**8582: AQA GCSE PHYSICAL EDUCATION**

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Analysis of Football

My chosen sport is football. I play at the highest level in my local area, the mid Cheshire Youth League Division One. I also play for my school team. I play in defence either at centre back or left back. I am in my ninth competitive season.

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| **Analysis (15 marks)** |
| In my chosen sport of football, I believe that power is one of my biggest strengths. Power is defined as: the combination of strength and speed. As a centre back, I need power to explosively jump higher than the attacker to reach the ball and clear it away. I also need this component of fitness so when I have the ball I can get power on my clearance or if I do a long pass from defence I need power to make sure my pass reaches the intended target, to pass a football I will use flexion and extension in my knee joint, which is a hinge joint, and will use my hamstrings and quadriceps as an antagonistic pair as well as my glutes to get power on the clearance. When attacking at a corner, power is again needed to jump higher than the opponent to reach the ball but power is also needed to head the ball past the goalkeeper before he can react and make a save. When defending I need power in a 50/50 tackle to win the ball and gain possession for my team, as the momentum my power can create is larger than what the opponent can create.  One recent example of power was in a school game, we were playing one of the best teams in our league, and they were all quite tall in defence so scoring from corners was difficult. About 10 minutes into the second half out team’s shot was saved and cleared for a corner. I went up from centre back into the penalty box and a defender that was taller than me came to mark me. I took position near the back post, when the ball was delivered into the box I ran forwards and used my power to jump explosively and rise above the defender, even though he was taller than me. I then used the power in my neck muscles to connect with the ball to put it past the goalkeeper before he could react. In this situation I used my power in two incidents to make sure I scored the goal and eventually we won the game.  On another occasion I was playing for my club team against a team next to us in the league so it was very important that we won. They played very central, rarely getting the ball out wide. I was playing centre back so I had a lot to do in this game to stop them from scoring. It was coming up to the last ten minutes of the game and we were winning by two goals to one so the other team were playing very aggressively in attack to try to equalize. The right winger for the other team had the ball and squared it across to the striker on the edge of the box, he took a touch to get it out of this feet. I used my power to quickly accelerate to get out to him, to accelerate I used flexion and extension in my knee joint to get there quickly this was also in the sagittal plane and the frontal axis. To perform this motion my quadriceps and hamstring in an antagonistic pair, the motion at my ankle in my standing leg will be dorsiflexion and plantar flection in my standing leg. He went for the shot but I slid in and we both made connection at the same time but I was more powerful so won the 50/50 and cleared the ball. So my power made sure my team took three points away from the important game. |
| Within my chosen sport of football, I believe that cardiovascular endurance is my biggest weakness. Cardiovascular endurance is defined as the ability of the heart and lungs to supply oxygen to the working muscles. Cardiovascular endurance is needed in football to keep running for a full ninety minute game. As a centre back cardiovascular endurance is important to keep running back and marking the attackers and performing to my best ability to avoid fatigue. If I have poor cardiovascular endurance I will fatigue towards the end of the game, normally around the eightieth minute mark. and may not have the energy to keep running after attackers and may concede a goal which can be important if the game is close, as your heart and lungs can’t supply enough oxygen to the working muscles. My fatigue prevents me from pushing up the field to keep a high defensive line, resulting in me playing attackers onside and tactically compromising the team. Fatigue is extreme or severe tiredness which negatively affects performance this is caused by lactic acid building up. Complex carbohydrates slowly release energy to keep you going till the end of the match. I need to include this in my pre match meal so I have enough energy in games  One recent example of my poor cardiovascular endurance was in a game against a team second in the league. They had fast strikers and wingers so played route one on almost every attack. I had to keep running throughout the game. I fatigued around ten minutes from the end of the game and it was nil-nil. Their midfield had the ball and they played it over the top to their striker, the lactic acid that had built up in my quadriceps meant I could not keep up with the striker as I could not supply oxygen to the working muscles. Therefore, I was unable to keep up with the player I was marking and they went on to get on the end of the pass to score a goal.  