

## Candidate 3

PE prelim ①

Physical

One factor that impacts my performance is ~~the~~ physical fitness. This impacts my performance as if I am not physically fit I may not be able to endure a lot of movement. An example of this would be in basketball. In basketball you are constantly on your toes and you are constantly running up and down the court. If you are not physically fit, you may not be able to keep up with the opposing team, allowing them to get past you easily.

Another factor that impacts my performance is strength. This impacts my performance because if I am not strong enough I may not be able to do certain things in sports. An example of this would be in Badminton. If I am not strong enough I may not be able to hit an overhead clear to the back of the court, therefore the opposition will get an easy shot back to you.

Emotional

One emotional factor that impacts my performance is anger. This will affect my performance because if I get angry at a sport I may act irrationally. One example of this would be in football. If the referee calls a foul when →

I don't think it is a foul I could get angry and swear at him resulting in a red card, therefore I may not be able to play the next game.

Another emotional factor that impacts my performance is anxiety. This impacts my performance as if I get very anxious before a game I may not play to the best of my ~~self~~ ability. One example of this would be in badminton. If I get nervous before a big game of badminton, I may have a shaky hand going on and I may not settle until I win a few points in, giving my opponent the upper hand.

### mental

One mental factor that impacts my performance is decision making. This impacts my performance because if I don't make the right play and think on my feet it could cost me / my team points. One example of this could be in badminton. If your opponent is standing at the front of the court and you play a drop shot, the chances are the opponent will get to the shot fairly easily but if you hit an overhead clear to the back of the court it makes the opponent move and they may not hit it back, resulting in a point for you.

De Prelim ②

~~##~~  
Another mental factor that affects my performance is mental toughness. This affects my performance as it can be the factor which stops you from losing the head and ~~##~~ getting penalised. One example of this would be in football, ~~##~~ an opponent may say something mean to you and you could get annoyed so next time ~~##~~ they get the ball you go in for a dirty tackle and therefore get yourself a red card.

## 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:

Factor 2:

Factor 3:

Factor 4:

## 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 you may face when collecting data is your opponents ability. If your opponent is allot better than you are then you will lose easily, therefore you won't be marked fairly as you may be getting set up for easy shots so all your shots are effective but if you were playing against someone that has around the same ability as you then you won't be set up as easy for shots so it is a 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 on your game

Another challenge I may face when collecting data is your fitness. If you come in and you have hurt your knee the day before then you won't have the same amount of movement that you normally have so the person marking your observation schedule won't get your full ability so you can't use your schedule to improve.

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

Factor 1: General Observation Schedule

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

Factor 2: SCAT test

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.**

# Initial Test

## Task: Data Collection – Physical – Skills.

### General Observation Schedule

Performer: \_\_\_\_\_ Opponent: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Date: 23/01/19  
 Play up to: 7-7 Court size: 1/1/1

	Serve	Overhead Clear	Drop Shot	Smash	Net Play	Total	%
<b>Very Effective</b> (skill played to a high level / successful with outcome)	✓✓✓✓✓ ✓✓	✓✓✓✓✓ ✓✓✓✓✓	✓	✓✓	✓✓✓	25	43%
<b>Fairly Effective</b> (skill outcome achieved but could be improved. Skill nearly successful)	✓✓	✓✓✓ ✓	✓✓ ✓	✓✓✓✓ ✓✓✓	✓✓✓ ✓✓✓	19	32%
<b>Ineffective</b> (Poorly executed / Unsuccessful)	✓		✓✓✓ ✓✓✓ ✓	✓✓✓	✓✓✓	14	25%
<b>Total</b>	9	17	11	11	10		
<b>% Very Effective</b>	67%	76%	9%	18%	30%		
<b>% Fairly Effective</b>	22%	24%	27%	55%	40%		
<b>% Ineffective</b>	11%	0%	64%	27%	30%		

- 'Very Effective' resulted where point/rally was won or opponent was put under pressure meaning the next shot was able to be executed easily.
- 'Fairly Effective' resulted in the rally being continued and opponent was able to return the shot.
- 'Ineffective' resulted in a direct loss of point/rally or opponent was able to play a winning shot.

Retest

**Task: Data Collection – Physical – Skills.**

**General Observation Schedule**

Performer: \_\_\_\_\_ Opponent: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Date: 26/02/19  
 Play up to: 17 Court size: half

	Serve	Overhead Clear	Drop Shot	Smash	Net Play	Total	%
<b>Very Effective</b> (skill played to a high level / successful with outcome)	✓✓✓✓ ✓✓✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓✓	✓✓✓ ✓✓	✓✓ ✓✓	✓✓✓ ✓	34	79%
<b>Fairly Effective</b> (skill outcome achieved but could be improved. Skill nearly successful)	✓	✓	✓✓	✓	✓✓	7	16%
<b>Ineffective</b> (Poorly executed / Unsuccessful)		✓		✓		2	5%
<b>Total</b>	8	15	7	7	6		
<b>% Very Effective</b>	88%	87%	71%	71%	67%		
<b>% Fairly Effective</b>	12%	7%	29%	14%	33%		
<b>% Ineffective</b>		6%		15%			

- **'Very Effective'** resulted where point/rally was won or opponent was put under pressure meaning the next shot was able to be executed easily.
- **'Fairly Effective'** resulted in the rally being continued and opponent was able to return the shot.
- **'Ineffective'** resulted in a direct loss of point/rally or opponent was able to play a winning shot.

