

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: A social factor is cooperation. During a game of football a key factor is cooperation within a team. When playing football you need a lot of cooperation to play at your peak performance. For example if I was running down the wing with the ball I would need somebody to be there to intercept my cross in and then a shot on target.

A social factor is enthusiasm. During a match of football you need enthusiasm to help to get you motivated. For example during a match of football you need enthusiasm when playing because if you don't then you will become demotivated having a down turn on your performance not allowing you to play at your best performance.

Factor 2: A physical factor is CRE. When playing football it is essential that you have good CRE. For example when playing football you need good CRE because if you don't then you will become tired really fast not being able to chase down that ball and get there on time. Not only physical but mental too having bad CRE can cause you to make wrong decisions like passing the ball at wrong time or even to the wrong person. Loosing possession of the ball and opposing team having a shot on target or worse a goal.

A physical factor is agility. When playing a match badminton singles it is vital you have good agility because when playing badminton if someone playing a net shot. And you return it with a forehand shot, and it goes up high then you have just set them up for an overhead clear so it is essential that you have a good agility to beat that overhead clear so you can return that and get the point instead of them.

Factor 3: A mental factor is decision making. Within a game of football decision making is essential that you get it right. For example if you had the ball and you was at the half way line and defender were starting to approach you need to be really confident that you are going to get past them all or see if you can make a pass to a winger. Providing you're not off side then hopefully you can get past them all and shot on target hopefully a goal giving you better odds in winning the match or at least a point.

A mental factor is concentration. During a game of football concentration is important because if you was a defender then you need all the concentration you can get because you can't afford to let anyone get past you as if they do they will probably get a shot on target if not a goal which might cost you the game.

Factor 4: An emotional factor is optimism before a match of football you should always be optimistic about your team or whether it be about you self. For example at the start of a match right the way through the match you should always stay optimist even if you loosing the match because if you let it affect you then you will get demotivated and not want to play, which can make you stressed, sad and make you really angry so you won't be playing at your peak performance allowing the ball to get past you time and time again you are too angry to concentrate.

An emotional factor is happy .during a match of football if you are happy you will play at your peak performance so you will pass when required and make right decisions and if you maintain that happiness throughout that game then you will eventually score a goal or at least help out for an assist

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: One physical factor is CRE.

Factor 2: social cooperation

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

A physical challenge you might face is filling in an observation schedule. This was difficult to fill in because you never filled it in straight away. When filling out an observation schedule as a method of analysis of according to play it was unreliable because over you weeks of improvement your last week you might be in a bad mood resulting in you playing bad. Which can put your data say that you're potentially not good at a particular sport for example football.

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

Factor 1: physical

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

Factor 2: social

Include a copy of the data you have gathered.

You must attach this data to the template.

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

Method: questionnaire

On the 29th of January 2018 we played a 5 aside match of football against a team of a similar ability the score was 3-0 against us. Afterwards we filled out a questionnaire, our questionnaire was an A4 double-sided page and we had to circle the number of reliability for the quote ten being strongly agree and 1 being not at all. Our team did this when we were back up at school. It was quite challenging because it was quite detailed questions and you had to really think about the answer before putting down a number that corresponded with your thought of relevance. Personally I thought the questionnaire was easy to understand, but I don't think it was reliable because you could be having a bad day causing you to not play at your peak level and if you fill it in according to your play then it's going to be low.

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

Questionnaires are good because they give a range of numbers- 1-10- meaning that u have a good selection on how you feel about a topic or a quote that is specified

Questionnaires are good because no matter if you do it 2 minutes after you match or 2 days later you can still remember what you did or know at least half on how you felt about what its asking.

Questionnaires are good because they are a reliable source of information and are quick and easy to understand

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)

A strength is in football playing a straight pass to a team mate this is a strength because playing an accurate pass gives your team an advantage to potentially score so no time is wasted on the receiving end so your team can make a run.

