

FOR OFFICIAL USE

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

**G**

(EV) (KU)

Total

|  |  |
|--|--|
|  |  |
|--|--|

**3200/402**

NATIONAL  
QUALIFICATIONS  
2008

FRIDAY, 2 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> |
| Dance           |

**QUESTION 1**

Marks

EV

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

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

|   |          |
|---|----------|
| Spins on knees                                |          |
| Balance on right leg, with right arm extended |          |
| T balance on right leg, both arms extended    | <b>2</b> |
| Leap with right leg forward                   |          |
| 2 $\frac{1}{2}$ turns                         |          |

4

*Part B* Now watch a similar routine. A **different dancer** has been **highlighted**.

- (i) Identify the parts(s) of the performance which are **done well** and the part(s) which **need improvement**.

Tick **one** box each time.

**Done well**

**Needs improvement**

Starting position



Spin on knees



Leap



Final balance on one leg

4

- (ii) For one of the actions which needs improvement in *Part B* (i), suggest **one improvement** which would make this performance more effective.

---



---



---

2

(10)

|                 |
|-----------------|
| <b>Activity</b> |
| Relay           |

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 2**

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

This piece of relay action takes place on an athletics track.

*Part A* (i) Describe three actions of the **right** arm of the girl who **starts** with the baton during this exchange. Action 1 has been completed for you.

**Action 1** Right arm moves/swings backwards and forwards

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

\_\_\_\_\_

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

\_\_\_\_\_

(ii) Describe one action of the **receiving** arm of the second runner before she receives the baton.

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

\_\_\_\_\_

*Part B* (i) Now watch a similar piece of athletics action. Watch the **first runner**.

Suggest one improvement she could make to her performance.

**Improvement for first runner** \_\_\_\_\_

\_\_\_\_\_

(ii) Now watch the **second runner**.

Suggest one improvement she could make to her performance.

**Improvement for second runner** \_\_\_\_\_

\_\_\_\_\_

|                 |
|-----------------|
| <b>Activity</b> |
| Gymnastics      |

DO NOT  
WRITE IN  
THIS  
MARGIN

|  |           |
|--|-----------|
|  | <b>EV</b> |
|--|-----------|

**QUESTION 3**

This piece of action shows a boy performing a gymnastics sequence.

*Part A* Describe two of the **balances** he performs.

**Balance 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Balance 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

*Part B* Now watch another boy performing a similar gymnastics sequence.

(i) Describe one thing he **does well**.

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

2

(ii) Suggest two **improvements** he could make to his performance.

**First improvement**

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

2

**Second improvement**

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

2

**(10)**

|                 |
|-----------------|
| <b>Activity</b> |
| Basketball      |

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 4**

|       |    |
|-------|----|
| Marks | EV |
|-------|----|

This piece of action takes place on a basketball court.

*Part A* Watch the **highlighted player** (No 7).

Describe **three** actions of No 7.

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

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

2

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

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

2

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

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

2

*Part B* (i) Now watch a similar piece of basketball action. Watch the **highlighted player** (No 6).

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

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

2

(ii) A different player has been **highlighted** (No 7).

Suggest one **improvement** this player could make to his performance after he receives the ball.

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

2

**(10)**

**[Turn over**

|                 |
|-----------------|
| <b>Activity</b> |
| Trampolining    |

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 5**

This piece of action shows a girl performing a trampolining routine.

*Part A* Describe the three **rotations** (somersaults) the girl performs.

**Rotation 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Rotation 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Rotation 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

*Part B* Now watch a similar trampolining routine.

Suggest two **improvements** the girl could make to this performance.

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

2

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

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)**

QUESTION 6

Marks

KU

Parts A and B are based on rules.

Part A Formal/written rules can **restrict movement**.

- (i) Choose an activity and a formal/written rule which restricted **whole body** movement.

Activity \_\_\_\_\_

Formal/written rule \_\_\_\_\_

\_\_\_\_\_

1

- (ii) What would happen if this formal/written rule was broken?

\_\_\_\_\_

\_\_\_\_\_

2

- (iii) Choose an activity and a **different** formal/written rule which restricted **whole body** movement.

Activity \_\_\_\_\_

Different formal/written rule \_\_\_\_\_

\_\_\_\_\_

1

- (iv) What would happen if this formal/written rule was broken?

