



General Certificate of Secondary Education  
2019

Centre Number

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Candidate Number

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# Physical Education

Paper 2

Developing Performance

**MV18**

[G9772]

**FRIDAY 17 MAY, AFTERNOON**

## Time

1 hour 15 minutes, plus your additional time allowance.

## 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 on blank pages.**

Complete in black ink only.

Answer **all** questions.

## Information for Candidates

The total mark for this paper is 100.

Figures in brackets printed at the end of each question indicate the marks awarded for each question or part question.

Quality of written communication will be assessed in questions **9** and **16**.

- 1 A Year 10 student wins the discus but does not perform well in the 800 m heat. The student is upset as they thought they were fit.

Identify and explain the concept to help the student understand the difference in performances on Sports Day.  
[2 marks]

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- 2 Explain why the exercise baseline is different for a person exercising to become '**fit for health**' compared to '**fit for performance**' in a specific sporting event. [2 marks]

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**3** Explain what determines a person's aerobic energy production potential. [2 marks]

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**4 (a)** Identify an athletic event that would require anaerobic fitness. [1 mark]

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**(b)** Explain why developing anaerobic fitness would be important for this athletic event. [2 marks]

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**5** Identify a team sport and explain different situations where the following three components of physical fitness would be used.

[1 mark for each muscular speed, endurance and strength]

Team sport \_\_\_\_\_

Muscular speed \_\_\_\_\_

\_\_\_\_\_

Muscular endurance \_\_\_\_\_

\_\_\_\_\_

Muscular strength \_\_\_\_\_

\_\_\_\_\_

**6 (a)** Explain the difference between static and dynamic flexibility training. [2 marks]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

(b) Explain how an increase in flexibility may allow a sportsperson to improve performance in **two** different physical activities. [2 marks for each]

Named activity \_\_\_\_\_

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Named activity \_\_\_\_\_

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7 (a) Explain what continuous steady pace training involves.  
[3 marks]

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(b) State **two** reasons why this would be an effective method of training for a long distance runner.  
[1 mark for each]

1. \_\_\_\_\_

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2. \_\_\_\_\_

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8 (a) Explain what circuit training involves. [4 marks]

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(b) (i) Create a circuit training workout with nine stations to help a group of people develop aerobic and muscular endurance fitness. [3 marks]

(ii) Justify the order of the exercises for the participants to complete. [3 marks]

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(iii) Complete **Table 1** by stating a **specific** (do not use ranges) suitable work time and recovery period for your circuit training workout. [2 marks]

**Table 1**

<b>Work time</b>	
<b>Recovery</b>	

(iv) Justify the principles underlying your choice of work and recovery times. [3 marks]

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- (v) To ensure the participants' level of fitness improves, identify **three** specific things that could be adjusted in the circuit training workout to allow progressive overload. [1 mark for each]

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- (vi) One of the participants, in addition to the circuit training session, completes a weights programme. Plan a **specific** (do not use ranges) and suitable **Week 1** weight training programme for the person by completing **Table 2**. [3 marks]

**Table 2**

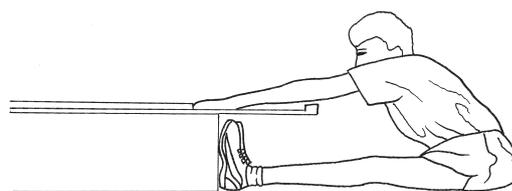
	<b>Week 1</b>
<b>Repetition Maximum</b>	
<b>Repetitions</b>	
<b>Sets</b>	

9 There are various factors which underpin fair assessment when fitness testing.

Study **Fig. 1** and **Fig. 2** below which show an athlete undertaking a flexibility test before and then after a training programme.



**Fig. 1**  
Flexibility test **before** training programme



**Fig. 2**  
Flexibility test **after** training programme

Refer specifically to **Fig. 1** and **Fig. 2** to evaluate the various factors that must be considered when conducting flexibility tests before and after a training programme.  
[6 marks]

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

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- 10** The week before GCSE PE moderation the teacher conducts a final assessment of the students' fitness levels. **Table 3** outlines the students' scores.

