

# Candidate evidence

## Candidate 1

### Question 1a

A session that can be done to improve cardio-respiratory endurance in continuous training. The participant must run non-stop for a set period of time. They must be within 65-85% of their maximum heart rate to ensure that they are improving their CRE. The session can be carried out anywhere and must last for a minimum of 20 minutes. Before the run, the participant must do a proper warm up to reduce the risk of injury.

### Question 1b

A performer may change the focus of a development plan because they have found a new weakness within their performance. This means that when they are reviewing collected data they may come across a different weakness in their performance that needs improvement. The new weakness may become a higher priority and therefore causes the performer to change the development plan. Another reason why is that they may find that the current development plan isn't effective and that the focus of the development plan needs to be altered. This is because there is no point in continuing a development plan that has no positive impact on the performance. The development plan may be too hard and have a high intensity which means that the performer gets too fatigued to maintain a high skill level throughout the drills.

### Question 2a

A profiling wheel can be used to gather data on the mental factors. It is a circle that is split into eight equal segments. The segments are also each split into ten. The performer writes a mental factor such as concentration or motivation above each segment and then rates themselves out of ten for each sub factor. 10 is the highest score and 0 is the lowest. The performer then colours the number of boxes corresponding to the score they gave themselves under the correct heading then the performer can see what they need to work on the most and what their strongest sub factor is.

### Question 2b

A profiling wheel is effective because the performer fills it out themselves which means that the data collected is a true reflection of what the performer thinks. It worked well because it was done straight after a performance so the data was fresh in the performers head. It wasn't effective because the performer often didn't have a pen/pencil so had to leave the profiling wheel until the next session. This means the data collected wasn't a full set and didn't account for every training session and performance. It was effective because the sheet could be kept forever meaning that the performer could use the data in the future to compare and improve.

### Question 3

Verbal feedback could be given from a coach on emotional factors. The coach watches your performance and looks for signs of emotions such as aggressiveness to suggest anger or smiling to suggest happiness. The coach then tells you what they've seen and talks you through what they think. Verbal feedback can come from anyone who has watched the performance.

### Question 4

A development need for emotional factors is anger. A performer may find themselves getting too angry or just not being able to handle any amounts of anger during a performance. For example in hockey, a player may get angry at teammates for making mistakes or not passing

to them. This may cause the player to begin over hitting passes and making it harder for their teammates to stop the ball. They may also be too aggressive when tackling and give away fouls or even injure one of the opponents. Another development may be dealing with sadness. During a game of hockey, if a performer's team are losing an important match the performer may get too sad and just give up on the match. The performer may stop pressing the opponents which means that there is less pressure on the opponents and they are less likely to make a mistake and therefore retain possession for longer. The performer may need to develop their reaction to sadness.

### Question 5a

The presence of crowd during a performance can affect a performer's concentration. If the performer is focused on the crowd instead of the match then this suggests they won't be able to contribute fully to the team. This means the performer won't be concentrating on choosing the most effective pass and won't be able to mark their player because they will be too distracted by the crowd. The player that they're supposed to be marking will easily be able to slip away and receive a pass. This means that the opponents will have easy possession and will be able to take advantage of the weak point in the team.

Relationships can also impact on the emotional factor of fear. If a player has a bad and negative relationship with a teammate then it will introduce fear during a performance. The player may be scared to take risks during a game in case their teammate shouts at them or has a go at them. This explains why the performer tends to choose the easy less effective pass because their teammate will get angry at them if they chose the risky option and make a mistake. This suggests tension within the team and influences the changes of the team winning.

Team dynamics can have a positive impact on cardio-respiratory endurance. If the team has a good encouraging atmosphere and positive vibes then it means that the team can encourage each other to keep chasing hard and maintaining a high intensity skill level. Because the team all get along and know each other's style of play well, they'll all be on the same page and all know when one of the team is struggling. This demonstrates the team will be able to encourage their teammates to keep working hard by playing good passes to them and verbally encouraging them to keep working hard. Also by seeing their team mates working hard and making runs into the space, the performer will want to contribute to the team as well and try to work hard like the rest of the team.

