

# Commentary on candidate evidence

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

## Candidate 1

### Section 1: Understanding factors that impact on performance

The candidate was awarded **8 marks**.

Factor, Context, and Impact required to access 1 mark.

For the Physical factor – speed, the candidate requires the example before a mark is awarded, as the second and third sentences do not give an impact.

F – Speed

C – ‘use my pace to catch up with oppositions winger...’

I – ‘tackle them...attack the opposition’s goal.’

**1 mark**

For the Physical factor – control, the candidate requires the statement after “also” before a mark is awarded, as the second sentence does not give an impact.

The example the candidate gives at the end is repetitive and would not be given a further mark.

F – Control

C – ‘goalkeeper kicks it from goal...’

I – ‘give other team possession.’

**1 mark**

For the Mental factor – Concentration, the candidate requires the statement after ‘also’ before a mark is awarded, as the second sentence does not give an impact.

The example the candidate gives at the end is repetitive and would not be given a further mark

F – Concentration

C – ‘playing an offside trap...ball could get played through to the striker...’

I – ‘team in danger of losing a goal...’

**1 mark**

For the Mental factor – Decision Making, the candidate requires the statement after ‘also’ before a mark is awarded, as the second sentence does not give an impact.

The example the candidate gives at the end is repetitive and would not be given a further mark.

F – Decision Making

C – ‘had the chance...riskier option for a long pass’

I – ‘could get blocked...risk of conceding’

**1 mark**

For the Social Factor two marks have been awarded to Communication, as they are two different bodies of knowledge.

F – Communication

C – ‘ball cleared up the park and don’t shout anything...’

I – ‘crash into each other...through on goal.’

**1 mark**

F – Communication

C – ‘ball is crossed into the 6 yard box...don’t shout ‘KEEPERS BALL!’

I – ‘could clash with the defender in the air...a goal down.’

**1 mark**

For the Emotional Factor two marks have been awarded for Fear, as they are two different bodies of knowledge. Also, if you were to read further a mark would be awarded to Anger as there is a clear Factor, Context and Impact.

F – Fear

C – ‘playing centre mid and the ball is loose in the middle of the park... Scared of challenging for a 50/50’

I – ‘other team would gain possession’

**1 mark**

F – Fear

C – ‘playing at the back and the ball comes to me...kick it anywhere.’

I – ‘opposition striker picks the ball up and starts an attack.’

**1 mark**

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

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

The candidate was awarded **2 marks**.

1st Challenge – ‘I could be biased towards my friend...I could give him extra marks to make him look good...this wouldn’t be accurate’ **1 mark**

2nd Challenge – No mark awarded as the explanation provided does not link back to the data. **0 marks**

3rd Challenge – ‘If I’m not honest. If I lie about how good I think I am...inaccurate results’ **1 mark**

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

The candidate was awarded **1 mark**.

‘Observation Schedule’

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

The candidate was awarded **1 mark**.

'Profile Wheel'

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

The candidate was awarded **4 marks**.

Four clear descriptive points.

'I found a partner I could trust' **1 mark**

'asked him to fill in my sheet' **1 mark**

'Then we split into teams of similar ability' **1 mark**

'played a 7...20 minutes a half' **1 mark**

There are also several other descriptive points, further on in the response.

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

The candidate was awarded **2 marks**.

The first part of this response is descriptive.

'For example...strengths and weaknesses...to create a training programme to help improve my weaknesses.' **1 mark**

The candidate would need some form of reasoning here (so what), for example 'see if there's any improvements' to qualify the mark here. **0 marks**

'If I get... permanent record... see what I have improved on' **1 mark**

The example in paragraph 3 is using the same body of knowledge and would not be awarded a mark.

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

The candidate was awarded **4 marks**.

Physical Strength 'My physical...tackling. A good tackle contains a strong foot which makes contact with the ball' **1 mark**

Development needs 'My physical weakness is long passing. A bad long pass consists of little power and no accuracy' **1 mark**

Mental Strength 'My mental strength is decision making. A good decision is something that can catch out the opposition as they don't expect it.' **1 mark**

Development needs 'My mental weakness...If I am not focused on the game...I won't be concentrated and will get caught out.' **1 mark**

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

**(i) Identified target for factor 1. (1 mark)**

The candidate was awarded **1 mark**.

'Increase my pass accuracy'

**2f (ii) Identified target for factor 2. (1 mark)**

The candidate was awarded **1 mark**.

'Improve decision making'

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

The candidate was awarded **3 marks**.

Paragraph 1 - Motivation – ‘If you set targets to achieve a goal you will be motivated...to achieve my goal faster.’ **1 mark**

The example is the same body of knowledge and would not be awarded a further mark.

Paragraph 2 - Tracking Progress – ‘It will let you see your progress...to put more or less work in.’ **1 mark**

The example is the same body of knowledge and would not be awarded a further mark.

Paragraph 3 - Focus/Specificity ‘This means you will only be working on the area...it’s the only thing you’re working on.’ **1 mark**

The example is the same body of knowledge and would not be awarded a further mark.

## **2h Describing Approaches to develop the performance**

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

The candidate was awarded **2 marks**.

Marks are awarded for the description of approach(s) and not the set up.

First Approach – Target Practice

Two clear descriptive points.

