

Commentary on candidate evidence

Candidate 4

The candidate evidence has achieved the following marks for each section of this course assessment component question paper. **Their total mark was: 40/50**

Section 1

The candidate was awarded **23 marks** in Section 1.

Question 1 (a) (i) (out of 1 mark)

The candidate was awarded **1 mark**.

‘Personal Profiling Wheel’

Question 1 (a) (ii) (out of 1 mark)

The candidate was awarded **1 mark**.

‘Sport Cohesion Anxiety Test (Scat test)’

Question 1 (b) (i) (out of 2 marks)

The candidate was awarded **2 marks**.

Point – ‘because the data will be a true reflection...thinks about their performance’

Evidence/example – ‘will mean the data will be reliable and valid’

Explanation – ‘will enable the performer to create a personal development plan’ **1 mark**

Point – ‘qualitative data is because it is easy to collect’,

Evidence/example – ‘you do not need to go through a long winded process with lots of figure and measurements’

Explanation – ‘there will be little time wasted collecting data and the personal development plan can begin earlier’. **1 mark**

The specific point relating to qualitative information ‘feelings’ and point on ‘easy to collect’ means the candidate can access all of the available marks.

Question 1 (b) (ii) (out of 2 marks)

The candidate was awarded **2 marks**.

Point – ‘it will act as a back up to the qualitative data’

Evidence/example – ‘if either of the types of data is lost or destroyed...that a PDP can be based on.’

Explanation – ‘doesn’t need to collect data again and waste time if they do lose data’ **1 mark**

Point – ‘they will then be able to identify strengths and weaknesses’

Evidence/example – ‘they can create an appropriate PDP...since the data is 100% factual’

Explanation – ‘means their true mental weaknesses are improves ...mental factor will be developed’ **1 mark**

The generic ‘back up to the qualitative date’ point accesses one mark and the second mark is specific to quantitative nature of the data and so accesses the second mark.

Question 2 (a) (out of 2 marks)

The candidate was awarded **2 marks**.

‘short term goal...in next football match, not get angry or frustrated with the referee’s decision against me’ **1 mark**

‘A long term goal.... To go through the football season without giving away over 1 foul per game’ **1 mark**

There is clear differentiation between long and short term - next match and per game through the season.

Question 2 (b) (out of 6 marks)

The candidate was awarded **3 marks**.

Point – ‘goals are measurable’

Evidence/example – ‘this will mean that when the performer has finished their emotional PDP...they committed in each game’

Explanation – ‘This will mean that the performer doesn’t have to spend a long time analysing...instead can move on quickly to further development of weaknesses’ **1 mark**

Point – ‘However if the goal doesn’t contain figures in it...difficult to see if they have achieved their goal’

Evidence/example – ‘...that time is wasted at the end’

Explanation- ‘and therefore the performer will lose motivation...write down an inaccurate conclusion to get it over with’ **1 mark**

Point- ‘...if the goal wasn’t specific to my weakness it would...help me improve my performance.’

Evidence/example – ‘my goal may have been to improve an emotional subfactor that was already a strength.’

Explanation – ‘meant that my performance didn’t improve and I therefore lost motivation’ **1 mark**

Consideration 1 - measurable and development of point split within first paragraph (order is jumbled). Consideration 2 - specificity. The point made about the possibility of injury’ is irrelevant to goal setting and therefore no mark awarded.

Question 3 (a) (out of 2 marks)

The candidate was awarded **2 marks**.

‘around the outside of one of the halves on a football pitch’ **1 mark**

‘jogged along one side of the pitch, ran at about $\frac{3}{4}$ pace on the next side, sprinted on the next side and walked the last side’ **1 mark**

Question 3 (b) (out of 4 marks)

The candidate was awarded **2 marks**.

Point – ‘...the surface of the pitch is wet’

Evidence/example – ‘...I might be hesitant about going around corners because of the possibility of falling and injuring myself’

Explanation – ‘this will mean that I go slower in general ...therefore my heart rate will go below 70% of my max heartrate and my CRE will not improve’ **1 mark**

Point – ‘...may find the approach tedious’

Evidence/example ‘I become bored of it and will lose my motivation.’

Explanation – ‘...I do not give 100% in ensuring I keep in the correct heart rate area ...will not improve my CRE’ **1 mark**

Challenge 1 - Surface of pitch is wet. Challenge 2 - Tedium. There is no relevant expansion of tedium point as it deviates from question (suggests changing the approach).

Question 3 (c) (out of 4 marks)

The candidate was awarded **1 mark**.

Judgement – ‘This was also good because in a game situation’

Value/evidence – ‘...not only was able to keep up with my teammates on a fast counterattack late on in the game, but was able to dribble past the keeper and score’ **1 mark**

There is lots of evaluation in the response but it does not link to performance. Credit has been given for evaluation of ‘skill element’ and its link to the ‘game situation’.

Question 4 (a) (out of 4 marks)

The candidate was awarded **4 marks**.

‘...performance profiling wheel ...retest at the end of the PDP’ **1 mark**

‘...circle split into the number of social sub factors. These were split into 10 segments’ **1 mark**

‘rated myself a 7...up to the 3rd segment.’ **1 mark**

‘compared my results ...checked for improvements.’ **1 mark**

There is a clear link to the evaluating process at start of the response. Four points of description for a performance profiling wheel.

Question 4 (b) (i) (out of 2 marks)

The candidate was awarded **1 mark**.

Point – ‘...if my team dynamics had improved’

Evidence/example – ‘...not have to keep trying to improve with the same intensity. I would just reduce the number of sessions on this subfactor.’

