

Candidate 4 evidence

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
1a)i)	Personal Profiling Wheel	
ii)	Sport Cohesion Anxiety Test (Scot test)	
b)i)	A performer should collect qualitative information on mental	
	factors because the data, is will be a true reflection on what	
	the performer themselves think about their performance. This will	
	mean that the data will be reliable and valid which will	
	enable the performer to create a ^{personal} performance development plan that	
	is reliable and valid based on the data. This will generate improvement	
	Another reason why a performer should collect qualitative data	
	is because it is so easy to collect. This is because you do not	
	need to go through a long winded process with lots of figures and	
	measurements. All they need is themselves to answer honestly. This	
	means that there will be little time wasted ^{collecting} extract data and the	
	personal development plan can begin earlier.	
b)ii)	A performer should collect quantitative data because it will act	
	as a back up to the qualitative data is . This means that if either	

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	of the types of data is lost or destroyed, there is another type of data
	that a PDP can be based on. This means that the performer doesn't
	need to collect data again and waste time, ^{if they do lose data,} instead they can
	continue with their PDP and still improve with no time lost using
	different data.
	Another reason why a performer should collect quantitative data
	is because they will then be able to identify strengths and weaknesses.
	This means that they can create an appropriate PDP that is based on
	improving their actual weaknesses and not wrong ones, ^{since the data is 100% factual} (this therefore
	means that their true mental weaknesses are represented improved
	and ^{their} these performance levels in the mental factor will be developed.
	2a) A short-term goal for emotional factor is that I will be able to, in
	the next football match, to not get angry or frustrated with the
	referee's decisions against me and therefore not get a yellow card.
	A long-term goal goal for emotional factors is to ^{go} through ^{football} the season
	without giving away over 1 foul per game and control my anger.

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2b)	One consideration would be that the goals ^{are} measurable.
	This will mean that when the performer has finished their emotional
	PDP then can evaluate if they have achieved their long term goal or
	not by looking at the number of fouls they committed in each game.*
	However if the goal is doesn't contain figures in it, it will be
	much more difficult to see if they have achieved their goal. This
	will mean that time is wasted at the end and therefore the performer
	will lose motivation to correctly see if their goal has been achieved and
	they write down an inaccurate conclusion to get it out over with. This
	will lead to invalid data being gathered at the end.* This will
	mean that the performer doesn't have to spend a long time analysing,
	and instead can move on quickly to further ^{development of} development weaknesses.
	Another consideration would be that the goals are specific to
	their weaknesses. This will mean that For example, my short
	term goal of controlling my anger was specific to my weakness:
	anger. This meant that at the end I looked at my goal and ^{saw} that that
	I had achieved it, meaning that my ^{control of} anger was also improved.
	However if the goal wasn't specific to my weakness it would

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3a)	One approach I used to develop physical factors, in my case
	(CRE) cardio respiratory endurance ⁿ was fartlek training.
	I did this approach 4 around the outside of way one of the halves on on
	a football pitch. I jogged along one side of the pitch, ran out a
	3/4 pace on the next side, sprinted on the next side and
	walked the last side before starting over again. I did this
	approach for 25 minutes. I used a heart rate monitor and
	stayed between 70% and 95% of my maximum heart rate.
	I progressed the approach the next session by increasing the time to 28
	minutes.
b)	One challenge may be that the ^{surface} grass of the pitch is wet.
	For example, this I might be hesitant about going around corners
	because of the possibility of falling and injuring myself. This
	will mean that I go slower in general and therefore my my heart rate
	will go below 70% of my max. heart rate and my CRE will
	not improve.

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	Another challenge is is that I may find the approach tedious.
	This This will mean that I become bored of it, and will lose my
	motivation. This will mean that I do not give 100% in
	ensuring a keep in the correct heart rate area, and therefore I
	will be not improve my CRE. It will also mean that I may have
	to change the approach because I find it so tedious, This will mean
	that I have lost ^{wasted} time doing this approach and my CRE will be
	improved at a slower speed.
	Finally, a challenge may be that I get injured because of the
	slippery surface. This will mean that I will lose the level of
	CRE that I had had and when I recover, I will have to start
	the approach from week 1. This will mean that I lose motivation
	and become frustrated with myself because my CRE is poor again
	and it will take time to get it back to where I was before the injury.
	c) Fartlek training was ^a fairly effective approach
	It was beneficial ^{effective} because it was easy to set up as all I

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	<p>half a needed was [^] a football pitch. This was good because I did</p>
	<p>not waste time trying to set a lot of complicated and expensive</p>
	<p>equipment up and therefore spent more time developing my cardio.</p>
	<p>It was also effective because it was easy to increase the</p>
	<p>intensity of it as I was wearing a heart rate monitor. This was</p>
	<p>good as I only had to make sure that my heart rate was at</p>
	<p>75% of my max heart rate instead of 70%. This meant I</p>
	<p>improved my CRF at a faster rate.</p>
	<p>It was also effective because it was easy to add in a skill element</p>
	<p>to ensure I did not become bored. This was good as I dribbled the</p>
	<p>ball from ^{on} the jogging side and I did not lose motivation as I</p>
	<p>enjoyed doing this. This was ^{was} also ^{was} also good because</p>
	<p>I. not only ^{was} was able to keep up with my teammates on a fast</p>
	<p>counter attack ^{life on in the game} but was also able to dribble past the keeper and</p>
	<p>score.</p>