‘half the long passers...pitch to the other.’ **1 mark**

‘The pass couldn’t bounce...within the square.’ **1 mark**

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

The candidate was awarded **2 marks**.

Second approach – decision making

'2 teams playing against...on the wall.' **1 mark**

'We played...the wall players got one' **1 mark**

Conditioned Games do not need to link back into decision making for the second factor here.

**2i In addition to the approaches you used, justify further decisions that you have made when planning your personal development programme. (4 marks)**

The candidate was awarded **3 marks**.

Decision, Exemplify, and Reason required to access **1 mark**.

D – 'to do a 40 minute practice session instead of 10 minutes'

E – 'help me develop my game skills faster as I am doing more in the session.'

R – 'meant I will achieve my goal of increasing my long pass accuracy faster.'

**1 mark**

D – 'to train on the astro pitch instead of grass rugby pitch'

E – 'it wouldn't be all muddy if it was raining and there weren't any holes in it.'

R – 'class could get on with the sessions without having to worry about the weather or getting an injury.' **1 mark**

The third paragraph is a clear contradiction of paragraph 1 therefore no mark was awarded.

D – 'to include a warm up at the start of the session'

E – 'people are less likely to get injured.'

R – 'This meant no one would miss a session and could get on with achieving their goal faster.'

**1 mark**

### **Section 3: Monitoring, recording and evaluation 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)**

The candidate was awarded **2 marks**.

Paragraph 1 - Usefulness 1 – ‘I received ...small bits back at a time...wouldn't forget any of the information...work on small parts of my game’ **1 mark**

The example is the same body of knowledge and would not be awarded a further mark.

Paragraph 2 - Usefulness 2 – ‘If my partner shouted...wouldn't give me any information on how to improve.’ **1 mark**

The example is the same body of knowledge and would not be awarded a further mark.

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

The candidate was awarded **3 marks**.

Paragraph 1 - ‘you can check to see if you are improving...if the training programme is working or not.’ **1 mark**

Paragraph 1 - ‘If it isn't working, I can change the drill...make it a little bit harder...improve my passing even more.’ **1 mark**

Paragraph 2 - ‘it is important...allow me to set targets...motivate me to towards my end goal of increasing my pass accuracy.’ **1 mark**

The examples are the same body of knowledge and would not be awarded further marks.

The final reason would have also been awarded a mark, as there is a clear point, explanation, and reason.

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

The candidate was awarded **2 marks**.

Marks are only awarded for the description of monitoring. No marks were awarded for descriptions of the method(s).

Method 1: Observation Schedules

Comparison – ‘I compared...unsuccessful column.’ **1 mark**

Timeframe - ‘The observation schedules were completed about 6 weeks apart’ **1 mark**

**3c(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)**

The candidate was awarded **2 marks**.

Method 2: Profile Wheel

Timeframe – ‘I done this...programme’ **1 mark**

Comparison – ‘I sat them...compared my results.’ **1 mark**

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

The candidate was awarded **4 marks**.

Identify, Judgement and Value required to access 1 mark.

Paragraph 1

I – ‘warm up was effective’

J – ‘...wouldn’t go behind on the work’

V – ‘I would miss out on the session.’

**1 mark**

Paragraph 2

No marks were awarded as there is no value to the personal development programme (PDP) – it goes back into performance.

Paragraph 3

I – ‘target practice was effective.’

J – ‘found a partner...stood away from each other...played long passes as we got better’

V – ‘improve my pass accuracy.’

**1 mark**

Paragraph 4

I – ‘repetition drill was effective’

J – ‘the more I repeated the drill the more accurate my passing was.’

V – No Value

**0 marks**

Paragraph 5

I – ‘Mixing up the drills was effective’

J – ‘put in 100% effort as I knew I would change the drill’

V – ‘maximise my potential in both drills.’

**1 mark**

Paragraph 6

I – ‘cool down was ineffective’

J – ‘could have missed out on the session.’

V – ‘...made my muscles stiff for the next day’

**1 mark**

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

The candidate was awarded **4 marks**.

Identify, Judgement and Value required to access 1 mark.

Paragraph 1

I – ‘Good at is power and accuracy’

J – ‘I can play it to the winger...start an attack.’

V – ‘striker to try and score a goal.’

**1 mark**

Paragraph 2

I – ‘good CRE’

J – ‘I can help my team attack...help my team defend’

V – ‘win the ball back for my team’

**1 mark**

Paragraph 3

I – ‘I am poor at is my Decision Making’

J – ‘If the ball is played to me...sometimes try and play the more difficult pass’

V – ‘other team could score as I made the wrong decision.’

**1 mark**

Paragraph 4

I – ‘I am good at is motivating my team mates’

J – ‘tell them to keep their heads up.’

V – ‘try and get another goal back.’

**1 mark**

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

The candidate was awarded **4 marks**

Current, Action, and Reasoning required to access 1 mark.

Paragraph 1

C – ‘still poor at using my left foot when shooting.’

A – ‘decision to do a repetition practice.’

R – ‘doing it over and over and can take my time.’

**1 mark**

Paragraph 2

C – ‘poor at is moving up as a line.’

A – ‘decision to do a repetition practice’

R – ‘work on communicating with each other...represent the oppositions forwards.’

**1 mark**

Paragraph 3

C – ‘still poor at making decisions on when to pass.’

A – ‘decision to do a conditioned game’

R – ‘I can get rid of the ball without being closed down.’

