

Candidate 1 evidence

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1ai	One method used to collect qualitative information on mental factors is the mental performance profiling wheel.	
ii	Self-Reflection Questionnaire as scores can be taken to give a numeric total.	
bi	Collecting qualitative information on mental factors is important as it gives a personal insight into how the performer feels. This means that steps can be taken in order to meet both the needs that are needed, and the needs that the performer wants.	
	Secondly, qualitative information is important as it gives more ^{input} information than quantitative data. The performer is able to give more in terms of the mental factors and	

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	in some methods of data collection, can	
	go fully in-depth on how they're	
	personally affected by the mental factors.	
bii	A performer should collect quantitative	
	information on mental factors as it is	
	based on fact. This means that the	
	outcomes reached are trustworthy and	
	reliable. Therefore solid outcomes can be reached.	
	Secondly, quantitative information can	
	come in numerical form, meaning further	
	analysis can be used by calculating	
	figures such as averages and percentages.	
	This means that a more in depth outcome	
	can be reached, through the use of added	
	statistics.	
2a	One short term goal for the emotional	
	factor would be to work on my anger	

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	in the first half of a game of football	
	in order to build a habit.	
	A long term goal would be to maintain	
	a lack of fear throughout a whole game	
	in order to positively effect my emotional	
	factor.	
	b One Consideration for a performer	
	will be the measurability of the goal.	
	this means that For example,	
	setting a goal using an and or	
	outcome that can be evaluated	
	means that the performer will know	
	when the goal has been complete.	
	If the goal was not measurable,	
	it could lead to large amounts of	

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	time wasted by the performer. This is
	due to there being no possible way
	to detect completion for the goal. This
	means that the goal has been
	unsuccessful as it was poorly set.
	A second consideration for the
	performer setting a goal is whether
	it is achievable. Setting a goal
	that is too hard means that the
	process of working towards the
	goal will be of little value as it is impossible
	for the performer. Also, it may lead to
	negatively impacting the motivation of the
	performer, knowing they can't achieve their
	goal.
	However, it is wrong for a performer to

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	make a goal too easy. Setting	
	a goal that belongs to a lower	
	skill level is likely to result in	
	little effort being required. For an	
	effective goal, the performer should be	
	motivated to push past their boundaries	
	and aim to increase their skill level.	
	Setting a goal too easy will mean little	
	improvement will be present.	
	A third consideration a performer will	
	have is the time frame for the goal.	
	The performer should deter from	
	making the goal short term if the	
	task is too big. This would place	
	a large amount of pressure on	
	the performer which may lead to	
	an increase in stress, negatively affecting	

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	performance. therefore the performer should not underestimate the time needed.
	However, the performer should not overestimate and give too much time.
	Having a goal that is too long means that the performer may become less motivated due to the time taken. Therefore, it would be expected to set more short term goals, to build up to the long term goal. This maintains motivation and ensures regular progress is made.
3a	One approach used to develop physical factors in table tennis is the repetition drill. This consists of a number of feeds being delivered by a feeder to the performer's weak shot. The

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	performer should aim to hit
	each shot in the target area
	The feeder should aim to deliver
	consistent feeds and may adapt
	the feeds to suit the skill level
	of the performer.
	Secondly, to carry out the drill,
	the performer requires a feeder, a
	table with net, and a number of
	balls that correspond to the number of
	feeds with each set. One ball is
	required for the performer and one
	for the feeder depending on the type
	of feed.
	b) One possible challenge of this approach
	is getting the required equipment.
	Having access to a feeder and table

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	tennis equipment means that the	
	approach can only be carried out	
	at specific locations such as a table	
	tennis hall. This means that the	
	drill cannot be completed whenever and	
	requires setup time.	
	Secondly, a possible challenge could	
	be to mimic the intensity of	
	a real performance. As the feeder	
	can only get so much in a single	
	feed, it may be a challenge for	
	the performer to be faced with a	
	true performance situation-like feed.	
	This means that it may be too	
	difficult and the performer could abandon	
	the approach.	

