Candidate 2 evidence

ENTER NUMBER OF UESTION	DO I WRIT TH MAR
la) (i) One memod il Used to correct information on	
the mental factor was the mental performance	2
propling meel that was qualatative as you had to thek rea , amber or given.	
(ii) Anomer method lused to conlect	
quantitative infomation on the mental	
tactors was the seif reprection profile	\perp
as you had to add up your marks for	\downarrow
each section relating to a meder penemana answers.	-
(b)(i) A penomer should collect qualatative	
information on mental factors as it	
can identify their strengths and weakness.	
For example if I'm conjecting olleta on the	\perp
mental factor using themental propling	_
meel, & I tick red for I make the	-
hight deusions and green for 1	
can antice cope under pressure, then	
my clear meakness is decession marking	

ENTER NUMBER OF QUESTION		DO N WRITE THI MARC
	and my strength is mental toughness. This.	
	means that the penomer knows most they	
	need to were on to improve their game	-
	and crerall performance to get better so	
	they can in more matches, and know	
	mat to jocus on in their performance	
	Oliverepement plan. (PDP).	
	Anomer reason a performer should could could queutative deva is meet it allens you to set new goals and targets minin me mental factor. For example of	
	I identified that my decision making is my mealsness in ballminton then icein decide that thy goal is genner to be to	
	improve my delisien making intheir Ci game of backminton so I can hit ct in the night place and catch my	
	appendent out. This means that lam	

ENTER NUMBER OF QUESTION		DO N WRIT TH MAR
	omstanty staying monwated and wanting	
	to improve, uso in training I try heider	
	and put more export into it. This results	
	in matches that I heavened will mis	_
	more pents as my hard work ha will	
	pay on.	
	queintative	
(i) A personner should coulet information	
	en mental factors as it means	-
	that they can compare back to	
75-25	those scores at a later date. For	
^	example of 7 complete the mental	
	repection questionnieire and score	
	2/6 for the concentration section	
	but 5/6 for memental toughness	
	Section, then after my PDP I can	
	go back and per out mat memore	
	again and it mil clearly snorming	
	I've improved or not in tratarea	

ENTER NUMBER OF QUESTION		DO NO WRITE THIS MARG
	as after my PDP 1 may menget 5/6.	_
	in concentration, much shews my training	_
	has been working. This means in o	
	performance 1 cen cencentratebetter in	
	matches and stick to the game planto	
	Cen mh more pents, and also can dept my popy needed is it shows I'm nex improving.	
	Trog le Die Gritte Control of Con	
	Anorner reason may a personner should	
	arrect quantatative infermation in	
	mental factors is because it	_
	Specifically shows much areas are	
	better as its more accurate in numbers	<u>}</u>
	For exemple if 1 get ascore er	_
	· 3/6 for mental toughness-rounda-	
	busy-and then S/B for mental	-
	toughness-dealing mtn pressure	<u></u>
	Seeren, men / knew speancally	
	matarea or mental toughness!	_
	peed to work on. This meens the	

ENTER NUMBER OF QUESTION		DO NO WRITE THIS MARG
	penomer con create a specific training	
	programme mech inte show con overall	-
	improvement in performance as they	
	are working on the nght area and	
20) A Short-term Goal / set for the	
	emononal factor was to improve	
	my teur men penomenoy a back	
	tuck on me beam in training for	-
	gymnasties. This mill allew me	_
	to perform the skul to my	
	full potential in a penom and, as my muscle won't be tensed up	
	A leng tem goal i set for the	
	emerienal factor was to control	
	my Jear men in a large compertion	_
	and I'm close to mining. I'mi	
	do this by deep brewning mich	
	mel allew me to concentrate on	

ENTER NUMBER OF QUESTION		DO NO WRITE THIS MARGI
	mat inced to do to ma and cancet out	
	The fear so I stay focussed on my penamana	7
(b)	A penemer should considerly the	
	Goal 18 measurable or not 80	
	they know if they have achewed it.	
	For example if I'm trying to improve	
	fear inti need some way or know	
	if the overtome it so I may say	
•	I want to do 3/8 back tucks	
	on the beam intract hesitating both	
	Que to fear, then thenext timely	_
	I manage to do 4 or 8 backtucks	
	Introll hesitating I mill know that I	
	am staring to improve and enear to	
	reaching my geal. This melins the	
	penomer will stay meruated to	
	improve as they can see improvement	
	is being made so my harder	

