**Revised Specimen Paper Model Answers**

*1a) Describe one session to develop physical factors (4)*

To develop physical factors I used Fartlek training. Before the session started I warmed up by jogging and stretching for 5 minutes. In the games hall we marked out a 50m track. I had to jog down the 2 long sides and sprint one short side and walk the other short side. I did this continuously for 20 minutes. My partner also counted the number of laps that I took. I recorded this information in my personal reflections diary.

*1b) Explain* ***four*** *reasons why a performer may re-prioritise the focus of a Personal Development Plan for physical factors. (4)*

A performer may re-prioritise the focus of a PDP for several reasons. One might be that they found the approaches boring. Shadow practice had become too easy for me and as such I did not fully apply myself during these sessions. This meant that I was not concentrating on my coaches instructions and was picking up bad footwork habits.

Another reason a PDP may be re-prioritised is if the performer becomes injured. For example if a performer had been working on developing their lower body strength and then hurts their leg, the priority of their PDP should change to rehabilitation of the injured body part to avoid further injury and to allow them to get back to full match fitness as soon as possible.

A further reason why a performer may reprioritise their PDP is if they progress quicker than their training partner. If your progress much quicker than you may start to easily defeat your partner during practice games. This can cause you to become demotivated as you are lacking challenge. This leads to a lack of effort which results in a lack of progress.

A final reason why a performer may re-prioritise a PDP is if their original targets are met. If they do a re-test and find that they have reached al of their goals they will have to choose a new weakness to work on. This ensures that the performer does not waste time developing an area that is already a strength whilst neglecting an area that is more important to their overall performance development.

*2a) Describe a recognised test or analytical tool to gather information on mental factors. (4)*

To gather information on the mental factor I used video analysis. Before we used this analytical tool we set up a camera in the corner of the games hall. We split into equal teams of 5. We then played a 20 minute game of basketball. After the game finished we went into the classroom. We then watched back out footage with our teacher. We looked for decisions we had made and decided if they were good or bad. We recorded this information on an observation schedule.

*2b) Evaluate the use of the recognised test or analytical tool described in part (a). (4)*

A benefit of this approach was that the camera was placed in the corner of the games hall. This allowed the full match to be recorded and ensured no decisions were missed. This allowed a full range of data to be gathering allowing me to accurately identify my strengths and weaknesses from the mental factor.

Another benefit of this approach is that it can be used to gather information on a wide range of factors. This is good as it saves time because you only need to film one match to identify weaknesses from a range of factors. This means time is saved which can be used to train weaknesses allowing for quicker performance development.

A limitation of this approach is that I lack the analytical skills to properly identify my strengths and weaknesses. As my coach cannot watch everyone at the same time I am left to do some analysis on my own. Due to my lack of experience in this area it is possible that I would misinterpret some of my strengths and weaknesses leading me to create an inappropriate PDP that would not work on my biggest weaknesses.

A final limitation of this approach is that the camera was of low quality, which made it difficult to see what was happening if the action was far away from the camera. This means that a lot of time is wasted having to rewind the footage trying to identify who was involved or what exactly happened. This can lead to inaccurate results and the time wasted is time that could have been spent developing performance.

*3.) Describe* ***one*** *type of feedback that could be used to develop emotional factors. (2)*

Coach feedback is a type of verbal feedback when my coach will tell me what I am doing well and what I need to work on. During a timeout in my basketball match my coach told me that I had to control my anger and stop lashing out at referees when they made a call I did not agree it.

*4) Describe* ***two*** *strengths or* ***two*** *development needs for emotional factors (4)*

One development need I have for the emotional factor is that I often become overly angry when referees make a bad call in basketball. I will shout at the referee when they call a foul on me which results in my getting a technical foul and giving the other team an easy opportunity to score.

Another development need I have for emotional factors is fear of being blocked when attempting a lay-up shot against a bigger defender. I often avoid taking the shot and instead make a panicked pass which gives away possession to the other team and means I miss out on a scoring opportunity.