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	<p>A third possible challenge of this drill is being being able to match each stage of the learning with the intensity of the drill. For example, at the autonomous stage, it is questionable what could be done to add that level of difficulty. Therefore, little progress would be made after the associative stage.</p>	
	<p>A fourth possible challenge could be ensuring the quality of the feeder. Especially at the cognitive stage, the feeder should be able to supply a consistent feed to allow the build-up of muscle memory. If it is not consistent, this may bring an unneeded degree degree of difficulty that doesn't fit with the performer's weak shot.</p>	

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	c) Firstly, the approach a benefit of the approach is that it can be modified to fit any time frame. For example, the number of feeds feeds and sets can be altered. This means that the approach should be acceptable for any PDP in many time slots.	
	Secondly, a benefit of the approach is that it may be adapted to fit a skill level. Whether it be the type of feed, speed of feed etc, the approach allows for adaptation so that it may be used by any performer.	
	A third benefit is that the drill can easily be used to show progress.	

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	For example, tallies can be taken in order to notate how many shots land in the target area. This means that the performer will be able to remain up to date on their performance and ensure regular progress is made.
	However, a limitation of the method is that it is not very game like and would require many adaptations to be close to a game-like situation therefore, it would be suitable for the approach to mostly be used at the cognitive and associative stage of learning.
4a	One way in a PDP for social factors can be evaluated is through repeating

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	<p>your approaches. This consists of doing the same approaches that were used to identify development needs and creating comparing to look for more improvements.</p>
	<p>A second way a PDP can be evaluated is by looking at feedback. When checking feedback, the performer would notice less improvements were required over time as they met the skill level. This would prove the PDP to be successful as the feedback is positive by the end and shows no faults.</p>
	<p>A third way to evaluating a PDP is by ensuring the performer's goals have been completed. This means that the performer was successful in what they set out to achieve, meaning that the PDP was successful.</p>

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	Finally the performer can also evaluate
	the PDP, through external visual feedback.
	The performer should see a
	difference themselves also through
	internal feedback, knowing the PDP was a success.
bi	Having improvements in the subfactor
	team dynamics has a positive
	effect on the development process.
	Having an increase on strong
	relationships means that approaches
	with more than one performer can
	be carried out quicker and with
	motivation. This means that training
	can be more motivating for the
	performer and more due to more
	enjoyment.
	Secondly, having an increase in

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	communication with a team has
	a positive impact on the development
	process. Strong communication allows
	there to be an increase in verbal
	feedback to the performer. This
	means that there is likely to be
	an increase in speed of errors
	to be identified within skills and
	the team can continue to build on
	more communication.
	ii) Having strong inclusion positively effects
	a team's performance in football. Strong
	Inclusion means that everybody is likely
	to be involved, meaning that when the
	team is in possession, no performer
	will limit their options due to not including
	a certain teammate. This means that
	the extra team can take full advantage

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	of its numbers due to strong inclusion.	
	Secondly, strong etiquette positively	
	affects the performance in football.	
	Strong etiquette means that a	
	performer will be less likely to	
	show abusive qualities towards	
	anyone and will avoid receiving	
	consequences such as a red card.	
	This means that the team can	
	avoid punishment, allowing the team	
	to play in their regular fashion.	

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5.	<p>In the physical factor, my strength is cardio-respiratory endurance (CRE). Like a model performer, I am able to play a whole match of table tennis, and remain consistent. This allows me to never lose due to a falling skill level as the game continues.</p>	
	<p>A second strength in table tennis is accuracy. Like a model performer, I am able to hit each shot in the target area, taking advantage of the table's size. This means that I am am able to be apply pressure as I cause them to have to strain to reach shots.</p>	

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	However, one of my weaknesses	
	in the physical factor is power.	
	Unlike a model performer, I have	
	a poor measure of power and	
	may put too much or too little	
	on the ball, causing it to go	
	off the target or hit the net. This	
	means that I can throw away points	
	that I shouldn't miss, giving my	
	opponent the advantage.	
	A second weakness of mine is	
	flexibility. Unlike a model performer,	
	I can struggle to reach shots, meaning	
	it puts strain on my body. Having	
	poor flexibility means that my shots	
	that are hard to reach are likely	
	to end up badly and either	

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	miss the table or lay up my opponent
	for an easy smash to lose the
	point.
6a	One method I used to monitor
	my progress in the PDP was the
	training diary. This is a large
	booklet that I used in order to
	input the contents of each training
	session in order to monitor my
	progress.
	To carry out this method, the
	performer should input what happened
	in each session. Other parts categories
	such as feedback can also be
	written. This should be written in
	the diary at the end of each