NTER JMBER OF ESTION		M M
unt	aining and mureach their good	20
1	ke. This mil result them doing	
bett	er in meir performance and	
scen	ng a hugher 8 core in competitions.	
		•
Ano	ner consideration a penemer	
	eld consider men setting their	
gea	es as if it is time-framed.	
1	example, of I have decided to:	- 1
1	Come and centrol my angel	
	i Carge Competition when something	·
do	sn't go nght I reed to put a	
	trame on that about a correct one.	
1	nat is long term I may set it to	
٠, ٠	pher 12-16 meaks to give myself	
	of time to reach unel overcome it.	ļ
	melins that you can plan your	
tra	ning programme in releution to	-

ENTER NUMBER OF UESTION		DO WRI TI MAI
	and one that is a recuestre time pame.	
	It you make the time frame too short	-
100	and youder me performer doesn't.	
	reach it is time they may become	
-	dessappented and demonvated and	
	bethere trey can't do it, leading to	6
	less eper and commitment in training	_
	and a chop in performan a Honever	
	of it is a correct time-trame the	
	peromer should stay monvated	-
	and been in trainging, leading to	_
•	possibleg-even quilker improvement.	
	Alomer consideration the performer	
	Should have men setting goals is it	-
	It achevable. For example if I set the	
	geral in grymnastics to min a big	
	composition introvit seeing any sew	
	in myperomance so there is no	

ER ION	
	hesitation or mistakes, madis matis
Ŷ	107 realistic and aiming to high. If the
- 1	renormer cums to high and mey am't
9	vet close to reaching it they may
- 1	Stanto jeel negative emerions and
	get themselves down thenking theyline
}	ret-geed enough - which would cead
1	o lem monvation and enon in
1	raining and less determination in
\downarrow	penomences making men get.
	evers scores in their poor routine
	and bars and so on Honevery
1	he geal is realistic and is 8th high
1	then this mel quetre peromer.
	Sometning to nove towards as nel
- 1	Is them knowing they can achelie
-	t. It the performer believes they
(Can reach the year mes me give
,	them mere determinention to go to

ENTER NUMBER OF QUESTION	·_ ·	DO NO WRITE THIS MARGI
	training and to gue 100%. This mil result	
	in high level personnlinees and better	
	fesult in competitions meaning may	
_	mil be more successful as thougare	
	aming jor an achevable year.	
_	:	
30) One approach I used to develop the	
	physiceil jactor in backmenton was:	
	target drus. This is very similar to	
	repetition anis as There are continuoùs	
	feed from your panner or coach to	+
	yeur meakness.	
	medyerence is themeis additioned	
	equipment used such as hoopsor	-
	cones or vopes to set out targets	
	in the descred place. I set say out	
	3 hoops get the short part or tro	
	Cerup two shoner at each side and	

ENTER NUMBER OF QUESTION		DO I WRIT TH MAR
	one humer back in the middle. The diperent	
M 1	hoops have deperent point values; the two	
	at me siele were worn & pants and	
	the one in the middle was worm 3.	
	Ley ded 3 sets of 10 feeds into a	
	30 second rest in between prercu	-
	more we swapped mon our peoples.	
(b)	The pessible challenges you may face in This of approach is the	
	correct demoultary. For example of	
	Inetargets are 100 smaller dynait to	
	get into and the performer isn't	_
	Sconng any pants then they may	
	become demonvated and lose conpolerce	
	in their shor. This means that they	-
	ney repuse to do it and be putton,	
	meaning there is no improvement	

ENTER NUMBER OF UESTION	. 12.00	W
	made on their makiness as they don't.	-
	want to come cut the approach. This	_
	results in poorer accuracy in their	+
	peromance as they dust weren't	
	practicing most in training.	+
		-
_	knomer challenge campawing act	-
	the target clous is that it may	_
	get repetitive and bonny if they	_
	howebeen doing it for along time.	-
	For example, if I was training for	1
	a competition and Inecel Ed to	+
	improve the accuracy ex the dropshos	+
- 1	out I'm doing it all the time for hours	-
	then I'm yeing to get sieker it. This	-
/	nean SIU be putting less upon in	_
	les 7'm treet of it and I boredly	-
	the approach so-den't-get-any	-
	thing essent or it. This results in	

ENTER NUMBER OF QUESTION	DO N WRITE THE MARG
theimprovement being minimised as	
the beredem has meant laude thy	
as hourd & so I'm less accurate in	
bant and get mistrated.	
Another challenge you may pace is	
if the coach can't feed the shuttle	
to the personners makness properly	<u> </u>
Perexample if I'm infing to improve	g ,
my chopsher but my ceach keeps	•
feeding to my back hand clear then	
I'm not gerng to be improving know	
I want to be improving. This means	4
l'den't get arytning useful out	
y me practice as The jelds aven't	
gerngmere mey are supposed to	
leading to the weakness nor	
being improved and no improvene	nt
in accuracy in theperomence.	