Initial

## Sport Competition Anxiety Test (SCAT)

### Analysis

The score for the response to each question is detailed below. Enter the score for each question in the "Athlete's Score" column and then total the column up to provide a SCAT score.

Note that questions 1,4,7,10 and 13 score zero regardless of the response.

Question No	Rarely	Sometimes	Often	Athlete's Score
1	0	0	0	0
2	1	2	3	2
3	1	2	3	3
4	0	0	0	0
5	1	2	3	3
6	3	2	1	2
7	0	0	0	0
8	1	2	3	1
9	1	2	3	2
10	0	0	0	0
11	3	2	1	2
12	1	2	3	2
13	0	0	0	0
14	1	2	3	2
15	1	2	3	1

Total 20

SCAT Score	Analysis
Less than 17	You have a low level of anxiety
17 to 24	You have an average level of anxiety
More than 24	You have a high level of anxiety

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Initial

24/01/19

### Sport Competition Anxiety Test (SCAT)

#### Assessing Your Anxiety

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, tick the appropriate box to indicate your response.

	Rarely	Sometimes	Often	
1. Competing against others is socially enjoyable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
2. Before I compete I feel uneasy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
3. Before I compete I worry about not performing well	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
4. I am a good sportsman when I compete	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0
5. When I compete, I worry about making mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
6. Before I compete I am calm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
7. Setting a goal is important when competing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0
8. Before I compete I get a queasy feeling in my stomach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
9. Just before competing, I notice my heart beats faster than usual	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
10. I like to compete in games that demands a lot of physical energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0
11. Before I compete I feel relaxed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
12. Before I compete I am nervous	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
13. Team sports are more exciting than individual sports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
14. I get nervous wanting to start the game	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
15. Before I compete I usually get uptight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1

Athlete's Name \_\_\_\_\_

SCAT Score 20

- Less than 17      You have a low level of anxiety
- 17 to 24        You have an average level of anxiety
- More than 24    You have a high level of anxiety

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Retest

## Sport Competition Anxiety Test (SCAT)

## Analysis

The score for the response to each question is detailed below. Enter the score for each question in the "Athlete's Score" column and then total the column up to provide a SCAT score.

Note that questions 1,4,7,10 and 13 score zero regardless of the response.

Question No	Rarely	Sometimes	Often	Athlete's Score
1	0	0	0	0
2	1	2	3	1
3	1	2	3	2
4	0	0	0	0
5	1	2	3	1
6	3	2	1	1
7	0	0	0	0
8	1	2	3	1
9	1	2	3	1
10	0	0	0	0
11	3	2	1	2
12	1	2	3	1
13	0	0	0	0
14	1	2	3	2
15	1	2	3	1

Total 13

SCAT Score	Analysis
Less than 17	You have a low level of anxiety
17 to 24	You have an average level of anxiety
More than 24	You have a high level of anxiety

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Rebest

27/02/19

### Sport Competition Anxiety Test (SCAT)

#### Assessing Your Anxiety

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, tick the appropriate box to indicate your response.

	Rarely	Sometimes	Often
1. Competing against others is socially enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 0
2. Before I compete I feel uneasy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1
3. Before I compete I worry about not performing well	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> 2
4. I am a good sportsman when I compete	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 0
5. When I compete, I worry about making mistakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1
6. Before I compete I am calm	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 1
7. Setting a goal is important when competing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 0
8. Before I compete I get a queasy feeling in my stomach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1
9. Just before competing, I notice my heart beats faster than usual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1
10. I like to compete in games that demands a lot of physical energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 0
11. Before I compete I feel relaxed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> 2
12. Before I compete I am nervous	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1
13. Team sports are more exciting than individual sports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
14. I get nervous wanting to start the game	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> 2
15. Before I compete I usually get uptight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1

Athlete's Name

SCAT Score

13

- Less than 17 You have a low level of anxiety
- 17 to 24 You have an average level of anxiety
- More than 24 You have a high level of anxiety

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

Method: General Observation Schedule

I got a piece of paper that had rows going left to right and columns going from top to bottom. The rows were labelled as very effective, fairly effective, and ineffective. The columns were labelled as the different badminton shots such as smash, overhead clear and drop shot. I played a game to 11 points against someone of similar ability as me and had someone watch and mark down every one of my shots as effective, fairly effective and ineffective. After doing this I can look back on my general observation schedule and work out my weak points.

