Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2023

# Physical Education

Paper 2

Developing Performance

*G9772*

**[G9772]**

**FRIDAY 26 MAY, MORNING**

**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, on blank pages or tracing paper.**
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 **9**, **12** and **17(b)**.

13646

*24G977201*

**1** A person trains above the recommended baseline of regular and appropriate exercise to achieve peak condition in order to perform their chosen physical activity efficiently and effectively.

The person is developing **physical fitness for** _____ [1]

**2** State **two** ways in which a high level of physical fitness could affect a sportsperson's performance.

1. _____

_____ [1]

2. _____

_____ [1]

**3** Describe what determines a person's **flexibility** potential.

_____

_____

_____

_____ [2]

**4** **Static** flexibility and **dynamic** flexibility are key training methods that develop flexibility.

**(a)** State the **most** suitable type of flexibility training to include in an athlete's **warm-up**.

_____ flexibility training is **most** suitable for the **warm-up**. [1]

Explanation: _____

_____ [1]

**(b)** State the **most** suitable type of flexibility training to include in an athlete's **cool-down**.

_____ flexibility training is **most** suitable for the **cool-down**. [1]

Explanation: _____

_____ [1]

**5** Explain what **muscular strength** enables a person's muscles to do.

_____

_____

_____

_____ [2]

**6** State how an **increase** in **muscular strength** may help a sportsperson **improve performance** in the sports named below.

**Weightlifting** _____

_____ [1]

**Rugby** _____

_____ [1]

**7** Describe an effective **fartlek** sport training session, including appropriate **times** and **intensities**.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

**8** State how circuit or weight training exercises need to be performed to develop **muscular power**.

_____

_____ [1]

**9** Analyse the circuit training session in **Fig. 1** planned to develop an athlete's physical fitness.

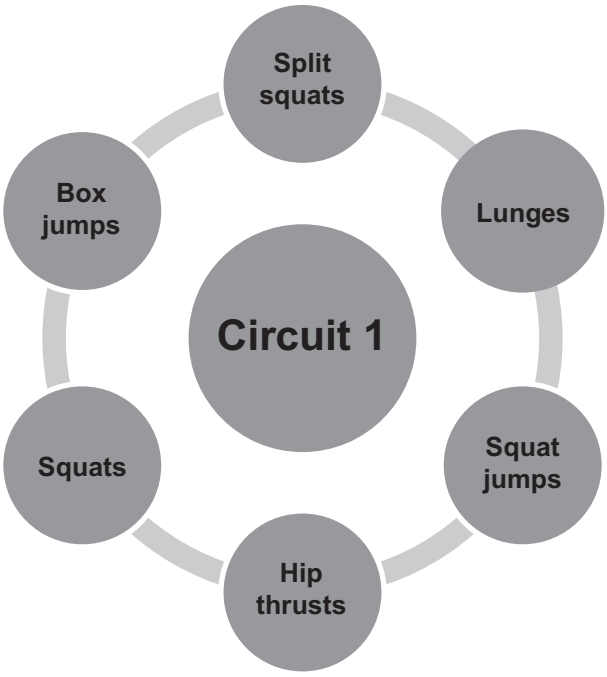


**Fig. 1**

Evaluate the potential **advantages** and **disadvantages** for the athlete's physical fitness if they included the planned circuit in **Fig. 1** in their training programme.

*Quality of written communication will be assessed in your answer.*

[6]

[Turn over

**10** An athlete wants to develop **aerobic** fitness for the cross country season by completing a 6-week training programme.

**(a)** Complete **Table 1** by planning the **most** suitable type of **exercise** and **training method** for the athlete's 6-week training programme.

**Table 1**

| | |
|---|---|
| **Exercise** | |
| **Training Method** | |

[2]

**(b)** Complete **Table 2** to plan the **first stage** of the athlete's **warm up** for week 1–2. In your plan state the:

- **purpose of the first stage of the warm-up**
- **activities**
- **intensity**
- **time**

**Table 2**

| |
|---|
| |

[4]

**(c)** Complete **Table 3** to create a safe, appropriate and effective 6-week training programme for the athlete by applying the principles of:

- **frequency**
- **intensity** and
- **time**

Use the **type of exercise** and **training method** planned in **Table 1**.

