

Commentary on candidate evidence

Candidate 1

Developing flexibility for 200m sprint

Stage 1(a) – investigate performance (10 marks)

The candidate was awarded **7 marks**.

Paragraph 1 on video analysis was awarded 3 marks:

- ◆ 'For the first method of data collection...what I needed to improve.' **1 mark**
(competitive, peak performance, easy to identify weakness)
- ◆ 'I filmed my race from multiple angles...across the stages of the race.' **1 mark**
(multiple angles, close analysis, different stages of the race)
- ◆ 'Also, because I have a video...changes are needed to be made.' **1 mark**
(comparison, changes to be made)

Paragraph 2 on coach feedback was awarded 2 marks:

- ◆ 'My coach has been coaching...results to be more reliable.' **1 mark**
(reliability, knowledge of coach)
- ◆ 'Importantly, I received the feedback...reliability of the information.' **1 mark**
(reliability, timing of the feedback)

Paragraph 3 on the sit and reach test was awarded 2 marks:

- ◆ 'The sit and reach test had national...where I compared to them.' **1 mark**
(comparison to national norms)
- ◆ 'The sit and reach test is relevant...able to have a longer stride length.' **1 mark** (test relevance to sprinting)

Stage 1(b) – analyse information (10 marks)

The candidate was awarded **6 marks**

The candidate was awarded 6 marks for each point of analysis leading to a clearly identified focus for research into performance development.

Paragraph 1 on video game analysis was awarded 2 marks:

- ◆ 'Whilst reviewing the video footage...ahead of other sprinters.' **1 mark**
(good reactions, ahead of other sprinters, encouraged me)
- ◆ 'Even though I had an effective reaction...make up for coming up too early.' **1 mark** (up too early, more air resistance/other athletes catch up, good start no longer advantage)

Paragraph 3 on coach feedback was awarded 1 mark:

- ◆ 'Another weakness that I have is my stride...putting me at a disadvantage.' **1 mark** (poor stride length, shorter strides, use more energy and more tired)

Paragraph 4 on sit and reach test was awarded 2 marks:

- ◆ 'For my sit and reach test...get the most out of each stride.' **1 mark**
(poor flexibility + knee lift, strain on hamstrings, not getting most out of each stride)
- ◆ 'Since the sit and reach...getting my full potential speed.' **1 mark**
(flexibility in lower back, struggling to stay low, forcing them to rise early)

A further **1 mark** was awarded for links in analysis between the sit and reach test result and coach feedback/video analysis.

Candidate 2

Developing 3-point shot in basketball

Stage 2(a) – review sources (10 marks)

The candidate was awarded **10 marks**

Paragraph 1 was awarded 2 marks:

- ◆ 'Hal Wissel... your launch angle decreases.' **2 marks**
(Developed point of explanation linked to the identified focus of improving 3 point shooting - importance of accuracy and launch angle)

Paragraph 2 was awarded 1 mark:

- ◆ 'Angle targets is a drill...progress into the autonomous stage.' **1 mark**
(importance of repetition in developing 'muscle memory' and therefore improved accuracy)

Paragraph 3 was awarded 1 mark:

- ◆ 'Jeff Haefner, states that...coordinated on release of the ball.' **1 mark**
(importance of lining up and coordinated release)

Paragraph 4 was awarded 1 mark:

- ◆ 'The sighting point must be...which simulates a game situation' **1 mark**
(importance of sighting)

Paragraph 5 was awarded 1 mark:

- ◆ 'Breakthroughbasketball.com says ...would be in a game situation.' **1 mark**
(information relating to approaches to develop performance)

Paragraph 6 was awarded 1 mark:

- ◆ 'When shooting a 3-point shot...accurate aim and shooting angle.' **1 mark**
(importance of jumping when shooting)

Paragraph 7 was awarded 1 mark:

- ◆ 'Vaughan, T explains how...likely to fall through the net.' **1 mark**
(importance of backspin)

Paragraph 8 was awarded 2 marks:

- ◆ 'The Straight-line Thrust Method... on the direction of the ball.' **2 marks**
(developed point of explanation contrasting information about two different shooting methods)

Stage 2(b) – analyse the findings from the review of sources to create a Personal Development Plan (10 marks)

The candidate was awarded **8 marks**.

Paragraph 1 was awarded 1 mark:

- ◆ 'Hal Wissel explains that...susceptible to my fake shot.' **1 mark**
(having good accuracy/less predictable/opponent susceptible to fake)

Paragraph 2 was awarded 1 mark:

- ◆ 'Neel.V Patel states that...the chance of a successful shot.' **1 mark**
(shooting from higher/improve target area/harder to defend)

Paragraph 4 was awarded 1 mark:

- ◆ 'The straight line thrust method...not be using this method going forward.' **1 mark**
(hard to master/not biomechanically friendly/unnatural shooting position)

Paragraph 6 was awarded 1 mark:

- ◆ 'Angle targets are an effective...I am more aware of my surroundings.' **1 mark**
(angle targets/muscle memory/aware of surroundings)

Paragraph 7 was awarded 1 mark:

- ◆ 'Jeff Haefner talks about the... target before they can shoot.' **1 mark**
(benefit of pistol drill/opportunity to sight the hoop early/replicates a game)

Paragraph 8 was awarded 1 mark:

- ◆ 'Shotmechanics, Breakthrough Basketball... making my jump shot.' **1 mark**
(incorporating jump shot/focus on footwork/improve balance and coordination)

Paragraph 9 was awarded 1 mark:

- ◆ 'Side runs is an effective drill...accurately at the end of a game.' **1 mark**
(effectiveness of side drill/increases stamina/maintain shooting accuracy at end of game)

A further **1 mark** was awarded for a link in analysis between the centre line method and the other approaches being used in the PDP. (Paragraph 10)

Candidate 3

Developing core strength for gymnastics

Stage 2(c) – set and justify Personal Development Plan targets (5 marks)

The candidate was awarded **5 marks**.

