

FOR OFFICIAL USE

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**F**

(EV) (KU)

Total

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**3200/401**

NATIONAL  
QUALIFICATIONS  
2008

FRIDAY, 2 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**

Marks

EV

This piece of action shows two boys playing a game of table tennis.

*Part A* Watch the **highlighted player** (boy in black).

Put these actions **in the correct order** by placing 1, 2, 3, 4 or 5 in the correct box.

Forehand return	
Serves ball over the net	
Tosses the ball up	
Step back on one foot	
Backhand return	

5

*Part B* Now watch a similar piece of table tennis action. Watch the **highlighted player** (boy in black).

Identify the part(s) of this player's performance which are **done well** and the part(s) which need **improvement**.

**Done well**

**Needs improvement**

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Plays service over net                          | <input type="checkbox"/> |
| <input type="checkbox"/> | Moves to middle of table after service          | <input type="checkbox"/> |
| <input type="checkbox"/> | Plays forehand away from opponent               | <input type="checkbox"/> |
| <input type="checkbox"/> | Keeps backhand shot low                         | <input type="checkbox"/> |
| <input type="checkbox"/> | Moves to middle of table after backhand quickly | <input type="checkbox"/> |

5  
(10)

<b>Activity</b>
Life-saving

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 2**

Marks 

EV
----

This piece of action takes place in a swimming pool.

*Part A* Identify which statements are **true** and which are **false** by placing a tick in the correct box.

Tick **one** box for each statement.

	True	False
(i) Coils rope into left hand	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Throws rope with left hand	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Uses alternate hands to pull on the rope	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Pulls girl up the steps	<input type="checkbox"/>	<input type="checkbox"/>
(v) Comforts girl on bench	<input type="checkbox"/>	<input type="checkbox"/>

5

*Part B* Now watch a similar piece of action in a swimming pool.

(i) Identify which actions are **done well** and which **need improvement**.

Tick **one** box for each action.

**Done well**

**Needs improvement**

<input type="checkbox"/>	Throwing the rope	<input type="checkbox"/>
<input type="checkbox"/>	Pulling the girl in	<input type="checkbox"/>
<input type="checkbox"/>	Care of girl when she is out of the water	<input type="checkbox"/>

3

(ii) For one of the actions you have ticked that **needs improvement**, in *Part B* (i), suggest **one** improvement she could make to her performance.

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2

**(10)**

**[Turn over**

<b>Activity</b>
Volleyball

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 3**

	Marks	EV
	2	
	2	
	2	
	2	
	2	
<b>(10)</b>		

This piece of action takes place on a volleyball court.

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

Describe the four shots played by the **highlighted player**. Two shots have been completed for you.

**Shot 1** (Dig pass) Underarm shot to setter

**Shot 2** (Volley pass) \_\_\_\_\_

\_\_\_\_\_

**Shot 3** (Dig pass) Uses arms to play ball high

**Shot 4** (Spike/smash) \_\_\_\_\_

\_\_\_\_\_

*Part B* Now watch a similar piece of volleyball action. Watch the **highlighted player**.

(i) Describe two actions he **does well**.

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

\_\_\_\_\_

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

\_\_\_\_\_

(ii) Suggest **one** improvement he could make to his performance.

\_\_\_\_\_

\_\_\_\_\_

<b>Activity</b>
Badminton

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 4**

Marks	EV
2	
2	
2	
2	
2	
2	

This piece of action shows two boys playing a game of badminton.

*Part A* (i) Watch the **highlighted player**.

Describe two **similarities** between the two shots he performs.

**Similarity 1** \_\_\_\_\_  
\_\_\_\_\_

**Similarity 2** \_\_\_\_\_  
\_\_\_\_\_

(ii) Describe one **difference** between the two shots.

**Difference** \_\_\_\_\_  
\_\_\_\_\_

*Part B* Now watch a similar piece of badminton action. Watch the **highlighted player**.

Describe one thing he **does well**.

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

Suggest **one improvement** this player could make to his performance.

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

**(10)**

**[Turn over**

<b>Activity</b>
Rugby

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 5**

This piece of action takes place on a rugby pitch.

*Part A* Watch the **highlighted player** (No 2).

Describe **three** actions performed by No 2.

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

2

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

2

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

2

*Part B* Now watch a similar piece of rugby action. Watch the **highlighted player (No 2)**.

Suggest **two improvements** he could make to **Performance 2**.

**First improvement**

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

2

**Second improvement**

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

2

**(10)**

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

**QUESTION 6**

Marks

KU

*Parts A and B* are based on time limits.

*Part A* Some activities have a set time while other activities have no time limits.

