

Candidate 4 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 mental factor that can impact your performance is desire. Desire can impact your performance positively by raising your work rate because you have a need to run or work that extra bit harder. An example of this would be in football when your team loses possession of the ball and you immediately track back and help your team defend.

Another mental factor is decision making this can impact on your performance by choosing the right choice when you must make a decision. For example when you are attacking the other teams goal and you are forced to make a decision on whether to make an easy pass and retain possession of the ball or to shoot from 40 yards and have a slight opportunity to score but it's more likely that you will just give possession to the other team, if you have good decision making you would likely choose the first option.

Factor 2: An emotional factor that has an impact on your performance would be anger. Anger can have a negative impact on your performance by making you have poor decision making and therefore you will more than likely make the wrong decision or a rash decision. Anger for example in football could force you to make a rash tackle and could result in a booking or a red card.

Fear is another mental factor that impacts your performance. Fear impacts your performance by causing things such as confidence to drop and therefore causing your performance levels to drop as you stop believing in your ability to do certain things. Low confidence also results in poor decision making, as you believe you are already beat before you do anything. An example of this would be if you receive the ball in football and a player presses you into making a decision, you have more of a chance of giving the ball away if your confidence is low. This happens because it causes you to think you can't do anything and you're not as good as your opponent resulting in you being dispossessed.

Factor 3: Teamwork is an important social factor as in any team sport you must work well together in a team. Teamwork can negatively impact you if your team doesn't have a good level of teamwork as you will blame each other when mistakes are made causing the team to lose confidence in their abilities and hindering the team but instead if you worked well as a team you would encourage and motivate each other resulting in team confidence being boosted and having a positive impact on the whole team.

Role is another important factor impacting your performance as if not everyone knows their roles they would interfere and hinder other peoples performances where as if everyone knows their roles it would positively impact on your performance because there would be no confusion on what people should and should not be doing, meaning no-one is interfering with each other's performances.

Factor 4: A physical factor that affects your performance is speed. Speed positively impacts your performance by making you able to cover more ground in a shorter amount of time. An example of this would be in football when you are trying to run in behind a defence your speed will give you that extra yard on the defender when you are breaking the line, making it more likely that you will beat the defender to the ball allowing you to receive the pass.

Another physical factor would be consistency. Consistency is a major factor in anything you do, consistency positively impacts your performance by allowing you to maintain a high level of performance. An example of this within football would be if you had a good level of performance everytime you play there is a better chance of you furthering your career at a better club because you are consistently at a high level of performance instead of your performance being outstanding one game and bad the next.

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: Volleyball

Factor 1: Accuracy in my spike

Factor 2: Controlling my anger

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

Challenges you may face when doing this are the marker marking the scatter graph wrong. Another challenge is that if you are not consistently performing well you may have a bad performance when marking the scatter graph and this may not reflect your true ability. A challenge with anger is you may not be honest when doing the questionnaire, as you believe it makes you a worse player.

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

Factor 1: A scatter graph of where my spikes had landed on the court.

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

Factor 2: Sport Emotion questionnaire.

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: A scatter graph

I used a scatter graph, you would do this by getting a piece of paper with a volleyball court on it. You would also need a volleyball court, a setter and a marker. To fill out the scatter graph you would get the setter to set you up for a spike and spike it. The marker would then mark where on the court the spike landed on their piece of paper with a x. This process would be repeated 10 times.

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

I selected this method because it is an effective method for marking the accuracy in your spike and can easily be re-done to mark your progress after or during the training program. This is good for accuracy as it allows you to consistently aim at a similar area allowing you to understand what you must do to hit the ball into that area.

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)

My strengths in anger are that I only occasionally get furious and angry. My development needs are getting irritated and annoyed during a game.

My strengths are that I usually make good contact with the ball but my development needs are to improve the accuracy, as I don't hit good areas of the court.

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

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

Increase the accuracy in my spike, so that I hit more dangerous areas of the court.

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

Control how annoyed and irritated I get while playing a game.

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

It is important to set targets so that you know what to focus on when planning your development programme. If you meet your targets, you know you are improving and it will motivate you to keep improving. It is also important as if you do not reach your targets, it shows you have to change something in your training program.

