

FOR OFFICIAL USE

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(EV) (KU)

Total

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3200/401

NATIONAL
QUALIFICATIONS
2009

THURSDAY, 7 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

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

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

Tick **one** box for each statement.

Statement	True	False
Bounces the ball with his left hand		
Bends his knees		
Jumps when shooting		
Uses left arm to release ball		
Flicks wrist when shooting		

5

Part B Now watch a similar piece of basketball.

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

Tick **one** box each time.

Done well**Needs improvement**

Foot position at start

Control of ball before shot

Height of release

3

- (ii) Choose one part you have ticked that **needs improvement**.

Suggest **one** improvement he could make.

2

(10)

Activity
Hockey

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 2

Marks

EV

This piece of action shows girls playing hockey.

Part A Watch the **highlighted player**.

Describe, **in the correct order**, three actions she performs.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of hockey action.

A different player has been **highlighted**.

Identify the part(s) which are **done well**, and which **need improvement**.

Tick **one** box for each statement.

Done well

Needs improvement

Moves to the side to meet the ball

Controls ball with stick

Passes accurately for her team mate

Moves quickly after pass to support the attack

4

(10)

[Turn over

QUESTION 3

Activity
Netball

DO NOT
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Marks	EV
2	
2	
2	
4	

This piece of action shows girls playing netball.

Part A Describe **three** actions of the **highlighted player** (GS).

Action 1 _____

Action 2 _____

Action 3 _____

Part B Now watch a similar piece of netball action.

A different player has been **highlighted** (GK).

Identify the part(s) which are **done well**, and which **need improvement**.

Tick **one** box for each statement.

Done well

Needs improvement

<input type="checkbox"/>	Blocks 1st pass	<input type="checkbox"/>
<input type="checkbox"/>	Moves quickly towards post	<input type="checkbox"/>
<input type="checkbox"/>	Body stretched before shot	<input type="checkbox"/>
<input type="checkbox"/>	Delays jump to block shot	<input type="checkbox"/>

4
(10)

Activity
Hurdles

DO NOT
WRITE IN
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MARGIN

QUESTION 4

Marks

EV

This piece of action takes place on an athletics track.

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

Tick **one** box for each statement.

Action	True	False
Goes over 1st hurdle with left leg first	<input type="checkbox"/>	<input type="checkbox"/>
Runs slowly between hurdles	<input type="checkbox"/>	<input type="checkbox"/>
Goes over 2nd hurdle with right knee bent	<input type="checkbox"/>	<input type="checkbox"/>
Keeps arms still when going over hurdles	<input type="checkbox"/>	<input type="checkbox"/>

4

Part B Now watch a similar piece of hurdles action.

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

2

(ii) Suggest two improvements he could make.

Improvement 1 _____

2

Improvement 2 _____

2

(10)

[Turn over

Activity
Gymnastics

DO NOT
WRITE IN
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MARGIN

QUESTION 5

This piece of action takes place in a gymnasium.

Part A Describe three skills performed in this sequence **after her take off**.

Skill 1 _____

2

Skill 2 _____

2

Skill 3 _____

2

Part B Now watch another piece of gymnastics action.

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

Improvement 1

2

Improvement 2

2

Marks

EV

(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 scoring.

Part A Activities can be decided by **objective** or **subjective** scoring.

Complete the table below.

Tick **one** box for each activity.

An example has been completed for you.

Activity	Objective	Subjective
Dance		✓
Hockey		
Gymnastics		
Badminton		
Diving		

4

Part B (i) Name an activity that is decided by who can throw or jump the furthest.

Activity _____

1

(ii) Describe how your throw or jump was measured.

2

(iii) Why would an official decide not to measure your throw or jump?

2

(9)

QUESTION 7

Marks

KU

Parts A and B are based on roles and responsibilities.

Part A Activities can have both playing and **non**-playing roles.

Complete the table below.

Tick **one** box for each role.

Activity	Playing role	Non-playing role
Coach		
Attacker		
Judge		
Referee		
Goalkeeper		

5

Part B Choose an activity and a playing or a non-playing role.

(You may use examples from Part A.)

Activity _____

Role _____

Describe two responsibilities that you have in this role.

Responsibility 1 _____

2

Responsibility 2 _____

2

(9)

[Turn over

Cooperation

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 8

Marks

KU

Parts A and B are on cooperation.

Part A Which of the following statements are about **cooperation**?

Tick **one** box for each example.

Statement	True	False
Supporting a partner in gymnastics to keep them safe		
Getting to the finish line before your opponent		
Feeding a shuttle for your partner to hit		
Dancing in time with your partner and the music		

4

QUESTION 8 (continued)

Marks

KU

Part B Cooperation with a team mate can help you beat an opponent.

- (i) Choose a team activity.

Team activity _____

Describe a situation where you **beat an opponent** by cooperating with a team mate.

2

Cooperation with a team mate can also help you stop an opponent's attack.

- (ii) Choose a team activity.

Team activity _____

Describe a situation where you **stopped an opponent's attack** by cooperating with a team mate.

2

(8)

[Turn over

QUESTION 9

Marks

KU

Parts A and B are based on gradual build up.

Part A Tick the box to complete the sentence which best describes **gradual build up**.

Tick **one** box each time.

- (i) Gradual build up is best used when . . .

learning a new skill.	
improving a known skill.	

1

- (ii) To begin with you would perform . . .

the complete skill.	
the easiest stage only.	

1

- (iii) You would move onto the next stage when . . .

you were successful.	
you had found your weakness.	

1

- (iv) Each stage should be . . .

slightly harder than the one before.	
very difficult to perform.	

1

- (v) One benefit of gradual build up is that it allows you to . . .

improve an error quickly.	
learn dangerous skills safely.	

1

QUESTION 9 (continued)

Marks

KU

Part B Choose an activity and a skill/technique that you learned or developed using **gradual build up**.

Activity _____

Skill/technique _____

Describe three stages that you used to learn or develop this skill/technique.

First stage _____

2

More difficult second stage _____

2

Final stage _____

2

(11)

[Turn over

Aspects of fitness

DO NOT
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MARGIN

QUESTION 10

Marks

KU

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

Part A Select **one** aspect of fitness from the box.

Muscular Endurance Strength Cardio Respiratory Endurance

Aspect of fitness _____

(i) Describe what is meant by this aspect of fitness.

2

(ii) Describe a test that can be used to measure this aspect of fitness.

2

QUESTION 10 (continued)

Marks

KU

Part B Aspects of fitness are important in many activities.

Select **one** aspect of fitness from the box.

Muscular Endurance	Strength	Cardio Respiratory Endurance
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Aspect of fitness _____

(i) Name an activity where this aspect of fitness is important.

Activity _____

1

(ii) Why is this aspect of fitness important?

2

(iii) Name a method of training that can be used to improve this aspect of fitness.

Method of training _____

1

(8)

[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)