**Table 3**

Test	Student A	Student B
Multi-stage fitness test	Level 10 Lap 3	Level 7 Lap 5
1 minute press-up test	50	36
1 minute sit-up test	38	31
Sit and reach test	24 cm	28 cm

On the day of moderation the students remained in good physical health and free from injury. The two students performed the fitness tests under exactly the same conditions. **Table 4** outlines the students' scores.

**Table 4**

Test	Student A	Student B
Multi-stage fitness test	Level 11 Lap 8	Level 6 Lap 5
1 minute press-up test	58	29
1 minute sit-up test	46	21
Sit and reach test	27 cm	23 cm

Compare the students' results in **Table 3** and **Table 4**.

**(a)** Explain what could account for Student A's scores on the day of moderation. [2 marks]

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**(b)** Explain what could account for Student B's scores on the day of moderation. [2 marks]

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**11** Skills can be classified by using a closed to open continuum.

**(a)** Identify and explain the classification of a free throw in basketball using this continuum.

[1 mark for classification, 2 marks for reason]

A free throw in basketball is \_\_\_\_\_ skill

Because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**(b)** Identify and explain the classification of a pass in a competitive football game using this continuum.

[1 mark for classification, 2 marks for reason]

A pass in a competitive football game is \_\_\_\_\_ skill

Because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**12 Table 5** presents examples of different types of skills. Use the terms below to complete **Table 5**. [3 marks]

**Cognitive skill**

**Perceptual skill**

**Motor skill**

**Table 5**

<b>Example</b>	<b>Type of skill</b>
Striking a ball	
Reading coaching points on how to strike a ball	
Looking where the goal keeper is before deciding where to aim the ball	

**13** Agility is a factor that underpins skilled performances.

**(a)** What is agility? [1 mark]

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**(b)** Explain the importance of agility for the following two sports. [1 mark for each]

Tennis \_\_\_\_\_

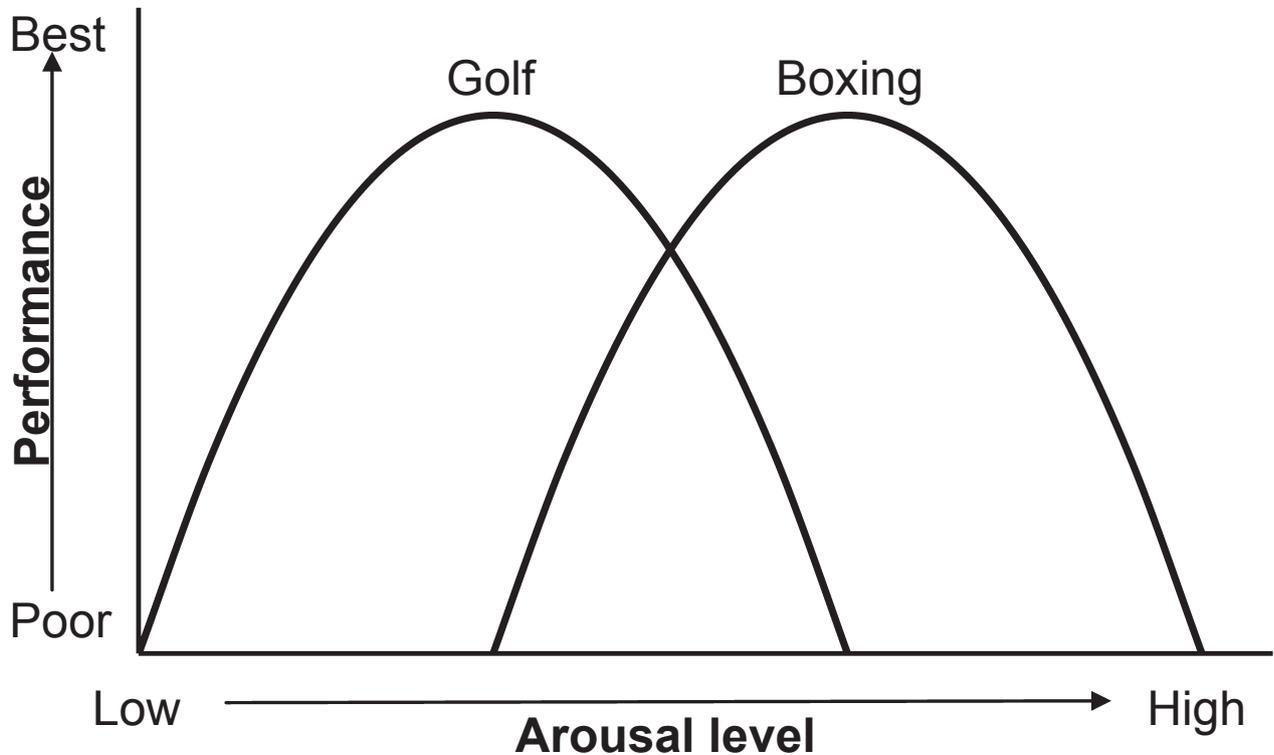
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Football \_\_\_\_\_