**Table 3**

| | Mon | Tue | Wed | Thur | Fri | Sat | Sun |
|---|---|---|---|---|---|---|---|
| **Week 1–2** | | | | | | | |
| **Week 3–4** | | | | | | | |
| **Week 5–6** | | | | | | | |

[6]

**11** Analyse **Table 4** which shows the fitness test results for three GCSE PE students.

**Table 4**

| Student | Fitness Test | | | |
|---|---|---|---|---|
| | **12-minute Cooper run** | **Sit and reach test** | **Vertical Jump** | **Speed and agility test** |
| **A** | 2200 m | 32 cm | 68 cm | 17.55 secs |
| **B** | 2900 m | 21 cm | 72 cm | 16.65 secs |
| **C** | 3420 m | 11 cm | 52 cm | 17.75 secs |

**(a) (i)** Identify the student most likely to be a **long-distance runner**.

The long-distance runner is student _____ [1]

**(ii)** Justify your choice, using evidence from **more than one** fitness test result in **Table 4**.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

**(b)** **(i)** Identify the student most likely to be a **gymnast**.

The gymnast is student _____ [1]

**(ii)** Justify your choice, using evidence from **more than one** fitness test result in **Table 4**.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

**(c)** **(i)** Identify the student most likely to be a **basketball player**.

The basketball player is student _____ [1]

**(ii)** Justify your choice, using evidence from **more than one** fitness test result in **Table 4**.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

**[Turn over**

**12** **Fig. 2** shows the **Repetition Maximum (RM) weight** used by two athletes during a 6-week Muscular Strength weight training programme. The recomended RM weight for the programme was **6–12RM**. Both athletes completed **10 repetitions** throughout the 6-week programme.

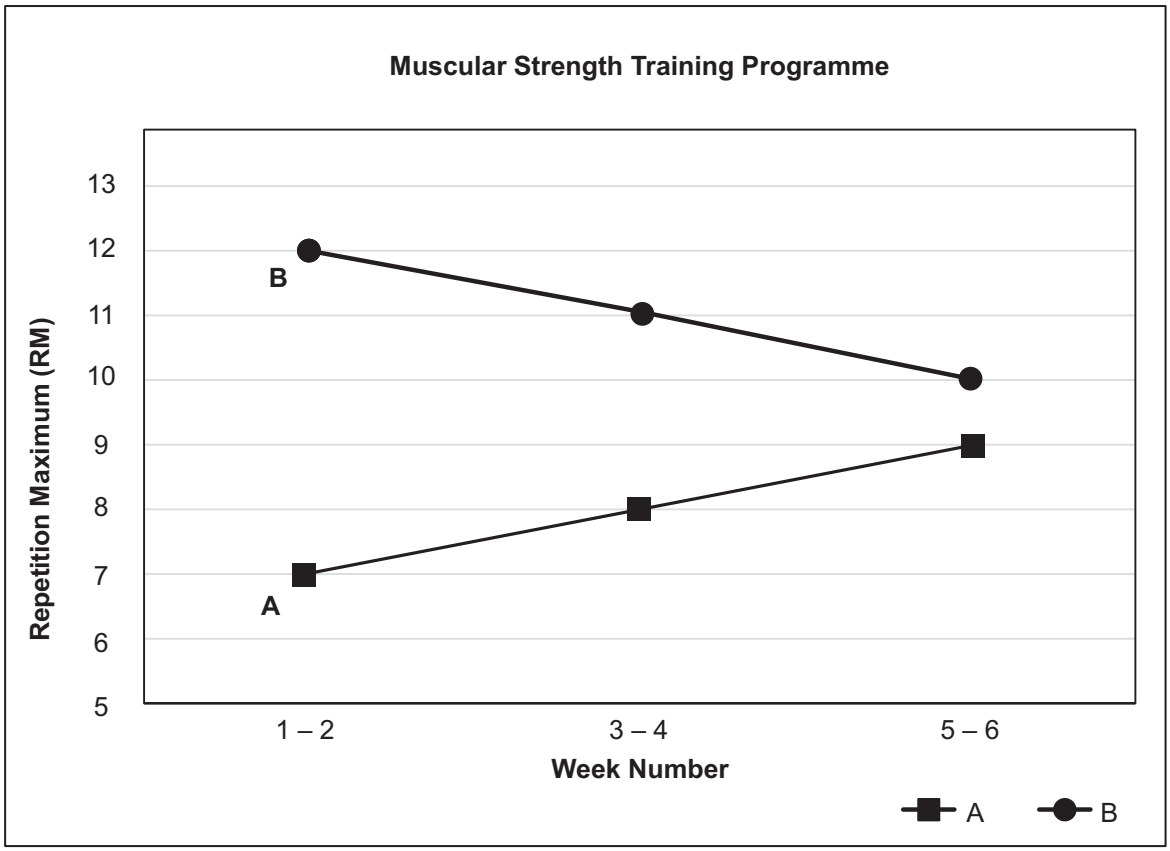


**Fig. 2**

Evaluate the effectiveness of **each** of the athletes' application of the principle of **overload** and **progressive overload** over the 6-week training programme.
Use information from **Fig. 2** to support your answer.

