



# **WJEC SPORT AND COACHING PRINCIPLES**

## **UNIT 1**

### **Improving Sporting Performance**

**NAME:** .....

**FORM:** .....

In this booklet there are a number of worksheets and coursework outlines that will be used to gather evidence of your knowledge about "Improving Sporting Performance". All the tasks will need to be completed fully before you complete your final assessment for this unit.

You will have a final assessment to complete where you will rely on the information stored in this booklet, therefore it needs to be completed to the highest standard.

Most pieces of evidence have at least 2 copies included for you to have more than 1 attempt at them to allow you to improve each piece of written work.

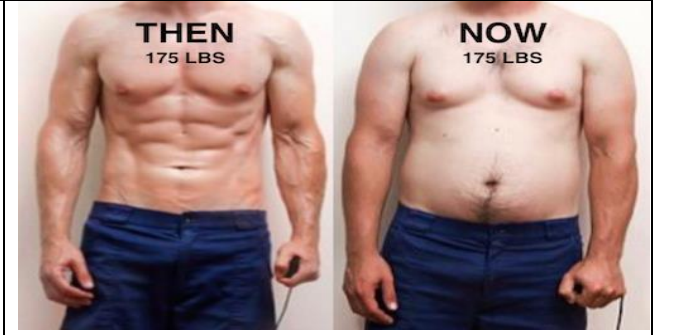
**It is very important that each piece of evidence is completed fully with all the relevant information included to help you when you complete your final assessment.**

**Physiological effects on performance** - how components of health and fitness and lifestyle choices could affect the way a sportsperson performs.

Physiological - aspects regarding the acts of a living organism and its parts in addition to the physical and chemical procedures engaged in these acts.

<https://revisionworld.com/gcse-revision/pe-physical-education/principles-training/physiological-factors>

Consider the following images - discuss how each image may have a Physiological effect on performance.



<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>

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## Links to Physiological factors affecting performance

1. [https://www.youtube.com/watch?v=k57bQIQO\\_PU](https://www.youtube.com/watch?v=k57bQIQO_PU)
2. <https://www.bing.com/videos/search?q=cardiovascular+training&qft=+filterui%3aduration-short&view=detail&mid=407AB18391FFDC502118407AB18391FFDC502118&&FORM=VRDGAR>
3. <https://www.youtube.com/watch?v=j9CSdYXqXxQ>
4. <https://www.youtube.com/watch?v=Qg8esKukmmo>
5. <https://www.youtube.com/watch?v=uyM6Wyg0xPg>
6. <https://www.youtube.com/watch?v=ysZOMGWsTMA>
7. <https://www.youtube.com/watch?v=FoPNGc6Lg8k>
8. <https://www.youtube.com/watch?v=yEipukgTdp4>
9. <https://www.youtube.com/watch?v=oY2nVQNIUB8>
10. <https://www.youtube.com/watch?v=Y463P-Y4o18>
11. <https://www.youtube.com/watch?v=wSe9TJsagCo>
12. <https://www.youtube.com/watch?v=AmUsbGViYmA>

**Unit 1 Task Sheet 1(a)**

**AC1.1: Physiological factors affecting performance in sport**

Scenario: You have been asked by your PE teacher to produce a table for Key Stage 3 pupils explaining how different physiological factors can affect sporting performance.

<b>Component of Health</b>	<b>Affect on Chosen Sporting Performance</b>
<b>CV Endurance</b>	
<b>Muscular Endurance</b>	
<b>Flexibility</b>	
<b>Muscular Strength</b>	
<b>Body Composition</b>	

<b>Component of Fitness</b>	<b>Affect on Chosen Sporting Performance</b>
<b>Agility</b>	
<b>Balance</b>	
<b>Co-ordination</b>	



<b>Reaction Time</b>	
<b>Power</b>	
<b>Speed</b>	

<b>Component of Lifestyle Choice</b>	<b>Affect on Chosen Sporting Performance</b>
<b>Diet and Nutrition</b>	
<b>Hydration</b>	
<b>Preparation and Recovery</b>	
<b>Sleep Patterns</b>	
<b>Alcohol</b>	
<b>Smoking</b>	
<b>Illness</b>	

