

Candidate 1 evidence

Section 1: Understanding factors that impact on performance

For each factor, Mental, Emotional, Social and Physical, explain its impact on performance. (8 marks)

In your answer you may provide a general response or relate to an activity or activities.

Factor 1: Physical

In badminton the physical factor has a positive impact on my performance, specifically power. Power is a combination of speed and strength, which allows me, in a game of badminton, to hit the shuttle as far as possible to the back of the court. I can change the level of power that I use when playing a shot to either play the shuttle to the front or back of the court, but having the power to hit the shuttle to the back of the opponent's court gives me a wider range of shots that I can play. This means that I could play a drop shot, to which my opponent would play back a lift and then I could play an overhead clear and this would force my opponent to move quickly around the court. This could affect their balance or their ability to prepare properly to hit the shuttle back to me and this means I have more chance of winning points. Power also has a positive impact on my performance as, for example, when I am playing against someone else who is powerful they may keep playing overhead clears which forces me to the back of my court, but when I am powerful this means that I can hit the shuttle back over the net and further to the back of their court which should mean that they don't find it as easy to keep hitting the shuttle to the very back of my court. This means that I will be able to move more into the middle of my court rather than being forced to the back and this gives me a wider range of shots that I can play and more opportunity to play them.

In badminton agility also has a positive impact on my performance. Agility is the ability to move quickly around the court and return back to base in good time while remaining balanced. Having good agility means that I can move quickly to get under the shuttle and play it back. It allows me to move from anywhere on the court, back to base and then somewhere else on the court ready for playing the shuttle back. For example, if the opponent plays an overhead clear, I would play back a drop shot, having good agility means that I would be able to get to the back of the court and be in the correct stance (racket arm above my head, elbow bent, left arm sighting the shuttle, feet side on) ready for playing a drop shot and getting it to land just over the net, then back to base as I anticipate which shot is coming next, and then quickly move to the net to play the shuttle back. If I did not have good agility then I wouldn't manage to get to the shuttle in time and it would land on my court resulting in my opponent gaining a point, or else I would manage to play the shuttle back but I would be off balance and wouldn't have had time to decide where I was going to play the shuttle to on the opponent's court or how to play it to give them a hard time playing it back. This means that agility gives me more opportunities to win points and defend the shots from my opponent in order to prevent them from winning points.

In a game of netball, accuracy has a positive impact on my performance, especially when shooting. Accuracy is the ability to judge where to aim the ball correctly, and with how much power so that it either gets in the net or reaches one of my team mates. I play the position of Goal Shoot in netball and so accuracy is a very important sub factor that I need to have in order to get the ball in the net without it getting intercepted to win points for my team. For example, I should stand in a particular stance with my knees bent, facing the net, arms stretched up above my head with my right hand underneath the ball and my left hand on the left side of the ball. I have found this position allows me to judge the right amount of power

needed to get the ball into the net rather than not reaching the net and bouncing off the rim, or going too far past the net and going over. I can use my bent knees and hand positioning to give me enough power to get it exactly into the net. Also, where I am standing compared to the net requires me to change the way that I play the ball to get it into the net. Having good accuracy means that I will get the ball into the net almost every time I shoot, and this guarantees my team a point every time it gets to me, and this means that we would win the match as long as the defence is good elsewhere in the team and the attack is good which allows my team mates to pass the ball to me.

Factor 2: Mental

The sub factor of concentration in the mental factor has a positive impact on my performance in a game of badminton. Concentration is the ability to focus and pay attention to the game. Concentration is used in badminton to focus on the shuttle and to judge where the shuttle is going to go next and what kind of shot the opponent is going to play. For example, if I concentrate I can tell by the way that the opponent is preparing for the shot which shot they are going to play. Also, depending on where I hit the shuttle means that the opponent will only have a certain amount of shots that they could play and so I could prepare early for getting to where the shot will land and playing the shuttle back. For example, if the opponent is standing in the middle of the court and has their racket arm raised above their head pointing downwards then I know that they are about to play a smash and can be prepared to get low and react quickly. I should also concentrate on where there is space on the opponent's court as this would be a good place to aim for as this will mean that they have to move to get to it and this may cause them to be unbalanced. If my opponent is not very powerful I should concentrate on playing the shuttle to the back of the court where they may not be able to hit it back over the net, and if they do it would be a drop shot which I can easily play a net shot back which would mean they would have to move to the front of the court or another overhead clear which would force them to the back of the court.

In badminton determination has a negative impact on my performance. Determination is the ability to motivate yourself and stay positive when playing, no matter the score. Determination would allow me to stay positive and motivated to win even if I am losing. My lack of determination means that I get let down when I am losing and lose my motivation to keep trying and this results in me losing the match altogether. For example if I am playing someone who has a lot more power than me and they know this and keep playing overhead clears to the back of the court which results in me losing points as I cannot get to the back of the court in time to play a strong powerful shot back, then I will lose my determination to win and would stop trying as hard to get to the shuttle whereas I should be then more motivated to beat my opponent and to play shots which would put them under pressure rather than me. Determination is important in a game of badminton as even if someone is losing the match could go on for as long as it takes for them to win, and so determination is needed to keep the will power to win even if the game has been going on a while or even if I keep losing points for the same things. This means that my lack of determination when I am losing causes me to give up and lose the match.

In netball, the mental factor has a positive impact on my performance. Decision making is the ability to make good and quick decisions based on accurate judgements of what is happening in the game around me. Decision making is used in netball when I have the ball and I need to pass it to one of my team mates. I would look at where they are spaced in relation to me, where their defender is and the chance that the ball will get intercepted and where they are in relation to where I want the ball to go which would usually be to the net. For example, if I am at the side of the court in the end third of our teams net and the ball has just been passed to me, I want it to go down to the net but I would look to see where there is space and if

someone in my team is there. For example, if there were three of my team mates with their defenders close to me in a circle then I would pass to someone further back and pass over the top of the people close to me, this means that there are not many defenders where I am passing to and so there isn't much chance of it getting intercepted. I would also need to make a decision on how to throw the ball, for example I could play a chest pass which would make a very direct pass which would be quick and would allow the ball to move quickly down the court towards our net and the defenders may not be able to follow the ball quick enough to intercept it or get to the net before we score, however the chest pass can be easily intercepted. The other type of pass would be a high overhead pass and this cannot be as easily intercepted but it gives the defenders time to move in order to defend the next pass. This can mean that bad passes would be made or passes would be intercepted easily. This means that decision making is important in a game of netball as one wrong decision could lose us a point or let the ball be intercepted and it would end up with the other team.

