

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this question paper.

Section 1

The candidate was awarded **29 marks** in Section 1.

Question 1(a)(i)

The candidate was awarded **3 marks**.

'the ppw is filled out at at home. The PPW is on an A4 sheet of paper. It is a wheel that is divided into 4 each' **(1 mark)**

'with headings of the emotional subfactors (eg. anger' **(1 mark)**

'Each section is then further divided in 2 each with subheadings for me and my model performer' **(1 mark)**

Question 1(a)(ii)

The candidate was awarded **3 marks**.

'It is a questionnaire made up of 15 questions to each of the questions is the answers of sometimes' **(1 mark)**

'I then circled the answer which best represented my answer to each question' **(1 mark)**

'I then calculated my answers and compared them to the averages on the back of the page' **(1 mark)**

Question 1(b)

The candidate was awarded **2 marks**.

'good confidence. This was because I got 8/10 in the ppw compared to the model performer with 9/10'. **(1 mark)**

'control of my anxiety. This was shown because I got 2/10 in my performance profile wheel and the model performer got 9/10'. **(1 mark)**

Question 1(c)

The candidate was awarded **1 mark**.

'is to set goals. (POINT) This means the performer may look at the data and then plan appropriate and realistic goals for the performer to meet.

(EVIDENCE/EXAMPLE) This allows them to maintain motivated throughout their development plan'. (EXPLANATION). **(1 mark)**

The second example lacks explanation – more of an impact is needed for the mark – not in the correct factor 'intensities'.

The third example is repetitive regarding motivation and comparisons.

Question 2(a)

The candidate was awarded **3 marks**.

'Motivation positively impacted my group performance in dance (POINT). For example, despite us feeling tired throughout the dance we kept going and kept our energies high. (EVIDENCE/EXAMPLE) This resulted in everyone giving 100% effort and all of our dance moves being executed perfectly since they were full of energy'. (EXPLANATION) **(1mark)**

'Anticipation positively impacted my group performance in dance (POINT) For example, before we went to do our group lift, we all got prepared for what was to happen next to ensure the flier 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 (EVIDENCE/EXAMPLE) This resulted in it not breaking down so as a team we scored higher for being able to execute this complex skill'. (EXPLANATION) **(1 mark)**

'Decision making positively impacted my group performance in dance (POINT) For example when doing a jete we decided to go onto the floor to show off our swim through and other skill work. This meant because we showed a sequence of complex skills instead of a just a jete on its own we appeared more advanced (EVIDENCE/EXAMPLE) so then we scored higher for our variety of skills' (EXPLANATION) **(1 mark)**

Question 2(b)

The candidate was awarded **3 marks**.

'Anxiety negatively impacts performance development. (POINT) 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 (EVIDENCE/EXAMPLE) so this resulted in me not performing the dance in full and not be able to practice my skills and techniques to progress them'. (EXPLANATION) **(1 mark)**

'Concentration negatively impacts my performance development. (POINT) This is because when surrounded by my friends in dance class I often get distracted by them and want to have fun and join in with them playing games instead of practising my dance. (EVIDENCE/EXAMPLE) This then leads to me not doing my dance so not being able to work on it and make progress'. (EXPLANATION) **(1 mark)**

'Mental toughness negatively impacts my performance development. (POINT) 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. (EVIDENCE/EXAMPLE) This means I do then not learn the skill but I am also therefore in a bad mood so I don't put 100% into my practice'. (EXPLANATION) **(1 mark)**

Question 2(c)

The candidate was awarded **2 marks**.

'One change I made to the development plan was to change my training partner. This meant that I was less easily distracted because we are not usually friends' **(1 mark)**

'work in isolation, this meant I did not get anxious to perform in front of other people' **(1 mark)**

Question 3(a)

The candidate was awarded **3 marks**.

'The training diary is a booklet made up of A4 sheets of paper. It is carried out after every session'. **(1 mark)**

'Each page contained questions such as 'what did you do?'' **(1 mark)**

'For example, they could say they carried out shadow practice and they felt bored' **(1 mark)**

The candidate refers to shadow practice but could be used for social development i.e. roles.

Question 3(b)

The candidate was awarded **0 marks**.

The candidate has not linked their response to the recording progress and does not link to the social factor for the whole response.

Question 4

The candidate was awarded **4 marks**.

'I can use it to make comparisons (POINT) this means that I can compare the data against my baseline measurement to check for progress. (EVIDENCE/EXPLANATION) If progress is being made the performer may continue their development plan as normal and gain motivation that they are doing well' (EXPLANATION) **(1 mark)**

'On the contrary if the individual notices they are not making a significant amount of progress (POINT) then they may adapt their development plan eg approaches, intensities or their goals to be more appropriate and achievable for the individual (EVIDENCE/EXAMPLE) so they can now make progress' (EXPLANATION) **(1 mark)**

'see if the development plan is working. (POINT) This means the individual can see if they are meeting their short term goals which is a good indication that they are on track. (EVIDENCE/EXAMPLE) This will give them the confidence that they are capable and keep going to make more progress'. (EXPLANATION) **(1 mark)**

'Another reason why we monitor throughout the PDP is to see if approaches are working (POINT) this means that they can see if they are being beneficial in helping them make progress (EVIDENCE/EXAMPLE) so the performer will know whether or not they should use these in future development plans for the social factor'. (EXPLANATION) **(1 mark)**

Question 5(a)

The candidate was awarded **2 marks**.