During a recent cup match, I was playing in central defence. We were playing against a team who employed a counter attacking tactic resulting in our team being very attacking this meant I was on the halfway line contributing to the attack, when the opposition gained position our defensive line was very far up the pitch leaving our defensive shape vulnerable to a long ball to their striker. Because of this I had to keep sprinting back to cover the striker and neutralise the threat of the attack. Although the sprints were would have been anaerobic causing a build-up in lactic acid, the oxygen deficit would have been removed during my EPOC (excess post exercise oxygen consumption) when I was able to work at a low intensity. Better cardiovascular endurance would mean I would have a better aerobic system which would allow me to recover quicker. It was 75 minutes into the game and their winger had the ball and was one on one with our right back, the winger got past the defender and played a ball square across the edge of the box. I tried to run forwards and committed to the slide tackle, the attacker got to the ball first as I was fatigued and as I was committed I brought him down and the referee gave a penalty. The other team eventually scored because my poor cardiovascular endurance meant my performance was negatively effec1ted. |
| In football I believe my best skill is my passing. My team play possession based tactics so if the attack slows or there are no passing options the team turn and play the ball back to me to start a new attack. The majority of the passes I do are short 5-10 metre passes to the full backs or the central midfielders.  A skill is defined as an action or behaviour, with the intention of bringing about pre-determined results, with maximum certainty and minimum outlay of energy. Passing is an open skill as it is affected by the environment and the performer has to react and adjust to the changing situation, an example of this is taking into account wind strength, pitch condition and defender positioning. It could be made into a closed skill in an isolated training session as there could be no defender. It is also an externally paced skill as it is in response to an external factor, the pace of the skill is also controlled by the opposition, as if the opposition strikers are performing a high press your pace will need to increase but if the opposition are playing with a deep line the skill is performed more slowly as you have more time on the ball. The skill of passing is gross movement as it involves the large muscle group in the legs. This muscle group includes the quadriceps and the hamstring these two form an antagonistic pair. The skill also has elements of fine movement in as the more complex levels of the skill are developed. For example to add spin, the ankle is moves marginally while kicking the ball to add curve to the pass, you would use the small bones in your foot including your tarsals and metatarsals along with your phalanges. Passing is also a basic skill as it requires less concentration than more complex skills, this is true for a short pass along the ground but as you advance long driven passes or lob passes become more complex.  The technique for a short ground pass is to plant the non-kicking foot parallel to the ball around 20 cm away, use the inside of your foot to kick through the middle of the ball to keep the pass low, then follow through towards your target. I also use the skill of passing once I have won the ball and to start a counter attack, when this happens a longer driven pass is needed as it is a quicker way up the pitch to exploit the other team’s weak defensive structure.  In a recent game against Macclesfield Town Under 16s, my team were defending a corner near the end of the second half, our team were implementing a zonal style of defence and I was covering the area near the front post. They took the corner and It was a lofted ball towards the far post, our goalkeeper came out to claim the ball and caught it. As I was positioned on the front post I could peel off and accept a quick rolled pass from the goalkeeper. As I had received the ball so soon the other teams key defensive positions like the centre backs were still in the penalty area where the corner was taken. Due to this they had a weak defensive structure and our two strikers were left one on one at the halfway line against their two defenders. As I was now on the left side of the pitch on my favoured left foot I played a driven pass diagonally across the pitch into the space on the right side of the pitch for one of the strikers to run on to, I applied backspin to the pass so when the ball hit the ground it would slow down to let the attackers catch up to the ball. The striker caught up to the ball and took a shot from the edge of the box and it went narrowly wide.  I also used my skill of passing in a game against Alsager U16s, my team had a throw in on the halfway line and our right midfielder was taking it. The right sided central midfielder ran towards the ball and received the throw in, the other team were very organised defensively and uses a tactic that originated in Germany called the Gagenpress. In this situation the opposition were playing a passing lane variant of the press, this is where they defend in groups and one player goes to the ball and the others block passing options for the pall player leading to a turnover in possession.  Due to this the centre mid played the ball back to the right back and he, again was pressed quickly. I lost my marker and made myself available for the pass and received it. Because I knew the opposition were going to come and press me I let the ball come across me and played a long ball to the other fullback, I applied spin to the ball so the ball would be travelling in the same direction as the target and he would not have to break his stride to get to the ball. Because of the opposition tactics they were very exposed to a switch of play and due to my pass we had an overload on the left side of the pitch.  https://spielverlagerung.com/2014/10/07/counter-or-gegenpressing/ |