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<b>Balance</b>	
<b>Co-ordination</b>	

<b>Reaction Time</b>	
<b>Power</b>	
<b>Speed</b>	

<b>Component of Lifestyle Choice</b>	<b>Affect on Chosen Sporting Performance</b>
<b>Diet and Nutrition</b>	
<b>Hydration</b>	
<b>Preparation and Recovery</b>	
<b>Sleep Patterns</b>	
<b>Alcohol</b>	
<b>Smoking</b>	
<b>Illness</b>	

**Psychological effects on performance** - how motivation, anxiety, somatic, cognitive and goal setting could affect the way a sportsperson performs.

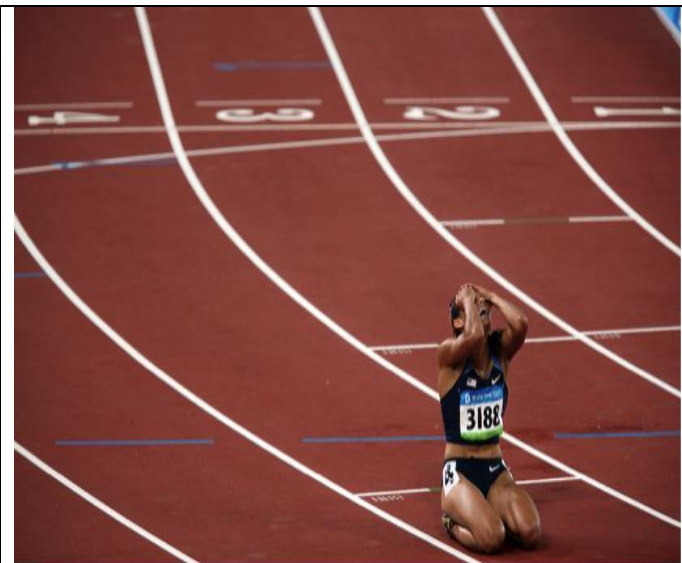
Psychological factors - refer to thoughts, feelings and other cognitive characteristics that affect the attitude, behaviour and functions of the human mind. These factors can influence how a person thinks and later affect his decisions and relations in his daily life.

### **Links to Psychological factors**

1. <https://www.youtube.com/watch?v=IbEat6qiumQ>
2. <https://www.youtube.com/watch?v=dBPIUwWXXhg>
3. <https://www.youtube.com/watch?v=cGQjam2ocqo>
4. <https://www.youtube.com/watch?v=UXdCfosNvFo>
5. <https://www.youtube.com/watch?v=ivyg5CdzbK8>
6. <https://www.youtube.com/watch?v=MeChdwU-53E>
7. <https://www.youtube.com/watch?v=ArdvcoHcqYQ>

Consider the following images - discuss how each image may have a Psychological effect on performance.





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2

3

4

5

6

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### Unit 1 Task Sheet 1(b)

**Scenario:** You have been asked by your PE teacher to select an elite sporting performer and explain how the different psychological factors listed below can affect their performance.

Name of Elite Sporting Performer: \_\_\_\_\_ Sporting Activity: \_\_\_\_\_

Psychological Factor	Affect on Chosen Sporting Performance
Motivation (Intrinsic/Extrinsic)	
Anxiety: Somatic (Physical Effects)	
Anxiety:	

## Cognitive (Mental Effects)

Produce a long term SMARTER target for your chosen sporting performer and the short term goals that will help them achieve the long term goal:

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### Unit 1 Task Sheet 1(b)      AC1.2: Psychological factors affecting performance in sport

**Scenario:** You have been asked by your PE teacher to select an elite sporting performer and explain how the different psychological factors listed below can affect their performance.

Name of Elite Sporting Performer: \_\_\_\_\_ Sporting Activity: \_\_\_\_\_

Psychological Factor	Affect on Chosen Sporting Performance
Motivation (Intrinsic/Extrinsic)	
Anxiety: Somatic (Physical Effects)	
Anxiety: Cognitive (Mental Effects)	



Produce a long term SMARTER target for your chosen sporting performer and the short term goals that will help them achieve the long term goal:

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Technical effects on performance - how techniques, tactics and strategies could affect the way a sportsperson performs.

