

Candidate 1 evidence

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1a.i.	<p>One method used to collect information on the emotional factor is the performance profile wheel (PPW) the PPW is filled out at home. The PPW is on an A4 sheet of paper. It is a wheel which is divided into 4 each with headings of the emotional subfactors (eg. anger, fear, anxiety, confidence). Each section is then further divided in 2 each with subheading for me and my model performer (The model performer may be my an athlete coach or classmate). After playing a full court single game of badminton against the ^{an} opponent of a similar ability to myself, I carried out the PPW. I used a different color for me and my model performer (pink for me and blue for the model performer) I then scaled is out of 10 for each subfactor (1 being the worst at the inside of the circle and 10 being the best at the outside of the circle). Once completed I had had a coach read out the information to make sure its accurate.</p>

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1a.iii.	<p>One method I used to collect information on the emotional factor was the SCAT test. This is used to gather information on anxiety levels in performance. It is a questionnaire made up of 19 questions to each of the questions is the answers of sometimes, rarely and often. the individual I then circled the answer which best represented my answer to each question. I then calculated my answers and compared them to the averages ^{of the page} on the back. I had a score of 27 which would show high levels of anxiety in a performance. The SCAT was carried out at home so I could be honest with my answers written and it was on an A4 piece of paper.</p>
1b.	<p>One strength that I identified from the ppw is that I have good strong solid confidence. This was because I got 8/10 in the ppw compared to the model performer with 9/10. This is because I put myself at there and never had been to try new things so I believe in myself.</p>
	<p>One development need that I identified from the ppw is that I do not have good</p>

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control of my anxiety. This was shown because I got 2/10 in my performance profile wheel and the model performer got 9/10. This is because before going on stage I get nervous about what the audience may think of me if I mess up which caused me to get in my own head and mess up.

1c. One way which ~~the~~ information that has been collected could be used is to set goals. This means that the performer may look at the data and ~~the~~ then plan appropriate and realistic goals for the performer to meet. This allows them to maintain motivated throughout their development plan and make progress to achieve their goals, so they will move towards them.

Another way which information that has been collected could be used is to identify strengths and weaknesses. This means that they can select apparatus which are appropriate for their development needs to allow them to improve. Also, knowing the depth of the weakness allows the performer to select the correct intensities

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<p>for their current ability and as they progress they can increase this to the next level make a further progress.</p>	
<p>Another way that the information collected is could be used is is to make comparisons. This means that they can use this use this as a baseline measurement to to compare against in the future. This means that they can check for progress and if progress is being made they can continue the development plan as normal and also gain motivation when they see this improvement so they will put 100% effort into their sessions to make more progress. On the contrary, if the performer is not making a significant amount of improvement, they may choose to change their approach goals or intensities or apparatus to be more suitable for their ability and allow them to progress.</p>	

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	<p>2a. Motivation positively impacted my group the performance in dance. For example, despite us feeling tired the throughout the dance we kept going and kept our energies high. This resulted in everyone giving 100% effort and all of our dance moves being executed perfectly since they were full of energy eg our straddle jump. This meant we remained motivated to the end since we knew the end would be worth it and this resulted in gaining more marks than the other teams as placing first because everyone tried their best and no one looked fed up so the technique was flawless and powerful and this positively impacted performance.</p>	
	<p>Anticipation Anticipation positively impacted my group performance in dance. For example, the before we went to do our group lift, we all got prepared for what was to happen next to ensure the lift did not get hurt. This meant that although the audience did not know what was happening, we got prepared ahead of time to ensure it all went smoothly. This resulted in it not breaking down as a team we scored higher for being able to</p>	

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	<p>execute this complex skills which lead to us winning the competition & positively impacting performance</p>
	<p>Decision making positively impacted my group performance in dance. For example when doing a jete we decided to go onto the floor to show off our main through and other skills. This meant that because we showed a sequence of complex skills instead of just the a jete on its own, we appeared more advanced so then we scored higher for our variety of skills which allowed us to place first & therefore positively impacting performance.</p>
2b	<p>Anxiety negatively impacts performance development. because it causes This is because it causes me to not want to perform the dance fully in front of my peers because I was scared of what they would think so this resulted in me not performing the dance in full and not be able to practice my skills and techniques to progress them.</p>