A social strength in football is cooperation. Being able to cooperate in a team is vital because for example running down the wing with the ball, it's possible but not that likely that you are going to score to you need to make someone is ready for that cross in for that possible goal

A social weakness during football is enthusiasm. During football you need to be motivated and have enthusiasm because if you don't then you are going to be that bothered about the match you are just going to pass the ball away to get rid of it.

A physical weakness in football is shooting. Shooting allows you to score and not being able to is a problem because if you can't score you not accurate meaning you wouldn't be the first pick being up front or any centres

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

- (i) Identified target for factor 1. (1 mark)
Get more ticks in the boxes for the questionnaire

- (ii) Identified target for factor 2. (1 mark)
get better camera angles when filming

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

Its important to set targets because it will help you improve you ability ss
Its important to set targets because you have something to work for
Its important to set targets because it motives you

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	Pressured condition opposed unopposed games	Motivational speech
Length of each session	Our session lasted 1 hour on a Monday and 30 mins on a Tuesday	Our session lasted 1 hour on a Monday and 30 mins on a Tuesday
How many training sessions per week	2	2
Who you trained with	and	and
Methods used to monitor your programme	We Training diary end session and physical observation then feedback throughout program from team-team couch and other players	We Training diary end session and social questionnaire then feedback throughout program from team-team couch and other players

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: On Tuesday the 20th during our match of football we played a conditioned game against the other team. We set the rule that you could only receive the ball if you shouted for it as well as pass to someone who was again shouting for it. As we felt our communication was poor.

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

Approach for factor 2: On Tuesday the 20th before our match of football we had a motivational speech, within our team allowing us gain motivation as certain team lacked this skill. We did this by having a team discussion about what we could do better but not only that the positives too.

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

I feel that the length of the training sessions are good enough to make our performance better slough Tuesday could be a bit better as I feel that 30 mins of PE isn't that long because by the time you get equipment set up its almost time to put everything away.

Personally I think that it's quite hard working in the same team all the time as certain member of our group are not that good, even when they try but majority of the time they are quite bad in respect to how they just get rid of the ball whenever they are passed to.

I think that it would be beneficial to our team if we had more training sessions with our team to try and allow some people to get used to the ball and try make a run with the ball.

I personally think that the level of our team is good and we as a team have progressed well as working as a team this is shown by our data and that our questioners are very similar

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)

When playing football with my team we always try to shout feedback to keep the atmosphere in the game but this specific time we were told to. This really helped as it allowed you to understand what you had to work on. I.e. when playing football knowing when to pass the ball at the correct time.

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

It is necessary to monitor your performance plan as it helps you to understand if your plan is working or not- perhaps too easy- or maybe a PDP is not for you and it doesn't help you improve but mainly to see that if your personal development plan works or not. And to see how much you have actually improved.

Describing methods to monitor performance

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

On Monday the 5th of March 2018 me and my team did the team observation this is where we reevaluated again as the past one was we first started the PDP but now we are half way through we must redo, allowing us to see if we are improving or not.

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

Another way we seen if there was improvements was the questionnaire. For the questionnaire we compare results within our team to see if they were better than when we first did it- which was at the near start of the block. When we did it this time the numbers were closer with everyone suggesting we are becoming better.

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

During our PDPs we worked in the same teams helping us gain knowledge of our teams strengths and weaknesses this was helpful because you knew how to adapt your performance in order to help them play better.

Setting targets helps you to gain motivation because it gives you something to work towards

Having a double training period gives you the ability to train for longer giving you more practice so you can improve further whereas only a single you feel a bit rushed as it feels like you getting packed up as soon as you set it up.

Playing conditioned games helped to practice a certain skill such as communication which allows us as a team to gain understanding of each other better

Adapting our PDP's is effective then I make them Harder as it allows me to get better because if it is too easy then there will be no point in doing it and wont achieve anything.

Personally I think the length of the PDP's - 4 weeks- is long enough because it helps you develop and is long enough to show this data, throughout our PDP's.

