

FOR OFFICIAL USE

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**F**

(EV) (KU)

Total

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**3200/401**

NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 4 MAY  
9.00 AM – 10.00 AM  
(APPROX)

PHYSICAL  
EDUCATION  
STANDARD GRADE  
Foundation Level

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

- 1 There are **two** sections to this paper. Section 1—Evaluating and Section 2—Knowledge and Understanding.
- 2 All questions are in two parts—A and B. Answer both parts of each question.
- 3 There will be a short introduction on the DVD before the first question in Section 1 is asked. Read each question **when told**.
- 4 Answer questions 1–5 **when told**.
- 5 Some questions tell you to refer to the DVD clip in your answer.
- 6 In other questions you may be asked to tick a box **or** write a word **or** words in the space given.
- 7 At the end of Section 1 (Question 5) you will be given **five** minutes to check over your answers. You may not speak to anyone nor move from your seat during this period of time. To help you a buzzer will sound 30 seconds before the end of your checking time and before the DVD introduction to Section 2.
- 8 You will then have 25 minutes to complete your answers to Section 2.
- 9 Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.



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**SECTION 1**  
**EVALUATING**  
**(QUESTIONS 1 TO 5)**

## QUESTION 1

This piece of action shows boys playing softball. Watch the **highlighted player**.

*Part A* Which of the following statements are **true** and which are **false**?

Tick **one** box each time.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| (i) He waits behind the base                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) He runs backwards to base                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) He stands on the base with his left foot                  | <input type="checkbox"/> | <input type="checkbox"/> |
| (iv) He holds his hands at chest height ready to catch the ball | <input type="checkbox"/> | <input type="checkbox"/> |
| (v) He catches the ball in one hand                             | <input type="checkbox"/> | <input type="checkbox"/> |

5

*Part B* Now watch more softball action. Watch the **highlighted player**.

- (i) Identify the parts of this player's performance which are done well and the parts which need improvement.

Tick **one** box each time.

**Done well**
  
  


Moves to base

Foot on base

Catches ball

**Needs improvement**
  
  


3

- (ii) For one of the actions you have ticked that **needs improvement** in *Part B* (i), suggest how he could improve his performance.

**Improvement**


---



---

2

**(10)**

**QUESTION 2**

Marks

EV

This piece of action takes place on the athletics track.

*Part A* The girl is practising sprinting.

Describe the following parts of the girl's sprinting action.

**"Take your marks" position**

---

---

2

**"Set" position**

---

---

2

**After the whistle sounds**

---

---

2

*Part B* Now watch some more athletics action. Suggest two improvements the girl could make to **Performance 2**.

**Improvement to "set" position**

---

---

---

2

**Improvement after the whistle sounds**

---

---

---

2

**(10)****[Turn over**

<b>Activity</b>
Netball

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 3**

Marks 

EV
----

This piece of action shows girls playing netball.

*Part A* Watch the **highlighted player** in the white top.

Describe **three** actions she performs.

**Action 1** \_\_\_\_\_

\_\_\_\_\_

2

**Action 2** \_\_\_\_\_

\_\_\_\_\_

2

**Action 3** \_\_\_\_\_

\_\_\_\_\_

2

*Part B* Now watch another piece of netball action.

Watch the **highlighted player** (goalkeeper in the black strip).

Suggest **two improvements** she could make to her performance.

**First improvement**

\_\_\_\_\_

\_\_\_\_\_

2

**Second improvement**

\_\_\_\_\_

\_\_\_\_\_

2

**(10)**

<b>Activity</b>
Rhythmic Gymnastics

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 4**

*Marks*

EV
----

This piece of action takes place in a gymnasium.

*Part A* Put these actions **in the correct order** by placing a 1, 2, 3 or 4 in the correct box.

Leaps from one foot to the other	
Runs stepping over ribbon	
Stands with foot on the ribbon	
Turns on one leg with other leg out in front	

**4**

*Part B* Now watch a similar performance.

(i) Identify which parts of **Performance 2** are **done well** and which **need improvement** by ticking the correct box.

Tick **one** box for each action.

**Done well**

**Needs improvement**

<input type="checkbox"/>	Turns on one leg with other leg out in front	<input type="checkbox"/>
<input type="checkbox"/>	Runs stepping over ribbon	<input type="checkbox"/>
<input type="checkbox"/>	Leaps from one foot to the other	<input type="checkbox"/>
<input type="checkbox"/>	Bends forward to turn on one leg	<input type="checkbox"/>

**4**

(ii) For **one** of the actions you have picked as **needing improvement**, suggest one improvement she could make to her performance.

**Improvement**

---



---

**2**

**(10)**

**[Turn over**

**QUESTION 5**

This piece of action takes place on an indoor hockey court.

*Part A* Watch the **highlighted player** in blue.

Describe two **different** actions this attacking player uses to beat her opponents.

**Action 1**

---

---

2

**Action 2**

---

---

2

*Part B* Now watch a similar piece of indoor hockey action.

- (i) Describe one thing **done well** by the attacker **who receives the first pass**.

---

---

2

- (ii) Suggest **two** improvements the **goalkeeper** could make to her performance.

**First improvement**

---

---

2

**Second improvement**

---

---

2

**(10)**

<b>You now have 5 minutes to check over your answers to Questions 1–5 of SECTION 1</b>
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**SECTION 2**  
**KNOWLEDGE AND UNDERSTANDING**  
**(QUESTIONS 6 TO 10)**

**QUESTION 6**

Marks

KU

*Parts A and B* are based on activities and the qualities of a performer.

*Part A* Activities can be performed on your own (individual) or when you work with others (team).