Factor 3: Social

Communication is a social sub-factor that has a positive impact on my performance when I am playing Netball. Communication is the exchanging of information either verbally or non-verbally. Good communication within a team allows everyone to know where the ball is going, and what is happening in the game. An example of when communication is extremely useful is when I need to pass the ball. My team mates will shout 'Here' if they feel they are in a space where the ball won't get intercepted and will help the ball to move down towards the opponents net. This type of communication is verbal and works if the ball then gets passed quickly to them, however because it is verbal this alerts the defenders that the ball might be about to be passed there and so they would move to defend that player. This can have a negative effect as the ball would either get intercepted and the opposition would then have possession of the ball or I would hesitate and be faulted for holding the ball for too long. Another form of communication which is helpful in this situation would be non-verbal for example if one of my team mates was standing close behind their defender they would put their arm up and point back which tells me to throw the ball behind them so that they can run backwards to catch it, without their defender knowing. This means that the person I just passed to would then be able to pass quickly before their defender got there to defend. The impact this has on the game is that our team will be able to make quick passes which moves the ball quickly down to the opponents net before the defenders can get there to intercept it. The impact communication overall has on a game is that it means the team are working together and helping each other out by offering where to pass the ball or shouting encouragement etc. rather than everyone playing individually and not thinking about what others are doing or thinking or what's going to happen next.

Team Dynamics is a social sub-factor that has a positive impact on my performance in Netball. Team Dynamics are the invisible bonds between players in a team. Having strong Team Dynamics means that the players all understand the way each other thinks and plays, knowing what passes they like to play or what they are bad at and don't play. For example in Netball, if I am playing Goal Shoot it is important that we have good team dynamics as the Goal Attack and I have to work together to shoot. If the Goal Attack has the ball and I can see that she is too close to the net where she doesn't feel confident shooting from she knows that I am at the side of the net ready for her to pass to me so that I can shoot. This gives us more chance of shooting as we are helping each other out instead of me just waiting and relying on her to shoot. Also if the Goal Attack has a defender on her who she doesn't think she can shoot over or if she just doesn't feel comfortable shooting and wants to pass to me she knows that I am tall and can jump to catch the ball above my defender and so she would play a high pass to me or pass behind me where I can run back and catch it. The impact this has on my performance and the teams' performance is that we trust each other and know each other and so we can provide support where it is needed which helps us work as team to get the ball down the court to the end half circle where the Goal Attack and Goal Shoot can help each

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other to shoot, whether this means passing back and forth until one of them is in a place where they are comfortable to shoot, or knowing that when one of us shoots the other will be under the net waiting to catch it if it misses.

Cooperation is a social sub-factor that has a negative effect on my performance in volleyball. Cooperation is everyone in the team fulfilling their roles and responsibilities within the team. For example, in Volleyball everyone has their own 'zone' of the court to defend, the size of this 'zone' depends on the amount of players in the team but it usually isn't very big. Cooperation is important in ensuring that the team has a fair chance at winning because if everyone doesn't defend their zone then there is more chance of losing a point. For example if I am in the right corner of the court at the net I should be focusing on defending my corner when the ball comes over the net to our side, however if the person who is behind me is avoiding the ball or shying away when it comes to their corner I may need to leave my space to cover both corners to ensure the ball doesn't hit the ground. This then leaves more of a space on our court where the opposing team could hit to and it would hit the ground for them to win the point. Otherwise if I stayed in my zone and left the person in their own zone where they weren't hitting the ball then the opposing team would realise this and would purposely aim there knowing that there was a high chance they'd get the point if it landed. This means that the rest of the team is let down because one person isn't trying to do their part in the team and gives the opposing team the upper hand as they will have a better attack because our defence isn't very good. This can lead to the other team winning the game but it can also lead to some negative emotional sub factors such as anger and then fear caused by anger which then affects the rest of the players in the teams' performances.

Factor 4: Emotional

Confidence is an emotional sub-factor that has a positive impact on my performance in Netball. Confidence is having self-belief in my skills and abilities. Confidence is important to have in a game of Netball as sometimes when the other team is winning it is easy to feel defeated and lose motivation, however confidence is important in ensuring that everyone remains positive and motivated to keep playing as best they can to beat the opposing team. An example of when I am playing Goal Shoot and confidence is important is when I am shooting, if I have missed lots of shots beforehand then I will be feeling unconfident and will lose belief that I can shoot. Having this state of mind means that I would tell myself I am going to miss again and would mistime when to throw the ball or misjudge the amount of space between me and the net or rush the shot and this would most likely cause me to miss. However if I stay positive and tell myself that I am going to get it this time, and sometimes my team mates give me encouragement as well this will keep my confidence up and I am more likely to get the shot as I believe that I can do it and will make sure everything is perfect about the shot. The impact this has on my performance is that I will take my time to shoot, making sure I know the right amount of power needed and that I am in the right position and that I know where I am aiming for. This will result in me getting the ball in the net and scoring a point, having confidence throughout the whole game will mean that every shot is like this and this gives us a higher chance of winning.

Fear is an emotional sub factor that has a negative impact on my performance in netball. Fear is feeling threatened of a situation due to danger or harm. Fear is caused by being scared that I am not going to perform well and, in netball, that I am going to let the team down. For example, when I play Goal Shoot in netball I know that it is only the Goal Attack and I who can shoot which puts pressure on us to get the shot. When I feel under pressure I get the fear that I am going to let the team down and that we will lose because I can't get shots in, this then causes me to panic and rush shots or convince myself that I am going to miss again and this puts me in the wrong mind set for shooting and then I will miss. The impact fear has on my performance is that I will misjudge or mistime my shot and miss which then puts more

pressure on me to get it the next time which makes me even more fearful especially as the rest of the team are putting in the work to attack and get the ball down the court to me. Another time in Netball where fear can get the best of me is when I am passing and if there aren't any of my team mates that have a space or that don't have a defender on them. In netball you only get 3 seconds to hold the ball and if you don't pass within that time then it will be a foul. If I am holding the ball trying to pass but there is no one to pass to I start to become aware of the time and I might just throw the ball to whoever. This means that I won't have thought about what kind of pass to play and the ball is highly likely to get intercepted and the other team would gain possession of the ball.

