

FOR OFFICIAL USE

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(EV) (KU)

Total

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3200/27/01

NATIONAL
QUALIFICATIONS
2012

FRIDAY, 27 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)

Activity
Basketball

Marks

EV

QUESTION 1

This piece of action shows girls playing basketball.

Part A Watch the **highlighted player** (Red 9).

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

Dribbles ball behind back	
Dribbles ball through legs	
Fakes to go to the left	
Dribbles forward with left hand	
Bounces ball off backboard	

5

Part B Now watch a similar piece of basketball action.

Watch the **highlighted player** (Silver 8).

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

Tick **one** box for each action.

Done well

Needs improvement

<input type="checkbox"/>	Stands between red 15 and ball at start	<input type="checkbox"/>
<input type="checkbox"/>	Leaves red 15 to go to ball	<input type="checkbox"/>
<input type="checkbox"/>	Moves back to defend basket	<input type="checkbox"/>
<input type="checkbox"/>	Gets between red 9 and basket	<input type="checkbox"/>
<input type="checkbox"/>	Raises hands to block shot	<input type="checkbox"/>

5

(10)

Activity
Badminton

Marks

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QUESTION 2

This piece of action shows a boy serving in badminton.

Part A Tick the box which describes the player's action.

Tick **one** box each time.

(i)	He holds the racket in his	right hand	<input type="checkbox"/>
		left hand	<input type="checkbox"/>
(ii)	He starts with his racket	down low	<input type="checkbox"/>
		up high	<input type="checkbox"/>
(iii)	As he serves he moves his weight	forwards	<input type="checkbox"/>
		backwards	<input type="checkbox"/>
(iv)	He hits the shuttle from	above waist height	<input type="checkbox"/>
		below waist height	<input type="checkbox"/>

4

Part B Now watch a similar piece of badminton action.

(i) Tick **one** part of the action you think is **done well**.

His transfer of weight	<input type="checkbox"/>
His follow through	<input type="checkbox"/>

1

Give a reason why you think this part was done well.

This part was done well because _____

2

(ii) Tick **one** part of the action you think **needs improvement**.

His backswing	<input type="checkbox"/>
Plays shuttle over the net	<input type="checkbox"/>

1

Suggest one improvement he could make.

To improve this he needs to _____

2

Activity
Cricket

Marks

EV

QUESTION 3

This piece of action takes place on the cricket field.

Part A Watch the **bowler**.

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>
Runs up quickly to wicket		
Raises left arm high before bowling with right hand		
Gets side-on before releasing ball		
Bowls with a bent right arm		
Stops moving forward as soon as he bowls		

5

Part B Now watch a similar piece of cricket action.

Watch the **bowler**.

Which of the following actions are **done well** and which **need improvement**?

Tick **one** box each time.

Done well

Needs improvement

<input type="checkbox"/>	Steady run up towards wicket	<input type="checkbox"/>
<input type="checkbox"/>	Raises left arm high before bowling	<input type="checkbox"/>
<input type="checkbox"/>	Bowls with high right arm	<input type="checkbox"/>
<input type="checkbox"/>	Bowls with straight right arm	<input type="checkbox"/>
<input type="checkbox"/>	Keeps moving forward after bowling	<input type="checkbox"/>

5

(10)

Activity
Gymnastics

Marks

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QUESTION 4

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

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

Number 3 has been completed for you.

Cartwheel	3
Dive forward roll	
Tucked backward roll	
Jump half turn	
Headstand	

4

Part B Now watch a similar piece of gymnastics action.

(i) Identify the skills in the sequence which are **done well** and which **need improvement**.

Tick **one** box each time.

Done well

Needs improvement

<input type="checkbox"/>	Dive forward roll	<input type="checkbox"/>
<input type="checkbox"/>	Cartwheel	<input type="checkbox"/>
<input type="checkbox"/>	Headstand	<input type="checkbox"/>
<input type="checkbox"/>	Tucked backward roll	<input type="checkbox"/>

4

(ii) For a skill you have ticked which **needs improvement**, suggest an improvement she could make.

Skill _____

To improve this skill she should _____

2

(10)

[Turn over

Activity
Athletics

Marks

EV

QUESTION 5

This piece of action shows a boy practising triple jump.