ENTER NUMBER OF QUESTION		DO WRI T MA
	This muresult in the overkness going	
	Constantly cut and the penomer	_
	Getring mistrated.	
	Basty anemer challenge that may	
	be pacecle un targetounes y there is	1
	not the correct equipment about.	-
	For example men doing the seeds	
	you need a large number of shuttes	
	to centruneers ly seed them, as	
	hell as howing to how targets of	
	the correct size, if there are not	
	Enough shuttles then they are going	
	to have to be constantly picked	
	up much mil time waste the target	
	and so mere time is spent cellecting	
	them then improving accuracy	
	and trying to get it in the	
	target. And if there are going ne	

into a space. This means that it ares automatically to the performer and they clen't even hove to then't as about mere they are hitting it as freightas the and it so many times in the ani. This cinii is also exclude as it develops muscle memory of how to hit the short as nell as it being almembraceally there to ensure no bad habit hove been prepared in performing the skill conceptly as mestakes had already been with the election training so they		
they den't even how to think about merethey are hitting it as frey practiced it so many times in the anii. This cinii is also encitive as it develops muscle memory of her to hit the short as nell as is being denembraceach there to ensure no bad habits have been pilhed up. This means that the personner is personning the skill conecity as mistakes had already been went means they	thto a space. This means that it come	<u>S</u>
they dem't even hove to think about merethey even hitting it as frey practiced it so many times in the ani. This ciril is also excerve as it develops muscle memory of her to hit the short as nell as is being denembraceach there to ensure no bad habits have been plebed up. This means that tho performer is performing the skill correctly as mestakes had already been identified in training so they	automatically to the performer and	(c
the ans is also enature as it develops muscle memory of how to hit the short as well as it being denembraceally there to ensure not bad habits have been pulsed up. This means that the head performer is performing the skill concerns as mestakes had already been went the ally so they as mestakes had already	•	
This cinii is also excitive as it develops muscle memory of how to hit the short as mell as it being done into aleath there to ensure not bad habits have been pulsed up. This means that the performer is performing the skill concilly as mestakes had already been went means to street.	about meretney are hitting it as	
This cinil is also enciour as it develops muscle memony of her to het the short as well as it being done into a cleath there to ensure no bad habits have been plehed up. This means that the personner is personning the skill concerty as mistakes had already been weekthed in training so they	they practiced it so many times is	
muscle memony of how to hit the shor as well as it being done with a coalh here to ensure not bad habits have been plehed up. This means that the performer is performing the skill concerty as mistakes had already been wenty eein training so they	the anil.	
muscle memony of how to hit The shor as well as it being done into a coath there to ensure no bad habits have been plehed up. This means that tho penamer is penaming the skill concerty as mistakes had already been went meetin training so mey		
as new as it being done into a coach there to ensure not bad habits have been preheaup. This means that tho performer is performing the skill concerty as mestakes had already been went never training so they	This cini is also encitive as it develop	25
here to ensure ne bad habits here been plebed up. This means that tho penomer is penoming the skill concern as mestakes had already been wenty elem training somey.	muscle memons of how to hit The short	
been preheaup. This means that the personner is personning the skill concerty as mestakes had already been wenty eer training so they	as well as it being done into a coals	
penomer is penoming the skill Concerty as mestakes had already been wentyneed in training so they	there to ensure no bad habits have	·
been went need training somey	been preheaup. This means that tho	
been went need training somey	penomer is penoming the skill	
	Concerty as mestakes had already	
Compensation of the someonicend	been went meet in training somey.	
michelle property and	Can execute the sher properly and	
mothepoint.	mothe point.	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
or this and is that the feeds	are jed:
directly to the penomers of	rly.
have lettle pressure on them. Th	ismay
hegariely-exect them in person	nource
as they may nor here been	
prepared for ment kind of pr	CS SUF
meening they preeze in that su	riaros
and den't het the shor proper	y 30.
lese the point.	
Ho) A personal development pl	1 1
CPDP) for social factors can	
be evaluated by retesting to	1 1
penemers by redering the ser	
penomence pronung meel.	_
is a large encle sput into 6 s	
Fach of mose sections in sp	
into 3 peins, red, amber, y	
So leons leve à françet bean	y

