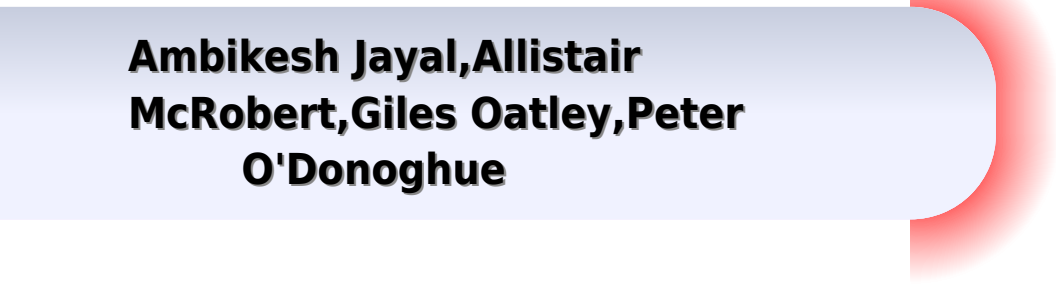


| <div style="display: flex; justify-content: space-between; font-weight: bold; font-size: 1.2em;"> <span>VS: _____</span> <span>Round: _____</span> <span>Date: _____</span> <span>Home or Away _____</span> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |             |              |      |                |           |           |            |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
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| <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p><b>Quarter 1</b></p> <p>GS: _____</p> <p>GA: _____</p> <p>WA: _____</p> <p>C: _____</p> <p>WD: _____</p> <p>GD: _____</p> <p>GK: _____</p> <p>Interchange: _____</p> </div> <div style="width: 80%;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">Quarter 1<br/>Interval 1</th> <th style="width: 12.5%;">Goal</th> <th style="width: 12.5%;">Interchange</th> <th style="width: 12.5%;">Substitution</th> <th style="width: 12.5%;">Stop</th> <th style="width: 12.5%;">Goal<br/>keeper</th> <th style="width: 12.5%;">Group 1st</th> <th style="width: 12.5%;">Group 2nd</th> <th style="width: 12.5%;">Interval 2</th> </tr> </thead> <tbody> <tr><td>00/00</td><td>00/00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>00/00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>00/00</td><td>00/00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <table border="1" style="width: 45%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Name</th> <th style="width: 35%;">Position</th> <th style="width: 55%;">Remarks</th> </tr> </thead> <tbody> <tr><td>GS</td><td></td><td></td></tr> <tr><td>GA</td><td></td><td></td></tr> </tbody> </table> <table border="1" style="width: 45%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Name</th> <th style="width: 35%;">Position</th> <th style="width: 55%;">Remarks</th> </tr> </thead> <tbody> <tr><td>GS</td><td></td><td></td></tr> <tr><td>GA</td><td></td><td></td></tr> </tbody> </table> </div> </div> </div> |          |             |              |      |                |           |           |            |  | Quarter 1<br>Interval 1 | Goal | Interchange | Substitution | Stop | Goal<br>keeper | Group 1st | Group 2nd | Interval 2 | 00/00 | 00/00 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 00/00 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 00/00 | 00/00 |  |  |  |  |  |  |  | Name | Position | Remarks | GS |  |  | GA |  |  | Name | Position | Remarks | GS |  |  | GA |  |  |
| Quarter 1<br>Interval 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Goal     | Interchange | Substitution | Stop | Goal<br>keeper | Group 1st | Group 2nd | Interval 2 |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
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| Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Position | Remarks     |              |      |                |           |           |            |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
| GS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |             |              |      |                |           |           |            |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
| GA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |             |              |      |                |           |           |            |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
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| GS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |             |              |      |                |           |           |            |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
| GA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |             |              |      |                |           |           |            |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p><b>Quarter 2</b></p> <p>GS: _____</p> <p>GA: _____</p> <p>WA: _____</p> <p>C: _____</p> <p>WD: _____</p> <p>GD: _____</p> <p>GK: _____</p> <p>Interchange: _____</p> </div> <div style="width: 80%;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">Quarter 2<br/>Interval 1</th> <th style="width: 12.5%;">Goal</th> <th style="width: 12.5%;">Interchange</th> <th style="width: 12.5%;">Substitution</th> <th style="width: 12.5%;">Stop</th> <th style="width: 12.5%;">Goal<br/>keeper</th> <th style="width: 12.5%;">Group 1st</th> <th style="width: 12.5%;">Group 2nd</th> <th style="width: 12.5%;">Interval 2</th> </tr> </thead> <tbody> <tr><td>00/00</td><td>00/00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>00/00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>00/00</td><td>00/00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <table border="1" style="width: 45%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Name</th> <th style="width: 35%;">Position</th> <th style="width: 55%;">Remarks</th> </tr> </thead> <tbody> <tr><td>GS</td><td></td><td></td></tr> <tr><td>GA</td><td></td><td></td></tr> </tbody> </table> <table border="1" style="width: 45%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Name</th> <th style="width: 35%;">Position</th> <th style="width: 55%;">Remarks</th> </tr> </thead> <tbody> <tr><td>GS</td><td></td><td></td></tr> <tr><td>GA</td><td></td><td></td></tr> </tbody> </table> </div> </div> </div> |          |             |              |      |                |           |           |            |  | Quarter 2<br>Interval 1 | Goal | Interchange | Substitution | Stop | Goal<br>keeper | Group 1st | Group 2nd | Interval 2 | 00/00 | 00/00 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 00/00 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 00/00 | 00/00 |  |  |  |  |  |  |  | Name | Position | Remarks | GS |  |  | GA |  |  | Name | Position | Remarks | GS |  |  | GA |  |  |
| Quarter 2<br>Interval 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Goal     | Interchange | Substitution | Stop | Goal<br>keeper | Group 1st | Group 2nd | Interval 2 |  |                         |      |             |              |      |                |           |           |            |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |       |       |  |  |  |  |  |  |  |      |          |         |    |  |  |    |  |  |      |          |         |    |  |  |    |  |  |
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**BTEC National Sport and Exercise Science Student Book** Adam Gledhill,2007-07 Suitable for BTEC National Sport and Exercise Sciences to match Edexcel s 2007 specification this book covers the curriculum in manageable chunks that link to the specification headings so that students can be confident that they have covered the underpinning theory they need It features a full colour format