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	Repetition drills	A breathing technique
Length of each session	50 minutes	50 minutes
How many training sessions per week	Week 1 - 2 Week 2 - 3 Week 3 - 3	Week 1 - 2 Week 2 - 3 Week 3 - 3
Who you trained with		
Methods used to monitor your programme	A re-test and a training diary	A re-test and a training diary

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: I used a spike repetition drill, to ensure that you are familiar with the action of a spike, overtime this will improve your accuracy and action while doing the spike. You do this by putting a setter at the net and getting them to set you up for a spike at the net and spike it aiming for the back of the court. This is repeated 10 times.

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

Approach for factor 2: I used a breathing technique to control my anger during games. I do this by taking 5 deep breathes when I feel myself getting angry, annoyed, furious or irritated during the game.

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

We done the training program for 3 weeks as if we done it any longer it would be Easter so it wouldn't get done and would be a 2 week break in the training program. I practiced with Aaron as he was also doing his training program on the spike, so we could both do the practices together as in all our drills we needed at least 2 people to perform the drills. We did each practice for around 10 minutes because you have to do it long enough for you to improve while doing the drill but not too long causing the drill to get stale and lose interest. We finished our sessions with a game with the aim to consistently hit good areas of the court while performing spikes helping us see if we had improved during this session. This was also a good way to enjoy the end of a session.

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)

The feedback I received during my program was useful as it allowed me to see where I was improving during my practices. To make sure I was improving in the areas I was targeting and my program was effective at doing so. During performances someone said I needed to time my jump better this helped as i was able to keep the spike down when i hit it.

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

It is necessary to monitor your development so you know if your program is effectively improving your spike. If so you keep it similar making it progressively harder. If you are not improving during your program you may ask for feedback from a coach or your peers on where your practices are going wrong.

Describing methods to monitor performance

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

A method I used to monitor the accuracy in my spike was a scatter graph. I done this by getting someone to mark a bit paper with a volleyball court on it, where my spike landed when I was being set up at the net by a setter. This process was repeated 10 times. I done this method once at the start of my program and once at the end to compare how I had improved.

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

The method I used was a training diary. I done the training diary by writing down after my practices, what worked well and what didn't work well and if anything had to be altered.

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

During my training program, the repetition drill was effective as it allowed me to get familiar with the action and I could aim for a specific part of the court. My target practice drills were effective as they improved my ability to find space on the court with my spike, when before I wasn't able to hit the space although I knew where the space was. The breathing technique I used to be able to control my emotions better also worked as I re-done the questionnaire at the end of my program and found that I had a lower score on the questionnaire. The length of the training program was effective as I was showing visible results of improving in both factors as I was receiving feedback from my peers that were doing the same factors that I was improving. I found that it would have helped having 4 sessions a week, as it would have allowed me to get into more of a rhythm with my training, allowing me to be more involved in my practices and actively improving. The effectiveness of improving my accuracy in my spike would have been improved if I done 3 drills in each session instead of 2. I believe I could have improved my control over my emotions if I used 2 techniques instead of solely relying on the breathing technique I used.

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

I found that I improved the accuracy in my spike. I know this because using the scatter graph at the start and using the one at the end I found my spikes were more consistent at landing within the court.

Using the deep breathe technique improved my ability to control my anger. This is shown by comparing the scores of the sport emotion questionnaire I used. My score in the one I done after my training program was lower as I had learned to control my emotions more by using the breathing technique.

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

One next step for me in volleyball would still be to be more accurate with my spike. Although in the training program it shows I improved, I would still like to improve my accuracy, as a spike is the best way of winning a point so I would like it to be my strength.

Another next step would be to improve the power in my legs, as this would allow me to jump higher and improve my spike as I feel this is still one of my weaker shots. This is shown in the scatter graph as 6/10 landed in the court, I would consider this a low score for the targets I set myself at 8/10.

In future I will use these 2 next steps to create another training program to improve on these factors as I found these have a big impact on my performance reaching the next level.

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	

1. SPORT EMOTION QUESTIONNAIRE

Below you will find a list of words that describe a range of feelings that sport performers may experience. Please read each one carefully and indicate on the scale next to each item how you feel **when the referee gives a wrong decision or when you or your team mates are making mistakes during a volleyball game**. There are no right or wrong answers. Do not spend too much time on any one item, but choose the answer which best describes your feelings right now in relation to the upcoming competition.