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**(Questions continue overleaf)**

14 Study **Fig. 3** which shows the relationship between the level of arousal and performance for two athletes. Answer the questions that follow.



**Fig. 3**

(a) Evaluate the performance and arousal levels of the boxer and the golfer in **Fig. 3**. [3 marks]

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**(b)** Explain the effect on performance if, during the fight, the boxer's arousal levels became too high. [2 marks]

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**(c)** For the duration of the 18 holes the golfer's arousal levels were consistently too low. Explain how this could affect performance. [2 marks]

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**15** Periodisation is the organised division of training into phases.

**(a)** Identify and explain the focus of the following two phases of periodisation. [3 marks for each]

Phase 1 – Off-season

Focus \_\_\_\_\_

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Phase 2 – Pre-season

Focus \_\_\_\_\_

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(b) **Table 6** shows a typical week of an **in-season** football training programme. Each training session began with a 10 minute warm up.

**Table 6 – In-season**

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>
<b>Intensity</b>	Hard	Moderate	Rest	Moderate	Rest		Rest
<b>Content of session</b>	15 min anaerobic runs e.g. shuttle runs/ pyramid runs Intensity: 90% + MHR  25 min drill work e.g. pass and move, run and shoot at angles Intensity: 80% MHR  20 min conditioned game Intensity: 80% MHR	15 min fast feet drills Intensity: 80% MHR  10 min speed, agility and quickness drills over 10m Intensity: 90% + MHR  15 min individual skill and ball work	Rest	Speed work 4 sets of 10 sprints, 25m  10 min conditioned game Intensity: 80% MHR  45 min tactics, set pieces/ plays	Rest	Match	

Use specific evidence from **Table 6** to explain the suitability of the **in-season** football training programme.  
[4 marks]

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**16** A person completed the ‘**Couch to 5K**’ programme, with a run time of 5 km in 35 minutes. The person sets a new goal to run **10 km in 55 minutes**, in 8 weeks time. To help complete this goal the person joined a running club.

**Table 7** outlines the **Week 1** session plan provided by the running coach.

**Table 7**

<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>
Run 10 km; CSP; 5 min 30 sec pace/km		Swim 3 km; CSP; 22 min pace/km	Run 8 km; CSP; 5 min pace/km	Swim 3 km; CSP; 20 min pace/km	Run 16 km; CSP; 5 min pace/km	Run 5 km; CSP; 4 min 30 sec pace/km

- (a) Referring to information in **Table 7** apply the principles of **specificity**, **overload** and **rest/recovery** to evaluate the safety, appropriateness and effectiveness of the person’s running programme in Week 1. [9 marks]

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

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- (b) Complete **Table 8** to create a safe, appropriate and effective 8 week training programme for the person by applying effectively the principles of **specificity**, **overload**, **progressive overload** and **peaking**.  
[8 marks]

**Table 8**

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
<b>Week 1–2</b>							
<b>Week 3–4</b>							
<b>Week 5–6</b>							
<b>Week 7</b>							
<b>Week 8</b>							

Sources

Q.9 - Figure 1 and Figure 2, © CCEA

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**This is the end of the question paper**

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For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
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10	
11	
12	
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<b>Total Marks</b>	
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Examiner Number

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