| In football I believe my weakness is headed shooting from corners and free kicks. At corners my team push the two centre backs up the pitch while the full backs come central to cover in case of a counter attack.  A skill is defined as an action or behaviour, with the intention of bringing about pre-determined results, with maximum certainty and minimum outlay of energy. Headed shooting is an open skill as it is affected by the environment and the performer has to react and adjust to the situation., an example of this is taking into account wind strength, the direction of the cross and the defender positioning. It could be made into a closed skill in an isolated training session with no defenders or goalkeeper. It is also an externally paced skill as it is started in response to an external factor. The speed, rate or pace of the skill is controlled by your opponent or the environment, an example of this is when the corner is taken and where it goes. The skill of headed shooting is gross movement as it involves large muscle groups combining to perform big, strong and powerful movements. Some examples of muscles used are the quadriceps and hamstrings working together in a group with the gluteus Maximus to jump, you will also use the muscles in your neck to get power onto the header.  The technique for an attacking header is to keep eye contact with the ball and jump up vertically with explosiveness, you can gain momentum for this by swinging your arms. Once you are in the air you should aim to connect with the ball on the centre of the forehead for a powerful directed header but the side of the forehead for a glancing header. When contact with the ball is made the neck should be extended then snapped forwards in synchronisation with the body to strike the ball with maximum power, to direct the header you look in the direction you want the ball to go.  In a recent game against Hartford U16’s my team had won a corner near the start of the second half and me and the other centre back and the full backs came central to cover us. We had played this team before many times so we had come up with a new corner routine. It was where four players all stood closely in a line at the edge of the box to prevent a defender from marking us, one player went to the front post, two to the middle and I ran to the back post. The corner taker started his run up and I took one step forward and shifted my weight to my other leg and ran to the back post, the cross was slightly over hit meaning I has to cover more ground to get to the ball so I leapt explosively towards to ball. When the ball came to me, as my technique is not the best the ball hit the side of my forehead and went out for a goal kick costing my team the chance to score.  A recent example of this weakness was in a game against Sandbach U16’s and my team had a free kick on the edge of the box. I took a position next to the ball as if I was going to take it. We had a routine that we had practiced previously, I ran over the ball and a player peeled off the wall and ran wide to receive the ball. While this was happening I had continued my run and was almost at the front post, the player out wide crossed the ball in low and towards me. It was too far ahead of me to volley. I decided to dive forwards, I connected with the ball I mid-air but as my technique was not good, the ball hit the top of my head and therefore going over the bar. This meant my lack of technique made me miss a good chance to score and we could no longer use that set piece routine, as the other team would recognise it. |
| **Evaluation (10 marks)** |
| I have decided to do continuous training as that will improve my cardiovascular endurance as that is my weakness in football. Continuous training involves working for a sustained period of time without rest. The performer must maintain a steady pace, working aerobically for at least 20 minutes. |
| I will start with a warm up, I will do a pulse raiser, dynamic stretches and mental preparation. For my pulse raiser I will jog slowly for five minutes at about forty percent effort to avoid injury. I will use a heart rate monitor to keep an eye on what my heart rate is. I will then do dynamic stretches, I will stretch for three to five minutes on each muscle group. I will stretch my hamstrings and my gastrocnemius for longer as I have had injuries in the past I will also stretch my quadriceps and tibialis anterior. I will the mentally prepare, this involves me making sure I’m focused on the training. This can be by me visualising what you will do and I will do deep breathing.  As I am working continuously I will be working aerobically which is in my aerobic threshold, 60%-80% of my maximum heart rate which is 123-164 bpm. I will try to make sure that I will stay in my aerobic threshold as if I cross the anaerobic threshold I will develop lactic acid and start to fatigue this will not let me improve my cardiovascular endurance so I will keep checking my heart rate monitor to make sure I maintain my heart rate in this threshold.  