

Candidate 2 evidence

Section 1: Understanding factors that impact on performance

For each factor, Mental, Emotional, Social and Physical, explain its impact on performance. (8 marks)

In your answer you may provide a general response or relate to an activity or activities.

<p>Factor 1: <u>Physical. Strength.</u> In a game of rugby having good strength can increase the likelihood of delivering an effective tackle to an opponent potentially winning possession and maybe even scoring, however if you lack strength it will lower the chances of a successful tackle in turn you could also be more likely to go down after a tackle potentially losing your team possession and the opposition could potentially score.</p> <p><u>Physical. Accuracy.</u> In a game of rugby having good accuracy can increase the likelihood of an accurate pass which can keep possession of the ball and create scoring opportunities for your team however if you have poor accuracy then you would be more likely to make an inaccurate pass which can result in your team losing possession of the ball and creation scoring opportunities for the opposition.</p>
<p>Factor 2: <u>Emotional. Fear.</u> In a game of rugby with a low level of fear then you will be more likely to commit to a tackle and keep pushing forward which can create scoring opportunities and win possession of the ball for your team however if you have high levels of fear then you would be more likely to stay back and completely avoid anyone trying to tackle you which can result in your team playing one man down as you would be too scared to push forwards and can lose possession of the ball for your team and create scoring opportunities for the opposition.</p> <p><u>Emotional. Trust.</u> In a game of rugby with a high level of trust then you will be more likely to trust your teammate's actions and pass to them when necessary which can keep possession of the ball and create scoring opportunities for your team, however with poor levels of trust then you will be more likely to push forward by yourself as you may not trust the actions of your teammates which can result in losing possession of the ball for your team and can also create scoring opportunities for the opposition.</p>
<p>Factor 3: <u>Mental. Anxiety.</u> In a game of rugby if you have low levels of anxiety then you will be more likely to give a strong push forwards and commit more to tackles which can create scoring opportunities and keep possession of the ball for your team however if you have high levels of anxiety then you would be more likely to run backwards or along your lines and even less likely to commit to a tackle which can result in your team losing possession, creating scoring opportunities for the opposition and cause your team to play one man down as you'll be too scared to push forwards.</p> <p><u>Mental. Confidence.</u> In a game of rugby if you have high levels of confidence then you will be more able to commit to tackles and believe in your own abilities more which can help break through a defence and create scoring opportunities for your team, however if you have low levels of confidence then you will be more likely to play it safe and go for the very easy passes or not give a tackle 100% which can lose your team possession and create scoring opportunities for the opposition.</p>

Factor 4: Social. Communication. With good communication in a game of rugby then you will be more likely to communicate effectively which will mean you would know who to pass to or where to be which can create scoring opportunities for your team however if your team has poor communication then you will be more likely to pass to the wrong person or to receive the ball when you don't want it which can result in your team losing possession and can create scoring opportunities for the opposition.

Social Roles and Responsibilities. In a game of rugby if you play to your role for example scrum half then you would focus more on the scrums instead of waiting for the ball to come out of it which can help get or keep possession of the ball for your team however if you do not understand your role then it can result in your teammates who may be less skilled at what your role says that you should do than you doing that job instead of you, giving your team a disadvantage in a scrum for example which can gain the opposition possession of the ball and create scoring opportunities for the opposition as well.

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

Choose two of the factors you selected in Section 1 and any one physical activity for which you will provide evidence in your portfolio.

Activity: Basketball
Factor 1: Physical: skill
Factor 2: Mental: confidence

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

<p>Some of the challenges we may face when gathering data are:</p> <p>Not being honest with ourselves about how we did or are doing because we may be too hard or too forgiving on ourselves or we may not know where we are at. As a result of this inaccurate data is gathered.</p> <p>Organisation of games, making sure everyone is there because everyone was doing different sports.</p> <p>Absence making it so we don't have everyone for games in turn taking longer to get results because we have to wait for the missing person to be in so we can get their results.</p>

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

Factor 1: General Observation schedule (GOS)

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

Factor 2: Mental Toughness Questionnaire (MTQ)

Include a copy of the four A4 pages of data you have gathered.

