

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this course assessment component.

Please note these candidates have not used the current portfolio template however these have been positively marked. Centres should ensure candidates use the current template which is available on the National 5 Physical Education page.

Candidate 1 – Badminton

Section 1: Understanding factors that impact on performance

For each factor, mental, emotional, social and physical, explain its impact on performance (8 marks)

The candidate was awarded **8 marks**

Factor, Context and Impact required to access **1 mark**.

Factor 1 Physical

F – power

C – ‘having the power to hit the shuttle to the back of the opponents court gives me a wider range of shots’

I – ‘I have more chance of winning points’

1 mark

F – power

C – ‘I can hit the shuttle back over the net and further to the back of their court’

I – ‘I will be able to move more into the middle of my court rather than being forced back to the back and this gives me a wider range of shots.’

1 mark

Factor 2 Mental

F – concentration

C – ‘I can tell by the way the opponent is preparing for the shot’

I – ‘so I could prepare early for getting to where the shot will land and playing the shuttle back’

1 mark

F – concentration

C – ‘where there is space on the opponents court as this would be a good place to aim for’

I – ‘not be able to hit back over the net’

1 mark

Factor 3 Social

F – communication

C – ‘allows everyone to know where the ball is going and what is happening in the game’

I – ‘the ball won’t get intercepted and will help the ball to move down towards the opponents net.’

1 mark

F – communication

C – ‘put their arm up and point back which tells me to throw the ball behind them so they can run backwards to catch it without the defender knowing’

I – ‘our team can make quick passes which move the ball quickly down to the opponents net before the defenders can intercept it’

1 mark

Factor 4 Emotional

F – confidence

C – ‘if I have missed lots of shots beforehand then I will be feeling unconfident and will lose belief that I can shoot’

I – ‘mistime when to throw the ball or misjudge the amount of space between me and the net or rush the shot and this would most likely cause me to miss.’

1 mark

F – fear

C – ‘When I feel under pressure I get the fear that I am going to let the team down’

I – ‘wrong mindset for shooting and then I will miss’

1 mark

Section 2: Planning, developing, and implementing approaches to enhance personal performance.

2. (a) Explain the challenges you may face when gathering reliable data on your two selected factors (3 marks)

The candidate was awarded 3 marks

1st Challenge – Lack of knowledge

'marker may not be knowledgeable on all different types of badminton shots'....'get 2 shots mixed up'....'data wouldn't be accurate' **1 mark**

2nd Challenge - Bias

'marker may be dishonest'...'make me look better than I actually am'....'my data to be inaccurate' **1 mark**

3rd Challenge - Reliability of marker

'marker missed shots or be being distracted'...'not seeing them when recording data'...'the marker has missed data this means that my data would not be accurate' **1 mark**

2. (b) (i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

The candidate was awarded 1 mark

Method - Focused Observation Schedule **1 mark**

(ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

The candidate was awarded 1 mark

Method - Sports Determination Questionnaire **1 mark**

2. c) Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

The candidate was awarded 4 marks

1st descriptive point -by getting into groups of 3 or 4 **1 mark**

2nd descriptive point -collecting 2 racquets, 5 shuttlecocks, data collection sheets and a pencil **1 mark**

3rd descriptive point -we also had to set up a badminton net for us to play with **1 mark**

4th descriptive point - Within our group of 3, 2 people were on court while one person sat at the side. **1 mark**

2. (d) Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

The candidate was awarded 3 marks

Paragraph 1– The candidate refers to ‘people with the same skill level’, ‘accurate data’, create a reliable training program’ **1 mark**

Paragraph 2 – The candidate has provided a repetition of knowledge already shown in Paragraph 1. **0 mark**

Paragraph 3 – The candidate refers to the ‘laid out neatly with spaces’, ‘easy for the marker to use’, ‘understand as everything was laid out so clearly’. **1 mark**

Paragraph 4 – The candidate refers to ‘identify which boxes had more crosses than ticks’, ‘look back at this data after doing my training program’, ‘easily compare the data to the data I will collect later on’ **1 mark**

2. (e) From the data you have gathered describe your strengths and development needs in relation to your performance for both factors (4 marks)

The candidate was awarded 3 marks

Factor 1 – Mental development need – ‘by getting distracted means that I lose focus in the game’ **1 mark**

Factor 2 – Physical strength – ‘a shot is that my racket is raised and behind my head’ **1 mark**

Factor 2 – Physical weakness – ‘I don’t “sight” the shuttle before I hit it’ **1 mark**

2. (f) With reference to the data, identify an appropriate target for each factor.

