

Candidate 2 evidence

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1a)	<p>(i) One method I used to collect information on the mental factor was the mental performance profiling wheel that was qualitative as you had to tick red, amber or green.</p>
	<p>(ii) Another method I used to collect quantitative information on the mental factors was the self reflection profile as you had to add up your marks for each section, relating to a mental performance answers.</p>
1b)	<p>(i) A performer should collect qualitative information on mental factors as it can identify their strengths and weakness. For example if I'm collecting data on the mental factor using the mental performance wheel, if I tick red for I make the right decisions and green for I can control cope under pressure, then my clear weakness is decision making.</p>

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and my strength is mental toughness. This means that the performer knows what they need to work on to improve their game and overall performance to get better so they can win more matches, and know what to focus on in their performance development plan. (PDP).

Another reason a performer should collect qualitative data is that it allows you to set new goals and targets within the mental factor. For example if I identified that my decision making is my weakness in badminton then I can decide that my goal is going to be to improve my decision making within a game of badminton so I can hit it in the right place and catch my opponent out. This means that I am

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constantly staying motivated and wanting to improve, so in training I try harder and put more effort into it. This results in matches that I have ~~more~~ will win more points as my hard work ~~that~~ will pay off.

quantitative

(ii) A performer should collect information on mental factors as it means that they can compare back to these scores at a later date. For example if I complete the mental reflection questionnaire and score 2/6 for the concentration section but 5/6 for the mental toughness section, then after my PDP I can go back and put out that method again and it will clearly show if I've improved or not in that area

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	as after my PDP I may then get 5/6 in concentration, which shows my training has been working. This means in a performance I can concentrate better in matches and stick to the game plan so can win more points, and also can adapt my PDP if needed if it shows I'm not improving.
	Another reason why a performer should collect quantitative information on mental factors is because it specifically shows which areas are better as it's more accurate in numbers. For example if I get a score of 3/6 for mental toughness-roundability and then 5/6 for mental toughness-dealing with pressure then, then I know specifically what area of mental toughness I need to work on. This means the

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2a)	

performer can create a specific training programme which will show general improvement in performance as they are working on the right area and development need.

A short term goal I set for the emotional factor was to improve my fear when performing a back tuck on the beam in training for gymnastics. This will allow me to perform the skill to my full potential in a performance, as my muscle won't be tensed up.

A long term goal I set for the emotional factor was to control my fear when in a large competition and I'm close to winning. I will do this by deep breathing which will allow me to concentrate on

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	what I need to do to win and cancel out	
	the fear so I stay focussed on my performance	
	(b) A performer should consider if the	
	goal is measurable or not so	
	they know if they have achieved it.	
	For example if I'm trying to improve	
	fear I will need some way or know	
	if I've overcome it so I may say	
	I want to do 3/5 back tucks	
	on the beam without hesitating	
	Due to fear, then the next time if	
	I manage to do 4 or 5 back tucks	
	without hesitating I will know that I	
	am starting to improve and am near to	
	reaching my goal. This means the	
	performer will stay motivated to	
	improve as they can see improvement	
	is being made so will try harder	

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	and one that is a realistic time frame.
	If you make the timeframe too short
	and you the performer doesn't
	reach it in time they may become
	dissatisfied and demotivated and
	believe they can't do it, leading to
	less effort and commitment in training
	and a drop in performance. However
	if it is a correct time frame the
	performer should stay motivated
	and keep in training, leading to
	possibly even quicker improvement.
	Another consideration the performer
	should have when setting goals is if
	it is achievable. For example if I set the
	goal in gymnastics to win a big
	competition I might feel any fear
	in my performance so there is no

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training and to give 100%. This will result in high level performances and better results in competitions meaning they will be more successful as they are aiming for an achievable goal.

3a) One approach I used to develop the physical factor in badminton was target drills. This is very similar to repetition drills as there are continuous feed from your partner or coach to your weakness.

The difference is there is additional equipment used such as hoops or cones or ropes to set out targets in the desired place. I set ~~set~~ out 3 hoops for the short part of the court two shorter at each side and

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one further back in the middle. The different hoops have different point values; the two at the side were worth 5 points and the one in the middle was worth 3.

We did 3 sets of 10 feeds with a 30 second rest in between. After all these we swapped with our partners.

(b) The possible challenges you may face in this approach is the correct difficulty. For example if the targets are too small or difficult to get into and the performer isn't scoring any points then they may become demotivated and lose confidence in their shot. This means that they may refuse to do it and be put off, meaning there is no improvement.

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made on their weakness as they don't want to carry out the approach. This results in poorer accuracy in their performance as they ~~clear~~ weren't practicing that in training.

