

Candidate 4**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: Physical

- power has a positive impact on my long jump performance because it would allow me to have a stronger takeoff meaning I would stay in the air alot longer which would give me more time to get my body into the right and most effective position for landing. This would therefore result in me getting a bigger distance jumped.
- Speed has a positive impact on my long jump performance because it would allow me to have a faster run up. This would therefore increase the momentum in my take off meaning ~~that~~ I would stay in the air alot longer, therefore resulting in a further distance jumped.

Factor 2: Mental

- Concentration has a positive impact on my long jump performance because it would allow me to not get distracted and have more focus when I'm about to takeoff meaning I would have more control over the movements my body ~~makes~~ makes when I'm in the air. This therefore results in a better controlled distance jumped.
- Motivation has a positive impact on my long jump performance because it can help me stay in a stronger and ~~more~~ more focused mindset of achieving my highest potential meaning that I will give full maximum ~~effort~~ effort throughout my performance. This also means that it can build up my confidence when I'm going to take off, therefore resulting in a better chance of me getting a bigger distance jumped.

Factor 3: Social

• good ~~sportsmanship~~ has a positive impact on my etiquette

performance in basketball because it ~~can lead to~~ can lead to

both teams having more respect with each other.

This means that the game will have less fouling ~~in the game~~ meaning that it will be ~~more of~~ more of a fair game.

• Communication has a negative impact on my performance in basketball because it can cause me to lose possession of the ball. ~~as I am~~ when being passed to ~~which I am~~ as I am not talking to my teammates which would mean that I am unsure if they are going to pass to me or not. This can therefore result in the other team gaining possession of the ball and scoring a point

Factor 4: Emotional

• Anger has a ~~negative~~ negative impact on my basketball performance because it can cause me to lose self-control over the game, leading me to foul a lot more and become aggressive towards my ~~teammates~~ and the referee. This can therefore result in me being put off by the referee..

• Happiness has a positive impact on my basketball performance because it can ~~cause~~ ^{cause} me to become very motivated in the game leading me to try a lot harder meaning ~~I~~ I would pass more and score more points. This can also build my confidence up ~~which~~ which would also allow me to score more points and play well in the game as I'm not feeling down.

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:	long Jump
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 faced when completing the Max Jones Quad test was that I had to complete each activity in front of other people. This therefore put a lot of pressure on me as I didn't want to do bad and get the worst results out of everyone. This meant that I could not perform to the best of ~~my ability~~ ~~my ability~~ as I was nervous meaning my results were inaccurate.

Another challenge I faced when completing the Max Jones Quad test was that I had to complete it outside which impacted my results because the weather at the time wasn't great as it was really cold and windy. This meant that I wasn't able to do the best I can as my body was really cold giving me inaccurate results.

One challenge I faced when completing the Mental toughness questionnaire was that I done this as a class; meaning it was more likely that I was going to cheat as I didn't want to get a bad score and seem weak in front of my friends.

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

Factor 1:

Max Jones Quad Test

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

Factor 2:

Mental toughness Questionnaire

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:

A method I used to gather data on my performance was the ~~Mental toughness questionnaire~~ Max Jones's Quad test.

I completed the Max Jones's Quad test to test my power and I did this outside. The activities that I completed for the Max Jones Test were standing long jump, 3 jumps, 30m sprint, overhead shot putt. I completed this twice through and had someone ~~record~~ record my results for me. I then calculated what my overall points was for my score by comparing it with the national averages. Through this, I was able to identify what my strengths and weaknesses were.

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

" I selected the Max Jones Quad test to gather data as it easily identifies my strengths and weaknesses, meaning I could plan a training program with reference to these results to improve ~~the~~ ^{the} areas that I'm weaker in and develop the one's that I'm stronger in.

Another reason why I selected the Max Jones Quad test to gather data is because the test conditions can be repeated easily the same at a later date, meaning I could train for the next time I do it again ~~meaning I could improve~~ ^{improving my results}. This would therefore give me 2 sets of results to refer back to.

A final reason why I selected the Max Jones Quad test to gather data ~~is~~ is because a score is given and it is a permanent record, meaning I could ~~make~~ ^{make} targets with reference to these results for the future.

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 ~~development~~ ^{strength} need ~~is~~ is my sprinting for my long jump. This is because I am able to keep my elbows in to my waist in a streamline position to create more speed.
- My physical development need is my overhead shotput ~~throw~~ throw. This is because I am unable to get the power from my legs to throw the shotput further.
- My mental strength need is not getting ^{too} nervous that my performance has affected. This is because I am able to block out any negative thoughts and focus purely on my performance.
- My mental ~~development~~ development need is that I get really down on myself after I mess up. This is because I am unable to bounce back from my mistakes, therefore ~~that~~ ~~generating~~ generating more negative thoughts on my performance.