Technical = technique, how well a skill is performed in football this might be how well a player can dribble with the ball or control it. How accurate a tennis player can serve. In athletics, it's to do with how efficiently the movement is carried out.

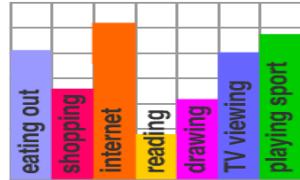
Consider the following images - discuss how each image may have a Psychological effect on performance.



qualitative data

also known as categorical data

Leisure Activities



qualitative data

data categories which may include things like skills, preferences, homes, schools, food and hobbies.

Favourite Food Groups



qualitative data

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# MISSED TACKLE %

POS	NAME	TEAM	VALUE
1	FRANCE		7.8
2	ITALY		8.8
3	IRELAND		9.6
4	SCOTLAND		11
5	WALES		13
6	ENGLAND		13

powered by [guinnesssixnations.com](http://guinnesssixnations.com)

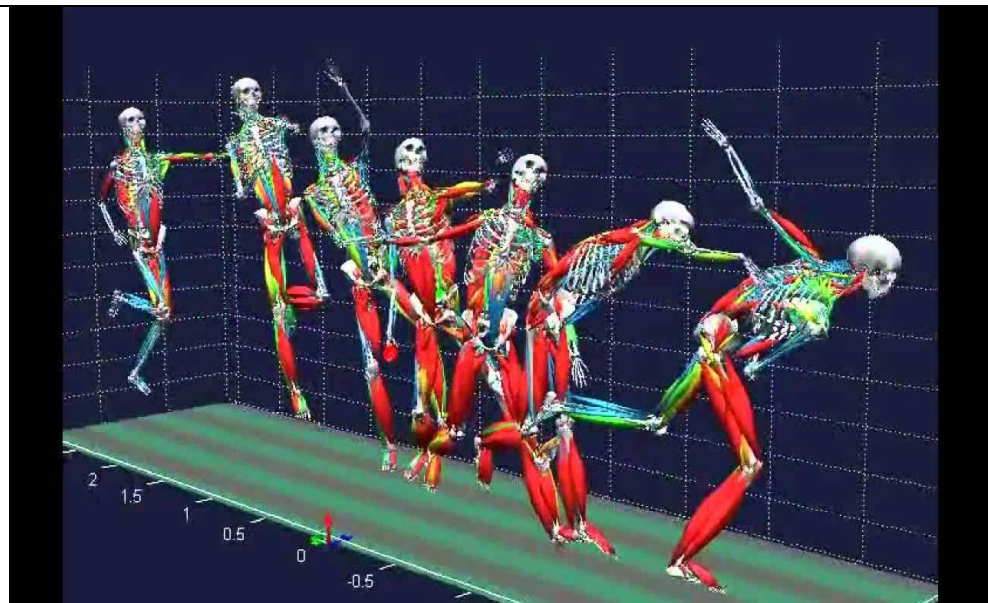
1

2

**3**

**4**

Unit 1 Task Sheet 1(c)    AC1.3: The components of fitness of an individual against normative ranges



## Fitness Tests

### 1 Minute Press up Test for Muscular Endurance

Females

Here is a table of the normative data:

Age	17-19	20-29	30-39	40-49	50-59	60-65
Excellent	> 35	> 36	> 37	> 31	> 25	> 23
Good	27-35	30-36	30-37	25-31	21-25	19-23
Above Average	21-27	23-29	22-30	18-24	15-20	13-18
Average	11-20	12-22	10-21	8-17	7-14	5-12
Below average	6-10	7-11	5-9	4-7	3-6	2-4
Poor	2-5	2-6	1-4	1-3	1-2	1
Very Poor	0-1	0-1	0	0	0	0

## Objective and Subjective Analysis

### Objective analysis:

The observer will make conclusions based on measurement and performance data.  
i.e. 100m sprint start times.



### Subjective analysis:

This is analysis based on observational judgement and opinions.  
i.e. Effective used of a forehand in tennis.

