FOR OFFICIAL USE

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	(EV)	(KU)
Total		

3200/401

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

Scottish candidate number

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
Swimming

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Marks EV

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.

Statement	*True*	*False*
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**
	Swim towards wall	
	Tight tuck at wall	
	Push off wall with feet	
	Glide after turn	
	Leg kick after turn	

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

Activity
Softball

DO NOT WRITE IN THIS MARGIN

QUESTION 3

Marks EV

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

Marks EV

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

Marks EV

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)

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)

Nature and purpose

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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)

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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.

Statement	*True*	*False*
A tactic is a plan.		
You choose tactics to suit your strengths.		
Tactics are only used when you are attacking.		
Tactics can only be used in team games.		

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

Speed

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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.

Skill/Technique	*Leg Speed*	*Arm Speed*
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)

Principals of effective practice and refinement

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Marks KU

QUESTION 9

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.

Statement	*True*	*False*
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

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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

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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)