

A LEVEL

Exemplar Candidate Work

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/04 Performance in physical education (NEA) Transcripts

Version 1

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Introduction

These exemplars are for H555/04, the EAPI. There are 3 exemplars showing the strengths and weaknesses section for different sports and at different levels. There are then 3 exemplars showing development plans for different sports at different levels.

Audio files and transcripts have been produced for your use.

The transcript is provided here for accessibility and ease of use, **it is not a submission option.**

When you conduct these examinations with your students they must be a **verbal** piece of work, they must also be videoed according to the sample rules in section 2d of the Guide to NEA.

Controls

Centres must ensure that learners are assessed under supervised conditions.

Learners may, if they wish, make notes whilst they are observing the performance but they may **not** use pre-prepared notes or bring in other documents or textbooks with them.

The performance observed **must be new** to the learner.

The oral response to the performance they have seen must take place immediately after the observation and learners should not be given time to add to or restructure any notes made during the performance.

The learner should commence their response as soon as an appropriate range of analysis opportunities has been viewed within the performance, there should not be a break for the learner to prepare their response; the response should be spontaneous.

Whilst it is not possible to be prescriptive on the length of the response due to differences in speed of speech, confidence etc. we expect the majority of responses to be around 10–15 minutes for AS and 15–20 minutes for A level.

Conducting the assessment

Centres should ensure that learners are assessed under supervised conditions, in an environment that is free from noise and interruptions.

Learners may have access to blank paper and a pen to write notes during their observation should they wish to.

The whole process of the EAPI assessment must be filmed; this should include:

- the observation of the live performance and production of notes,
- the EAPI response.

The centre should ensure that the learner is clearly identifiable and understandable on the recording.

The filmed evidence must also contain the performance upon which the response is based.

The learner should be directed to the performer or aspect of the performance they are to focus on and may be reminded of the structure of their response by being given an opening statement and two further statements, such as:

For the GCE task:

'You have just observed the performance of.....
I would like you to analyse and evaluate and comment on:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas*
- the understanding and awareness shown by the performer during performance
- the use of physical attributes during performance
- the overall effectiveness and success of the performance
- the major area of weakness of the performance that you would prioritise for improvement through a long term development plan and why
- You should justify your comments through the application of relevant theoretical knowledge and concepts.'

Learners may then be told to move on to the creation of the development plan with a statement like:

- 'The final part of this task is to create a viable long term development plan to improve this weakness of the performance, you should include:
 - aims and objectives for the development plan
 - a timescale for the plan
 - why it is appropriate to spend this length of time on improving this one area
 - frequency, duration and focus of sessions
 - detailed progressive practices
 - detailed coaching points**
 - potential adaptations to the action plan depending on progress
 - how improvement could be measured.
- You should justify your action plan through the application of relevant theoretical knowledge and concepts.'

To ensure learners have completed their response to each part teachers may finish with a generic question:

- 'Is there anything else you would like to add?'

If the Learner needs any further guidance beyond that given above, or reminding of areas not yet covered in their initial response then this should be done in the form of prompts which will allow the Learner to express their knowledge, understanding and opinions by directing them back the area(s) which need to be covered.

It should be noted however that the assessment criteria indicate that learners who require additional prompting cannot be assessed above level 3.

Examples of prompts are, but not limited to:

- breaking down what you have already told them in the same or another way
- describe the strengths of the skills applied in the performance you have observed
- describe the strengths of the tactics/
- strategies applied in the performance you have observed
- describe the strengths of the compositional ideas applied in the performance you have observed
- describe the strengths of the performer's physical attributes which you have observed
- describe the weaknesses of the skills applied in the performance you have observed
- describe the weaknesses of the tactics/ strategies applied in the performance you have observed
- describe the weaknesses of the compositional ideas applied in the performance you have observed
- describe the weaknesses of the performer's physical attributes which you have observed
- now prioritise the weakness(es) you have identified
- within your action plan, identify detailed coaching points
- within your action plan/development plan, can you give me some detailed progressive practices?
- within your development plan can you give me a timeframe for it?
- within your action plan can you tell me about the frequency/duration of the sessions?

- what theoretical knowledge or concepts can you apply to your action/development plan?

Learners should have a clear structure to their response. As noted earlier, though, learners should structure their evaluations themselves after the statements from the assessor; where any additional prompting is required learners may not be assessed above level 3 as this indicates that learners have required assistance in structuring their response.

Section 1 - Strengths and Weaknesses

Transcript for EAPI exemplar 1

Teacher

He just observes a hurdler of a 400 meters. I would like you to analyse and evaluate, comment on the strengths and weaknesses of the performer, including the skills, tactics and fitness, the overall effectiveness of the success of performance, identify major weakness on performance that you would then prioritise for the second part of the talk and then justify all their favourite present theoretical knowledge and concepts.

Candidate

So a weakness for the skills was the athlete's trail leg. This is because it really lacks speed and this deteriorated throughout the race which shows you have poor muscular endurance and this meant that he ran slower time. So by improving this he can run a quicker 4 hurdles. With the trail leg this is abduction at the hip, so the agonist is the gluteus medius and minimus, whilst the antagonist is the adductor group.

As strengths of skills was the athlete's lead leg he really snapped it down over the hurdle ridge which kind of compensated a little bit for his poor trail leg. So it did mean his race wasn't too drastic. But by improving this he can run a quicker 4 hurdles. And this was extension of the knee when he snapped it over the hurdle and the agonist is the rectus femoris and the antagonist is the biceps femoris.

Another weakness for his skills was his arms. It's because they weren't nice and tucked when they were going over the hurdle. They were kind of swinging out to the side which would cause the athlete to twist and it also meant he was spending more time in the air. So he was running slower and getting down off the hurdle slower which meant his time overall in the race was slower. So this limited him.

Another strength was his angle over hurdle; he was relatively upright, he didn't over-lean which would mean he would then have to change his body position. If he was leaning too far forward then when he came off the hurdle he'd have to be standing back up into so you have good posture when he was running. So this meant he was running off the hurdle better and saved him time in the race as it was less effort.

Another strength is skills was the start of his race. This was in his blocks position because when he went into set, he raised his hips which inevitably raises his centre of mass and when he lifted his knee off the floor it meant he reduced his stability and was doing so he leant forward. So this shifted his line of gravity to the edge of the base of support this meant he would have more momentum coming out of blocks and inevitably he got to the first hurdle quicker. So that was a strength for him.

