



General Certificate of Secondary Education
2022

Centre Number

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Candidate Number

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Physical Education

Paper 2

Developing Performance

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| MV18 |
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[G9772]

FRIDAY 10 JUNE, 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 on blank pages.

Complete in black ink only.

Answer **all** questions.

Information for Candidates

The total mark for this paper is 100.

Figures in brackets printed at the end of each question indicate the marks awarded for each question or part question.

Quality of written communication will be assessed in questions **6** and **11**.

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1 Define physical fitness. [1 mark]

2 Physical fitness is a relative concept.

Explain, using a sporting example, how a person can be fit for one task but not fit for another. [2 marks]

3 Identify the component of fitness described in each statement below and state **how** the **component of fitness** would be **specifically needed** in a **track or field athletic event** of your choice.

(a) The ability of the muscles and ligaments surrounding joints to stretch to allow the full range of movement at the joints. [2 marks]

Component of fitness _____

Athletic event _____

(b) The ability to hold or to keep repeating a movement that requires less than maximum effort for a long period of time. [2 marks]

Component of fitness _____

Athletic event _____

(c) The ability to produce maximum force with speed in an explosive effort. [2 marks]

Component of fitness _____

Athletic event _____

(d) The ability of the muscles to contract and relax quickly, applying a moderate force at high speed. [2 marks]

Component of fitness _____

Athletic event _____

- 4 Study **Table 1** which shows the rate of perceived exertion (**RPE**) matched to training zones to develop aerobic and anaerobic energy production. Answer the questions that follow.

Table 1

| RPE | Training Zone |
|-----|---------------|
| 10 | C |
| 9 | |
| 8 | |
| 7 | B |
| 6 | |
| 5 | |
| 4 | A |
| 3 | |
| 2 | |
| 1 | |

- (a) State the training zone a player would need to work within to develop **anaerobic fitness**. [1 mark]

Training zone _____

Explain your choice _____

[2 marks]

(b) State the training zone a player would need to work within to develop **aerobic fitness**. [1 mark]

Training zone _____

Explain your choice _____

[2 marks]

5 Identify and explain the **principles of training** being applied in the statements below.

(a) A team gradually increases the intensity and frequency of training sessions throughout a six-week programme. [3 marks]

Principle of training _____

Explanation _____

(b) A person trains in the gym on alternate days but leaves two days before training again if a session has been particularly hard. [3 marks]

Principle of training _____

Explanation _____

(c) A weightlifter stops training due to injury. When they return to training their 8RM weight has decreased.
[3 marks]

Principle of training _____

Explanation _____

(d) The school swim team train in the local swimming pool. [3 marks]

Principle of training _____

Explanation _____

- 6 Athletes use knowledge of the principle of periodisation to ensure they are in peak condition for a major competition.

Explain how an athlete would use the **four** phases in **Table 2** to plan their training year before a major competition. [12 marks]

Table 2

| Training Programme Phases | |
|----------------------------------|-------------------|
| 1 | Foundation phase |
| 2 | Development phase |
| 3 | Sharpening phase |
| 4 | Peaking phase |

Quality of written communication will be assessed in your answer.

Foundation phase _____

Development phase _____

Sharpening phase _____

Peaking phase _____

7 Midfielders are generally positioned between the team's defenders and forwards.

(a) Evaluate the **relative importance** of including **anaerobic** and **aerobic** training for a midfield player. [4 marks]

(b) State **two** reasons why **continuous steady-pace training** would be an **effective** method of training for a **midfield** player. [1 mark for each]

1. _____

2. _____

(c) State **two** reasons why using only **continuous steady-pace training** would be an **ineffective** method of training for a **midfield** player. [1 mark for each]

1. _____

2. _____

(d) (i) State an **alternative** effective **training method** for the **midfield** player. [1 mark]

(ii) Explain in detail what this training method involves. [4 marks]

(iii) State **two** reasons why this training method would be **effective** for a **midfield** player.

[1 mark for each]

1. _____

2. _____

8 (a) State **two benefits** of assessing an athlete's level of physical fitness **before** participating in a training programme. [1 mark for each]

1. _____

2. _____

(b) State **two benefits** of assessing an athlete's level of physical fitness **during** a training programme. **The benefits must be different from those stated in section (a).** [1 mark for each]

1. _____

2. _____

(c) State **two benefits** of assessing an athlete's level of physical fitness **after** a training programme. **The benefits must be different from those stated in sections (a) and (b).** [1 mark for each]

1. _____

2. _____

10 Plan a cool-down for a sport of your choice to follow a 50-minute training session. [8 marks]

In your plan state the:

- **activities**
- **intensity**
- **time**

Name of sport: _____

| Activity | Intensity | Time |
|-----------------|------------------|-------------|
| | | |

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(Questions continue overleaf)

11 Table 3 shows the targets, **A**, **B**, and **C**, a PE teacher set with three Year 12 GCSE PE students.

Table 3

| Student | Target |
|----------------|------------------------------------------------------------------------------------------------------------------------------|
| A | To be selected for the school's football team |
| B | After discussion with my PE teacher, to improve my personal best 200m run time by 1.2 seconds after a 12-week training block |
| C | To improve my personal best shot put throw by 20 metres in one week |

Evaluate which of the students' targets is **SMART** and therefore **most suitable** to lead to improvement.

[6 marks]

12 A coach observes several performers to identify the most skilful.

State **two** features you would expect the movements of the skilled performer to have. [1 mark for each]

1. _____

2. _____

13 (a) State a type of **practice** most suitable to the learning of a **closed** skill. [1 mark]

(b) Justify your choice of practice. [1 mark]

14 Explain why **variable** practice is best suited to the learning of an **open** skill. [2 marks]

15 Explain the difference between **concurrent** and **terminal** feedback. [2 marks]

16 Good reaction time would help a 1500 m runner at the start of the race to get a good position.

Describe, using an example, how the 1500 m runner could benefit from having a **good reaction time** at a **different stage** in the race. [2 marks]

17 Skills can be classified on a **basic** to **complex** continuum.

Study **Fig. 2** and **Fig. 3** below and then answer the questions that follow.

Fig. 2
Dribbling a football



Fig. 3
Running a marathon



(a) Identify the more **complex** skill. [1 mark]

(b) Justify your choice. [2 marks]

Blank page
(Questions continue overleaf)

18 Study **Fig. 4** which shows a coach training a young gymnast to develop their performance on the beam. Answer the questions that follow.

Fig. 4



(a) (i) **Select** the assessment which is **specific** to the gymnast's ability to perform the skill in **Fig. 4**.
[1 mark]

- A Ruler drop test
- B Illinois Agility run
- C Alternative hand wall toss test
- D Standing stork test

_____ is specific to assess the ability to perform the skill in **Fig. 4**.

(ii) **Justify** your choice. [1 mark]

(b) Identify the type of **guidance** the coach is giving the gymnast to help perform the skill on the beam in **Fig. 4**.
[1 mark]

(c) Evaluate the **suitability** of this type of **guidance** for the gymnast performing the skill in **Fig. 4**. [3 marks]

This is the end of the question paper

SOURCES

Fig.1.....Chief examiner

Fig.2, Fig.3, Fig.4.....© Getty Images

| For Examiner's use only | |
|--------------------------------|--------------|
| Question Number | Marks |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
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| Total Marks | |
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Examiner Number

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