



Rewarding Learning

**General Certificate of Secondary Education
2025**

Physical Education

Paper 2

Developing Performance

[G9772]

MONDAY 2 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Physical Education which are assessed in examination paper 1 and paper 2.

Candidates must:

- AO1** be able to recall knowledge and demonstrate understanding of the concepts, facts, terminology, principles and methods relating to the subject content;
- AO2** be able to apply effectively the concepts, facts, terminology, principles and methods relating to the subject content ;
- AO3** be able to analyse, interpret and evaluate information and data relating to the subject content.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

1 Physical fitness is a relative concept because you can be fit for one task yet not fit for another. For example, an athlete may be fit to compete in the discus, as it requires power and strength, but be unfit to run a marathon because this event requires mostly aerobic fitness and muscular endurance.

Award [0] for an answer not worthy of credit.

Award [1] for identifying physical fitness as a relative concept or a moderate understanding of physical fitness being relative to a specific sport/event.

Award [2] for identifying physical fitness as a relative concept and a moderate understanding of physical fitness being relative to a specific sport/event.

Award [3] for identifying physical fitness as a relative concept and a highly competent understanding of physical fitness being relative to a specific sport/event requiring different components of fitness. [3]

AVAILABLE
MARKS

3

2 (a) Muscular endurance is the ability of a muscle, or group of muscles, being able to hold or keep repeating a movement that requires less than maximum effort for a long period of time.

Award [0] for an answer not worthy of credit.

Award [1] for a moderate understanding of what muscular endurance is.

Award [2] for a clear and competent understanding of what muscular endurance is. [2]

(b) *Example answers:*

Improved muscular endurance will enable a games player to:

- last the full duration of the game, reducing fatigue in the later stages of the game. This will allow the player to continue making plays, defending, and participating in offensive attacks effectively; allowing the player to perform at their optimal level for longer.
- execute skills including passing, shooting, defending, consistently and accurately as the game progresses.
- make better decisions.
- recover faster between plays enabling the games player to be more competitive throughout the game.
- maintain proper form even when tired, reducing the risk of injuries.

Award [0] for an answer not worthy of credit.

Award [1] for a clear and competent understanding of the importance of muscular endurance to allow a games player to perform.

(3 × [1])

[3]

5

3 *Example answers:*

The principle of tedium should be applied to a training programme to:

- maintain interest.
- keep enthusiasm high/motivate the athlete.
- avoid boredom.
- prevent plateaus.
- avoid overuse injuries.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of the importance of applying the principle of tedium to a training programme.

(2 × [1])

[2]

2

4 *Example answers:*

The principle of recovery should be applied to a training programme to:

- allow the body time to replace fuel that has been used up.
- allow biological adaptations to take place in the body.
- allow the body to heal and repair itself.
- reduce the risk of overuse injuries.
- allow optimal athletic performance.
- allow the removal of waste products e.g. lactic acid.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a competent understanding of the importance of applying the principle of recovery to a training programme.

(2 × [1]) [2]

AVAILABLE
MARKS

2

5 (a) **B – End** phase of the training programme is when the principle of peaking is applied.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identifying statement B. [1]

(b) *Example answers:*

- Reduced volume: the amount of training, such as the number of sets, repetitions or distance covered is decreased to allow for better recovery and minimise fatigue.
- Maintained intensity: despite the reduced volume, the intensity of training remains high to ensure the athlete maintains their peak performance and specific skills.
- Specificity: training becomes highly specific to the demands of the competition. Athletes focus on practicing exact movements, skills and strategies they will use during the competition.
- Rest and recovery: getting sufficient sleep, incorporating recovery techniques such as stretching, and managing stress. This allows the body to repair and regenerate for peak performance.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a moderate understanding of the peaking phase of a training programme.

Award **[2]** for a clear and competent understanding of the peaking phase of a training programme.

(2 × [2]) [4]

5

6 *Example answers:*

Pulse lowering activities e.g. jog or walk.

- This helps gradually reduce the heart rate, blood pressure and temperature, allowing the body to return to a more relaxed state.
- This allows lactic acid to be broken down and cleared from the muscles. This can help reduce muscle soreness and stiffness in the hours and days following your workout.
- This allows the blood to be gradually redirected back to other internal organs.