Anger is an emotional sub-factor that has a negative effect on my performance in badminton. Anger is a strong feeling of annoyance at someone or something. When I am missing shots or continuing to make the same mistakes I become angry at myself which means I am not thinking straight. For example when I am playing singles in badminton if I am constantly hitting the net with the shuttle and failing to get it over I might get angry and over exaggerate the power needed to get the shuttle over the net. This usually ends up with the shuttle going too far back and going over the back line which results in the opponent gaining a point. Another example is if I am losing and I am angry at myself I won't be thinking calmly and collectively so when I am serving I might just hit it rather than taking my time to think about where I want the shuttle to go and what kind of serve to play. This might then end up with the shuttle either going out or the opposition playing a hard shot back to me as I made it easy for them to play back. The impact this has on my performance is that I won't spend as much time as I should on every shot and planning so that I get the upper hand over the opponent. This means that the opponent will have it easy and will play challenging shots for me to play back and they will win the match.

Section 2: Planning, developing and implementing approaches to enhance personal performance

Choose two of the factors you selected in Section 1 and any one physical activity for which you will provide evidence in your portfolio.

Activity: Badminton
Factor 1: Physical
Factor 2: Mental

2a Explain the challenges you may face when gathering reliable data on your two selected factors. (3 marks)

One challenge I may face when collecting reliable data is that my marker may not be knowledgeable on all of the different types of badminton shots. For example if I played a very effective net shot they may think that is a drop shot and write down that I am playing drop shots very effectively when actually drop shots could be my worst shot. They could also perhaps get two shots mixed up for example an overhead clear and a drop shot and so if I was good at one and bad at the other my results would not reflect my actual strengths and weaknesses as the wrong shots would have been marked down. This means that my data wouldn't be accurate as the shots may have been mixed up and so when I went to create my training program I might create a training program for the shot which the marker recorded as my worst one when actually I was worse at a different shot which creating a training program for would have been more beneficial to me. This means my training program would not be accurate.

Another challenge I may face when gathering reliable data is that my marker may be dishonest when marking and could either make me look better than I actually am or worse than I actually am. For example, if I played lots of fairly effective overhead clears they may write them down as very effective so that I look better or vice versa they may write down that I have played shots ineffectively when actually I have played them fairly or very effectively. This would cause my data to be inaccurate and not suited to my strengths and weaknesses and so this would have an effect on my training program as it would not be accurate and suited to what I need to work on.

One other challenge that I could face when collecting reliable data is if my marker missed shots either by being distracted or by not seeing them when recording data on the sheet. For example, I could play a very effective serve and the marker could look down at the sheet to try and find where to write it down and in that time I could've played 3 or 4 different shots which the marker would have missed completely by looking at the sheet instead of watching me play. This could be fixed by making sure the marker only records data after a rally has been played and the shuttlecock has landed as this would mean the marker could record the data while the players are preparing to play again. If the marker has missed data this means that my data would not be accurate as it could be missing data which shows which shot is my worst or best and might not show my skills to as high a level as they could've which would affect my training program as it would then be inaccurate.

Another way in which I may be challenged when collecting reliable data is that the environment may be unsuitable to play in, for example, if the racquets or shuttlecocks are broken then this would make it harder or not possible to play and so I wouldn't be able to play to my highest ability. Another example is if the floor is slippery and this would mean that I wouldn't be moving around the court as much or getting to the shuttle as quickly as I would on an unslippery floor and this would cause me to miss shots and again affect the quality of my playing. This means that the data collected wouldn't be accurate and wouldn't reflect my true strengths and weaknesses or show the real quality of my playing. The inaccuracy of the data collected may also have an effect on my training program which I would go on to create as this would then be inaccurate and I may end up trying to develop a shot which does not need as much improvement as perhaps another shot.

One other challenge I may face when gathering reliable and accurate data is that I may be playing against someone with a different skill level to me and so the game wouldn't be fair so I may not perform to as high a level as I could or I may not be challenged enough and this would affect the data that was collected. For example if I was playing against someone who only ever played overhead clears I wouldn't get the chance to perform a smash or a net shot so my data would then be inaccurate and this would prevent my training program from being accurate and suitable for me. Or if I was playing against someone who was of a much higher skill level than me I wouldn't get to perform many serves as they would win most if not all points and then serve the next one. This means that my data would be unreliable and not accurate for me to create a training program from it.

- 2b (i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

Factor 1: One method we used to gather data on our performance was the Focused Observation Schedule which gathered data on the physical factor.

- (ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

Factor 2: One method we used to gather data on our performance was the Sports Determination Questionnaire which gathered data on the mental factor:

Include a copy of the four A4 pages of data you have gathered.

You must attach this data to the template and ensure you add your SCN to each page of data.

- 2c Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

Method: Focused Observation Schedule

The way in which we prepared to do the Focused Observation Schedule was by getting into groups of either 3 or 4 and collecting 2 racquets, 5 shuttlecocks, data collection sheets and a pencil between our group. We also had to set up a badminton net for us to play with. Within our group of 3, 2 people were on the court while one person sat at the side and watched and marked. One of the people on the court was the feeder who just served the shuttle over the net for the other person to perform a shot. The shot which was performed was the one that we identified from our General Observation Schedule as our worst. The server/feeder did 20 serves to allow the marker to get enough information to fill out the sheet that they were marking on. The marker should have written the name of the player performing the shots at the top of the sheet so that the data sheets could all be easily identified whose was whose. The sheet was in a table format and split into three sections- Preparation, Action and Recovery. The marker then filled out the boxes by putting a tick if the action was correctly carried out or a cross if the action was incorrectly carried out and there should have been at least 10 ticks or crosses in the box for each action. Once the 20 shots had been played and the marker had filled out the sheet, the players rotated so the marker would then be the server, the server would then be the player and the player would then be the marker. This is so that everyone got the chance to perform and is a quick and effective system. Once all 3 players had performed and data had been collected, the sheets would be handed to the player that they were about and they would analyse the data to see what things they could improve on and which things they were good at. At the end the data got handed into the teacher so that they could keep it as a permanent record of the results which we can look back on later on after we have completed our training program.

2d Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

I selected this method of gathering data on my performance as it is an efficient way of collecting data because we were in groups of 3 with people that were of the same skill level as me and who had the same weakest shot as me which meant that the serves were all played well so that I could perform the shot to my best ability. This meant that I had accurate data collected on me which I can use to create a reliable training program.

