This was designed to be a challenging question that would differentiate between higher and lower level learners. The question performed as expected with about half the learners scoring 1 mark but a considerably smaller percentage going on to achieve the second mark.

Learners were required to demonstrate some understanding of how the use of a training partner of similar ability can improve self-confidence, and then apply this knowledge to the given situation of a beginner at a rowing club.

Explain why working with a training partner of a similar ability might increase Chloe's self-confidence as a beginner.

(2)

If Chloe has someone of similar ability, she will not feel embarrassed ~~by~~ ^{by being} a beginner and she can progress at the same pace as her partner.

This response gained 2 marks

The learner has identified that self-confidence may increase as Chloe progresses at the same pace as a partner for 1 mark. They have also applied this knowledge by recognising that Chloe will not feel embarrassed about being a beginner as a result, for a further 1 mark.

This was a challenging question that some learners found difficult to access for a variety of reasons. However, a common error was to make reference to motivation rather than self-confidence. This was through responses detailing how Chloe and her partner would be in competition and drive each other on as they try to beat one another. It is important that learners clearly differentiate between the different psychological aspects of the specification. The blurring of the lines between motivation and self-confidence seemingly being an area that centres and learners should be particularly aware of.

Q6.

The command verb for this question is state. As such, it tested recall of knowledge directly from the specification requiring learners to state one of the methods the coach could use to increase self-confidence. The learners performed well here with a majority achieving 1 mark for this question.

A common error here was for learners to try to use working with a training partner of similar ability. This could not be credited as it had been used in the previous question, and this question asked for **one other** method. There were also learner responses that simply said the coach could use motivation. This was considered too vague to credit unless learners quantified it as extrinsic motivation, as it needed to come from a coach. Self-talk was credited as although the coach cannot provide self-talk, they can teach the performer this method and so use it with them.

State **one other** method a coach could use to increase Chloe's self-confidence. ✓

(1)

create a positive environment

This response gained 1 mark

The learner has correctly stated that creating a positive environment is a method a coach can use to increase self-confidence.

Q7.

No Examiner's Report available for this question

Mark Scheme

Q1.

Question number	Indicative content	Mark
	<p>Responses may include the following.</p> <ul style="list-style-type: none"> • Self-confidence is <u>the belief</u> in oneself / <u>belief</u> that a desired behaviour can be performed. <p><u>Methods to Increase Confidence</u></p> <ul style="list-style-type: none"> • <u>Extrinsic motivation</u> from the coach • In the form of praise / positive reinforcement / rewards etc • Setting Goals / targets • That are realistic /achievable • Provides feelings of success / achievement • Training with a partner of <u>similar ability</u> • Performer sees that they are as able • Learn and improve together • <u>Self-talk</u> • Repeating positive messages to oneself • Such as "I can do this" • Creating a positive environment • Mixing with other players / allowed to make mistakes • Feel comfortable / supported 	
	<p><u>Benefits of Increased Confidence</u></p> <ul style="list-style-type: none"> • Improved performance • Improved effort • Increased participation levels • Performer feels less nervous • Increased <u>intrinsic motivation</u> • Improved concentration • Increased self-belief • Positive attitude to the sport • Increased ability to overcome adversity • Increased enjoyment 	

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding. • Breaks the situation down into component parts and a few of the points made will be relevant to the context in the question. • Limited analysis which contains generic assertions rather than interrelationships or linkages.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding. • Breaks the situation down into component parts and some of the points made will be relevant to the context in the question. • Displays a partially developed analysis which considers some interrelationships or linkages but not always sustained.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding. • Breaks the situation down into component parts and most of the points made will be relevant to the context in the question. • Displays a developed and logical analysis which clearly considers interrelationships or linkages in a sustained manner.

Q2.

Question number	Answer	Mark
	<p>Award 1 mark for the identification of a characteristic of self-talk, and 1 mark for an expansion linked to self-confidence.</p> <ul style="list-style-type: none"> • The performer gives themselves positive messages/self-encouragement (1) which increases belief/reduces doubt in their own ability (1) <p>Accept any other appropriate answer.</p>	(2)

Q3.

Question number	Answer	Mark
	<p>Award 1 mark for identifying a benefit of realistic goals and 1 mark for an appropriate expansion linked to self-confidence, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Realistic goals will be achieved / reached / completed / met etc (1) which will allow her to increase belief / experience success / see progress / be positive / feel pride / sense of accomplishment (1) <p>Accept any other appropriate answer.</p>	(2)

Q4.

Question number	Answer	Mark
	<p>Award 1 mark for the identification of a benefit of increased self-confidence, and 1 mark for a linked expansion of why participation will increase, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • They will have a positive attitude / increased belief they can reach their <u>goal or aim</u> (1) increasing (intrinsic) motivation to participate (1) 	

	<ul style="list-style-type: none">• They will have an improved performance/ / more enjoyment (1) leading to greater concentration and effort, increasing participation (1) <p>Accept any other appropriate answer.</p>	(2)
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Q5.

Question number	Answer	Mark
	<p>Award 1 mark for identifying an appropriate outcome of working with a training partner of similar ability, and a further 1 mark for an explanation of how this can lead to increased self-confidence, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"><li data-bbox="584 779 959 1350">• Both will have the same strengths and weaknesses/make the same mistakes/learn together (1) therefore making Chloe feel less self-conscious, improving her self-confidence (1).	

	<ul style="list-style-type: none"> • Chloe is able to match the performance of her partner (1) allowing opportunities to experience success / win, increasing self confidence (1) • Seeing somebody similar to herself improving (1) gives Chloe increased belief that she can achieve success, 	(2)
	<p>improving her self-confidence (1).</p> <p>Accept any other appropriate answer.</p>	

Q6.

Question number	Answer	Mark
	<p>Award 1 mark for stating an appropriate method of increasing self-confidence.</p> <ul style="list-style-type: none"> • Provide positive reinforcement (1) • Create a positive environment (1) • Goal setting (1) • Teach performer to use self-talk (1) <p>Accept any other appropriate answer.</p>	(1)

Q7.

Question number	Answer	Mark
	<p>Award 1 mark for stating an appropriate method to increase self-confidence.</p> <ul style="list-style-type: none"> • Positive reinforcement • Creating a positive environment • Working with a training partner of similar ability • Goal setting <p style="text-align: center;">Mental Rehearsal?</p> <p>Accept any other appropriate answer.</p>	(1)