Etiquette can have a negative impact on anger. If the opposing team don't have good sportsmanship, then it may cause the performer to get angry at them. If an opponent for example purposely hits the ball away from someone who is about to take a free hit then it will cause the performer to get angry. This may explain why the performer gets overly aggressive when tackling and creating the mind-set of if they do it then I'll do it too and will lead to the performer having bad etiquette too.

Isolation can have a negative impact on motivation. In a team if one of the members doesn't train with the rest of the team or gets left out, then it may explain them being unmotivated during a match. This is because they won't be a proper part of the team and winning won't mean as much to them. The performer may feel that there's no point in helping the team if they get left out or barely know them.

### Question 5b

An approach to develop relationships is team building. There are many different forms of team building, one of them is trust falls. You get a partner and then one person turns their back to the other one and falls back. The person at the back then has to catch them when they fall back onto them. Then they switch roles. This approach can be done with one or all of the members in a team depending on who needs to improve their relationships.

**Question 6a (i)**

A goal I set during a badminton development plan was to increase the amount of power I could get on my overhead clear.

**Question 6a (ii)**

I set this goal because during games my overhead clear wasn't powerful enough. This meant that the shuttle didn't clear the opponents head and go to the back of the court but instead only reached the front/middle of the court and meant that the opponent could get an easy smash from my overhead clear. Also the shot wasn't scoring any points and wasn't taking pressure off me. This means that instead of causing the opponent problems and giving me time to recover I was creating problems for myself.

**Question 6a (iii)**

An approach I used was shadowing. I copied the movements of a model performer doing an overhead clear but without a shuttle. This allowed me to create more power by using my whole body instead of just my arm. I did the same movement over and over 20 times, only counting the good ones. I did this at the start of every session.

**Question 6b (i)**

A goal I set during a personal development plan for badminton was to increase my concentration.

**Question 6b (ii)**

I set this goal because during games I would frequently become distracted by my surroundings. This meant that I wasn't focused on the game and wouldn't be paying attention to where on the court my opponent was and therefore couldn't play my shots into the space on the court to put my opponent under pressure. Also I would be distracted by other things in my head, I wouldn't be thinking about the game and this caused me to make bad decisions when choosing what shot to play as I just did whatever came to my head first.

**Question 6b (iii)**

An approach I used to improve my concentration was trigger words. When I began to lose focus and get distracted I would say the words "focus" or "concentrate" in my head to remind me to pay attention to the game. Saying the words made me regain concentration and allowed me to increase my focus. I practised saying the words in my head before any training sessions and performances so that the words were stuck and ingrained in my head so that when I said them during a performance they actually meant something to me.

**Question 7a**

This performance may have been impacted because there was good control and fluency in it this meant that this had a positive impact on the performance as the overall performance flowed well-meaning that each separate skill and movement linked to each other. For example in hockey, good control and fluency would be demonstrated when dribbling which could mean that a player is able to put separate skills and movements together to get past opponents and create space for the team to move into. This leads to the whole attack flowing well and leading to goal scoring opportunities. The good control could mean that the player could retain possession while their team got into the space to receive passes. The good fluency meant that a player was able to easily perform skills without having to stop and think. This would allow them to link all their movements together and give the opponents less time to react to what they do. Also as they don't have a very good repertoire of skills then this suggests they are limited to a small selection of skills to perform. This meant that it was easier for the opponents to predict what they were going to do. Also it means that the player was often repeating the same skills and therefore allowed the defence to easily know what they were away to do to stop them. If the performer had bad muscular endurance then they wouldn't be

able to continually perform movements throughout the match. For example if Scott Brown had bad muscular endurance he wouldn't be able to continually tackle opponents, run into space, perform lots of skills, do good passes and mark player for the whole 90 minutes.