(i) Identified target for factor 1 (1 mark)

The candidate was awarded 1 mark

Target - For my non-racket arm to ‘sight’ the shuttle before I hit it **1 mark**

(ii) Identified target for factor 2 (1 mark)

The candidate was awarded 1 mark

Target – To not get as easily distracted during a game. **1 mark**

2. g) Explain why it is important to set targets when creating a personal development programme. (3 marks)

The candidate was awarded 3 marks

Explanation 1 – ‘motivation’ **1 mark**

Explanation 2 – ‘track progress’ **1 mark**

Explanation 3 – ‘specificity’ **1 mark**

2. (h) Describing approaches to develop performance.

(i) From your personal development programme, select and describe an approach that you used to develop factor 1 (2 marks)

The candidate was awarded 2 marks

Marks are awarded for the description of approach(s) and not the set-up of the approach.

First approach - ‘the feeder would stand next to them and throw high serves as this is the same motion that the shuttle would be in the actual game’ **1 mark**

‘The performer should perform 20 shots’ **1 mark**

(ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

The candidate was awarded 2 marks

Second approach - ‘I firstly had to pick some words or phrases that I would say if I am winning’.....‘lots of mistakes’ **1 mark**

‘I chose the phrase “Keep this up, don’t stop trying”’ **1 mark**

2. i) In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

The candidate was awarded 4 marks

Decision, Exemplify and Reason required to access **1 mark**.

Paragraph 1

D – ‘6 weeks’

E – ‘enough time to work on all aspects of my weaker shot’

R – ‘without becoming bored or tired’

1 mark

Paragraph 2

D – ‘sessions 50 mins’

E – ‘enough time for warm up, do two practices’

R – ‘worked my hardest to achieve the targets and goals that I had set’

1 mark

Paragraph 3 – approaches

The candidate’s response links to approaches – this is not permitted

0 mark

Paragraph 4

D – ‘work with friends’

E – ‘we were happy and positive during training sessions’, ‘we get along and it wasn’t awkward’

R – ‘not scared or intimidated’

1 mark

Paragraph 4

D – ‘I chose people of the same skill level’

E – ‘I was being challenged’

R – ‘kept me motivated and determined to improve’

1 mark

Section 3: Monitoring, recording and evaluating performance development

3. a) During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

The candidate was awarded 2 marks

Paragraph 1 - source of feedback an expert – ‘My peer who is an expert in badminton’, ‘She told me’.....‘trust what she was telling me’ **1 mark**

Paragraph 2 - timing of feedback – ‘She told me straight away’, ‘make appropriate changes’, ‘already committed my bad habits to muscle memory’ **1 mark**

3. b) Explain why it is necessary to monitor your performance development. (3 marks)

The candidate was awarded 3 marks

Paragraph 1 - Make changes – ‘it allows me to see how I have improved over the course’,‘if I need to make changes to the training program’ **1 mark**

Paragraph 2 - See progress – ‘allows me to compare results and my targets’. ‘For example.....a few sessions later’, ‘This allows me to see the progress’ **1 mark**

Paragraph 2 - Motivation – ‘seeing a good development and lots’.....‘which will motivate me and give me drive to work harder’ **1 mark**

3c Describe how you monitored your programme of work (4 marks)

Marks are awarded for the description of monitoring. No marks were awarded for descriptions of the method(s).

(i) Describe how you monitored your programme of work for factor 1. (2 marks)

The candidate was awarded 2 marks

Time reference – ‘during the training session or just after it I would record my results’ **1 mark**

Comparison – ‘I would plan a new training session for the next time based on my targets and results’ **1 mark**

(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)

The candidate was awarded 2 marks

Time reference – ‘I filled out an initial questionnaire at the start’, ‘and did a retest of it at the end of my badminton training programme’ **1 mark**

Protocol – ‘I used the exact same questionnaire before and after my badminton training programme’, ‘teacher or friend’ **1 mark**

3. d) Evaluate the effectiveness of your personal development programme. (6 marks)**The candidate was awarded 5 marks**

Identify, Judgement and Value required to access **1 mark**.