*5a) Analyse the impact social factors can have on each of the other* ***three*** *factors during a* ***performance****. (6)*

Impact of team dynamics on determination (mental)- A performer who does not get along well with his teammates may have a lack of determination. If they lose possession they might not run back to try and defend as they do not like their teammates and feel that they will criticise them for making a mistake. This means that they do not see the point in trying to fix their mistake as they will be criticised anyway resulting in them giving up.

Impact of communication on decision making (mental) – A team that has excellent communication will have more opportunities to make effective decisions. For example if I am driving down the court and a defender is sneaking up behind me, if my teammates have good communication they could shout “man-on” which will let me know that I am about to be dispossessed. This will let me make the decision to pass the ball up the court to an open player. This means that I will not lose the ball and my teammates will have an opportunity to score due to communication informing my decision making.

Impact of roles and responsibilities on tactics (physical) - For a team to be able to play an effective tactic players must stick to their own role and responsibilities. For example in basketball if a tall, player who usually plays the role of centre does not know his responsibilities he may try to dribble the ball up the court after he gets a rebound. This could prevent the team from running their fast break tactic. This means that the players will not be in the correct position to execute this tactic, causing confusion amongst players and resulting in mistakes such as passing the ball to the other team.

Impact of gender issues on CRE (physical)- In a mixed gender game of basketball a boy may not pass to a girl who is open in space as he may not think she is skilled enough. This means that the other team do not need to guard this girl and can instead use their spare defender to mark other free players. This means that the team who are not passing to the girl will have to run more in order to find a free space. This will cause them to tire more quickly and will have a negative impact on their endurance.

Impact of team dynamics on confidence (emotional)- If a team has excellent team dynamics this will make players feel more confident to attempt more difficult passes, shots, skills as they know that their teammates will not shout at them, but will instead encourage. This means that the players can take more risks on offense and they will be less predictable for the defence. This will lead to more opportunities to catch out the defence resulting in scoring chances.

Impact of team relationships on fear (emotional)- If a team does not have good team relationships this can create a culture of fear of failure. A player may become hesitatant when they have the ball as they are scared in case they make a mistake and are shouted at by their teammates. This hesitation can lead to panic and can cause the player to become scared to ask for the ball. This means that the team is effectively a player down resulting in the defence finding it easier to cope with their attacks.

*5b) Describe one approach to develop social factors. (4)*

An approach I used to develop social factors was team building activities. Firstly we went into the games hall and warmed up by jogging and stretching. We then split into two teams- boys and girls. We each had 2 benches, placed at one end of the hall. We had to all stand on the bench and then rearrange ourselves based one height, then on our age. We then had to get to the other end of the hall, using the benches, without touching the floor. If we did touch the floor we would have to perform 5 burpees. When we finished we recorded our thoughts and feelings in our personal reflections diary.

6a) (i) *Describe a goal you set for* ***one*** *factor within a PDP that you carried out. (1)*

For the physical factor my goal was to improve my CRE so I can continue to perform to a high standard for a full basketball match.

*(ii) Explain the reasons why you set this goal. (2)*

I set this goal because, in the last quarter of the basketball match I am often fatigued which causes me to make mistakes such as mishandling the ball which gives the other team a chance to steal from me, leading to conceding points.

I also set this goal as when I become too tired in the final quarter I do not have enough energy to track my opponent when I am defending. This means my opponent often finds an open space to receive the ball, giving him an easy opportunity to score as I am too tired to defend him effectively.

(iii) *Describe one approach you used to achieve this goal (2)*

An approach I used was fartlek training which involved running at varied speeds around a basketball court. I would do this for 20 minutes, 3 times a week whilst my partner counted my score.

6b) (i) *Describe a goal you set for a* ***different*** *factor within a PDP that you carried out. (1)*

A goal I set for the mental factor was to make the correct decision on whether to pass or shoot the ball, 80% of the time.

