

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this course assessment component.

Question 1(a)

The candidate was awarded **3 marks**

'the GOS is an A4 sheet of paper and has a list of skills down the side and the columns along the top: highly effective' **(1 mark)**

'Your teammate will watch you in performance and put tally marks in each of the boxes whenever you complete the skill' **(1 mark)**

'At the end of your performance you and your coach will go over the GOS and identify your development needs based on the skills that had the most tally marks' **(1 mark)**

Question 1(b)

The candidate was awarded **2 marks**

'PAR Sheet is an A4 sheet of paper and focuses on one skill. It breaks the skill into 3 stages; preparation, action and recovery' **(1 mark)**

'Stages of the skill are listed down the side and the columns are: model performer, before Personal Development Plan (PDP), during PDP, after PDP' **(1 mark)**

Question 1(c)

The candidate was awarded **2 marks**

'you can gather more in depth, accurate information. **(Point)** For example, before creating your PDP you could complete the GOS for Basketball, to see which skill is weakest, then you could carry out PAR sheet for that skill to see why that skill is a weakness (which phase: preparation, action or recovery)'. **(Evidence/Example)**

'This means that the information you're gathering is very specific to your weakness and allows you to create accurate PDP'. **(Explanation) (1 mark)**

'Another reason is that using one alone requires more time to find out what the development need is'. **(Point)** 'For example, if using only the PAR sheet, you would have to carry it out the PAR sheet for all of the skills to know which one is a weakness to then find out which phase is a weakness'. **(Evidence/Example)** 'This means that time will be wasted and the PDP will start later meaning it will take longer to develop your weakness'. **(Explanation) (1 mark)**

Question 2(a)

The candidate was awarded **0 marks** because the candidate gave a poor link between the factors and no impact.

Question 2(b)

The candidate was awarded **1 mark**

'roles and responsibilities has a negative impact on frustration'. **(Point)** In a game of basketball, a teammate may be walking around the court, not putting any effort into gaining possession of the ball or defending. This leads to the other teammates feeling frustrated as they are having to put more effort into the game to make up for the poor player'. **(Evidence/Example)** 'As a result, frustration may build up and cause the teammates to lash out, potentially getting a technical issued by the ref' **(Explanation) (1 mark)**

Question 2(c)

The candidate was awarded **1 mark**

‘One impact that social factors could have on physical factors is how good communication has a positive impact on training’. **(Point)** ‘During a game of doubles in table tennis 2 teammates may have a lot of communication, for example shouting ‘left’ when you want to move to hit the ball’. **(Evidence/Example)** ‘This results in the partner moving out of the way in time for the ball coming over the net, allowing the ball to be hit at the correct time resulting in the right speed and accuracy of it going back over the net’. **(Explanation) (1 mark)**

Question 3(a)

The candidate was awarded **3 marks**

‘Benches are lined up in the gym and the teacher gets everyone in the class to line up in random order. Then the teacher tells class to get into height order’ **(1 mark)**

‘students can’t talk or come off the bench to get into new order’ **(1 mark)**

Teacher could make it trickier by getting the students to order themselves by house number or birthday **(1 mark)**

Question 3(b)

The candidate was awarded **2 marks**

‘This approach was effective because students must communicate non-verbally.’ **(Judgement)** ‘For example, they had to use hand signals or gestures instead of speaking. This means students were having to interact with those in their team they wouldn’t usually. This makes it effective approach as it gets the whole group mixing which will eventually improve their relationship and communication on court.’ **(Evidence/Value) (1 mark)**

'This approach is less effective as if not all the students buy into it, it doesn't work.'

(Judgement) 'For example if some of the students don't want to do it and stop trying the other students will feel judged. This means that the other students feel self conscious and also stop trying meaning the approach doesn't work. This makes it less useful approach as whole class/ team participation is required and that is difficult to enforce.'**(Evidence/Value) (1 mark)**

Both examples give features of the approach used.