A weakness was his finish, this is because it showed that he tired a lot in a race as he almost dropped over the line. So he has really poor cardiovascular fitness and muscular endurance this inevitably meant he had a slower time. Whereas if he can sprint to the finish, it means he can run quicker. The overall effectiveness for this was he was technically it wasn't the best run in the sense of his trail leg and also his arms. It wasn't a tidy run. However, because his lead leg was snapping down in meant he was running off. He was running off the hurdle relatively well and then therefore it meant that kept him in the race for the start of it. So it was a relatively good performance. His fitness and strength was his reaction time out of the blocks. He got out of the blocks really well and pushed off the back of them and he reacted well to the gun.

This movement uses the ATP PC system this is because he was doing the activity at high intensity. This activity for the athlete was externally paced because the athlete doesn't determine when the going goes however in some ways it's self-paced as well as the athlete chose how fast to go out of blocks and attack to the first hurdle which actually worked really well because he took the first hurdle well and saved some time in the race.

A weakness is flexibility this is because his trail leg wasn't coming through properly which indicates he has tight hip flexors. So it meant he couldn't tuck his trail leg and bring it around nice and tight. So with doing this it means he can run off and run into hurdles better and also save time so you can run quicker overall.

Candidate

Another weakness was the athlete's cardiovascular fitness this is because it was evident he was clearly tired throughout the race. His first sort of 150 to 200 was alright, but as it went on he was getting more and more tired and you can see by the end of the race his fitness was quite poor as he was a lot more out of breath than the other athletes which indicates perhaps he has a lower minute ventilation and was taking shallower breaths. So he inspired and expired less air than other athletes in a minute which means less gas exchange can occur and this inevitably affected his race as it made him run slower because less gas exchange is occurring.

Another weakness for him was muscular endurance. This is because as the race went on his trail leg got slower and slower and also his runs in between the hurdles was slower and the athlete for this for the 400 hurdles uses the glycolytic system. This is because the duration of the race is up to three minutes and this system has a by-product of lactic acid which clearly effected the athlete because you can see in the last particularly the last hundred his arms were going everywhere and it kind of looked a bit ragged. So recommendation in order to help the athlete would be take bicarbonate as this can act as lactic acid buffer. So it would mean the athlete can be stronger in the last hundred meters and enough to run a faster 400-meter hurdles.

A strength of fitness was balance. This is because despite him twisting over hurdle because of his arms and his poor trail leg he managed to stay upright and maintain good posture over and off and in his running. So this meant he could run off the hurdle better and then inevitably run his four hurdles quicker.

And also another strength for the athlete was he appeared very relaxed in his running which could indicate he's perhaps a type B personality as his shoulders weren't hunched and he was running quite relaxed particularly for the first 200. I think it was just the last 200 where he tired. The overall effectiveness for this was his first 200 meters of the race was really good. This is mainly due to him getting out the blocks well and maintain a good balance and his relax running. However, it was limited by his poor cardiovascular fitness and muscular endurance which meant he tired significantly and made him run a slower time in the last 200 of the race.

For tactics as strength is his run off the hurdle. This is despite having a poor trail leg. It actually wasn't too bad throughout the race. This was mainly due to him having a good lead legs snapping down over the hurdle, which forced at the start his trail leg to come through a little bit quicker. So this helped him run the consistent time he did.

However a weakness for his tactics was he didn't accelerate into the hurdle, he just continued at the same pace which meant he wasn't really attacking the hurdle which meant if he attacks the hurdle it means he would save more energy and it will be more fluent over the hurdles, so he would run quicker.

Another weakness for the tactics was his race plan. It appeared that he planned to attack the first 200 and perhaps chill for a hundred metres to 50 metres and then pick it up in the last hundred metres. However, his race actually just deteriorated this could this can be due to his poor cardiovascular fitness, but he may have also only just started athletics and just joined the club. He may have been inspired by media such as the Olympics in 2016 and it shows an important effect of like the Golden Triangle which is the relationship between sports media and sponsorship because of the success which has been shown by the media there's been an increase in sponsorship which may have attracted the athlete which then shows how the increase in sport and people taking up athletics which may be why he's joined athletics.

Another weakness for tactics was it didn't appear that he used any cognitive stress management techniques before the race such as imagery to further relax himself. But perhaps he didn't need to as he was quite relaxed with his run-in and a strength for his tactics was he did alternate legs at the race, which is bilateral transference as he transfers movement from limb to limb in the race, and it also meant he could do less strides in between the hurdles so running an even amount of stress. For example, 16 between the hurdles which saves some time then if he couldn't had lost both legs it would mean he had to add an extra stride in so this really helped him run quicker.

The overall effectiveness of this is that he was really strong at running off the hurdle and also alternating legs which meant he was doing less stride. So saving him time and increase in the fluency. However, he did not accelerate into hurdles which really limited him by him not flowing into them properly and almost stuttering a little bit or taken off from too far away. Which kind of lost his flow.

Candidate

So the perfect model for a hurdler is they would want to have their arms nice and tucked. So when they're going over the hurdle, they want one arm to be going out straight and then the other arm to be going back and then when they are coming down they are switching to the running motion and you want to keep the running motion arms nice and tight to his body. So he's not wasting energy and his arms don't want to come out to the side as it twists the athlete and also the angle over hurdle that we want to have the hips forward, so their centre of mass is in the right position and also their angle over the hurdle they don't want to be too low as otherwise they've got to change their body position, which he did quite well and with the trail leg it wants to come around nice and tucked. Otherwise, it can lead to the trail leg coming off to the side which changes his body position and also the lead leg wants to snap down nice and in front of him nice and straight otherwise it can cause him to change position if it comes across it can twist his hips which would then mean he probably would end up running further if he's not running in a straight line.

So the overall effectiveness of the performance was it wasn't as effective as it could be, he did come nearly last in his race. He was second from last so by improving his cardiovascular fitness, which was the main limitation and like obviously his trail leg as that wasn't coming through quick enough and the muscular endurance of the trail leg he could run a lot quicker of race time. So that majorly limited the time he ran.

So the major weakness which will be improved through a nine week training program is the trail leg and also the muscular endurance. The trail leg needs to be improved because it wasn't coming round nice and tucked and he was almost dropping his toe which can be dangerous in the last 100 metres particularly of the four hurdles as he could clip a hurdle and potentially fall and that's his race over. And as well muscular endurance is important because he needs to be able to maintain speed in his trail leg otherwise there's no point in having a really good first 200 and then almost fading in the last 200 as this would mean he wouldn't run such a quick 400 hurdles. This would be improved through a 9 week training programme in order for the skills to become habitual and also for the athlete to then be able to perform the skill under pressure so a race situation. So basically that becomes a conditioned response and the athlete can develop kinesthesia so he knows what his trail leg movement should feel like and he should know whether his muscular endurance is improving.