Paragraph 1

I – ‘shadow practice’

J – ‘took the pressure of me’, ‘allowed me to shadow this shot practice pointing down’

V – ‘more confident to add a shuttle’

1 mark

Paragraph 2

I – ‘feeder drill’

J – ‘repeating my weakest shot over and over’

V – ‘commit skills to muscle memory’

1 mark

Paragraph 2 – extension point

I – ‘no opponent to play against’

J – ‘immediate feedback from the feeder on what to change’

V – ‘or how I can improve it further’

1 mark

Paragraph 3

I – ‘Pressure drills’

J – ‘had to move quickly around the court and I was under pressure’

V – ‘in an actual game when performing a smash’

1 mark

Paragraph 3 – extension point

I – ‘pressure drills’

J – ‘starting to get tired I would lose confidence in myself as I was missing shuttles’

V – ‘slightly more challenging to bridge the gap between feeder and pressure drill’

1 mark

Paragraph 5

I – positive self-talk

J – Judgement related to performance not PDP

V – Value relates to performance not PDP

0 marks

3. e) Evaluate your performance in the two selected factors. (4 marks)

Identify, Judgement and Value required to access **1 mark**.

The candidate was awarded 4 marks

Paragraph 1

I – ‘sighting the shuttle has improved’

J – ‘will land on the court depending on what direction and angle I hit’

V – ‘easier to make a powerful shot’

1 mark

Paragraph 2

I – ‘transferring my weight’

J – ‘I am balanced to hit the shuttle effectively’

V – ‘return to base as soon as I have hit the shot’

1 mark

Paragraph 4

I – ‘not getting distracted’

J – ‘play effective shots which will challenge my opponent’

V – ‘take advantage of this by playing a quick shot for example a smash or net kill’

1 mark

Paragraph 5

I – ‘never give up’

J – ‘turn the game around when losing’

V – ‘instead of telling myself that I am going to lose and just not trying’

1 mark

3. f) With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

Current, Action, and Reasoning required to access **1 mark**.

The candidate was awarded 4 marks

Paragraph 1

C – ‘smash sometimes goes wrong’

A – ‘feeder drill’

R – ‘play the smash in a game situation and I could see how easy it is for the opponent to return the shuttle’

1 mark

Paragraph 2

C – ‘my lack of good decision making’

A – ‘pressure drills’

R – ‘put my partner more under pressure because I will be making decisions and playing shots that they don’t expect’

1 mark

Paragraph 3

C – 'I could move around the court and be more agile'

A – 'shadow practices'

R – 'By improving my footwork this would improve my agility and my ability to move around the court and return to base after every shot'

1 mark

Paragraph 4

C – 'mental factor is not as good as it could be'

A – 'positive self-talk'

R – 'I am concentrating on being annoyed at that one mistake and trying not to make it again.'

1 mark

Total marks 58

Candidate 2 – Basketball

Section 1: Understanding factors that impact on performance

The candidate was awarded **0 marks**

For each factor, mental, emotional, social and physical, explain its impact on performance (8 marks)

Factor, Context and Impact required to access **1 mark**.

Factor 1 Physical

F – strength

C – the candidate has not provided a context

I – the candidate has not provided an impact

0 mark

F – accuracy

C – the candidate has not provided a context

I – ‘can result in your team losing possession of the ball’

0 mark

Factor 2 Emotional

F – fear

C – ‘low level of fear you will be more likely to commit to a tackle’

I – the candidate has not provided an impact

0 mark

F – trust

C – the candidate has not provided a context

I – the candidate has provided no impact

0 mark

Factor 3 Mental

F – anxiety

C – the candidate has not linked context to impact

I – the candidate has not provided an impact

0 mark

F – confidence

C – the candidate has not linked context to impact

I – the candidate has not provided an impact

0 mark

Factor 4 Social

F – communication

C – the candidate has not linked context to impact

I – the candidate has not provided an impact

0 mark

F – roles and responsibilities

C – the candidate has not linked context to impact

I –the candidate has not provided an impact

0 mark

Section 2: Planning, developing, and implementing approaches to enhance personal performance.

