

--	--	--	--	--	--

(EV) (KU)

Total

--	--

# 3200/402

NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 4 MAY  
10.25 AM – 11.25 AM  
(APPROX)

PHYSICAL  
EDUCATION  
STANDARD GRADE  
General 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

--	--	--	--	--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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 30 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.



**[BLANK PAGE]**

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

<b>Activity</b>
Basketball

DO NOT WRITE IN THIS MARGIN
<b>Marks</b>
<b>EV</b>

**QUESTION 1**

This piece of action takes place on a basketball court.

*Part A* Watch the **highlighted player** (blue 9).

Describe three actions she performs after she makes her second pass.

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

2

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

2

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

2

*Part B* Now watch a similar piece of basketball action.

Watch the **highlighted player** (white 12).

Suggest two improvements she could make to her performance.

**First improvement**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Second improvement**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**(10)**

<b>Activity</b>
Dance

**QUESTION 2**

Marks

EV

This piece of action shows three girls performing a dance routine.

*Part A* Place the numbers 1, 2, 3, 4 and 5 next to the actions **in the order** they take place. Number 3 has been completed for you.

Jump into star shape	
Full turn	<b>3</b>
Slide back	
Jump kick	
2 steps to side	

4

*Part B* Now watch another girl performing a dance routine.

Suggest three improvements she could make to **Performance 2**.

**First improvement**

---



---



---

2

**Second improvement**

---



---



---

2

**Third improvement**

---



---



---

2

(10)

[Turn over

<b>Activity</b>
Golf

DO NOT WRITE IN THIS MARGIN
Marks
EV

**QUESTION 3**

This piece of action shows a boy playing golf.

*Part A* Describe, **in the correct order**, three parts of his golf shot.

**Part 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Part 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Part 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

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

Suggest two improvements the golfer could make to **Performance 2**.

**First improvement**

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

2

**Second improvement**

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

2

**(10)**

**QUESTION 4**

Marks

EV

This piece of action shows a boy performing a gymnastics sequence on the rings.

*Part A* Describe three parts of the boy's sequence. Part 2 has been completed for you.

Part 1 \_\_\_\_\_  
\_\_\_\_\_

2

Part 2 **Pike position with hands at hips.**

Part 3 \_\_\_\_\_  
\_\_\_\_\_

2

*Part B* Now watch the boy perform a similar sequence on the rings.

(i) Describe one thing **done well** in the pike position in **Part 2**.

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

2

(ii) Suggest one improvement the boy could make to **Part 1** and **Part 3**.

**Improvement to Part 1**

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

2

**Improvement to Part 3**

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

2

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

<b>Activity</b>
Rugby

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 5**

Marks

EV

This piece of action shows boys playing rugby.

*Part A* Describe three **different** actions performed by the **ball carrier** (blue 2), which allow him to avoid the first three tackles.

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

2

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

2

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

2

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

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

Describe one thing **done well** by the highlighted player when he is tackled.

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

2

(ii) Suggest **one improvement** which could be made by the **second tackler** (blue 9) in **Performance 2**.

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

2

(10)

**You now have 5 minutes to check over your answers to Questions 1–5 of SECTION 1**



**SECTION 2**  
**KNOWLEDGE AND UNDERSTANDING**  
**(QUESTIONS 6 TO 10)**

**Roles and functions**

**QUESTION 6**

Marks

KU

Parts A and B are based on roles and responsibilities.

Part A Attacking and defending roles require different responsibilities.

- (i) Describe **two** responsibilities that players may have when **defending**.

Defending responsibility 1 \_\_\_\_\_

\_\_\_\_\_

2

Defending responsibility 2 \_\_\_\_\_

\_\_\_\_\_

2

- (ii) Describe **two** responsibilities that players may have when **attacking**.

Attacking responsibility 1 \_\_\_\_\_

\_\_\_\_\_

2

Attacking responsibility 2 \_\_\_\_\_

\_\_\_\_\_

2

Part B Choose an activity and a **non playing** role.

Activity \_\_\_\_\_

Non playing role \_\_\_\_\_

- (i) Describe your responsibilities when performing this non playing role.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Choose an activity and a **different non playing** role.