'verbal' **(1 mark)**

'written' **(1 mark)**

Question 5(b)(i)

The candidate was awarded **1 mark**.

'It is important to consider the quantity of feedback (POINT) because if the performer is bombarded with information they will not be able to take it in and use it to make progress but also if not enough is given the performer might not know exactly how to employ these changes into their development plan (EVIDENCE/EXPLANATION) and also if not enough is given they will not have many things to change so these might not be a beneficial change and they won't they make progress.' (EXPLANATION) **(1 mark)**

Question 5(b)(ii)

The candidate was awarded **1 mark**.

'It is important that the individual is given feedback at the beginning of the training session so they can imply it immediately and stop making their careless mistakes. (POINT) This means they will be able to make adaptations straight away

(EVIDENCE/EXPLANATION) and therefore be able to see the progress straight away' (EXPLANATION) **(1 mark)**

Question 5(b)(iii)

The candidate was awarded **1 mark**.

'It is important to accept feedback because it will have come from a coach who is of a more advanced state (POINT) so therefore they know what they are talking about and will be giving feedback to make the performance better.

(EVIDENCE/EXAMPLE) This means if the individual takes it on board they will see progress in their development and will get better' (EXPLANATION) **(1 mark)**

Section 2

The candidate was awarded **8 marks** in Section 2.

Question 6(a)

The candidate was awarded **2 marks**.

'One priority I identified at the beginning of my PDP is that I have bad accuracy in badminton since I got 3/10 in ppw. This means that when I play my overhead clear it is intended to go to the back of the court however it barely makes it halfway.' **(1 mark)**

'Another priority I identified at the beginning of my pdp is that I have bad agility. I know this because I got 4/10 compared to the model performer with 10/10.' **(1 mark)**

Question 6(b)

The candidate was awarded **3 marks**.

'It began with me stood in the middle of the court. I then side stepped forward and mimicked the action of hitting a shuttle using my weakest shot' **(1 mark)**

'I did this 15 times and did 2 sets.' **(1 mark)**

'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.' **(1 mark)**

Question 6(c)

The candidate was awarded **3 marks**.

The first point was not evaluated.

'Shadow practice was effective because I could receive feedback. (JUDGEMENT) This meant that my coach could observe me and give me feedback as I was playing. This meant that since it was given to me 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.’ (EVIDENCE/VALUE) **(1 mark)**

‘Shadow practice was ineffective because it felt silly. (JUDGEMENT) 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.’ (EVIDENCE/VALUE) **(1 mark)**

‘Shadow practice was ineffective because it was boring. (JUDGEMENT) 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’ (EVIDENCE/VALUE) **(1 mark)**

Section 3

The candidate was awarded **5 marks** in Section 3

Question 7

The candidate was awarded **2 marks**.

‘because they can motivate them. This means that they will give them encouragement to boost their confidence so that then the performer will believe in themselves and put 100% effort into their dance to make progress in development plan’ **(1 mark)**

‘tell them what to do. This means that they can provide performer with feedback. This means that when the performer feels were anxious to dance in class when practicing in front of their peers, the model performer will advise them to do deep breathing and tell them to believe in themselves’ **(1 mark)**

Question 8

The candidate was awarded **2 marks**.

‘told 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. (IDENTIFICATION) The model performer might advise them to run into the jump or have a movement into the jump such as step ball change because this will allow them to get up higher since there is more power. (IMPLICATION) This results in the performer being able to execute their jump nicely and elegantly’. (IMPACT) **(1 mark)**

The second point is repetition from the first one and impact on mental factors.

‘control and fluency by showing them what to do. (IDENTIFY) For example, when doing a jete the performer often lands heavy footed so the model performer showed them that by landing on the ball of their foot it will be more elegant. (IMPLICATION) This lead to it looking better so when in the dance they will be

able to execute these skills and be of a more advanced state and can then progress to join skills onto this mediocre one' (IMPACT) **(1 mark)**

The fourth point has repetition very similar to the first one, no impact on PDP.

Question 9

The candidate was awarded **1 mark**.

The first point - Stage 2 identify strengths and weakness – lacks explanation.

'stage 5 when they could have compared their progress against a model performer. (POINT) This meant if there was an area that made progress but was still not comparable to the model performer (EVIDENCE/EXPLANATION) they could have ran it through the cycle of analysis to create a PDP for these weaknesses to allow them to progress' (EXPLANATION) **(1 mark)**

Total: 42 out of 50 marks