Part A Describe, **in the correct order**, four parts of the triple jump action.

Part 2 has been completed for you.

Part 1 _____

Part 2 Takes off from the board _____

Part 3 _____

Part 4 _____

6

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

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

2

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

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

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Parts A and B are based on personal and physical qualities.

Part A Personal qualities can help you perform playing and non-playing roles.

For each of the roles below, name a different personal quality.

An example has been completed for you.

<i>Playing or non-playing role</i>	<i>Personal Quality</i>
Coach	Leadership
Referee	
Captain	
Supporter	
Defender	

4

Part B Good sporting behaviour is important when performing in activities.

Choose an activity.

Activity _____

(i) Describe how you showed good sporting behaviour in this activity.

2

Choose an activity.

Activity _____

(ii) Describe a **different** way you showed good sporting behaviour in this activity.

2

(8)

Feedback

QUESTION 7

Marks

KU

Parts A and B are based on feedback.

Part A Feedback can help you learn new skills/techniques.

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

Tick **one** box for each statement.

<i>Statement</i>	<i>True</i>	<i>False</i>
A teacher can give you written feedback.	<input type="checkbox"/>	<input type="checkbox"/>
You should be given lots of information at the one time.	<input type="checkbox"/>	<input type="checkbox"/>
It is best to receive feedback a long time after your performance.	<input type="checkbox"/>	<input type="checkbox"/>
It is best to receive negative feedback.	<input type="checkbox"/>	<input type="checkbox"/>

4

Part B Feedback can identify a weakness in your performance of a skill/technique.

Choose **one** type of feedback from the box below.

Verbal
Visual
Kinaesthetic

Type of feedback _____

Choose a skill/technique where this type of feedback identified a weakness in your performance.

Skill/technique _____

(i) Describe how you received this type of feedback.

2

(ii) What weakness did this feedback identify in the skill/technique?

2

(8)

[Turn over

Tactics

QUESTION 8

Marks

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Parts A and B are based on tactics.

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

Tick **one** box for each statement.

<i>Statement</i>	<i>True</i>	<i>False</i>
Tactics are only used in team activities.	<input type="checkbox"/>	<input type="checkbox"/>
You cannot change a tactic during a game.	<input type="checkbox"/>	<input type="checkbox"/>
You need to think about your strengths.	<input type="checkbox"/>	<input type="checkbox"/>
You need to think about your opponents' strengths.	<input type="checkbox"/>	<input type="checkbox"/>

4

Part B Tactics can be used in many activities.

Choose an activity.

Activity _____

(i) Describe a tactic you used in the activity.

2

(ii) How did this tactic help your performance?

2

(iii) Describe a **different** tactic you used in this activity.

2

(10)

QUESTION 9

Marks

KU

Parts A and B are based on skills and techniques.

Part A Complete the sentences below by choosing words from the box.

You may use each word only once.

easy	complex	motivation
dangerous	known	confidence

- (i) Using gradual build up helps you to learn _____ or _____ skills safely. 2
- (ii) Gradual build up allows you to learn the skill in _____ stages. 1
- (iii) Using gradual build up will help improve your _____. 1

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

Activity _____

Skill/technique _____

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

Firstly _____

2

Then _____

2

Then _____

2

(10)

Aspects of Fitness

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QUESTION 10

Parts A and B are based on aspects of fitness.

Part A Different aspects of fitness are needed during performance.

For each of the statements below choose one aspect of fitness to fill the box.

You may use each aspect of fitness only **once**.

Strength	Flexibility
Power	Cardio-Respiratory Endurance

<i>Aspect of Fitness</i>	<i>Statement</i>
	can help you support your partner.
	can help you jump higher than an opponent.
	can help you do the splits.
	can help me keep going for the whole game.

4

Part B Muscular endurance can help when performing skills/techniques.

Choose a skill/technique where **muscular endurance** helped your performance.

Skill/technique _____

(i) Why did muscular endurance help you perform this skill/technique?

2

(ii) In which part of the body was muscular endurance needed to perform this skill/technique?

1

(iii) Describe an exercise you could use to develop muscular endurance in this part of the body.

2

(9)

[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)