Flexibility exercises e.g. static stretching, foam rolling

- This can help improve flexibility and mobility.
- This can reduce muscle tension.
- This can prevent muscle soreness.
- This can reduce the risk of injury.
- This can offer a mental transition from the intensity of exercise to a more relaxed state, helping to reduce stress and promote mental well-being.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a competent understanding of the importance of including a specific part of the effective cool-down.

Award **[1]** for a highly competent understanding of the importance of including a specific part of an effective cool-down.

(4 × [1])

[4]

4

7 *Example answers:*

- Age
- Injury history
- Current fitness levels
- Activities they like or dislike
- Time available
- Access to facilities
- Disposable income

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identifying a specific individual circumstance of an athlete that should be considered when planning a training programme.

(3 × [1])

[3]

3

8 (a) Flexibility

Justification example answers:

- The gymnast's muscles and ligaments must be able to stretch to allow the full range of movement in the hips, hamstrings and groin muscles to perform the splits position.
- Adequate flexibility allows your muscles and joints to move more freely, reducing the risk of injury during the routine.
- Flexibility contributes to better balance and control over the body while performing the splits position. It helps stabilise and hold the position with more ease, making it appear graceful and effortless.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[2]** for identifying the correct component of fitness and providing a moderate justification of the relative importance of the component of fitness to the physical activity.

Award **[3]** for identifying the correct component of fitness and providing a detailed justification of the relative importance of the component of fitness to the physical activity.

[3]

(b) Muscular strength/Muscular power

Justification example answers:

- Muscular strength: The upper body muscles are producing near maximum force to support and hold the gymnast's body weight to control positions while performing on the rings.
- Muscular power: Rings routines incorporate dynamic movements such as swings, flips, and dismounts. These movements require explosive power generated from the upper body muscles. Muscular power is essential for generating the force and momentum needed to execute these dynamic elements with precision and control.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[2]** for identifying the correct component of fitness and providing a moderate justification of the relative importance of the component of fitness to the physical activity.

Award **[3]** for identifying the correct component of fitness and providing a detailed justification of the relative importance of the component of fitness to the physical activity. [3]

(c) Muscular power/Muscular speed

Justification example answers:

- Muscular power is an important component of fitness for performing the vault in gymnastics because it plays a critical role in executing explosive movements and generating the necessary force to complete the vault effectively.
- Vaulting requires gymnasts to generate a high level of speed and acceleration in a very short amount of time. Muscular power is essential for producing the rapid bursts of force needed to propel the body off the springboard and onto the vault.
- To execute a successful vault, gymnasts need to achieve both height and distance in their jumps. Muscular power contributes to the vertical lift-off, allowing the gymnast to clear the vault and gain the necessary distance for a safe and effective landing.
- Muscular power enables gymnasts to consistently perform challenging vaults. Vaulting requires a high degree of precision, and strong, explosive movements are essential for consistent and successful execution.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[2]** for identifying the correct component of fitness and providing a moderate justification of the relative importance of the component of fitness to the physical activity.

Award **[3]** for identifying the correct component of fitness and providing a detailed justification of the relative importance of the component of fitness to the physical activity. [3]

- 9 (a) *Example answers:*
- Both CSP and fartlek training develop aerobic fitness.
 - Both CSP and fartlek training involve working continuously, i.e. no rest periods.
 - Both CSP and fartlek training can be used by runners.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying a correct similarity between CSP and fartlek training.
(2 × [1]) [2]

- (b) *Example answers:*
- CSP training involves the athlete maintaining a consistent and steady pace throughout the entire workout. Whereas fartlek training involves alternating between periods of faster, high-intensity efforts and slower, recovery-paced segments.
 - CSP training is often following a structured plan with a predetermined pace and duration, e.g. 5km in 25 minutes. Whereas fartlek training is less structured and is often more spontaneous and can be adapted to the athlete's preferences or terrain.
 - CSP training involves no recovery periods, the pace is steady. Whereas fartlek training has recovery periods after a fast, high intensity effort.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a moderate understanding of the difference between CSP and fartlek training.