Another reason I chose this method is because 20 shots were performed which meant that there was a wide range of ways the shot was played which meant that lots of data was collected on the shot and so it is very accurate and can be used to create a training program. For example, if only 5 shots had been played and marked they could have all been perfectly executed, but the next 15 could've been unsuccessful but those wouldn't have been marked down so by marking 20 shots it means that this included different variations of the way the shot had been played so that a general consensus of strengths and weaknesses could be identified. Therefore an accurate training program would be created. Also because 20 shots were played I will be able to see which objectives I am consistently good or consistently bad at which will make it easier for me to identify which things I need to improve.

The Focused Observation Schedule sheet was split into 3 sections- Preparation, Action and Recovery- with different objectives within each section which meant that it was very easy to understand and easy to mark as it was all laid out neatly with spaces to put the ticks and crosses. This means that it was very easy for the marker to use to mark and also easy for the performer to look at and understand as everything was laid out so clearly.

The use of ticks for if the objective was performed successfully, and crosses for if it was performed unsuccessfully made it easy to look at and identify my strengths and weaknesses when carrying out my specific shot and this means that I know what I should try to improve in my training program. There were a range of ticks and crosses in each box and so it was easy for me to look at them and identify which boxes had more crosses than others or which boxes had more crosses than ticks. This also means that when I look back at this data after doing my training program I will be easily able to compare the data to the data I will collect later on.

After data was collected on me I handed it into the teacher who will then keep it as a permanent record which I will then look back on after I have completed my training program and I can compare them and see how I have improved. This will tell me if my training program has helped me improve and how much I have improved at different aspects of performing the shot.

We had knowledgeable markers collecting data on us as everyone in the class knows what is needed to play a good shot and the objectives were easy to understand and mark. This means that the data collected is accurate and reliable and can be used for me to create a training program which will be carried out in order for me to improve my weaknesses and hopefully by the end of the training program my weakest shot won't be weak anymore.

The shot that I performed in the Focused Observation Schedule was the shot that I am worst at and so by using the data I collect in my Focused Observation Schedule I will create a training program which will allow me to improve my worst shot. By the end of the training program I will be able to see how much I have improved this specific shot and I should be able to perform it successfully.

- 2e From the data you have gathered describe your strengths and development needs in relation to your performance for both factors. (4 marks).

One of my strengths in the mental factor is that once I have achieved my goals I set myself more challenging ones to make my performance even better. I know this because in my Focused Observation Schedule I put a 4 which means that I very often do this. This is good because it means that I am constantly improving as I am always setting new targets which keeps me motivated to keep trying to get better. Because I am always setting harder goals this will encourage me to improve to meet the new targets and so this will improve my overall performance.

One of my weaknesses in my mental factor is that I get distracted easily. I know this because in my Focused Observation Schedule I put a 5 meaning I always get easily distracted. By getting distracted this means that I lose focus in the game and my full concentration is not in the game that I am playing which means I will make more mistakes or miss the shuttle more as I my eyes are not always on the shuttle. When I am distracted this gives my opponent an advantage because they will be able to see that I am not concentrating and so they will play quick shots that I won't be able to get to quick enough. It also means I am not forward planning and thinking about which shots I am going to play before I play them.

From my Focused Observation Schedule one of my strengths in the physical factor in the preparation part of playing a shot is that my racket is raised and behind my head. I know this is a strength because in my FOS I got 12 ticks and 2 crosses. Preparing well before a shot is essential to be able to play an effective shot as it means that you are balanced and anticipating the shot before it comes instead of being caught off guard and not having time to think. By having my racket raised and behind my head this means that I am ready to hit the shuttle at its highest point which will give the shuttle power and allow me to play the shot as well as I possibly can. By the racket being behind my head this means that I can transfer my weight from my back foot to my front foot which will give me power and allow me to remain balanced.

Also identified from my Focused Observation Schedule one of my weaknesses in the physical factor is that I don't 'sight' the shuttle before I hit it and this is also part of the preparation section so doing this would help me even more to prepare for the shot before the shuttle touches my racket. I know this is one of my weaknesses because in my FOS I got 7 crosses and 6 ticks which means most of the time I don't 'sight' it. By sighting the shuttle this means that I would be able to see what direction and what angle I am going to hit the shuttle at which gives me control over where the shuttle is going to land on the opponents court and I can also choose which shot I am going to play by the angle that I 'sight' the shuttle at. By 'sighting' the shuttle with my non-racket arm this means that I will most likely be standing side onto the shuttle and this allows me to transfer my weight and give me power. So because I don't so this it means I don't have as much power as I could have and I don't always have total control over where the shuttle is going.

Another one of my weaknesses that I have identified in my physical factor is in my recovery section and this is that I don't always return to base. I know this is a weakness because in my FOS I got 10 crosses and 5 ticks. Returning to base after every shot is important as it means that you will be ready for the next shot and in a position on the court where it is easy to move to anywhere on the court to hit the shuttle next. By returning to base this keeps me on my toes and being agile around the court which will help me to get from one shot to the next. Because I don't return to base I am not always in a position where I can get to the shuttle without unbalancing myself which puts me at a disadvantage for returning the shot.

2f With reference to the data, identify an appropriate target for each factor.

(i) Identified target for factor 1. (1 mark)
For my non-racket arm to 'sight' the shuttle before I hit it.

(ii) Identified target for factor 2. (1 mark)
To not get as easily distracted during a game.

2g Explain why it is important to set targets when creating a personal development programme. (3 marks)

It is important to set targets when creating a personal training programme as setting targets makes me motivated as I want to achieve my targets and this will allow me to get better at badminton. Continuing to set harder targets when I achieve them gives me determination and motivation to better myself and to keep working on my performance.

Another reason why setting targets is important is because it creates a baseline to work from, and as I keep setting harder targets I can see how I have improved from the very first target, and allows me to track my progress. For example, I may set a target to do 5 smashes during a game of badminton which land in the back of the court, when I achieve this I may change it to trying to get 10 smashes during a game and once I have completed my training programme I can compare my first target to my performance at the end. This means that it is easy to follow and look back at how my performance has improved which will motivate me to keep setting targets.

