



General Certificate of Secondary Education
2025

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

Physical Education

Paper 2

Developing Performance



[G9772]

G9772

MONDAY 2 JUNE, AFTERNOON

TIME

1 hour 15 minutes.

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 to each question or part question.

Quality of written communication will be assessed in questions **11(b)**, **12(b)** and **19**.



1 Explain, using an example, how fitness is a **relative concept**.

[3]

2 (a) Define **muscular endurance**.

[2]

(b) State **three** ways an improvement in **muscular endurance** may help a games player's performance.

1. _____ [1]

2. _____ [1]

3. _____ [1]





3 State **two** reasons why it is important to apply the principle of **tedium** to a training programme.

1. _____
_____ [1]

2. _____
_____ [1]

4 State **two** reasons why it is important to apply the principle of **recovery** to a training programme.

1. _____
_____ [1]

2. _____
_____ [1]

[Turn over



5 (a) Select the **phase of a training programme** in which the principle of **peaking** is applied. Tick the correct box.

A Beginning phase

B End phase

C Off-season phase

[1]

(b) Describe **two** changes that are typically made to an athlete's training during the peaking phase.

1. _____

_____ [2]

2. _____

_____ [2]



6 Explain two parts of an effective cool-down.

Part 1 _____

This is important to include because _____

_____ [2]

Part 2 _____

This is important to include because _____

_____ [2]

7 State three factors a coach should consider before creating an athlete's training programme.

1. _____

_____ [1]

2. _____

_____ [1]

3. _____

_____ [1]

[Turn over



- 8 (a) State and justify the **most** important component of physical fitness to perform the **splits in a floor routine in gymnastics**, shown in **Fig. 1**.



Source: © Getty Images

Fig. 1

Component of fitness _____

Justify your choice _____

_____ [3]



(b) State and justify the **most** important component of physical fitness to perform a rings routine in gymnastics, shown in Fig. 2.



Source: © Getty Images

Fig. 2

Component of fitness _____

Justify your choice _____

_____ [3]



(c) State and justify the **most** important component of fitness to perform the **vault** in gymnastics, shown in Fig. 3.



Source: © Getty Images

Fig. 3

Component of fitness _____

Justify your choice _____

_____ [3]



9 (a) State **two** similarities between **continuous steady pace** training and **fartlek** training.

1. _____
_____ [1]

2. _____
_____ [1]

(b) Explain the difference between **continuous steady pace** training and **fartlek** training.

_____ [2]

10 A cross country runner currently completes 5 km runs in 27 minutes and 30 seconds.

Complete **Table 1** by planning a **specific continuous steady pace** training session for the athlete. Clearly outline the **distance**, **pace** and **total time for the run**.

Table 1

Distance (km)	Pace (mins/km)	Total time for the run (mins)

[3]

[Turn over



11 Two athletes include circuit training in their programme to increase fitness. **Athlete A** wants to develop **aerobic** fitness whereas **Athlete B** wants to develop **anaerobic** fitness.

(a) Complete **Table 2** by selecting the **most suitable option** for **worktime**, **recovery time** and **rate of perceived exertion (RPE)**, given below, to plan a safe and effective circuit training session for both athletes.

Worktime:	20 secs	45 secs	4 mins
Recovery time:	15 secs	60 secs	4 mins
RPE:	4 RPE	7 RPE	9 RPE

Table 2

	Athlete A AEROBIC fitness	Athlete B ANAEROBIC fitness
Worktime at each station		
Recovery time between stations		
Rate of Perceived Exertion (RPE)		

[6]



(b) Explain how differences in **worktime**, **recovery time** and **RPE** for circuit training can develop aerobic and anaerobic fitness.

Quality of written communication will be assessed in your answer.

Worktimes _____

Recovery times _____

RPE _____

[9]

[Turn over



12 An athlete starts a **weight training** programme to develop **muscular endurance**. The coach has planned a safe and effective overload for weeks 1–2.

(a) Complete **Table 3** by applying safe and effective progressive overload to help improve the athlete's **muscular endurance**.

You must make **at least four changes** to the training planned in weeks 1–2 over the six-week programme.