2. a) Explain the challenges you may face when gathering reliable data on your two selected factors (3 marks)

The candidate was awarded 1 mark

1st Challenge - 'Honesty- Not being honest about how we did or are doing' 'as a result of this inaccurate data is gathered' **1 mark**

2nd Challenge - The candidate has not provided an explanation **0 mark**

3rd Challenge - The candidate has not provided an explanation **0 mark**

2. b)(i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

The candidate was awarded 1 mark

Method - General Observation schedule (GOS) **1 mark**

(ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

The candidate was awarded 1 mark

Method - Mental Toughness Questionnaire (MTQ) **1 mark**

2. c) Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

The candidate was awarded 4 marks

1st descriptive point - 5v5 basketball for 30 minutes **1 mark**

2nd descriptive point - video recorded our performances on basketball **1 mark**

3rd descriptive point - watched them back marking down each use of a certain skill **1 mark**

4th descriptive point - There is a grid which lists all the skills **1 mark**

2. d) Explain why you selected this method to gather data on your performance in the identified factor (3 marks)

The candidate was awarded 0 marks

Paragraph 1 – the candidate has not provided an explanation. **0 mark**

Paragraph 2 – the candidate has not provided an explanation. **0 mark**

Paragraph 3 – the candidate has not provided an explanation. **0 mark**

Paragraph 4 – the candidate has not provided an explanation. **0 mark**

2. e) From the data you have gathered describe your strengths and development needs in relation to your performance for both factors (4 marks)

The candidate was awarded 1 mark

Factor 1 – physical - Strength

The candidate has not provided description of the block

0 mark

Factor 1 – Physical – development need

The candidate has not provided a description of the jump shot

0 mark

Factor 2 – emotional - Strength

The candidate has described the mental factor but the portfolio is marked as emotional

0 mark

Factor 2 – emotional - development need

'I stick more to easy skills and those which I know best'

1 mark

2. f) With reference to the data, identify an appropriate target for each factor.

(i) Identified target for factor 1 (1 mark)

The candidate was awarded 1 mark

Target – 'To improve my jump shot'. **1 mark**

(ii) Identified target for factor 2 (1 mark)

The candidate was awarded 1 mark

Target – 'To improve my confidence' **1 mark**

2. g) Explain why it is important to set targets when creating a personal development programme. (3 marks)

The candidate was awarded 1 mark

Explanation 1 - Motivation – 'Set targets because they help to motivate you to do your best and try to achieve that target. This means that the targets are actively helping to provide motivation throughout the programme' **1 mark**

Explanation 2 - The candidate has not provided an explanation. **0 mark**

Explanation 3 - The information the candidate has provided is a repetition of paragraph 1 **0 mark**

2. h) Describing approaches to develop performance.

(i) From your personal development programme, select and describe an approach that you used to develop factor 1 (2 marks)

The candidate was awarded 2 marks

Marks are awarded for the description of approach(s) and not the setup of the approach.

First Approach - 'I practiced jump shots from various distances from the hoop which were marked out by cones' **1 mark**

'I repeated this until my time for the drill was over' **1 mark**

(ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

The candidate was awarded 2 marks

Second Approach - 'Every time I scored a jump shot I congratulated myself' **1 mark**

'I also took 2 minutes each session to give myself some positive feedback' **1 mark**

2. i) In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

Decision, Exemplify, and Reason required to access **1 mark**.

The candidate was awarded 1 mark.