END OF RECORDING

Transcript for EAPI exemplar 2

Teacher

You just observed the performance of white number 13. In the first part of this task I would like you to analyse and evaluate the quality and range of skills, selection and application of strategies and tactics the use of physical attributes and components of fitness linked to the overall success of performance, then identify the major weakness of the performance that you would prioritise. Throughout you should justify your comments with the application of relevant Theory.

Candidate

Skills strengths I initially noticed was his passing. This is obviously important couple of times in the game, he had the ball and he found his man which meant they were retaining possession and it stopped and created goal scoring opportunities and stopped attacking for the opposition. Also his tackling was impressive because on numerous occasions he tracked back from an attacking position to win the ball back and this was crucial because it alleviates pressure on the defenders and also then regains possession meaning you can start the counter-attack.

His crossing was probably the most impressive of his skills strengths and his crossing was impressive because he extended the synovial hinge joint of his knee across the sagittal plane. This movement was caused by a concentric contraction of the agonist rectus femoris and the eccentric contraction of the antagonist the semitendinosus all of this combined with his good technique it kept his thorax straight, he abducted these arms away from the midline of the body and ensured that the cross was easy to attack for the strikers in the box and it was on the head of the attacker and it also means that as it was an out Swinging cross it was difficult for the goal keeper to come and claim it. Then some of his fitness strengths. I thought his cardiovascular endurance was a strength because you know as a box-to-box midfielder, which is the role he's essentially playing it's important that he's able to keep up to play at all times and trying to ensure that he's always up to speed and therefore having that good cardiovascular endurance is important

Also his balance was impressive and number of times the opponents try to knock him off the ball try to knock him over with bit force. But his balance was good so he managed to maintain standing on his feet at all times. Then finally his coordination was good. He was often very fluent with the skill and he picked the ball up and he knew what he was doing and other skills fluent from start to end and that just ensured that he was all times he knew what he was doing and he was coordinated. His cardiovascular endurance was a positive because I think for someone of this age range (17 to 18) there's a lot of provisions thanks to organisations such as Sport England and Change the Life that offer free gym memberships and Sports Camps and ensures that he has the opportunities to maintain this cardiovascular fitness.

Some of his tactical strengths was his positioning because he had good cardiovascular endurance it meant his positioning was always where it should have been because he was able to keep up with the phase of play. As a central midfielder that's one of the hard positions is one of the hardest things to maintain because you essentially have to cover the biggest area of the pitch, but I think he was always in the positions that you have to be and he was making up good ground.

His verbal communication was a positive and this is positive because he appeared to be an extroverted personality and therefore he had the ability to communicate directly with other members of the team without increasing his own arousal levels and without it affecting him. It was easy for him to communicate and organise the rest of his team. And there was one particular moment where he organised the wall for the goalkeeper and that meant that the teams regimented and ensure that they will defending properly.

Also, his marking was a strength because from a corner he continuously picked up his man and stayed with him and he denied goal scoring opportunities because he didn't allow the attackers any strength.

Onto his weaknesses now. His skill weaknesses was his shooting being the opening in the video he had a shot and he dragged it wide and it was poor because he had the opportunity to work the goalkeeper and he had a lot of time. However, he just completely dragged in almost rolled out for a throw in. His heading was a skill weakness because although he had good positioning and he had good marking from these corners, he ducked out quite a lot and he dipped in the

Candidate

header and he didn't even jump to make an attempt to win the header and it led to them losing possession often and that meant you know, he was although if the marking was good he wasn't preventing essentially the attackers get into the ball because he wasn't attempting to header it.

Also his first touch was poor because he hand balled it because he tried to take a control on his chest, but he hand balled it and this obviously causes loose balls and stops potential attacks because you don't have the ball under control, but it if you've allowed a loose ball, it gives opportunity for an interception and then an attack to start. The shooting is a weakness, it is a complex skill and obviously as it being externally paced makes it more difficult. However in this situation at the start of the video the skill was essentially self-paced because he had so much time to take it on himself when although it's an open environment, the skill is influenced by opposition, by opponents, but it was a massive weakness because he wasted a goal scoring opportunity.

On to his Fitness weaknesses. He's explosive strength was a weakness and that ties in closely to his shooting because the shot that he initially had had no power because this lack of explosive strength and actually trickled out for a goal kick. The goalkeeper probably could have come and taken it if he really wanted to which would have launched a quick counter-attack for the opposition. His speed as well. Obviously that's connected with a weakness and there was a couple of occasions in which although he was up to play a lot, he could have intercepted the ball on more occasions, but he was too slow. He couldn't accelerate to get to the ball and then there was opportunities where he could also have ran in behind but he was too slow to be an opponent to the ball and that just prevents any more goal scoring opportunities, therefore reduces the chance of scoring. His reaction times were also a weakness because although he's tackling was good again, when he was up to play to tackle and the actual skill of tackling was good his reaction time was poor and he was too slow to react to loose balls, meaning that the opposition got it and were able to launch a counter-attack. His explosive strength and speed is bad because he potentially may have low levels of the enzyme creatine kinase which is responsible for catalysing the reaction of breaking down phosphocreatine; this releases energy to resynthesize ATP; therefore less ATP is synthesised, so the system is less effective and muscular contraction is weakened therefore when he comes to use those muscular contractions, he's got a lack of explosive strength because the contractions are weaker. Again some of his tactical weaknesses now were that he often had a lack of assertion. He was often very passive within the game and this is shown with the headers. He was ducking out of headers, and he wasn't forceful enough with his man to I suppose to cause any difficulties to allow them to attack and for him to potentially win the ball back on more occasions.

Also his decision making there's a few incidences where I thought he potentially passed the ball when he could have shot when he was almost one on one with the goalkeeper or could have been one on one with the goalkeeper and he decided to play the ball out wide instead of taking on a shot whether that's because of a lack of confidence due to his poor shooting I'm not sure but I think his decision making could have been better to influence the game more. Finally his non-verbal communication was a weakness. Although his verbal communication was his body language was often negative as his head was often down and his arms were lying by his side and this impacted on the performance of the whole team as he wasn't demanding the ball when he could have been open and players weren't potentially passing the ball when he was the best choice. This negative attitude could potentially be caused by the Ringlemann effect, which is where players becomes increasingly less productive when working in a larger team because of a lack of potential motivation and no extrinsic reward for his performance, therefore he potentially lost that motivation and lost the desire to go and win for the team. Then my main weakness that I'm going to pick out is his shooting.