You must attach this data to the template and ensure you add your SCN to each page of data.

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

Method: General Observation Schedule

We played a game of 5v5 basketball for 30 minutes we video recorded our performances in basketball and watched them back marking down each use of a certain skill. There is a grid which lists all the skills and you tally mark each time you do the skill down on it. The further left on the scale of 1 to 5 means the less effective it was and the further right means the more effective it was for example 1 being the least effective and five being the most effective. An example of the skills down the side would be bounce pass, dribbling, jump shot etc. On the back of it we had a performer comment (ourselves) and an observer comment.

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

It was easy to do because we could do it after a performance (watching it back) and we only had to put down a tally mark.

It helps to identify strengths and weaknesses in certain skills because we videoed our performance we could watch it back over a performance and mark down each skill and its effectiveness and by the end the weaknesses will show.

It covers the majority of skills related to the sport I was doing because it lists them down the side of a grid.

It is easy to re-observe yourself and compare the results because we can mark down the skills from a more recent performance in a different colour on the same grid to make comparing results easier.

It was also accurate because we marked down the use of each skill and their effectiveness making it accurate.

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

As a physical strength I achieved 8 tally marks in the blocking section on the General Observation Schedule making that my strength which in a game is shown because I'm tall and can use that to my advantage when blocking. This is evident in a game as I'm a tall player and that increases my effectiveness when I block

However I scored 2 marks within columns 2 and 3 for my jump shot on the General Observation Schedule making this a development need as it also shows how in the game I barely used it and when I did it wasn't very effective.

This is evident in a game as when I performed a jump shot I missed or it wasn't effective.

As a strength in the mental category I scored 5 within my motivation section on the mental toughness questionnaire making this my strength.

This is shown in a game as I'm willing to try hard and continually maintain a willingness to try.

However I scored 0 in the confidence section of the mental toughness questionnaire making this my development need as in a game I stick more to easy skills and those which I know best.

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

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

To improve my jump shot and to be able to score 3 jump shots by the final game of basketball.

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

To improve my confidence and attain a score of 4 in the confidence category of the Mental Toughness Questionnaire.

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

It is important to set targets because they help to motivate you to do your best and to try to achieve that target. This means that the targets are actively helping to provide motivation throughout the programme which can help prevent boredom.

It is important to set targets because they help you to figure out where you're at with your skills and how well your personal development programme is going. This means that the goals actively help to gauge where you're at with your development which can help to identify how the programme is going.

It is important to set targets because they give us something to aim for and focus on throughout our personal development programme. This means that throughout the programme we'll always have something to be aiming to achieve and to focus on which can help prevent us from getting bored.

Personal Development Programme (PDP) Table

Do not submit your PDP but you must transfer the relevant information from your PDP into the table below.

	Factor 1	Factor 2
Approaches you used in your development programme	repetition drill, feeder drill, pressure drill, combination, timed, conditioned game	Positive self-talk
Length of each session	40 minutes combined	40 minutes combined
How many training sessions per week	2 sessions a week	2 sessions a week
Who you trained with	Mac Allan and Kieren Nicholson	Myself
Methods used to monitor your programme	training diary, targets, setting a goal for a specific drill and seeing how close I come to achieving it	training diary, targets,

Describing approaches to develop performance

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

Approach for factor 1: Repetition drill- I practised jump shots from various distances from the hoop which were marked out by cones, I repeated this until my time for the drill was over, I carried out this drill for six minutes with Kieren and Mac who were also doing basketball, I also added variations to that drill to help prevent boredom and to vary the movement so it's different each time.

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

Approach for factor 2: Positive self-talk- Every time I scored a jump shot I congratulated myself, I also took 2 minutes each session to give myself some positive feedback with the goal of improving my overall confidence.