*Notational Analysis of Sport* Ian Franks,Mike Hughes,2004-08-02 First published in 1997 The aim of the book is to provide a ready manual on notational analysis The book is written for the sports scientist the coach the athlete or for anyone who wishes to apply analysis to any performance operation Although this book is applied directly to sport notational analysis is a procedure that could be used in any discipline that requires assessment and analysis of performance nursing surgical operations skilled manufacturing processes unskilled manufacturing processes haute cuisine and so on To cater for the anticipated spectrum of readership the book is written to balance the practical approach giving plenty of examples with a sound scientific analysis of the subject area In this way it is hoped that the practitioners of sport the athletes and coaches as well as the sports scientists will find the book useful

**Sports Analytics** Ambikesh Jayal,Allistair McRobert,Giles Oatley,Peter O'Donoghue,2018-06-12 As the analysis of big datasets in sports performance becomes a more entrenched part of the sporting landscape so the value of sport scientists and analysts with formal training in data analytics grows Sports Analytics Analysis Visualisation and Decision Making in Sports Performance provides the most authoritative and comprehensive guide to the use of analytics in sport and its application in sports performance coaching talent identification and sports medicine available Employing an approach based structure and integrating problem based learning throughout the text the book clearly defines the difference between analytics and analysis and goes on to explain and illustrate methods including Interactive visualisation Simulation and modelling Geospatial data analysis Spatiotemporal analysis Machine learning Genomic data analysis Social network analysis Offering a mixed methods case study chapter no other book offers the same level of scientific grounding or practical application in sports data analytics Sports Analytics is essential reading for all students of sports analytics and useful supplementary reading for students and professionals in talent identification and development sports performance analysis sports medicine and applied computer science

**Discovering Statistics Using R** Andy Field,Jeremy Miles,Zoë Field,2012-03-31 The R version of Andy Field s hugely popular Discovering Statistics Using SPSS takes students on a journey

of statistical discovery using the freeware R Like its sister textbook *Discovering Statistics Using R* is written in an irreverent style and follows the same ground breaking structure and pedagogical approach The core material is enhanced by a cast of characters to help the reader on their way hundreds of examples self assessment tests to consolidate knowledge and additional website material for those wanting to learn more *Doping and Anti-Doping in Africa* Yamikani Ndasauka, Simon Mathias Makwinja, 2023-12-21 This is the first book to focus on the problem of performance enhancing substances and methods also known as doping in sports from African perspectives Placing traditional African thinking and indigenous knowledge systems at the centre of the analysis this book shines new light on the distinctive characteristics of African sporting cultures doping practices the management of anti doping and new methods for preventing doping in sports that take into account African value systems This book draws on multidisciplinary work from philosophy ethics sociology history and political science and presents real world case studies of doping and anti doping from across the African continent It explores key themes and sites in African sport culture and society including African art traditional medicine attitudes towards doping in Africa sport policy education systems media and communications and the problem of privacy in African sports This book also considers the uniquely African challenges in anti doping against the background of the World Anti Doping Agency policy and practice and wider international anti doping efforts This book is a fascinating reading for students and researchers with an interest in sport studies African studies crime and deviance or public policy and for sports administrators sports policymakers or practitioners working in international national or regional sports organisations [Oxford Mathematics for the Caribbean Book 2](#) Nicholas Goldberg, Neva Cameron-Edwards, 2019-07-25 This best selling series is now in its sixth edition Written by Maths expert Nicholas Goldberg this book has been updated to cover the latest syllabuses and provides extensive worked examples and practice With a clear discovery oriented approach that brings mathematics to life this series can be relied upon to develop mathematical skills and build confidence in your students **Australian Sport--better by Design?** Bob Stewart, 2004 Publisher Description [Applied Nonparametric Statistical Methods](#) Nigel Smeeton, Neil Spencer, Peter Sprent, 2025-03-31 Nonparametric statistical methods minimize the number of assumptions that need to be made about the distribution of data being analysed unlike classical parametric methods As such they are an essential part of a statistician's armoury and this book is an essential resource in their application Starting from the basics of statistics it takes the reader through the main nonparametric approaches with an emphasis on carefully explained examples backed up by use of the R programming language Key features of this fully revised and extended fifth edition include the following An introductory chapter that provides a gentle introduction to the basics of statistics including types of data hypothesis testing confidence intervals and ethical issues An R package containing functions that have been written for the examples in the text and the exercises Summary bullet points at the end of each section to enable the reader to locate important principles quickly A case study from medical research to demonstrate nonparametric approaches to the data analysis Examples fully