\_\_\_\_\_

\_\_\_\_\_

2

**QUESTION 6 (continued)**

Marks

KU

*Part B* Good sporting behaviour is shown in many activities.

- (i) Describe **two** different situations where you showed good sporting behaviour by **staying quiet**.

Situation 1 \_\_\_\_\_

\_\_\_\_\_

1

Situation 2 \_\_\_\_\_

\_\_\_\_\_

1

- (ii) Describe **two** different situations where you showed good sporting behaviour with **equipment**.

Situation 1 \_\_\_\_\_

\_\_\_\_\_

1

Situation 2 \_\_\_\_\_

\_\_\_\_\_

1

(10)

[Turn over

QUESTION 7

Marks

KU

Parts A and B are based on gradual build up.

Part A Gradual build up is one method of learning and developing skills.

Choose the correct word from each box to fill in the blanks.

You may use each word **once**.

(i) I would always use gradual build up to learn a skill that was

\_\_\_\_\_ . dangerous      easy

1

(ii) When using gradual build up the skill is broken up into

\_\_\_\_\_ stages. simple      difficult

1

(iii) Gradual build up allows you to learn \_\_\_\_\_

skills with confidence. known      complex

1

**Skill learning**

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 7 (continued)**

Marks

KU

*Part B* Choose an activity and a skill/technique.

Describe how you used gradual build up to learn or develop this skill/technique.

The final stage has been completed for you.

Activity \_\_\_\_\_

Skill/Technique \_\_\_\_\_

Firstly \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Finally **I put all the stages together and performed the complete**

**skill.**

2

2

2

(9)

[Turn over

**QUESTION 8**

Marks

KU

*Parts A and B* are based on speed.

*Part A* Whole body speed and speed of limbs can be important when performing skills/techniques.

- (i) Complete the table below by naming an activity and a skill/technique where each type of speed is important.

Give a **different example** in each box.

An example has been completed for you.

| <i>Type of speed</i> | <i>Activity</i> | <i>Skill/technique</i> |
|----------------------|-----------------|------------------------|
| Whole body speed     | Athletics       | Sprinting              |
| Arm speed            |                 |                        |
| Leg speed            |                 |                        |

2

2

- (ii) Running at speed depends on a number of different factors in your running action.

Name **two** factors in your **running action** which could affect your ability to run fast.

Factor 1 \_\_\_\_\_

\_\_\_\_\_

1

Factor 2 \_\_\_\_\_

\_\_\_\_\_

1

QUESTION 8 (continued)

Marks

KU

Part B (i) Choose an activity and a skill/technique where a lack of **arm** speed affected your performance.

Activity \_\_\_\_\_

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

Describe how a lack of arm speed **affected your performance** of this skill/technique.

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

2

(ii) Choose a team activity and a role/position where **whole body** speed is important.

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

Role/position \_\_\_\_\_

Describe a situation where whole body speed was a **benefit to your performance** in this role/position.

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

2

(iii) Name a **type of training** you could use to develop whole body speed.

\_\_\_\_\_

1

(11)

[Turn over

**Developing skills**

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 9**

Marks

KU

*Parts A and B* are based on developing skills.

*Part A* Playing in small sided games can help develop skills.

Describe **two** benefits of playing in small sided games.

Benefit 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Benefit 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

2



**QUESTION 9 (continued)**

Marks

KU

*Part B* Choose a team activity where you practised using **more** attackers than defenders.

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

(i) Describe a practice where you used more attackers than defenders.

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

2

(ii) Describe a problem the defenders had because there were more attackers.

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

2

(iii) Describe what the defenders did to overcome this problem.

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

2

(10)

**[Turn over**

**QUESTION 10**

*Marks*

**KU**

*Parts A and B are based on skill related fitness.*

*Part A* (i) What is meant by balance?

---

---

---

**2**

(ii) What is meant by coordination?

---

---

---

**2**

**QUESTION 10 (continued)**

Marks

KU

*Part B* Choose an activity and a skill/technique which you found difficult to perform because you needed a high level of coordination.

Activity \_\_\_\_\_

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

(i) Describe the part(s) of this skill you found difficult to coordinate.

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

2

(ii) Describe a practice you used to improve your coordination of the part(s).

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

2

(iii) Balance can also be important to your performance.

Choose a team activity.

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

Describe a situation where balance was important to your performance.

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

2

**(10)**

[END OF QUESTION PAPER]

**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) |