*Quality of written communication will be assessed in your answer.*

**Athlete A** _____

**Athlete B** _____

_____ [9]

**[Turn over**

**13** Two students start weight training to improve fitness and performance.

- **Student A** wants to further develop **Muscular Strength** to compete in weight lifting competitons. **1–4RM** was recommended for Student A's programme to be effective.

- **Student B** wants to introduce weight training to develop **Muscular Endurance**. **16–25RM** was recommended for Student B's programme to be effective.

**(a)** Complete **Table 5** to plan **Week 1–3** of Student A's and Student B's isotonic weight training programme.

**Table 5**

| Training programme phase: Week 1–3 | Student A (Muscular Strength) | Student B (Muscular Endurance) |
|---|---|---|
| **Repetition Maximum (RM)** | **4RM** | **25RM** |
| **Repetitions** | | |
| **Rest** | | |

[4]

**(b)** Evalute the suitability of the planned **Repetition Maximum** for **each** of the students' week 1–3 weight training programmes.

_____

_____

_____

_____

_____

_____

_____

_____ [4]

**(c)** Explain your choice of **repetitions** for **each** of the students' weight training programmes.

[4]

**(d)** Explain the **difference** in your choice of planned **rest** for **each** of the students' weight training programmes.

[2]

**14** **(a)** Define **balance**.

_____

_____ [1]

**(b)** State how a performer would **use** balance in two different sporting activities.

Name of activity _____

_____

_____ [1]

Name of activity _____

_____

_____ [1]

**15** Describe **whole practice**, using an example from a named sports activity.

_____

_____

_____

_____ [2]

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**(Questions continue overleaf)**

**16** Study **Table 6** which shows three swimmers at the different stages of learning.

**Table 6**

| | | |
|---|---|---|
| | | |
| **Swimmer A**<br>**Olympic Swimmer** | **Swimmer B**<br>**Novice Swimmer** | **Swimmer C**<br>**Recreational Swimmer** |

*Source: © Getty Images*

**(a) (i)** Identify the **stage of learning** for Swimmer **A**.

Swimmer A is in the _____ stage of learning. [1]

**(ii)** Describe the performance features of Swimmer A in this stage of learning.

_____

_____

_____

_____

_____

_____ [3]

**(b)** **(i)** Identify the **stage of learning** for Swimmer **B**.

Swimmer B is in the _____ stage of learning. [1]

**(ii)** Describe the performance features of Swimmer B in this stage of learning.

_____

_____

_____

_____

_____

_____ [3]

**(c)** **(i)** Identify the **stage of learning** for Swimmer **C**.

Swimmer C is in the _____ stage of learning. [1]

**(ii)** Describe the performance features of Swimmer C in this stage of learning.

_____

_____

_____

_____

_____

_____ [3]

**17** A netballer completes a solo shooting drill each week to assess the accuracy of her scoring. To complete the test the netballer stood 1.2 m away from the post and attempted 50 shots. **Table 7** shows the results of the test.

**Table 7**

| | Week 1 | Week 2 | Week 3 | **Week 4 Target score** |
|---|---|---|---|---|
| **Successful shots** | 16 | 23 | 28 | |

**(a)** The coach asked the netballer to set her own target score for Week 4. Complete **Table 7** by planning a **SMART target** score for **Week 4**. [1]

**(b)** Explain how **three** of the SMART principles you considered to set Week 4's target will help **improve** the netballer's scoring accuracy.

*Quality of written communication will be assessed in your answer.*

Principle 1 _____

_____

_____

_____

Principle 2 _____

_____

_____

_____

Principle 3 _____

_____

_____

_____ [6]

**(c)** **Fig. 3** shows the netballer performing the shooting drill.

*Source: © Getty Images*

**Fig. 3**

State **two** ways **mental practice** could improve the performance of the netballer in the shooting drill.

1. _____

_____ [1]

2. _____

_____ [1]

**THIS IS THE END OF THE QUESTION PAPER**

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| Question Number | Marks |
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