### Question 7b

Poor decision making in a game of hockey is bad because it means that a player won't be able to choose the most favourable and effective choice. This lead to the player making lots of negative passes to team mates that were being marked and put pressure on them. Also it meant that any counter attacks were failed as the player couldn't pick out the best pass. The player also had decent concentration. They were focused most of the time which meant they could always know where the ball was and where their team mates were. This meant that they could play passes without looking up because they knew where the team mate was, this gave the opponents less time to react.

## Candidate 2

### Question 1a

A session used to develop Physical factors could be a Plyometric session. I used this method of training to develop Power in my legs.

Plyometric training is explosive training where muscles exert force as quickly as possible.

The types of exercises I would use may include: Box Jumps, Squat Jumps and Jump Lunges. During my session, I performed these as a circuit, performing each one at maximum intensity for 10 reps in the first set. I would then rest between sets to recover and prepare for the next one, so I allowed myself 30 seconds rest between each exercise and 1 minute between each full set.

To overload the session, the second set had an increased number of reps (12 reps) and the third set had 14 reps.

Finally, I performed Plyo Jumps, starting from one baseline on the Basketball court and jumping to the baseline on the opposite side. I set a target of using 13 jumps to cover this distance.

The whole session lasted 40 minutes, including the warm up and cool down. Afterwards, I evaluated it to inform progression onto the next session.

### Question 1b

Performers may look to reprioritise their training programme for many different reasons.

Firstly, if the performer suffers and injury mid-way through their programme, it will need to be adapted to suit the situation.

The programme may have to change from being aimed at working to maximum effort during, for example, a plyometric sessions or a sprint session, to exercises aimed more at rehabilitating the injury as the performer will no longer be able to complete the previous programme of work. Sessions may focus on a different part of the body e.g. a Rugby player may have a lower body injury so they decide to focus on improving their upper body strength while their lower body recovers.

In addition, an injury will force the goals or targets set for the programme to be reassessed. Again, it is unlikely the performer will be able to achieve these targets due to the setback

caused by the injury. The goals set may therefore be reconsidered to account for the time lost to recover.

The second reason for reprioritising the focus of a PDP might be to plan new tactics for a specific upcoming match. For example, during a cup competition/tournament a team may see the opponents they face in the next round.

This may alter and reprioritise the focus in training to exploit the specific weaknesses identified in the opposition team's play e.g. a specific attacking routine from a set play to exploit unmarked spaces. In addition, knowing your upcoming opponents may also cause a performer to reprioritise their training to defend in a certain way, depending on the opposition's strengths.

### **Question 2a**

A test I used to gather data on the Mental factor was the Sport Determination Questionnaire. This method is used to gather data specifically on your levels Determination.

The test is comprised of 12 statements all relating to Determination in a performance. To complete, performers are required to answer each of the statements honestly using the sliding scale provided. They would allocate a number rating for each statement based on how true it is for them. For example, one statement asks, "I avoid getting distracted during practice". The ratings range from 1 (= never) to 5 (= always).

Afterwards, the performer totals the ratings to add up to an overall score. This can then be compared to the ratings below the statements to tell if you have high levels of determination ( $> 44$ ), medium levels of determination (29 – 43) or low levels of determination ( $< 29$ ). From here, you can clearly see your level of determination and if this is an area in need of development.

### **Question 2b**

The Sports Determination Questionnaire has many benefits and limitations which contribute to its effectiveness.

Firstly, the test is very simple to understand as the statements are straightforward. I believe this is a benefit of the test because it is unlikely that performers are going to misinterpret any of them, which means the data gathered will be more reliable.

Furthermore, the process of completing the test is also very simple to do. The sliding scale is easy and totalling at the end is simple, which I believe again means the test results are more reliable.

The test is also quick to complete. I believe this is a benefit because if the test took a long time and was overly onerous, performers may lose focus and motivation to complete it to the best of their ability, in doing so, possibly just writing any numbers for the latter statements. This again compromises the results gained.