*(ii) Explain the reasons why you set this goal. (2)*

I set this goal as too often in a game I will make the wrong decision on whether to pass or shoot. This resulting in me passing the ball away despite being wide open to shoot, meaning I am giving up, easy, goal scoring opportunities.

A further reason why I set this goal is to allow me to make decisions on passing and shooting more quickly. This means that defenders will have less time to react to my decisions, making them harder to block or steal and creating more basket scoring opportunities.

(iii) *Describe one approach you used to achieve this goal (2)*

To achieve this goal I used scenario training. I would stand 10 feet away from the basket. My partner would stand under the basket and then pass me the ball. He would then run towards me. I would have to decide whether I had enough time to shoot or whether I should pass the ball away. My coach would give me feedback.

**The table below contains feedback relating to physical and mental factors which**

**impacted on a performance.**

**Performance criteria Marks awarded**

|  |  |
| --- | --- |
| Repertoire of skills during the performance | 5/10 |
| Control and fluency during the performance | 10/10 |
| Decision making during the performance | 1/10 |
| Concentration during the performance | 7/10 |

**7.** *Use the information in the table to answer the following.*

*(a) Analyse the reasons why this performance may have been impacted by physical factors. (4)*

The performer using repertoire of skills could have had a positive impact on their performance as the achieved 5/10. This means that they used a variety of different passes for example, bounce, chest and overhead passes to help them get the ball safely to their teammate. This allowed them to create basket -scoring opportunities for their teammates which is why they achieved half marks.

However there is room for improvement with their repertoire of skills mark as they dropped 5 marks. This may be because the performer lack a variety of shooting skills, perhaps not being able to perform lay-up shots, 3 point shots or bank shots. This means that they performer is very predictable for the defenders as they know that the performer will only shoot from midrange. This makes them very easy to defend against as the defender will know when to press them and when to defend other players instead. This would explain why the performer dropped so many marks in this area.

The performer achieved 10/10 for control and fluency which means that they are in full control of the basketball when dribbling up the court. This means that they can protect the ball, ensuring that the other team do not get any easy steals in their attacking half. This prevents the other team from getting any easy baskets and allows the player’s team an opportunity to set up their attack.

By achieving 10/10 for control and fluency the player is clearly very fluent and skilled. This means that they will always execute skills effectively. For example when the player picks the ball up their footwork will be excellent, allowing them to pivot and move with the ball without causing a traveling violation. This means that their team keeps possession of the ball, allowing them for time to create an effective scoring opportunity.

(b) Analyse the reasons why this performance may have been impacted by mental factors. (4)

1/10 shows that the player’s decision making is a weakness. This might mean that the player as a point guard continually tries to dribble the ball whilst the other team is pressing them, instead of making an early pass up the court to a free player. This means that the other team can trap the point guard, resulting in an 8 second violation which gives the other team the ball.

1/10 for decision making could also be as a result of poor decision making on defence. The player may continually decide to stand off of his opponent allowing him to shoot easy 3 point shot. Even if their player is scoring a high percentage, the player may continue to decide to stand off to prevent a drive. This means that the opponent will continue to take these open, uncontested shots, resulting in the player’s team giving up a lot of points and struggling to win the match.

7/10 for concentration means that they player was able to stay focussed for the majority of the match. This means that the player did not allow his opponent to sneak away from him during a fast break. He would always notice and be aware of where the player he was marking was situated on the court. This means that he could intercept any long passes as steal the ball, causing an opportunity to take the ball up the court quickly and score and easy basket.

However 7/10 does mean that there was times when the player became distracted. Perhaps, whilst shooting free throws, the player became distracted by the noise of the away support. Despite usually being a very high free throw percentage shooter, he may have lost focus on his usual shooting technique, or looked away from the basket due to the noise of the crowd. This means that he would have missed free throws that he would usually have scored, resulting in points dropped for his team.