Another challenge coming out of the target drills is that it may get repetitive and boring if they have been doing it for a long time. For example, if I was training for a competition and I needed to improve the accuracy of the dropshot but I'm doing it all the time for hours then I'm going to get sick of it. This means I'll be putting less effort in as I'm tired of it and I bored of the approach so don't get anything else out of it. This results in

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	<p>The improvement being minimised as the boredom has meant I didn't try as hard & so I'm less accurate in points and get frustrated.</p>	
	<p>Another challenge you may face is if the coach can't feed the shuttle to the performer's weakness properly. For example if I'm trying to improve my dropshot but my coach keeps feeding to my backhand clear then I'm not going to be improving what I want to be improving. This means I don't get anything useful out of the practice as the feeds aren't going where they are supposed to leading to the weakness not being improved and no improvement in accuracy in the performance.</p>	

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	This will result in the weakness going constantly out and the performer getting frustrated.	
	Lastly another challenge that may be faced in target games if there is not the correct equipment about. For example when doing the feeds you need a large number of shuttles to continuously feed them, as well as having to have targets of the correct size. If there are not enough shuttles then they are going to have to be constantly picked up which will time waste the target and so more time is spent collecting them than improving accuracy and trying to get it in the target. And if there are opening re	

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	<p>targets or the correct size then it may be too easy or too difficult for the performer meaning little will come out of the practice.</p>
	<p>(c) The target drills are effective on performance as they improve accuracy which will prepare the performer for a game situation. This means that the performer's shots will be harder to get and will catch their opponent out, meaning they will win more points and more matches.</p>
	<p>This practice is also beneficial as it is a very game-like situation where the performer is trying to hit it away from the performer and away from their opponent and</p>

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	<p>into a space. This means that it comes automatically to the performer and they don't even have to think about where they are hitting it as they practiced it so many times in the drill.</p>	
	<p>This drill is also effective as it develops muscle memory of how to hit the shot as well as it being done with a coach there to ensure no bad habits have been picked up. This means that the performer is performing the skill correctly as mistakes had already been identified in training so they can execute the shot properly and in the point.</p>	
	<p>A limitation of the effectiveness</p>	

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	<p>or this could be that the feeds are fed directly to the performers so they have little pressure on them. This may negatively affect them in performance as they may not have been prepared for that kind of pressure meaning they freeze in that situation and don't hit the shot properly so lose the point.</p>
4a)	<p>A personal development plan (PDP) for social factors can be evaluated by retesting the performers by retesting the social performance pyramid wheel. This is a large circle split into 6 sections. Each of these sections is split into 3 parts, red, amber, green, so looks like a target board.</p>

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	<p>Each section contains a statement relating to the social factor, such as 'I feel included in my team'. The performer will then tick Red - (rarely/never), Amber - (sometimes) or Green (always) which best suits how they feel. The performer can then look back and see that they put previously which may have been in red may have changed to green which means that the person PDP has been successful.</p>	
	<p>The PDP could also be evaluated by reusing the self reflection questionnaire for inclusion. This is a table with 2 columns. One titled 'social issues' such as 'I can I effectively communicate with my</p>	

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	<p>improvement in communication can have a positive impact on the training development process as everyone knows what is going on. In volleyball everyone has a role and knows what everyone is doing. For example if there is someone who is setting at the net and calls for someone to get the ball then everyone else can get in position to receive the ball back and by cheering them on like 'yeah what a spike!' this will motivate team members to go for it again. This means training brings everyone together and gives them confidence as well as preparing them for matches as everyone knows what everyone is doing and therefore to communi- cation.</p>	

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	Team dynamics in social factors improvements can positively impact the team in overall performance. For example in a volleyball match when someone gets a hard volley back or hits a clean spike that doesn't come back and all the team cheers and goes in for a team hug, then this will gear the more team up and make them more motivated to win. This means that everyone will perform their role to the best of their ability making them harder to beat so in more matches.	
	Improvements in inclusion in an overall performance in volleyball can positively impact overall performance. For example if	

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	everyone is doing their role to the best of their ability and getting cheered on then there is going to be little gaps in the teams game that are weaknesses
	By everyone being included it means that everyone has a role to do and everyone is part of the team making the team stronger. This means in matches the opposition struggle to dominate as the team is already motivated and determined using the whole court covered.