Moreover, as the test is quick to complete, performers may be encouraged to use it as a monitoring tool throughout their training, which can be completed quickly to track progress.

The test also gathers quantitative data in the form of a total number. I believe this is a benefit because it makes it really easy for me to compare to the ratings with no difficulties in interpreting the data.

Finally, this total number is a permanent record of my initial data and is really easy for me to use as a comparison after training. I believe this is a benefit because it allows me to clearly and obviously see if I have made any improvements if the number is higher after training.

**Question 3**

One type of feedback I can receive for Emotional factors is written qualitative feedback from my Training Diary. Each section had several questions which I had to respond to, based on the session I had just completed. An example of the types of questions would be: "What worked well during the session?" and "Did you feel angry or frustrated at any time during the session? Detail when and why this was." Underneath each was a space for me to add a response for each question.

There was also a section for me to provide feedback on my short term targets, detailing to what extent I had achieved them.

**Question 4**

Two Emotional strengths in my Rugby performance would be my control of Fear and positive levels of Confidence.

During my performance, I rarely fear tackling others who are physically much bigger and stronger than me. This allows me to commit fully to the tackle, which means I don't 'pull out' as this could leave me in a position to get hurt. Lack of fear also means I complete the tackle, stopping the attacking player and contributing to my role in the team. Another strength in my performance is my Confidence levels. I am confident to try new and different skills e.g offloading the ball quickly in the tackle to try and surprise the opposition and create opportunities for my team.

**Question 5a**

Social factors can have a considerable impact on the other factors during a performance.

A team's communication skills (social) can impact on how much the players trust (emotional) each other. This is demonstrated during a match when your teammate tells you if there is a defender on your back, allowing you to concentrate more on making an effective decision, instead of who is coming towards you. Effective communication can also impact on a player's decision making (mental). If a player is in space, unmarked or in a goal scoring position, effective communication can alert the performer in possession to make an effective decision of who to pass to. This can lead to the team advancing up the court/pitch. Communication also helps with employing tactics or set play routines (physical). If your team have a corner/free kick/penalty etc. good communication can let everyone know what play they are going to run so that everyone is aware and do their job to allow it to run smoothly.

The conduct of the crowd and officials (social) also have an impact on other factors. For example, if the crowd are really loud before a match and are cheering for the opposition, it can impact negatively on anxiety levels (mental). If the performer becomes over anxious, they may begin to 'seize up' and feel really nervous. This would impact on their ability to focus and make effective decisions but will also impact on their skills (physical). If the performer is nervous or anxious because of the crowd and become tense, their timing of skills – in particular more intricate skills, e.g. a drop shot/set/through pass/serve etc. will be off. This would be characterised by the skill being performed inconsistently and with less accuracy, possibly losing a point or giving away possession.

Finally, the crowd's conduct may impact positively on a performer's confidence (emotional). If the crowds are supporting and cheering the performer on, it may lead to an increase in confidence to commit to and perform skills to the best of their ability. Additionally, the crowd cheering you on can add to a performer's motivation (mental) level as they are constantly encouraging the performer to work as hard as they can and the performer may get a boost and added focus from this.

**Question 5b**

An approach performers may use to develop Social factors impacting on performance would be Team Building exercises. This would be to specifically improve the team's dynamics and relationships.

One exercise a team may use is Trust Falls where one team member stand with their back to their partner. They then fall backwards towards their partner, who catches them before they hit the ground. Afterwards, the team would rotate and change partners to ensure they are working with members of the team they are less familiar with. Other examples of a similar type of task would be Blindfold Walks, where one teammate leads another – who is blindfolded – around an obstacle course. It is hoped that from completing these simple tasks, the team feel like they can work better and more cooperatively through having a more positive relationship which would transfer into their play during games.