Activity \_\_\_\_\_

Different non playing role \_\_\_\_\_

- (ii) Describe your responsibilities when performing this non playing role.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**QUESTION 7**

Marks

KU

*Parts A and B* are based on aspects of fitness.

*Part A* Name an appropriate aspect of fitness for each of the definitions below.

<i>Definition of fitness</i>	<i>Aspect of fitness</i>
Moving the body or part of the body quickly	
Moving joints through a full range of movement	
Applying strength quickly	
Applying maximum force against a resistance	

**4**

*Part B* Choose an aspect of fitness that you have improved through training.

Aspect of fitness \_\_\_\_\_

(i) Name an appropriate type of training you used to improve this aspect of fitness.

\_\_\_\_\_

**1**

(ii) Describe what you did during your **first** session using this type of training.

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

**2**

(iii) If this first session was too easy, describe what you could do to make this training session harder.

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

**2**

**(9)**

**[Turn over**

**QUESTION 8**

Marks

KU

Parts A and B are based on practice.

Part A Choose words from the box to complete the sentences below. (You may use each word **once** only.)

<b>similar</b>	<b>motivated</b>	<b>increased</b>	<b>quicker</b>
<b>specific</b>	<b>bored</b>	<b>stopped</b>	<b>tired</b>

You can become physically \_\_\_\_\_ by practising a skill for too long.

You can keep yourself \_\_\_\_\_ by varying your practice.

You can become mentally \_\_\_\_\_ by practising a skill for too long.

Practices should be \_\_\_\_\_ to improve your weaknesses.

4

QUESTION 8 (continued)

Marks

KU

Part B Cooperation can be important to keep you safe and to aid learning when you are practising.

- (i) Choose an individual activity where you practised with a partner.

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

Describe what you did during the practice to keep your partner **safe**.

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

2

- (ii) Choose a team activity and a skill/technique that you practised with a partner.

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

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

Describe a practice where cooperation was important to help your partner **learn** this skill/technique.

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

2

- (iii) Explain why your cooperation helped **your partner** to learn.

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

2

(10)

[Turn over

QUESTION 9

Marks

KU

Parts A and B are based on muscular endurance.

Part A (i) What is meant by muscular endurance?

---

---

---

2

(ii) Describe how you could measure muscular endurance in your **upper body**.

---

---

---

2

(iii) Describe how you could measure muscular endurance in your **lower body**.

---

---

---

2

QUESTION 9 (continued)

Marks

KU

Part B (i) Choose an activity and a skill/technique where muscular endurance in the **upper body** is required.

Activity \_\_\_\_\_

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

Describe how **poor** muscular endurance in your upper body affected your performance of this skill/technique.

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

2

(ii) Describe a practice where you developed **both** upper body muscular endurance and this skill/technique at the same time.

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

2

(10)

[Turn over

**QUESTION 10**

Marks

KU

Parts A and B are based on adapting/changing activities.

Part A Adapting/changing the playing area and equipment can make skill learning **easier**.

- (i) What could be the advantages of adapting/changing the **playing area** by making it **smaller**?

---

---

2

- (ii) What could be the advantages of adapting/changing the **equipment** by making it **lighter/smaller**?

---

---

2



**QUESTION 10 (continued)**

Marks

KU

*Part B* Performing skills within a game can be difficult.

- (i) Choose a **team** activity and a skill/technique that you found difficult to perform.

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

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

Describe a situation where performing this skill/technique was a problem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

- (ii) To overcome your problem you can adapt/change this situation to make it easier.

<i>Ways to adapt/change this situation</i>		
<b>Rules</b>	<b>Team size</b>	<b>Scoring</b>
<b>Layout</b>	<b>Duration</b>	<b>Opponents</b>

Way to adapt/change this situation \_\_\_\_\_  
(Choose one from the above box)

Describe how you adapted/changed the situation to overcome your difficulty.

\_\_\_\_\_

\_\_\_\_\_

1

- (iii) Explain why adapting/changing the situation in this way helped to improve your performance.

\_\_\_\_\_

\_\_\_\_\_

2

**(9)**

[END OF QUESTION PAPER]

**[BLANK PAGE]**

**[BLANK PAGE]**

**FOR OFFICIAL USE**

	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)		(50)