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

A physical factor that effected my performance was passing. This factor helped me to be more accurate with the ball meaning that the receiver of my pass would be able to make a run straight away instead of having to control it and fumble it.

A physical factor of that impacted my performance was shooting. This meant that when an opportunity to get a shot on target I was more confident that I would have been able to make the difference between scoring or not, winning or losing.

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

In the future I look to develop my communication skills further, having the ability to read where the ball is going to, knowing to shout for ball and when to do it. This will advantage not only me but my team too, because it will mean the team will have more of a structure and the ability to get the ball faster and faster down the pitch applying more pressure to the opposing team, meaning that more shots on target.

In the future I look to develop my cooperation in a team. Having better cooperation in a team means that everybody on you team knows what you are doing or going to do, this is essential that this happens because if they don't you team won't have any structure and you whole team will be chasing after the ball.

In the future I look to advance my CRE, this means that in will be able to run for longer so I dint get tired out and will be able to run as much in the start of the game to the last few minutes of the match.

In the future I look to stay positive/happy in a game and not let the score get me down because if you are angry within a game you aren't going to be playing tactical or at your full potential you will just be running about chasing the ball and may take aggression out on opponent or potentially you own team

FOR SQA USE ONLY		
Physical Education National 5 Portfolio		
Skills, knowledge and understanding	Marks available	Marks awarded
1 For each factor, Mental, Emotional, Social and Physical, explain its impact on performance	8	
2a Explain the challenges you may face when gathering reliable data on your two selected factors	3	
2b Identify appropriate methods you used to gather data on your performance in factor 1 and factor 2	2	
2c Describe how you used this method to gather data about this factor	4	
2d Explain why you selected this method to gather data on your performance in the identified factor	3	
2e From the data you have gathered and included in your portfolio, describe your strengths and development needs in relation to both factors	4	
2f With reference to this data, identify an appropriate target for each factor	2	
2g Explain why it is important to set targets when creating a personal development programme	3	
2h From your personal development programme, select and describe an approach that you used to develop performance in each factor	4	
2i In addition to the approaches you used, justify further decisions that you made when planning your personal development programme	4	
3a Explain whether the feedback you received was useful or not	2	
3b Explain why it is necessary to monitor your performance development	3	
3c Select and describe a method that you used to monitor performance in each factor	4	
3d Evaluate the effectiveness of your personal development programme	6	
3e Evaluate your performance in the two selected factors	4	
3f With reference to your current performance, justify the next steps in planning for your future performance development	4	
Total	60	

SOCIAL

Methods of Gathering Data on the Social Factors Impacting Performance

The Social Factors are concerned with: intrapersonal perspectives, interpersonal relationships and societal influences. The majority of the methods that may be used to gather information on the Social Factors tend to involve qualitative analysis. The methods normally consider the opinion and reflection of self and/or others. There may also be overlap with the methods of gathering data on the Mental and Emotional factors impacting performance. The methods can include:

- Questionnaire
- Self-Appraisal
- Team/ Group feedback
- Coach feedback
- Environmental Checklist
- Sociograms

The majority of methods that we would use in a physical education setting would be the subjective opinion of the performer, a class mate, the teacher or a coach. The validity and reliability of these methods are bound by the honesty, impartiality and level of experience of the person or persons providing the opinion.

Social Facilitation

Let's consider one aspect Social Facilitation.

Participation and performance in an activity is rarely carried out in complete isolation. This can be performing with others (coactor), against others (competitor) or in front of others (audience). The presence of others can directly or indirectly impact upon a performance and has the potential to be either a positive or a negative influence. The study of the effect of these influences is called Social Facilitation.

One aspect of Social Facilitation is group cohesion. This is the ability of a group to stick and work together in order to achieve objectives. There are two dimensions to cohesion:

- Task cohesion; how well the members of the group work together to achieve a common target e.g. win the competition.
- Social cohesion; relates to how much the members of the team like each other and integrate socially.