**Question 6a (i)**

During a PDP to improve my agility in badminton I set a goal that by the end of my PDP I wanted to score above average in the Illinois Agility Test (the monitoring test that I used)

**Question 6a (ii)**

I set this goal for many reasons, the first one being that I need to have very good levels of agility as you need to be able to move around quickly so that you could return a shuttle that your opponent plays to anywhere on the court. Good agility also means that you'd be able to get to the shuttle quicker giving you more time to prepare yourself for an effective return.

Setting this goal also provides motivation to improve. It gives you something to work towards and provides a direct focus for you training this is beneficial as if your training is focused you are more likely to improve as all the exercises are specific to your development needs.

**Question 6a (iii)**

To improve my agility in badminton I could use fast feet drills. Fast feet drills include short, fast movements often with changes in direction. An example of a fast feet drill is the agility ladder, exercise that you could use is two footed jumps into each part of the ladder or side steps through the ladder. Each exercise should be done x5 times and then have a 1 min rest period and then repeat this 5 times. Reps must be includes as you can increase/decrease these depending on your level of agility.

**Question 6b (i)**

A goal you could set for the social factor is to improve your overall communication to call for the ball in every rally in a game of volleyball.

**Question 6b (ii)**

This goal would be set as it is an essential skill in team games, such as volleyball. It is important that your communication is good so that everyone in the team knows where the ball is and where it is going at all points. For example, when the ball is put over the net in the first phase, a back court player would pick it up and shout the name of the player they are passing to, the person then would be prepared to receive the ball and would be in a position to play an effective return over the net or an effective set.

This goal was also set to provide a clear focus and direction to training. You are more likely to gain better results as your PDP is tailored to your developmental needs.

**Question 6b (iii)**

To improve communication in volleyball you could use a conditioned game. To complete this method you should just play a normal game of volleyball but every time you touch the ball you have to shout your name. If the player doesn't shout their name they have to complete a small

forfeit (eg. x5 push ups), this encourages communication as the players can come to avoid completing the forfeit.

### Question 7a

This performer's level of control has had an impact on their performance. The control has benefited this performer, we can see this as he scored full marks for this. Control is beneficial and would be shown by the performer being able to accurately play the shuttle over the net and get it to land where they wanted it to, this in turn means that the shuttle is less likely to go out or hit the net which would have cost the performer points.

This performer's fluency again has had a positive impact on their badminton performance, again we see this as they have scored full marks for this. High levels of fluency is very important in badminton as it will help shots to be played more effectively because it creates a smooth motion. As the shots are being played effectively it will increase the performers chance of scoring as if they play poor shots into the middle of the court, their opponent would just smash it back, which would lead to you missing the shuttle or playing a poor return which is hard to recover from and could cost you a point.

This performer's repertoire of skills had an impact on their performance. As they scored 5/10 this impact could have been positive or negative. It would have had a positive effect as it would mean you could play shots from anywhere on the court. This might mean that no matter where your opponent plays the shuttle you can effectively return it. A large skill repertoire also is beneficial as this allows you to vary your shots all the time, meaning your opponent doesn't know where the shuttle is going to go.

However, it can negatively impact your performance as if you have a small repertoire of skills you just play the same few shots repetitively. This in turn would lead to your opponent likely picking up on this and using it to their advantage. They would know what to expect and therefore could better prepare themselves for it, as they have time to prepare they are more likely to play a successful shot. It also means that they may play shots that they know you'd struggle to return e.g. if you can't play a net shot your opponent may choose to play a drop shot that lands behind the net as they know you may struggle to return it which would increase their chance of getting a point.

### Question 7b

This athlete's decision making has had an impact on their performance. As they scored 1/10 this would suggest it would cause problems. If they have poor decision making in badminton their performance will suffer overall. Poor decision making may lead to them playing the wrong shot (for example, a smash from the back of the court), if they choose the wrong shot it may lead to the shuttle going out or going into the net, which in turn would give the opponent the point.