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	more pressure when I am in a position	
	to attack, like a model performer.	
	This means I can most of the points	
	when I am attacking so can win	
	key points when needed.	
	Unlike a model performer I can't	
	keep up my Cardio Respiratory	
	Endurance (CRE) for the whole	
	game so my performance drops	
	at the end. This means that my	
	opponent can take advantage of	
	that and move me around the	
	court making me more tired so I make	
	more mistakes. This means I struggle	
	to win long matches as I get	
	too tired at the end.	
	Like a model performer I can stay	

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	<p>consistent throughout the match. This means that my shots can continually go in and deep, like my technique clear, making my opponent make the mistake. This means that I can win long rallies as my shots can go in all the time so I win those points making my opponent frustrated.</p>	
	<p>6a) One method used to monitor my progress throughout my POP was my training diary. This was a booklet which contained the different sessions you had planned for the week containing approaches, nameups, goals/targets and also feedback.</p>	
	<p>After every session feedback was written in and at the end of the session which would</p>	

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	<p>tell you how much you are improving or what you did well and what needs worked on. The training diary also had targets that could be made weekly or long term. Such as next week I want to get 8/10 shuttles in the targets and beat my score from last time. This kept you motivated throughout training.</p>	
	<p>(b) The changes and adaptations I made as a result of monitoring was the intensity of the practices as I was hitting a 'plateau' stage where improvement stopped. For example in repetition drills I was continuously only getting 7/10 shuttles over and in over a few number of weeks as well as stopping at 8/10 shuttles in the</p>	

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	<p>targets in each set. So I then made the targets smaller in target drills and made the repetition drills more pressurising so that it would push me making me prepared for game like situations. This means that improvement will then be continuous again, leading to an increased performance in matches and more motivation as I can see improvement.</p>	
	<p>Another adaptation I made to my PDP was some of the approaches I used as I was getting bored, tedious. For example in combination drills it was getting too repetitive for me so I stopped putting effort in so wasn't getting anything out of it. This meant I had to</p>	

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	<p>Change it so I put conditional games in instead to make it more challenging and motivate me to use different skills that would win me extra points. This meant that I was back engaged in training and was putting more effort into and therefore getting more out of it leading to more improvement in matches.</p>	
	<p>Another adaptation I made was my targets that I set. For example I had turned to achieve transferring the weight from my front foot to my back foot for my dropshot that I had already achieved by looking at feedback and data collection, therefore I changed it to my next development which was my straight and strengthening my arm.</p>	

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	my training programme is constantly specific to my development needs so that I'm always improving the right thing and not the wrong thing, which is reflected in matches as my game is well rounded one .	
	Section 2	
	<u>Section 3</u>	
7a)	Fear may cause the difference between training and live performance. As they may be scared to do something wrong. For example in training the performer will be more relaxed due to no one really watching however in the live performance the performer's fear may start to arise due to lots of people	

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	watching making them feel scared to do anything wrong. This will lead to the performer's muscles tensing up which will then make them not execute their shots correctly. This means their opponent find it easier to get their shots back so put the performer under more pressure which causes them to make a mistake. This leads to the performer having poor results in live performances.	
	The performer may Trust may also cause the difference between training and live performances as the performer doesn't trust their shots to go in and themselves to win. For example if the performer is not confident with their smash and	

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has an opportunity to hit it then they may jump it and not execute it properly due to their lack of trust in themselves and their shots. This may then happen in more of their shots such as the cone or forehand clear, making them make more mistakes. This means that the performer's performance drops as they have less trust in their shots making them hesitate and hit it out, no matter how many times they practiced them in training.

Anger may cause the difference between training and live performances as the performer gets frustrated when they don't hit it in. For example if the performer had an opportunity to hit the point or the smash and they

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	may become sad and negative which reduces energy and determination in their performance. This will lead to a decrease in performance level and the opponent being able to hit through the performer as they have become weak and sad and can no longer generate power.
(6)	Physical factors could have impacted the performer's performance through poor Cardio Respiratory Endurance (CRE): The implication of this is that the performer could no longer run around the court with as much energy towards the end of the match as they had run out. so the The implication of this is that the performer therefore made more mistakes in the match .

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	<p>due to them running out of breath and energy, which then made it easier for the opponent to attack and win points. This meant that the performers performance decreased towards the end of the match.</p>	
	<p>The performers poor accuracy could have also resulted in more an impacted on the live performance. The implication of this is that the performer could get the shuttle in as they were in accurate, hitting it far too wide when they were trying to hit an angle making it go out. The impact of this was more errors were made and more points were lost as the performer couldn't keep the shuttles within the lines when going for a winner.</p>	

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This then decreased the level of performance.

Consistency may have also impacted on the live performances. The implication of this is that the performer couldn't stay in the long rallies as they had poor consistency ~~meaning~~ so the rallies didn't last long. The impact of this is that the performer then lost more points as their forehand clear was too inconsistent and kept being too far out the back, leading to more errors and a drop in performance.

^{a lack} fast power could also have impacted on the live performances. The implication of this is that as the performer couldn't hit their backhand clear hard enough

[illegible]