4.2 Sport Psychology: Goal Setting and SMART Targets: 10-minute Pack

AQA 8582 · Calculators not allowed · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Show all your working.

1 In the SMART principle of goal setting, what does the letter 'M' stand for?

- ☐ A) Motivating
- ☐ B) Measurable
- ☐ C) Managed
- ☐ D) Maximal

(Total for Question 1 is 1 mark)

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2 State two effects that well-set goals can have on a performer's confidence.

(Total for Question 2 is 2 marks)

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3 Which type of goal is generally most useful for helping a nervous performer focus on something within their control during a competition?

- ☐ A) Outcome goal
- ☐ B) Performance goal
- ☐ C) Process goal
- ☐ D) None of these help with anxiety

(Total for Question 3 is 1 mark)

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4 A youth coach sets identical SMART targets for every player in an U14 football squad, regardless of their individual ability.

(a) Identify one problem with this approach. **(1)**

(b) Suggest a better approach the coach could take. **(2)**

(Total for Question 4 is 3 marks)

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5 A swimmer, Yusuf, wants to qualify for his county's summer swimming gala. His coach sets him the target: 'Swim 100m freestyle in under 62 seconds by the county qualifying meet in 10 weeks, by completing two technique-focused speed sessions per week.'

(a) Identify the part of Yusuf's target that satisfies both 'Specific' and 'Measurable'. **(1)**

(b) Identify the part of Yusuf's target that satisfies 'Time-bound'. **(1)**

(Total for Question 5 is 2 marks)

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6 Setting goals can have a positive effect on a performer.

(a) Explain one way that setting goals can improve a performer's motivation. **(2)**

(b) Explain one way that setting goals can improve a performer's focus during training. **(2)**

(Total for Question 6 is 4 marks)

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Mark scheme · 4.2 Sport Psychology: Goal Setting and SMART Targets: 10-minute Pack

Question 1

B (Measurable) **B1**

Answer: B (Measurable)

Question 2

achieving a goal/sub-goal increases a performer's belief in their own ability (self-efficacy), oe **B1**

a second distinct effect, e.g. reduces anxiety about performance because progress can be seen clearly, or gives evidence of improvement that reassures the performer, oe **B1**

Answer: Achieving a goal increases a performer's belief in their own ability, and seeing clear evidence of progress can reduce anxiety about their performance.

Question 3

C (process goal) **B1**

Answer: C (process goal)

Question 4

(a) it does not account for individual differences between players (different starting ability, fitness or experience), so a target may be too easy for some players and too hard for others, oe **B1**

(a) Answer: It ignores individual differences between players, so the same target may be too easy for some and too hard for others.

(b) set individualised SMART targets for each player based on their own current ability and needs, oe **B1**

(b) so that each target is appropriately achievable and challenging for that specific player, oe **B1**

(b) Answer: The coach should set individualised SMART targets for each player, based on their own current ability and needs, so each target is appropriately achievable and challenging for that specific player.

Question 5

(a) the precise, numerical time target (under 62 seconds for 100m freestyle), which can be timed/recorded, oe **B1**

(a) Answer: The precise time target of under 62 seconds for 100m freestyle, which can be timed and recorded.

(b) the 10-week deadline to the county qualifying meet, oe **B1**

(b) Answer: The 10-week deadline before the county qualifying meet.

Question 6

(a) achieving smaller sub-goals along the way gives a sense of progress/success, oe **B1**

(a) this builds confidence and keeps the performer motivated to keep working towards a larger, longer-term goal, rather than losing interest, oe **B1**

(a) Answer: Achieving smaller sub-goals along the way gives the performer a sense of progress, which builds confidence and keeps them motivated to keep working towards a bigger, longer-term goal.

(b) a specific, clear goal directs the performer's attention and effort onto the exact skill/fitness component that needs to improve, oe **B1**

(b) rather than training in an unfocused or general way that may not target what actually needs to improve, oe **B1**

(b) Answer: A specific, clear goal directs the performer's attention and effort onto exactly what needs to improve, rather than training in a general, unfocused way that may not target the right thing.

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