The candidate identified improving core strength and used 4 personal reasons to justify this main target.

Paragraph 1 was awarded 2 marks:

- ◆ 'My overall long term goal is...increase my score in competitions.' **2 marks**
(detailed justification of how improving core strength would lead to achievement of:
 - complex variation / increased difficulty, and
 - higher level of execution / more control and result in increased scores in competition))

Paragraph 2 was awarded 1 mark:

- ◆ 'My first short term target... maximum gains from my exercises.' **1 mark**
(learn how to perform the exercise technique correctly, no injuries, maximum gains)

Paragraph 3 was awarded 1 mark:

- ◆ 'Another shorts-term target...problems and adjust my PDP.' **1 mark**
(re-test improvement, adjustments to PDP as appropriate)

The candidate identified a further target of improving confidence and lowering anxiety levels and justified this choice.

Paragraph 4 was awarded 1 mark:

- ◆ 'An additional long terms goal is...making them more enjoyable and pleasing to the eye.' **1 mark** (developing self-confidence and reducing anxiety; less shaky; more enjoyable; pleasing to eye)

Stage 3 – implementing the Personal Development Plan (5 marks)

The candidate was awarded **3 marks**.

Note: The candidate provided a record of implementation of a relevant PDP in their appendices. An extract is provided for your information.

The PDP was summarised in the main text and reference was made to the work located in the appendices.

PDP session 2 marks

(a clear outline of sessions throughout a progressive 8-week programme was presented)

Training comments and adaptations 1 mark

(the training diary contains limited training comments and an outline of how training was adapted)

Candidate 4

Developing power for rugby

Stage 4(a) – analyse post-PDP data (8 marks)

The candidate was awarded **6 marks**.

Paragraph 1 was awarded 1 mark:

- ◆ 'From my recent games analysis... therefore gaining my team the ball more often.' **1 mark**
(more dominant tackles/increase in explosive power/forcing more turnovers)

Paragraph 2 was awarded 1 mark:

- ◆ 'From my post-PDP data collection... taking my team closer to the opposition try line.' **1 mark**
(vertical jump increased/break the gain line more often/team closer to try line)

Paragraph 3 was awarded 1 mark:

- ◆ 'I also saw an increase...directly improved my attacking game.' **1 mark**
(increased upper body power/evading full back with powerful hand off/improved my attacking game)

Paragraph 4 was awarded 1 mark:

- ◆ 'This improved attacking threat....to put points on the board' **1 mark**
(clean breaks/break through tackles, side-step opposition/gained ground)

Paragraph 5 was awarded 1 mark:

- ◆ 'I also noticed in my video...ruck and set up an attack.' **1 mark**
(more powerful in ruck/opposition unable to turn ball over legally/secure ruck and set up attack)

A further **1 mark** was awarded for the analysis of the connections between improved power as evidenced from test results and attacking performance in a game.

Stage 4(b) – evaluate the process of carrying out the Personal Development Plan (6 marks)

The candidate was awarded **6 marks**.

Note: The candidate made reference to their PDP record in the appendices which provided evidence to support the evaluations made.

Paragraph 1 was awarded 1 mark:

- ◆ 'I feel that I planned...hence get more from it.' **1 mark**
(value of setting correct training intensity)

Paragraph 2 was awarded 1 mark:

- ◆ 'Due to the fact that...better results from my sessions.' **1 mark**
(value of range of exercises)

Paragraph 3 was awarded 2 marks:

- ◆ 'I also thought having training... knew that they could spot me.' **2 marks**
(developed point of explanation about the value of weight training with experienced lifters during the PDP e.g., maintain good form, receive input, reduce injury, push myself, spot for me)

Paragraph 4 was awarded 1 mark:

- ◆ 'I also continued a regular...hindered my performance as much.' **1 mark**
(limitation of poor session planning)

Paragraph 5 was awarded 1 mark:

- ◆ 'I didn't spend enough time...overload more effectively.' **1 mark**
(limitation of not effectively using a training diary)

Stage 4 – Future Development Needs (6 marks)

The candidate was awarded **6 marks**.

Stage 4(c) (i) justify new development needs

Paragraph 1 was awarded 1 mark for justification of the new development need of improving passing accuracy.

- ◆ 'A future development need...defense and snuff out our attack' **1 mark**

Paragraph 2 was awarded 1 mark for justification of the new development need of improving passing kicking.

- ◆ 'Another future development need...few defenders blocking them' **1 mark**

Stage 4(c) (ii) explain the impact of the new development need(s) on the other three factors

Paragraph 1 was awarded 1 mark:

- ◆ 'Improving my passing accuracy...harder for the opposition to defend' **1 mark**
(impact of improved passing on mental factor – decision-making)

Paragraph 2 was awarded 2 marks:

- ◆ 'Improving my kicking will...a stronger attacking unit' **2 marks**
(developed point of explanation into the impact of improved kicking on the social factors - roles and responsibility / team dynamics)

Paragraph 3 was awarded 1 mark:

- ◆ 'Improving my kicking will give...could be a match winner' **1 mark**
(impact of improved kicking on emotional factor – confidence)