

FOR OFFICIAL USE

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C

(EV) (KU)

Total

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3200/403

NATIONAL
QUALIFICATIONS
2009

THURSDAY, 7 MAY
11.50 AM – 12.50 PM
(APPROX)

PHYSICAL
EDUCATION
STANDARD GRADE
Credit 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 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.



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SECTION 1
EVALUATING
(QUESTIONS 1 TO 5)

Activity
Basketball

DO NOT
WRITE IN
THIS
MARGIN

<i>Marks</i>	EV
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QUESTION 1

This piece of action shows a boy practising his free throw in basketball.

Part A Describe, in detail, 3 actions he performs.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of basketball action.

Suggest, in detail, two improvements he could make to his performance.

Improvement 1

2

Improvement 2

2

(10)

Activity
Hockey

DO NOT
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QUESTION 4

Marks

EV

This piece of action shows girls playing hockey.

Part A Watch the highlighted player.

Describe, in detail, two actions she performs **after she runs to the right**.

Action 1 _____

Action 2 _____

2

2

Part B Now watch a similar piece of hockey action.

Watch the highlighted player.

(i) Describe, in detail, one thing she **does well**.

2

(ii) Suggest, in detail, one improvement she could make to her **pass**.

2

(iii) Suggest, in detail, one improvement she could make **after the pass**.

2

(10)

[Turn over

Activity
Gymnastics

DO NOT
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MARGIN

QUESTION 5

This piece of action takes place in a gymnasium.

Part A The gymnast performs a round off into a back flip. Describe, in detail, four parts of the **round off**. Part 1 has been completed for you.

Part 1 She runs quickly towards the mats

Part 2 _____

Part 3 _____

Part 4 _____

Marks	EV
2	
2	
2	
2	

Part B Now watch another piece of gymnastics action.

Suggest, in detail, two improvements the gymnast could make to Performance 2.

Improvement 1

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)

Feedback

QUESTION 6

Marks

KU

Parts A and B are based on feedback.

Part A (i) What are the benefits of receiving positive feedback?

2

(ii) What are the benefits of receiving immediate feedback?

2

(iii) Why should only one or two points of feedback be given at a time, when learning a new skill/technique?

2

Feedback

QUESTION 6 (continued)

Marks

KU

Part B Feedback can be received during your performance in an activity.

Choose an activity where you received feedback during your performance.

Activity _____

(i) Describe how you received feedback during your performance.

2

(ii) Describe the weaknesses in your performance that this feedback identified.

2

(iii) Describe the immediate change you made to your performance as a result of this feedback.

2

(12)

[Turn over

Power

DO NOT
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MARGIN

QUESTION 7

Marks

KU

Parts A and B are based on power.

Part A Power is required in jumping and throwing actions.

(i) What is meant by power?

2

(ii) Name a test to measure power.

Test _____

1

QUESTION 7 (continued)

Marks

KU

Part B Choose an activity and a skill/technique where you used power to throw an object.

Activity _____

Skill/technique _____

- (i) Describe a situation where a lack of power in this throwing action led to a problem in your performance.

2

- (ii) Describe how you could change this throwing action to create more power.

2

Choose an activity and a skill/technique where you used power to jump.

Activity _____

Skill/technique _____

- (iii) Describe a situation where a lack of power in this jumping action led to a problem in your performance.

2

- (iv) Describe how you could change this jumping action to create more power.

2

(11)

QUESTION 8

Marks

KU

Parts A and B are based on principles of play.

Part A (i) What is meant by depth in attack?

2

(ii) What is meant by width in attack?

2

(iii) Give one benefit of using width when attacking?

1

QUESTION 8 (continued)

Marks

KU

Part B is based on tactics and principles of play.

Depth in attack can be important in attacking tactics.

Choose a team activity where you used attacking tactics.

Team activity _____

- (i) Describe the attacking tactic you used where depth in attack was important.

2

- (ii) Explain why depth in attack may be beneficial when performing this tactic.

2

(9)

[Turn over

QUESTION 9

Marks

KU

Parts A and B are based on adaptation.

Part A Practices can be adapted/changed when learning skills/techniques.

Name four different adaptations/changes you could make to a practice situation.

Adaptation/change 1 _____

1

Adaptation/change 2 _____

1

Adaptation/change 3 _____

1

Adaptation/change 4 _____

1

QUESTION 9 (continued)

Marks

KU

Part B Practices can be adapted/changed to help you learn.

Choose a skill/technique which you learned by adapting a practice.

Skill/technique _____

(i) Describe an initial practice you used to learn this skill/technique.

2

(ii) Describe how you adapted this initial practice to make it easier to learn the skill/technique.

2

(iii) Explain why this adaptation made it easier to learn the skill/technique.

2

(iv) Describe how you would know if your performance of this skill/technique had improved.

2

(12)

[Turn over

QUESTION 10

Marks

KU

Parts A and B are based on circuit training.

Part A (i) Why is it important to measure your initial level of fitness before starting a circuit training programme?

2

(ii) Why is it important that you balance the exercises you carry out during a circuit training programme?

2

QUESTION 10 (continued)

Marks

KU

Part B Circuit training can be used to develop muscular endurance.

- (i) Describe a circuit training session you would carry out to develop muscular endurance.

3

- (ii) Choose one of the exercises from this circuit.

Exercise _____

Describe how you set your initial workload for this exercise.

2

- (iii) How would you know if you had set your workload correctly for this exercise?

2

(11)

[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)		(55)