Question 4(a)

The candidate was awarded **1 mark**

'Confidence had a positive impact on my pdp' **(Point)** 'I wasn't afraid to try a new skill and fail this caused me to be confident when trying out new approaches'

(Evidence/Example) 'Because of my high confidence levels this meant I was able to reach my goal quicker' **(Explanation) (1 mark)**

Question 4(b)(i)

The candidate was awarded **1 mark**

'By the end of today's training session...not swear out of anger 2 times in my football game' **(1 mark)**

Question 4(b)(ii)

The candidate was awarded **1 mark**

'By the end of my 3 month training programme...shoot all my shots...not pass...out of fear that I'll miss' **(1 mark)**

Question 4(c)

The candidate was awarded **2 marks**

'One reason I reset my goal was my development need changed.' **(Point)** 'For example, at the beginning of my PDP, anger was my weakness so that's what I set

my goal on. However, since my weakness rapidly developed into a strength before my PDP was over, I changed goal to manage my anxiety.’ **(Evidence/Example)** ‘This means that I was able to focus on new development need rather than a strength.’ **(Explanation) (1 mark)**

‘Another reason why I reset my goal was because the goal I set was unattainable.’ **(Point)** ‘For example, the goal I set was very optimistic and I was never going to achieved it.’ **(Evidence/Example)** ‘This meant that I was demotivated and stopped trying because I thought that there was no point so my weakness never developed into a strength’ **(Explanation) (1 mark)**

Both points show knowledge and reasons for resetting goals.

Question 5

The candidate was awarded **2 marks**

‘One development principle I considered was including variety in my PDP for mental factors.’ **(Point)** ‘For example, I ensured my PDP was full of different approaches – so I wasn’t doing the same ones all the time.’ **(Evidence/Example)** ‘This meant that I never got bored so I continued to work hard to improve my decision making’ **(Explanation) (1 mark)**

‘Another development principle I considered was progression in my PDP for the mental factors decision making.’ **(Point)** ‘For example I ensured that once I was becoming more consistent with improving my weakness I made the training harder.’ **(Evidence/Example)** ‘This meant that I improved at a quicker rate and didn’t get bored because wasn’t stuck doing something I found too easy.’ **(Explanation) (1 mark)**

Response shows an understanding of the principles.

Question 6(a)

The candidate was awarded **4 marks**

'written Feedback. After I performed my routine on the trampoline my teacher had written feedback on a sheet which I read' **(1 mark)**

'It told me what what order to put my skills in to improve my decision making of my routine' **(1 mark)**

'video. Once I finished my volleyball game, I sat alone and watched my game back' **(1 mark)**

'I was able to see how well I concentrated on the game or when I got easily distracted by what went on around me' **(1 mark)**

Question 6(b)

The candidate was awarded **4 marks**

'is the volume of feedback' **(Point)** 'For example you should only give the performer one or two points of feedback.' **(Evidence/Example)** 'The impact of this is they will not be overwhelmed with feedback and will remember it to implement into their training or next performance' **(Explanation) (1 mark)**

'the source' **(Point)** 'for example you need to ensure the person giving the feedback is someone knowledgeable of the sport.' **(Evidence/Example)** 'The impact of this is the performer will actually listen to the feedback and take it on board as they know it will help them' **(Explanation) (1 mark)**

'timing of the feedback.' **(Point)** 'For example you should give feedback almost immediately after a performance or training session.' **(Evidence/Example)** 'The impact of this is they will remember their performance and will know what you are talking about when you are giving your feedback meaning it will be easier for them to implement it into their next performance **(Explanation) (1 mark)**

'feedback...is that it is positive'. **(Point)** 'For example you tell the performer what they did well and what they need to work on but in a positive way.' **(Evidence/Example)**

'The impact of this they will want to listen to your feedback as it is not being mean or rude about their performance.' **(Explanation) (1 mark)**

Question 7(a)

The candidate was awarded **2 marks**

'During a game when my teammate sets the ball high for me I am able to jump high and hit the top of the ball.' **(1 mark)**

'During the game when it is towards the end of the game I am so tired and out of breath that when the opposition are in the attack, I can't bring myself to run back.' **(1 mark)**

Question 7(b)

