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(EV) (KU)

Total

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3200/402NATIONAL
QUALIFICATIONS
2011THURSDAY, 5 MAY
10.25 AM – 11.25 AM
(APPROX)PHYSICAL
EDUCATION
STANDARD GRADE
General 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 |
| Gymnastics |

DO NOT
WRITE IN
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MARGIN

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QUESTION 1

This piece of action shows a boy performing a gymnastics sequence.

Part A Describe, **in the correct order**, four parts of the boy's sequence.

Parts 1 and 3 have been completed for you.

Part 1 Two footed take off from trampette _____

Part 2 _____

_____ **2**

Part 3 Lands on trampette and takes off with two feet _____

Part 4 _____

_____ **2**

Part B Now watch another piece of gymnastics action.

Suggest three improvements he could make.

Improvement 1 _____

_____ **2**

Improvement 2 _____

_____ **2**

Improvement 3 _____

_____ **2**

(10)

| |
|-----------------|
| Activity |
| Swimming |

Marks

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EV

QUESTION 2

This piece of action shows a girl practising her start in swimming.

Part A Describe, **in the correct order**, four parts of this action. Part 1 has been completed for you.

Part 1 Places hands on the bar one after the other _____

Part 2 _____

2

Part 3 _____

2

Part 4 _____

2

Part B Now watch another piece of swimming action.

Suggest two improvements she could make.

Improvement 1 _____

2

Improvement 2 _____

2

(10)

[Turn over

| |
|-----------------|
| Activity |
| Badminton |

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QUESTION 3

This piece of action shows two boys playing badminton.

Part A Watch the **highlighted player**. Describe the three shots he performs.

Shot 1 _____

2

Shot 2 _____

2

Shot 3 _____

2

Part B Now watch another piece of badminton action.

Watch the **highlighted player**.

Suggest two improvements he could make.

Improvement 1 _____

2

Improvement 2 _____

2

(10)

| |
|-----------------|
| Activity |
| Volleyball |

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| EV |
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QUESTION 4

This piece of action shows pupils playing volleyball.

Part A Describe three actions of the **highlighted player** (Number 84).

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch another piece of volleyball action.
 Watch the **highlighted player** (Number 38).
 Suggest two improvements she could make.

Improvement 1 _____

2

Improvement 2 _____

2

(10)

[Turn over

| |
|-----------------|
| Activity |
| Dance |

Marks

DO NOT
WRITE IN
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MARGIN

EV

QUESTION 5

This piece of action shows girls dancing.

Part A Watch the **highlighted dancer**.

Describe two **jumps** she performs.

(i) _____

2

(ii) _____

2

Part B Now watch another piece of dance action.

Watch the **highlighted dancer**.

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

2

(ii) Suggest two improvements she could make.

Improvement 1 _____

2

Improvement 2 _____

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

KU

Parts A and B are based on the cardio respiratory system.

Part A (i) Use the words in the box to complete the following sentences.

You may use each word only **once**.

lungs brain
blood heart
oxygen tendon

When you exercise, your muscles use more _____ . **1**

More air is then breathed into the _____ . **1**

This is then passed into the _____ . **1**

This is then pumped to the working muscles by the
_____ . **1**

(ii) During a cardio respiratory endurance training session your body temperature will rise.

Name one other immediate effect on your body.

Effect _____ **1**

QUESTION 6 (continued)

Marks

KU

Part B Choose an activity where cardio respiratory endurance is important.

Activity _____

- (i) Describe two different effects on your performance if your cardio respiratory endurance was poor.

Effect 1 _____

_____ 2

Effect 2 _____

_____ 2

- (ii) Describe a training session that you would use to improve your cardio respiratory endurance.

_____ 2

(11)

[Turn over

QUESTION 7

Marks

KU

Parts A and B are based on learning skills.

Part A (i) Learning a skill in stages where the practices get harder is known as:

_____ **1**

(ii) It is best to use this method of learning when the skill is:

Tick **three** boxes.

| | | | | | |
|-----------|--------------------------|---------|--------------------------|-------|--------------------------|
| Dangerous | <input type="checkbox"/> | Complex | <input type="checkbox"/> | Known | <input type="checkbox"/> |
| Unknown | <input type="checkbox"/> | Simple | <input type="checkbox"/> | Safe | <input type="checkbox"/> |

3

Part B Choose a skill/technique you learnt in stages where each practice got harder.

Skill/technique _____

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

Stage 1 _____

_____ **2**

Stage 2 _____

_____ **2**

Stage 3 _____

_____ **2**

(10)

[Turn over for Question 8 on Pages *fourteen* and *fifteen*

QUESTION 8

Marks

KU

Parts A and B are based on feedback.

Part A (i) Why is it important to receive feedback when learning a skill/technique?