Table 3

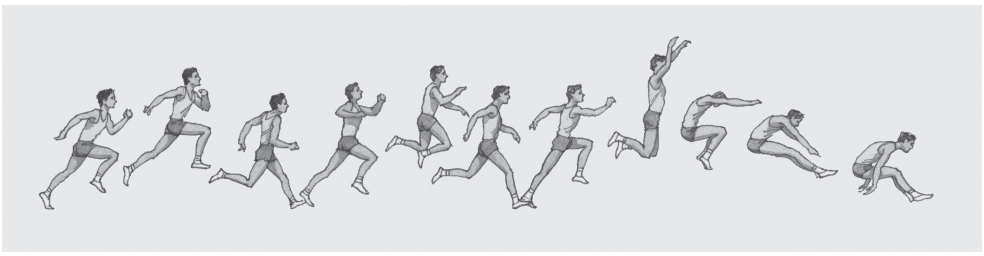

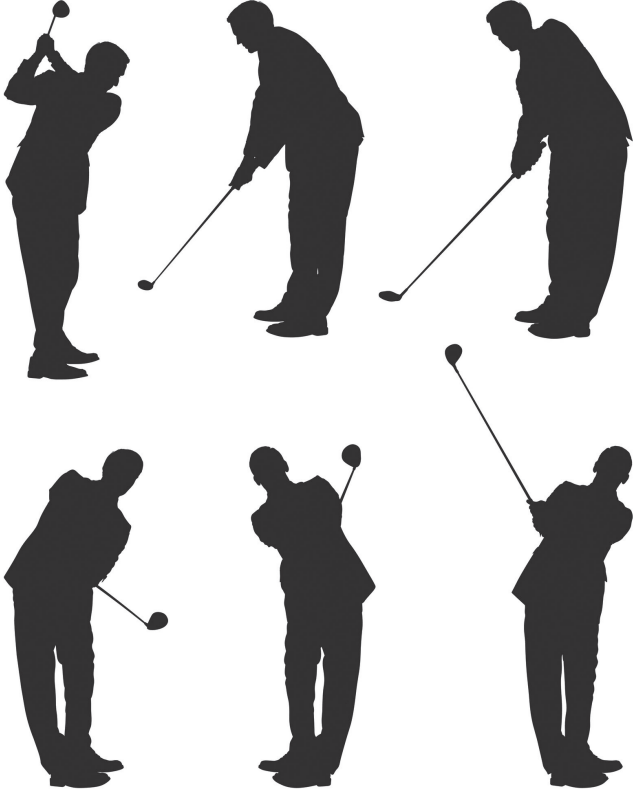
Training phase	Repetition Maximum (RM)	Number of repetitions	Number of sets	Rest between sets
Weeks 1–2	25 RM	23 reps	2 sets	2 mins
Weeks 3–4				
Weeks 5–6				

[8]



13 Study Table 4 which shows three skills that can be classified on a continuum as discrete, serial or continuous.

Table 4

<p>Skill A Triple Jump</p>	 <p>Source: © Getty Images</p>
<p>Skill B Running</p>	 <p>Source: © Getty Images</p>
<p>Skill C Golf swing</p>	 <p>Source: © Getty Images</p>



(a) Identify the **discrete** skill.

Skill _____ is an example of a discrete skill.

This is a **discrete** skill because _____

_____ [2]

(b) Identify the **serial** skill.

Skill _____ is an example of a serial skill.

This is a **serial** skill because _____

_____ [2]

(c) Identify the **continuous** skill.

Skill _____ is an example of a continuous skill.

This is a **continuous** skill because _____

_____ [2]

[Turn over



14 Explain why **problem-solving** practice is best suited to a games player at the **autonomous** stage of learning.

[2]

15 Explain, using examples, how a marathon runner is able to receive both **concurrent** and **terminal** feedback to improve performance.

Concurrent feedback _____

[2]

Terminal feedback _____

[2]



16 (a) Explain the effect of **under-arousal** on the performance of a tackle in football.

[2]

(b) Explain the effect of **over-arousal** on the performance of a tackle in football.

[2]

(c) Explain the effect of **optimum arousal** on the performance of a tackle in football.

[2]

[Turn over



17 Complete **Table 5** by stating the type of **guidance** being given to an athlete.

Table 5

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

[3]

18 Explain how goals being **recorded** and **time-bound** can help motivate a swimmer.

Recorded _____

_____ [2]

Time-bound _____

_____ [2]



DO NOT WRITE ON THIS PAGE

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
QWC	

Total Marks	
--------------------	--

Examiner Number

Permission to reproduce all copyright material has been applied for.
In some cases, efforts to contact copyright holders may have been unsuccessful and CCEA will be happy to rectify any omissions of acknowledgement in future if notified.

G9772/6
299188