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<p>Concentration negatively impacts my performance development. This is because when surrounded by my friends in dance class I often get distracted by them and want to have fun and try join in with them playing games instead of practising my dance. This then leads to me not doing my dance so not being able to work on it and make progress.</p>	
<p>Mental Toughness negatively impacts my performance development. This is because when I am in dance practice and we are learning a new skill, and I cannot get it right first try, it causes me to give up and become frustrated so I then do not try to do it again. This means I do then not learn the skill but I also am therefore in a bad mood so don't put 100% into my practice and can't make progress.</p>	
2c.	
<p>One change I made to the development plan was to change my training partner. This meant that I was less shy.</p>	

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<p>deleted because we are not usually friends which lead to me me being more concentrated on my dance and being able to work on it and progress it.</p>	
<p>Another change I made to the development plan was to work work in isolation, this meant I did not get anxious to perform in front of other people so I could work then work on the device and make progress in it without the fear of other people judging me.</p>	
<p>Another change I made to the development plan was to carry out deep breathing before training sessions so this would allow me to feel calm and composed so when I am in a frustrated, at high intensity state I will feel grounded to be able to continue to to practice the skill so that I do not give up and I can still make progress.</p>	
3a	
<p>One One way progress could be recorded during a PDP is the training diary.</p>	

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<p>The training diary is a booklet made up of A4 sheets of paper. It is carried out after every session. The Each page contained questions such as 'What did you do?' 'How did you feel?' 'What will you do next time?' with the date at the top. The performer would carry it out immediately after every training session. For For example, they could say they carried out madow practice and they felt bored so next session they will choose different approaches. After After filling it out they gave it to the coach coach to check over to see if all data was correct and then took a picture to keep a digital copy.</p>	
3b	
<p>Social factors may impact training progress if the team has bad team dynamics this means that they may not get along so therefore the sessions were not enjoyable to the performer which resulted in them being bored every time they were in practice. This meant they felt unmotivated and did not progress since they put in no effort.</p>	

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4.	<p>Social factors may impact recording progress if there is only one girl in a mixed team. This could lead to her feeling excluded and outnumbered due to the gender issues. This resulted in her not making significant progress because she was rarely passed to in a game of basketball so therefore she could not get better since she never got a chance to participate and make improvements.</p> <p>4. One reason why it is important to monitor is because I can use it to make comparisons. This means that I can compare the data against my baseline measurements to check for progress. If progress is being made the performer may continue their development plan as normal and gain motivation that they are doing well so put 100% into each session and take it seriously so make further progress. On the contrary, if the individual notices they are not making a significant amount of progress then they may adapt</p>

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their development plan eg approaches, intensities ~~of~~ or their goals to be more appropriate and achievable for the ~~the~~ individual, so they can now make progress.

Another reason why we monitor the PDP is to see if the development plan is working. This means the individual can see if they are meeting their short term goals which is a good indication that they are on track. This will give them the confidence that they are capable and keep going to make more progress.

Another reason why we monitor throughout the PDP is to see if approaches are working. This means that they can see if they are being beneficial in helping them make progress so the performer will know whether or not they should use these in future development plans ~~for~~ for the social factor.

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<p>Another reason why we monitor throughout the PDP is to identify new areas for development. This means that they can use the data to see weaknesses and put them through the cycle of the analysis to create an appropriate development plan for the weaknesses so that they can improve them.</p>	
6a	
<p>verbal feedback written feedback</p>	
5b	
<p>It is important to control the quantity of feedback because if the performer is bombarded with information they will not be able to take it in and and use it to make progress but also if it is not enough is given the performer might not know exactly how to improve these changes into their development plan and and also if not enough is given they will not have many things to change so it is there might not be a beneficial change and they won't make progress.</p>	

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51ii	<p>It is important that the individual is given feedback at the beginning of the training session so that they can improve it immediately and stop making their careless mistakes. This means they will be able to make the adaptations straight away and therefore be able to see the progress straight away. Also, if the information is given to the individual at the end they may forget about it and not be able to focus on it so not make progress.</p>	
51iii	<p>It is important to accept feedback because as we have seen from a coach who is of a more advanced state so therefore they know what they are talking about and will be giving feedback to make the performance better. This means if the individual takes it on board they will see progress in their development and will get better, so will not let it turn impact performance.</p>	

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6a	<p>One priority I identified at the beginning of my PPP is that I have bad accuracy in badminton since I got 3/10 in the ppw. This means that when I play my overhead clear it it is intended to go to the back of the court however it barely makes it half way.</p>
	<p>Another priority I identified at the beginning of my ppw is that I have bad agility. I know this because in my ppw I got 4/10 compared to a model performer with 10/10. This meant when the opponent played the shuttle to me in badminton I could not move easily or quickly around the court to return it. This meant that when they played the shuttle to me and I was in the middle of the court and it went to the back, I could not move quickly or easily enough to return it so they got a point.</p>
6b	<p>One approach I used to improve my accuracy was madaw practice. This was carried out during a session and required limited set</p>