NTER JMBER OF ESTION		Į,
	& Each section contrains a statement	
	releating to the social factor; such as	
	Green included in my ream! Fno penamed	
	mil then tick Ered - Garely Inever,	-
	amber - Csometimes) or green Cellways)	
	man best suits hew they feel. The	
	penemer can men lear back and	
	see most trey put previously	-
	meen may have been in red may	
	here changed to green much mouns	
	that the pages PDP has been	
	Successhu.	
<u></u>	The PBP could also be evaluated	+
	by receang the self represtion	+
	lucestron nouve for inclusion. This	-
	is a table mon ? cerums One titred	
	(social 1884es) such as (4: Cen 1	
	enectiely communeled enth my	

ENTER NUMBER OF QUESTION	DO N WRITH THI
teammoses no moster their race,	<i>j</i>
gendre?) Then the night collein	un.
l's comment, The peromes.	2016
look back on most they put pre	enoutely
and of the Comments here impro	ved
fron the prophasbeen successful.	
	-
6) (i) The improvement on deam	
aynamies cen impact the	
penomance elevelopement proce	199
posimely as the For evenp	lety
the teammates shere the same	yeal_
and get on together they mil au	!
Cheer eachemer on in training	70.
push theirselvens and put 18	noto.
Into it, This means that trains	ngrs ;
at high intensity and mu	
metwate everyone in the tra	m
to workhard and train belo	Levy

ENTER NUMBER OF	DO NO WRITE THE
IMPROVENCENT IN	MARG
Communication can have a positive	<u>e</u> .
impact on the training elevelepement	
process as everyone knows borron	
in volley bull as everyone has	
a one cend knows most everyone	,
as dong-For example if there is	
Semoone mo is setting at the net	
and cours for someone to get	
the base then evenjone essecange	<i>t</i>
in perention to receive the ball ball	
and by encenng mem on like Cyaa	S
mat a pike this mu monrate	
reummembers to go por again.	
This means training brings evenjor	ne
together and gwes them confidence	
as well as preparing them for metch	es
as evenjone knews meet veryone	
is derng and mengline to commu	ni-
Cerron.	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
everyone is derny there me to the best	-
g mercability and getting cheered o	
then mere is geing to be little gaps	<i>II</i>
in the teams game that are weakn	
By everyone being included it mea	rs
may everyone has a rone todo	
and leas is pent of the team	
mederng the train stronger. This means in most chos the opposition	
Smeggleto deminare as the	
remis already monated and	
determined houring the more	
cour-ceneved.	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	Section 2	
	(n the physical jaltos	
5.	Unuire a moder personner 1 court	
	Unune a model personner I can't introphysicanous mon lors of	
	pener in abadmenton merch. This	
	means that my apponent can get	
	my shows back more easily putting	
	he underloss of pressure all the	
	time mercas & model performer	
	would be dangthed to their opponent.	
	This means lan depending in	
	mestrepants so streggieto.	
	mn metches.	
-		
	Like a model penamer I am allurare	
	min my-short in abadminton.	
	game. This meuns their my opponent	
	hords of dement to get my shorts	
	back and I can put mem linder	

ENTER IUMBER OF UESTION		DO I WRIT TI- MAR
	mere pressure men leun in aposition	
	to attack, when morder penemor.	
	This means I min most of the points	1
	men 1 cam attacking 80 can min	٠
	key points imenneeded.	
	Unuée a moder perfermer i court	-
	keepupmy Cardia Respiratory	
	Endurance (CRZ) for the more	
	game 80 my performance drops	
	at the end. This means that my	
- 2000	opponent can take alwantageor	
	that and mere me around the	
	cour making me more trèd so i make	
	here mistaires, this means Istriggle	
	tomin may lengmatches as I get	
	too tired at the end.	
	Like a meal performer I ceins tay	

ENTER NUMBER OF QUESTION		DO : WRIT TH MAR
ensistena	throughout the mouth. This	
means th	out my shoos can communically	-
go on and	Leleppiero my rochemo	-
clear, mei	king my oppment make	
the mistal	se, This means that I can	
mñ tonej	vallets as my snows can	
go in all	merme so imin mose	_
pennesm	rockering my opponent prestrated.	-
60) One met	nod hised to monitor my	
progress	moughout my pop wes	
my naurin	g deling. This was a	
bookletin	webcontained the diperent	-
Sessions y	en had planned for the	-
week conto	uning approaches, namelips,	-
goals/far	gets and also keelbalk	
		-
After even	J Session jeodbalk was myter	
en anele	neoutn the session mulh would	