For my first session I will wear appropriate clothing, I will wear lightweight clothing that would not compromise running technique. If it is cold I may wear a jacket, I will wear appropriate light weight trainers for the course, for the parts of the course that is not on roads I will need extra grip so I can get trainers for this I will also wear a hydration pack as this adds resistance and will allow me to keep hydrated throughout the run. I will wear a fit bit to monitor my heart rate and to keep in the aerobic threshold.  Before I run I will carb load to ensure I have enough energy for my run, I will do this the day before and the morning of my run to make sure I have the energy to complete the run. During the run I will take a water bottle to remain hydrated during the run to avoid the negative consequences of dehydration. One consequence is the blood thickens meaning less oxygen travels around the body, it will also raise body temperature and lead to overheating. It also leads to muscle fatigue and often leads to cramp. To recover I will make sure I have an ice bath which removes the ice bath constricts vessels, flush waste products and reduce swelling and muscle breakdown. I will also roll my muscles with a foam roller to speed up the recovery time and the healing process.  To help prevent injury, I will wear appropriate taping on my knee to prevent injury as while running there is high impact on the knees. I will allow time to recover between runs to make sure I don’t over train and get injured.  I will complete a 6.2 kilometre run at a steady pace so it will target around thirty-one minutes. If I start to complete the run in this time repeatedly I will lower the time goal or increase the distance to ensure my progression continues. My route will be around the town near my school.  My training will use the SPORT training principals to make sure my training is effective. The S stands for specificity so I will make sure my training is appropriate to my goals so I will do continuous training to improve my cardiovascular endurance. The PO stands for progressive overload so the training needs to progressively get harder I will use the FITT principal. The F stands for frequency so you can do the run more often, the I stands for intensity so you could run more quickly or add hill sections to the run. The first T stands for time this means you complete the run in a faster time. The second T stands for type so I could do a few fartlek sessions to avoid tedium. The R stands for reversibility, which means if you stop training your fitness levels would go backwards, I will make sure this doesn’t happen by keeping up training three time a week. The T stands for tedium, this means your results will slow if you get bored of it to make sure this doesn’t happen I will change the route every two weeks to avoid tedium.  I will do a two stage cool down of a pulse lower and static stretching. I will lower my pulse by jogging lightly for a minimum of five minutes or until my heart rate returns to normal. I will then stretch the muscles I used in training by holding the stretch for 10-30 seconds. |
| To improve my skill weakness of headed shooting I will use my knowledge of performance, this will provide me with information about my performance generally and about my technique more specifically. I will get this information from the coach. I will also use knowledge of results to improve, the feedback on my results provides me with a measure of my success. Both of these are examples of extrinsic feedback this is where the performer receives information about their performance from outside themselves, such as a coach. The coach will use a combination of positive and negative feedback to help me improve. The positive feedback will allow me to feel that I had some aspects of my performance, the coach’s negative feedback will give me guidance on how to perform the skill better it can also help me prioritise the specific areas I need to improve.  [Image result for arousal inverted u theory](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=http://mashpeefitness.blogspot.com/2015/03/inverted-u-theory.html&psig=AOvVaw253s97rYfdQOrIgj4lhhwa&ust=1541765694638270)Arousal is a physical and mental state of alertness and readiness varying from deep sleep to intense excitement or alertness. As heading is a gross movement skill I will need a high level of arousal as the mind and body need to be very alert to ensure that the strength, endurance and speed required to perform gross skills is available. If I was too aroused, it would have a negative effect on my performance.  Mashpeefitness.blogspot.com  I will use indirect aggression which is defined as, an aggressive act that does not involve direct physical contact. It is taken out on an object in order to gain an advantage. I will use indirect aggression to get power on the ball during my header. I will also use direct aggression against my opponents to outmuscle them to get to the ball. Direct aggression is defined as aggression that is aimed directly at other players or participants and involves physical contact.  I will use intrinsic motivation, this is defined as the drive to succeed that comes from within. When motivation comes from within it can result in a higher level of personal achievement. This means that I will motivate myself to improve my heading success. I could also use extrinsic motivation as this could be scoring a goal due to my header. Extrinsic motivation is described as drive to perform well or to win in order to gain external reward. |