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<p>UP since I only needed a racket. I for did shadow practice at the beginning of the session. It began with me standing in the middle of the court. I then side stepped to forward and mimicked the action of hitting a shuttle using my weakest shot (mine being the overhead clear). I did this 15 times and did 2 sets. I did shadow practice on my own since it did not require a partner but I did have a coach observing me to give feedback.</p>	
<p>The shadow practice was effective because it required very little set up to on this meant it did not take ages to set up either when the time could have been spent doing the approach instead. This meant the time doing the approach was maximised which allowed me to make more progress, since I get more completed.</p>	
<p>Shadow practice was effective because it I could receive feedback. This meant that my coach could observe me and give me feedback as I was playing. This meant</p>	

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	<p>that since it was given to me the straight away I could make the changes immediately. This meant I could stop doing it quicker so that I did not pick up any bad habits so that they would not impact me and I could make further improvement.</p>
	<p>Shadow practice was effective ineffective because it felt silly. This meant that we felt humiliated whilst doing it in front of other people so therefore did not do the practice so we wasted the time when it could be spent elsewhere making progress.</p>
	<p>Shadow practice was ineffective because it was boring. This meant that I got very tired of doing it since it was so repetitive. This meant I lost motivation to practice and did not put 100% effort into my training for the rest of the duration of practice and then did not benefit from the practice since I did not make progress.</p>

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* court * Shadow practice was effective because	
I could focus on one shot. This meant that I	
could focus on my weakest shot to improve it.	
For example, my OHC, this meant I could	
practice the action of this shot so that	
when I play it in a game it will go to	
the back of the court since I have improved	
it.	

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8	<p>The model performer may have positively impacted the performer's power, because they taught ^{taught} them what to do. For example if the performer is struggling with their straddle jump and cannot get enough power in their legs to elevate them high enough when jumping, the model performer might advise them to run into the jump or have a movement to into the jump seen as a step back change because this will allow them to get up higher since there is more power. This will results in the performer being able to execute their jump nicely and fast elegantly so they will gain more marks in performance but now in development they can focus on another priority to progress them and will be able to incorporate this skill in other aspects of their dance. This allowed them to progress in their weakness ^{weakness} of power.</p>	
	<p>The model performer may have positively impacted the performer's CRE because they motivated them. For example, by the end of the training session and the performer becomes a bit more tired,</p>	

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<p>the When running through the dance again so the model performer will encourage them from the side line, saying ^{you} 'you can do it' so they feel like they have to do well to impress the model performer. This leads to the performer being more energetic and putting 100% into this effort on through of the dance so they will see a lot of difference in how how they typically are at the end which is tired & exhausted but with encouragement they are motivated so they will be able to continue and put this energy into practice elsewhere and make progress.</p>	
<p>The model performer may have positively impacted the development of their control and energy by showing them what to do this means that For example, when doing a jete the performer often lands heavily footed so the so the model performer should tell them that by landing on the the ball of their foot it will be more elegant this would lead to it looking better so when in in the dance</p>	

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<p>they will be able to execute these skills and be of a more advanced state and can then progress to join the skills onto this medley one.</p>	
<p>the The model performer might positively impact the performer's development of the muscular endurance, by telling them what to do. For example they may advise them that if they want there is a skill coming up such as a triple pirouette or a jete or a jump then they told the performer to go easier on the skills leading up to it so allow the performer to then focus and execute this advanced skill. This lead to them not feeling so exhausted so were able to be able to put the energy into this and also also then put more energy into to their more tricky parts of the dance to help them better. This means they could progress further and these skills will be more advanced and complex.</p>	

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9.	<p>If a model performer was used the at instead performer at stage 2 then they would of been able to identify their strengths and weaknesses. This would have meant they could of created a development plan with specific approaches to their physical weaknesses this resulted in the performer not knowing the depth of the weakness so could not determine the possibili intensities which would be the most suitable for them to make progress.</p>	
	<p>If a model performer was used at stage 5 then they could have compared their progress against a model performer. This meant if there was an an area that made progress but was still not comparable to the model performer they could have run it through the cycle of analysis to create a plan for these weaknesses to allow them to progress. # For example progressing from 2/10 to 6/10 in their CRE but the model performer has a level of 10/10 in CRE in the ppw.</p>	