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

I selected this method because it is reliable as the person marking doesn't have a hard job so the data will be reliable. Another reason is because it highlights my weaknesses. Another reason I picked this method is because I can focus on my weaknesses.

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

In badminton my overhead clear was strength because I was hitting the shuttlecock to the back of the opponents half of the court.

My drop shot was a weakness because I was always hitting it far too short and hitting the shuttlecock off the net and losing a point.

I lost alot of points because my foot was over the service line when I was serving.

I lost my temper very easily and shouted at the referee and the other player if I disagreed with a decision.

Also if you set a goal you know you'll be able to reach then you will be more motivated to achieve your goal.

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

- (i) Identified target for factor 1. (1 mark)  
To win 3 points in a game using a drop shot

- (ii) Identified target for factor 2. (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)

It is important to set targets so you have something to work towards and you're not just doing the same thing over and over again.  
Also if you set a goal you know you'll be able to reach then you will be more motivated to reach it.  
If you set goals that are far out of reach for the time been, when you finally reach your goal you will be very satisfied.

### 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 Practise	Pressure Drill
Length of each session	30 Minutes	30 Minutes
How many training sessions per week	3	3
Who you trained with	Myself	Arran and Callum
Methods used to monitor your programme	Training Diary	Feedback from the teacher

## 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: My approach is shadow practise, this is when I stood in the middle of my court and pretended to hit a shuttle cock to the other side of the court. I done this just to practise my arm movements and my movement around the court, this helped me get into the rhythm of standing correctly when hitting my different shots. We recorded this using a training diary, this is where we write down what went right and what went wrong on a piece of paper in order for you to try and improve on what you're doing wrong.

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

Approach for factor 2: Positive self talk- this is when I lost a point and I took myself to the back of the court, I closed my eyes and said positive phrases to myself to try and regain focus. An example of a phrase I used was "Keep going, you've got this"

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

I chose to work with an opponent with a similar ability to me because if they were better than me then I would not see improvements and I would lose faith in my ability but if they're a lot worse than me then I wouldn't be challenged enough and training would be too easy. When I was at the start of my training program I used shadow practise because this was suitable to my skill level as I improved, I made practises more challenging and would use approaches such as conditioned games. I trained three times a week so that I could see improvements in my performance; I chose to do this because if I only trained once a week I would not improve as quickly. I made my training sessions short so that I didn't get bored or tired easily, this meant that I was fully focused.

### 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)

The feedback I got was useful since it was from a teacher they have alot of experiencé and expertise in what to look for when I'm playing. Sometimes I forgot what the feedback was so I had to write it down in order to remember is but since I took time writing it down I had less time for practises.

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

One reason is so you can compare to when you first started and see if you have improved or not. Another reason is so you can see if you have reached your goads. Another reason is so you can set new targets to work towards getting better.

## Describing methods to monitor performance

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

A method I used to monitor factor 1 is a training diary. This is when you do your training exercise then go to your training diary and write down what you think you done well and what you think you done wrong, you do this so you can try and work on the things you done wrong.

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

A method I used to monitor factor 2 is feedback. I got my teacher to watch me do the pressure drills and she gave me feedback on what I was doing right and what I done wrong. This is a good method because of the teacher's expertise.

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

My personal development program was effective because:

-My opponent was of a similar ability as me, this made it effective because I was winning the points that I deserved and had chances to make good shots.

-I used shadow practise at early stages in my pdp because it was just practising getting the movements right, but I used my pressure drills later on because it was taking my skills into actual game play and my skill levels were developed enough to start using this.

-I prevented boredom by changing activities often so I was kept on my toes and wasn't doing the same thing over and over.

My personal development program was not as effective as it could've been because:

-My partner and I trained on a half court and this means that I was used to hitting all my shots on a half court but in a real game of badminton it would be a full court so I might not be able to hit my shuttle to all the corners since I was used to just hitting it forward on the slim court.

-We had 30 minutes sessions so after a my first session I was really tired so by the second session I wasn't able to put my full amount of effort in and I wasn't playing to my best standard.

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

By doing the shadow practises I got alot better at my drop shot because I practised the motion of doing a drop shot and I started to see improvements in how far I was hitting my drop shots, before my pdp I was hitting the shuttle short of the net allot of the time but after my pdp I hit 76% of my drop shots very effectively.

My performance while doing dropshots slowly improved, this is because i kept using positive self talk whenever i missed a shot and therefore i wasn't losing my head so i wasn'tlosing as many point because the angrier i got the less successful drop shots i alnded

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

I am going to go back and re-do my shadow practise and emphasise practising my dropshot, i will do this because if i have a better dropshot then i will be a harder player to play against since i can hit it short and my overhead clear is already strong so i can hit it far back aswell. I am going to go back and redo my pressure drill and focus on my smash , if my smash improves then i will win more points and therefore win more games.