

## Candidate evidence

### Question 1(a)

1.a)	One method used to collect quantitative	
	information on Physical factors is the GOS.	
	The GOS is on an A4 sheet of paper	
	and has a list of skills down the	
	side and the columns along the top:	
	highly effective, sometimes effective and	
	never effective. Your <del>s</del> teammate will watch	
	you in your performance and put tally	
	marks in each of the boxes whenever	
	you complete the skill. At the end of	
	your performance you and your coach	
	will go over the GOS and identify	
	your development needs based on	
	the skills that had the most tally	
	marks in the sometimes - never	
	effective boxes.	

**Question 1(b)**

i.b) Another method used to collect qualitative information on Physical factors is the PAR sheet. The PAR sheet is on an A4 sheet of paper and focuses on one skill. It breaks the skill down into the three stages: preparation, action and recovery. The stages of the skill are listed down the side and the columns are: model performer, before Personal Development Plan (PDP), during PDP and after PDP. A teammate will watch you perform the skill and put Y (yes) or N (no) in each of the boxes. The model performer column will have all Y's and you complete the PAR sheet before, during and after your PDP to identify which stage of the skill is the development need.

**Question 1(c)**

1.c)	One reason to combine the two methods of collecting information is so you can gather more in-depth, accurate information. For example, before creating your PDP you could complete the GOS for Basketball, to see which skill is your weakest; then you could carry out a PAR sheet for that skill to see why that skill is a weakness (which phase: preparation, action or recovery). This means that the information you're gathering is very specific to your weakness and allows you to create an accurate PDP to develop it.	
	Another reason is that using one alone requires more time to find out what the development need is. For example, if using only the PAR sheet, you would have to carry out the PAR sheet for all of the skills to know which one is a weakness to then find out which phase is a weakness. This means that time will be wasted and the PDP will start later meaning it will take longer to develop your weakness.	

**Question 2(a)**

(a) One possible impact that social factors could have on mental factors is how poor team dynamics negatively impacts determination. During a game of netball, poor team dynamics could mean the team aren't working well together, leading to a lack of ball possession and a more difficult chance of winning. As a result, teammates may begin to lose determination to win, making them feel demotivated and leading to the team ~~losing~~ losing the game.

**Question 2(b)**

2b) One impact that social factors could have on emotional factors is how roles and responsibilities has a negative impact on frustration.

In a game of basketball, a teammate may be walking around the court, not putting any effort into gaining possession of the ball or defending. This leads to the other teammates feeling frustrated as they are having to put more effort into the game to make up for the poor player. As a result, frustration may build up and cause the teammates to lash out, ~~potentially~~ potentially getting a technical issued by the ref.

**Question 2(c)**

2c) One impact that social factors could have on physical factors is how good communication has a positive impact on timing. During a game of ~~table tennis~~ ~~tennis~~, doubles in table tennis, 2 teammates may have alot of

communication, for example shouting "left" when you want to move to hit the ball. This results in the partner moving out of the way in time for the ball coming over the net, allowing the ball to be hit at the correct time, resulting in the right speed & accuracy of it going back over the net.

**Question 3(a)**

3.a) An approach to develop the social factor Team Dynamics is the team building game - ~~the bench ordering game~~ the bench ordering game. Benches are lined up in the gym hall and the teacher gets everyone in the class to line up in a random order. Then the teacher tells the class to get into height order but the students can't talk or come off of the bench to get into the new order. The teacher could make it trickier by getting the students to order themselves by house number or birthday.

**Question 3(b)**

3.b) This approach was effective because the students must communicate non-verbally. For example, they had to use hand signals or gestures instead of speaking. This means that the students were having to interact with those in their team/class who they wouldn't usually. This makes it an effective approach as it gets the whole group mixing which will eventually improve their relationship and communication on court.

This approach is less effective as if not all the students buy into it, then it doesn't work. For example, if some of the students don't want to do it and stop trying the other students will feel judged. This means that the other students will feel self-conscious and also stop trying, meaning the approach doesn't work. This makes it a less useful approach as whole class/team participation is required and that is difficult to enforce.

