Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2022

Physical Education

Paper 2

Developing Performance

G9772

[G9772]

FRIDAY 10 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 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]

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]

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.

Component of fitness _____

Athletic event _____

_____

_____ [2]

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

Component of fitness _____

Athletic event _____

_____

_____ [2]

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

Component of fitness _____

Athletic event _____

_____

_____ [2]

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

Component of fitness _____

Athletic event _____

_____

_____ [2]

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**.

Training zone _____ [1]

Explain your choice _____

_____

_____

_____ [2]

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

Training zone _____ [1]

Explain your choice _____

_____

_____

_____ [2]

[Turn over

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.

Principle of training _____

Explanation _____

_____

_____

_____ [3]

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

Principle of training _____

Explanation _____

_____

_____

_____ [3]

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

Principle of training _____

Explanation _____

_____

_____

_____ [3]

(d) The school swim team train in the local swimming pool.

Principle of training _____

Explanation _____

_____

_____

_____ [3]

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.

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 _____

_____

_____

_____

_____

_____ [12]

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]

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

1. _____

_____ [1]

2. _____

_____ [1]

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

1. _____

_____ [1]

2. _____

_____ [1]

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

_____ [1]

(ii) Explain in detail what this training method involves.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

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

1. _____

_____ [1]

2. _____

_____ [1]

[Turn over

8 **(a)** State **two benefits** of assessing an athlete's level of physical fitness **before** participating in a training programme.

1. _____

_____ [1]

2. _____

_____ [1]

(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. _____

_____ [1]

2. _____

_____ [1]

(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. _____

_____ [1]

2. _____

_____ [1]

9 **Fig. 1** shows a person's **muscular power** being assessed using the **vertical jump test**.

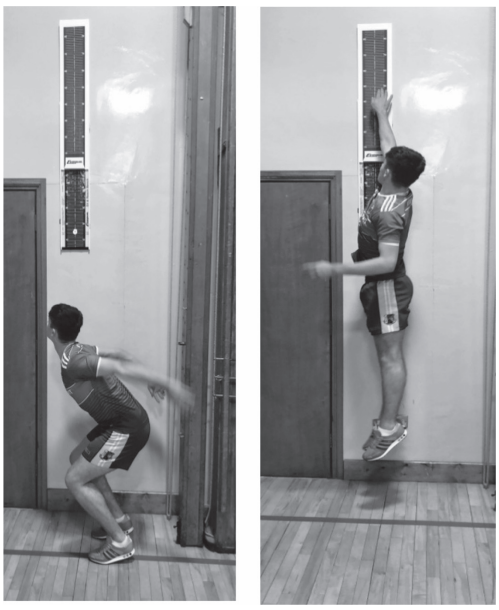

Fig. 1 *Source: Chief Examiner*

Evaluate the **suitability** of this test for a **games player**, for example a football or netball player.

_____ [5]

[Turn over

10 **Plan** a **cool-down** for a sport of your choice to follow a 50-minute training session.
In your plan state the:

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

Name of sport: _____

Activity	Intensity	Time

[8]

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.

Quality of communication will be assessed in your answer.

Student ☐ target is SMART and most suitable to lead to improvement.

Evaluation _____

_____

_____

_____

_____

_____

_____

_____

_____

_____ [6]

[Turn over

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. _____ [1]

2. _____ [1]

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

_____ [1]

(b) Justify your choice of practice.

_____

_____ [1]

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

_____

_____

_____

_____ [2]

15 Explain the difference between **concurrent** and **terminal** feedback.

_____

_____

_____

_____ [2]

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

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

_____

_____

_____

_____ [2]

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.

Source: © Getty Images

Fig. 2
Dribbling a football

Source: © Getty Images

Fig. 3
Running in a marathon

(a) Identify the more **complex** skill.

_____ [1]

(b) Justify your choice.

_____

_____

_____

_____ [2]

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(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.

Source: © Getty Images

Fig. 4

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

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**. [1]

(ii) **Justify** your choice.

_____

_____ [1]

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

_____ [1]

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

_____

_____

_____

_____

_____

_____ [3]

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Question Number	**Marks**
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