

Candidate 1

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: Speed

Speed can impact my performance positively in football. If I am a full back and have pace, I can help defend the goal from the oppositions counter attack. Also I can help my team attack by overlapping with the winger if my team is on the counter attack and put in a cross. For example, if I use my pace to catch up with the oppositions winger, I can tackle them and play it to my teammate resulting in my team breaking and attack the oppositions goal.

Control

Control can impact my performance negatively in football. If I am playing centre mid and have a bad first touch as the ball would roll away from me, it means it will take longer to drive forward as I need to get the ball back under control. Also if the goalkeeper kicks it from a goal kick and I go to control it however it bounced off my knee instead of my foot, it could give the other team possession. For example, if the ball is in the air and I have a bad first touch, it could bounce off my foot and put the opposition clean through on goal and could make my team concede giving us a disadvantage.

Factor 2: Concentration

Concentration can have a negative impact on my performance in football. If I a full back and I'm not paying attention, a long ball could get played over the top of my head and winger could break through on goal which would be my fault as I wasn't concentrating. Also, if my team is playing an offside trap and I'm not concentrating the defenders could be higher up the pitch and if I'm playing someone on side because I'm 5 yards behind the defensive line, a ball could get played through to the striker putting my team in danger of losing a goal. For example, if my defensive line is at the half way line and I'm looking about not focusing on the line, a player could be slipped through on goal due to my lack of concentration resulting in my team conceding.

Decision Making

Decision making can have a negative impact on my performance in football. If I was a midfielder and had the opportunity to pass the ball to my striker to put him clean through on goal however decided to shoot and missed, this would have been the wrong decision as I could have put my team at an advantage. Also, If I was a midfielder and had the chance to play a simple pass however went for the riskier option of going for a long pass, it could be blocked and the opposition could start a counter attack putting my team at risk of conceding. For example, if the goalkeeper kicked it out and I had the chance to head it to my winger however tried a fancy touch to control it and failed, this would give possession away and the opposition could run up the park and counter attack which could lead to them scoring, which would have been the wrong decision as my team were now a goal down.

Factor 3: Communication

Communication can have a negative impact on my performance in football. If I am a center half and the ball is cleared up the park and I don't shout anything, the other center half could jump up for the header however if I also jump, we could crash into each other leading to the striker picking up the ball and running through on goal. Also if am a midfielder and see the striker holding up the ball a shout 'YES!' instead of 'I'm behind you' that wouldn't be clear enough and he wouldn't be able to pass to me as I didn't communicate well. For example, if I am a goalkeeper and the ball is crossed into the 6-yard box from a corner and I don't shout 'KEEPERS BALL!' to make myself clear then I could clash with my defender in the air and whilst being on the ground the opposition could tap the ball in putting us a goal down.

Relationships

Relationships can have a negative impact on my football performance. If I don't have a good relationship with my teammates they might not pass to me which would put my moral down and make me feel nervous on the ball. Also, if I was a striker and didn't have a good relationship with my strike partner, we might make the same runs and not help each other if the defender is putting pressure on him and he needs me to make a pass to. For example, If I don't get on with one of my teammates and he chips the goalkeeper however, because I don't like him I run in and head in his chip, however I was offside and the goal didn't count so this would have cost my team a goal.

Factor 4: Fear

Fear can have a negative impact on my performance in football. If I am playing center mid and the ball is loose in the middle of the park, I could go for it however if I'm scared of challenging for a 50/50 then the other team would gain possession due to me being scared. Also, if I'm playing at the back and the ball comes to me and I'm nervous, I could just kick it anywhere which could let the oppositions striker pick up the ball and start an attack. For example, if I'm scared of heading the ball and I'm playing center half and I let the ball bounce, the striker could latch onto the ball before me and run through and score due to my fear of heading.

Anger

Anger can have a negative impact on my performance in football. If I get halved by the opposition and get up and react, this could get me into trouble with the referee. If the referee books me and I shout at him due to being angry this could get me sent off for not keeping a cool head. For example, if I get skint and the boy winds me up I could foul him giving his team a free kick in a dangerous are to score.

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: Physical

Factor 2: Mental

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

One challenge I could face while using an observation schedule is I could be biased towards my friend. If I want my friend to do well in his schedule I could give him extra marks to make him look good and impress the teacher. However, this wouldn't be accurate and my friend wouldn't know what areas to improve therefore he wouldn't get much better.