ENTER NUMBER OF QUESTION		DO NO WRITE THIS MARG
	tell you how much you are emprosing or	
r	most yere ded hey and mat needs noned	
(on. The training diary cust had targets	
i	next cerule be made weekly or long tem	
8	uch as next meek i want to get 8/10	
3	Stallthes in the targets and beat my	
8	core from lost time Their beigt	
- G	an mornated throughout training	
(b) 1	The changes and adaptations I made	
0	es a to my DDD as a result of menitoring	
- 1	was the intensity of the practices	
	as I weishetting a (pleifeau) stage	
4	mere improvement stopped. For	
	exemple in repetition dulist	
1	vas connauously only getting	
36	7/10 Shuttes over and in over a	
	My number of weaks as well as	
١.	stepping at 8/10 shuttles in the	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
targus in each set. 80 1 then	
marger smaller in targer	
dries and made the repetution	
anlis more pressuresing so mutit	
houd push me merkeng me prepared	
for game use structions. This mouns	
that improvement mil then be	
continuous again, leading to an	
increaseapenemante in matches	
and more morron as I aan see	
improvement.	
Anomer adaptation I made to my	
POD was some of the approaches hised	
as Inasgetting bened, redum. to	
example in combineition drills it was	_
getting to repetitive for me so I Stoppe	
putting enor in so wash't getting	
any meng out of it. This means made	

ENTER NUMBER OF QUESTION		DO N WRITE THE MARG
	Change it 80 1 put Conclutioned games in	-
	instead to make it more enclienging	
	and moriate moto use clyperent salls	
	that would min me extra pants. This	
	meant that I was back engaged in	
	training and was putting more error	
	into and therefere getting more out of it	
	leading to more improvement in marches	
	Anomer celeptation made was my	
	raigus most bet. For example!	
	here rumed to alheve transfiring	
	The reight from my front foot to	
	by back wor for my elropshor trait	
	I had alreadly-alhewed by looking	
	at red back and data correction,	
	merepere i enemged it to my next	
	descrepementheed much was my	
	Streight einel strallphrening my am	

ENTER I NUMBER OF QUESTION	DO NO WRITE THIS MARG
in order to execute it property. This mound	3
that I was am constantly menuated as	
Unitying to reach a new gear making	_
metrava try harder in training,	_
besulting in an overall improvement	
(in mypenomance in matches so!	
mir more marches.	
. `	
A Leaso Lastry lasso adapted my	
PDD to depevent strengths and	
weaknesses. For example my	
ald meanness was my elropsho	
but is now one ex my strengme as I	
hour improved it; so my smashes.	
my next weakness. This me benell	
as mis I radalso convened my	
Conceneration from a weakness to a	
strengin & myhert weakness	
mas decision making . This means	,

TER BER F TION	ļ
in order to execute it property. This move	<u> </u>
that I wan am constrainty menuated as	9
Unitrying to reach a new gear making	
metrowa try harder in training ing,	
besuling in an overall improvement	
in my penomance in matches so!	
him more marches.	
A Largo Lastry laso adapted my	
PDD to depevent strengms-and	
weaknesses. For example my	
ald meanness was my-elropship	
but is now one of my strengme as I	
hour improved it, so my smashis.	
my next weakness. This me bywell	
as mis I radalso conversed my	
Concentration from a weakness to 9	
strength & myhert weakness	
mas decession making . This mean	?

ENTER NUMBER OF QUESTION		DO NO WRITE THIS MARG
	my Francis programme is anstanty	
	specific to my developement needs so	
	thet'm always improving then ght	
	trung and not the wrong trung, muchis	
	repected in mouthers as my game is	
	her runoled was	
	SACHE	
	Section 3	
7	Tear may cause the amerence	
	between training anduré penomance.	
	as they may be scarcel to do something	-
5	brong. For example in training the	
	penemer mil be more releixed aue to	
	hoeneveally watching henever in the	
	lut penemeence the peromes par	
	may stan to anst aucto Lets cy people	

