

New
Specification



Centre Number

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Candidate Number

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General Certificate of Secondary Education
2019

Physical Education

Paper 2

Developing Performance

ML

[G9772]

FRIDAY 17 MAY, AFTERNOON

TIME

1 hour 15 minutes, plus your additional time allowance.

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 **9** and **16**.

- 1 A Year 10 student wins the discus but does not perform well in the 800 m heat. The student is upset as they thought they were fit.

Identify and explain the different concepts of fitness to help the student understand the difference in performances on Sports Day.

[2]

- 2 Explain why the exercise baseline is different for a person exercising to become 'fit for health' compared to 'fit for performance' in a specific sporting event.

[2]





3 Explain what determines a person's aerobic energy production potential.

[2]

4 (a) Identify an athletic event that would require anaerobic fitness.

[1]

(b) Explain why developing anaerobic fitness would be important for this athletic event.

[2]

5 Identify a team sport and explain different situations where the following three components of physical fitness would be used.

Team sport _____

Muscular speed _____

_____ [1]

Muscular endurance _____

_____ [1]

Muscular strength _____

_____ [1]



6 (a) Explain the difference between static and dynamic flexibility training.

[2]

(b) Explain how an increase in flexibility may allow a sports person to improve performance in **two** different physical activities.

Named activity _____

[2]

Named activity _____

[2]

[Turn over

7 (a) Explain what continuous steady pace training involves.

[3]

(b) State **two** reasons why this would be an effective method of training for a long distance runner.

1. _____

[1]

2. _____

[1]



8 (a) Explain what circuit training involves.

[4]

(b) (i) Create a circuit training workout with nine stations to help a group of people develop aerobic and muscular endurance fitness.

[3]

[Turn over

(ii) Justify the order of the exercises for the participants to complete.

[3]

(iii) Complete **Table 1** by stating a **specific** (do not use ranges) suitable work time and recovery period for your circuit training workout.

Table 1

Work time	
Recovery	

[2]

(iv) Justify the principles underlying your choice of work and recovery times.

[3]

(v) To ensure the participants' level of fitness improves, identify **three** specific things that could be adjusted in the circuit training workout to allow progressive overload.

1. _____
_____ [1]

2. _____
_____ [1]

3. _____
_____ [1]

(vi) As well as doing the circuit training workout, one of the participants completes a weights training programme.
Plan a **specific** (do not use ranges) and suitable **Week 1** weight training programme for this participant.
Complete **Table 2** to show this programme.

Table 2

	Week 1
Repetition Maximum	
Repetitions	
Sets	

[3]

[Turn over

9 There are various factors which underpin fair assessment when fitness testing.

Study **Fig. 1** and **Fig. 2** below which show an athlete undertaking a flexibility test before and then after a training programme.



Fig. 1
Flexibility test **before** training programme

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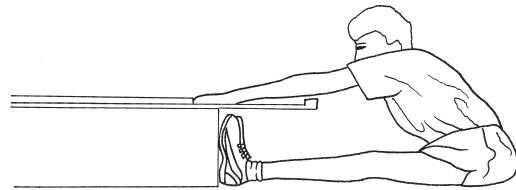


Fig. 2
Flexibility test **after** training programme

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Refer specifically to **Fig. 1** and **Fig. 2** to evaluate the various factors that must be considered when conducting flexibility tests before and after a training programme.

Quality of written communication will be assessed in your answer.



[6]

[Turn over

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- 10 The week before GCSE PE moderation the teacher conducts a final assessment of the students' fitness levels. **Table 3** outlines the students' scores.

Table 3

Test	Student A	Student B
Multi-stage fitness test	Level 10 Lap 3	Level 7 Lap 5
1 minute press-up test	50	36
1 minute sit-up test	38	31
Sit and reach test	24 cm	28 cm

On the day of moderation the students remained in good physical health and free from injury. The two students performed the fitness tests under exactly the same conditions. **Table 4** outlines the students' scores.

Table 4

Test	Student A	Student B
Multi-stage fitness test	Level 11 Lap 8	Level 6 Lap 5
1 minute press-up test	58	29
1 minute sit-up test	46	21
Sit and reach test	27 cm	23 cm

Compare the students' results in **Table 3** and **Table 4**.

(a) Explain what could account for Student A's scores on the day of moderation.

[2]

(b) Explain what could account for Student B's scores on the day of moderation.

[2]

11 Skills can be classified by using a closed to open continuum.

(a) Identify and explain the classification of a free throw in basketball using this continuum.

A free throw in basketball is _____ skill [1]

Because _____

_____ [2]

(b) Identify and explain the classification of a pass in a competitive football game using this continuum.