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**Unit 1 Task Sheet 1(c)**

**AC1.3: The components of fitness of an individual against normative ranges**

**Scenario:** To increase your understanding of technical options available to a coach, you have been asked by your PE teacher, to explain the technical factors listed below and explain how they can impact on your performance in a sporting activity of your choice.

**Technical Factors:**



<p><b>1. Techniques</b></p> <p>Including: Movement Analysis</p> <p>Qualitative Data</p> <p>Subjectivity</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. Tactics/Strategies</b></p> <p>Including: The Team's Performance</p> <p>Individual Tactics</p> <p>Compositional Strategies</p> <p>Quantitative Data and Objectivity</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Unit 1 Task Sheet 1(c)**

**AC1.3: The components of fitness of an individual against normative ranges**

**Scenario:** To increase your understanding of technical options available to a coach, you have been asked by your PE teacher, to explain the technical factors listed below and explain how they can impact on your performance in a sporting activity of your choice.

**Technical Factors:**

**1. Techniques**

Including: Movement Analysis

Qualitative Data

Subjectivity

**2. Tactics/Strategies**

Including: The Team's Performance

Individual Tactics

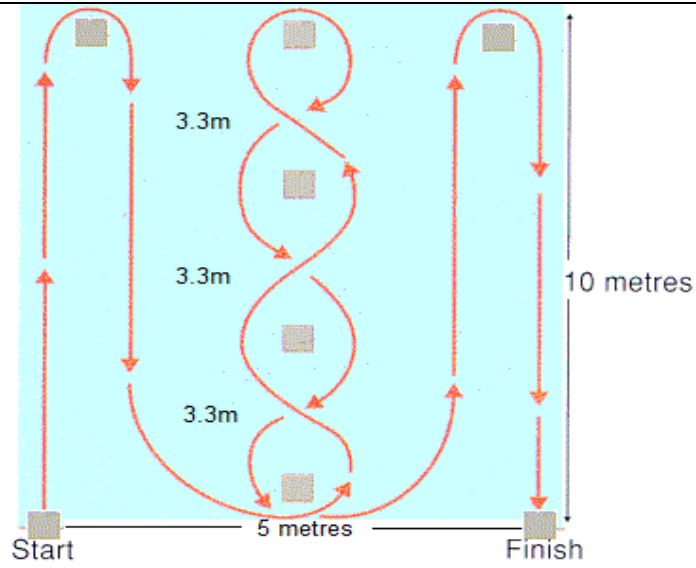
Compositional Strategies

Quantitative Data and Objectivity

**Unit 1 Task Sheet 2(a)**

**AC2.1: Physiological procedures used to measure sporting performance.**





Videos of tests -

Press up - <https://www.youtube.com/watch?v=JTDGj6SUJ7E>

1 rep max - <https://www.youtube.com/watch?v=rnlCVV0rjOs>

Multistage fitness test - <https://www.youtube.com/watch?v=iosKEy3gWig>

<https://www.youtube.com/watch?v=hPiqFDeVKQg>

Illinois test - <https://www.youtube.com/watch?v=fmXbhZXnyMw>

30 metre sprint - <https://www.youtube.com/watch?v=tsEbtILaCRI>

<https://www.youtube.com/watch?v=YZI1GWDQ7Eg>

Stork stand - <https://www.youtube.com/watch?v=cULsiZMA2oU>

## Unit 1 Task Sheet 2(a)

## AC2.1: Physiological procedures used to measure sporting performance

**Scenario:** You have been asked by your PE teacher to evaluate some of the physiological procedures that can be used to measure sporting performance.

Test	Health/Fitness Component	Strength of Test	Weakness of Test
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Press Up Test			
Illinois Test			
Stork Stand			
Multistage Test			
30/50m Sprint			
1 Rep Max			

Explain some of the methods that could be used to measure a person's lifestyle choices.

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**Unit 1 Task Sheet 2(a)**

**AC2.1: Physiological procedures used to measure sporting performance**

**Scenario:** You have been asked by your PE teacher to evaluate some of the physiological procedures that can be used to measure sporting performance.