The targets that I set will be specific to me and they will focus on my own weaknesses, not anyone else's, and this means that it is personal which makes it achievable and realistic. This allows me to identify what I am weakest at and I can aim to work on that during my personal training program. For example, someone else's weakness may be that they need to follow through after a shot so they would work on this in their personal training programme, however this is not my weakness and so I will aim to improve my weakness of sighting the shuttle with my non racket arm before I hit it instead. This means that my weaknesses will be improved and this will improve my overall badminton performance.

Another way in which targets are important is if I set my targets realistically and make them achievable because then this will keep me motivated as I will actually be able to achieve my targets and set more personal ones which will allow me to keep getting better. For example, if someone who is better at overhead clears than me in badminton sets a target to try and get 10 shots in the tramlines during a game, this is achievable for them but may not be achievable for someone who is not as confident at overhead clears. So, for example, I would set a target of trying to get 5 shots in the tramlines which may be more achievable for me and will keep my motivation up. Then once I achieve this I can set myself a harder target and work in small steps rather than setting a really hard target at first then not being able to complete it and losing motivation.

Personal Development Programme (PDP) Table

Do not submit your PDP but you must transfer the relevant information from your PDP into the table below.

	Factor 1	Factor 2
Approaches you used in your development programme	Shadow Practice, Feeder Drill, Sequence Drill, Pressure Drill, Conditioned Games.	Positive Self Talk
Length of each session	50 minutes	50 minutes
How many training sessions per week	3 sessions per week	3 sessions per week
Who you trained with	People of equal ability to me: Amy, James, Chleo, Eve, Poppy	I completed this myself
Methods used to monitor your programme	Training Diary, retest of focused observation schedule	Training Diary, retest of Sports Determination Questionnaire

Describing approaches to develop performance

- 2h (i) From your personal development programme, select and describe an approach that you used to develop factor 1. (2 marks)

Approach for factor 1: An approach that I used to develop my physical factor was a feeder drill. A feeder drill is good for allowing me to practice my weakest shot before I play a game. This means that I will improve my weakest shot and the quality of my playing will be better. To perform a feeder drill I needed a partner, a racquet each and at least five shuttles. My partner and I found a half court to practice on and we gave ourselves roles- one person as feeder and one person as performer. Depending on what shot the performer was practicing meant the feeder would either stand on the opposite side of the court or on the same side. For example, if the performers weakest shot was an overhead clear and this is the shot that they wanted to practice then the feeder would stand next to them and throw high serves as this is the same motion that the shuttle would be in in an actual game just before they do an overhead clear. If the performers weakest shot was a net shot and this is what they wanted to work on then the feeder would stand on the opposite side of the net and throw it over as this would re-enact an actual game. My weakest shot is a smash and so this is the shot that I was working on, and my partner stood beside me on the middle of the court throwing high shuttles. The performer should perform about 20 shots and then the roles should be reversed which gives both people the chance to perform the feeder drill. While the feeder is feeding the shuttles they should be trying to motivate the performer if they are letting their emotions take over - anger, stress, sadness - or even just to keep up their motivation and to make sure they keep trying as hard as possible. A feeder drill can be performed at any time as long as there is a space on the court with a net and I have the equipment needed so it is easy and quick to perform.

- (ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

Approach for factor 2: An approach I used to develop my mental factor was a positive self-talk. A positive self-talk is very useful in a game as it allows me to keep myself motivated and not let negative emotions get the better of me. It can also be used to improve my self-confidence if I am doing well in a game. I firstly had to pick some words or phrases that I would say if I am winning a game, losing a game, or making lots of mistakes. I chose the phrase 'Keep this up, don't stop trying' if I am winning because this will improve my self-confidence and also encourage me to keep playing as best as possible as the opponent could still turn the game around and win. If I am losing I would say phrases such as, 'Just hit it a bit further next time', 'Little bit more power next time' 'Need to return to base'. These phrases are just simple things that I know that I need to work on, and things that were going wrong for me in the game that I should focus on improving with the next shot. If I am making mistakes for example, if my opponents shuttle keeps going out and I keep hitting it back in, then I would say to myself something like, 'Focus on the game' and this would remind me that I need to stay focused on the game at all times, as I need to be thinking on my feet and always trying to catch my opponent out, as well as getting all of their shots. Positive self-talk can be used at any time when playing a game, or feeder drill, sequence practice etc. and it only requires myself so it is very easy to do and makes an impact on performance.

- 21 In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

I had to make a decision on the length of my programme, this was important to consider as my programme had to be long enough to allow me to improve my weakest shot but not so long that I got bored while doing it. I did my training programme for 6 weeks as this allowed me enough time to work on all aspects of my weakest shot, and it also was short enough that I worked to the best of my ability without becoming bored or tired. This meant that the training program was as effective as it could be in improving my weakest shot.

The length of each session in my training program was also something I had to consider. I made every session 50 minutes as this is the length of a period so it was convenient for me, and more importantly because it gave me enough time to warm up, do two practices and play a conditioned game. It made it 50 minutes as I felt if it was any longer I would've started to get tired and my muscles would've started to remember skills that weren't performed well. This length of time meant that I worked my hardest to achieve the targets and goals that I had set, and improved my weakest shot.

Conditioned Games were played at the end of each training session and they allowed me to work on improving my weakest shot within a game context. For example my weakest shot was a smash so I changed the rules of the game to make a conditioned game which would be effective for me which was that I got two points if I played a smash. This made me play more smashes in the game with the hopes of getting more points even though I wasn't too confident at them, and eventually I got better at them and started using them in normal games. Conditioned games are helpful as they mean you don't just focus solely on playing your weakest shot over and over again until you're bored of it.

I had to decide who to work with who would help me improve my performance. I chose to work with people in my class who I was friends with as this meant that we were happy and positive during our training sessions because we got along and it wasn't awkward. This also meant that we were comfortable to make mistakes around them and not scared or intimidated. I chose people with the same skill level as me or someone who was a bit better as this meant that I was being challenged and this kept me motivated and determined to improve. Also working with friends meant that they knew my weakness and would encourage and motivate me.

I had to decide how many sessions I was going to do per week. I decided on 3 sessions a week as this gave me enough time to allow me to train my muscles to remember skills and how to play my weakest shot well, 3 sessions a week meant that my muscles had enough time between sessions to recover especially from an intense session, however if I did less than 3 sessions a week this wouldn't give me enough time to improve.