END OF RECORDING

Transcript for EAPI exemplar 3

Teacher

So you just observe a bowler in cricket. I would like you to analyse and evaluate some comments on the strengths and weaknesses of the performer, including the skills, tactics and fitness, the overall effectiveness and success of the performer. I'd like you to identify a major weakness of the performance that you would then prioritise to improve. Through all this apply your relevant theoretical knowledge and concepts.

Candidate

Just watch the performer; his strength were his head position and this was a strength because as he came through and bowled, he was very upright and his head was facing the stumps and it was still and the overall effect on performance would be it would just be able to bowl a lot straighter on the stumps on that good line outside off and due to this he will make the batsman play at the ball leading to more wickets or reducing runs.

The release of the ball was very good as he was releasing at a projectile of 60 degrees, which is really the optimum to bowl as he can still get it down there. The overall effect and performances. It will give it enough time to swing or variation which is Magnus force and spin so there will be enough time for swing bowling and overall effect and performance, with the ball swinging and the release the ball allows the ball to get down there and will make the batsman play at the ball or and it will allow them to restrict the runs because he's not bowling it too short or too full so it's in that good line and length where the batsman does not know what to do. His following through was very good and I could tell this as when he bowled he followed through straight to the batsman and the overall effect on performance if the batsman chips it up and he's following through is more likely to get a catch like caught and bowled. His aiming arm was very good and that's his left arm and this is his aiming arm, flexion happens at the aiming arm and agonist is your bicep brachii and your antagonist is your triceps brachii and overall affecting performance is more likely to be more accurate on the stumps say bowling that good line length, and he's not given a batsman easy shot if his arm is up and aiming. His feet position was very good as he was bowling of 2 feet and this meant he could maximize his power, his speed and his explosive strength and overall effect on performance would be he's going to be able to bowl quicker. This could catch the batsman off guard and overall effect more wickets and may restrict the runs.

However weaknesses were his brace of his leg. A brace of the leg is extension at the knee and this is your agonist is your rectus femoris and your antagonist is your biceps femoris. The brace of the leg was not good as he was not extending it out outside the centre of mass, he wasn't. This was causing the problem as he may be overcompensating and overall effect on performance is he may not be as good you may not be as consistent as if he got this correct. So he may be a bit erratic when bowling more wide, more no balls costing his team or runs and like meaning the team have to chase down a bigger target and he could lose confidence with this and yeah. His run up was also weak as well as it just it wasn't really fluid. He was like stumbling and this means he loses his rhythm and is not as good and when he come up to bowl he needs plantar flexion. Plantar flexion the agonist is your gastrocnemius and your soleus where you r antagonist is your tibialis anterior. Yes, run up was weak overall effect on performances is not going to be able to bowl as well as he is more concentrated on his run up and he may not be able to bring in like his variations.

His strengths and his tactics was his line and length. Line and length is basically is his line was very good. You could see he was going to be outside off stump and pitching the ball very full and the overall effect on performance is it's going to make the batsman think whether to go backward or forward. They are always going to have to play the ball if it's outside off. They don't know if to leave it or play it play at it. However his variation was weak as in he only had his one stock ball which meant he was very predictable and so overall effect on performances the batsman could just like easily pick him and so he's more likely to go to for lots of runs the batsman can pick his can pick it and which may mean he loses self confidence in himself and may make him try new things which he hasn't tried yet. And of course more runs.

Candidate

Fitness; strength of his Fitness was his explosive strength as you could see with bowling very well as he was getting lots of power and speed and this would help him in overall performance as going to get the ball down there quicker and it could cause a batsman more trouble as a ball is quicker. His coordination was very good foot and eye coordination because his feet position was good. He was getting his feet and arms all in like sync which was good and overall effects is he is not concentrating on where his placing it he knows what he's doing and so you can more concentrate on how he's going to bowl where he's going to place this field what variation he might bowl etc.

Muscular strength was good as this all links in with explosive strength, power and speed. Weaknesses of his fitness was balance when he got to the crease he kind of overbalanced as his as his centre of mass was going forward and overbalance means he may dip down overall effect is he could bowl the ball short and this gives the batsman more time to pick up the length and maybe hit him for fours and sixes as he could easily rock back costing his team run a meaning as overall performance is decreased.

Muscular endurance was poor and this links in with cardiovascular. His cardiovascular is poor and his muscular endurance was poor as he continued bowling he was not bowling as quick and getting a bit sloppy and overall effect on performance he won't be able to bowl long spells, so they may have to take him off and his balls may become more erratic as it continues through his spell.

His agility and flexibility were good. Flexibility was aargh. ATP PC system is - this is what you bowl in cricket so as he's running up he's using this ATP PC system. It's a discrete skill as in the video showing a clear beginning and end, so it starts with his run up and a clear ending is his follow through. It's an open skill as when he's bowling his variations the batsman may be moving around the crease this meaning the environment is affecting it and drawing his run up this is very self-paced and so you can run up it in his own time own pace for the brace of a leg.

You can use Newton's third law as when he creates impact on the ground his weights going down but reaction is coming up as well.

His clothing was good as it gets good traction because he's wearing spikes and so this will mean even better bowling because it can he's actually got the grip to stand up.

He was wearing trackies which is good as just because they weren't that baggy they were quite tight so it's not really affecting him. He plays for Berkshire which is a very good area to play in as it has lots of clubs and because Berkshire is one of the major counties. He is in like their centre, he might be in like going through the levels and this will help him as you can use modern technology such as this force plate and maybe limb kinetics to see where he's going wrong and adjust this.

I believe he is in the associative stage of learning as he's not jerky anymore but he can start to concentrate. There's a few bits you need to move around and adjust but mostly he's there and I believe he's an introvert because he was very quiet he was and you can and he didn't have much aggression, but you can aggression would help in cricket just not too much because then you're more pumped up so you can bowl quicker and yeah.

There's major weakness is his brace for leg. This is because it's a major part in cricket and can really improve if he does if he does do this and it can mean he can bowl quicker and it will just improve his overall game in bowling the as brace of the leg is one of the major parts in cricket and if he improves this it will help his whole run up and everything and his major weakness and fitness was his cardiovascular and I will hope to improve this as I said he can bowl longer spells.