	*	
ENTER NUMBER OF QUESTION		DO WRI TI MAI
watch	ing moweng mem pel scored to d	'a
anyt	ring woong. This my walto	
thepe	nomers muscles tensing up	
meer	my Then make them not	,
execu	utetnew shows convery: This	
means	their opponent pull it easier	
to get	Their short balls so put the	
peron	mer under marcpres sure mun	B '
ause	smem to make a mistake.	
Thes !	leads to the penomer heung:	•
pear 1	results in the penermances.	
Nep	exponer mayor Thist-may	
	cerese mediperence berneen	
traine	ng and luè penamanes	
Os th	epenemer doesn't trust their	
Short	to go in and themselves to	
mn. A	For examplely the penamen's	
not co	mpotent with their smooth and	

ENTER NUMBER OF QUESTION		DO NO WRITE THE MARG
	has an appearunity to not it men may may	-
	Pupit and non-execute it properly due	_
	to their lack of the 87 in themselves and	-
	their show. This may then happen min.	ien.
	more githly shors such as the coner	
	forehound clear, making them make more	
	mistakes. This means that the peremon	
	performance cloops as treghewever	
	trust in their shors making themes	
	hiesitate and hit it out nometter	-
	hermany times they practiced them	
	in training.	
	Anger mey course me deperence between	
	en training and the peromances	
	as the penamer gets prestrated & men	
	they am + het it is, For example if	
	the performer had an eppewunity to	
	his the point of the smash and may	

4	
n	uss it mentrey may begen to be come any
1	his mu course a prelike pollingto bumin
1	row chost and all there mustles multense
u	p. This one anstruct the peromes may
Ic	ose control of all their short so they star
g	etting sprayed out all over theplace.
J	his results in the penameriosing
L	or opents in a row making him
2	ehend the match and even more
ŀ	nistrated.
1	astly, the Experimens sadress
A	nd negative thoughts muy also
a	use the diperence between snepter
1	raining and live perroman as . For
7	example is the personnerhold
1	Change to min the set and had
n	rustipie chances ex it but the
_ (ended uplessing it, the permenter

ENTER NUMBER OF QUESTION		DO NOT WRITE II THIS MARGIN
	may perome sad and negative much	
	reluces energy and determination in	•
· · ·	their penemence. This mi lead to	
	a decreace in personneince revoland	ę×
	The Oppenent being able to nit	
	through the penomeras they have	
	become weak and sad and counte	
	Longer Generate penser.	
6	Physical factors could have impacted	
	the penomers penomanee through	
	poor Cardie Respiratory Inclurance	
	(KKZ). The implicationer this is their	
	the performer coulding nonger hen	
	around the covers with a smuch energy	
	towards the end of the meuton as they	
	had hin out & so the The impactor	
	thus is that the performer therefore	
	made more mistubes another inchession	ri.

ER ION		-
	due to them renning but or breath	_
	and energy, much then made it easier	-
	for the appoinent to a tack and min	-
- 22.5	parts. This meant that the payamers	
	pensermence decreased towards the end	_
- 1/2 - 1/2 (1/2)	or the moutch.	
	The penemers poor accuracy could	
	houre also resided ramase en impacted	
	On the lux peromence. The implication	
	of this is that the penemer could	
	get the shuttre in as they here	
	in accurate, hetting it partoomale	
	men they mere trying to hit an	
	angle meeting it go out. The impact	
	of this mas more errors were made	
	and merepents merelest as the	
	benomer couldn't keep the shuttles	
	min meling mengerng for a money.	

ER ER ION	
<u> </u> ;	This then clocressed the Level of popom-
_(ance.
0	Ponsistency may have aso impacted
_0	n the live penaman ces. The implication
0	this is most thepenomercouldn't
_2	strey in melong ralles as they had
	DOOR CONSISTENCY Apoleunusly 50 The
1	alliès client cost conq-The impact
0	I this is front the penamer then
_/	off more penns as their porcheurd
	Clear was too enconsistent and kept
	geing too far alt me back, leading
	to mere errors and a cloop in perromana
	hast pener could also hevermpacted
- 1	On meline penamenes. The imple course
	of thes is that as the performer audin't
	hit meir backhand elear nard enough

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m	en they were pushed back	uptre
Con	A, It meant that thoshu	the bould
GOL	in the net. These impact	9 th 18 18
they	Theperomermademon	e enors
lis i	me net due to aleck of p	lower
On to	re bulknundluag merk	eng it
easy	fortheir opponent to in	in points
45	mey cerul attack it . The	rejore
the p	senomer lest a large n	umber
Cr	points.	
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