Having music playing was something I considered when planning my training programme as this meant that I couldn't hear what was going on around me in the other games and so I was focused on my game only and this encouraged me to play better. Because of the catchy rhythms this put me in a positive mood and made me feel ready to play and move about the court. Listening to music prevents boredom and kept me motivated and engaged.

Section 3: Monitoring, recording and evaluating performance development

- 3a During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

I received verbal feedback from my peer who is an expert in Badminton. She told me that to perform a smash effectively I shouldn't point my racket too far downwards as this means that the shuttle doesn't go over the net and usually goes through the net. I knew that this was reliable advice as it was from my peer who is an expert at Badminton so I knew I could trust what she was telling me and this meant that I could make changes straight away to how I played my smash.

Another positive thing about the feedback is that she told me straight after I performed a smash which meant that I could make the appropriate changes straight away to help me improve rather than receiving the feedback after I had already committed my bad habits to muscle memory.

Once I had made the changes that she told me to make and I was getting the smash over the net she gave me positive feedback on my performance and how I had improved. This boosted my confidence and made me even more determined to play even better so that I would receive more positive feedback.

- 3b Explain why it is necessary to monitor your performance development. (3 marks)

Monitoring my performance development is necessary as it allows me to see how I have improved over the course of the training program which will allow me to see if I need to make changes to the training program or if I should set new targets. If I have improved then this will keep me motivated and more determined to improve further.

A second reason why monitoring my progress is beneficial and necessary is because it allows me to compare my results and my targets. For example I could look at my target being 15 out of 20 at the start and my result being 14 out of 20 and compare this to me getting 20 out of 20 a few training sessions later. This allows me to see the progress that I have made with my performance because of the training programme, seeing a good development and lots of improvement will make me feel positive and happy about my performance which will motivate me and give me the drive to work harder to see new improvements next time I compare.

Another reason why monitoring performance development is good is because it allows me to see if I should make changes to my training programme depending on how well or bad I am performing. For example at the start of the training program I did a shadow drill and then as I got better I did feeder drill then sequence drill then pressure drill, however if I was struggling with the pressure drill then I would see this by monitoring my performance development and I could decide to go back to doing a sequence drill but I would maybe make it harder than the last time I did it.

Monitoring my performance development meant that I could see if I was hitting my targets and goals as it was all recorded on a piece of paper. This meant that it was easy for me to understand and I could look at whether I was achieving my targets or not to see if I should set new targets. For example if my target has been 18 out of 20 for many sessions and I have never achieved it I should lower my target and work it back up to 18 slowly as having a target too high that is unachievable will just make me lose motivation and make me feel negatively about my performance.

Describing methods to monitor performance

3c (i) Describe how you monitored your programme of work for factor 1. (2 marks)

One method I used to monitor my physical performance was a training diary. I planned each training session the night before I did it in class, and included a warm up which was usually just playing a rally over the badminton net to get me ready to play, two practices such as shadow practice, feeder drill, sequence drill, pressure drill etc, and one conditioned game at the end to consolidate the skills I was practicing in the practices. In my training diary I would plan out the time that each part of the training session was going to take, and also include spaces for me to fill out targets. Just before I did the training session I would write down targets in my training diary for the session I was about to do, and write specific parts of my weakest shot that I should pay attention to. Either during the training session or just after it I would record my results which would allow me to see if I had met my targets or not, and that night I would plan a new training session for the next time based on my targets and results.

(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)

I used a Sports Determination Questionnaire to monitor my mental performance. The Sports Determination Questionnaire is a series of statements which I filled out to say whether I do them or not and this allowed me to pick out what my weaknesses in the mental factor were, for example mine was getting easily distracted during games. I filled out an initial questionnaire at the start of the badminton training programme and did a retest of it at the end of the badminton training programme. I used the exact same questionnaire before and after the training programme, using the exact same scale system, and it was only me individually who filled it out both times without any input from a teacher or friend. It has 11 statements on it and I numbered each statement between 1 and 5 with 1 being never and 5 being always. For example one of the statements was "I get easily distracted" and I put a 5 in the initial questionnaire because I used to get distracted a lot when playing, but then when I did the retest I put a 1 as I am able to keep focused on the game now through using different techniques. Another thing that I have improved on is "Once I have achieved my goals I set myself more challenging ones to make my performance even better" I originally put a 4 but then this improved to a 5 by the end of the badminton training programme. One thing I still need to work on is staying determined when I am losing as I numbered it a 3 both times I did the Sports Determination Questionnaire. This shows that by completing a retest after the block of work I could compare my results accurately to see how I had improved and then could see what else I needed to improve on.

3d Evaluate the effectiveness of your personal development programme. (6 marks)

In my training programme I used a variety of different practices to improve my performance. The first practice I included in my training programme was shadow practice which was effective. It was effective as it took the pressure off of me as I wasn't playing against anyone and there wasn't a shuttle involved. Shadow practice can be performed anywhere which is an advantage as I could do it within a game if I wanted to shadow a shot I had just messed up. For example, my weakest shot was Smash so using the shadow practice allowed me to shadow this shot and practice pointing my racket downwards which was helpful as I did shadow practices at the start of my training programme so this was a basic skill that I had to get down before I could improve the smash in an actual game context. This placed value on my performance because it gave me time to understand how to perform the shot and made me more confident to add a shuttle. The shadow drill got quite boring after a while so I decided to make it more challenging for myself and move onto practicing feeder drills.

The feeder drill was slightly more challenging as there was a shuttle involved, however there was still no pressure put on me when practicing my weakest shot. The feeder drill was effective for me as it meant I was repeating my weakest shot over and over which helped me to commit my good skills that I was practicing to muscle memory. Also because there was no opponent to play against, and the shuttles were just landing after I had hit them, this meant that I could get immediate feedback from the feeder on what to change about how I play my shot or how I can improve it further. This immediate feedback was extremely useful for me as it meant that I knew how to improve straight after I had performed a shot, and this meant that I wasn't committing bad skills to muscle memory. The feeder drill placed value on my performance as it gave me the time to perfect my accuracy of how to point the racket downwards, and where to aim the shuttle at on the other side of the net, without the pressure and with someone giving me advice as well as my own judgement. However, because I was just practicing the smash repetitively this did get quite boring which resulting in me changing this to a pressure drill to help me improve my performance further.