END OF RECORDING

Section 2 - Development Plan

Transcript for EAPI exemplar 1

Candidate

The major weakness I'm going to pick out is the release and the balance. This is because it was very important to have the balance and release because that is what dictates your accuracy and if your accuracy isn't there then it's easier for a batsman to play because less delivery is going to be actually troubling them. On a coaching point you should have your head up, it should be a straight jump not a high jump because if you jump high you lose your speed, so it should be a straight jump to maintain speed and your arm should be pushing your head you're releasing so that you have the ability to balance it really short which is uncomfortable for the batsmen. And if you have a higher arm it also means that you can choose where the ball wants to go better than if his arm was like down here so he couldn't really choose where he wanted it to be on the shorter side.

The perfect technique for this would be a fast run up. So you want as many steps as you need to get up to full pace; you want that stride jump with your left foot to enable that you carry all that pace. You want to be upright with your head facing up aiming arm and you have to bring in your trailing arm over half fast speed you want to brush your ear and see straight to maybe you to choose your accuracy. This is very important because the accuracy then leads the fact that he will get more wickets because you can choose where to bowl at a batsman.

For the action plan, I want to make sure it's very realistic so that the performer doesn't lose interest or motivation and so that he actually does improve to the level that he should be. I'm going to break the action plans into nine weeks. This is because nine weeks is long enough to perfect the technique and it's not too short that they're going to forget it and he should develop a kinesthesia of how the actions that feel and nine weeks I think the perfect time frame.

But the action plan will be split to mezzo and microcycle. So each week will be its own microcycle and there will be groups of three weeks where they mezzo cycles which they will practice the overall skills. The aim of the action plan is to perfect the release and enable better accuracy. So I basically just want them to be able to choose where they want to place the ball so they can batsmen out easier, which is very important because if you get batsmen out then you win cricket games.

So weeks 1-3 we will be focusing on technique, weeks 4-6 on accuracy and pressure, week 7-9 on game situations. So each session will take an hour and every 30 minutes practicing the skill 15 minutes of warm up to a stroke volume to performance levels, which helps all the blood gets pumped round the body so its more oxygenated to the muscles, 15 minutes to cool down because you need to cool down to prevent blood pooling. So blood getting caught in the pocket valves meaning that he could cause so cardiac arrest.

Are we setting up smart goals?

To help performer be motivated and so that they can sort of work toward the target. I think I'll be giving feedback extrinsically, positively and negatively I think it's important for performers to hear an outsider's opinion with the extreme that be so they can know how to improve and it has to be positive to maintain motivation but also has to be a little bit negative so that they know how to improve. That's the most important one; you need to tell the performer how they need to improve as opposed to what they've done well all the time. I hope to see some muscular adaptation such as increased cross-sectional area of the muscles and cardiac hypertrophy to help pump more blood than the body and I'll be doing the training sessions at Bisham Abbey or another Centre of Excellence because of these places normally you can train better and you have better equipment with you to help aid the performer in terms of training.

Then Week 1 2 3, the first thing I do is a pre-test and that's just where I tell them roughly where to bowl and they should try and bowl in that area to see if their accuracy is on point and I'll get a speedometer as well in there to see if they're at the speed that they should be if they can become faster or not. I'm going to focus on making sure that head position is up, that their arm is high and they have a straight aiming line which helps in game because it means that they can dictate where they want to put the ball and they can choose where to place the ball to help them stop the batsman hitting it or maybe even getting the batsman out which will obviously help the team win.

Candidate

There's a couple training sessions I want to do. We eat the apple, which is very basic technique of start with the ball here and you go around through just the general basic that bowling action and then I'm going put a cone on the head as well at some point so that they keep make sure that the head doesn't go down until because I don't want the cone to fall off their head.

Then maybe also a few step run-ups. It's just three steps and then eat the apple position and maybe trying to get the stride in there as well. And that one will also have a cone on their head, that's about adaptation so that they make sure their head doesn't fall down and I'm also going to make them do the wobble board which is where you do your final jump action and you make sure you don't wobble, that helps improve balance as well. And then you just do the action so that you know, you're all balanced and then there's also the double jump method where you jump twice also to help improve the balance.

So to help me with the eat the apple, I'm going to use manual guidance. So I'm moving through the actions so they know what it feels like. I'm also going to use modern equipment something that maybe buy them new balls or new boots or something so that they can actually have the correct traction that they need to improve their forward force. So I'm also going to intrinsically motivate them so that they have increased arousal and according to drive theory the more arousal you have the better your performance will be and so this is important for me to help them motivate themselves if they keep getting motivated than their drive will go up so as the theory says their performance should increase as well.

The adaptations I've been making will be a three step run up for the aiming mark. So it will be the normal three step run up, but they'll be marked on the floor where I want them to aim, so that they can try practicing putting the ball exactly where they would want it which would help in a game situation because they can find out where the batsman is weak and then bowl purposely there to try and get them out. Now I'm going to do a bench jump, this involves more balance as well because it's a higher up jump. So, you know, you can land perfectly in the follow-through position so that you can just release the ball and this helps for the stride then keeping balance and then I'm going to get more to a ten step run up so they can their speed is already very good so I just want to incorporate that to make sure they don't lose that speed in the run up and still have the best accuracy.

In weeks 4-6 this will be testing, there will be a test at the start. So I will get them into a nets session, tell them to bowl again, where is and get speedometer just to see improving probably in the last one other set of five mark vary where we're increasing speed just to try and set the target, I think that's a tight run up as its three weeks and it's specific because they know how they can do it and its achievable as well as it's not a high change.

If the performer's behind I'll probably make them redo some of the practices such as the wobble board and the double jump method just to help keep the accuracy going and make sure that it does improve; to do practices will definitely improve your balance and accuracy.

The focus on this one is to help them choose where they want to place the ball which helps them in a game because it means that they can get the batsman out because if they put a ball short of the batsman you get him out and it's just hard for batsman to play against a bowler he knows where he wants to put the ball. That's the main focus of this these three weeks.

Practices will be a ten step run up in case they have already done it with the adaptations and then they can put a cone on the head as well with that one as it's very important to make sure the heads up right for the best accuracy. Attempts at run up with an aiming mark so you can start practicing aiming along the floor with the fastest run up which is very important in their skill situation.

The bench jump with a cone you really want that final position to be perfect so that they have the cone on the head so the head still stays still and you still have the perfect balance which is very important. I'm eager to incorporate a 10 step run up with a batsman in it to add pressure so that they actually have to bowl to someone and try to get them out.