Paragraph 1

D – 'train for 3 weeks'

E – 'I had time to make progress as well as combating boredom'

R – not enough reasoning is provided by the candidate

0 mark

Paragraph 2

D – 'change up my drills each session'

E – 'keeping one constant to test how I was improving I did this so I wouldn't get bored'

R – the candidate has not provided a reason

0 mark

Paragraph 3

D – 'train with same 2 people'

E – 'allowed me to receive feedback from the same people each session'

R – 'so that they were seeing if I was improving or not'

1 mark

Paragraph 4

D – 'keep the same warm up'

E – ‘keep it simple and to allow for the warm up to pass relatively quickly’

R - the candidate has not provided a reason

0 mark

Section 3: Monitoring, recording and evaluating performance development

3. a) During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

The candidate was awarded 1 mark

Paragraph 1 - 'The feedback was given during the sessions' 'allowed me to know how each drill went' 'that were good about it' **0 mark**

Paragraph 2 - 'I also received expert feedback' ... 'it wasn't too much to read' 'highlighted the specific areas in my technique for my jump shot that I needed to improve on but it also highlighted what I was doing correctly so I could suit my programme more to those weak areas'. **1 mark**

3. b) Explain why it is necessary to monitor your performance development. (3 marks)

The candidate was awarded 1 mark

Paragraph 1 - The candidate has not provided an explanation. **0 mark**

Paragraph 2 - It motivates us because if we achieve our goals or see improvements then it motivates us to continue with the programme **1 mark**

Paragraph 3 - The candidate has not provided an explanation. **0 mark**

3. c) Describe how you monitored your programme of work (4 marks)

Marks are awarded for the description of monitoring. No marks were awarded for descriptions of the method(s).

(i) Describe how you monitored your programme of work for factor 1. (2 marks)

The candidate was awarded 1 mark

Time reference – the candidate has not provided any information **0 mark**

Comparison – 'comparison of goals how much they were surpassed' **1 mark**

(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)

The candidate was awarded 2 marks

Time reference – 'at the start and end of the programme I took a mental toughness questionnaire' **1 mark**

Comparison – ‘the first time I took it I scored terribly in the confidence section and the second time there was a significant improvement’ **1 mark**

3. d) Evaluate the effectiveness of your personal development programme. (6 marks)

The candidate was awarded 3 marks

Identify, Judgement and Value required to access **1 mark**.

Paragraph 1

I – ‘plan was varied’

J – ‘helped me to keep from getting bored and helped motivate me. The drills and approaches challenged me as they changed each time’

V – ‘helped me to work harder to achieve goals I set’

1 mark

Paragraph 2

I – ‘warm up was effective’

J – ‘included a minute of shadow practicing the skill I was working on to better develop my technique’

V – the candidate has not provided a value that relates back to the PDP.

0 mark

Paragraph 3 – the candidate has repeated information already given in paragraph 1, therefore no mark is awarded

0 mark

Paragraph 4

I – ‘feeder drills’

J – ‘allowed me to practice the skill after receiving a pass’

V – ‘helped keep things interesting during the program’

1 mark

Paragraph 5

I – ‘pressure drills’

J – ‘practice the skill in a more game like situation’

V – ‘perform the skill under pressure from a defender and make sure the skill was still effective in that situation’

1 mark

Paragraph 6 – the candidate has repeated information already given in paragraph 4, feeder drills, therefore no mark is awarded

0 mark

Paragraph 7

I – ‘used a time drill’

J – ‘see where I was at with the skill to see how many times I could demonstrate that skill within a selected amount of time’

V – the candidate has not provided a value.

0 mark

Paragraph 8

I – ‘2 mins reserved for positive self talk’

J – ‘this was useful at first but eventually got boring quickly this resulted in me getting fed up of it and not trying as hard’

V – the candidate has not provided a value.

0 mark

Paragraph 9

I – ‘a mirror of the warm up for it’s cool down’

J – ‘allowed me to keep things simple and easy to stick to’

V – the candidate has not provided a value.

0 mark

Paragraph 10

I – ‘appropriate to the skill I was trying to develop’

J – ‘I see an improvement within the conditioned game at the end as the skill was more effective than originally’

V – the candidate has not provided a value.

0 mark

3. e) Evaluate your performance in the two selected factors. (4 marks)

The candidate was awarded 0 marks

Identify, Judgement and Value required to access **1 mark**.

Paragraph 1 – relates to PDP and Data collection not performance

I – ‘improved jump shot’

J – ‘jump shots I performed were accurate and effective resulting in me scoring a lot more frequently unlike at the start of the programme’

V – the candidate has not provided a value.

