

Candidate 5

The candidate evidence has achieved the following marks for each section of this course assessment component question paper. **Their total mark was: 21/50**

Section 1

The candidate was awarded **10 marks** in section 1

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

The candidate was awarded **1 mark**.

‘questionnaire on the mental factor’ **1 mark**

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

The candidate was awarded **1 mark**.

‘P.O.M.S test’ **1 mark**

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

The candidate was awarded **1 mark**.

Point – ‘because they know their different strengths and weaknesses’,

Evidence/example – ‘how to improve on them’

Explanation – ‘They can change the activity in their PDP’. **1 mark**

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

The candidate was awarded **0 marks**.

‘see how fast they can run a certain/planned route.’ and anger are not mental factors and therefore no mark awarded.

Question 2 (a) (out of 2 marks)

The candidate was awarded **2 marks**.

'One short term goal...to try reduce the amount of times you get angry in a 7v7 game of football.' **1 mark**

'One short term goal...to end up not getting angry at anything in the 7v7 football game.' **1 mark**

Question 2 (b) (out of 6 marks)

The candidate was awarded **0 marks**.

There are no full explanations throughout answer.

Point – 'goal they have set is realistic'

Evidence/example – 'consider if the goal...is achievable in the amount of time/sessions'alter their goal if they think they won't be able to achieve it' – is not sufficient as there is no reasoning as to why the goal has to be achievable and therefore no mark awarded.

Point - 'if they can achieve the goal in the time they have been given'. Evidence/example - 'they should consider setting a more achievable goal for the time they have'

There is no explanation and therefore no mark awarded.

Point – 'if they have set a really easy goal'.

Evidence/example – 'means the performer will constantly be working towards little goals instead of working towards one big goal'.

There is no explanation and therefore no mark awarded.

Question 3 (a) (out of 2 marks)

The candidate was awarded **2 marks**.

'you run a route in a given time' **1 mark**

'route outside, or just counting how many times you run round the hall.' **1 mark**

Question 3 (b) (out of 4 marks)

The candidate was awarded **2 marks**.

Point – 'One possible challenge...can't go out in'

Evidence/example – 'resort to inside...miss a session'

Explanation – 'can't train properly and ...longer to complete their goal.' **1 mark**

Point – ‘setting the right route to start off with’

Evidence/example – ‘If the performer creates a route that is very long and different...try improve times.’ – ‘could be very tired out ...effect their other commitments.’, is not sufficient and therefore no mark awarded.

Point – ‘might not be able to train every time she/he says they will.’

Evidence/example – ‘...miss a session the longer it will take to achieve their goal.’

No explanation is given and therefore no mark awarded.

Point - ‘one more challenge ... run with a partner

Evidence/example – ‘partner may be slower than you...can’t run to your own ability’

Explanation – ‘holding you back...won’t achieve the goals you have set’ **1 mark**

Question 3 (c) (out of 4 marks)

The candidate was awarded **0 marks**.

There is no link to performance. More of an explanation is given rather than an evaluation.

Continuous training point 1 ‘as it improves performers CRE’, the candidate uses principles of training ‘and alters it’ to try to justify the effectiveness of the approach and so is discounted as it is not evidenced correctly or linked to performance.

Question 4 (a) (out of 4 marks)

The candidate was awarded **0 marks**.

There is no description of the ways a PDP for social factors can be evaluated.

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

The candidate was awarded **0 marks**.

There is no link to PDP in the response and so no credit given. ‘Playing football’ clearly shows that candidate is talking about a performance as opposed to training. Restating the question at the beginning of the response is not sufficient to access marks.

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

The candidate was awarded **1 mark**.

Point – ‘Because your communication and trust skills have improved’ Evidence/example – ‘this means that you get involved more on the ball...and work better with your team to defend the opponents’

Explanation – ‘and go on the counter attack...put your team ahead’ **1 mark**

Point – ‘you might get more game time because of your improvement’

Evidence/example – ‘...continue to improve and help your team to get up the pitch and create more goal scoring opportunities’

No explanation is given and the example is the same as for the first mark awarded and therefore no mark awarded.