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**FCS Mathematics L2** , *Sports Analytics* Jin Song Dong,Masoumeh Izadi,Zhe Hou,2024-09-24 This book constitutes the refereed proceedings of the First International Conference on Sports Analytics ISACE 2024 held in Paris France during July 12 13 2024 The 19 full papers 1 short paper and 7 Practical Experience papers included in this volume were carefully reviewed and selected from a total of 66 submissions The vision of this new International Sports Analytics Conference and Exhibition ISACE series is to bring leading academics researchers coaches psychologists managers and technologists together to advance the state of the art of sports analytics

Principles of Data Mining Max Bramer,2016-11-09 This book explains and explores the principal techniques of Data Mining the automatic extraction of implicit and potentially useful information from data which is increasingly used in commercial scientific and other application areas It focuses on classification association rule mining and clustering Each topic is clearly explained with a focus on algorithms not mathematical formalism and is illustrated by detailed worked examples The book is written for readers without a strong background in mathematics or statistics and any formulae used are explained in detail It can be used as a textbook to support courses at undergraduate or postgraduate levels in a wide range of subjects including Computer Science Business Studies Marketing Artificial Intelligence Bioinformatics and Forensic Science As an aid to self study this book aims to help general readers develop the necessary understanding of what is inside the black box so they can use commercial data mining packages discriminately as well as enabling advanced readers or academic researchers to understand or contribute to future technical advances in the field Each chapter has practical exercises to enable readers to check their progress A full glossary of technical terms used is included This expanded third edition includes detailed descriptions of algorithms for classifying streaming data both stationary data where the underlying model is fixed and data that is time dependent where the underlying model changes from time to time a phenomenon known as concept drift

Discovering Statistics Using SPSS for Windows Andy P. Field,2000 Andy Field draws on his experience of teaching

advanced statistics to extend existing SPSS windows texts to a higher level He covers ANOVA MANOVA logistic regression comparing means tests and factor analysis

**Statistics** Barbara Job,Diane Morley,2003 This book was written by experienced practitioners for an increasingly popular course It includes actual examination questions giving students plenty of practice to help develop exam technique It also includes ICT activities for full support in developing statistics in this media This book is fully differentiated to provide for all course and coursework requirements for Foundation and Higher Tiers Review sections in every chapter are ideal for revision and consolidation of learning

**An Introduction to Sports Coaching** Robyn Jones,Kieran Kingston,2013-03-05 An Introduction to Sports Coaching provides students with an accessible and engaging guide to the scientific social scientific medical and pedagogical theory that underlies the practice of quality sports coaching Now in a fully updated and revised second edition it introduces students to the complex messy multi faceted nature of coaching and explores the full range of knowledges which inform all successful coaching practice Written by a team of leading international sports coaching academics and practitioners as well as sport scientists and social scientists the book provides a concise guide to every key theme in sports coaching including Reflective practice Pedagogy Skill acquisition Psychology Biomechanics Physiology Sport medicine and injury Performance analysis Sociology History Philosophy Sport development Each chapter makes a clear link between theory and practice and includes discussion of real life coaching scenarios and insights from practising international and club coaches The book includes clear definitions of important themes and concepts as well as seminar and review questions in each chapter designed to confirm understanding and encourage further enquiry No other introductory textbook explains the importance of an holistic approach to sports coaching practice This is an essential companion to any sports coaching course

**Research Methods for Sports Performance Analysis** Peter O'Donoghue,2009-12-16 Sports performance analysis is an important tool for any serious practitioner in sport and as a result performance analysis has become a key component of degree programmes in sport science and sports coaching This book explains how to undertake a research project in performance analysis of sport from selecting a research topic to gathering and analyzing data to writing up results

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