

FOR OFFICIAL USE

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(EV) (KU)

Total

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3200/402

NATIONAL
QUALIFICATIONS
2010

WEDNESDAY, 28 APRIL
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
Basketball

DO NOT WRITE IN THIS MARGIN
Marks
EV

QUESTION 1

This piece of action shows boys playing basketball.

Part A Watch the **highlighted player** (Black 12).

Describe three actions he performs.

Action 1 _____

Action 2 _____

Action 3 _____

2

2

2

Part B Now watch a similar piece of basketball action.

Watch the **highlighted player** (Red 12).

Suggest two improvements he could make to his performance.

Improvement 1

Improvement 2

2

2

(10)

Activity
Hockey

DO NOT WRITE IN THIS MARGIN
Marks
EV

QUESTION 2

This piece of action shows a girl taking a penalty in hockey.

Part A Describe three parts of her shooting action.

Part 1 _____

2

Part 2 _____

2

Part 3 _____

2

Part B Now watch a similar piece of hockey action.

Suggest two improvements which could be made to **Performance 2**.

Improvement 1

2

Improvement 2

2

(10)

[Turn over

Activity
Badminton

DO NOT WRITE IN THIS MARGIN
Marks
EV

QUESTION 3

This piece of action takes place on a badminton court.

Part A Watch the **highlighted player**.

Describe three shots he performs. Shot 1 has been completed for you.

Shot 1 Underarm serve to front of court

Shot 2 _____

2

Shot 3 _____

2

Part B Now watch a similar piece of badminton action.

Watch the **highlighted player**.

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

2

(ii) Suggest two improvements he could make.

Improvement 1

2

Improvement 2

2

(10)

Activity
Gymnastics

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 5

Marks

EV

This piece of action shows a girl practising her gymnastics clubs 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.

Actions	Order
Turns right then left when kneeling	3
Splits position with clubs in knees	
Sweeps clubs across floor	
Sways with hands on clubs	
Crouch balance on left leg	

4

Part B Now watch a similar piece of gymnastics action.

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

Tick **one** box each time.

Done well

Needs improvement

Starting position

Crouch balance on left leg

Chest roll to knees

Standing balance on left leg

4

(ii) For one of the parts you have ticked that **needs improvement**, suggest an 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 warm up.

Part A (i) **Gentle running** can be used as the first stage of a warm up.

Give **two** reasons why you would do this.

Reason 1 _____ **1**

Reason 2 _____ **1**

(ii) **Stretching** the muscles you will use in the activity can be a second stage.

Give **two** reasons why you would do this.

Reason 1 _____ **1**

Reason 2 _____ **1**

(iii) **Practising** skills you will use in the activity can be a third stage.

Give **two** reasons why you would do this.

Reason 1 _____ **1**

Reason 2 _____ **1**

QUESTION 6 (continued)

Marks

KU

Part B The second stage of a warm up is stretching the muscles you will use.

- (i) Describe a stretching exercise you used to warm up the muscles of your **upper body**.

2

- (ii) Describe a stretching exercise you used to warm up the muscles of your **lower body**.

2

(10)

[Turn over

Scoring

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 7

Marks

KU

Part A is based on objective and subjective scoring.

Part A (i) Name three activities that are scored **objectively**.

Activity 1 _____

Activity 2 _____

Activity 3 _____

3

(ii) Name three activities that are scored **subjectively**.

Activity 1 _____

Activity 2 _____

Activity 3 _____

3

QUESTION 7 (continued)

Marks

KU

Part B is based on creativity.

Part B (i) Choose an individual activity where you **gained marks** by being creative.

Individual activity _____

Describe how you were creative to gain marks.

2

(ii) Choose a team activity where you were creative **to beat** an opponent.

Team activity _____

Describe how you beat an opponent by being creative.

2

(10)

[Turn over

QUESTION 8

Marks

KU

Parts A and B are based on power.

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

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

strength	flexibility	endurance
force		long
short	speed	resistance

(i) Power is a combination of _____ and _____ . 2

(ii) Power allows you to apply a large _____ when performing.

This allows you to throw objects _____ distances. 2

QUESTION 8 (continued)

Marks

KU

Part B Jumping and striking powerfully can be an important part of many activities.

Choose an activity and a skill/technique where **jumping** is important.

Activity _____

Skill/technique _____

(i) Describe how you created power in your jump.

2

(ii) Describe how your performance would be affected if your jump was **poor**.

2

(iii) Choose an activity and a skill/technique where **striking** is important.

Activity _____

Skill/technique _____

Describe how you created power in your striking action.

2

(10)

[Turn over

QUESTION 9

Marks

KU

Parts A and B are based on skill learning.

Part A Complete the table below to show whether the statements describe either whole-part-whole or gradual build-up practice.

Tick **one** box for each statement.

An example has been completed for you.

<i>Statement</i>	<i>Whole-part-whole</i>	<i>Gradual build-up</i>
It can develop confidence before progressing.		✓
It allows you to learn a skill in easy stages.		
It allows me to develop known skills quickly		
It can allow you to develop dangerous skills more safely.		
It allows me to focus on the problem part of the skill on its own.		

4

QUESTION 9 (continued)

Marks

KU

Part B Skills/techniques can be learned using whole-part-whole practice.

Choose a skill/technique you learned using **whole-part-whole**.

Skill/technique _____

- (i) Describe the **part of the action** which caused you a problem as you performed this skill/technique.

2

- (ii) When using whole-part-whole, you perform the full skill then practice the problem part.

Describe the practice you used to improve the **problem part**.

2

- (iii) Describe the improvement to your performance of the skill/technique after this practice.

2

(10)

[Turn over

QUESTION 10

Marks

KU

Parts A and B are based on application of force and resistance.

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

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

harder	balance	
slower	movement	same
opposite	faster	

- (i) To achieve _____ in one direction you must apply a force
in the _____ direction.
- (ii) The _____ the force you apply, the _____ your
movement.

2

2

QUESTION 10 (continued)

Marks

KU

Part B Resistance can be an advantage or a disadvantage as you perform.

Choose an individual activity.

Individual activity _____

- (i) Describe a situation where resistance was a **disadvantage** as you performed.

2

- (ii) Describe what you did to overcome or reduce this resistance.

2

- (iii) Choose a team activity.

Team activity _____

Describe how you used resistance to give you an **advantage** in your performance.

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)		(50)