A pass in a competitive football game is _____ skill [1]

Because _____

_____ [2]

12 Table 5 presents examples of different types of skills. Use the terms below to complete Table 5.

Cognitive skill

Perceptual skill

Motor skill

Table 5

Example	Type of skill
Striking a ball	
Reading coaching points on how to strike a ball	
Looking where the goal keeper is before deciding where to aim the ball	

[3]

13 Agility is a factor that underpins skilled performances.

(a) What is agility?

_____ [1]

(b) Explain the importance of agility for the following two sports.

Tennis _____ [1]

Football _____ [1]

[Turn over

14 Study Fig. 3 which shows the relationship between the level of arousal and performance for two athletes. Answer the questions that follow.

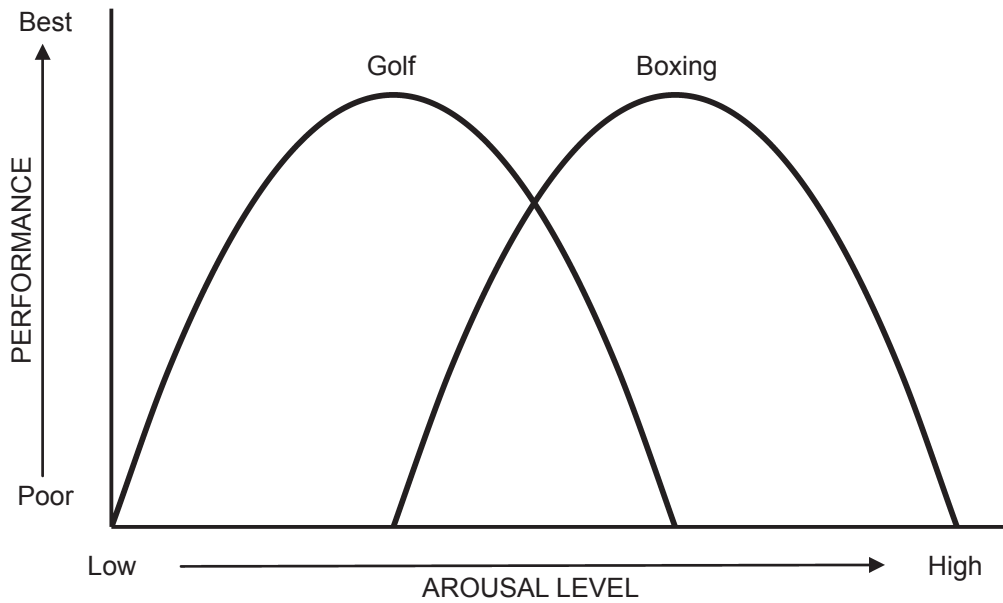


Fig. 3

(a) Evaluate the performance and arousal levels of the boxer and the golfer in Fig. 3.

[3]

(b) During the fight the boxer's arousal levels became too high.
Explain the effect on his performance.

[2]

(c) For all of the 18 holes the golfer's arousal levels were consistently too low.
Explain how this could affect performance.

[2]



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(Questions continue overleaf)

(b) **Table 6** shows a typical week of an **in-season** football training programme. Each training session began with a 10 minute warm up.

Table 6 – In-season

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Intensity	Hard	Moderate	Rest	Moderate	Rest		Rest
Content of session	15 min anaerobic runs e.g. shuttle runs/ pyramid runs Intensity: 90% + MHR 25 min drill work e.g. pass and move, run and shoot at angles Intensity: 80% MHR 20 min conditioned game Intensity: 80% MHR	15 min fast feet drills Intensity: 80% MHR 10 min speed, agility and quickness drills over 10 m Intensity: 90% + MHR 15 min individual skill and ball work		Speed work 4 sets of 10 sprints, 25 m 10 min conditioned game Intensity: 80% MHR 45 min tactics, set pieces/ plays		Match	

16 A person completed the ‘**Couch to 5K**’ programme, with a run time of 5 km in 35 minutes. The person sets a new goal to run **10 km in 55 minutes**, in 8 weeks time. To help complete this goal the person joined a running club. **Table 7** outlines the **Week 1** session plan provided by the running coach.

Table 7

Mon	Tue	Wed	Thur	Fri	Sat	Sun
Run 10 km; CSP; 5 min 30 sec pace/km		Swim 3 km; CSP; 22 min pace/km	Run 8 km; CSP; 5 min pace/km	Swim 3 km; CSP; 20 min pace/km	Run 16 km; CSP; 5 min pace/km	Run 5 km; CSP; 4 min 30 sec pace/km

(a) Referring to information in **Table 7** apply the principles of **specificity, overload** and **rest/recovery** to evaluate the safety, appropriateness and effectiveness of the person’s running programme in Week 1.

Quality of written communication will be assessed in your answer.

(b) Complete **Table 8** to create a safe, appropriate and effective 8 week training programme for the person by applying effectively the principles of **specificity, overload, progressive overload and peaking**.

Table 8

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Week 1-2							
Week 3-4							
Week 5-6							
Week 7							
Week 8							

[8]





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Examiner Number

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