Section 2

The candidate was awarded **7 marks** in Section 2.

Question 5 (out of 4 marks)

The candidate was awarded **3 marks**.

‘I can last the whole football match. Because my CRE is good...just like a model performer’ **1 mark**

‘...my communication is very good ...Just like the model performer, I am able to shout for the ball and shout useful information to my team mates on the field’ **1 mark**

‘One development need...my team dynamics isn’t as good as the model performers....and knows all their play styles’. This is a different factor and therefore no mark awarded

‘One more development need...their passing is better than mine....and it goes where they want it to go.’ **1 mark**

Question 6 (a) (out of 2 marks)

The candidate was awarded **2 marks**.

‘A training diary is a diary ...fill in after every session’ **1 mark**

‘you record your time, duration, intensity...your activity’ **1 mark**

Question 6 (b) (out of 4 marks)

The candidate was awarded **2 marks**.

Point – ‘...put my intensity higher’

Evidence/example – ‘Because I found what I was doing quite easy...working harder’

Explanation – ‘so that I was working harder and working to a higher Heart Rate ...and I was improving more’. **1 mark**

Point – ‘I cut down my time...in a faster time’

Evidence/example – ‘meant I was working harder to try finish the route quicker’

Explanation – ‘meaning I was still improving’ This is the same point as above and therefore no mark awarded.

Point – ‘increase the duration of an activity’

Evidence/example – ‘working harder for longer...playing for football to a high intensity for even longer’

‘I was improving my CRE and stamina’ is not sufficient as there is no explanation of how or why this would be the effect of this change (and is the same point as for mark 1). and therefore no mark awarded.

Point ‘...how many times a week I trained’,

Evidence/example – ‘I started off training 2 times a week...I started to find it easy.’

Explanation – ‘training more often so that meant I was improving quicker’ **1 mark**

The explanation given in the 4th point (second mark) when joined to the points on intensity, duration and frequency was sufficient to access one mark

Section 3

The candidate was awarded **4 marks** in Section 3.

Question 7 (a) (out of 4 marks)

The candidate was awarded **1 mark**.

Point – ‘that you have a crowd watching you at the live performance and you don’t have anybody watching you at training.’

Evidence/example – ‘the performers anxiety gets high...people watching...not able to stay focused on the game’

Explanation – ‘performer could not get into space...gave the ball away’. **1 mark**

Point- 'emotional factors may cause a difference is that the performers motivation levels are low'

Evidence/example – 'player may not even want to play...focused on winning'

Explanation – '...performers performance drops...and not creating goal scoring opportunities.' is not sufficient as there is no explanation as to why this might be different in training and therefore no mark awarded.

Point – '...performer may not be able to handle pressure very well' Evidence/example – 'leads to effort not being at a high standard and the performer makes silly mistakes'

'...and now has to worry about ...or the opposition may score' is not sufficient as there is no explanation as to why this might be different in training and therefore no mark awarded.

Point – 'the performers concentration levels may be low.'

Evidence/example – '...means that the performer might not be in the game...paying attention' 'causing them to get booked or sent off...tire out the performers team' This is not sufficient as there is no explanation as to why this might be different in training and therefore no mark awarded. Note also that concentration is the mental factor and the question relates to the emotional factor.

Question 7 (b) (out of 4 marks)

The candidate was awarded **3 marks**.

Identify – '...the performer couldn't keep up with the same intensity...meaning poor CRE'

Implications - 'isn't able to run onto the through ball and loses the ball to the opponents'

Impact- 'who now have the ball to go and attack and potentially score'. **1 mark**

Identify – 'stamina is so low',

Implications - '...they can't get back in time to help defend the ball.'

Impact - '...the opposition have an easier job ...create chances for their team' **1 mark**

Identify – 'the performers tackling skills aren't very high'

Implications – '...errors observed lead to the performer getting dribbled past'

Impact – 'left behind while the opposing team attack' **1 mark**