	Not at all	A little	Moderately	Quite a bit	Extremely
Uneasy	0	1	2	3	4
Upset	0	1	2	3	4
Exhilarated	0	1	2	3	4
Irritated	0	1	2	3	4
Pleased	0	1	2	3	4
Tense	0	1	2	3	4
Sad	0	1	2	3	4
Excited	0	1	2	3	4
Furious	0	1	2	3	4
Joyful	0	1	2	3	4
Nervous	0	1	2	3	4
Unhappy	0	1	2	3	4
Enthusiastic	0	1	2	3	4
Annoyed	0	1	2	3	4
Cheerful	0	1	2	3	4
Apprehensive	0	1	2	3	4
Disappointed	0	1	2	3	4
Angry	0	1	2	3	4
Energetic	0	1	2	3	4
Happy	0	1	2	3	4
Anxious	0	1	2	3	4
Dejected	0	1	2	3	4

Scoring Instructions:

Anxiety = (uneasy + tense + nervous + apprehensive + anxious)/5 = 0

Dejection = (upset + sad + unhappy + disappointed + dejected)/5 = 0

Excitement = (exhilarated + excited + enthusiastic + energetic)/4 = 0

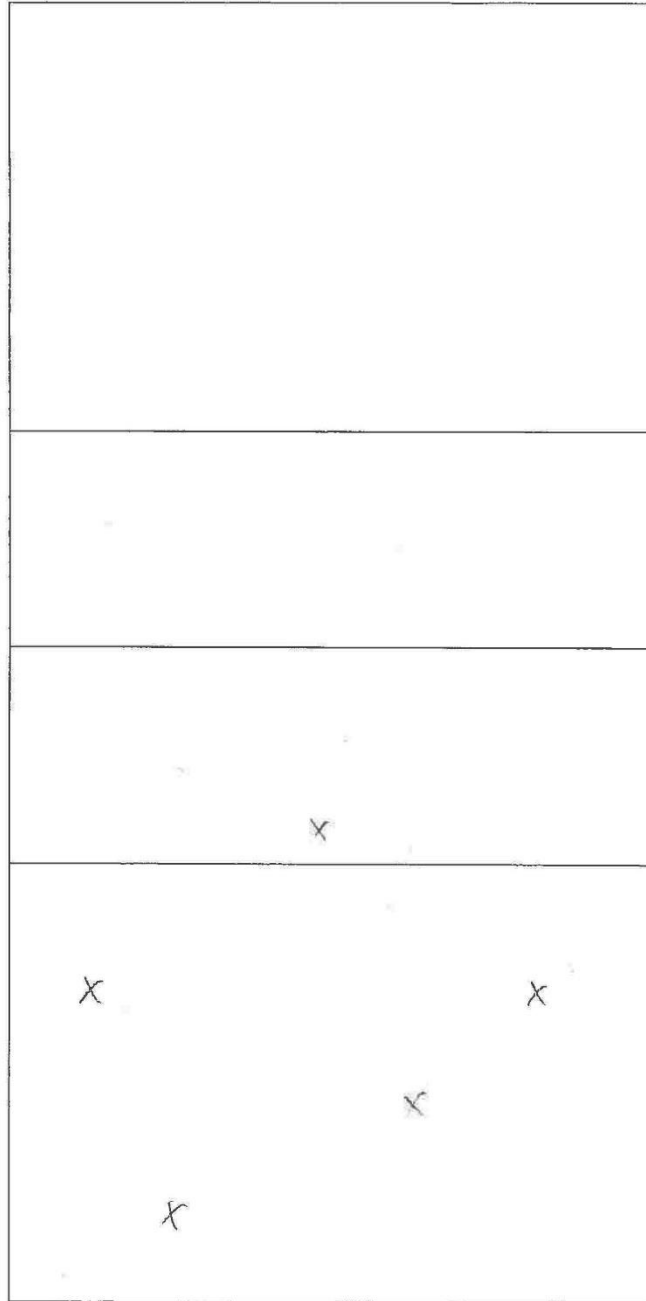
Anger = (irritated + furious + annoyed + angry)/4 = 10

Happiness = (pleased + joyful + cheerful + happy)/4 = 0

The response stem can be changed to refer to *current* or *previous* competition as required although the SEQ has only been currently validated for pre-competition use.