Another challenge I could face when using an observation schedule is if my marker gets distracted easily. If I am assessing my friend and I start talking to the boy next to me, this may lead me to miss a long pass that the player I'm assessing made. This could then result in them getting a low mark for long passing because I haven't been paying attention.

A challenge I could face when using a profile wheel is if I'm not honest. If I lie about how good I think I am at each factor then this will give me inaccurate results. This will then result in me not knowing what areas I need to improve on. For example, if I said I was great at mental toughness however I was bad at it, then I wouldn't improve on it even though I needed to.

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

Factor 1: Observation Schedule

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

Factor 2: Profile Wheel

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: Observation Schedule

For Observation Schedule, I found a partner who I could trust would give me accurate results and asked him to fill in my sheet. Then we split into teams of similar ability and played a 7 a side game that lasted for 20 minutes a half. There were 3 teams and each team got marked by the team who wasn't playing and we rotated after 1 team had been marked. The marking team stood at the side and assessed 6 different skills and tallied up whether they were successful or unsuccessful. Finally, at the end they got their results back and we calculated the percentage of each column (successful and unsuccessful) and seen where we had to improve.

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

One reason I selected an observation schedule is it has game realistic headings. These headings are topics that will help to improve my ability in football. The headings are shooting, dribbling, long passing, short passing, tackling and first touch. For example, if I gather data and get results I can see my strengths and weaknesses and can set up a training programme to help improve my weaknesses.

Another reason I selected an observation schedule is because it is easy to set up. The observation schedule has basic headings and can be set up by anyone using a piece of paper/computer. The observation schedule can also be filled out by anyone as you need to make tally marks and write an overall comment. For example, if I'm setting up an observation schedule I put my 6 relative headings and make a box for my overall comment to then assess my partner.

A final reason on why I selected an observation schedule is because it's easy to compare. If I get my data for my first schedule it will be a permanent record so I can see my strengths and weaknesses. Then, after a few weeks of training programmes I can re sit the test and see what I have improved on. For example if I see my shooting is bad on the first test I can set up a training programme to improve and after a few weeks of training re sit it and hope I've improved as I can compare the 2 sheets.

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

My physical strength is tackling. A good tackle contains a strong foot which makes contact with the ball that is timed well and doesn't give away a foul.

My physical weakness is long passing. A bad long pass consists of little power and no accuracy that is intercepted by the opposition and gives away possession.

My mental strength is decision making. A good decision is something that can catch out the opposition as they don't expect it. A good decision can also be a simple pass but effective as you don't lose possession.

My mental weakness is concentration. If I am not focused on the game and am looking about the side-line I won't be concentrated and will get caught out.

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

(i) Identified target for factor 1. (1 mark)
Increase my pass accuracy by 20% within 6 weeks

(ii) Identified target for factor 2. (1 mark)
Improve decision making when under pressure

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

One reason you set targets is to keep you motivated. If you set targets to achieve a goal you will be motivated to complete it. Being motivated means I will work a lot harder and longer during sessions and am more likely to achieve my goal faster. For example, if I set a target to complete 10 successful long passes however try and do 15 this shows I am motivated and will complete my goal faster.

Another reason you set targets is to see if you're progressing. It will let you see your progress and how far away you are from your goal. This will then show if you need to put more or less work in. For example, if I'm trying to improve my long passing I can record my progress and see if I'm improving or not.

A final reason you set targets is it keeps your training specific. This means you will only be working on the area of your game you need to improve on. This will then get you to your target a lot faster as it's the only thing you're working on. For example, if you working on long passing you will get to your goal a lot faster as nothing else will interfere as it is 1 specific training target.

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	Target practice	Conditioned game
Length of each session	40	40
How many training sessions per week	3	3
Who you trained with	Other boys who were working on long passing	The whole class
Methods used to monitor your programme	Observation schedule, Training Diary, Feedback	Mental profile wheel, Training diary, Feedback

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 target practises to improve my long passes. We set up a square of 4 cones in which half the long passers played a pass from one width of the pitch to the other. The pass couldn't bounce and had to be within the square. After 3 goes per person we would switch and let the other half have a go. This would also improve our first touch as the people in the box had to control it.

- (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 decision making is conditioned games. We played the wall game which involved the class splitting into 3 teams of about 7, 2 teams playing against each other and 1 team on the wall. We played a normal game however the 2 teams only got 3 touches and the wall players got 1. You could pass to the wall players to give you an advantage as it meant your whole team could run into space however, if the wall player made a bad pass that was the risk you had to take as you would lose possession. You had to score with a one touch finish. After 10 minutes one team switched with the wall team and one of the teams would go on the wall.