Award **[2]** for a clear and competent understanding of the difference between CSP and fartlek training. [2]

4

10 *Example answers:*

Distance	Pace	Total time for the run
5km	5min/km	25mins
10km	6min/km	60mins

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a moderate application of CSP training to develop aerobic fitness.

Award **[2]** for a competent application of CSP training to develop aerobic fitness.

Award **[3]** for a highly competent application of CSP training to develop aerobic fitness. [3]

3

11 (a)

	Athlete A AEROBIC fitness	Athlete B ANAEROBIC fitness
Worktime at each station	45 seconds	20 seconds
Recovery time between stations	15 seconds	60 seconds
Rate of Perceived Exertion (RPE)	7RPE	9RPE

Award **[0]** for an answer not worthy of credit.

Award **[1]** for the correct identification of a suitable option.

(6 × [1]) [6]

(b) Example answers:**Worktimes:**

- The goal of aerobic circuit training is to improve endurance and aerobic capacity – the ability of your cardiovascular system to deliver oxygen to your muscles.
- The goal of anaerobic circuit training is to improve anaerobic capacity. It targets the muscles' ability to produce energy without relying on oxygen.
- The worktimes for aerobic circuit training will be longer but at a lower intensity than anaerobic circuit training.
- The worktimes for anaerobic circuit training will be shorter but at a more intense intensity than aerobic circuit training.
- A worktime of four minutes is too long and unsuitable for both Athletes.
- The worktime for aerobic circuit training should be between 30 seconds and two minutes.
- The worktime for anaerobic circuit training should be between 10 seconds and one minute.

Recovery times:

- The recovery time when developing aerobic fitness should be equal to or shorter than the worktime but still provide enough time for partial recovery. This will allow Athlete A to catch their breath and move to the next station without full recovery.
- The recovery time when developing anaerobic fitness will be longer relative to work intervals, allowing for more complete recovery. This ensures the athlete can sustain very high intensity efforts during worktimes.
- The recovery time is less for Athlete A as they are working at a lower intensity than Athlete B.
- Athlete B is working at a very high intensity, and may involve explosive movements, the recovery periods should be longer than the worktime to allow full recovery between stations.
- A recovery time of four minutes is too long for both Athletes. It may have been suitable recovery for Athlete B if the worktime was one minute.

RPE:

- To develop anaerobic fitness you need to work at a very hard intensity/ RPE
- To develop aerobic fitness you need to work at a moderate to hard intensity/RPE
- 7 RPE is working at a hard to vigorous intensity and in the aerobic training zone. This is suitable for Athlete A as it matches the aim of the programme and the worktime of 45 seconds.
- 9 RPE is working at a very hard intensity and in the anaerobic training zone. This is suitable for Athlete B as it matches the aim of the programme and the worktime of 20 seconds.
- 4 RPE is not suitable to develop either aerobic or anaerobic fitness for the athlete. It is working only at a light to moderate intensity.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1] – [3])

Overall impression – basic

Basic to moderate explanation of the difference in worktimes, recovery times or RPE to develop aerobic or anaerobic fitness.

The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4] – [6])

Overall impression – good

Moderate to good explanation of the difference in worktimes, recovery times or RPE to develop aerobic and anaerobic fitness.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7] – [9])

Overall impression – excellent

A highly competent and detailed explanation of the difference in worktimes, recovery times and RPE to develop aerobic and anaerobic fitness.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently of a high standard to make meaning clear.

[9]

15

12 (a) Example answer:

Training phase	Repetition Maximum (RM)	Number of repetitions	Number of sets	Rest between sets
Weeks 1–2	25 RM	23 reps	2 sets	2 mins
Weeks 3–4	25 RM	24 reps	3 sets	2 mins
Weeks 5–6	25 RM	25 reps	3 sets	90 secs

NB Candidates must make at least four safe and effective changes to the training programme.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a safe and effective application of the principle of progressive overload to develop muscular endurance over a six-week programme.