Complete the table below.

Tick **one** box for each activity.

An example has been completed for you.

<i>Activity</i>	<i>Has a set time</i>	<i>Has no time limit</i>
Rugby	✓	
Badminton		
Football		
Basketball		
Golf		

**4**

*Part B* (i) Name an activity where you were losing towards the end of the time limit.

Activity \_\_\_\_\_

Describe what you did to try and win.

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

**2**

(ii) Name an activity where you were winning towards the end of the time limit.

Activity \_\_\_\_\_

Describe what you did to try and hold onto your lead.

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

**2**

**(8)**

**Warm up and  
warm down**

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 7**

Marks

KU

Parts A and B are based on warm up and warm down.

Part A Give two reasons why it is important to warm **up**.

Reason 1 \_\_\_\_\_  
\_\_\_\_\_

1

Reason 2 \_\_\_\_\_  
\_\_\_\_\_

1

Give two reasons why it is important to warm **down**.

Reason 1 \_\_\_\_\_  
\_\_\_\_\_

1

Reason 2 \_\_\_\_\_  
\_\_\_\_\_

1

Part B There are three stages in a warm up.

Choose an activity.

Activity \_\_\_\_\_

Describe a warm up that you did for this activity.

Stage 1 \_\_\_\_\_  
\_\_\_\_\_

2

Stage 2 \_\_\_\_\_  
\_\_\_\_\_

2

Stage 3 \_\_\_\_\_  
\_\_\_\_\_

2

(10)

[Turn over

**QUESTION 8**

Marks

KU

*Parts A and B* are based on roles and functions.

*Part A* Qualities can be personal or physical.

Complete the table below.

Tick **one** box for each quality.

An example has been completed for you.

<i>Quality</i>	<i>Personal quality</i>	<i>Physical quality</i>
Leadership	✓	
Speed		
Creative		
Height		
Flexible		
Honest		

5

**QUESTION 8 (continued)**

Marks

KU

*Part B* Physical qualities can help as you perform in different playing roles.  
Choose an activity where you performed the role of an attacker.

Activity \_\_\_\_\_

- (i) Name a **physical** quality that helped you as an attacker.

Physical quality \_\_\_\_\_

**1**

- (ii) Explain why this physical quality helped you as an attacker.

\_\_\_\_\_

\_\_\_\_\_

**2**

Choose an activity where you performed the role of a defender.

Activity \_\_\_\_\_

- (iii) Name a different **physical** quality that helped you as a defender.

Different physical quality \_\_\_\_\_

**1**

- (iv) Explain why this physical quality helped you as a defender.

\_\_\_\_\_

\_\_\_\_\_

**2**

**(11)**

**[Turn over**

**QUESTION 9**

Marks

KU

*Parts A and B* are based on structure and function.

*Part A* is based on the oxygen transport system.

Complete the following statements.

		<b>Tick (✓) one box</b>
Air is breathed into the	Heart	
	Lungs	

**1**

		<b>Tick (✓) one box</b>
Oxygen then passes into the	Bones	
	Blood	

**1**

		<b>Tick (✓) one box</b>
Then it is pumped round the body by the	Heart	
	Lungs	

**1**

**QUESTION 9 (continued)**

Marks

KU

*Part B* The types of training in the box below can improve cardiorespiratory endurance.

<b>Types of training</b>	
Fartlek training	Interval training
Continuous training	

(i) Choose **one** from the box.

Type of training \_\_\_\_\_

Describe what you did during this training to improve cardiorespiratory endurance.

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

2

Improving your cardiorespiratory endurance can help your performance.

(ii) Choose an activity.

Activity \_\_\_\_\_

Describe how improved cardiorespiratory endurance helped your performance.

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

2

(7)

**[Turn over**

**QUESTION 10**

Marks

KU

*Parts A and B* are based on feedback.

*Part A* Feedback helps when learning new skills/techniques.

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

Tick **one** box each time.

- (i) It is best to receive feedback

	True	False
straight after your performance.	<input type="checkbox"/>	<input type="checkbox"/>

1

- (ii) You should be given

	True	False
lots of information at once.	<input type="checkbox"/>	<input type="checkbox"/>

1

- (iii) It is best to receive

	True	False
positive feedback.	<input type="checkbox"/>	<input type="checkbox"/>

1



**QUESTION 10 (continued)**

Marks

KU

*Part B* You can receive feedback in different ways.

Type of feedback: **visual**

Describe how you received visual feedback.

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2

Type of feedback: **written**

Describe how you received written feedback.

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2

Type of feedback: **verbal**

Describe how you received verbal feedback.

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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)