- 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 do a 40 minute practise session instead of 10 minute because this will help me develop my game skills faster as I am doing more in the session. This meant I will achieve my goal of increasing my long pass accuracy faster.

I made the decision to train on the astro pitch instead of the grass rugby pitch because it wouldn't be all muddy if it was raining and there weren't any holes in it. This meant my class could get on with the sessions without having to worry about the weather or getting an injury.

I made a decision to change the training from 5 periods to 3 because I won't get as tired as easy. This meant I would be able to put in 100% effort consistently and as I am doing more each week I can achieve my goal faster.

I made the decision to include a warm up at the start of the session because people are less likely to get injured. This meant no one would miss a session and could get on with achieving their goal faster.

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 useful information as I wasn't overloaded with information as I got small bits back at a time. This means I wouldn't forget any of the information as I could note it down. I could work on the small part of my game however work well on them as it was specific training. For example, if I get my information back on my performance I can work on it small bits at a time so it isn't rushed.

I also received positive information when I got it back. This means the information was constructive and would maximise my potential to improve the specific skill. If my partner shouted at me this wouldn't be useful as it may put my head down and he wouldn't give me any information on how to improve. For example, if I come in from a session and my partner gives me constructive feedback and says to use the top of my foot instead of the side, this means I can go out next session and know what to work on straight away.

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

One reason it is important to monitor my performance development programme is so that you can check to see if you're improving. This is important because I can see if I am improving and if the training programme is working or not. If it isn't working, I can change the drill or if it is working I can keep it the same. For example, if my partner said that my passing was much better I could possibly change it to make it a little bit harder which would improve my passing even more.

Another reason it is important to monitor my performance development programme is it will allow me to set targets. This will then motivate me towards my end goal of increasing my pass accuracy. If I reach my target, I can then set a new one to increase my pass accuracy by even more. For example, if I complete my pass accuracy goal I can then move on and find a new weakness to work on and then set a target to improve that.

A final reason it is important to monitor my performance development programme is to keep motivated to work harder. This means that I can see what improvements I am making which will keep me motivated to meet my set goal. The more work I put in means the faster I will reach my goal. For example, when I was doing my long passing drill I could see myself and others getting better so we changed it round a bit to make it harder because we were motivated to be the best we could be at long passing.

Describing methods to monitor performance

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

To monitor my first factor which was physical I compared two observation schedules which included 6 factors sub factors and a successful and unsuccessful column. I calculated the percentages and then used these to pick a weakness.

The observation schedules were completed about 6 weeks apart. There was about 10 sessions that were 50 minutes long.

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

To monitor my mental factor, I used a profile wheel. I done this 4 week after and before the personal development programme which helped my decision making. To monitor them I sat them side by side and compared my results. For example, I found out if I got better at decision making because I could see how many boxes I coloured in and could see if I had improved.

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

The warm up was effective because it meant people didn't get injured as their muscles were stretched of. This means no one would miss out on a session due to injury and wouldn't go behind on the work. For example, if I didn't warm up and got injured, this would mean I would miss out on sessions which could impact my exam results when I could have prevented it by warming up at the start for 5 minutes.

The PDP was effective because it gave us approaches to use such as taking corners. This meant we could improve our skill set of long passing which was game realistic. For example, if I practise crossing the ball from a corner I can use this in a game as I can be accurate with my crossing and my team can score in a real life game.

The target practise was effective because it made my passes more accurate. This meant that I could pass to my partner with ease as I got better. For example, I found a partner and we stood away from each other and played long passes and as we got better we would stand further away to make it harder and improve my pass accuracy.

The repetition drill was effective because it meant my passing got better and I improved my technique. This meant the more I repeated the drill the more accurate my passing was. For example, we selected a drill such as getting the ball into a certain area within the cones and repeated this multiple times as the more I done it the better my accuracy and technique got.

Mixing up the drills was effective because it meant it didn't become boring. This meant that I would put in 100% effort into all my drills as I knew I would change the drill after a while. For example, if I was doing the corner drill I would try my best as I knew after 10 minutes I would change to the cone drill which would maximise my potential in both drills.

The cool down was ineffective because it was rushed at the end as we only done it for 15 seconds. This meant that come the next day my muscles could have stiffened up and I could have missed out on the session. For example, after I done a 15 second jog I only had time for 1 stretch as I had to get changed which made my muscles stiff for the next days session.

