



General Certificate of Secondary Education

Centre Number

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Candidate Number

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Physical Education

Paper 2

Developing Performance



[G9772]

G9772

Assessment

TIME

1 hour 15 minutes.

Assessment Level of Control:

Tick the relevant box (✓)

Controlled Conditions	
Other	

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

You must answer the questions in the spaces provided.

Do not write outside the boxed area on each page or on blank pages.

Complete in black ink only. **Do not write with a gel pen.**

Answer **all** questions.

INFORMATION FOR CANDIDATES

The total mark for this paper is 100.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded for each question or part question.

Quality of written communication will be assessed in questions **11** and **12(a)(iii)**.



1 Read the statements below and select the **one** which best defines **physical fitness**.

- A. A state of complete physical, social and mental well-being
- B. Being fit for one physical task yet not fit for another
- C. The ability to perform physical tasks efficiently and effectively
- D. The ability to choose and perform the right technique at the right time

best defines the term physical fitness

[1]



2 Study Fig. 1 and Fig. 2 below and then answer the questions that follow.



Morning walk

Source: © Getty Images

Fig. 1



Competitive rugby

Source: © Getty Images

Fig. 2

(a) Identify the **type** of physical fitness being developed in **Fig. 1** and **Fig. 2**.

Fig. 1 is developing physical fitness for _____ [1]

Fig. 2 is developing physical fitness for _____ [1]

(b) Explain the difference in the **type** of physical fitness being developed in **Fig. 1** compared with that in **Fig. 2**.

[2]

[Turn over



3 (a) State **two** characteristic **differences** between aerobic and anaerobic energy production.

1. _____
_____ [1]

2. _____
_____ [1]

(b) Describe what determines a person's potential in **anaerobic energy production**.

_____ [3]





4 (a) State and justify the component of physical fitness that is most important when **taking part in tug of war.**

Component of fitness _____

Justify your choice _____

_____ [3]

(b) State and justify the component of physical fitness that is most important when **performing the splits in gymnastics.**

Component of fitness _____

Justify your choice _____

_____ [3]

(c) State and justify the component of physical fitness that is most important to **play a full game of netball without experiencing muscle fatigue.**

Component of fitness _____

Justify your choice _____

_____ [3]

[Turn over



5 An athlete must apply the principle of specificity to make training effective.

State **three** aspects of training an athlete must make specific.

1. _____ [1]

2. _____ [1]

3. _____ [1]

6 Sport coaches often use SMART principles to set objectives and targets with athletes in order to improve individual performance.

State **one** principle and explain how it might improve performance.

Principle _____ [1]

Explanation _____

_____ [1]



7 Study **Fig. 3** which shows the performance of an athlete in a 25-minute training session that was completed around the school football pitch after a 10-minute warm-up. Answer the questions that follow.

