Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2025

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**.

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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]

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]

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]

[Turn over

(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]

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]

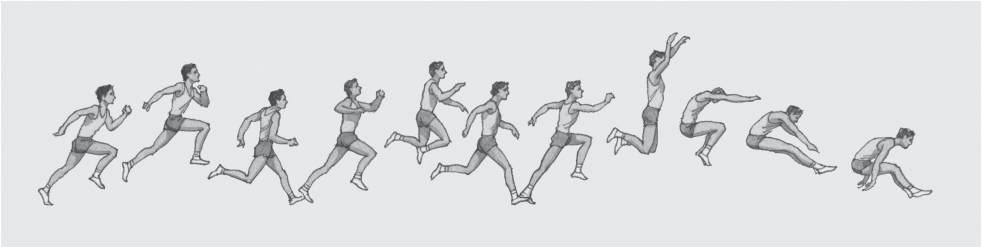
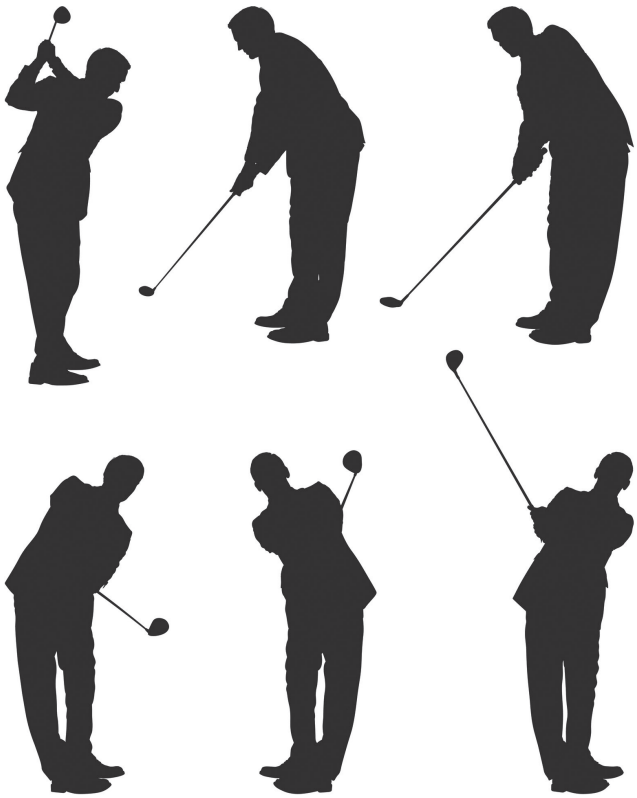
(b) Justify your planned **progressive overload** to weeks 3–6 of the athlete's weight training programme.

Quality of written communication will be assessed in your answer.

[6]

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

Table 4

Skill A **Triple Jump**	 *Source: © Getty Images*
Skill B **Running**	 *Source: © Getty Images*
Skill C **Golf swing**	 *Source: © Getty Images*

(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]

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]

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]

19 **Table 6** shows two different training options considered by the coach of an under-14 football team to **improve skilled performance**.

Table 6

Option	Number of training sessions per week	Duration of session	Total mins per week
1	1	120 mins	120 mins
2	6	20 mins	120 mins

Evaluate the potential **advantages** and **disadvantages** of the training options outlined in **Table 6**.

Quality of written communication will be assessed in your answer.

[6]

THIS IS THE END OF THE QUESTION PAPER

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Question Number	Marks
1	
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Examiner Number

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