

Candidate 3 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.

Factor 1: Mental- Anxiety and Concentration

If I have high levels of anxiety(mental) in football I will be nervous every time I am on the ball and as a result of this, I will be unable to make an effective pass, giving the ball away to the opposition team for them to start an attacking transition.

In football my level of concentration is high. As a result of me being focused during the match, in an attacking transition for my team, I can make successful passes to my teammates which allow my team to stay in possession of the ball without giving it away to the opposition.

Factor 2: Physical- Agility and Strength

If I have good agility in volleyball, I will be able to move quickly from the front of the court to the back, allowing me to play an effective shot back over the net and keep my team in with a chance of winning the current point.

If my strength is good in a game of football, I will always be able to keep the ball close to me when I'm in possession of the ball because nobody will be able to push me off it. I will also be able to 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.

Factor 3: Mental- Anger and Fear

If I'm angry in a game of football. I will walk about, not showing for the ball and not getting stuck into challenges. As a result of me being so angry I won't be focused on doing the basics well in my performance, I will lash out at opposition players in frustration and risk getting sent off, which will put my team at a disadvantage in the match because they are down to ten men against 11. This could also bring my team down, if they see that I am not putting in any effort.

If I am fearful in football when playing against better teams than mine, I will feel under a great deal of pressure to deliver the required performance to beat them. As a result of feeling under pressure this makes me stressed and I then start to feel uncertain about my football talent in comparison to that of the oppositions. For example, when I am taking throw ins, I get anxious and lose my focus which as a result means my throw ins miss my teammates and go to the opposition, giving them the chance to break and attack my team's goal.

Factor 4: Social- Relationships and Communication

If I have good relationships with my teammates, in a match I will be motivated to try harder and will track back to make tackles late in a game because my teammates keep my morale high and make sure my willingness to give everything for them is kept throughout the duration of a game. I have a good relationship with them, so I won't want to let them down during the match.

If I don't communicate in football, I won't get involved and be able to receive the ball from my teammates as I am not shouting to receive it. If my teammate is under pressure and has nobody to pass to, he will get dispossessed and this will give the opposition the chance to break quickly towards my team's goal.

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: Football
Factor 1: Anxiety
Factor 2: CRE

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

A challenge I may run into is the lack of skills and judgement of the model performer who is watching me play a football match at the side line while filling in a TROS. They might not pick up every tackle and sprint I made in the last 15 minutes of a game, therefore the information is not reliable enough and I cannot improve as a defender with unreliable information (the TROS hasn't been fully filled in). My strengths and weaknesses aren't fully shown from this TROS as a result.

Another challenge I may face is the lack of honesty from myself given to a mental questionnaire that I done straight after my football match. If I'm not honest about how anxious I felt during my performance etc, and I said I felt really composed when in fact I didn't at all-my anxiety was in fact very high- this will make me go into matches in the future with an arrogant mind-set, thinking my level of composure is good enough when in fact it isn't and needs a lot of improvement. If I remain anxious during matches against good team's I will get dispossessed often and attackers will easily get in behind me-this will also affect my confidence long-term.

A third challenge I may face is the wholesale difference in quality of both teams in a football match when my model performer is filling out the TROS. Me and my teammates are good quality football players but are playing against a team that is playing for the first time (beginners). This means when I go back to watch and analyse the data gathered in the TROS, the information I gather will be unreliable because I won't be able to judge my CRE as a defender in terms of the amount of tackles I put in at what stages of the match, due to the fact that I can easily make tackles on the opposition forwards and win the ball back for the full 90 minute duration without fatiguing. This is because the opposition forwards don't have enough football knowledge to make effective passes and perform effective dribbles because they are beginners. If I was playing against an equal team in terms of quality, my CRE would be tested later in the game.

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

Factor 1: Mental Questionnaire

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

Factor 2: TROS

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

Method: TROS

I used a TROS to analyse my performance in a competitive 90-minute football match. In the TROS contained a variety of different skills suited to my left back position such as tackling, heading and passing and 6 sections of the time I did it at in the game, 0-15 minutes, 15-30, 30-45, 45-60, 60-75, 75-90.

My model performer observed me over the 90 minutes of my performance and filled in the TROS.

He ticked each box every time I performed one of the skills and at what time of the match it was, or crossed it, and I played against a team of similar ability to me so I could get an accurate reflection of my performance levels.

Once the match finished, I tallied up all the ticks for each skill noted in the TROS and wrote it down on the back page. I then proceeded to analyse my data to pinpoint at what stage I started to fatigue in the match and the impact that this had on my skilled performance.