**1 mark**

Paragraph 4

C – ‘still poor at controlling my anger’

A – ‘give myself self talk every time the referee makes a decision I am not happy with’

R – ‘give me time to calm down so I don’t get booked’

**1 mark**

**Total marks - 55**

## Candidate 2

### Section 1: Understanding factors that impact on performance

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

The candidate was awarded **0 marks**.

Factor, Context, and Impact required to access **1 mark**.

Factor 1 - Emotional

F - Fear

C - No context in relation to fear, the response links to concentration and confidence. To access marks for fear, the candidate must understand the relevant context for example, the performer may get stage fright when performing, meaning that they freeze during the dance performance

I - No impact provided, they then must relate that back to the impact on performance, for example, miss the initial timings, reducing the impact on the audience

**0 marks**

F - Happiness

C - No context in relation to happiness, the response links to confidence, but still does not have context. To access marks for happiness, the candidate must understand the relevant context for example, always feeling upbeat and willing to contribute to the performance

I - No impact provided. They then must relate that back to the impact on performance, for example, enjoying the performance will contribute to their positive mind sense, allowing them...

**0 marks**

Factor 2 - Mental

F - Concentration

C - Relevant context

I - No impact provided. The candidate would require the impact of concentration on their performance for example, after having full concentration on the routine

and surroundings, this allowed them to perform in time to the music throughout the dance.

**0 marks**

F - Motivation

C - Relevant context

I - No impact provided – motivation needs to specifically link to impact.

**0 marks**

Factor 3 - Social

F - Team Responsibilities

C - Context is not clear. To access marks for responsibilities, the candidate must understand the relevant context for example, what the actual responsibilities were

I - No impact provided. The candidate must relate that back to the impact on performance, for example, knowing that they are responsible for moving first at a particular point

**0 marks**

F - Cooperation

C - Relevant context

I - No impact provided. The candidate would be required to relate co-operating with teacher and how this has impacted the final performance.

**0 marks**

Factor 4 - Physical

F - Flexibility

C – no context – lack of KU of flexibility. The candidate would have to explain what points of the routine required flexibility and why.

I - receive more marks as I have done higher level of skills in routine.

**0 marks**

F - Balance

C - no context. The candidate would have to explain what skill(s) require balance and why for the context.

I - No impact provided. They would then need to relate this to the impact on performance for example, marks in the routine.

**0 marks**

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

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

The candidate was awarded **2 marks**.

Challenge 1

Paragraph 1 – ‘After my session of dance...by the end of my session I may have forgotten...I may have written false information’ **1 mark**

Challenge 2

Paragraph 2 – ‘The information I received back...may be false information and it may be bias...it also may make you feel better...which is false information’ **1 mark**

Paragraph 3 – repetition of paragraph 1. **0 marks**

Paragraph 4 – more reasoning of what an ‘experienced teacher’ would look like is required to access mark. **0 marks**

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

The candidate was awarded **1 mark**.

‘Mental toughness questionnaire’

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

The candidate was awarded **1 mark**.

‘Coach Feedback’

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

The candidate was awarded **4 marks**.

Four clear descriptive points are identified in paragraph 1.

'I will record...of each session.' **1 mark**

'For this I would...in horizontal shape.' **1 mark**

'would proceed...in my routine' **1 mark**

'would do each...two times' **1 mark**

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

The candidate was awarded **1 mark**.

Paragraph 1 - The candidate needs a "so what" for how this would develop their weakness – for example, design a specific training programme.

**0 marks**

Paragraph 2 – 'Another reason...it is an easy observation...as I get reliable information...to work on in the future'

**1 mark**

Paragraph 3- No explanation given, and it is a repeat of paragraph 2.

**0 marks**

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

The candidate was awarded **4 marks**.

Strength 1 - factor 1- physical 'able to do a controlled front walkover...routine' **1 mark**

Strength 2 - factor 2 - mental 'I was able to concentrate...individual skills' **1 mark**

Development Need - factor 1- physical 'Another weakness I received...would not hold the handstand for 3 seconds' **1 mark**

Development need - factor 2- mental 'forgetting some skills that I needed to perform in my routine' **1 mark**

Further over the page there is another description for poor motivation.

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

**(i) Identified target for factor 1. (1 mark)**

The candidate was awarded **1 mark**.

'to maintain full concentration'

**2f(ii) Identified target for factor 2. (1 mark)**

The candidate was awarded **1 mark**.

'to improve my one-handed front walkover'

Note: Although the candidate has switched activity from dance to gymnastics, marks have been allocated as remainder of portfolio focuses on gymnastics

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

The candidate was awarded **3 marks**.

Paragraph 1 - Motivation – 'this will keep... make me try my hardest' **1 mark**

Paragraph 2 - Monitoring progress – 'it is able to show progress...to complete your targets.' **1 mark**

Paragraph 2 - Adaptations – 'if the PDP is working...changing my programme' **1 mark**

Although not required the final paragraph would have been awarded another mark for setting specific targets.

**2h(i) Describing Approaches to develop the performance**

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

The candidate was awarded **2 marks**.

Marks are awarded for the description of approach(s) and not the set up.

First Approach

Two clear descriptive points.

'I will talk and reassure myself' **1 mark**

'I would say to myself stay strong xxxx you can do this' **1 mark**

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

The candidate was awarded **2 marks**.