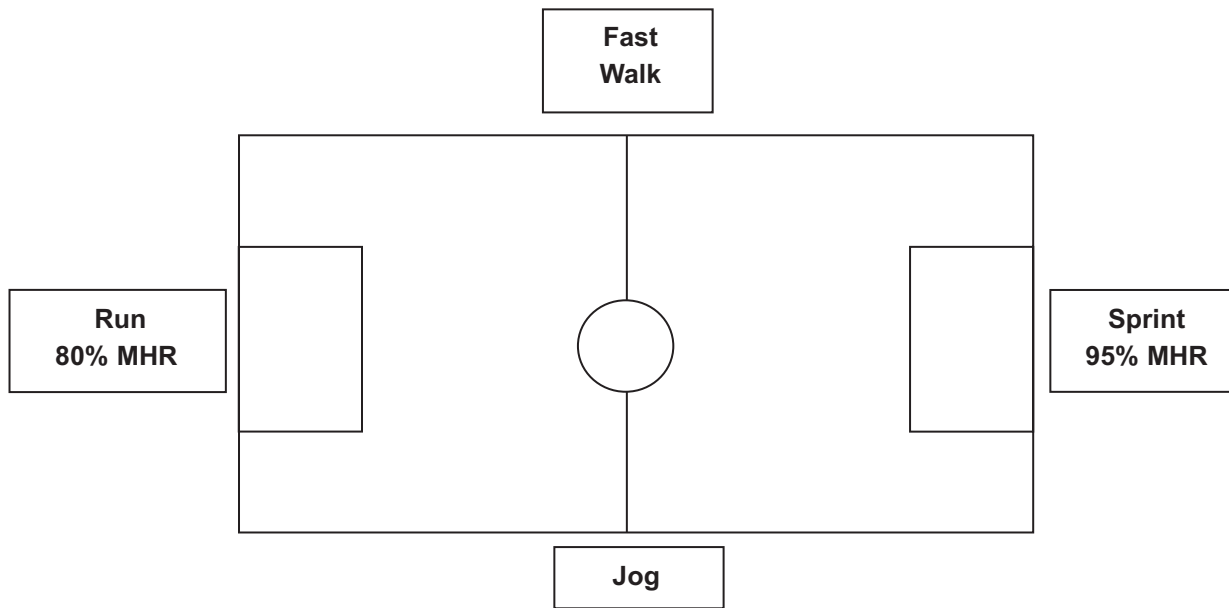


Fig. 3

(a) Name the training method being used by the athlete in the session.

The training method is _____ [1]

(b) Use **specific** evidence from **Fig. 3** to justify your choice.

[4]

[Turn over



8 State **two** reasons why a hard workout should be followed by a cool-down.

1. _____
_____ [1]

2. _____
_____ [1]

9 A competitive swimmer completes the Speed and Agility test in the gym and scores 19.6 seconds, attaining 8 out of 10 marks. She shares her score with the swim coach to show an improvement in her swim fitness.

Explain **two** reasons why the Speed and Agility test is an **unsuitable** method to assess the swimmer's fitness.

1. _____

_____ [2]

2. _____

_____ [2]





10 (a) Explain what **muscular power** enables a person's muscles to do.

[2]

(b) Explain **three** different examples of how an **increase** in **muscular power** may help improve the performance of a player in a team sport.

Name of team sport _____

1. _____

[1]

2. _____

[1]

3. _____

[1]

[Turn over



- 11 Study **Table 1** which outlines an isotonic weight training programme for an adult who has been given a weight range between 1 and 4 RM.

Table 1

	Week 1
Repetition Maximum	4 RM
Repetitions	14 repetitions
Sets	3 sets
Rest	No rest between sets

Evaluate the appropriateness and effectiveness of the **repetitions, sets** and **rest** for the weight training programme in **Table 1**.

Quality of written communication will be assessed in your answer.

Repetitions _____

Sets _____





Rest _____

_____ [9]



12 A 15-year-old 800 m runner’s personal best time is currently 2 minutes 30 seconds. Their PE teacher sees their potential to be selected for the school athletics team but explains that their time needs to be below 2 minutes 15 seconds.

(a) (i) The athlete focuses on interval training to improve their time as it can be used to develop their aerobic and anaerobic fitness.

Explain the need for the athlete to develop **both aerobic** and **anaerobic** fitness for the 800 m race.

[4]

(ii) Complete **Table 2** below to plan the **specific** interval training sessions for the athlete to complete to develop **aerobic** fitness and **anaerobic** fitness. The distances for the training sessions have been set.

Table 2

	Interval training session to develop AEROBIC FITNESS	Interval training session to develop ANAEROBIC FITNESS
Distance:	400 m	200 m
Time:		
Recovery:		
Number of repetitions:		

[6]



(iii) Explain the **differences** in the planned **intensity**, **work times** and **recovery** for intervals when interval training is being used to develop **aerobic** fitness compared to **anaerobic** fitness.

Quality of written communication will be assessed in your answer.

Intensity _____

Work times _____

Recovery _____

[9]

[Turn over

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(b) After four weeks, the PE teacher advises the athlete to introduce continuous steady pace runs to develop their aerobic fitness further and add variety to their training.