Activities can also be performed indoors and outdoors.

Name four **different** activities to complete the following table.

<i>Nature of activity</i>	<i>Activity</i>
Team indoors	
Team outdoors	
Individual indoors	
Individual outdoors	

**4**

*Part B* When performing in activities, you may have worked with others as part of a team or as an opponent.

(i) Choose a team activity.

Team activity \_\_\_\_\_

Describe what you did to help your team mates during this activity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2**

(ii) Choose an activity.

Activity \_\_\_\_\_

Describe how you cooperated with your opponent in this activity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2**

**(8)**

**QUESTION 7**

Marks

KU

Parts A and B are based on fitness testing and strength.

Part A Which of the following statements are **true** and which are **false**?

Tick **one** box each time.

<i>Fitness test</i>	<i>True</i>	<i>False</i>
The sit and reach is a test for <b>flexibility</b>		
The standing vertical jump is a test for <b>power</b>		
The 20 metre shuttle run (beep test) is a test for <b>strength</b>		
The 30 metre timed sprint is a test for <b>cardio respiratory endurance</b>		

4

Part B Strength is needed in many activities to hold your body position.

Choose an activity.

Activity \_\_\_\_\_

(i) Name a skill/technique where you used strength to hold your body position.

Skill/technique \_\_\_\_\_

1

(ii) Which part of the body did you keep tense when performing this skill/technique?

\_\_\_\_\_

1

(iii) Name **one** fitness exercise you could use to develop strength in this part of the body.

\_\_\_\_\_

1

(iv) How did tensing this part of the body help you perform this skill/technique?

\_\_\_\_\_

\_\_\_\_\_

2

(9)

**[Turn over**

**QUESTION 8**

Marks

KU

*Parts A and B* are based on rules and fair play.

*Part A* Rules allow activities to start fairly.

- (i) Choose a team activity.

Team activity \_\_\_\_\_

Describe a rule that allowed team activity to **start fairly**.

Rule \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

- (ii) Choose an individual activity.

Individual activity \_\_\_\_\_

Describe a rule that allowed this individual activity to **start fairly**.

Rule \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**QUESTION 8 (continued)**

Marks

KU

*Part B* At times you will have taken part in an activity with **no** officials.

Choose two **different** activities.

For each activity describe a situation where your **honesty** allowed the activity to be **fair**.

Activity 1 \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Activity 2 \_\_\_\_\_

Situation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

2

(8)

**[Turn over**

**QUESTION 9**

Marks

KU

*Parts A and B* are based on the whole part whole method of learning.

*Part A* Tick the box to complete the sentence which best describes **whole part whole**.

Tick **one** box each time.

Part (i) has been completed for you.

(i) Whole part whole is used to develop skills that are

	Tick (✓) one box
new to you.	<input type="checkbox"/>
already known to you.	<input checked="" type="checkbox"/>

(ii) To begin with you would perform

	Tick (✓) one box
the complete skill.	<input type="checkbox"/>
the easiest stage only.	<input type="checkbox"/>

1

(iii) You would then

	Tick (✓) one box
move onto the second more difficult stage.	<input type="checkbox"/>
identify and practise an area of weakness.	<input type="checkbox"/>

1

(iv) To finish with you would then

	Tick (✓) one box
perform the whole skill again.	<input type="checkbox"/>
return to part of the skill.	<input type="checkbox"/>

1

(v) One benefit of whole part whole is that it allows you to

	Tick (✓) one box
improve an error quickly.	<input type="checkbox"/>
develop confidence in a dangerous skill.	<input type="checkbox"/>

1

**QUESTION 9 (continued)**

Marks

KU

*Part B* Choose an activity and a skill/technique that you developed using the **whole part whole** method.

Activity \_\_\_\_\_

Skill/technique \_\_\_\_\_

(i) Describe what you did when you performed the **whole** skill.

\_\_\_\_\_  
\_\_\_\_\_

2

(ii) What **part** of the skill did you identify as a weakness?

\_\_\_\_\_  
\_\_\_\_\_

1

(iii) Describe a practice that you used to improve this part of the skill.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

(iv) How did your performance of the whole skill improve after this practice?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

**(11)**

**[Turn over**

**QUESTION 10**

Marks

KU

*Parts A and B* are based on muscles and joints.

*Part A* Which of the following statements are **true** and which are **false**?

Tick **one** box each time.

<i>Type of joint</i>	<i>True</i>	<i>False</i>
The elbow is a hinge joint in the upper body	<input type="checkbox"/>	<input type="checkbox"/>
The shoulder is a ball and socket joint in the lower body	<input type="checkbox"/>	<input type="checkbox"/>
The knee is a hinge joint in the lower body	<input type="checkbox"/>	<input type="checkbox"/>
The hip is a hinge joint in the upper body	<input type="checkbox"/>	<input type="checkbox"/>

**4**

*Part B* Jumping is an important movement in many activities.

(i) Choose a team activity.

Team activity \_\_\_\_\_

From this activity name a skill/technique where **jumping** is important.

Skill/technique \_\_\_\_\_

**1**

Muscles work in pairs.

(ii) Name the two muscles in the **upper** leg that work as a pair to allow movement.

First muscle \_\_\_\_\_

**1**

Second muscle \_\_\_\_\_

**1**

(iii) Explain how the muscles of the upper leg work together when jumping.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2**

**(9)**

[END OF QUESTION PAPER]



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	EV		KU
Question 1		Question 6	
Question 2		Question 7	
Question 3		Question 8	
Question 4		Question 9	
Question 5		Question 10	
TOTAL		TOTAL	
	(50)		(45)