To gather information on cohesion one method we could use is a questionnaire. Below is an example of a possible questionnaire that has been designed to gather information on group cohesion. Interestingly it is both a qualitative and quantitative method as the performer gives a score to their personal reflection.

The questionnaire asks participants to rate their level of agreement to 18 statements, on a 9-point scale. 16 of the statements are subdivided into the two major dimensions of cohesion; task and social cohesion (8 items each). In addition, two spurious negative items have been added to the questionnaire to aid in the detection of invalidating response sets. The scores from each dimension directly correlate to the level of cohesion.

The following questions ask about your feelings toward **your team**. Please **CIRCLE** a number from 1 to 9 to show how much you agree with each statement.

1. We all share the same commitment to our team's goals.¹

1 2 3 4 5 6 (7) 8 9
 Strongly Disagree Strongly Agree

2. I invite my teammates to do things with me.²

1 2 3 4 5 6 7 8 9
 Strongly Disagree Strongly Agree

3. As a team, we are all on the same page.¹

1 2 3 4 5 6 (7) 8 9
 Strongly Disagree Strongly Agree

4. Some of my best friends are on this team.²

1 2 3 4 (5) 6 7 8 9
 Strongly Disagree Strongly Agree

5. I like the way we work together as a team.¹

1 2 3 4 5 (6) 7 8 9
 Strongly Disagree Strongly Agree

6. I do not get along with the members of my team.³

1 2 3 4 5 6 (7) 8 9
 Strongly Disagree Strongly Agree

7. We hang out with one another whenever possible.²

1 2 3 4 5 6 7 8 9
 Strongly Disagree Strongly Agree

8. As a team, we are united.¹

1 2 3 4 5 6 7 8 9
 Strongly Disagree Strongly Agree

9. I contact my teammates often (phone, text message, internet).²

1 2 3 4 5 6 7 8 9
 Strongly Disagree Strongly Agree

10.	This team gives me enough opportunities to improve my own performance. ¹									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
11.	I spend time with my teammates. ²									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
12.	Our team <u>does not</u> work well together. ³									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
13.	I am going to keep in contact with my teammates after the season ends. ²									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
14.	I am happy with my team's level of desire to win. ¹									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
15.	We stick together outside of practice. ²									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
16.	My approach to playing is the same as my teammates. ¹									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
17.	We contact each other often (phone, text message, internet). ²									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	
18.	We like the way we work together as a team. ¹									
	1	2	3	4	5	6	7	8	9	
	Strongly Disagree								Strongly Agree	

¹Task cohesion item
²Social cohesion item
³Spurious negative item

The research on cohesion in groups/teams has shown that performance success leads to increased cohesion, which in turn leads to increased performance. It also appears that there is a more positive relationship between Task Cohesion and performance than Social Cohesion and performance. This implies that groups can put aside negative personal feelings for one another (poor social cohesion) and work incredibly hard for one another to promote the group team performance in order to win or give the best performance (high task cohesion).

Area of Development:	Shooting
Session:	1
Date:	19/02/18
Stage of Learning:	Practice Planning
Target:	More accurate shooting

Warm Up	Phase 1: Warm up runs with exercise
	Phase 2: stretch
	Phase 3: passing with a partner

Development		
Approach and brief description of task	Frequency and time/ Sets and reps	Feedback (How will you gain feedback?)
Shooting with a keeper in goals	20 shots each	from our team
Pass to a partner + shot	20	from teammates
Game v other team	10 mins	from each other

Application	10 min game with lots of shooting
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Monitoring & Evaluating Performance Development – Training Diary		
Session Number: 1	Location:	Date:
<p>Monitoring:</p> <p>How successful do you think your session was? What evidence do you have (e.g. feedback; re-tests etc)</p> <p><i>Very good</i></p> <p><i>Good</i></p> <p><i>Well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p>	<p>Feedback:</p> <p>Describe feedback you used/received during your session (internal / external)</p> <p><i>1</i></p>	<p>Adaptations:</p> <p>Based on your evaluation of this session what adaptations will you make to your next session and why?</p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p> <p><i>well</i></p>