Second approach

'I would go onto a separate mat and repeat a skill over and over again around 10 times' **1 mark**

'cool down breaks in-between which are around 30 seconds long' **1 mark**

The first paragraph did not receive any marks, as the knowledge of agility is not relevant.

**2i In addition to the approaches you used, justify further decisions that you have made when planning your personal development programme. (4 marks)**

The candidate was awarded **3 marks**.

Decision, Exemplify, and Reason required to access **1 mark**.

## Paragraph 1

Decision – ‘increase amount of time to complete my warm up’

Exemplify - ‘have enough time...warmed up’

Reason - decrease the risk of receiving the risk of injuries’

**1 mark**

## Paragraph 2

Decision – ‘set myself harder targets’

Exemplify – ‘much more progress...to complete’

Reason - Not enough personal reasoning identified on why setting harder targets would be useful.

**0 marks**

## Paragraph 3

Decision – ‘increase the length of time...to over 5-6 weeks’

Exemplify – ‘to make sure...between each practice’

Reason – ‘help achieve improvements or targets...given to practice my skills in y routine’

**1 mark**

## Paragraph 4

Decision – ‘shorten the length of session...last 10-15 minutes i lost interest’

Exemplify – ‘I lost interest...gymnastics routine.’

Reason – ‘get the benefit from the session...wasting any time’

**1 mark**

**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)**

The candidate was awarded **2 marks**.

## Paragraph 1

The first four lines of the response does not go into enough detail of 'why' the feedback is useful. It is not until they mention that it was given straight away that the candidate accesses a mark.

'It was given to me from my coach straight away...easy to keep mind of it.'

**1 mark**

Paragraph 2

'As my coach had given me so much...forgot some parts of what my coach had said to me'

**1 mark**

Note: It might be perceived the candidate has 'flipped' their feedback responses, however it was felt that a different body of knowledge has been demonstrated therefore the marks were awarded.

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

The candidate was awarded **3 marks**.

Paragraph 1

Tracking progress – 'It is important to monitor...see if your improving or not improving' **1 mark**

Adaptations – 'It can also help you...make any improvements.' **1 mark**

Paragraph 2 - Repeat of paragraph 1. **0 marks**

Paragraph 3 - Motivation – 'Another reason...performance as best it can be.' **1 mark**

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

The candidate was awarded **2 marks**.

No marks awarded for descriptions of the method(s). Marks are only awarded for the description of monitoring.

Paragraph 1

Time reference – ‘To use...after each performance’ **1 mark**

Comparison – ‘I would then write....in any further performances within my routine’  
**1 mark**

**3c(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)**

The candidate was awarded **No marks**.

Paragraph 1

No time reference ‘...after my performance’ needs further qualification with reference to ‘after each session’. **0 marks**

Paragraph 2

No reference to comparing feedback ‘...I am needing to change straight away” needs further qualification. **0 marks**

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

The candidate was awarded **1 mark**.

Identify, Judgement, and Value required for access to **1 mark**.

Paragraph 1

I – ‘improve one-handed front walkover’

J – ‘This meant using...keep motivation high’

V – ‘I wasn’t bored...stay focused...make them perfect.’

**1 mark**

### Paragraph 2

I – ‘amount of time i gave myself to warm up’

J – ‘My warm ups were effective...sore muscles for future performances.’

V – There is no relevant value back to PDP. The candidate would need to relate how not having sore muscles would allow them to participate in their PDP more effectively.

**0 marks**

### Paragraph 3

I – ‘not giving myself enough time for breaks’

J – ‘The amount of time I was.....to get my breath back to then do my routine again’

V - No relevant value back to PDP. The candidate would need to link why not enough time for breaks would impact their PDP – for example, loss of concentration during PDP.

**0 marks**

### Paragraph 4

I – ‘effective in improving my balances’

J – No relevant judgement.

V - No relevant value back to PDP, the candidate would need to link the value of holding balances for 3 seconds in their PDP – for example, understanding what this requires during their PDP.

**0 marks**

### Paragraph 5

I – ‘I found that my repetition practice for basic skills’

J - No Judgement – The candidate would have to make a judgement on why repetition would aid their practice of specific skills.

V - No relevant value back to PDP, the candidate would then need to link the value of repetition practice within their PDP for example, – finely groove the skill they have been working on by repeating.

**0 marks**

### Paragraph 6

I - effective as it improved my ability to keep good posture

J - No Judgement The candidate would have to make a judgement on keeping good posture whilst training.

V - No relevant value back to PDP. The candidate would then need to link the value back to their PDP for example, – so that the skills were carried out correctly while training

**0 marks**

All responses (except paragraph 1) relate back to performance rather than the value on the PDP.

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

The candidate was awarded **1 mark**.

Identify, Judgement, and Value required to access **1 mark**.

Paragraph 1

I – ‘keep full concentration...whole performance’

J – ‘able to perform each skill well without messing or falling over’

V – ‘gave me confidence during my routine to keep the concentration’

**1 mark**

Paragraph 2

I – ‘wasn’t able to keep up all motivation’

J – ‘one of the balances...made me loose motivation’

V - No relevant value back to performance -What is the value of high motivation?

**0 marks**

Paragraph 3

I - ‘I warmed up correctly’

J – ‘I was able to use flexibility during my routine’

V - No relevant value back to performance, what difference would increased flexibility mean to the performance?