(8 × [1])

[8]

(b) Example answers:

- To develop the athlete’s muscular endurance progressive overload must be applied by gradually working the body systems harder than before to allow continual improvement in fitness to occur.
- As the athlete’s body adapted in weeks 1–2 to the 25RM weight with 23 reps in weeks 5–6 I increased the reps by two to 25 reps. This again will allow the body systems to adapt to cope and become fitter.
- I did not increase the repetitions above 25 as the athlete was using a 25 RM weight, therefore 25 reps are the maximum amount of times this weight can be lifted.
- I increased the sets from 2–3. This will put the athlete’s body under additional stress to allow them to adapt and improve their muscular endurance. I did not increase the sets above three as the set range to develop muscular endurance safely and effectively is 1–3 sets.
- I applied progressive overload in weeks 5–6 by decreasing the rest between sets to 90 seconds. This is suitable as it is within the rest guidelines of 30 seconds to 2 minutes to develop muscular endurance safely and effectively.

- I could have decreased the RM to 23RM to make the weight they were lifting heavier. Decreasing the RM gradually and safely would increase the load placed on the athlete's body to allow continuous improvement in muscular endurance to occur.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1] – [2])

Overall impression – basic

Basic to moderate justification of the safe and effective application of the principle of progressive overload to a weight training programme to develop muscular endurance.

The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([3] – [4])

Overall impression – good

Moderate to good justification of the safe and effective application of the principle of progressive overload to a weight training programme to develop muscular endurance.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5] – [6])

Overall impression – excellent

A highly competent and detailed justification of the safe and effective application of the principle of progressive overload to a weight training programme to develop muscular endurance.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently of a high standard to make meaning clear.

[6]

14

13 (a) Skill C is the discrete skill.

This is a discrete skill because it has a definite beginning and end.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identifying Skill C as the discrete skill.

Award **[1]** for a clear description of a discrete skill.

(2 × [1])

[2]

(b) Skill A is the serial skill.

This is a serial skill because it has a number of discrete elements linked together/to make a new and more complex movement.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identifying Skill A as the serial skill.

Award **[1]** for a clear description of a serial skill.

(2 × [1])

[2]

(c) Skill B is the continuous skill.

This is a continuous skill because it has no distinct beginning or end; the end of one cycle of movement is the beginning of the next; the skill is repeated continuously unbroken in a cycle; the skill could be stopped at any moment during the performance of the skill.

Award [0] for an answer not worthy of credit.

Award [1] for correctly identifying Skill B as the continuous skill.

Award [1] for a clear description of a continuous skill.

(2 × [1])

[2]

AVAILABLE
MARKS

6

14 *Example answers:*

- Games played at an autonomous level often take place in dynamic and unpredictable environments where the game, opponents, and challenges can change rapidly.
- Problem solving practice is well-suited to a games player at the autonomous stage of learning as it enhances their ability to adapt, strategise and perform effectively in various gaming situations. For example, it will help players develop decision making skills needed to adapt quickly to new situations, assess threats, and devise effective strategies. It will encourage players to think critically, evaluate options, make informed decisions and develop strategies to avoid repeating those mistakes.

Award [0] for an answer not worthy of credit.

Award [1] for a moderate explanation of the importance of problem-solving practices to develop autonomous games player's performance.

Award [2] for a clear and competent explanation of the importance of problem-solving practices to develop autonomous games player's performance.

[2]

2

15 *Example answers:*

- Concurrent feedback is received by the runner during the performance, it is real-time feedback. For example, this could be feedback from a smart watch in relation to heart rate, pace etc; sensory feedback to gather information about current performance; course markers to assess pace; coach's comment at specific stages of the race. This feedback is essential for making immediate adjustments during the race.
- Terminal feedback is received by the runner after the race has ended. For example, the runner's finishing time, position, split times for the full race etc. This feedback is valuable for post-race analysis and long-term performance improvement.

Award [0] for an answer not worthy of credit.

Award [1] for a moderate understanding on the use of concurrent or terminal feedback to improve performance.

Award [2] for a clear and competent explanation on the use of concurrent or terminal feedback to improve performance.