Explanation – ‘I could still improve it slightly but could focus my time on the weaker sub-factors’ **1 mark**

Credit has been given for improved team dynamics so a change of focus in the PDP is required (impact). The candidate has applied principles of training to social factors.

Question 4 (b) (ii) (out of 2 marks)

The candidate was awarded **2 marks**.

Point – ‘Since I improved my team dynamics’

Evidence/example – ‘...able to encourage my team mates even if they missed an easy chance in football’

Explanation - ‘this meant that this teammate kept their confidence and even scored a goal later on’ **1 mark**

Point – ‘Since I improved my communication’

Evidence/example – ‘I was able to shout loudly for the ball when I was in an open space’

Explanation – ‘...received the ball and could run into the box into that open space and get a shot on goal’ **1 mark**

Section 2

The candidate was awarded **9 marks** in Section 2.

Question 5 (out of 4 marks)

The candidate was awarded **3 marks**.

‘...same as my model performer...were both able to get past our marker and put a cross in the box’ **1 mark**

‘...only scored 2/10 in my strength...pushed off the ball’ **1 mark**

‘...scored 1/10 in my agility ...couldn’t dribble at speed between the opposition’ **1 mark**

There is no description in the first sentence. There are three descriptions within each explanation -two development needs, one strength.

Question 6 (a) (out of 2 marks)

The candidate was awarded **2 marks**.

'It was an A4 sheet of paper ...places to write what sub-factor I was developing, what approaches I used' **1 mark**

'How long I did it...straight after training' **1 mark**

There is a clear link to monitoring process at the start of the response.

Question 6 (b) (out of 4 marks)

The candidate was awarded **4 marks**.

Point – 'I increased the intensity of the sessions'

Evidence/example – 'because I said in the training diary that it was very easy and not tiring.'

Explanation – 'This meant that my CRE was actually being improved and I started feeling tested and with a high heart rate.' **1 mark**

Point – 'I increased the duration of the sessions'

Evidence/example – '...I was not getting enough time to bring my heart rate up to the right intensity ...20 minutes to 30 minutes.'

Explanation – 'my heart rate got into my training zone and my cardio was improved.' **1 mark**

Point – 'I increased the frequency of the sessions'

Evidence/example – 'I did not feel that my CRE was improving as I still felt just as tired in football matches... sessions from 2 per week to 4 per week'

Explanation – 'my CRE improved at a faster rate' **1 mark**

Point – '...changed the approach from fartlek training to continuous training',

Evidence/example – 'finding the sessions tedious',

Explanation – '...meant that motivation levels were increased...keep my heart rate in my training zone instead of letting it drop down like before' **1 mark**

Change 1 - intensity Reference to impact on performance can be made because it is linked to PDP. Change 2 - duration. Change 3 - frequency. Change 4 - approach.

Section 3

The candidate was awarded **8 marks** in Section 3.

Question 7 (a) (out of 4 marks)

The candidate was awarded **4 marks**.

Point – ‘Fear may cause the performer to tense their muscles during the live performance’

Evidence/example – ‘leads to them having a poor first touch and therefore losing the ball often.’

Explanation – ‘...wasn’t scared in training and therefore had a good first touch which led to them creating space to run forward into.’ **1 mark**

Point – ‘...to not shout for the ball’

Evidence/example – ‘are scared that they will be tackled by the big strong centre back...to pass to the performer when he is open’

Explanation – ‘...in training the performer isn’t up against a big centre back ...why progress is made in training’ **1 mark**

Point – ‘Anger may cause the performer in a game to get annoyed at the opposition when they make bad tackles’

Evidence/example – ‘more aggressive in tackles and gives away a lot of fouls’

Explanation (at the end of the paragraph) – ‘...in training they are used to playing against friends and therefore stay calm and do not lose motivation – therefore ‘progress’ is made. **1 mark**

Point – ‘...the team may get annoyed with the performer and not pass him the ball’

Evidence/example – ‘...performer will lose motivation to try and win’

Explanation – ‘in training they are used to playing against friends and therefore stay calm and do not lose motivation – therefore “progress” is made’. **1 mark**

The first paragraph credited (fear) is written in reverse. The second paragraph (fear development) is written in reverse again. The anger paragraph makes 2 points and gives 2 examples of how anger can affect the play. The explanation of 'in training they are used to playing against friends and they therefore stay calm (in reference to the first point about aggression) and then 'playing against friends...and do not lose motivation (in reference to the second point about getting annoyed with the performer and not passing him the ball) is sufficient.

Question 7 (b) (out of 4 marks)

The candidate was awarded **4 marks**.

Identify – 'Having a low level of cardio respiratory endurance (CRE) will mean there are more errors observed'

Implication – '...the performer is getting very tired and therefore playing poor weak passes that the opposition can intercept'

Impact – 'the opposition can create an overload on the counter attack and score a late goal to win the match' **1 mark**

Identify – 'A low level of CRE at the end of a game will also mean that the performer doesn't track back and follow their marker'

Implication – 'they are too tired to keep up with them. This means that the opposition will be able to pass to the free man'

Impact – '...will have a lot of space and time to score a goal and win the match' **1 mark**

Identify – 'Having a low level of local muscular endurance (LME)...the performer's muscles will become tired'

Implication – 'the performer isn't able to tackle with the same power as at the start of the match'

Impact - '...they will lose the tackle and the opposition can create another attack' **1 mark**

Identify – 'Having a low level of CRE will mean when the performer is put through on goal in the late stages ...they do not have enough energy in their legs' Implication - 'to outrun the defender chasing them'

Impact – 'therefore get tackled, miss the chance and lose possession to the opposition' **1 mark**