**0 marks**

#### Paragraph 4

I – ‘forgot to give myself self-talk’

J – ‘this would make me less confident in holding balance’

V - No relevant value back to performance for example, would not holding the balance for longer contribute to decreased marks for their routine?

**0 marks**

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

Current, Action, and Reasoning required to access **1 mark**.

The candidate was awarded **3 marks**.

#### Paragraph 1

C – ‘balance of the splits needs work’

A – ‘use the approach of repetition...technique for balances correct.’

R – ‘make me more confident...gains me confidence on those balances’

**1 mark**

#### Paragraph 2

C – ‘I forgot to give myself positive feedback...less motivated...skills in my routine.’

A – ‘using the approach of positive self-talk before and during my performance’

R – ‘will make me calm down...not losing marks by messing up on skills.’

**1 mark**

#### Paragraph 3

C – ‘didn’t do well...enough time for cool downs’

A – ‘giving myself...more time for cool downs’

R – ‘make me more motivated...less risk of injury’

**1 mark**

**Paragraph 4**

C – ‘didn’t allow myself...form of coaches feedback.’

A – ‘each time I practice certain skills...go over every skill that needed improvement’

R – There is no relevant reasoning provided. The candidate would need to give a specific reason for the skills they were going to go over and why

**0 marks**

**Total marks - 37**

**Candidate 3****Section 1: Understanding factors that impact on performance**

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

The candidate was awarded **3 marks**.

Factor, Context, and Impact required to access **1 mark**.

Physical

F – Physical Fitness.

No Context - Very generic and non-specific. CRE mentioned which could have been expanded. The candidate would then need to reference the deterioration in CRE over a prolonged period of time and how that then impacted negatively on performance in basketball.

**0 marks**

F - Strength

C – ‘If I am not strong enough I may not be able to hit an overhead clear to the back of court’

I – ‘therefore the opposition will get an easy shot back to you’

The candidate gave a limited response, but a mark is awarded.

**1 mark**

Emotional

F – Anger

C – ‘If the referee calls a foul...get angry and swear’

I – ‘resulting in a red card’

**1 mark**

F – Anxiety

C – 'I get nervous...shaky hand...may not settle until I am a few points in'

No impact, the candidate could have gone on to suggest that once the opponent had taken an early lead in the match, that they struggled to claw back points to close the gap and lost quickly.

**0 marks**

Mental

F – Decision Making

C – 'I don't make the right play...opponent standing at the front...but if you hit an overhead clear...back of court'

I – 'resulting in a point to you.'

**1 mark**

Mental Toughness – context not linking to mental toughness. The candidate needs to demonstrate a clearer understanding of what mental toughness is. The candidate could have explained how the mind needs to overcome challenges and setbacks within the performance and how they may have turned their performance around. **0 marks**

Social

No social factors given. **0 mark**

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

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

The candidate was awarded **1 mark**.

Important to note that the candidate mentions Physical and Mental as their factors

1st Challenge – no link back to reliability of data.

The candidate could have offered the following for one mark. Challenge is playing an opponent of stronger ability. This restricts the repertoire of shots they could play as they lose points quickly. This means the data is limited and they do not gather information on their true capabilities. **No marks**

2nd Challenge – ‘Another challenge I may face when collecting data is if the person observing misses a shot and therefore doesn’t mark it down. You could hit an really bad smash but if the marker has his head down and is giving you a tick for the hit before on your general observation schedule then you won’t get the key information you might need to improve your game.’ **1 mark**

3rd Challenge – no link back to reliability of data.

The candidate could have offered the following for one mark. Challenge is playing with an injury. This restricts their movement, so they give up. This means there is not enough data to paint a picture of the performance, so it is unreliable and a waste of time. **0 marks**

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

The candidate was awarded **1 mark**.

‘General Observation Schedule’

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

The candidate was awarded **1 mark**.

‘SCAT test’

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

The candidate was awarded **4 marks**.

Four clear descriptive points.

'I got a piece of paper that had rows going left to right and columns going from top to bottom.' **1 mark**

'The rows were labelled as very effective, fairly effective, and ineffective.' **1 mark**

'The columns were labelled as the different badminton shots...' **1 mark**

'...such as smash, overhead clear and drop shot.' **1 mark**

There are also several other descriptive points, further on in the response.

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

The candidate was awarded **0 marks**.

The candidate offers a list of reasons but there is no explanation. The candidate is required to explain why they selected the method in 2c so they could highlight the benefits of the method.

**0 marks.**

Suggestions for the candidate:

First point – Recorder does not have a hard job so they will be able to take their time and record the data accurately. This means it will be easy to read and can be used to compare at different points throughout the PDP to measure improvement.

Second point – Highlights my weakness. This means a PDP could be built specifically to improve that weakness to maximise every training session and improve overall performance quicker.

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

The candidate was awarded **3 marks**.

Physical Strength – 'In badminton my overhead clear was a strength because I was hitting the shuttlecock to the back of the opponent's half of the court.' **1 mark**

Physical Development need – 'My drop shot was a weakness because I was always hitting it too far too short...' **1 mark**

Emotional Strength – no strength given by the candidate. **0 mark**

Emotional Development need – ‘I lost my temper very easily and shouted at the referee...’ **1 mark**

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

**(i) Identified target for factor 1. (1 mark)**

The candidate was awarded **1 mark**.