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	plyometrics	Mental Imagery
Length of each session	40 minutes	A couple of minutes at the start before my performance then half way through after my performance
How many training sessions per week	3 per week	3 per week
Who you trained with	Peers	by myself
Methods used to monitor your programme	redo the max Jones's Quad test	Training diary evaluations

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

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

~~Develop my overhead~~ develop my overhead shottput ~~by~~ by
~~3.00 m~~ 3.00 m

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

Improve my Reboundability by 2

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

One reason why it is important to set targets when creating a personal development programme is that it will give something to work towards meaning that I can focus on reaching this target and not get distracted by anything else.

Another reason is that it can help motivate me as I am improving by reaching my targets. Being more motivated will mean that I'll train harder or train more often to help achieve the goals and therefore make me more successful.

Another reason is that it makes me plan the steps to ensure that I'm achieving these goals so I can think about the possible barriers. This would therefore make me a lot more organised.

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 develop factor 1 was plyometrics, I did this in the boys gym. ~~at the gym~~ This was carried out as a class and we were put into groups of 4. Different types of hurdles and boxes were set up and we would use them ~~for~~ 3 times a week. ~~My~~ The equipment was also set up in a row and we would do different types of jumps such as one footed jumps, bunny hops, squat jumps, double bounce hops, 90° turn hops, and lateral hurdle

(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 develop factor 2 was mental imagery. I did this by lying down on the floor with my eyes shut and the teacher would tell us what to do ~~during that session~~ to carry out the mental imagery session. I did this as a class and once a week. The session also lasted a couple of minutes and I would visualise what I needed to do ^{to} improve my long jump distance.

- 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 train with a close friend. I did this because I felt comfortable ~~with~~ when working with him. ~~meaning~~

This would ^{more} therefore motivate me to do better meaning I would have a better chance of meeting my targets.

• I made the decision to do my training inside rather than outside. I did this because I knew I wouldn't perform as well with the weather ~~is~~ impacting on my ability to do my best. This ~~means~~ ^{means} that I ~~can~~ can give my full potential ~~and~~ meaning I would get good results.

• I made the decision to

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)

• One reason why ~~my~~ feedback ~~was~~ I received was useful was because it was positive. This ^{the} meant that it motivated me to do alot more sets and reps. For example in plyometrics my teacher said that my jumps were very ~~good~~ and had good form, meaning I could challenge myself to do more.
 effective

• Another reason why the feedback I received was useful was because it was immediate, meaning that I knew straight away what I had to improve on and make better. For example in plyometrics, for one of the jumps my teacher said that I was doing it incorrectly and showed ~~me~~ me how to do it properly.
 as I was landing on the wrong foot

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

One reason why it is necessary to monitor your performance development is that it provides information and allows you to track progress meaning that it can increase your motivation as you can see you are getting better. For example, I increased my standing long jump from 1.71m to 1.78m.

• Another reason why it is necessary to monitor your performance development is that ~~you~~ you can see what improvements there is meaning you can check if the programme is ~~less~~ ~~effective~~ effective.
 definitively

• A third reason why it is necessary to monitor your performance development is that it can identify your weaknesses meaning that you can plan ahead and improve the weaknesses by setting targets for them.

Describing methods to monitor performance

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

A method I used to monitor factor 1 was repeating the Max Jones Quad test. I did this by firstly, doing the max Jones Quad test before starting my training. I then repeated the MJQT after completing all my training sessions. I then made a comparison with ~~my~~ my results ~~to~~ from both of the tests in order to ~~the~~ identify ~~the~~ the improvements I had made. For example, I saw I had improved my standing long jump by a couple of cm after repeating the MJQT.

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

A method I used to monitor factor 2 was training diary evaluations. At the end of session I would do a section on my training diary detailing how I did during that specific session and what went well and what was bad. For example

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

- The mental imagery I used was effective because it helped me block out everything else. This meant I could ~~focus~~ focus on what I need to improve on and not get distracted. This also meant that I would give 100% concentration on that topic.
- The mental imagery I used was also ~~also~~ effective because there wasn't any equipment to be set up. This meant that it was very quick which also means that I could use this before my training sessions.
- A final reason why mental imagery was effective was because it helped me overcome my weaknesses through very hard thinking about my actions in training. This meant that I was able to become better and faster.
- My PDP was effective ~~because~~ because I was working with my friends. This meant I was comfortable around them which meant that I was able to perform to my best of my ability in training. This also motivated me to ~~the~~ try a lot harder as I didn't want to be the worst one.
- My PDP was effective because of the goals that I set to achieve. This meant that I was very motivated as I had something to work towards meaning I would get the best results out of every session.
- My PDP was effective because of the space and equipment I had to set up. There wasn't that ~~much~~ many hurdles to set up meaning that ~~it~~ it ~~didn't~~ didn't take very long to get ready which left me more time to get more training done over each session.