The candidate was awarded **2 marks**

' scored 9 out 10 for anger on my performance profile wheel. During a game when a foul gets blown against me I manage to keep calm' **(1 mark)**

'I scored 3 out of 10 for anxiety on my performance profiling wheel. During a game of volleyball when it's my turn to serve I get really anxious which results in me messing up my serves every time.' **(1 mark)**

Question 8(a)

The candidate was awarded **2 marks**

'I changed gradual build up to conditioned games' **(1 mark)**

'I changed the time that I trained at' **(1 mark)**

Question 8(b)

The candidate was awarded **2 marks**

'I changed my approach so I could be challenged more.' **(Judgement)** 'This means that I didn't get bored in my PDP. This means that I was pushed to do my lay-up

under pressure. This means that when it got to game my lay-up was more successful as I had been training against defenders and had practiced it on the move.'

(Evidence/Value) (1 mark)

'Changing the time I trained at for my PDP impacted my performance development.'

(Judgement) 'For example, I noticed that when I trained in the morning I was tired and lazy – when I changed the time of my training I was much more energetic. This means that I was more motivated and I trained harder. This means that I improved faster as I was successful in all of my training sessions. This means that I got my lay-up quicker and could use it in games' **(Evidence/Value) (1 mark)**

Evaluative language comes throughout these responses not at the beginning

Question 9(a)

The candidate was awarded **2 marks**

'Controlling fear is required when performing.' **(Identification)** 'This implies that during a tournament winner deciding game of table tennis, and a crowd is present the performer may feel fear to make a mistake as they need to win the tournament.'

(Implication) 'If not in control of this fear, it may result in the performer losing focus and hitting inaccurate shots. This negatively impact the performer as the opponent could then target their weakness and gain more points.' **(Impact) (1 mark)**

'To control anger when things go wrong when in an individual activity.'

(Identification) 'This implies that during a game of the table tennis, a performer may continually serve the ball into the net or volley the ball when the opponent hits a powerful shot leading to frustration building up as they keep making mistakes and losing points.' **(Implication)** 'This negatively impacts the performer as the frustration may build up and cause them to lash out in anger by throwing the bat off the table or shouting meaning they may not be able to complete or finish a game.' **(Impact) (1 mark)**

Question 9(b)

The candidate was awarded **2 marks**

'...during a performance is required when in a team activity.' **(Identification)** 'This implies that during basketball the team must make sure they are going through with their role, for example, keeping on their player and keep defending then.'

(Implication) 'This positively impacts a teams performance as the opponent team has less chance of gaining possession of the ball it gives the team more chances to score a basket as all the players are where they need to be at the right times on court.' **(Impact) (1 mark)**

'States that effective communication is required for social factors within a team activity.' **(Identification)** 'This implies that a team with good communication can shout for the ball when in an open space or when shouting positive comments when teammates make mistakes like 'better luck next time' or 'unlucky'.' **(Implication)** This positively impacts the teams performance as it allows the ball to be passed down the court quickly and efficiently, allowing the team to have more chances at shooting baskets.' **(Impact) (1 mark)**

Question 10(a)

The candidate was awarded **2 marks**

'When you start getting angry ... do some deep breathing' **(1 mark)**

'Then you can refocus yourself by thinking about what you are going to do to prevent yourself from getting angry again to re-enter the game' **(1 mark)**

Question 10(b)

The candidate was awarded **2 marks**

'The importance of monitoring the use of the approach is so you can see if the approach is still working.' **(Point)** 'For example, if I realised that the 3Rs was not managing my anger I could change approaches to one that would better suit me and

my needs.' **(Evidence/Example)** 'This means that I would be able to control my anger better with a new approach' **(Explanation) (1 mark)**

'The importance of monitoring the use of the approach was so that you could figure out what part of the approach wasn't working.' **(Point)** 'For example, if I complete the recognise and regroup phases but needed help with the refocus stage I could identify this and ask my teacher to help me.' **(Evidence/Example)** 'This means that once I am prefect at all of the stages – I would be more efficient at managing my anger and would be able to return to the game sooner' **(Explanation) (1 mark)**

Total Marks 45 out of 50