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4a)	I used a performance & profiling wheel to evaluate a PDP	
	for social factors. It was a re-test at the end of the PDP	
	The The wheel was a circle split into 8 the number of social	
	sub factors. These were split into 10 segments. If I rated myself a 7	
	out of 10 in team dynamics, I would then colour in blue all the	
	segments from the inside up to the 7 th segment. I did this for all	
	the factors. When I finished, I compared my results to my initial	
	baseline data and checked for improvements. For example I got	
	3/10 in team dynamics before and now 7/10 which showed	
	me that the PDP had worked well. This	
	b) It would mean that For example if my team dynamics had improved	
	I would not have to to keep trying to improve with the same intensity.	
	I would just reduce the number of sessions on this sub-factor. This	
	would mean that I could still improve it slightly but I could focus my	
	time on the weaker social sub-factors. It would also mean	
	that I would be more motivated to improve the my social factors	
	using this PDP as I could see that it worked well. This meant that	

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	were both able to get past our marker and put a cross in the box.
	However I only scored a 2/10 in my strength compared to my model performer ^{who got} 10/10. This meant I was pushed off the ball. This was a development need.
	I also only scored 1/10 in my agility compared to the my model performer getting 10/10. This was a development need. It meant I couldn't dribble at speed between the opposition.
ba)	I used a training ^{diary} log to monitor progress throughout my PDP.
	It was an A4 sheet of paper which contained places to write what sub-factor I was developing, what approaches I used, how long it did it, and how I felt during the training session. I completed it straight after training, and my coach watched me write it. I left it at the training ground.

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6b)	I decreased ^{increased} the intensity of the approaches ^{sessions} because I said in	
	the training diary that it was very easy and not tiring. This	
	meant that my CRE was actually being improved and so I started	
	feeling tired and with a high heart rate.	
	I increased the duration of the ex sessions because I wrote in my	
	diary that I was not getting enough time to bring my heart rate	
	up to the right intensity. For example, I increased the time from	
	20 minutes to 30 minutes. This meant that my heart rate got into	
	my training zone and my cardio was improved.	
	I ex increased the frequency of the sessions because I was wrote down	
	in my diary that I did not feel that my CRE was improving as I	
	still felt just as tired in football matches. For example, I changed the	
	amount of sessions from 2 per week to 4 per week. This meant	
	that my CRE improved at a faster rate and I was able to keep	
	going until the end of football matches.	
	Finally, I increased ^{changed} the approach from fartlek training to continuous	

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	<p>training training because I was finding the sessions tedious. [*] This meant that my motivation was ^{levels were} increased and I tried my best to keep my heart heart rate in my training zone instead of letting it drop down like before. This meant that my O2Ews developed. [*] which I wrote down in my training diary.</p>
7a)	<p>Fear may cause the performer to tense their muscles during training the live performance which leads to them having a poor first touch and therefore losing the ball often. This meant that however the performer wasn't scared in training and therefore had a good first touch which led to them creating space to run forward into.</p>
	<p>Fear may cause the performer to not shout for the ball because they are scared that they will be tackled by the big, strong centre-back. This will mean that the team is able to know when the performer is free which will lead to ^{opportunities} no chances being missed to pass to the performer when he is open. However in training the performer isn't up against a big centre back and will therefore shout for the ball and get chances to score. This is why progress is made in training.</p>

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	<p>Anger may cause the performer in a game to get annoyed at recept the opposition when they make bad tackles. This will mean that the performer is more more aggressive in tackles and gives away a lot of fouls. Therefore the team may get annoyed with the performer and not pass him the ball. Therefore the performer will lose motivation and to try and win - this is why recept "results continue to deteriorate". However in training they are used to playing against friends and they therefore stay calm and do not lose motivation - therefore "progress" is made.</p>
7b)	<p>Showing a low level of ^(CRE) Cardio respiratory endurance will mean that there are "more errors" observed. This is because as the game goes on the performer is getting very tired and therefore playing poor work passes that the opposition can intercept. This will mean that the opposition can create an overload on the counter attack and so can a late goal to win the match.</p>
	<p>A low level of ^{at the end of a game} CRE will also mean that the performer doesn't track back and follow their marker because they are too tired</p>

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to keep up with them. This means that the opposition will be able to pass to the free man or who will have a lot of space and time to score a goal and win the match.

Having a low level of local muscular endurance (LME) will mean that the performer's muscles will become tired. This will mean that the performer isn't able to tackle with the same power as at the start of the match. This means that they will lose the tackle and the opposition can create another attack and maybe score a winning goal.

Having a low level of LME will mean that when the performer is out through on goal in the late stages of the match, with only the goalkeeper to beat, they do not have enough energy in their legs to outrun the defender chasing them and they therefore get tackled, miss the chance and lose possession to the opposition.