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

One physical factor I found I am good at is power and accuracy because I am able to switch the ball over the oppositions back line. This means I can play it to the winger from right back down the line so he can start an attack. For example, if I'm playing right back and I play the ball over the defensive line to the winger he can beat the offside trap and cross the ball to the striker to try and score a goal.

Another physical factor I am good at is having good CRE because I am able to run up and down the pitch for 90 minutes. This means if I am playing wing back I can help my team attack however, I can also get back and help my team defend. For example, if I'm pushing up to help my team however the midfielder loses the ball, I can run back and win the ball back for my team as I would have enough energy.

One mental factor I am poor at is my decision making because I lose the ball in bad areas. This means that if the ball is played to me and there is an easy pass I sometimes try and play the more difficult pass however lose possession. For example, if the easy ball is to play it back to the centre half however I try and play the more difficult pass to the centre mid and lose the ball this means that the other team could score as I made the wrong decision.

One mental factor I am good at is motivating my team mates because it makes them perform better. This means that we can win more games as no one is thinking negatively and we believe we can win any game. For example, if my team concedes and I tell my team to keep their heads up, we can then get back into the game as everyone believes we can still win and try and get another goal back.

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

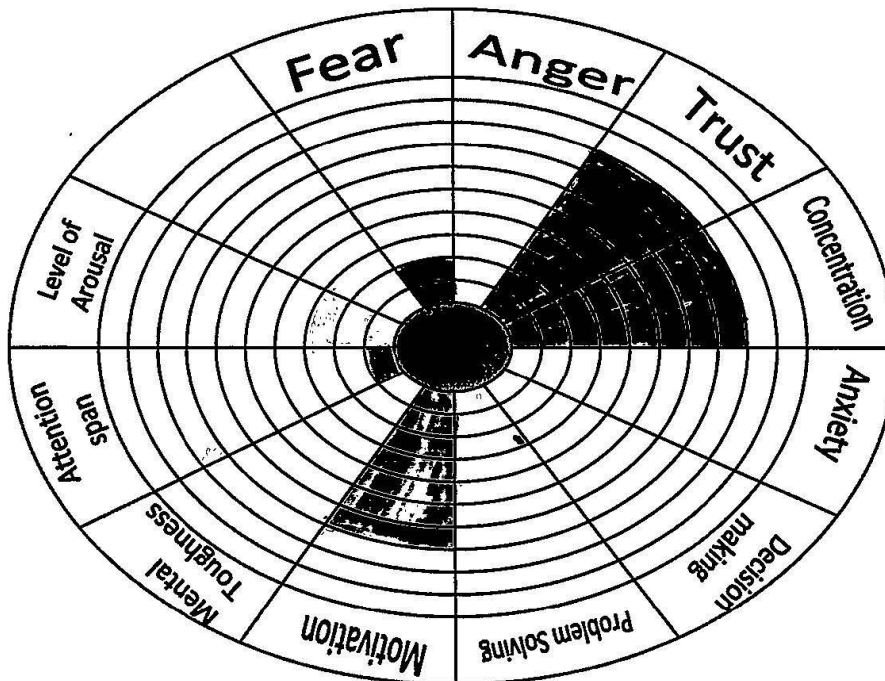
I am still poor at using my left foot when shooting. I have made the decision to do a repetition practise with my left foot only. This will help me to work on power and accuracy because I am doing it over and over and can take my time. For example, I can work on getting the ball into the corners of the goal using power and accuracy by getting someone to lay the ball off to me which makes it easier then over time kick the ball in a dead ball situation.

Another thing me and my team are poor at is moving up as a line. I have made the decision to do a repetition practice to catch the other teams forwards offside. We can work on communicating with each other and push up towards a line of cones that can represent the oppositions forwards. For example, we can have a stopwatch and time how long it takes to stay up as a line and talk to each other and do this over and over until we naturally can stay in a high line.

I am still poor at making quick decisions on when to pass. I have made the decision to do a condition game when I am only allowed 3 touches and then need to play a pass. It will be a normal game apart from your only allowed 3 touches so I can get rid of the ball without being closed down. For example, if I take more than 3 touches I would need to have to do 10 push ups as a punishment and play this game for 20 minutes every session until I played the ball out my feet faster.