‘To win 3 points in a game using a drop shot’

**2f(ii) Identified target for factor 2. (1 mark)**

The candidate was awarded **1 mark**.

‘Not to kick off when I lose a point’

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

The candidate was awarded **1 mark**.

Paragraph 1 – No Explanation of something to work towards.

Candidate could have gone on to add that the training was specific and measurable so when they reached their first target, they set another one that was harder to ensure they kept improving. **0 mark**

Paragraph 2 – ‘Also if you set a goal you know you’ll be able to reach then you will be more motivated to reach it.’ **1 mark**

Paragraph 3 – No explanation of satisfied. Candidates answer appears muddled. They could have mentioned setting long term targets and how that would keep their training focussed and specific. This means they would not be wasting their time within training sessions and progress quicker. **0 marks**

**2h(i) Describing Approaches to develop the performance****From your personal development programme, select and describe an approach that you used to develop factor 1. (2 mark)**

The candidate was awarded **1 mark**.

A mark was awarded for the description of approach(s) and not the set up.

First Approach –Shadow Practice

‘I stood in the middle of my court and pretended to hit a shuttle cock to the other side of the court.’ **1 mark**

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

The candidate was awarded **2 marks**.

Second approach – Positive Self-Talk

‘...this is when I lost a point and I took myself to the back of the court’ **1 mark**

‘I closed my eyes and said positive phrases to myself’ **1 mark**

**2i In addition to the approaches you used, justify further decisions that you have made when planning your personal development programme. (4 marks)**

The candidate was awarded **1 mark**.

Decision, Exemplify, and Reason required to access **1 mark**.

D – ‘similar ability’

E – ‘not see improvements...lose faith...challenged enough...too easy.

R – appropriate level of challenge identified

**1 mark**

No approaches, the candidate mentioned shadow practice, repetition drills and conditioned games. Question is looking for 'further' decisions they made, other than the type of approaches used. **0 marks**

D – 'I trained three times a week'. No exemplification, the candidate could have elaborated on the days; Monday, Wednesday and Friday.

No Reasoning, the candidate could have suggested that the built in rest time enabled them to avoid injury which meant they improved quicker.

**0 marks**

D – 'I made my training session short'

E – No exemplification, the candidate could have mentioned how long the training session was, for example, 30 minutes.

R – Reason limited, the candidate could have noted that they were fully focussed throughout every training session and reached their long term goal quicker.

**0 marks**

**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)**

The candidate was awarded **1 mark**.

Paragraph 1 - No explanation of usefulness, the candidate could have added how this information helped them refine a specific part of their technique and improve overall quicker. **0 marks**

Paragraph 2

'Sometimes I forgot what the feedback was so I had to write it down in order to remember it but since I took time writing it down I had less time for practices.' **1 mark**

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

The candidate was awarded **1 mark**.

'One reason is so you can compare to when you first started and see if you have improved or not.' **1 mark**

Goals – no explanation, the candidate could have added that they would then know if their PDP was working. If it was not working, they could then adapt it so that they continue to improve. **0 marks**

New Targets – no explanation, the candidate could have added that this was motivational and that when they set a new target, they were determined to meet that one too. This means they are focussed in every training session and improved quicker. **0 marks**

### **3c(i)**

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

The candidate was awarded **0 marks**.

No marks awarded for descriptions of the method(s). Marks are only awarded for the description of monitoring.

No description of monitoring instead the candidate has described the method used to monitor.

The candidate needs to demonstrate an understanding of the monitoring process; that it is continual and planned. They could reference timescales and comparison points within their answers.

**0 marks**

**3c(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)**

The candidate was awarded **0 marks**.

No marks awarded for descriptions of the method(s). Marks are only awarded for the description of monitoring.

No description of monitoring instead the candidate has described the method used to monitor.

The candidate needs to demonstrate an understanding of the monitoring process; that it is continual and planned. They could reference timescales and comparison points within their answers.

No marks

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

The candidate was awarded **1 mark**.

Identify, Judgement, and Value required to access 1 mark.

Paragraph 1

I – ‘similar ability’

No relevant judgement. The candidate could have highlighted that this challenged them to work hard throughout the training session as their partner knew what to target.

No relevant value. The candidate could highlight that no training time was lost as they were so focussed, which meant they improved quicker.

**0 marks**

I – ‘shadow practice’

J – ‘just practising getting the movements right’

No Value – The candidate could state that this minimises what they have to think about within the practice, so it cancels out errors quickly.

**0 marks**

I – ‘pressure drills’

J – ‘skills into actual game play’

No Value – The candidate could state that this is an enjoyable approach to development, and they work harder in this type of practice than others so they have built up their confidence.

**0 marks**

I – ‘changing activities’

J – ‘prevented boredom...not doing the same thing over and over.’

No Value – The candidate could mention that this was motivational and made every training session engaging by keeping them on their toes and continually challenging them.

**0 marks**

Paragraph 2

I – ‘trained on a half court’

J – ‘I was used to hitting all my shots on a half court’

V – ‘So I might not be able to hit my shuttle to all the corners since I was just hitting it forward on the slim court.’

This infers the candidate would struggle if moving to full court.