0 mark

Paragraph 2 – descriptive

I – ‘improved confidence’

J – the candidate has not provided a judgement.

V – the candidate has not provided a value.

0 mark

3. f) With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

The candidate was awarded 0 marks

Current, Action, and Reasoning required to access **1 mark**.

Paragraph 1

C – ‘need to work on the effectiveness of my blocking’

A – ‘through different drills and such’

R – the candidate has not provided a reason.

0 mark

Paragraph 2

C – ‘need to keep training my CRE’

A – the candidate has not provided an action.

R – ‘perform consistently throughout the game without getting too exhausted or having the effectiveness of my skills drop’

0 mark

Paragraph 3

C – ‘work a bit more on dealing with anxiety better’

A – the candidate has not provided an action.

R – ‘a higher chance of losing the game, possession or my team playing one man down as I’d be anxious to push up or play effectively’

0 mark

Paragraph 4

C – ‘a good idea for me to work on dribbling a bit more’

A – the candidate has not provided an action.

R – ‘I have a habit of only dribbling with one hand instead of using both, I also lose control of the ball if I am going fast’

0 mark

Total marks 24

Candidate 3 – Football

Section 1: Understanding factors that impact on performance

The candidate was awarded **6 marks**

For each factor, mental, emotional, social and physical, explain its impact on performance (8 marks)

The candidate was awarded **6 marks**

Factor, Context and Impact required to access **1 mark**.

Factor 1: Mental

F – Anxiety

C – ‘nervous every time I am on the ball’

I – ‘unable to make an effective pass’, ‘giving the ball away to the opposition team for them to start an attacking transition’.

1 mark

F – Concentration

C – ‘focused during the match’, ‘in an attacking transition for my team’

I – ‘make successful passes to my teammates which allow my team to stay in possession of the ball without giving it away to the opposition’.

1 mark

Factor 2: Physical

F – agility

C – ‘move quickly from the front of the court to the back’

I – ‘play an effective shot back over the net and keep my team in with a chance of winning the current point’

1 mark

F – strength

C – ‘keep the ball close to me when I’m in possession’

I – ‘run freely with the ball into attacking positions to make an effective through ball to my strikers’, ‘using my strength to take me through without being challenged’.

1 mark

Factor 3: Emotional

F - anger

C – ‘I will walk about’, ‘not showing for the ball and not getting stuck into challenges’

I – ‘I will lash out at opposition players in frustration and risk getting sent off’

1 mark

F - fear (even if anxiety it’s a repeat from factor 1)

C – the candidate has not provided a link to fear

I – ‘my throw ins miss my team mates’.

0 mark

Factor 4: Social

F - relationships

C – the candidate has not provided a context

I – the candidate had not provided an impact

0 mark

F - communication

C – ‘I won’t get involved and be able to receive the ball from my team mates as I am not shouting to receive it’

I – ‘team mate under pressure and has nobody to pass to, he will get dispossessed and this gives the opposition the chance to break quickly towards my teams goal’

1 mark

Section 2: Planning, developing, and implementing approaches to enhance personal performance.

2. a) Explain the challenges you may face when gathering reliable data on your two selected factors. (3 marks)

The candidate was awarded 2 marks

1st challenge – ‘reliability’, ‘lack of skills and judgement of model performer’ – ‘they might not pick up every tackle and sprint’.....‘therefore the information is not reliable enough’ **1 mark**

2nd challenge – does not link back to the data **0 mark**

3rd challenge – reliability, ‘Play against beginners’ – ‘couldn't judge my CRE as a defender’ ‘I can easily make tackles on the opposition forwards and win the ball back for the full 90 mins without fatiguing’ **1 mark**

2. b)(i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

The candidate was awarded 1 mark

Method - Mental questionnaire **1 mark**

(ii) Identify one appropriate method you used to gather data on your performance in Method. (1 mark)

The candidate was awarded 1 mark

Method – TROS **1 mark**

2. c) Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

The candidate was awarded 4 marks

1st descriptive point – in a competitive 90 – minute football match **1 mark**

2nd descriptive point – the TROS contained a variety of different skills suited to my left back position **1 mark**