I'm also going to try and get modern pitch technology so that actually emulates what a pitch is actually really like and that's important because it means that the performer will be used to what actual pitch feels like and you learn how to bowl on it. I would recommend taking a protein intake to improve body composition so that they can get more muscles. This is

Candidate

important to help further speed and power. You know, that's a positive, it can always be improved little things like upping protein percent by 10 and hopefully the Atkinson and Schifrin model will help them to remember long-term by with repetition of how they want to perform a skill and how they can get a certain batsman out to happen in the future. The adaptation of these things happens to be a full run up so that can incorporate this all into the final end game which is they want to be able to bowl at their normal pace but have the balance and accuracy they want and you can put a cone on their head as well, but it has to be a flatter cone because the cone would need to withstand the speed that you'll be running out. So if it falls off I'm going to try and say that don't worry it happens quite a lot but make sure they still are focusing on that and but importantly they want an aiming cone as well because that way they have a full run up and they can see if they're aiming properly and learn how to aim how they would in an actual game.

If the performer is behind I'd get them to do the 10 step run ups with aiming cones and the cone on their heads just to improve balance and actually see further keep pushing them to do that. The focus I will teach them how to learn how about a batsman bats and how they can best get him out. So it's important to see where the batsman's weaknesses are so you can exploit them. This will be the focus of that. So they'll be playing a lot of batsman and trying to get them out and learning and trying to bowl where they think the batsman can't hit. This would be a full run up but they might begin to have done. So with the adaptations this is important on the full run up with the batsman so they can start learning how batsman play. What a batsman might find easier to hit and just start getting into the game situations and really focusing on and then I'm also going to just I'm going to be taking more of a laissez-faire attitude on leadership and I'm going to let them just try and get the batsman out and work out how they can do that. And so that they can start work out themselves as being a game situation because not very many people that can help them be a sort of leader or Captain, but he's going to have to learn for himself how to get the batsman out.

I think for the next sessions there has to be a 30 second gap between balls to help ATP synthesis 50 percent in terms of the ATP PC system and a 2 minutes between overs that gets a hundred percent recovery, which is important because this is a game situation. So it is normally those times and it helps formatting game for ATP PC storage which means that they can go at maximum intensity. The adaptations of these will be purely focusing on a full run up at the batsman. So that's what the end test is going to be so they need to keep working on it, even if they're at their best. Just trying to keep get batsman out because you can always learn bowling at a different batsman. You can also increase the bit like the level of the batman that they're bowling at so they could go from a district player to a County player.

Before the test I recommend glycogen loading so that they can maximize their glycogen stores just before performance giving them more energy because CV fitness was that weakness and but hopefully they're overall capacity will have increased because of all the training adaptations.

And I'm not going to try and put a pressure to win too much because this can cause them to take drugs to cheat, which I don't want to recommend because that can end your career and core and it's just not a good thing to do if you're a role model to someone and also don't pressure them too much because of the inverted U Theory where if they are too aroused and too up for it then their performance actually weakens. I want to get them to their maximum performance so that we have the best thing to do.

The test will be a nets session against the batsman and I'll give them five overs to see how many times you can get the batsman out and at the start of the session I'll set five as their target and then I do a balance test as well such as a tightrope, but not like an impossible a bit thicker one just to see if the balance has actually improved and throughout all the weeks I have got some balance practices in so making sure that they have bought in the balance to make sure that they have better talent basically.

END OF RECORDING

Transcript for EAPI exemplar 2

Candidate

Skill weakness that I found was the backhand as it is a crucial shot in tennis and is one of the most played shots. It can be the weaker ground stroke rather than the forehand. However, if it's good and I can improve my performance backhand she can win more points as the opponent normally targets the backhand as the weaker one. So if it's good, then she can win more points from that if it is also consistent, then it can keep her in the point for longer and she has more chance of winning a point. Also if it's powerful she can put more pressure on the opposition and there's more of a chance of an unforced error. I'll spend 12 weeks just improving the backhand as it is an important shot in tennis and has to be perfected in order to improve the game and can win her her matches on its own. Also it allows me to focus on the subroutines in order to perfect the skill. So it is aesthetically pleasing so she can win more matches. Also can help with her kinesthesia and allowing her to feel and see the improvements that she maybe wants.

So in my action plan, I'll do a pre-test and a post-test in order to see improvements on the physical side of the plan. I'll do a press up test in order to test for muscular endurance. This will test the muscular endurance in the abdominals, the biceps brachii and triceps brachii, which are all crucial in tennis.

I'll also do a post-test in order for the performer to see a visual improvement in the skill in order for them to feel like they've had a good Action Plan. Before any action part, before any drill start, I'll sit down with a performer and discuss goals using the smart principle. I'll do a performance goal that will be to hit 70% of backhands in a match. Also I'll do an outcome goal which is to improve the ranking by two levels.

With my action plan, I'll do one macro cycle of 12 weeks, 3 meso cycles of four weeks, four micro-cycles of one week which include two sessions and two sessions of skills and one fitness, I'll use progressive part practice in order to focus on the subroutines and chain them together which can help with kinesthesia. I'll do fix practice for the first four weeks. So the environment doesn't change around the performer to help focus on technique. For the last eight weeks I'll do varied practice in order for the environment to change so it's more realistic of a game. Also. I will do distribute practice for the first eight weeks in order for there to be regular rest throughout the play so that it allows the coach for feedback and motivation to occur for the last four weeks I'll do mass practice in order for there to be no rest. So it's more realistic of a tournament.

The 1st drill we'll do will focus on technique. First I'll use a video of a key female role model; this can be Serena Williams on Sky Sports in order for her to see the different improvements that I want her to do for the plan. These can be helpful with visual and verbal guidance to highlight the key features of a backhand. The swing that I hope for will be two hands on the racket, so there's a semi-western grip that allows topspin, I hope that she's side onto the ball in order for power to be gained, for the racket head to be slightly up, so the ball doesn't go in the net. I want the racket path to go from low too high to allow more topspin to occur. Also, I want the weight to go through the ball in order to further the power that she has. I want her head to be still, so that this can allow her to place the ball wherever she wants. Also I want the body to go from side to face front so the upper body twists so that there's more control also. To start with I would drop feed the ball so that it's a coach fed ball in the same place, so it's a closed skill to focus on the path and the contact point of the shot. I will develop the skill throughout the weeks in order for there to be a cone placed behind her so that the ball can be played on the run, so it's more game-like so can develop kinesthesia.

It would still be a fixed practice as she sets herself up but as the week's progress, she'll go from the from the service line to the baseline to improve power and develop kinesthesia further. But also I've going make sure that the ball doesn't Loop so that there can be more power placed on the backhand. Also to develop the skill I'll add the split step to improve the footwork and acceleration. So there is better preparation for the backhand.