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

I made the decision to train for 3 weeks so that I had time to make progress as well as combating boredom as I wasn't training for too long.
I made the decision to change up my drills each session while keeping one as a constant to test how I was improving I did this so that I wouldn't get bored and I'd be practising the skill in different ways.
I made the decision to train with the same two people each session as we were the only ones doing basketball however it allowed me to receive feedback from the same people each session so that they were seeing if I was improving or not. I made the decision to keep one drill as a constant to assist me in seeing how I was developing which was useful alongside the feedback I received.
I made the decision to keep the same warm up throughout to help keep it simple and to allow for the warm up to pass relatively quickly At the end of the PDP we all had a conditioned game where I had the goal of scoring 3 jump shots so that I could see if I had improved that skill.

Section 3: Monitoring, recording and evaluating performance development

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

I received feedback from both Kieren and Mac, it was short but it highlighted what they thought was good and what I should do, the feedback was given during the sessions so it was immediate and allowed me to know how each drill went, this was helpful as it was immediate feedback which helped highlight the areas in the programme which needed improvement and also the bits that were good about it.

I also received expert feedback from Mrs Macrae which was written and constructive, it highlighted what I was doing both right and wrong and it was easy to understand because it wasn't too much to read, this was helpful because it 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.

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

Because it allows us to track our progress and know where we are because if we didn't know that we wouldn't know how the programme is going.

It motivates us because if we achieve our goals or if we see our improvement then it motivates us to continue with the programme.

It helps us to know our strengths and weaknesses because by watching back over our performance we can see what we're good at and also what we're not as good at which is helpful because then we know what we need to work on.

Describing methods to monitor performance

- 3c (i) Describe how you monitored your programme of work for factor 1. (2 marks)

I monitored my physical skill so I set goals related to that skill that I kept constant throughout each session and watched how close to those goals I got or how much I surpassed those goals so I could know if I'm improving or not and how that skill is coming on. I also used the feedback I received to help know what parts of the skill I needed to work on and what parts of that skill were good.

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

I monitored my mental confidence by using a training diary to keep track of how I was doing. I did this after every session. The training diary asked if I achieved my mental goal and what evidence I had for my answer so I could properly see how my confidence was growing through the sessions. At the start and end of the programme I took a mental toughness questionnaire which the first time I took it I scored terribly in the confidence section and the second time there was a significant improvement.

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

The programme was effective in helping develop my physical skill because the plan was varied in its approaches which helped to keep me from getting bored and helped to motivate me. The drills and approaches challenged me as they changed each time excluding one so I could check my progress, this also helped me to work harder to achieve the goals I set.

The warm up was effective as the 2 minutes of jogging around the court helped get my heart rate up and to limit the chances of injury. However the 2 minutes of dynamic stretches took a while and by the second minute I was out of stretches. The warm up also included a minute of shadow practising the skill I was working on to better develop my technique for it which helped more in the long run as it helped me ensure I was getting the movement correct.

During the main development portion of the program there were varied approaches to work on both my physical skill and my mental factor. The first approach lasted from 6 to 8 minutes; however the latter got boring after the first session which resulted in the time being lowered to 6 minutes. The main development portion contained a variety of approaches like repetition drills which were varied to avoid boredom by adding cones and certain challenges to them to keep them interesting and to keep me motivated to try hard.

Feeder drills also appeared within the main development portion from the start, they allowed me to practice the skill after receiving a pass, this helped to give me a break from repetition drills and it also helped keep things interesting during the program.

Pressure drills were also effective in the program as they allowed for me to practice the skill in a more game like situation which allowed for me to ensure I could perform the skill under pressure from a defender and make sure the skill was still effective in that situation.

Combination drills also acted as a break from the other drills, I started using them in session 2, they helped combine multiple skills and also allowed me to work on the skill I was trying to work on, they kept the training interesting as they were normally 8 minutes long and they were complex sometimes which did cause some confusion.

A timed drill was used in session 3 to help see where I was at with the skill to see how many times I could demonstrate that skill within a select amount of time with that skill still being effective.