(2 × [2])

[4]

4

16 (a) Example answers:

Under-arousal

- When arousal levels are too low (under-arousal), an athlete may lack the necessary energy, strength, and quickness to execute a tackle effectively.
- When arousal is too low, attention can be lost, leading to errors in judgement, timing, and technique during a tackle.
- When arousal is too low arousal levels can lead to poor decision-making and hesitation, causing a player to miss the right moment to make a tackle.
- Low arousal levels might result in a lack of emotional engagement and intensity, reducing the player's motivation to execute a successful tackle.
- Under-aroused players may not have the mental sharpness to execute tackles with precision and timing.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a competent understanding of the effect of under-arousal on performance.

Award **[2]** for a highly competent understanding of the effect of under-arousal on performance. [2]

(b) Example answers:

Over-arousal

- When arousal levels are too high (over-arousal), excessive tension and muscle stiffness can hinder agility and coordination to perform the tackle effectively.
- When arousal is too high attention can be lost, leading to errors in judgement, timing, and technique during a tackle.
- When arousal is too high, individuals may become impulsive or react without considering the best tackling strategy.
- High arousal levels can result in anxiety or nervousness, which may lead to indecisiveness or aggression that is not controlled.
- Extremely high arousal levels can lead to an increased risk of injury during tackles. Players in a hyper-aroused state may not be as aware of their surroundings or their own bodies, which can result in reckless tackles that endanger both themselves and their opponents.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a competent understanding of the effect of over-arousal on performance.

Award **[2]** for a highly competent understanding of the effect of over-arousal on performance. [2]

(c) Example answers:

Optimum arousal

- Optimum arousal refers to an athlete's ideal state of physiological and psychological readiness or alertness to perform at their best in a specific sport or activity.
- Optimum arousal helps to fine-tune a player's motor skills and coordination. When a player is at the right level of alertness, they are more likely to execute the tackle with precision and timing.
- Reaction time, which is crucial in a fast-paced game like football, is optimised when arousal levels are balanced. A player can react quickly to the opponent's movements and initiate a tackle effectively.
- Optimal arousal levels enhance a player's ability to concentrate and maintain focus on the task at hand. In a tackle situation, a player must pay attention to the ball carrier's movements and anticipate their

actions. Proper concentration helps in reading the game, anticipating the opponent's moves, and making split-second decisions about when and how to tackle effectively.

- When a player is in the right state of arousal, their muscles are primed for action, and their energy levels are optimised. This physical preparedness is crucial for generating the necessary force and power during a tackle. It allows the player to make a strong and effective tackle without risking injury to themselves or their opponent.
- Optimum arousal levels help players stay emotionally composed and avoid reckless or overly aggressive tackles that could lead to fouls or penalties.
- Maintaining the right level of arousal also helps in injury avoidance.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a competent understanding of the effect of optimum arousal on performance.

Award **[2]** for a highly competent understanding of the effect of optimum arousal on performance. [2]

6

17

	Type of guidance given
A coach showing a video of a 100m sprint start	Visual
A coach explaining how to improve the high jump take off	Verbal
A coach guiding an athlete's arm to mimic a javelin throw	Manual

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identifying the type of guidance being given to an athlete. (3 × [1]) [3]

3

18 *Example answers:*

Recorded:

- Recording goals forces swimmers to clearly define what they want to achieve. Instead of vague aspirations, they articulate specific, measurable objectives.
- When swimmers write down their goals, they are making a formal commitment to themselves. This commitment can be a strong motivator because swimmers are less likely to abandon their goals when they have a documented record of their aspirations.
- A written record of goals holds swimmers accountable for their progress. They can review their goals regularly and assess whether they are taking the necessary steps to achieve them. This accountability can drive swimmers to stay on track and maintain their dedication to their training.
- Recording goals allows swimmers to visualise their objectives more effectively. They can create a written or visual representation of their goals, such as a vision board or a journal entry. This visualisation can serve as a constant reminder of what they are striving for, keeping their motivation high, especially during challenging moments.
- Achieving recorded goals provides a sense of accomplishment. Swimmers can look back on their recorded goals and see how many they have successfully accomplished. Celebrating these achievements can boost self-confidence and motivation, encouraging them to set even higher goals.