Another thing I used was the pressure drill which was more like a game situation as there were two feeders feeding shuttles to different places on the court so I was playing different shots, and having to always return to base to make sure that I got to the next shot in time, I also had to move quickly around the court and I was kept under pressure. This made it more realistic which was effective as these were things that I would have to deal with in an actual game when performing a smash. The pressure drill placed value on my performance as it encouraged me to improve my footwork as I had to move so quickly to make sure I was hitting all of the shuttles back accurately. Because the shuttles were just landing after I hit them this meant that my feeders could give me immediate feedback on how I was playing in this practice, which was helpful as this helped me to know how I could slightly change the way I was playing to improve or make my life a bit easier when playing in a game situation. The pressure drill was a lot more challenging than the feeder drill and so I felt like it tired me out quite quickly, this had a negative impact on my performance because it meant that my skills became sloppy which was bad because if I had kept practicing these they would commit to muscle memory. Also when I had been doing a pressure drill for a while and was starting to get tired I would lose confidence in myself if I was missing shuttles, or I would lose motivation to keep trying. For this reason I decided to change this practice back to a feeder drill but with added hula hoops as targets to aim the shuttle at. This made the feeder drill slightly more challenging to bridge the gap between feeder drill and pressure drill.

To make my practices slightly harder to ensure I was always challenging myself I used a sequence drill which was very effective at allowing me to practice my Smash, my weakest shot, within a game context and while playing other shots with it. This let me practice how I

would play a smash from a shot before it for example if I played an overhead clear before the smash this would make it more effective as my opponent would be at the back of the court to return the overhead clear and their shot would return the shuttle to me in the middle of my court making it the perfect place to perform a smash from, and I could perhaps play the smash before my opponent had returned to base. Sequence Drills were more challenging for me as there were lots of different shots being played which made me think about the amount of power I needed, where I should be positioned on the court and where I was aiming the shuttle to on the opponent's court. The sequence drill was also very effective to have in my training programme because I could alter it depending on how challenging I was finding it for example, to start off with the sequence I used was quite simple and short like high serve, overhead clear, drop shot, lift and if I wanted to make it more challenging I would make it longer and with more variety of shots. This placed value on my performance as it encouraged me to practice my weakest shot in a game context and practice footwork etc under pressure.

I also used positive self-talk in my training programme to improve my mental factor. I used this to give myself motivation and confidence in myself. It placed value on my performance as I could do it anywhere as I only needed myself to be able to motivate myself and tell myself what I should do to improve, and so I used it during games no matter whether I was winning or losing, I could also use it before a game to ensure that I played as best as I could, or after a game to encourage myself to play another even if I had just lost or made lots of mistakes. For example, if I was losing a game I would tell myself things like, 'Just hit it a bit further next time', 'Little bit more power next time' 'Need to return to base' and this was effective as it made it clear what I needed to do to improve my performance or to stop making mistakes. Positive self-talk helped as I was bad at keeping myself motivated if I was losing or making mistakes for example if I kept missing overhead clears I would get annoyed and would lose motivation and give up but positive self-talk helped me with this and gave me self-confidence.

At the end of each session I played a conditioned game which was effective as it allowed me to play an actual game which meant I was under pressure and practicing a variety of shots while the conditions that I placed on the game allowed me to improve my weakest shot. An example of a conditioned game that I played was that if I played a smash and won the point then I would get 2 points but otherwise I would get 1 point for any other shot. This meant that I would try to play smashes effectively and would play them more frequently to win extra points, which placed value on my performance because I was considering all factors like how to angle the racket, where to aim the shuttle etc all while under pressure. By practicing the smash so much in conditioned games this made me more successful in performing them effectively which led to me playing them more in normal games and winning points from them. Another condition that I applied to a game was that my opponent and I wasn't allowed to play our strongest shot which consequently meant I played the smash more and this allowed me to improve it quicker.

3e Evaluate your performance in the two selected factors. (4 marks)

In the physical factor in my preparation I have improved 'sighting' the shuttle with my non-racket arm before I hit it. I know this because in my first Focused Observation Schedule I got 7 crosses and 6 ticks however in my second FOS I got 5 crosses and 10 ticks which shows that majority of the time I sight the shuttle with my non-racket arm and that this has improved. 'Sighting' the shuttle has improved my performance because when I use my non racket arm to aim where the shuttle should go I can see what direction and angle the shuttle needs to go and then I can aim the shuttle to follow the same way as my arm. Using my arm also lets me see where the shuttle will land on the other court depending on what direction and angle I hit the shuttle at, and for an effective smash it should land in the middle of the court at a downwards angle. Because I use my non racket arm to 'sight' it means that I stand side on to the shuttle with the racket arm away from the net which makes it easier for me to make a powerful shot because I am side on to the shuttle and can transfer my weight with the shot. Good preparation before I hit the shot is necessary in ensuring I am ready and prepared to hit the shuttle accurately and effectively. The value that 'sighting' the shuttle places on my performance is that I will be balanced and will hit the shuttle at its highest point at a downwards angle so that it lands in the middle of the court.

In the action part of playing the smash a previous weakness was that I didn't transfer my weight from my back foot to my front foot as I got 6 crosses and 6 ticks however I have improved this because in my second Focused Observation Schedule I got 2 crosses and 10 ticks. Transferring my weight allows me to have power on my smash as I am moving my whole body with the shot rather than just staying in one spot and moving my arm. Transferring my weight also ensures that I am balanced to hit the shuttle effectively which then means that I have time to prepare for my next shot as I will remain balanced and can return to base as soon as I have hit the shot.

In the recovery part of performing the smash a previous weakness was returning to base as I got 10 crosses and 5 ticks in my first FOS, however I have since improved this and I know this because in my second FOS I got 13 ticks. Improving returning to base has helped me to be ready for the next shot, and gives me time to prepare for where I need to move to return the next shot and decide which shot to play back. Also, by returning to base after every shot this keeps me on my feet and moving about which encourages me to move agilely around the court and not to get lazy. The value this places on my performance is that I will be quick to get to every shot which gives me more time to think about how I will return the shot and can hopefully play an effective shot that my opponent can't return.

I can compare my Sports Determination Questionnaires to see where I have improved in my mental factor. I am much better at not getting easily distracted. I know this because in my first FOS I put a 5 which means I 'Always' get distracted, and in my second FOS I put that I 'Never' get distracted which shows that I have improved. Not getting distracted means that I am concentrating and focusing purely on the game which means I can think about how to return shots and how to play effective shots which will challenge my opponent. Also, when I was getting distracted all the time this gave my opponent the advantage because they would be able to see that I wasn't paying full attention and could take advantage of this by playing a quick shot for example a smash or net kill.