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

I selected the TROS because it was pragmatic as it was simple enough to complete as the model performer who was observing me could clearly identify what each skill in the table was due to its efficient titles. This made my data much more accurate and reliable because the likelihood of the model performer making any errors during the time of filling out the TROS was extremely low. A second reason why I selected the TROS was because it was a permanent record for me to look back on. Having this permanent record enabled me to compare data in consecutive tests to data gathered from previous tests which assisted me in verifying whether my level of CRE had got better as the development programme advanced. Another reason why I used the TROS was because it was suitable for my identified factor as it monitored my level of CRE for the full duration of a game. As a result of the TROS not just being restricted to my activity with various skills on it, I could enjoy myself more during my performance which motivated me to give my absolute maximum amount of effort in the match to determine a true reflection of my level of CRE.

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

I am unable to control my anxiety when I receive the ball in our half. My lack of composure means the ball is given away too many times as a result of my inability to make an effective pass which instantly puts my team under a significant amount of pressure, meanwhile increasing the opposition team's chances of scoring because I am constantly putting my team on the back foot by committing unforced errors close to my team's goal.

In volleyball my strength is CRE because throughout the whole duration of matches I can keep moving quickly around the court from back to front and bail out my tired teammates who can't reach the ball and play an effective shot back over the net to keep my team in with a chance of winning the point.

In football, my weakness is CRE. Towards the end of a football match when my team are in an attacking transition and proceed to lose the ball, I am unable to track back which creates space on my side for the opposition to exploit and create chances for them to score.

In volleyball, I get very anxious when the ball gets hit over the net in my direction which means I feel under pressure and don't hit an effective shot back over the net which loses my team the point as I wasn't able to return the ball back over. My indecisiveness as a result of the high amounts of pressure I was feeling put my team at a disadvantage and could make them doubt their ability in volleyball because they see that I am feeling under pressure, and uncertain about my decision making.

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

(i) Identified target for factor 1. (1 mark)
Make sure my level of composure stays same throughout full duration of a football match.

(ii) Identified target for factor 2. (1 mark)
Reach level 11.4 by end of programme.

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

It is important to set targets when creating a personal development programme to keep my motivation high. I will have, always, challenges to work towards which means I can't afford to rest on my laurels, I am always kept on my toes.

Also, it is important to set targets to give me a baseline to measure my progress in my specified area of performance. For example, if my target was to reach level 9.8 in a bleep test by week 3 and I was considerably off that target by the time that week came, this will give me a drive to work a lot harder to achieve the targets I wish to meet.

Finally, it is important to set targets to make sure my end goal is kept realistic during my programme and I know I can achieve it within my means. For example, if I am halfway through my programme and meeting all my targets, I know I can achieve my end target without having to adjust it because I have met all the short-term targets so far in my PDP (Personal Development Programme).

You must include a copy of your personal development programme which you have planned and implemented during this course.

You must transfer the relevant information from your personal development programme into the table below.

Personal Development Programme Table

Transfer the relevant information from your personal development programme into the table below.

	Factor 1	Factor 2
Approaches you used in your development programme	An approach I used to develop my levels of Anxiety is Visualisation.	An approach I used to develop my level of CRE is possession drills.
Length of each session	5 minutes	24 minutes
How many training sessions per week	7	5
Who you trained with	Myself	My football teammates
Methods used to monitor your programme	Mental Questionnaire	TROS

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: An approach I used to improve cardio-respiratory endurance is possession drills. In this possession drill, a square box of cones would be set up and inside this box there would be two teams of 6v6 trying to keep possession of the ball. My team needs to pass the ball and move at a high intensity due to the small size of box, I am constantly changing speed and direction, improving my physical CRE as I keep repeating the process and implementing new, harder demands.

4 sprints outside the box was implemented in for each player who misplaced a pass. These possession drills would go on for four-minute periods for a duration of 16 minutes with 30 second breaks added in between each set.

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

Approach for factor 2: An approach I used to improve my anxiety is visualisation. Before a football match, I would picture myself winning physical challenges- and making successful passes to my teammates. I would picture myself doing these things to an excellent standard repeatedly for the full duration of a 90-minute match so I would go into it with added belief that I could positively contribute to the game with no doubt in my mind about it.

