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(EV) (KU)

Total

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3200/403

NATIONAL
QUALIFICATIONS
2011

THURSDAY, 5 MAY
11.50 AM – 12.50 PM
(APPROX)

PHYSICAL
EDUCATION
STANDARD GRADE
Credit 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

- There are **two** sections to this paper. Section 1—Evaluating and Section 2—Knowledge and Understanding.
- All questions are in two parts—A and B. Answer both parts of each question.
- There will be a short introduction on the DVD before the first question in Section 1 is asked. Read each question **when told**.
- Answer questions 1–5 **when told**.
- Some questions tell you to refer to the DVD clip in your answer.
- In other questions you may be asked to tick a box **or** write a word **or** words in the space given.
- 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.
- You will then have 30 minutes to complete your answers to Section 2.
- 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
Hockey

DO NOT
WRITE IN
THIS
MARGIN

Marks

EV

QUESTION 1

This piece of action shows girls playing hockey.

Part A Watch the highlighted player (Number 10).

Describe, in detail, three of her actions.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of hockey action.

Watch the highlighted player (Number 10).

(i) Suggest, in detail, one improvement she could make.

2

Watch a different highlighted player (Number 4).

(ii) Suggest, in detail, one improvement she could make.

2

(10)

Activity
Softball

Marks

DO NOT
WRITE IN
THIS
MARGIN

EV

QUESTION 2

This piece of action shows a girl practising softball.

Part A Describe, in detail, 3 parts of her hitting action.

The recovery part has been completed for you.

Preparation _____

2

Action _____

2

Recovery **Follows through down across body** _____

Part B Now watch another piece of softball action.

Suggest, in detail, three improvements she could make.

Improvement 1

2

Improvement 2

2

Improvement 3

2

(10)

Activity
Shot Putt

Marks

DO NOT
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THIS
MARGIN

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QUESTION 3

This piece of action shows a boy shot putting.

Part A Describe, in detail, two actions he performs.

Action 1 _____

2

Action 2 _____

2

Part B Now watch another piece of shot putt action.
 Suggest, in detail, three improvements he could make.

Improvement 1

2

Improvement 2

2

Improvement 3

2

(10)

Activity
Basketball

DO NOT
WRITE IN
THIS
MARGIN

EV

QUESTION 4

This piece of action takes place on a basketball court.

Part A Watch the highlighted player (Number 7).

Describe, in detail, two actions she performs.

Action 1 _____

2

Action 2 _____

2

Part B Now watch a similar piece of basketball action.

Watch the highlighted player (Number 4).

(i) Describe, in detail, one thing she does well.

2

(ii) Suggest, in detail, two improvements she could make.

Improvement 1 _____

2

Improvement 2 _____

2

(10)

[Turn over

Activity
Football

Marks

DO NOT
WRITE IN
THIS
MARGIN

EV

QUESTION 5

This piece of action shows boys playing football.

Part A Watch the highlighted player.

Describe, in detail, three actions he performs.

Action 1 _____

_____ **2**

Action 2 _____

_____ **2**

Action 3 _____

_____ **2**

Part B Now watch another piece of football action.

Watch the highlighted player (Number 10).

(i) Describe, in detail, one thing he does well.

_____ **2**

(ii) Suggest, in detail, 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

Part A is based on aspects of fitness.

Part A (i) What is meant by strength?

2

(ii) Name a test you could use to measure strength.

Test _____

1

(iii) What is meant by muscular endurance?

2

(iv) Name a test you could use to measure muscular endurance.

Test _____

1

KU

QUESTION 6 (continued)

Part B is based on aspects of fitness and fitness training.

Part B Strength and muscular endurance can be developed using weight training.
Choose either strength or muscular endurance.

Aspect of fitness _____

(i) Name one weight training exercise you could use to develop this aspect of fitness.

1

(ii) Describe your initial intensity for this exercise.

2

(iii) Describe what you did to progressively overload this exercise.

2

(iv) Why did you progressively overload this exercise?

2

(13)

[Turn over

QUESTION 7

Parts A and B are based on mechanical principles.

Part A Transfer of weight is important in many striking actions.

(i) What is meant by transfer of weight?

2

(ii) Give two reasons why transfer of weight is important in striking actions.

Reason 1 _____

1

Reason 2 _____

1

To transfer your weight powerfully upwards you must apply a force downwards.

(iii) Describe how the body creates the force which allows you to jump powerfully upwards.

2

QUESTION 7 (continued)

Part B (i) Choose a skill/technique where your follow through was important.

Skill/technique _____

Explain why following through helped your performance of this skill/technique.

2

(ii) Choose a skill/technique where you rotated your whole body **or** part of your body quickly.

Skill/technique _____

Explain why this quick rotation helped you to perform the skill/technique.

2

(iii) Choose an activity where resistance was a disadvantage.

Activity _____

Describe what you did to overcome or reduce this resistance.

2

(12)

[Turn over

QUESTION 8

Marks

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Parts A and B are based on creativity.

Part A (i) What is meant by being creative when performing?

2

Many creative activities are scored subjectively by judges.

(ii) Name three aspects of a performance a judge may consider when awarding marks.

Aspect 1 _____

1

Aspect 2 _____

1

Aspect 3 _____

1

QUESTION 8 (continued)

Marks

Part B When performing in team and individual activities there may be opportunities to be creative.

Choose an individual activity.

Individual activity _____

(i) Describe what you did that was creative as you performed.

2

Choose a team activity.

Team activity _____

(ii) Describe a situation where you were put under pressure and forced to be creative.

2

(iii) Describe what you did in this situation that was creative.

2

(11)

[Turn over

QUESTION 9

Marks

Parts A and B are based on skill related fitness.

Part A Name a **different** aspect of skill related fitness for each of the definitions below.

An example has been completed for you.

Definition	Aspect of skill related fitness
The time you take between receiving a stimulus and moving	Reaction time
Changing direction quickly while under control	
Keeping your body weight above your base of support	
Linking actions together smoothly	

3

QUESTION 9 (continued)

Marks

Part B (i) Choose an individual activity that requires quick reactions for successful performance.

Individual activity _____

Describe a situation where quick reactions helped your performance.

2

(ii) Choose a team activity that requires quick reactions for successful performance.

Team activity _____

Describe a situation where quick reactions helped your performance.

2

(iii) Choose an activity where you had to change direction quickly while under control.

Activity _____

Describe a situation where a quick controlled change of direction helped your performance.

2

(9)

[Turn over

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QUESTION 10

Marks

Parts A and B are based on the automatic stage of learning.

Part A While participating in activities, good performers can perform skills/techniques automatically.

Describe two benefits of being able to perform skills/techniques automatically.

Benefit 1 _____

_____ **2**

Benefit 2 _____

_____ **2**

Marks
KU

QUESTION 10 (continued)

Part B (i) Choose a team activity and a skill/technique you can perform automatically.

Team activity _____

Skill/technique _____

Describe a **pressure** practice you used to develop this skill/technique.

2

(ii) Choose an individual activity and a skill/technique you can perform automatically.

Individual activity _____

Skill/technique _____

Describe a **pressure** practice you used to develop this skill/technique.

2

(iii) Describe a change you could make to this practice if you were finding it **too easy**.

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)		(55)