(i) Explain the importance of the principle of **variety** being applied to a training programme.

[2]

(ii) Plan a **specific** continuous steady pace training session for the 800 m athlete to follow. Outline clearly the **pace** and **duration** of the session.

[3]



13 Skills can be classified on a continuum, as shown in Fig. 4 below.

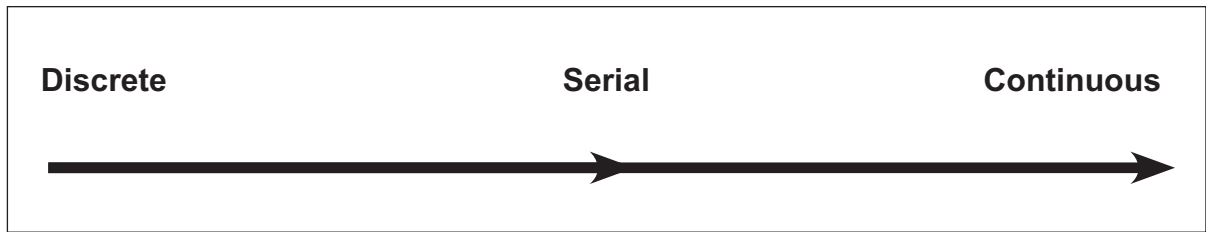


Fig. 4

(a) State an example of a **discrete** skill.

This is a **discrete** skill because _____

_____ [2]

(b) State an example of a **serial** skill.

This is a **serial** skill because _____

_____ [2]

(c) State an example of a **continuous** skill.

This is a **continuous** skill because _____

_____ [2]

[Turn over



- 14 A tennis player completes the alternative hand wall toss assessment to measure coordination.

To do the assessment, the player stood two metres away from a smooth wall. The player threw the tennis ball against the wall with the right hand and caught it with the left hand, threw the ball with the left hand and caught it with the right hand. The cycle of throwing and catching was repeated for 30 seconds. The player recorded 35 successful catches.

The normative result data for the assessment can be seen in **Table 3** below.

Table 3

	Score in 30 seconds
Excellent	More than 35
Good	30 – 35
Average	20 – 29
Fair	15 – 19
Poor	Less than 15

- (a) Using the normative results, shown in **Table 3**, categorise the player's level of coordination.

_____ [1]

- (b) Evaluate if the alternative hand wall toss assessment is a **valid** measure of the tennis player's overall coordination.

_____ [2]



(c) Explain how the **reliability** of using this method of assessment could be affected in measuring the tennis player's coordination.

[2]

[Turn over

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15 An eight-year-old starts gymnastics by joining a club at the local leisure centre. The class is on a Saturday from 9.00am to 12.00 noon.

In the first session the coach describes to the child the coaching points to perform a tuck jump:

- Begin in deep hip and knee flexion
- Swing the arms inwards and upwards, in preparation for jump, and drive upwards
- Minimise frontal plane motion of the trunk to achieve a thigh position that is parallel to the floor at the height of the jump
- Raise the knees to the chest and touch ankles with hands
- On landing, flex knees and hips and move arms to horizontal

The child is given 30 minutes to practise the tuck jump, alone, in front of a mirror.

(a) **Identify** and **explain** the eight-year-old's stage of learning in gymnastics.

Stage of learning _____ [1]

Because _____

_____ [1]

(b) **Evaluate** the appropriateness of the **verbal guidance** given by the coach to help the gymnast learn the tuck jump, explaining (1) **what you find wrong** with the verbal guidance and (2) **how it could be improved**.

1. _____

_____ [2]

2. _____

_____ [2]



(c) Explain **two** other types of suitable **guidance** the coach could use to help this gymnast learn the tuck jump more effectively.

1. _____

_____ [3]

2. _____

_____ [3]

(d) **Evaluate** the appropriateness of the **timing of the practice** given by the coach to the gymnast to learn the tuck jump.

_____ [4]



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Question Number	Marks
1	
2	
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Total Marks	

Examiner Number

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