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| Analysis Level  (15 marks) | **Demands of the activity/ sport specific terminology** | **Strengths and weaknesses**  **(fitness components)** | **Justification, including impact on activity** | **Strengths and weaknesses**  **(skill/ tactics)** | **Justification, including impact on activity** |
| L5: 13-15 | Excellent knowledge and appreciation of the demands of the activity  Fully conversant with movements & terminology. | Clear, detailed, in-depth self analysis for all strengths and weaknesses. | All fully justified with reference to recent performances. Strong justification regarding the impact | Clear detailed in-depth analysis for all strengths and weaknesses | All fully justified with reference to recent performances. Strong justification regarding the impact |
| L4: 10-12 | Good knowledge and appreciation of the demands of the activity  Fully conversant with most movements & terminology. | In-depth self analysis although some strengths or weaknesses are clearer than others. | Most are fully justified with reference to recent performances, although some are clearer than others with regards to the impact | In-depth self analysis although some are clearer than others | Most are fully justified with reference to recent performances, although some are clearer than others |
| L3: 7-9 | Shows some knowledge and appreciation of the demands, conversant with many moves/ terminology, but is occasionally unclear. | Appreciates many of the strengths and weaknesses, some are considerably clearer than others. | Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance. | Appreciates many of the strengths and weaknesses, some are considerably clearer than others. | Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing, or only applied to a single performance |
| L2: 4-6 | Some knowledge and appreciation of the demands but frequently lacks depth and may show confusion within some terms. | Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response. | Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performance/s | Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response | Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performances |
| L1: 1-3 | Limited knowledge and appreciation. A few movements and aspects of terminology are used. | Few strengths and/ or weaknesses provide clarity and/ or depth. | Justification may be appropriate on occasion, but seldom relevant to the impact on performance. | Few strengths and/ or weaknesses provide clarity and/ or depth | Justification may be appropriate on occasion, but seldom relevant to the impact on |

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| **Evaluation**  **Level (10 marks)** | **Suitable training type** | **Personal needs** | **Intensities calculated** | **Theoretical area** | **Application of theoretical area** |
| L5: 9-10 | Appropriate type chosen & fully understood. Fully evaluated and justified with reference to how it will remedy the fitness weakness. | Training session and justification of training type makes particular & detailed reference to the personal needs/ safety considerations of the performer- not generic. The session is detailed throughout. | Calculated, fully justified and linked to the needs of the performer | Fully relevant (from the specification) and explained in detail. | Fully explained and justified as to its relevance and how improvement will take place. |
| L4: 7-8 | Appropriate type chosen with a good level of understanding. Some justification and evidence of evaluative thinking. | Training session and justification of training is mostly detailed, and personal to the needs/ safety considerations of the performer. The session contains some detail, although this is not always consistent in its detail. | Calculated with some basic justification to the needs of the performer | Relevant (from the specification) with some detail given. | Justification is given although this may be less than that of the training type (with reference to improvement) |
| L3: 5-6 | Appropriate type chosen with some understanding. Justification has been provided although evaluation may be limited. | The training session is rather general and not fully applied to the needs/ safety considerations of the performer. Lacks detail. | Calculated with limited justification to the needs of the performer | Relevant but only partially explained. | Justification is attempted but limited. No element of detail to the impact upon performance |
| L2: 3-4 | Training type may be appropriate but lacks justification/ evaluation in any detail to the fitness weakness. | The session is appropriate but considerably lacking in detail, with few personal needs considered. | Intensity calculation attempted- perhaps not wholly. Little to no justification to the needs of the performer | Relevant (from the specification) with little or no explanation. | Attempt at justification but the impact on performance is limited or absent altogether. |
| L1:1-2 | Training type may be limited but appropriate or even inappropriate. If appropriate, there is little to no justification or evaluation. | Explanation of the session may be irrelevant or general and not personalised. | Intensity calculations are absent or incorrect and not justified. | Might be irrelevant (outwith the specification) or has no explanation. | No application to how improvement will take place. |