Candidate

The second drill we'll do will improve variety on the backhand. This will include hitting the ball down the line across court or maybe deep. The path of the racket will be the same but maybe put down the line there'll be more of a close racket head and cross court there'll be more of an open racket head. The ball will still be coach fed, as it is externally paced I'll use distributed practice, by then hitting 30 balls down the line and then there's a break and then hitting another 30 balls cross court and then another break. The breaks will allow me to give verbal guidance and external feedback and I'll repeat this two or three times. I'll develop this by adding cones in different areas of the court. So she has to run to the cone and then hit the shot. This works on dynamic strength and also works on where to place the shot in order for the opponent to be forced into different areas of the court. So she can maybe win more points. Also the balls that are coach fed need to be distributed as well so that they can be long or short so they can vary in drop shots and deep feeds. This will be more realistic of a game situation. So the performer can feel like they're in a game. Also to develop the skill, I want the coach to use a racket instead of using their hands so that the ball is fed harder so this can increase the difficulty of hitting a good backhand.

The third drill I will use will be better used for the opponent as the performer will hit 60 balls in the back hand the coach will either call whether it will be either down the line, cross court, deep or a drop shot for her to hit. This will help with verbal guidance and her reaction time. I'll repeat this four times so that there is around 240 balls hit in the session. She has to set herself up to hit the shot. So it's more realistic of a game situation and I want her to aim for around 60% of the backhands to go in the court.

To develop this the coach will also use a racket so that there is less reaction time. So it's harder for her to hit an effective backhand. There's also no verbal guidance so the coach moves one way, so she has to play into where the space is so that she can get used to hitting the ball into space, so she wins more points in a game. Also will increase the percentage of backhand in to around 80% but if she doesn't make this then she has to do a punishment in order for her to maybe feel like she is improving.

The fourth drill I'll make it more of a match situation. So there is a set to six games. I will introduce the forehand, the serve and the volley so that she has to react to different places on where the ball will be hit. This will make it more externally paced also, I will also mark out an area in the deep wide area by the tram lines. This will allow her to hit a backhand if it goes in this area she automatically wins the game. This will improve on her positive reinforcement. I'll develop this by making the area smaller and adding an external person so that she doesn't know their weaknesses as she plays the point.

Every week or so I will do weight training that will include low sets and high reps, so this can improve on muscular endurance. In the lower sets I will do around three sets. High Reps I'll do around 12 to 14 reps. Exercises I will do with her will be the bench press to improve the triceps brachii, pectoralis major and the biceps brachii. I will also use the shoulder press in order to improve the middle, anterior and posterior deltoids and also the biceps brachii and the triceps brachii. I'll also use the lat pull down to prove the latissimus dorsi. Tricep dips to improve the triceps brachii and push-ups to enhance her abdominals, bicep brachii and triceps brachii. I'll also use pull-ups to enhance her bicep brachii, middle, anterior and posterior deltoids.

So affecting the performance physiologically I'll need to do a warmup with her that will include static stretching, dynamic stretching and a skill-based warm up. The static stretching will increase her stroke volume, cardiac output will increase the heart rate, so there's more oxygen going to the working muscles. Also will increase her body temperature and the elasticity of the joints. This can all prevent injury. I'll also do dynamic stretching, so the games are more game like in order to prevent the injury. I'll also do a skill-based warm up with her so that the mind is focused on the game.

Cool down, so for cool down I'll do a pulse de-raiser and dynamic stretching. The pulse de-raiser can prevent blood pooling as it can prevent DOM's which can happen 24 hours 48 hours after the sessions. Also, it can prevent the build-up of lactic acid, which can maintain venous return to the heart and also it will reduce muscle temperature. Dynamic stretching will further reduce the muscle and core body temperature so that injury is reduced, so the likelihood of injury is reduced.

Candidate

Also these physiological factors can reduce chances of obesity, depression and diabetes. So there is a better life expectancy when she goes through the ages. Psychologically when I do my action plan the kinesthesia will increase so that she can feel confident in her skill so that she's more motivated to win points and games.

Also her goal setting will improve as using the SMART principle will allow the performer to see maximum progression and improvements within her skill.

In her stages of learning she is an autonomous performer as she focuses on tactics rather than the actual skill. This can make it easier for her to win the games. Also when she is playing tennis, she can make friends by joining a tennis club, which will improve her social skills. Socio-culturally, she's got a great governing body in the LTA, which is formed in 1888 which can which can help set up competitions that allows players to be rewarded for playing more tennis. I say the performer was around county level so she can play with similar performers in order for her to feel better about her performance.

Also the LTA provide tournaments that will include singles and doubles so she can find a player to play with which can also improve her social skills and friendships. The LTA also has a set ranking system that allows her to see visual improvements. So there's more motivation for her to improve a game.

However time can be a problem with her as it looks like she's going through A Levels at this point. It's going to be hard for her to go to a club and play as she has homework to do and exams to study for. However, if there is a local Club she can perform in leagues so that there is a visual improvement as you can see a visual improvement in her game also at this local Club there will be coaches so she can improve further on different skills in order for her to feel better about her game.

Also, socio-culturally the family could be a problem as they may not play tennis. So they may not be interested in actually performing this sport which can influence a performer and maybe demotivate her. Also, her family could have a lack of transport. So this may find it hard for her to get to the club and play which can hinder our performance.

END OF RECORDING

Transcript for EAPI exemplar 3

Candidate

His major weakness was passing both long and short this was because even though it's sometimes accurate the he wasn't able to he didn't use the right technique meaning that he didn't wasn't able to make it easily controllable for his team. Was also a weakness because it meant that they lost possession often giving the other team more of a chance to score. If we improve his passing it means the team will be able to keep possession more and statistically speaking the team with more possession scores more goals and usually wins more games.

The plans going to be nine weeks long. This is because we want to develop a strong stimulus response bond and we want to allow him to develop a kinesthesia feeling so he knows what the skill should feel like when performed correctly. We also want... he's also at the associative stage now, however, because he has to think about the skill when performing it but it's still somewhat knows how to do it rightly. However, we want to move him to the autonomous stage so that the skill becomes a conditioned response and he doesn't need to think about performing it, he can just perform it.

We're going to split the training into three weeks of three. We want to do a test at the beginning of each of the three weeks; at the start, at the beginning of week three, at the beginning of week 6 and at the end week 9 the test will be me going to watch him play a match and counting how many passes he makes and then how many of the passes are successful to allow me to create a percentage to see(create a percentage) the progression of how many passes he gets on target over the different test.