**Question 4(a)**

4.a)	Confidence had a positive impact on my pdp, for example, because I wasn't afraid to try a new skill and fail, this caused me to be confident when trying out approaches to develop my weakness. Because of my high confidence levels this meant I was able to reach my goal quicker and was able to develop a new strength.	
	Happiness had a positive impact on my pdp, for example, because I was in a good mood when carrying out my approaches, it caused me to feel motivated to try harder to reach my goals. This also meant that I didn't become easily bored and actually caused me to put 100% effort into my <del>being</del> training which meant I could develop at a faster level.	

**Question 4(b)(i)(ii)**

4b(i)	By the end of today's training session I want to be <del>am</del> able to not swear out of anger 2 times <del>in</del> in my football game.	
(ii)	By the end of my 3 month training programme I want to be able to try and shoot all of my <del>in</del> shots in netball and not pass to my teammate out of fear that I'll miss.	

**Question 4(c)**

4.c)	One reason I reset my goal was because my development need changed. For example, at the beginning of my PDP, anger was my weakness so that's what I set my goal on. However, since my weakness rapidly developed into a strength before my PDP was over, I changed my goal to manage my anxiety. This meant that I was able to focus on a new development need rather than a strength.	
	Another reason why I reset my goal was because the goal I set was unattainable. For example, the goal that I set was very optimistic and I never achieved it. This meant that I was demotivated and stopped trying because I thought that there was no point so my weakness never developed into a strength.	

**Question 5**

5.	One development principle I considered was including variety in my PDP for mental factors. For example, I ensured my PDP was full of different approaches - so I wasn't doing the same ones all the time. This meant that I never got bored so I continued to work hard to improve my decision making.	
-	Another development principle I considered was progression in my PDP for the mental factor decision making. For example, I ensured that once I was becoming more consistent with improving my weakness I made the training harder. This meant that I improved at a quicker rate and didn't get bored because I wasn't stuck doing something I found too easy.	

## Question 6(a)

6 a)	One type of feedback is written feedback. After I had performed my routine on the trampoline, <del>my</del> <del>and</del> my teacher had written feedback on a sheet which I read in a quiet space. <del>Because it was written</del> <del>I uploaded it to one one drive</del> it told <del>my</del> me what
	what order to put my skills in <del>an</del> to <del>better</del> improve my decision making of my routine. Because it was written I uploaded it to one drive to keep.
	Another type of feedback was video. Once I had finished my volleyball game, I sat alone and watched my game back. From this I was able to see how well I concentrated on the game or when I got easily distracted by what <del>where</del> went on around me.

**Question 6(b)**

6b	<p>One thing that should be considered when giving feedback is the volume of feedback. For example you should only give a performer one or two points of feedback. The impact of this is they will then not be overwhelmed with feedback and will remember it to <del>put it</del> implement into their training or next performance.</p> <p>Another thing that should be considered when <del>giving</del> receiving feedback is the source. For example you need to ensure the person giving feedback is someone knowledgeable of the sport. The impact of this is the performer will actually listen to the feedback and take it on board as they know it will help them.</p> <p>A third thing that should be considered when giving feedback is <del>that it is given</del> the timing of the feedback. For example you should give feedback almost immediately after a performance or training session.</p>
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QUESTION	MARGIN
<p>The impact of this is they will remember their performance and will know what you are talking about when you are giving your feedback meaning it will be easier for them to implement it into their next performance.</p>	
<p>A final thing to consider when giving feedback is that it is positive.</p> <p>For example you tell the performer what they did well and what they need to work on but in a positive way.</p>	
<p>The impact of this is they will want to listen to your feedback as it is not being mean or rude about their performance.</p>	

## Question 7(a)

7a.	One strength I had at the start of my PDP for the physical factors was my spike. I know this because I scored a 8 out of 10 on my performance profiling wheel for the spike. During a game when my teammate sets the ball high for me I am able to jump high and hit the top of the ball meaning the spike goes straight into the ground and wins the point.
	One development need I <del>identif</del> had at the start of my PDP for the physical factor was my CRE. I know this because I scored a 2 out of 10 for CRE in my performance profiling wheel. During a game when it is towards the end of a game I am so tired and out of breath that when the opposition are on the attack I can't bring myself to run back and help defend meaning they have an overload on the attack and a better chance of scoring.