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

• I am now able to effectively jump with power in my legs. This means I can create a lot more height and stay in the air a lot longer meaning I can reach my body further and get a bigger distance jumped.
 • I am now able to effectively have a faster run up with speed in my long jump. This means I can generate more momentum in my legs when I jump making me go a lot further and get a bigger distance jumped.
 • I am now able to effectively concentrate better in my long jump performance. This means I am able to not get distracted and have more focus when I'm about to takeoff meaning I would have a better controlled distance jumped.
 • I am now able to effectively become more motivated in my long jump performance. This means I can stay in a stronger and more focused mindset of achieving my highest potential meaning I will give full maximum effort throughout my performance.

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

I am still not motivated when performing my long jump because I don't really believe in myself. I have made the decision to include lots of positive self talk into my training. This means I am able to have more determination and more faith in myself.
 • I am still not able to get into ~~my~~ the correct position in the air during my long jump performance due to the lack of my flexibility. I have made the decision to include lots of stretches into my training in order to increase my flexibility. This means that I would be able to into a better and more effective position when I'm in the air.
 • I am still not as fast as fast during my run up. I have made the decision to do more sprint training to increase my speed. This means I would be able to generate more momentum in my run up.
 • I am still getting angry as I'm not getting the distance that I want. I have made the decision to do more positive self talks in order to recognise my weaknesses. This means I can improve and develop my weaknesses to increase my distance jumped and decrease my anger.

Max Jones Quad Test Result Sheet

The following website has a calculator that will work out your overall points.

Your overall points can be used to compare to others in your class or National Averages but also as an indicator to show how much improvement you make after training.

<http://www.brianmac.co.uk/quad.htm>

	Standing Long Jump	3 Jumps	30m Sprint	Overhead Shot Putt	Overall Points
1 st Test Date	1.71	4.30	5.25	4.48	

	Standing Long Jump	3 Jumps	30m Sprint	Overhead Shot Putt	Overall Points
2 nd Test Date					

Test Norms for a High Standard Club Athlete

Event/Age	Boys			
	14	15	16	17
30 Metres	4.15secs	4.00secs	3.90 secs	3.75secs
SL Jump	2.35m	2.60m	2.75m	2.90m
3 Jumps	7.20m	7.60m	8.25m	8.70m
OH Shot	15m	15.50m	17.20m	18.00m

Event/Age	Girls			
	14	15	16	17
30 Metres	4.35secs	4.20secs	4.10 secs	4.00secs
SL Jump	2.15m	2.30m	2.40m	2.60m
3 Jumps	6.40m	7.05m	7.20m	7.70m
OH Shot	13.20m	13.40m	14.10m	15.00m

MENTAL TOUGHNESS QUESTIONNAIRE (Mental Factor/Analytical Tool)

Just how mentally tough are you? Take a few moments to fill out this questionnaire that covers several component skills of mental toughness. When you're finished, check your answers in the evaluation section that follows to determine your mental strengths and weaknesses:

Answer T for True and F for False for each statement
(This test can be completed on line at www.bit.ly/lenzie)

	TRUE	FALSE
1) I frequently worry about mistakes.		✓
2) I get really down on myself during performance when I mess up.	✓	
3) It's easy for me to let go of my mistakes.		✓
4) If I start out badly, it's hard for me to turn my performance around.		✓
5) I get distracted by what the coach thinks whenever I screw up.		✓
6) I bounce back quickly from setbacks, bad breaks and mistakes.	✓	
7) I do my best when there's more pressure on me.		✓
8) I get too nervous to really perform to my potential.		✓
9) I do better in practice than I do when it really counts the most.		✓
10) I tend to get easily psyched out or intimidated.		✓
11) I can keep myself calm and composed under pressure.	✓	
12) I don't want the ball/dread competing at "crunch time." (big game/race).		✓
13) The coach's yelling knocks me off my game.		✓
14) I tend to get easily distracted.		✓
15) Certain opponents can get into my head and throw me off my game.		✓
16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me.		✓
17) I have no trouble focusing on what's important and blocking everything else out.	✓	
18) I think too much about what could go wrong right before and during performance, (the "what if's").		✓
19) One or two failures do not shake my confidence.	✓	
20) I tend to compare myself too much with teammates and opponents.	✓	
21) I'd rather compete against a better opponent and lose than go up against a weaker opponent and win.	✓	
22) I am a confident and self-assured athlete.	✓	
23) I tend to be too negative.		✓
24) I have trouble dealing with negative self-talk (thoughts).		✓
25) I get more motivated after failures and setbacks.	✓	
26) It's easy for me to consistently train at a high level of intensity.	✓	
27) I think about how today's practice will help me get to my goals.	✓	
28) I find myself just going through the motions a lot in practice.	✓	
29) I have clear goals that are important for me to achieve.	✓	
30) I am a highly motivated athlete.	✓	