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

I changed the amount of sessions in week 3 from 3 a week to 4 a week and in week 6, again, I increased the amount of sessions to 5 a week. By overloading my development programme and making my sessions more frequent, my CRE will continue to get stronger as more physical demand is placed on my body with the increased frequency of sessions. The 3-week period of overload gives my body a chance to adapt to the new demands.

Also, when planning my personal development programme, I made my training last for a duration of 8 weeks, so my end goal wasn't far away, and it gave me a chance to implement short term targets after every 2 weeks. This means I will always have challenges to work towards and I can check my progress regularly to make sure I am on track to achieve my end goal.

I trained with my friends because training myself proved to be extremely boring, which gave me a better chance of progression as they always keep my motivation high and encourage me to work to my absolute maximum in every session that I do. They don't let me rest on my laurels, they are always pushing me to improve.

I trained for 8 weeks which meant I could remain enthusiastic throughout my programme and not get bored because I did not have to train for too many weeks. The period of 8 weeks affords me enough time to improve my weaknesses and achieve my end target.

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 verbal feedback straight after my fitness training from my coach, which is useful because I could remember it clearly and it gave me the chance to make adjustments to my programme immediately, the changes being dependant on the feedback I received.

I received verbal feedback from a model performer in a question and answer session after my football match. This was useful because it gave me the chance to ask somebody that has vast amounts of experience and knowledge on the sport, what I did well in my performance and what I could do to improve on certain weaknesses. I used their trustworthy advice to make the necessary adjustments required to my programme

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

It is important to monitor my performance development because it gives me the 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, to suit my needs based on my current stage of performance development.

It is also important to monitor because it keeps my motivation high. If I am progressing well and reaching short term targets, this will increase my desire to reach that end goal in sight.

Finally, it is important to monitor performance development because it allows me to check that I am meeting my targets or not, exceeding them etc, or falling way below where I should be. I can make the necessary changes to my targets depending on my current level of progression. I could set new targets if I am finding my current ones to be too easy for me etc.

Describing methods to monitor performance

3c (i) Select and describe a method that you used to monitor factor 1. (2 marks)

I monitored my levels of anxiety during my programme by filling out mental questionnaires after every match every match I did on the weekend for 4 weeks. I filled out the questionnaire immediately after the match because everything that happened was fresh in my mind. For example, one question was rating your levels of anxiety after your team conceded a goal from 1-8 with 1 being the highest and 8 being the lowest. The results showed week 1 as 2, week 2 as 1, week 3 as 3, and week 4 a 1. I can see that my levels of anxiety are still very high after the opposition scores, even after 4 weeks of football matches every Saturday- they have not improved that much so I can now put the correct measures in place to eventually decrease my level of anxiety- improving my identified weakness.

(ii) Select and describe a **different** method that you used to monitor factor 2. (2 marks)

I monitored my levels of CRE by noting my results in a training diary from every bleep test that I done during my programme. These bleep tests were carried out twice a week for a duration of 6 weeks. I compared the test results in the training diary to previous tests from the beginning to see if I had made any progress from the weeks that had gone by in my training programme- and if any adjustments were needed.

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

My personal development programme lasted for 8 weeks which meant my motivation remained high and I didn't get bored throughout because the programme wasn't too long or too short, there was a clear achievable pathway for me to achieve what I desire out of the programme.

The programme was effective in assisting me to better my CRE and lower my anxiety because in the plan contained lots of different approaches which kept my motivation at a high level throughout the full duration of the programme allowing me to give 100% effort in every session to try and reach short term and long-term goals.

The adjustments I made during the programme forced me to make sure I was putting in my absolute maximum amount of effort so I could achieve the targets I set and scores which gave me an opportunity to see what progress I had made after a few of the sessions had passed by.

One of the approaches I used in the programme, Visualisation, proved very effective for me because it made me less stressed before my game and as a result, I could play freely with a lot less anxiety for the whole 90 minute match. This is due to me picturing myself doing great things in the match before it started which helped me to play with more belief that I can make a positive contribution.

The programme was effective in assisting me to be able to 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 each week or if I had worsened my results etc.

Furthermore, this programme was effective me for because I had a coach that went through every session with me which helped massively because it allowed me to receive instant feedback to whether I was reaching the levels required or if I was way below them. If I was way below the level required, I could then make adaptations to my mind set going in to each session to ensure I will work a lot harder to achieve the level that is required.

Finally, I trained with friends during my personal development programme which was useful because training with myself would become very boring. They helped me up when I was struggling to meet my targets and encouraged me to give my absolute maximum effort in every session that I did- to ensure that I was on track to achieve my end goals.

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.