Mental toughness may have had a negative impact on this athlete's performance. The data in the table shows that poor decisions were made, if this athlete had poor mental toughness then they wouldn't be able to bounce back from this and would continue to make poor decisions throughout the game. Poor mental toughness means that the performer would dwell on their previous mistake and would constantly be thinking about it, this could lead to a decline in performance level as they aren't focusing fully on the task at hand.

Concentration has had an impact on their performance, as they scored 7/10. High levels of concentration suggests that the performer wouldn't get easily distracted. This points to them being able to fully focus on play. When they had got distracted (revealed by the 3 times they lost marks) this would have led to more performance problems as they'd not be concentrating on what they are doing which could lead to a poor return which is easy for the opponent to return with a winning smash.

## Candidate 3

### Candidate 1a

In a session used to develop my badminton overhead clear I started off by shadowing to allow myself to rehabilitate my muscles in the correct-sequence of movements.

I then moved onto some basic feeder drills including a shuttle to focus on the accuracy and precision of my shot.

After this I progressed into conditioned games to force myself to work on skills that were highlighted throughout the session.

Finally, I finish with a normal game to mimic a competition and allow me to put all my skills into practice.

### Candidate 1b

A performer may reconsider and adapt their development plan if they find it too hard. If a plan is too hard the performer may risk injuring themselves when trying to reach an unrealistic target/time. This means that they will then be unable to continue with the programme all together and therefore not improve.

If a development plan is too hard, the performer will not reach required targets and may give up on ever achieving them. This means that they will lose motivation and quit on themselves as well as the sport.

A performer may also have to reconsider a development plan if they become injured. This means that they would be unable to finish so would therefore need to stop and go back to it in the future when they are fully fit.

On the other hand, if a performer becomes injured, they could alter their development plan so that it is specific to their injury and needs. This would mean that they are still able to continue but without further injuring themselves.

### Candidate 2a

The personal profiling wheel (PPW) is used to collect data on the mental factors. It is a target shaped diagram divided into 8 segments, each with a rating from 1-10. Each segment as a mental factor as its heading and the segments are coloured in corresponding with how well the athlete performed in this given area. The PPW is carried out using pen and paper, making it easy.

### Candidate 2b

The PPW is good and useful as it can be filled out by a performer and coach. This means that it can be compared and analysed by someone with experience and a non-biased view point making the data accurate and reliable.

The PPW is carried out using pen and paper meaning you don't have to rely on electronics. This means it can be done multiple times and referred back to for future comparison as there will be hard copies.

The PPW is a simple method which can be understood by following simply instructions. This means that anyone can fill it out making it versatile.

The PPW is also good as it can be easily adapted to suit the performer's needs. This means that the headings around the wheel can be changed and it can be done either before or after a performance depending on what type of data needs gathered.

**Candidate 3**

Emotional factors can be fed back to the performer by using oral coach feedback. This is where a coach (or someone with knowledge) will observe a session of performance and from there will proceed to speak to the athlete about their strengths and areas for improvement. This will be done immediately after the performance to receive the most accurate results.

**Candidate 4**

When playing netball, I am very confident and vocal. This means that I can effectively lead and captain my team as I lead by example and have the confidence to try skills and runs other people may be too shy to make.

Having confidence also allows me to be intimidating towards my opponent. This means that regardless of my ability, they are scared of me before I even step on course. This work in my favour as I am able to mentally prove my dominance which reflects in the game as well.

Another strength is my anger. I am able to channel my anger into constructive play within a game of volleyball. This means that I am able to hit the ball harder and with more power because I am angry. This results in my shots being stronger and harder to defend.

Anger also motivates me to play better as I am more focused in winning when losing. I will consciously work harder and play better when I'm angry which is a strength.

**Candidate 5a**

The crowd can have a negative effect on an athlete's concentration as they will be too distracted to focus. This means that they will be unable to complete the given task to the best of their ability as they will be too worried on what the crowd are doing or thinking. This will have a negative effect on the performance as the athlete won't be concentrated.