**1 mark**

I – ‘We had 30 minutes sessions’

J – ‘so after my first session I was really tired, so by the second session, I wasn’t able to put my full amount of effort in.’

No Value – The candidate could highlight that they stopped improving due to fatigue and that they were just wasting their time.

**0 marks**

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

The candidate was awarded **0 marks**

Identify, Judgement, and Value required to access 1 mark.

No evaluation of performance. The candidate needs to link back to performance. What, if any, improvements have been made to their game?

An example has been given below:

I – Candidates drop shot has improved

J – Candidate can now play this shot more frequently within the match when their opponent is at the back of the court

V – Candidate can disguise this shot and catch their opponent off guard by suddenly changing from OHC to drop shot and therefore, dropping it over the net to target the space at the front and win the point quickly.

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

The candidate was awarded **1 mark**.

Current, Action, and Reasoning required to access **1 mark**.

C – ‘overhead clear is already strong’

A – ‘re-do my shadow practice’

R – ‘I will be a harder player to play against.’

**1 mark**

No current performance. The candidate could mention that their smash shot is still weak as they do not get their feet into position quick enough to play an effective smash.

A – ‘redo my pressure drill’

R – ‘will win more points’

**0 marks**

**Total marks: 24**

**Candidate 4****Section 1: Understanding factors that impact on performance**

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

The candidate was awarded **5 marks**.

Factor, Context, and Impact required to access **1 mark**.

Factor – Physical

F – ‘power’

C – ‘stay in the air longer’

I – ‘effective position for landing.’

**1 mark**

F – ‘speed’

C – ‘increase the momentum’

I – ‘further distance jumped.’

**1 mark**

Factor - Mental

F – ‘Concentration’

C – ‘allow me to not get distracted and have more focus when I’m about to take off’

I – ‘controlled distance jumped’

**1 mark**

Motivation –no context and impact. The candidate could have referenced the motivation of beating the score ahead of them on the leader board. This meant they blocked out all other distractions so that they only thought about hitting the trig at the right point to get maximum trajectory in their flight phase of the jump, to travel further in the air and increase their distance. **0 marks**

### Factor - Social

Etiquette – no context. The candidate could have highlighted good etiquette when the team put the ball out of play to stop the game when someone became injured. This meant that both teams got time to regroup whilst the player received treatment which enabled everyone to readjust to the situation and play an amended role with more confidence. **0 marks**

F – ‘Communication’

C – ‘not talking to my teammates’

I – ‘other team gaining possession of the ball’

**1 mark**

### Factor – Emotional

F – ‘Anger’

C – ‘it can cause me to lose self-control over the game’

I – ‘put off by the referee.’

**1 mark**

Happiness – no link in response to factor or context. The candidate could have mentioned that happiness increases their work rate on the court as they enjoy working as part of a team. This means they readily move into spaces to help their team out and create more options around the basket to score. **0 marks**

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

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

The candidate was awarded **2 marks**.

‘I had to complete each activity in front of other people. This therefore put a lot of pressure on me as I did not want to do bad and get the worst results out of everyone. This meant that I could not perform to the best of my ability as I was nervous meaning my results were inaccurate.’ **1 mark**

'I had to complete it outside which impacted my results because the weather at the time wasn't great as it was really cold and windy. This meant that I wasn't able to do the best I can as my body was really cold giving me inaccurate results.' **1 mark**

The response does not come back to the data. The candidate could have mentioned that they felt under pressure to ensure their results were the same as their peers, so they lied on the questionnaire. This meant the results were not a true reflection of their mental toughness. **0 marks**

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

The candidate was awarded **1 mark**.

'Max Jones Quad Test'

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

The candidate was awarded **1 mark**.

'Mental Toughness Questionnaire'

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

The candidate was awarded **4 marks**.

'I did this outside.' **1 mark**

'The activity's that I completed for the Max Jones Test were standing long jump; 3 jumps; 30m sprint; overhead shot putt.' **1 mark**

'I completed this twice through.' **1 mark**

'...someone record my results for me.' **1 mark**

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

The candidate was awarded **2 marks**.

'...easily identifies my strengths and weakness, meaning I could plan a training programme with reference to these results.' **1 mark**

'Another reason why I selected the Max Jones Quad Test...test conditions can be repeated...2 sets of results to refer back to. There is no reference made to comparing the actual data points. **0 marks**

'a score is given and it is a permanent record, meaning I could make targets with reference to these results for the future.' **1 mark**

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

The candidate was awarded **4 marks**.

Factor – Physical

Strength – 'My physical strength need is my sprinting for my long jump. This is because I am able to keep my elbows in to my waist in a streamline position' **1 mark**

Development needs – 'My physical development need is my overhead shotput throw. This is because I am unable to get the power from my legs to throw the shot putt' **1 mark**

Factor - Mental

Strength – 'My mental strength need is not getting too nervous that my performance has affected. This is because I am unable to block out any negative thoughts.' **1 mark**

Development needs – 'My mental development need is that I get really down on myself after I mess up.' **1 mark**

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

**(i) Identified target for factor 1. (1 mark)**

The candidate was awarded **0 marks**.

'develop my overhead shot putt by 3.00m'

This is an element within the test.

2f(ii) Identified target for factor 2. (1 mark)

The candidate was awarded **1 mark**.

'Improve my reboundability'

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

The candidate was awarded **2 marks**.