I am still poor at controlling my anger with the referee's decisions. I have made the decision to give myself a self talk every time the referee makes a decision I am not happy with. This will give me time to calm down so I don't get booked by the referee and put my team of risk of losing a player. For example, if the referee makes a decision I am not happy with and I tell myself to calm down and just leave it this will keep myself out of trouble and I can get on with the game.

Mental and Emotional Performance Profile Wheel



Strengths	Areas to Improve
Mental Toughness Motivation Concentration Trust-	Attention span Decision making problem solving

[Re Test]

Football Observation Schedule

Pupil being observed: _____

Observers name: _____

Date: 1/10/18

1 st touch		Observers comments 1 st touch	tackling Heading		Observers comments on heading
Successful	Unsuccessful		Successful	Unsuccessful	
	1	has very good first touches	1	1	well timed strong won possession
Total: 94%	Total: 6%		Total: 86%	Total: 14%	

Passing short		Observers comments on short pass	Passing long		Observers comments on long pass
Successful	Unsuccessful		Successful	Unsuccessful	
		accurate. well timed Good on both feet.		1	accurate high Powerful
Total: 72%	Total: 28%		Total: 88%	Total: 12%	

Dribbling		Observers comments on dribbling	Shooting		Observers comments on shooting
Successful	Unsuccessful		Successful	Unsuccessful	
		lost possession moved too slow. unable to turn quickly			
Total: 50%	Total: 50%		Total: 50%	Total: 50%	

Football Observation Schedule

Pupil being observed: _____ Observers name: _____ Date: 20/8/19

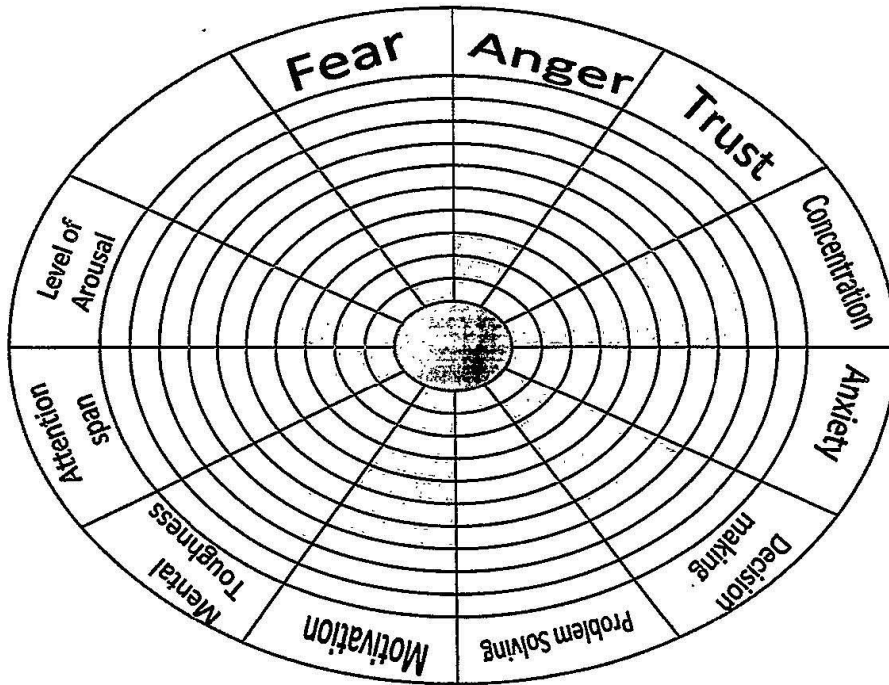
1 st touch		Observers comments 1 st touch	Heading Tackling		Observers comments on heading
Successful	Unsuccessful		Successful	Unsuccessful	
		can give a simple controlled first touch when needed.			strong well timed tackles
Total 75%	Total 29%		Total 100%	Total 0%	

Passing short		Observers comments on short pass	Passing long		Observers comments on long pass
Successful	Unsuccessful		Successful	Unsuccessful	
1		knows when to play the ball and most passes successful.			long passes were not accurate + intercepted
Total 80%	Total 14%		Total 17%	Total 83%	

Dribbling		Observers comments on dribbling	Shooting		Observers comments on shooting
Successful	Unsuccessful		Successful	Unsuccessful	
		can keep hold of the ball until made a decision of what to do.			no shots were made but played as defender
Total 75%	Total 29%		Total	Total	

2nd Test

Mental and Emotional Performance Profile Wheel



Strengths	Areas to Improve