SCORING FOR MENTAL TOUGHNESS QUESTIONNAIRE:

Section 1, questions 1-6 deal with "**Reboundability**" or your skill at mentally bouncing back from setbacks and mistakes. Mental toughness depends on your ability to quickly leave your mistakes and failures behind you. Hanging onto your mistakes will get you into big trouble, performance-wise. Athletes who dwell on their mistakes while the competition continues, end up making more.

Score 1 point for each false answers: Q1,2,4,5 and one point for each of the following true answers:Q3,6

Total = 4

Section 2, questions 7-12 deal with the ability to **handle pressure**. Without the ability to stay calm in the clutch, an athlete will always underachieve. Peak performance demands that you are relaxed once the performance begins. While a little nervousness is critical for getting "up" for a game/match/race and performing at your best, ("good nervousness") too much nerves ("bad nervousness") will tighten your muscles and send your performance down the tubes.

Score 1 point for each false answers: Q 8,9,10,12 and one point for each of the following true answers: Q7,11

Total = 5

Section 3, questions 13-18 deal with your **concentration ability**. In every sport, your ability to focus on what's important and block out everything else is one of the primary keys to performance excellence. Poor concentration is the major reason why athletes choke and get stuck in performance slumps. Getting psyched out or intimidated is a direct result of concentrating on the wrong things.

Score 1 point for each false answers: Q13,14,15,16,18 and one point for each of the following true answers: Q17

Total = 6

Section 4, questions 19-24 deal with your **level of confidence** and the factors that affect confidence. One characteristic of the mentally tough athlete is he/she possesses a confidence level that seems to be unshaken by setbacks and failures. Under the pressure of competition, low confidence will neutralize natural ability, hard work and talent. Similarly, high confidence will enhance an athlete's training and God-given talents, lifting their performance to the next level.

Score 1 point for each false answers: Q20,23 and one point for each of the following true answers: Q19,21,22,24

Total = 4

Section 5, questions 25-30 deal with **motivation**. Motivation is the fuel that will drive your training to a successful completion and the accomplishment of your goals. Without adequate motivation athletes get stuck having "permanent potential." Without motivation you won't put in the work necessary to become a winner. Your motivation allows you to pick yourself up after a setback and keep going.

Score 1 point for each false answers: Q28 and one point for each of the following true answers: Q25,26,27,29,30

Total = 5

Interpretation:

A score of 6 in any one of the five sections indicates a special strength in that area. A 5 indicates solid skill and 4 or less highlights that particular area as a mental weakness that needs to be addressed. For example a "6" in "reboundability" indicates consistent ability to bounce back quickly from mistakes, failures and losses. A score of "2" or "3" in section #2, handling competitive pressure, indicates the need for arousal control/relaxation training. Low scores in each section high light problem areas. These "mental weaknesses" should then form mental training goals for you to help raise your overall performance to the next level.

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3) It's easy for me to let go of my mistakes.		✓
4) If I start out badly, it's hard for me to turn my performance around.		✓
5) I get distracted by what the coach thinks whenever I screw up.		✓
6) I bounce back quickly from setbacks, bad breaks and mistakes.	✓	
7) I do my best when there's more pressure on me.		✓
8) I get too nervous to really perform to my potential.		✓
9) I do better in practice than I do when it really counts the most.		✓
10) I tend to get easily psyched out or intimidated.		✓
11) I can keep myself calm and composed under pressure.	✓	
12) I don't want the ball/dread competing at "crunch time." (big game/race).	✓	✓
13) The coach's yelling knocks me off my game.		✓
14) I tend to get easily distracted.		✓
15) Certain opponents can get into my head and throw me off my game.		✓
16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me.	✓	
17) I have no trouble focusing on what's important and blocking everything else out.	✓	
18) I think too much about what could go wrong right before and during performance, (the "what if's").		✓
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1 st Test Date					

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2 nd Test Date	1.78m 30	4.33m 18	5.17s 23	4.55m 4	75

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