Also, isolation has a negative effect on a performance as if an athlete is isolated they will lose motivation as they will not be included with the rest of the team. This will mean that the athlete will not work for the team cause as they have no reason to do so as they have been left out. This will negatively affect the game as one player wont contribute as they won't be motivated leading to the whole team moral deteriorating.

Furthermore, team dynamics positively impacts my CRE as for example, if I had a training partner when completing my badminton development plan, they would be able to feed shuttles and play games against me which would improve my skills and CRE. This would improve my entire game as team dynamics has positively imparted my CRE.

Also, the crowd can positively impact my performance as they will motivate me to play better through chanting and jeering. This will make me work harder as I will feel the need to impress and not let them down. This will overall positively impact my performance as I will have the motivation to work harder.

Relationships can positively impact my trust during a gymnastics routine as I will have faith in my team as we have built a strong relationship. This means I will be able to complete the routine with no fear as I know I can trust them. This makes the whole routine better as there will be no hesitation.

Finally, leadership can positively impact the confidence of our team as if a leader has a lot of confidence, this will rub off on the team making them have confidence in themselves and each other. This shows how leadership can positively impact a performance.

**Candidate 5b**

Teambuilding can develop social factors, specifically blindfolded games. This is where an athlete is blindfolded and the rest of their team have to guide them through a number of obstacles. The team must give clear instructions such as left, right and forward. You will need a blindfold, cone and other obstacles such as beanbags. If the blindfolded person touches a cone they must return to the beginning and start again. This improves communication skills and trust.

**Candidate 6a (i)**

During my PDP I focused on developing the accuracy of my overhead clear.

**Candidate 6a (ii)**

I focused on accuracy as I had the correct power but often was unable to use my shot effectively as I wasn't able to place my shot in the court or away from my opponent. I also wanted to improve my overhead clear as out of all my shots I believe it was the weakest and the most ineffective.

**Candidate 6a (iii)**

To achieve this goal I used conditioned drills where I had to hit the shuttle in certain zones. The zones were marked by cones and I was fed a shuttle and had to play an overhead clear to get it in the correct zone.

**Candidate 6b (i)**

When doing my PDP I set the goal to improve my concentration for the duration of the game.

**Candidate 6b (ii)**

I set this goal as I would often get distracted by the surroundings and lose concentration meaning that I often played my shot out of court.

I also wasn't concentrated enough on my opponent which meant I missed obvious giveaways like when they went to tip the shuttle and tricked me so I lost the point.

**Candidate 6b (iii)**

I used trigger words to improve concentration. I would work on them in training then in a game say the word "focus" which would bring my attention back to the opponent. The trigger words were useful, instantaneous and required no equipment.

**Candidate 7a**

If a performer lacks CRE, they will be unable to complete some of the necessary skills needed in a game of football as they will be too tired. Which would explain them getting a low score in statement number one.

Also, the high score for statement number two would reflect a performer who has good co-ordination in a gymnastics routine. Having co-ordination will positively affect your fluency and control as you will be able to co-ordinate your limbs in the correct fashion and smoothly.

Furthermore, poor reaction times could lead to a performer getting statement 3 as if they are too slow at reacting then their decisions become limited. For example, in a game of volleyball a hitter may not react to a bad set and then restrict themselves to only being able to hit cross-court.

**Candidate 7b**

Some lack of concentration is revealed by them not getting 10/10 in the last statement. The performer may have lost concentration as they could have been distracted by the crowd or other players. Their concentration also could have dipped after maybe a consecutive loss of points explained by the fact that they gave up and lost motivation.

High motivation could have resulted in 10/10 in statement two as the performer may have set their targets high and worked really hard to achieve this. This will be because of high motivation and application as they put the effort in at training.

Finally, poor decision making and concentration will have resulted in statement 3 as the performer may not be focused to make correct decisions. This could lead to unforced errors and sloppy passes as the performer is not taking in the entire game and missing obvious passes and runs, leading to them losing possession and even conceding a goal in a game of football.