3rd descriptive point - such as tackling, heading and passing **1 mark**

4th descriptive point - 6 sections of the time I did it at in the game. **1 mark**

2. d) Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

The candidate was awarded 1 mark

Paragraph 1 – the candidate has not provided an explanation

0 mark

Paragraph 2 – ‘a permanent record for me to look back on’ ... ‘compare data in consecutive tests’..... ‘from previous tests’

1 mark

Paragraph 3 – the candidate has not provided an explanation

0 mark

2. e) From the data you have gathered describe your strengths and development needs in relation to your performance for both factors (4 marks)

The candidate was awarded 1 mark

Factor 1 – mental – development need

The candidate has not provided a description of composure

0 mark

Factor 2 - Physical - strength

The candidate has changed activity

0 mark

Factor 2– Physical – development need

‘Towards the end..... I am unable to track back’

1 mark

Factor 1 - Mental - Weakness

The candidate has changed activity

0 mark

2. f) With reference to the data, identify an appropriate target for each factor.**(i) Identified target for factor 1 (1 mark)**

The candidate was awarded 1 mark

Target: 'My level of composure stays the same throughout' 1 mark

(ii) Identified target for factor 2 (1 mark)

The candidate was awarded 1 mark

Target: 'Reach 11.4' implies Beep Test but doesn't state it 1 mark

2. g) Explain why it is important to set targets when creating a personal development programme. (3 marks)

The candidate was awarded 3 marks

Explanation 1 – 'keep my motivation high' – 'have, always, challenges to work towards.' **1 mark**

Explanation 2 – 'measure my progress' – 'compare a baseline as considerably off that target by the time that week came.' **1 mark**

Explanation 3 – 'adjustments - set targets adjust it.' **1 mark**

2. h) Describing approaches to develop performance.**(i) From your personal development programme, select and describe an approach that you used to develop factor 1 (2 marks)**

The candidate was awarded 2 marks

Marks are awarded for the description of approach and not the set-up of the approach

First approach – 'my team needs to pass the ball and move at a high intensity due to the small size of box' **1 mark**

'4 sprints outside the box was implemented in for each player who misplaced a pass' **1 mark**

(ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

The candidate was awarded 2 marks

Second approach - 'I would picture myself winning physical challenges and making successful passes to my team mates' **1 mark**

'I would picture myself doing these to an excellent standard repeatedly for the full duration of a 90 minute match' **1 mark**

2. i) In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

Decision, Exemplify, and Reason required to access **1 mark**.

The candidate was awarded 4 marks

Paragraph 1

D – ‘sessions in week 3 from 3’

E – ‘by overloading my development programme and making my sessions more frequent’

R – ‘more physical demand is placed on my body with the increased frequency of sessions’

1 mark

Paragraph 2

D – ‘training last for a duration of 8 weeks’

E – ‘gave me a chance to implement short term targets after every 2 weeks’

R – ‘have challenges to work towards and I can check my progress regularly’

1 mark

Paragraph 3

D – ‘train with my friends’

E – ‘a better chance of progression as they always keep my motivation high’

R – ‘encourage me to work to my absolute maximum in every session that I do’

1 mark

Paragraph 4

D – ‘trained for 8 weeks’

E – ‘not get bored because I did not train for too many weeks’

R – ‘enough time to improve my weakness and achieve my end target’

1 mark

Section 3: Monitoring, recording and evaluating performance development

3. a) During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

The candidate was awarded 2 marks

Paragraph 1 - 'I received verbal feedback straight after my fitness training from my coach', I could remember it clearly and it gave me the chance to make adjustments to my programme immediately' **1 mark**

Paragraph 2 - 'Verbal feedback from a model performer' – 'ask somebody who has amounts of experience and knowledge' – 'know what I did well in my performance and what I could do to improve on a certain weakness' **1 mark**

3. b) Explain why it is necessary to monitor your performance development. (3 marks)

The candidate was awarded 3 marks

Paragraph 1 - Changes to PDP - 'Gives me a chance to see if my training approaches are proving to be too easy or too difficult' – 'I can then make adjustments to approaches if needed' **1 mark**

Paragraph 2 - Motivation - 'If I am progressing well and reaching short term targets – this will increase my desire to reach that end goal in sight' **1 mark**

Paragraph 3 Changes to targets - 'Allows me to check if I am meeting my targets or not' – 'exceeding them etc or falling way below where I should be'. 'I can make necessary changes to my targets' **1 mark**

3. c) Describe how you monitored your programme of work (4 marks)

Marks are awarded for the description of monitoring. No marks were awarded for descriptions of the method(s).