1

(ii) Feedback can be received in different ways.
Name a **different** type of feedback for each statement.

| Statement | Type of feedback |
|--|------------------|
| I watched a video of my performance. | |
| How I felt as I performed a skill. | |
| My teacher told me after my performance. | |
| I was given a completed checklist. | |

4

QUESTION 8 (continued)

Marks

Part B Choose a skill/technique where a problem was identified in either the preparation, action or recovery phase of your performance.

Skill/technique _____

(i) Describe the problem that was identified.

2

(ii) What effect did this problem have on your performance of the skill/technique?

2

(9)

[Turn over

QUESTION 9

Marks

Parts A and B are based on tactics.

Part A Tactics are plans you make before or during activities.

You may need to change a tactic during an activity, for example if your tactic **was not working**.

Name four **other** reasons for changing your tactic during an activity.

Reason 1 _____

1

Reason 2 _____

1

Reason 3 _____

1

Reason 4 _____

1

QUESTION 9 (continued)

Marks

Part B Choose an activity where you had to change your starting tactic because it **was not working**.

Activity _____

(i) Describe the starting tactic you used.

2

(ii) Explain why this tactic did not work.

2

(iii) Describe how you changed your starting tactic.

2

(10)

[Turn over

QUESTION 10

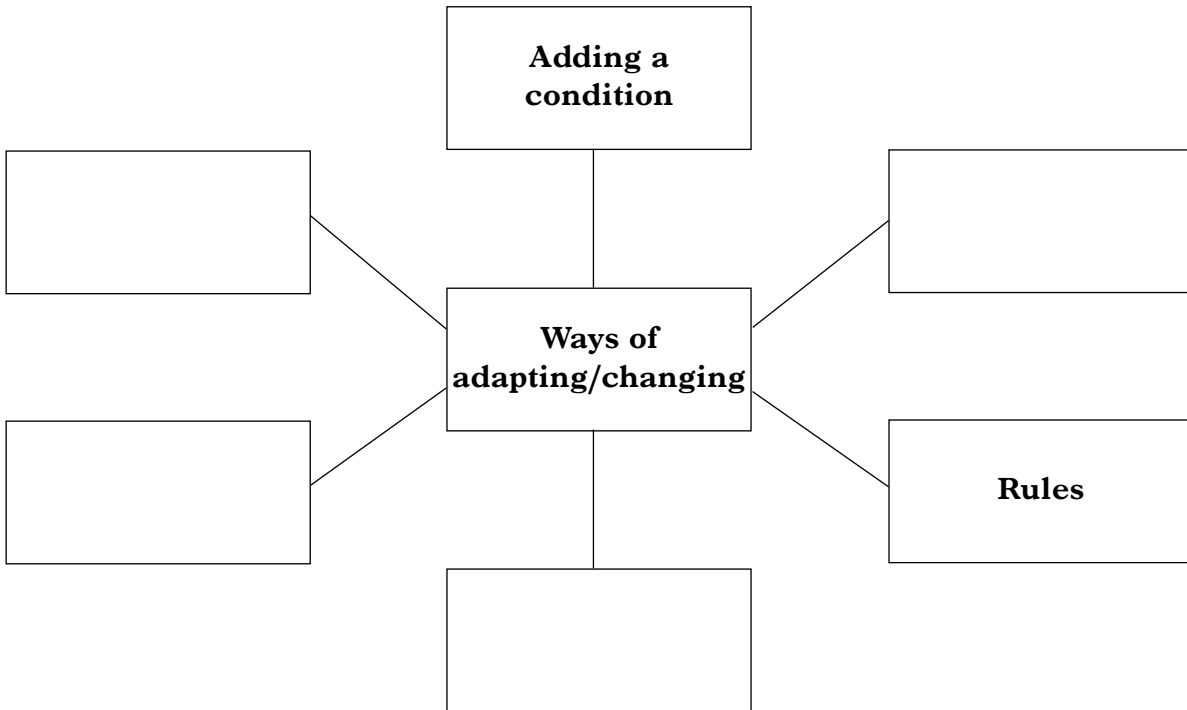
Marks

Parts A and B are based on adapting/changing activities.

Part A There are many ways of adapting/changing activities or practices.

In each of the boxes below, name a different way of adapting/changing an activity or practice to make it **easier to learn**.

Two examples have been completed for you.



4

QUESTION 10 (continued)

Marks

Part B When performing in an activity or learning a skill/technique your teacher may have added a condition.

Choose an activity.

Activity _____

(i) Describe the condition your teacher added.

1

(ii) How did this condition help?

2

Choose an activity.

Activity _____

(iii) Describe a **different** condition your teacher added.

1

(iv) How did this condition help?

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) | | (50) |