Test	Health/Fitness Component	Strength of Test	Weakness of Test
Press Up Test			

<b>Illinois Test</b>			
<b>Stork Stand</b>			
<b>Multistage Test</b>			
<b>30/50m Sprint</b>			
<b>1 Rep Max</b>			

Explain some of the methods that could be used to measure a person's lifestyle choices.

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**Unit 1 Task Sheet 2(b)**

**AC2.2: Psychological procedures used to measure sporting performance**

**Scenario:** You have been asked by your PE teacher to evaluate some of the psychological procedures that can be used to measure sporting performance.

Explain a strength and a weakness of the following psychological procedures that could be used to measure sporting performance.

<b>Method</b>	<b>Strength of Method</b>	<b>Weakness of Method</b>
<b>Questionnaires</b>		

<b>Sporting Behaviour Observations</b>		
<b>Video Analysis</b>		
<b>Behavioural Analysis</b>		

**Unit 1 Task Sheet 2(b)**

**AC2.2: Psychological procedures used to measure sporting performance**

**Scenario:** You have been asked by your PE teacher to evaluate some of the psychological procedures that can be used to measure sporting performance.

Explain a strength and a weakness of the following psychological procedures that could be used to measure sporting performance.

<b>Method</b>	<b>Strength of Method</b>	<b>Weakness of Method</b>
<b>Questionnaires</b>		

Sporting Behaviour Observations		
Video Analysis		
Behavioural Analysis		

**Unit 1 Task Sheet 2(c)**

**AC2.3: Technical procedures used to measure sporting performance**

**Scenario:** You have been asked by your PE teacher to evaluate some of the technical procedures that can be used to measure technical or tactical sporting performance.

Explain a strength and a weakness of the following technical procedures that could be used to measure technical or tactical sporting performance.

Method	Strength of Method	Weakness of Method
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<b>Notational Analysis</b>		
<b>Observational Analysis</b>		
<b>Video Analysis</b>		

**Unit 1 Task Sheet 2(c)**

**AC2.3: Technical procedures used to measure sporting performance**

**Scenario:** You have been asked by your PE teacher to evaluate some of the technical procedures that can be used to measure technical or tactical sporting performance.

Explain a strength and a weakness of the following technical procedures that could be used to measure technical or tactical sporting performance.

<b>Method</b>	<b>Strength of Method</b>	<b>Weakness of Method</b>
---------------	---------------------------	---------------------------

<b>Notational Analysis</b>		
<b>Observational Analysis</b>		
<b>Video Analysis</b>		

Unit 1 Task Sheet 3(a)

AC3.1: Strategies to improve physiological performance

**Scenario:** You have been asked by your PE teacher to demonstrate your understanding of the strategies that could be used by a coach to improve the physiological performance of a sports performer or team.

Describe the following strategies and explain why they might be used to improve the physiological performance of a sports performer or team.

<b>Strategy</b>	<b>Description/Explanation</b>
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<b>Training Programme Planning</b> (Inc: training methods, principles and zones)	
<b>Nutritional Plan</b> (Inc: energy balance, carbo loading, hydration, protein)	
<b>Recovery Methods</b> (Inc: ice baths, cool down, massage, carb replenishment)	

Unit 1 Task Sheet 3(a)

AC3.1: Strategies to improve physiological performance

**Scenario:** You have been asked by your PE teacher to demonstrate your understanding of the strategies that could be used by a coach to improve the physiological performance of a sports performer or team.

Describe the following strategies and explain why they might be used to improve the physiological performance of a sports performer or team.

Strategy	Description/Explanation
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## **Training Programme Planning**

**(Inc: training methods,  
principles and zones)**

## **Nutritional Plan**

**(Inc: energy balance,  
carbo loading, hydration,  
protein)**

## **Recovery Methods**

**(Inc: ice baths, cool down,  
massage, carb  
replenishment)**

Unit 1 Task Sheet 3(b)