(i) Describe how you monitored your programme of work for factor 1. (2 marks)

The candidate was awarded 2 marks

Time reference – 'filling out the mental questionnaire after every match' **1 mark**

Comparison – The results showed week 1 as 2, week 2 as.....i can see that my levels of anxiety are still very high after the opposition scores' **1 mark**

(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)

The candidate was awarded 2 marks

Time reference – ‘by noting my results in a training diary from every bleep test’

1 mark

Comparison – ‘I compared the test results in the training diary to previous tests’

1 mark

3. d) Evaluate the effectiveness of your personal development programme. (6 marks)**The candidate was awarded 3 marks**

Identify, Judgement and Value required to access **1 mark**.

Paragraph 1

I – ‘PDP lasted for 8 weeks’

J – ‘motivation remained high and I didn’t get bored throughout...’

V – the candidate has not provided a value

0 mark

Paragraph 2

I – ‘contained lots of different approaches’

J – ‘kept my motivation at a high level throughout the full duration of the programme’

V – ‘100% effort in every session to try and reach short term and long term goals’

1 mark

Paragraph 3

I – ‘adjustments used in programme’

J – the candidate has not provided a judgement

V – the candidate has not provided a value

0 mark

Paragraph 4

I – performance does not relate back to the PDP

J – judgement refers to performance

V – value refers to performance

0 mark

Paragraph 5

I – ‘make comparisons of my results’

J – ‘make comparisons of my results from the start of the programme up until where I was currently at’. ‘This helped me evaluate how much I had improved’

V – the candidate has not provided a value

0 mark

Paragraph 6

I – 'I had a coach that went through every session with me'

J – 'receive instant feedback to whether I was reaching the levels'

V – 'I could make adaptations to my mind set going in to each session'

1 mark

Paragraph 7

I – 'I trained with friends'

J – 'training with myself would become boring.' 'they helped me when I was struggling to meet my targets'

V – 'encouraged to give my absolute maximum effort in every session that I did to ensure I was on track to achieve my end goals'

1 mark

3. e) Evaluate your performance in the two selected factors. (4 marks)

The candidate was awarded 2 marks

Identify, Judgement and Value required to access **1 mark**.

Paragraph 1

I – 'clearly physical and not mental'

J – no link shown between composure to the judgement and value.

V – the candidate has not provided a value

0 mark

Paragraph 2

I – 'endurance is much better at the end of the football match'

J – 'I can keep up with the opposition winger when he attempts to make runs behind me'

V – 'I can prevent the opposition winger from getting in behind me for the full duration of the match'

1 mark

I – 'endurance is much better at the end of the football match'

J – 'I can stop the opposition from getting the ball into key wide areas'

V – 'their wingers aren't able to put dangerous crosses into the box for their strikers to score from'

1 mark

3. f) With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

The candidate was awarded 3 marks

Current, Action and Reasoning required to access **1 mark**.

Paragraph 1

C – ‘sustain my high level of CRE’

A – ‘continue to train 4 times a week’

R – ‘If I don’t my level could potentially get worse’

1 mark

Paragraph 2

C – ‘I still get anxious’

A – ‘put myself in practice matches where I am constantly under pressure’

R – ‘test myself in demanding situations’

1 mark

C – the candidate has not provided reference to current performance

A – The candidate not provided an action on decision making

R – ‘the chance of me giving the ball away and making an ineffective pass is extremely low’

0 mark

Paragraph 3

C – ‘I still don’t move into space’

A – ‘I will implement a higher frequency of possession drills’

R – ‘I constantly need to move for the ball and pass it at a high intensity so I can test myself in testing situations.’

1 mark

Total marks 46