**Question 7(b)**

7b.	One strength I had at the start of my PDP	
	for the emotional factor was I was able to	
	control my anger. I know this because I scored	
	2 out of 10 for anger on my Performance	
	profiling wheel. During a game when a foul	
	gets blown against me I manage to keep calm	
	and accept it rather than argue with the	
	umpire.	
	One development need I had at the start	
	of my PDP for the emotional factor was	
	anxiety. I know this because I scored a	
	3 out of 10 for anxiety on my performance	
	profiling wheel. During a game of volleyball when	
	it's my turn to serve I get really anxious which	
	results in me messing up my serves everytime.	

**Question 8(a)**

8.a)	① I changed gradual build up to conditioned games.	
	② I changed the time that I trained at from 6 o'clock in the morning to 6 o'clock at night.	

**Question 8(b)**

8.b)	Changing the approach that I used in my PDP impacted my performance development. For example, once the consistency of my layup improved in gradual build up I changed my approach so I could be challenged more. This means that I didn't get bored in my PDP. This means that I was pushed to do my layup under pressure. This means that when it got to games my layup was more successful as I had been training against defenders and had practiced it on the move.
	Changing the time I trained at for my PDP impacted my performance development. For example, I noticed that when I trained early in the morning I was tired and lazy - when I changed the time of my training I was much more energetic. This means that I was more motivated and I trained harder. This means that I improved faster as I was successful in all of my training sessions. This means that I got my layup quicker and could use it in games. This means that my gameplay as a whole was better as I could incorporate the layup, which is a complex skill.

**Question 9(a)**

9a)	From table 1, it states that when in an individual activity, controlling fear is required when performing. This implies that during a <del>general</del> <del>tournament</del> <del>winning</del> <del>deciding</del> <del>game</del> <del>of</del> <del>table</del> <del>tennis</del> , and a crowd is present, the performer may feel fear to make a mistake as they need to win the tournament. If not in control of this fear, <del>the</del> it may result in the performer losing focus and hitting inaccurate shots. This would negatively impact the performer as the opponent could then target their <del>weaknesses</del> <del>and</del> <del>gain</del> <del>more</del> <del>points</del> , ultimately resulting in the performer losing the tournament.
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9a) From table 1, it states a performer is required to control anger when things go wrong when in an individual activity. This implies that during a game of table tennis, a performer may continually serve the ball into the net or volley the ball when the opponent hits a powerful shot, leading to frustration building up as they keep making mistakes and losing points. This negatively impacts a performer as the frustration may build up and cause them to lash out in anger by throwing the ball off the table or shouting, meaning they may not be able to complete or finish the game.

**Question 9(b)**

9(b)	<p>From table 2, it states that fulfilling roles &amp; responsibilities during a performance is required when in a team activity. This implies that during basketball the team must make sure they are going through with their role for example, keeping on their player &amp; keep defending them. This positively impacts a teams performance as the opponent team has less chance of gaining possession of the ball and it gives the team more chances to score a basket as all players are where they need to be at the right times on court.</p>	
	<p>From table 2, it states that effective communication is required for social factors within a team activity. This implies that a team with good communication can shoot for the ball when in an open space or when showing positive comments <del>like</del> when teammates make mistakes like "better luck next time" or "unlucky". This positively impacts the teams performance as it allows the ball to be passed down the court quickly and efficiently, allowing the team to have more chances at shooting baskets.</p>	

**Question 10(a)**

10(a)	An approach to develop emotional factors is the 3R's. The 3R's stands for recognise, regroup and relax. When you start getting angry you should quickly recognise it. Then you take some time to do some deep breathing to calm down and be less angry. Then you can regroup yourself by thinking about what you are going to do to prevent yourself from getting angry again to re-enter the game - feeling less angry and able to play again.	
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**Question 10(b)**

10.b)	The importance of monitoring the use of the approach is so you can see if the approach is still working. For example, if I realised that the 3K's was not managing my anger I could change approaches to one that would better suit me and my needs. This means that I would be able to control my anger better with a new approach and I could focus better on my game.	
	The importance of monitoring the use of the approach was so that you could figure out what part of the approach wasn't working. For example, if I could complete the <del>approach</del> recognise and regroup phases but needed help with the relax stage I could identify this and ask my teacher to help me. This means that once I am perfect at all of the stages - I would be more efficient at managing my anger and would be able to return to the game sooner.	