'...it will give something to work towards, meaning that can focus on reaching this target and not get distracted by anything else.' **1 mark**

'Being more motivated will mean that I'll train harder or train more often to help achieve the goals' **1 mark**

There is no explanation as to how being organised links to possible barriers. The candidate could mention that being organised ensures that all equipment is available and ready to use in each session therefore maximising their training time and aiding their ability to reach their target quicker.

**2h(i) Describing Approaches to develop the performance**

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

The candidate was awarded **2 marks**.

Marks are awarded for the description of approach(s) and not the set up.

First Approach - Plyometrics

The candidate makes two clear descriptive points.

'3 times a week.' **1 mark**

'...we would do different types of jumps.' **1 mark**

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

The candidate was awarded **2 marks**.

Second approach – mental imagery

'I did this by lying down on the floor with my eyes shut' **1 mark**

'and the teacher would tell us what to do to carry out the mental imagery.' **1 mark**

**2i In addition to the approaches you used, justify further decisions that you have made when planning your personal development programme. (4 marks)**

The candidate was awarded **1 mark**.

Decision, Exemplify, and Reason required to access **1 mark**.

D – 'to do train with a close friend.'

E – 'felt comfortable when working with him.'

R – 'better chance of meeting my targets'

**1 mark**

2nd decision – training inside

No reason within the response. The candidate could have mentioned that training indoors may reduce injury as their body will be warm during the practices. This means their training can run smoother without any breaks and therefore they progress quicker towards their end goal. **0 marks**

**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)**

The candidate was awarded **2 marks**.

'One reason why feedback I received was useful was because it was positive. This meant that it motivated me to do a lot more sets and reps.' **1 mark**

'Another reason why the feedback I received was useful was because it was immediate meaning that I knew straight away what I had to improve on and make better.' **1 mark**

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

The candidate was awarded **2 marks**.

'...it provides information and allows you to track progress meaning that it can increase your motivation as you can see you are getting better.' **1 mark**

There is no explanation within the second point. The candidate could have then gone on to say they could have adapted their training programme to make it harder if they were reaching their targets quickly. **0 marks**

'...it can identify your weakness meaning that you can plan ahead and improve the weakness by setting targets for them.' **1 mark**

**3c(i)**

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

No marks awarded for descriptions of the method(s). Marks are only awarded for the description of monitoring.

The candidate was awarded **2 marks**.

Method - retesting

'firstly, doing the Max Jones Quad Test before starting my training, I then repeated the MJQT after completing all my training sessions.' **1 mark**

'I then made a comparison with my results from both of the tests to identify the improvements I had made.' **1 mark**

**3c(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)**

The candidate was awarded **no marks**.

Method 2 training diary

No reference within description to time and comparison. The candidate needs to reference looking back at the training diary entries at different points to compare their performances to ensure they are progressing.

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

The candidate was awarded **2 marks**.

Identify, Judgement, and Value required to access **1 mark**.

First paragraph - Value is generic in first paragraph and does not refer back to the PDP. The candidate could have added that they gave 100% concentration during their plyometric training which enabled them to perfect their leg technique. **0 marks**

Second paragraph has no value. The candidate could have noted that it was very quick to complete which enabled them to move on to their next practice smoothly so as not to waste practice time during the full session. **0 marks**

Third paragraph has no judgement. The candidate needs to point out that they focussed on one particular part of their technique within the imagery so that they didn't have too many things to worry about. **0 marks**

Fourth paragraph

I – 'working with my friends'

J – 'able to perform to best of my ability in training.'

V – 'motivated me to try alot harder didn't want to be the worst one.'

**1 mark**

Fifth paragraph

I – ‘goals that I set’

J – ‘motivated’

V- no value. The candidate could mention that the goals are specific to their own development need and therefore they see the value in working hard within their training sessions.

**0 marks**

Last paragraph

I – ‘space and equipment’

J – ‘didn’t take vary long to get ready’

V – ‘training done over the session’

**1 mark**

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

The candidate was awarded **3 marks**.

Identify, Judgement, and Value required to access **1 mark**.

I – ‘power in my legs’

J – ‘stay in the air alot longer’

V – ‘bigger distance jumped’

**1 mark**

I – ‘faster run up’

J – ‘generate more momentum’

V – ‘bigger distance jumped’

**1 mark**

I – ‘concentrate better’

J – ‘not get distracted’

V – ‘better controlled distance jumped’

**1 mark**

I – ‘more motivated’

J – ‘stay in a stronger jump’

V – No value given.

The candidate could mention that they are now more motivated to beat the competitor who is in the place above them and that drives them on within each attempt.

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

The candidate was awarded **3 marks**.

Current, Action, and Reasoning required to access **1 mark**.

C – ‘still not motivated’

A – ‘include lots of positive self-talk’

R– ‘have more determination and faith in myself’

**1 mark**

C – ‘still not able to get in the correct position’

A – ‘lots of stretches’

R– ‘more effective position when I’m in the air’

**1 mark**

C – ‘still not as fast during my run up’

A – ‘more sprint training’

R – ‘generate more momentum in my run up’

**1 mark**

C – 'still getting angry'

A – 'more positive self talks'

R– no reasoning given

The candidate could highlight that positive self-talk is quick and simple to complete and will not distract them during their preparation time.

**0 marks**

**Total marks: 41**