Another mental factor that I have improved on is not giving up during practice sessions even if I am making lots of mistakes. In my first FOS I put a 2 which meant I occasionally didn't give up when I was making lots of mistakes, but most of the time I did give up and lost motivation. I know that I have improved this because in the FOS that I filled out at the end of the training programme I put a 5 which means I always don't give up even when I am making lots of

mistakes. This means that I never give up and never lose motivation even when I am not playing well. This places value on my performance because it means that I can turn the game around when I am losing, and still potentially win, instead of telling myself that I am going to lose and just not trying.

- 3f With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

Even after my training programme there are still things that I could work on, and my previous weaknesses are still not perfect and so I will continue to try and improve my Smash and the certain aspects of the smash that I am weakest at. For example, I have gotten better at playing the smash because of my training programme and I now understand how to perform a good smash but I still need more practice to carry out the skills that I have learned and perfect the smash. A particular part of the smash that can sometimes make it go wrong is that I don't aim my racket at enough of a downwards angle and this means that the shuttle goes quite far to the back of the court and so it is not as effective. This is something that I could work on by using practices such as feeder drill which would allow me to play the smash repetitively or conditioned games which would allow me to play the smash in a game situation and I could see how easy it is for the opponent to return the shuttle depending on the angle that the racket is at when it hits the shuttle. This would mean that the smash would work all the time instead of just some of the time and would place value on my performance because I would have a wider variety of shots I could play.

From the feedback that I received on my badminton performance assessment I have realised that my decision making skills are not as good as they could be. This means that I am not good at making quick effective decisions such as what shot to play next, and where to move on the court to anticipate the next shot that my opponent may play. My lack of good decision making means that I play the same shots a lot which gives my opponent the upper hand in the game because they can guess what I am going to play next. To improve my decision making skills I could create another training programme and include pressure drills in it as these put me under pressure and require me to think and move quickly in order to get all of the shuttle feeds. Pressure drills would also be helpful for this as they include more than one shot and so I have to use different skills. Once I have improved my decision making this will help me in games because it will put my partner more under pressure because I will be making decisions and playing shots that they don't expect.

Also from my badminton performance assessment I have been told that I could move around the court more and be more agile. I can improve my agility by doing pressure drills which put me under pressure and consist of lots of different shots being played to me so I need to move around the court quickly. Sometimes a pressure drill can have a negative effect on my footwork as I am rushing so much to get to the shuttles that I don't side step or use proper footwork, I just run to the shuttle, however if I did shadow practices before the pressure drill I could concentrate on improving my footwork and properly side stepping and remaining balanced when moving quickly around the court, before I added a shuttle into the equation. By improving my footwork this would improve my agility and my ability to move around the court and return to base after every shot. This would put my opponent under pressure in a game situation, and give me more time to make decisions and to prepare before playing a shot.

I could still improve my mental factor as it is not as good as it could be during performance. I can improve this by using positive self-talk more as I wasn't using it constantly in every game I played. I still sometimes get angry at myself if I play a shot wrong that I know I can play well, and this sometimes has a negative effect on my performance because I lose complete focus in the game as I am concentrating on being annoyed at that one mistake, and trying to not make it again. By using positive self-talk more this will help me to get over this and to keep calm during a game and accept that if I do make a mistake it is only one point and I will just need to stay focused on the rest of the game and try my hardest. This will help me when I am in a game because I will use the mistake to give me motivation to try even harder for the rest of the game.

Now that I have done my training programme on my smash trying to improve it, I could now work on another shot of mine that I think is weak and carry out another training programme on it to improve it. For example, I could work on the overhead clear as I am good at this when I am in the middle of the court, but I don't have enough power to hit the shuttle from the back of the court and get the shuttle all the way to the back of my opponent's court. To ensure I have enough power to get the shuttle this far I need to know how to prepare the shot. An example of this would be standing side on to the shuttle which allows me to follow through and use my whole body for power. Another example of preparing the shot is being ready to hit the shuttle at its highest point so that I can make the most of its height. To practice these skills I would use a feeder drill as this gives me time to see what I am doing wrong or what I need to change between each shot, and places me under no pressure. Once I am hitting the shuttle with enough power from the very back of my court to the very back of my opponents then I would play conditioned games so that I could apply all of the same skills from the feeder drill but with added pressure and an opponent to play against. This will help me in a game because it will mean that I can hit the shuttle to anywhere on my opponents court even if I am at the back of mine, which gives me a range of shots that I could play and more chance of winning.

3e Evaluate your performance in the two selected factors. (4 marks)

I am much improved in my composure on the ball in football matches which means being able to make effective passes that reach a teammate. Being able to play more effective passes to my teammates forces the opposition to keep chasing the ball which opens space for me to move into attacking areas, so I can hit crosses into the box for my team's strikers to run on to. This will drag the opposition defenders out leaving space in the middle for our forward players to receive the ball, potentially, presenting them with a goal scoring chance.

My endurance is much better at the end of a football match which means I can keep up with the opposition winger when he attempts to make runs in behind me. Being fit enough to be able to prevent the opposition winger from getting in behind me for the full duration of the match means I can stop the opposition from getting the ball into key wide areas by heading it clear or clearing it away, so their wingers aren't able to put dangerous crosses into the box for their strikers to score from.

3f With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

I am going to continue to train at least 4 times a week to sustain my high level of CRE because if I don't my level could potentially get worse.

I still get very anxious every time I receive the ball in football, so when I plan out what future approaches I could use to combat this, I will put myself in practice matches where I am constantly put under pressure and given the ball, so I can test myself in demanding situations. Having the experience of constantly being in this testing situation will give me a platform to practice my decision making when on the ball and to ensure that I improve my level of composure so that the chance of me giving the ball away and making an ineffective pass is extremely low:

I still don't move into space to receive the ball towards the end of the match, so when I plan out what future approaches I could use to combat this, I will implement a higher frequency of possession drills where I constantly need to move for the ball and pass it at a high intensity, so I can test myself in testing situations. Having the experience of this challenging situation will give me an opportunity to practice constantly moving for the ball for a long duration of time to make sure that I improve my physical endurance at the end of a match, so I am able to always move into space for my teammates to pass to when needed.