Scatter Graph - Volleyball

A cross will be placed on the diagram below to record where each of the shots lands on the court. Please highlight any target zones if there are any.



Development Programme (Personal Development Plan)

Name:

[Empty box for name]

Factor 1 Emotional Long Term Target: controlling my anger

Factor 2 physical Long Term Target: improve my fitness
1st in my class

Week 1 – 2 sessions

Week 2 – 3 sessions

Week 3 – 3 sessions

Week 1 – Session 1

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A repetition drill where a setter is placed at the net and sets you up for a smash. This would be repeated 10 times.

Approach 2 (physical) –

A target practice drill where there's 2 hoop hoops, one in each corner and when set at the net by a setter you must aim for one of the hoops.

Approach 3 (2nd factor) –

Use a breathing technique to calm me down. I would do this by taking 5 deep breathes when I am getting nervous.

Cool down – A 2 minute jog

Week 1 – Session 2

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A repetition drill where a setter is placed at the net and sets you up for a smash. This should be repeated 10 times

Approach 2 (physical) –

A target practice where there's 2 ball hoops, one in each corner and which set up ~~at~~ at the net by a setter. You have to aim for a hoop

Approach 1 (2nd factor) –

using 5 deep breathes as a breathing technique to calm yourself down

Cool down – A 2 minute jog

Week 2 – Session 1

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A repetition drill where the setter lays out 15 balls and you have to hit and hit the back of the court

Approach 2 (physical) –

A drill using 3 defenders where the setter would set you up and the defenders have to return the ball, this is repeated 10 times

Approach 1 (2nd factor) –

use 5 deep breasted technique

Cool down - 2 minute light jog

Week 2 – Session 2

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A repetition drill where the setter goes up 15 balls and you have to hit the back of the court.

Approach 2 (physical) –

A drill using 3 defenders where the setter sets and you have to hit the ball. This is repeated 10 times.

Approach 1 (2nd factor) –

5 deep breaths technique

Cool down – 2 minute light jog

Week 2 – Session 3

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A repetition drill where the setter sets you up 15 times and you have to hit ~~the back of the court~~ a hoop in the back of the court

Approach 2 (physical) –

A drill using 4 defenders, with the setter setting you up 15 times and the defenders have to return the ball

Approach 1 (2nd factor) –

use 3 deep breaths as a breathing technique

Cool down - 2 minute light jog

Week 3 – Session 1

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A practice in where you have to get a setter to set you up and you spike the ball into 4 defenders on the other side and the objective is to miss out the defenders and hit the floor

Approach 2 (physical) –

A conditioned game where the ball cannot go over unless ~~you have done a 3 touch~~
~~at the~~ spired at the end at a 3 touch attack

Approach 1 (2nd factor) –

5 Deep breath technique

Cool down - 2 minute light jog

Week 3 – Session 2

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A practice in where you get a setter to set you up and you split the ball into 4 defenders on the other side and the objective is to miss out the defenders and hit the floor

Approach 2 (physical) –

A conditioned game where the ball cannot go over unless split at the end of a 3 touch attack

Approach 1 (2nd factor) –

5 deep breathes technique

Cool down - 2 minute light jog

Week 3 – Session 3

Short term target:

Warm up – A practice game

Approach 1 (physical) –

A practice in where you get a setter to set you up and you spike the ball into 4 defenders on the other side and the objective is to miss out to defenders and hit the floor

Approach 2 (physical) –

A conditioned game where the ball cannot go over unless spiked after a 3 touch attack

Approach 1 (2nd factor) –

5 Deep breaths technique

Cool down - 2 minute light jog

OVERVIEW

	Session 1	Session 2	Session 3
<p>Weeks 1-2</p> <p>Factor 1 = Splice <i>Anger</i></p> <p>Factor 2 = <i>Splice</i></p> <p>Monitor method -</p>			
<p>Weeks 3-4</p> <p>Factor 1 = <i>Anger</i></p> <p>Factor 2 = <i>Splice</i></p> <p>Monitor method -</p>			
<p>Weeks 5-6</p> <p>Factor 1 = <i>Anger</i></p> <p>Factor 2 = <i>Splice</i></p> <p>Monitor method -</p>			