

FOR OFFICIAL USE

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3200/401

	(EV)	(KU)
Total		

NATIONAL
QUALIFICATIONS
2010

WEDNESDAY, 28 APRIL
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 takes place in a swimming pool.

Part A The girl is practising a back crawl turn.

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

Tick **one** box each time.

<i>Statement</i>	<i>True</i>	<i>False</i>
Swims in a straight line		
Stays on her back throughout		
Hands touch wall during turn		
Pushes off wall with feet		
Glides after push off wall		

5

Part B Now watch a similar piece of swimming action.

Identify the parts of the performance which are **done well** and which **need improvement**.

Tick **one** box each time.

Done well**Needs improvement**

<input type="checkbox"/>	Swim towards wall	<input type="checkbox"/>
<input type="checkbox"/>	Tight tuck at wall	<input type="checkbox"/>
<input type="checkbox"/>	Push off wall with feet	<input type="checkbox"/>
<input type="checkbox"/>	Glide after turn	<input type="checkbox"/>
<input type="checkbox"/>	Leg kick after turn	<input type="checkbox"/>

5

(10)

Activity
Rugby

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 2

Marks

EV

This piece of action shows boys playing rugby.

Part A Watch the **highlighted player**.

Describe three actions he performs **after he catches the pass**.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch another piece of rugby action.

- (i) Watch the **highlighted player** (Yellow 10).
Suggest one **improvement** he could make.

2

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

2

(10)

[Turn over

QUESTION 3

This piece of action shows a boy catching a softball.

Part A Put these actions **in the correct order** by placing 1, 2, 3, 4 or 5 in the correct box.

Number 3 has been completed for you.

Catches ball in hands	3
Reaches up to meet ball	
Takes ball back to throw	
Moves forward to meet ball	
Steps onto left foot as he throws	

4

Part B Now watch a similar piece of softball action.

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

Tick **one** box each time.

Done well**Needs improvement**

Reaches to meet ball

Cushions ball into hands

Picks ball up cleanly

Steps forward as he throws

4

- (ii) For **one** of the actions you have ticked that **needs improvement**, suggest an improvement he could make.

2

(10)

Activity
Athletics

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 4

This piece of action shows a girl practising long jump.

Part A Describe **three** actions she performs.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of long jump action.

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

2

(ii) Suggest one **improvement** she could make.

2

(10)

[Turn over

Activity
Football

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 5

This piece of action shows girls playing football.

Part A Watch the **highlighted player**.

Describe **three** actions she performs.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch another piece of football action.

Watch the **highlighted player** (Number 4).

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

2

(ii) Suggest one **improvement** she could make.

2

(10)

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

SECTION 2
KNOWLEDGE AND UNDERSTANDING
(QUESTIONS 6 TO 10)

QUESTION 6

Marks

KU

Parts A and B are based on activities.

Part A (i) Name two competitive **team** activities.

Activity 1 _____ **1**

Activity 2 _____ **1**

(ii) Name two competitive **individual** activities.

Activity 1 _____ **1**

Activity 2 _____ **1**

Part B When you break a rule a referee/umpire will make a decision.

Name a competitive activity where you broke a rule.

Competitive activity _____

(i) Describe what you did to break this rule.

_____ **2**

(ii) What action did the **referee/umpire** take when you broke this rule?

_____ **2**

(8)

QUESTION 7

Marks

KU

Parts A and B are based on tactics.

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

Tick **one** box for each statement.

<i>Statement</i>	<i>True</i>	<i>False</i>
A tactic is a plan.	<input type="checkbox"/>	<input type="checkbox"/>
You choose tactics to suit your strengths.	<input type="checkbox"/>	<input type="checkbox"/>
Tactics are only used when you are attacking.	<input type="checkbox"/>	<input type="checkbox"/>
Tactics can only be used in team games.	<input type="checkbox"/>	<input type="checkbox"/>

4

Part B (i) Choose an **individual** activity where you used a tactic against your opponent.

Individual activity _____

Describe the tactic you used.

2

(ii) Choose a **team** activity where you used a tactic against your opponents.

Team activity _____

Describe the tactic you used.

2

(8)

[Turn over

QUESTION 8

Marks

KU

Parts A and B are based on speed.

Part A Some skills/techniques need speed in either the arms or the legs.

For each skill/technique place a tick to show if **leg** speed or **arm** speed is needed.

Tick **one** box for each skill/technique.

<i>Skill/Technique</i>	<i>Leg Speed</i>	<i>Arm Speed</i>
Tennis serve		
Football kick		
Cycling		
Golf swing		
Badminton smash		

5

Part B (i) Choose a **team** activity where whole body speed is needed.

Team activity _____

1

(ii) Why is **whole body** speed needed in this activity?

2

(iii) Choose a **individual** activity where whole body speed is needed.

Individual activity _____

1

(iv) Why is **whole body** speed needed in this activity?

2

(11)

QUESTION 9

Marks

KU

Parts A and B are based on practising skills.

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

Tick **one** box for each statement.

<i>Statement</i>	<i>True</i>	<i>False</i>
You should change your practice so you don't get bored.		
You should practice using the correct technique.		
You should practice for a long time with no rest.		
Your practice should get harder as you improve.		

4

Part B Choose a skill/technique that you have practised in order to improve.

Skill/technique _____

(i) Describe a practice that you used to improve this skill/technique.

2

(ii) Describe how you would make this practice **harder** if you found it too easy.

2

(8)

[Turn over

Balance

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 10

Marks

KU

Parts A and B are based on balance.

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

It is easier to hold your balance still if your body weight is

_____ your base.

above outside

1

It is easier to hold your balance still if your centre of gravity is

_____ .

low high

1

It is easier to hold your balance still if you keep your muscles

_____ .

tense relaxed

1

It is easier to hold your balance still if your base is

_____ .

narrow wide

1

QUESTION 10 (continued)

Marks

KU

Part B (i) Choose an **individual** activity and skill/technique where balance is important.

Individual activity _____

Skill/technique _____

1

(ii) Describe what you did to be balanced as you performed this skill/technique.

2

(iii) Choose a **team** activity and skill/technique where balance is important.

Team activity _____

Skill/technique _____

1

(iv) Describe what you did to be balanced as you performed this skill/technique.

2

(10)

[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)