

FOR OFFICIAL USE

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

C

(EV) (KU)

Total

--	--

**3200/403**

NATIONAL  
QUALIFICATIONS  
2010

WEDNESDAY, 28 APRIL  
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

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

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>
Softball

DO NOT  
WRITE IN  
THIS  
MARGIN

<i>Marks</i>	<b>EV</b>
--------------	-----------

**QUESTION 1**

This piece of action shows a boy playing softball.

*Part A* Describe, in detail, three actions he performs when catching the ball.

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

2

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

2

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

2

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

Suggest, in detail, two improvements he could make.

Improvement 1  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

Improvement 2  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**(10)**

<b>Activity</b>
Athletics

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 2**

Marks	EV
2	
2	
2	
2	
2	
2	

This piece of action shows a girl practising the long jump.

*Part A* Describe, in detail and in the correct order, four actions she performs.  
Two actions have been completed for you.

Action 1 **She runs quickly towards the board**

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Action 4 **She lands on both feet and steps forward**

*Part B* Now watch another piece of long jump action.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(ii) Suggest, in detail, two improvements she could make.

First improvement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Second improvement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Activity</b>
Rugby

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 3**

This piece of action shows boys playing rugby.

*Part A* Watch the highlighted player.

Describe, in detail, three actions he performs **after catching the ball**.

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

2

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

2

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

2

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

- (i) Watch the highlighted player.  
Suggest, in detail, one improvement he could make.

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

2

- (ii) Now watch the defender (Orange 15).  
Describe, in detail, one thing he does well.

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

2

Marks

EV

**(10)**

<b>Activity</b>
Swimming

DO NOT WRITE IN THIS MARGIN
Marks
EV

**QUESTION 4**

This piece of action shows a girl performing a turn in swimming.

*Part A* Describe, in detail and in the correct order, four actions of the swimmer.

Two actions have been completed for you.

Action 1 **She performs 3 arm strokes on her back**

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

\_\_\_\_\_

\_\_\_\_\_

2

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

\_\_\_\_\_

\_\_\_\_\_

2

Action 4 **She performs 2 dolphin kicks with her legs together**

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

Suggest, in detail, three improvements she could make.

Improvement 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Improvement 2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Improvement 3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(10)

<b>Activity</b>
Football

DO NOT  
WRITE IN  
THIS  
MARGIN

Marks	EV
-------	----

**QUESTION 5**

This piece of action shows girls playing football.

*Part A* Watch the attacking team (Team in blue and white).

Describe, in detail, one action used by each player to **control** the ball **after the throw**.

Player 1 (Number 12) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

Player 2 (Thrower) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

Player 3 (Number 4) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

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

(i) Watch the highlighted player (Attacker).  
 Suggest one improvement she could make.

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

2

(ii) Now watch a different highlighted player (Defender).  
 Suggest one improvement she could make.

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

2

**(10)**

<b>You now have 5 minutes to check over your answers to Questions 1–5 of SECTION 1</b>
--



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

**QUESTION 6**

Marks

KU

*Part A* is based on small-sided games.

*Part A* Describe two benefits of practising using small-sided games.

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

2

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

2

**QUESTION 6 (continued)**

*Part B* is based on practising using more attackers than defenders.

*Part B* Choose a team activity.

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

- (i) Describe a practice you used which had more attackers than defenders.

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

2

- (ii) Describe an advantage you gained by having an extra attacker.

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

2

- (iii) Describe what the defence did to reduce this advantage.

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

2

**(10)**

**[Turn over**

**QUESTION 7**

**Tactics**

DO NOT  
WRITE IN  
THIS  
MARGIN

*Marks*

**KU**

*Parts A and B* are based on tactics.

*Part A* (i) What is meant by a tactic?

---

---

---

**2**

(ii) Name three factors you may consider when choosing a tactic.

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

---

**1**

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

---

**1**

Factor 3 \_\_\_\_\_

---

**1**

**QUESTION 7 (continued)**

**Tactics**

DO NOT  
WRITE IN  
THIS  
MARGIN

Marks

KU

*Part B* Choose a team activity.

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

(i) Describe a tactic you started with in this activity.

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

2

(ii) Describe a problem you had as you carried out this tactic.

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

2

(iii) What immediate change/adaptation did you make to your starting tactic to solve this problem?

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

2

**(11)**

**[Turn over**

**QUESTION 8**

*Marks*

**KU**

*Parts A and B* are based on joints and joint movement.

*Part A* Muscles, tendons and bones work together to straighten the knee.

(i) What is the purpose of a tendon?

---

---

---

**2**

(ii) Name the two main muscles used when straightening the knee.

Muscle 1 \_\_\_\_\_

**1**

Muscle 2 \_\_\_\_\_

**1**

(iii) Describe how these muscles work together to **bend** the knee.

---

---

---

**2**

**QUESTION 8 (continued)**

Marks

KU

*Part B* The way a joint moves your arm or leg can help you perform skills/techniques effectively.

Choose a skill/technique that requires movement of a hinge joint.

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

- (i) Describe how your arm or leg moves as you perform this skill/technique.

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

2

- (ii) Explain why this arm or leg movement helps you to perform the skill/technique effectively.

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

2

Choose a skill/technique that requires movement of a ball and socket joint.

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

- (iii) Describe how your arm or leg moves as you perform this skill/technique.

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

2

- (iv) Explain why this arm or leg movement helps you to perform the skill/technique effectively.

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

2

**(14)**

**[Turn over**

**QUESTION 9**

Marks

KU

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

*Part A* Skills can range from simple to complex.

Give four reasons why a skill may be complex.

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

\_\_\_\_\_

**1**

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

\_\_\_\_\_

**1**

Reason 3 \_\_\_\_\_

\_\_\_\_\_

**1**

Reason 4 \_\_\_\_\_

\_\_\_\_\_

**1**



**QUESTION 9 (continued)**

Marks

KU

*Part B* To develop a complex skill/technique, practices should become more demanding.

Choose an activity and a complex skill/technique.

Activity \_\_\_\_\_

Complex skill/technique \_\_\_\_\_

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

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

2

(ii) Describe a more demanding practice you used to further develop this skill/technique.

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

2

(iii) Explain why you found this practice more demanding.

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

2

**(10)**

**[Turn over**

**QUESTION 10**

Marks

KU

*Parts A and B* are based on principles of training.

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

---

---

---

2

(ii) When planning fitness training you should make it specific.

Name two things you would consider to make your fitness training specific.

Consideration 1 \_\_\_\_\_

---

1

Consideration 2 \_\_\_\_\_

---

1

**QUESTION 10 (continued)**

Marks

KU

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

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

(i) Name the type of training you used to develop this aspect of fitness.

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

1

(ii) Describe the frequency of your weekly training sessions.

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

1

(iii) Describe the initial workload you set for this type of training.

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

2

(iv) Describe the changes you made to this initial workload after four weeks to overload your training.

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

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)		(55)