The perfect model for passing, for long passing we want to have your body at a 30 degree angle then you want to have your non-dominant foot planted next to the ball and then for the long pass in your bicep femoris will flex the knee pulling it backwards into the right position going to have your arms up to be balanced and then your rectus femoris will extend the knee allowing you to swing your leg forward. When doing a long pass you can do them both on the floor and in the air when doing it in the air you want to strike the ball with your laces and hit underneath the ball leaning back as you follow through to allow it to get lift.

When passing long balls on the floor you need to make sure you get the power. So you want to strike with your, still strike with your laces, however, hit the centre of the ball and you want to lean over the ball so that it doesn't become lifted and stays on the ground. The perfect model for a short pass is to also have your foot at 30 degree angle and plant your non kicking foot next to the ball and then you bend your knee in the same way, but then you turn your foot outwards. You turn your foot outwards and you want to lock your ankle. And then when swinging forward you want to hit with the side of your foot the centre of the ball following through and passing it, following through in the direction that you want to pass it. Because the player is in the associative stage we're going to use mostly the visual and verbal feedback as I don't want to overload him. The training is also going to be during the season. So the training sessions are only going to be one hour long. This will help prevent fatigue and injury as he'll be playing regularly every week during training program to further prevent injuries for him to have ice baths after every training to help repair his muscles. Another way to repair his muscles will be through his diet which will consist mostly of vegetables, proteins such as chickens and low fat carbs such as rice. The rice will also give him energy which will mean that he'll be able to train for longer. Before each session he would do a warm-up which is 10 to 15 minutes long. The warm up will include a job to get blood flowing static and dynamic stretches, which will prevent injuries such as strains. One of the dynamic stretches that they could do is kicking across the body which it mimics the passing skills that he will do later on. After the session he'll do a cool down which will be about 10 minutes long. We'll start over start with a jog which will help the venous return mechanism to remove all the waste products such as lactic acids. We also want to do both dynamic and static stretches, especially to improve the flexibility of his calves as many footballers have very tight calves which means that they don't have as much agility and flexibility.

The first week of the training session the training sessions will be one twice a week, but one will be fitness and one will be skill. The fitnesses will be circuits which include squats, leg curls, crunches, cards, ladders, skipping and planks at each different station. We will do the same stations throughout the whole training program, which will hopefully help improve his muscular endurance.

Candidate

However to progress the training we'll want to increase the time at each station or and the weight used at each station or do also decrease the break that he has given to make his cardiovascular system stronger and adapt.

The skills training will be an hour as well and for the first week the first drill will be simple just for short passing it will be two players 10 yards apart passing just through, a pair, two cones, which are 6 feet apart, so they can mark on their technique. If he's able to do this quickly I'll ask him to move on to do the same drill, but using both feet.

For Week 1 the long passing the drill be the same. However we will move them about 25 yards apart so that he's able to work on his both lifting and on the floor passes. However, in the first week we won't get him to work on accuracy will just get him to work on actually getting the technique right.

Week 2 the short passing drill we two groups about 10 yards apart in front of each other and then the player will pass to the player opposite and then run all the way around to the back of their queue. This helps you learn to pass and then move and run into space.

This will also be the drill that will be used for week 3 however will move it onto one touch and both feet hopefully because they'll be able to do this as they are more familiar with the drill.

For week 2 the long pass will be they'll be in a square of cones and they'll have to work on this it's the same week one, however, they're in a square of cones which means you have to work on the accuracy and if they try and land ball in the square. If they're good during the session we can make the square smaller.

For week 3 the long passing drill is they'll be a player in the middle and then two players about 25 yards apart; the player in the middle, pass it the floor path to the player on the outside. They'll take a touch and have to try and hit it over the player in the middle to the player on the other side.

For week 4 the passing the short passing drill is the same with two teams to like lines of people here. However, instead of after passing instead of running to the alternative queue they'll be running to they're just running behind this which means they'll be able to practice passing and turning and moving into space. This will be the same drill used on week 5, however, they'll start using both feet and one touch. The long passing drill they'll be two players on opposite sides of the pitch and then they'll be a player laying off the ball which means they can learn to do long passes on the move. This drill also be used for week 5, however, they'll have to use both feet and the person laying off the ball may make the ball harder to control which means they can learn to do it in different situations.

The drill in week 6 the two teams and then a player in the middle and they'll be working on their triangle passing and then laying off the ball. They'll do this drill in week 6 and in seven as well, but they'll be laying off the ball and doing one touch which means they'll be able to work on quicker passing. The long passing drill for week six and seven, they'll be the team will be in a square and they'll have to pass like to the person like horizontal to them. They'll do a long pass across the floor and then follow that and then the player who receives the ball do a pass to the diagonal person to progress this one you'd add more balls in which means they have to look around more and concentrate more and you'd also make the pass on the floor a one touch.

The week 8 and 9 this is more of a game situation. So you'll be using half the pitch split into three quarters; there will be one team in the middle which will be the defending team and two teams in the outside which should be the attacking team. The two teams of the outside have to make will start with three passes between them. They have to try and do a long pass over the top to the other team, that team will have to make three short passes between them and cross it like do a long pass over. This will progress by having to make five passes between them and then the defending team in the middle one player will be allowed to go into the rocks and try and shut down their short passes before they make their long passes and then we can go to move to two defenders.

Candidate

When creating a program I want to I need to check the intrinsic risk factors such as previous injuries as this might mean I have to change the training program to make it more suitable. The pair could also during the training program get a compound injury such as stress fractures from overtraining this will mean he'll have to his progression may be slower and we may have to go back up back a few weeks. If he isn't progressing as we hoped after giving the test. The player will instead of moving on to the next drill and the next three weeks, the player will, we'll just stay in the same three weeks and do them again.

When assessing the player I want to make sure he's assessed in the game situation with a crowd because this will help him learn to control his arousal and it will also help me see if it's progressing to be as dominant response and if the skill is actually becoming autonomous. Due to being an introvert he may have some quite a lot of anxiety when in new situations. Ways to deal with this is somatic techniques such as muscular reaction which may help him sleep before the event or cognitive techniques such as imagery and self positive talk.

The player is on performance level of the participation pyramid. He could have been influenced to play by his school or club. His club will be a part of the FA which is the national governing body for football. We could have also been influenced by the media such as watching England playing the Euros. Media has been a big commercialisation in sport bringing a lot of money in and there's also been an increased coverage which attracts more people. All the money that's being brought in by the media is being re-invested into facilities, which players can use such as Bishop Abbey where both reading and ladies and men's football team play and it's also open to the public to use as well.

END OF RECORDING



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