Each session had 2 minutes reserved for positive self-talk to work on my mental factor, this was useful at first but eventually got boring quickly this resulted in me getting fed up of it and not trying as hard.

Each session had a mirror of the warm up for it's cool down which allowed me to keep things simple and easy to stick to, this helped limit the chances of injury and keep things constant.

The programme was appropriate to the skill I was trying to develop and I see an improvement within the conditioned game at the end as the skill was more effective than originally.

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

My jump shot has improved a lot as in the conditioned game at the end of the PDP most of jump shots I performed were accurate and effective resulting in me scoring a lot more frequently unlike at the start of the programme and this has overall helped my accuracy when performing shots. However my blocking still needs development as each time I attempted to block an opponent it was not very effective and resulted in them easily passing around me which can often result in the other team scoring or keeping possession of the ball. However in the re observation game I did not manage to perform a single jump shot unlike in the observation game where I attempted 2 which scored tally marks in both the 2 and three columns on the GOS.

My confidence had improved a fair amount after the Programme which resulted in me being more confident in my own skill and performing skills I wasn't as experienced with like the jump shot. However my anxiety is still high during game which can result in me staying at the back or not playing as well as I could, however this is lessened by the improvement of my confidence which helps keep me self-assured in my skills. In the mental toughness questionnaire I scored 4 in the confidence section showing an improvement over the first mental toughness questionnaire where I scored 0 in the confidence section.

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

I will need to work on the effectiveness of my blocking through different drills and such so that I will be able to work on blocking in multiple different ways and some different situations which will help to overall improve the effectiveness of my blocking.

I will also need to keep training my CRE (cardio respiratory endurance) so that I can perform consistently throughout the game without getting too exhausted or having the effectiveness of my skills drop due to exhaustion.

I will need to work a bit more on dealing with anxiety better so that I can focus more and play as well as I can in a game, this will be important as if I cannot focus or play as well as I can then there's a higher chance of losing the game, possession or my team playing one man down as I'd be too anxious to push up or play effectively.

It would also be a good idea for me to work on dribbling a bit more as I have a habit of only dribbling with one hand instead of using both, I also lose control of the ball if I'm going fast. Working on my dribbling would be so that I have better control over the ball and can keep possession.

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

I am much improved in my composure on the ball in football matches which means being able to make effective passes that reach a teammate. Being able to play more effective passes to my teammates forces the opposition to keep chasing the ball which opens space for me to move into attacking areas, so I can hit crosses into the box for my team's strikers to run on to. This will drag the opposition defenders out leaving space in the middle for our forward players to receive the ball, potentially, presenting them with a goal scoring chance.

My endurance is much better at the end of a football match which means I can keep up with the opposition winger when he attempts to make runs in behind me. Being fit enough to be able to prevent the opposition winger from getting in behind me for the full duration of the match means I can stop the opposition from getting the ball into key wide areas by heading it clear or clearing it away, so their wingers aren't able to put dangerous crosses into the box for their strikers to score from.

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

I am going to continue to train at least 4 times a week to sustain my high level of CRE because if I don't my level could potentially get worse.

I still get very anxious every time I receive the ball in football, so when I plan out what future approaches I could use to combat this, I will put myself in practice matches where I am constantly put under pressure and given the ball, so I can test myself in demanding situations. Having the experience of constantly being in this testing situation will give me a platform to practice my decision making when on the ball and to ensure that I improve my level of composure so that the chance of me giving the ball away and making an ineffective pass is extremely low:

I still don't move into space to receive the ball towards the end of the match, so when I plan out what future approaches I could use to combat this, I will implement a higher frequency of possession drills where I constantly need to move for the ball and pass it at a high intensity, so I can test myself in testing situations. Having the experience of this challenging situation will give me an opportunity to practice constantly moving for the ball for a long duration of time to make sure that I improve my physical endurance at the end of a match, so I am able to always move into space for my teammates to pass to when needed.