

# Candidate evidence

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1a	A method to collect data on mental factor is SCAT test. SCAT test contains 15 questions all about anxiety during performance (e.g. before a game do you feel uneasy?). You can then answer the questions with rarely, sometimes or often. Then you flip the page and there is a table that will give you a number for each answer you put. Add up all your answers and you will have your score. If your score is less than 17 you have low anxiety, 17-24 is average anxiety and higher than 24 is high anxiety.	
1b	<del>SCAT test is reliable because you get given a score at the end. For example it means that you have written a proof of what your score is and you can look back at your</del>	
	SCAT test is valid because it is a standardised test which is the same for everyone. Due to the questions	

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	always remaining the same for everyone it means that the table of norms is reliable and accurate.	
	This means that you can clearly gauge if your anxiety levels are normal or something you should try and work on.	
	<del>SCAT test may not be reliable as it is your own personal opinion. For example if</del>	
	SCAT test is reliable because it is your own opinion. For example only you know how you feel during the performance and so nobody can argue with your answers. This means that your score will be accurate and truthful.	

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2a	Model performers will show good communication by always shouting for the ball when in lots of space and have time to shoot or pass.	
	Model performers will also show good team dynamics by supporting and encouraging their teammates in order to keep up the teams moral and motivation.	
	Model Performers would ensure they are taking their role in the team seriously and stay in the correct possision to allow the team to work as a unit.	
	Model Performers will also showcase good decision making by chosing to pass the ball to teammates who are in space and have time in order to maintain the teams possesion	

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2b	<p>A reason to use a model performer to develop social factors is to be able highlight your differences and similarities. For example if when the ball goes out you get frustrated and lose concentration but when you watch a model performer you notice that they quickly get back to their position and affirm their teammates by clapping and saying "lets win the ball back". This means that you can highlight what you need to improve on and you are able to take <del>advice</del> notes on the model performers reaction and try to recipricate their actions and keep up good communication with the team.</p>
	<p>Another reason to use model performers to help improve your social factor is to motivate you. For example you may watch a model performer play one of their</p>



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	and decide that you aspire to	
	be <sup>as</sup> good as them one day and	
	so that gives you a push of	
	motivation to keep working even	
	harder and do as much as you	
	can to get that good. This means	
	that you are able to notice the	
	necessity for good team dynamics	
	when performing in order to be an	
	all rounded player.	
	By using a model performer <del>you</del>	
	<del>can</del> who plays the same position	
	as you in football you can get	
	more specific, detailed tactics on	
	how to play that position well by	
	watching them perform. For example	
	if you play as a striker you	
	can see clearly where the	
	performer stands in order to	
	cover the most space during	
	different aspects of play. This	
	means that you can reciprocate	
	the players actions in your	

[illegible]

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3a	<p>It is important to prioritise emotional factors when planning a pdp because they may affect your ability to improve other factors. For example if you struggle to control your anger and easily get frustrated and angry when something doesn't work then it will be very difficult to try and improve your weakest shot in badminton because you are likely to get annoyed when you can't do it and give up. This means that by prioritising improving controlling your anger it will mean that the other compartments of the pdp regarding other factors will be more effective.</p>
3b	<p>A method to monitor the development of the emotional factor is self reflection. At the end of each training session you can write a comment about the emotions you felt during the session. Each week</p>



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4a	A long term goal for my performance in the emotional factor is to reduce my anger score in the poms test by 5 by the end of my 6 week pdp.	
4b	One reason it is important to set a long term goal when starting a pdp is to give you something to aim for. For example if you have aimed to <del>get to</del> <del>reduce your score for anger</del> reduce your score for anger then it gives you motivation to not give up and if you get angry and frustrated to	

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	<p>motivate you to keep going so that you can reach your goal. This means that you can keep your motivation high and be less likely to give up as you are determined to reach your target.</p>
	<p>Another reason it is important to set long term goals is to make sure you stay on track. For example if you are also working on your smash shot in badminton during your pdp you may just focus on that and forget to work on the emotional factor. This means that you have a target you need to reach and so will be more focused and stay on track making sure to include things that will improve anger.</p>
5a	<p>Repetition Drill and Conditioned game.</p>

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5b	
	Repetition Drills are ineffective because
	they can get boring. This is bad
	because you won't be concentrating
	and are unlikely to perform at a
	high standard for very long and won't
	try very hard. This results in very
	little improvements being made because
	you are not putting the time and
	effort into the drill that is required
	to get better and therefore the drill
	can be very ineffective.
	Another reason repetition drill are
	ineffective is due to them not
	replicating a game like scenario.
	This is bad because you will only
	be able to play the shot when it
	is perfectly layed up for you and
	that is unlikely to happen in a
	competitive game. This means that
	it does not help improve your
	performance because you aren't
	able to utilise the shot in a game
	and it would still be considered

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	a weakness in your performance.	
	One thing that can allow the repetition drill to be effective is that it does help encode <del>you</del> the chosen shot into your muscle memory. This is good because it allows you to play the movement of the shot to a high standard without having to think about it too much. This results in being able to focus more on where to aim the shot or what your opponent may do next which will greatly improve your overall performance.	
	<del>Condition</del> Conditioned games are good because they force you to play your weak shot in a game. This is good because you are able to practice what it is like playing the shot in a real game and therefore get more comfortable with playing it. This means you will be more	



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	confident when it comes to using	
	it in a competitive game as you	
	have experience.	
	<del>Combination drills are effective</del>	
	<del>because</del>	
	Conditioned games are effective	
	because they allow you to also work on	
	multiple shots. This is positive because	
	it allows you to practice all of your	
	shots collectively. <del>and at the same</del>	
	<del>time</del> This means that you are	
	able to work on your entire	
	overall performance at once.	

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6a	<ul style="list-style-type: none"> <li>◦ The session started with a quick 5 minute warm-up which was just playing a quick half court game with a partner.</li> <li>◦ With the same partner we then set up a repetition drill where we took turns feeding the shuttle to each other to play a smash shot. We did the shot 10 times each before switching the feeder.</li> <li>◦ After 10 minutes of this we placed hoops on one side of the court and then continued the smash shot repetition drill but this time with a points system. Each effective smash shot earned 5 points and if <del>ea</del> the shot landed in the hula hoop then you would get 10 points. We did this for another 10 minutes in order to work on accuracy.</li> <li>◦ During both repetition drills we implemented a rule which was if you missed the shuttle or played a bad shot you had to close your</li> </ul>

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	eyes and do 20 seconds of deep breathing to manage not getting angry.	
	• At the end of the session we did a 10 minute conditioned game where the condition was 2 points if you win the point using a smash shot.	
6b	A change I made to the session was to only do 10 minutes of the repetition drill and replace the other 10 minutes with a combination drill.	
	Another change I made to the session was to play around the world for 5 minutes as the warm-up rather than a half court game.	
6c	The reason I swapped the repetition drill for a 10 minutes of a combination drill is because 20 minutes of the repetition drill was too boring. Due to the repetition drill becoming boring after a while I lost concentration and wasn't	



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7	



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8a	The performer could have used positive self talk during the performance to improve concentration and motivation. For positive self talk the performer <del>tell</del> would say positive affirmations to themselves either out loud or in their head whenever the ball goes out of play. They could say something like "I've got this" or "keep going" to try and motivate them to continue and boost their motivate so as not to give up.	

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8b	