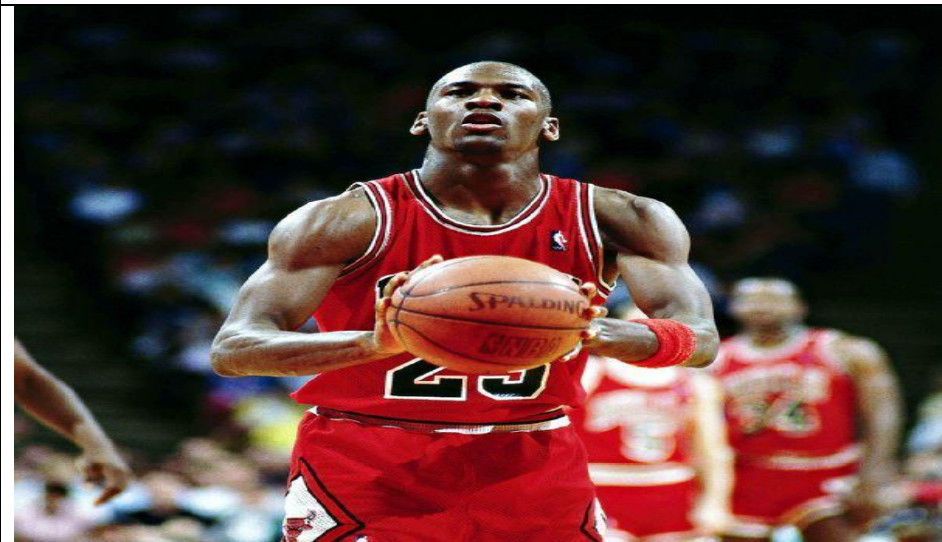
AC3.2: Strategies to improve psychological performance.

<https://www.youtube.com/watch?v=IbEat6qiumQ>

<https://www.youtube.com/watch?v=JOr62kSK2K0>

<https://www.youtube.com/watch?v=YNRQYT8IQDQ>

[https://www.youtube.com/watch?v=Ph\\_qG5NYbUc](https://www.youtube.com/watch?v=Ph_qG5NYbUc)



**Unit 1 Task Sheet 3(b)**

**AC3.2: Strategies to improve psychological performance**

Scenario: You have been asked by your PE teacher to demonstrate your understanding of the strategies that could be used by a coach to improve the psychological performance of a sports performer or team.

Describe the following strategies and explain why they might be used to improve the psychological performance of a sports performer or team.

Strategy	Description/Explanation
Imagery	
Mental Rehearsal	

**Self-Talk**

**Goal Setting**

(Inc: SMARTER It and st goals)

**Unit 1 Task Sheet 3(b)**

**AC3.2: Strategies to improve psychological performance**

Scenario: You have been asked by your PE teacher to demonstrate your understanding of the strategies that could be used by a coach to improve the psychological performance of a sports performer or team.

Describe the following strategies and explain why they might be used to improve the psychological performance of a sports performer or team.

<b>Strategy</b>	<b>Description/Explanation</b>
<b>Imagery</b>	
<b>Mental Rehearsal</b>	



**Self-Talk**

**Goal Setting**

**(Inc: SMARTER It and st goals)**

Unit 1 Task Sheet 3(c)

AC3.3: Strategies to improve technical performance

<https://www.youtube.com/watch?v=pJizvhPWXSI>

[https://www.youtube.com/watch?v=43ys\\_I2-oE](https://www.youtube.com/watch?v=43ys_I2-oE)

<https://www.youtube.com/watch?v=pLm24s46TJ4>

<https://www.youtube.com/watch?v=aJjv8tWbj4c>





**Scenario:** You have been asked by your PE teacher to demonstrate your understanding of the strategies that could be used by a coach to improve the technical and tactical performance of a sports performer or team.

Describe the following strategies and explain why they might be used to improve the technical or tactical performance of a sports performer or team.

Strategy	Description/Explanation
<b>Feedback</b> (Inc: intrinsic, extrinsic, KP/KR)	
<b>Coaching</b> (Inc: training prog, types of practice and guidance.	
<b>Biomechanical Analysis</b> (Inc movement analysis)	

**Unit 1 Task Sheet 3(c)**

**AC3.3: Strategies to improve technical performance**

**Scenario:** You have been asked by your PE teacher to demonstrate your understanding of the strategies that could be used by a coach to improve the technical and tactical performance of a sports performer or team.



Describe the following strategies and explain why they might be used to improve the technical or tactical performance of a sports performer or team.

