Before attempting to write a response to a question; read it thoroughly, and make sure you know the answer to following 5 key prompts…

1. **What is the command word?**

There are 4 command words; describe, explain, analyse, and evaluate. Getting this right is essential and you must know the difference between them. This will help you decide the structure and content of your answer and the key terms to use so you can gain maximum marks.

1. **What is the question about?**

Once you have identified the command word, you need to identify what the question is actually asking you to talk about. Questions can ask you about a process, a method, an approach, the impact, yourself, a model performer, or a combination. If you get this part wrong, it can take your answer in the complete wrong direction resulting in 0 marks.

**3. When?**

It is really important to determine when the question is referring to. Questions can ask about planning, during, and after a performance or the performance development process. This needs to be correct so that the content and tense of your answer are appropriate to the question

**4. Which factor(s)?**

Questions will ask you to answer on a specific factor(s). Make sure you actually do this! It can be easy to fall into the trap of writing a good answer but not making it clear which factor(s) you are talking about. Be clear on this and make sure you are referring to physical / mental / emotional / social

**5. How much detail required (marks)?**

This is crucial for the time you take to answer the question. If a question is worth 2 marks, then it doesn’t make sense to spend ages writing multiple pages answering it! Similarly, if a question is worth 8 marks then writing only a couple of lines will not allow you to access the marks.

**CHECKLIST**

* I have answered by describing / explaining / analysing / evaluating as the question asked
* I have answered what the question asked me: process / method / approach / impact / me / model / combination
* I have answered in relation to the correct stage of performance/ development: planning / during / after
* I have made it clear which factor(s) I am answering on physical / mental / emotional / social
* I have answered with the appropriate detail

1 (a) **Explain** why it is important to collect information about the impact of **emotional** factors on performance **before** starting a development plan (4)

* What is the command word = describe / explain / analyse / evaluate
* Who/what is the question about = process / method / approach / impact / me / model
* When = planning / during / after performance or performance development
* Which factor(s) = physical / mental / emotional / social
* How much detail required (marks) = 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8

Explain – think of explain as a link in a chain – it must have two parts. Whatever is said **must be supported –** give a reason**, answer the “why/so what”:**

**X** – It identifies your strengths and weaknesses – This is simply a statement, not an explanation

- It identifies your emotional strengths and weaknesses so that you can design your programme specifically to improve your weakness(es)

The “so that” part is the link in the chain allowing you to add the all important support to your initial statement/reason

**X** - It is important to collect information about the impact of emotional factors on performance before starting a development plan as they can have a really big impact on you performance therefore it is really important to gather information on them.

This response just repeats the wording of the question = 0 marks. Repeating the entire question in your answer doesn’t gain you any credit and can waste time. You may do so if it helps to get you started but make sure you actually answer the question with your own response

- It provides baseline information, therefore you can compare results throughout the performance development process to determine how much progress is being made

Again, the “therefore” part supports the initial statement with a reason and answers the “so what?”. Cause -> effect

2(b) **Evaluate** the impact the **approaches** mentioned in 2(a) had on **your physical performance**

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To evaluate, a **quantifiable or qualitative judgement** has to be made. Any judgement has to be given a **value** or **worth:**

**X** – …I could use my wrist movement to play a smash, resulting in me hitting the shuttle down into my opponent’s court which they didn’t return

There is no judgement or value provided. This answer just states what happened followed by the result

- The approach really improved the effectiveness of my wrist action when playing the smash. This had a massive impact on the success rate of my smash which improved by 16%. This made it a lot more difficult for my opponents to return during my performance.

A clear judgement has been made about the approach improving the standard of the smash. A value has also been provided by judging the impact to be “massive” and the smash being “more difficult” for the opponent to return. Both quantitative “16%” and qualitative “made it a lot more difficult for the opponent to return”

- I used to tire easily, the fatigue would cause my shots to become sloppy and inaccurate later in the game. Now, due to continuous running, my energy level stays higher throughout the game. My shots are sharper, 20% more accurate and still powerful - even towards the end of the game.

A clear judgement has been made by comparing performance before and after using continuous running. A value has been included too by saying that energy levels “stay higher throughout” and by saying that shots were “sharper, and still powerful”. Again qualitative “energy level stays higher” and quantitative “20% of my shots were more accurate”

3. a (i) Describe **one** method used to **monitor** the impact of social factors on performance development.

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To describe, include as **much detail as possible** about what it is you are describing. You are trying to **paint a picture** or provide a **commentary** for someone who has not seen the performance, method of data collection, approach you have used or monitoring/evaluating tool.

**X** – …I completed a questionnaire after my performance

The candidate has just stated they used a questionnaire. There is no reference to what it looked

like or what it monitored.

- The questionnaire had 10 questions relating to how well we worked as a team e.g gives team mates instructions of where to go on court.

A more detailed description of the questionnaire is provided informing the reader the number of questions and what the questions focussed on.

- A questionnaire was completed at half time and after the performance about whether we communicated effectively as a team.

A detailed description of when the questionnaire was completed and what the focus of the questionnaire was.

4. (a) Analyse how the responses in the table abovecould affect this student in an important performance.

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To analyse, **examine** then provide a **meaning**. To do this, provide more information on the object/data in the question, then follow on by stating what this means or what the implications/ impact is:

- “when I perform, I concentrate fully…sometimes”. If the performer is not always concentrated fully, they could have poor C.R.E. Examination

If a performer has poor C.R.E, as the game progresses, they will become more fatigued and their level of concentration will drop as they become more aware about their decreasing standard of play/ability. More information

This means they might not be able defend effectively in a game of football as they are not concentrating on the opponent they are supposed to be marking. This could leave the opponent with time and space to receive the ball and attack more effectively. Meaning

X – “when I perform, I am highly motivated… sometimes”. If the performer is not always motivated they have low motivation. The performer isn’t always up for playing and doesn’t always want to do their best. They will not always have a good game. No analysis

- “when I perform, I make appropriate decisions… sometimes”. If the performer does not always make appropriate decisions, they could have a poor skill level. Examination

If a performer has a poor skill level, their skill execution of more complex skills could be inaccurate and inconsistent. They may not have a wide repertoire of skills to select either. This limits the number of options available to the performer. More information

This means their opponent will not be challenged as much in a game of badminton. Instead of deciding to play more difficult shots to the back of the court, the performer decides to play easier shots which the opponent can easily return and score points. Meaning