S4 Football Assessment Sheet Date:		Assessor's Name		
Criteria	Team		Team	
	First half	Second Half	First half	Second half
Team involvement	✓✓	✓	✓	
Etiquette	✓		✓	
Communication	✓	✓	✓✓	
Width	✓✓✓		✓	
Depth	✓✓		✓	
Support	✓✓✓		✓✓	
Passing sequence (must be a minimum of 3 passes)	✓✓✓		✓✓✓	
Goals	✓✓	✓✓	✓✓	

Area of Development:	Passing (control)	
Session:	1	
Date:	19/2/18	
Stage of Learning:	Passing Automatic	
Target:		

Warm Up	Phase 1:	slow pass
	Phase 2:	shuttle
	Phase 3:	"Copy"

Development		
Approach and brief description of task	Frequency and time/ Sets and reps	Feedback (How will you gain feedback?)
grid pass	10	Redd Croucher
shot long long shot	10	Team
conditioned game	30	Team

Application	Application of football
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Monitoring & Evaluating Performance Development – Training Diary

Session Number:	Location:	Date:
<p>Monitoring:</p> <p>How successful do you think your session was? What evidence do you have (e.g. feedback; re-tests etc)</p> <p>Everyone was so motivated with enjoying themselves, they were talking positives about play</p>	<p>Feedback:</p> <p>Describe feedback you used/received during your session (internal / external)</p> <p>positive feedback</p>	<p>Adaptations:</p> <p>Based on your evaluation of this session what adaptations will you make to your next session and why?</p> <p>make it more challenging</p>

Area of Development:	communication	
Session:	4	
Date:	26/2/18	
Stage of Learning:		
Target:		

Warm Up	Phase 1: Warm up
	Phase 2: Shooting drills with defender
	Phase 3: match v other team

Development		
Approach and brief description of task	Frequency and time/ Sets and reps	Feedback (How will you gain feedback?)
Dynamic stretches	from edge of box to the touchline	ask team
Shots on goal	5 Shots each	seeing how much we score
Match v other team	must make a touch before a pass	looking at the score

Application	
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Monitoring & Evaluating Performance Development – Training Diary

Session Number:	Location:	Date:
<p>Monitoring:</p> <p>How successful do you think your session was? What evidence do you have (e.g. feedback; re-tests etc)</p> <p>3 successful as we had positive feedback & are improving</p>	<p>Feedback:</p> <p>Describe feedback you used/received during your session (internal / external)</p> <p>feedback from teammates positive feedback about passing & shooting</p>	<p>Adaptations:</p> <p>Based on your evaluation of this session what adaptations will you make to your next session and why?</p> <p>we can get feedback from teacher as there wasn't enough feedback.</p>

Area of Development:	Shooting	
Session:	4	
Date:	19/3/18	
Stage of Learning:	Automatic	
Target:		

Warm Up	Phase 1:	Warm up
	Phase 2:	shooting drill
	Phase 3:	conditioned game

Development		
Approach and brief description of task	Frequency and time/ Sets and reps	Feedback (How will you gain feedback?)
Dynamim: stretches	go across Penalty	Not needed
Pass to Player they lay it off then you shoot	10 mins	ask Team
continued game	30 mins	ask opponents

Application	4 v 4 game
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Training Diary		
Monitoring:	Feedback:	Adaptations:
<p>How successful do you think your game was and why?</p> <p>Successful</p> <p>because work well as a team</p> <p>What evidence do you have from the game?</p> <p>everyone will say the same</p>	<p>Describe feedback you used/received during your session (internal / external)</p> <p>opponent commented on how well we were doing</p>	<p>Based on your evaluation of this session what adaptations will you make to your next game and why?</p> <p>make it harder conditions so we can improve further</p>