Strategy	Description/Explanation
<b>Feedback</b> (Inc: intrinsic, extrinsic, KP/KR)	
<b>Coaching</b> (Inc: training prog, types of practice and guidance.	
<b>Biomechanical Analysis</b> (Inc movement analysis)	

**Unit 1 Task Sheet 4**

**AC4.1: Analyse and review the performance data**

**AC 4.2: Review options for improvements in performance**

**Scenario:** Your PE teacher has asked you to gather performance data for a sports performer. You will then analyse and review this data and produce a performance plan for the sports performer.

Task 1 - Gather data relating to the physiological, psychological and technical and tactical performance of a sports performer. This could be a classmate, team mate or fellow competitor.

You should use a range of data collection methods that could include fitness tests, health tests, a food diaries, BMI analysis, a health questionnaire, interviews, observational analysis or video analysis to cover the different aspects of performance.

Task 2 - Review and analyse the data collected in relation to the sports performer's physiological, psychological and technical and tactical performance.

Task 3 - Produce a performance plan for the sports performer that will lead to improvements in their physiological, psychological, technical and tactical performance.

Task 4 - Explain why you have selected the strategies included in your performance plan to improve the physiological, psychological and technical and tactical performance of the sports performer.



**LEVEL 1/2 VOCATIONAL AWARD IN SPORT AND COACHING  
PRINCIPLES**

**UNIT 1: Improving Sporting Performance**

**AIM:** For learners to gain knowledge and understanding needed to be able to analyse performance of individuals and review options to improve performance

### **BRIEF: Improving Personal Performance**

My coach has asked me to research the factors that will specifically affect my sporting performance in a team or individual sport of my choice. They have requested that I focus on physiological, psychological and technical factors.

Before the next competitive season they have requested that analyse and measure the factors that affect my sporting performance, which may include health and fitness testing, performance analysis and psychological profiling. This analysis will include gathering data and assessing your current performance levels.

The coach has also requested that I identify strategies that could be used to improve my performance based on the information gathered and justify why I have selected these strategies.

### **TASKS**

1. Produce a report to show your understanding of how physiological, psychological and technical factors can affect your performance in a team or individual sport of your choice. **(AC1.1, AC1.2, AC1.3)**

2(i). For your chosen sport or activity measure the factors that affect your sporting performance (physiological, psychological and technical procedures).

2(ii) Justify why each procedure was used to measure these factors. **(AC2.1, AC2.2, AC2.3)**

3. Analyse the information gathered in Task 2(i) and identify your strengths, weaknesses and areas for improvement. **(AC4.1)**

4(i). Identify the strategies that could be used to improve the factors identified in Task 3 **(AC4.2)**

4(ii) In relation to you and your sport produce a report that analyses specific strategies for improving your performance and justify why these strategies were selected. **(AC3.1, AC3.2, AC3.3)**

### **SUMMARY**

<b>Task Number</b>	<b>Evidence</b>	<b>AC</b>	<b>Controls</b>
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1	Report	<p><b>AC1.1</b> How physiological factors affect performance in sport</p> <p><b>AC1.2</b> How psychological factors affect performance in sport</p> <p><b>AC1.3</b> How technical factors affect performance in sport</p>	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> Access to ICT software; access to class notes; no access to Internet</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
2(i)/2(ii).	Results, report	<p><b>AC2.1</b> Physiological procedures used to measure sporting performance</p> <p><b>AC2.2</b> Psychological procedures used to measure sporting performance</p> <p><b>AC2.3</b> Technical procedures used to measure sporting performance</p>	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> Access to ICT software; access to class notes; no access to Internet</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>

3.	Report	<b>AC4.1</b> Analyse performance issues faced by sports participants	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> Access to ICT software; access to class notes; no access to Internet</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
4(i).	Report	<b>AC4.2</b> Review options for improvements in performance	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> Access to ICT software; access to class notes; no access to Internet</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
4(ii).	Report	<p><b>AC3.1</b> Strategies to improve physiological performance</p> <p><b>AC3.2</b> Strategies to improve psychological performance</p> <p><b>AC3.3</b> Strategies to improve technical performance</p>	