Time-bound:

- Time-bound goals give swimmers a clear target to aim for within a specific timeframe. This clarity provides them with a sense of purpose and direction in their training.
- Swimmers are more likely to put in consistent effort and push themselves harder in practice when they have a specific time frame in mind.
- Time-bound goals make it easier to track progress. Swimmers can break down their larger goals into smaller, time-based milestones. Achieving these smaller milestones provides a sense of accomplishment and reinforces their commitment to the larger goal.
- Setting time-bound goals creates a sense of accountability. Swimmers are accountable to themselves and possibly to coaches or teammates who are aware of their goals.
- Time-bound goals encourage swimmers to plan and adjust their training regimens effectively. If they are not making sufficient progress within the specified timeframe, they can reevaluate their approach, seek advice from coaches, or make necessary changes to their training plan.
- When swimmers achieve their time-bound goals, they have a reason to celebrate their success. This positive reinforcement boosts their confidence and motivation, making them more enthusiastic about setting and pursuing new goals.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a competent understanding of the SMART principle stated to help improve performance.

Award **[2]** for a highly competent understanding of the SMART principle stated to help improve performance.

(2 × [2])

[4]

4

19 *Example answers:*

Advantages of practicing football skills with one long session per week (Option 1):

- Longer practice sessions provide footballers with extended periods of focused, uninterrupted training. This can help with skill development as they can spend more time on specific drills, techniques, and tactics.
- Extended practice sessions can help footballers improve their stamina and endurance. Football matches typically last for 70–90 minutes, so longer practice sessions e.g. 120 minutes can better simulate the physical demands of actual gameplay.
- Long practice sessions can contribute to mental toughness and resilience. Footballers learn to push through fatigue and maintain focus and intensity over an extended period, which can be valuable during competitive matches.

Disadvantages of practicing football skills with one very long session per week (Option 1):

- Extended practice sessions can lead to physical and mental fatigue, increasing the risk of burnout. Footballers may become exhausted or lose motivation due to the demanding nature of these sessions.
- Having only one long practice session per week means limited opportunities for skill reinforcement and practice. Frequent, shorter sessions are often more effective for skill retention and improvement.
- Prolonged training without adequate rest can increase the risk of overuse injuries. Footballers may strain their muscles, joints, or tendons due to the repetitive nature of the sport.
- Footballers may struggle to adapt to changing game situations if they are only practicing once a week. Frequent training allows players to adapt and develop a better understanding of different scenarios.

- Longer gaps between sessions can slow down the progression of skills and hinder a player's ability to reach their full potential.

Advantages of practicing football skills for a short time but with high frequency per week (Option 2):

- Frequent, short sessions ensure a consistent exposure to skill development. Regular practice helps reinforce muscle memory, which is crucial for skill retention and improvement.
- Football is a dynamic sport, and frequent practice allows players to adapt quickly to changing game situations.
- Shorter training sessions typically involve less physical strain compared to long, intense sessions. This can reduce the risk of overuse injuries and promote overall player health.
- Frequent practices can help footballers develop mental toughness and focus. They learn to maintain concentration and motivation on a regular basis, which can be beneficial during competitive matches.

Disadvantages of practicing football skills for a short time but with high frequency per week (Option 2):

- Frequent training sessions, even if they are short, can be time-consuming. Footballers may have difficulty balancing their training with other responsibilities, such as school.
- Short sessions may not allow for the same level of intensity and deep practice as longer sessions. Players might not have enough time to focus on specific aspects of their game in depth.
- Frequent training sessions throughout the week without sufficient rest can lead to overtraining, which can result in fatigue, decreased performance, and an increased risk of injury.
- Frequent, short training sessions can become monotonous and lead to burnout.
- While frequent practice can lead to steady improvement, there may be a risk of plateauing in skill development if the training lacks variety or progressive challenges.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1] – [2])

Overall impression – basic

Basic to moderate evaluation of the safety and appropriateness of planned workouts to develop skills, specifically timing of practice.

The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([3] – [4])

Overall impression – good

Moderate to good evaluation of the safety and appropriateness of planned workouts to develop skills, specifically timing of practice.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5] – [6])

Overall impression – excellent

A highly competent and detailed evaluation of the safety and appropriateness of planned workouts to develop skills, specifically timing of practice. Advantages and disadvantages of each option is considered.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently of a high standard to make meaning clear.

[6]

Total

**AVAILABLE
MARKS**

6

100