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	<p>session to ensure the the the training was still fresh in the mind.</p>
b	<p>One adaptation I made to my ADP was to shorten the amount of time taken in shadow practise to work on my weak shot (backhand drive in table tennis). This was due to the the fact that monitoring revealed I had moved on to the associative stage of learning which makes shadow practise unsuitable.</p>
	<p>A second adaptation I made was to work more on my repetition drill after a weeks break from the ADP. Monitoring showed that due to the break, my skill level dropped meaning I had to make up</p>

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	for the 1st tm by carrying out the more basic forms.	
	A third adaptation I made was to increase the difficulty of the repetition drill. After three sessions of the ^{hand} feeds (15 minutes each session), I became too comfortable with the layout so moved to serve feeds. This increased the difficulty and slowly made the drills more game like.	
	A final adaptation I made was to replace my repetition drill with the pressure drill. This was done as monitoring showed me that I was in the autonomous stage for my weak shot and I therefore	

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	chose to move past the repetition drill.	
	The pressure drill was chosen	
	as it puts me under much more	
	stress, meaning that I could	
	minimise the environment of a real	
	performance.	
	7a In football, extract 1 states there is	
	a large difference between training	
	and a live performance. This could be	
	due to the performer's fear of opponents.	
	Being fearful of the opponent mean that	
	the performer is less likely to	
	go fully into tackles, and will go	
	in half-hearted. This means that the	
	team are unlikely to win possession,	
	allowing the opposition to work up the	
	field and attempt to build a goal scoring	
	opportunity.	

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	Secondly, fear can also have a negative	
	impact through the physical factor.	
	Fear causes the muscles to tense,	
	which leads to to less flexibility. This	
	means that in the performance, balls that	
	are hard to reach may be too	
	difficult for the performer to intercept.	
	This means that chances that the	
	performer would usually achieve to	
	win the ball, are not achieved	
	in the performance.	
	Thirdly, fear can also negatively	
	impact the social factor, communication.	
	When in fear, a performer is	
	less likely to confidently communicate	
	with the team. This means	
	that opportunities such as the performer	

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	being in space aren't taken advantage	
	of as the performer doesn't call	
	for the ball. Due to fear, the	
	performer doesn't get involved,	
	meaning the team is effectively	
	playing with a man down.	
	Finally, it may be anger that	
	causes the difference between	
	training and performance. In training,	
	making a mistake is immaterial	
	as it has no consequences. However,	
	a mistake in a performance does	
	and could cause anger within the	
	performer. This means that	
	the performer is likely to lose	
	more focus on the game as	
	anger builds, causing more mistakes	
	to be made and the	

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	performance to deteriorate	
	b) Extract 2 states more mistakes are	
	made as the game goes on. This	
	could be due to a lack of	
	CRE. The implication of this is	
	that less oxygen is supplied to the	
	working muscles, meaning the performer	
	becomes tired. The impact of this	
	on performance is that there will be	
	an increasing rate of mistakes	
	made as the performer becomes	
	increasingly tired.	
	Secondly, a lack of CRE can	
	negatively effect the mental factor,	
	decision making. The implication of this	
	is that less oxygen is supplied to	
	the brain, causing the performer to	

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	rush into decisions. The impact of this	
	is that in performance, the wrong	
	decision can be made as not all	
	options have been considered.	
	This means that the team are	
	likely to lose or remain without	
	possession of the ball.	
	Thirdly, poor CRE can also	
	Thirdly, poor CRE can also	
	negatively impact the social factor,	
	communication. The implication of this	
	is that as the poor CRE causes	
	the performer to be breathless, they	
	will will be less likely to communicate	
	in order to save their breath breath. The	
	impact of this is that teammates	
	will be less aware of their	
	presence, meaning they may miss an	

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	opportunity to use the performer.	
	Finally, the performer may be impacted	
	by poor skill repertoire. The implication	
	of this is that they are unable	
	to perform a wide range of skills	
	to a high standard. This means	
	that in performance, they may	
	be more predictable as the	
	opposing team becomes more aware	
	of the performers lack of variability	