

FOR OFFICIAL USE

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**F**

(EV) (KU)

Total

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**3200/401**

NATIONAL  
QUALIFICATIONS  
2009

THURSDAY, 7 MAY  
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)**

## QUESTION 1

This piece of action shows a boy practising his free throws in basketball.

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

Tick **one** box for each statement.

Statement	True	False
Bounces the ball with his left hand		
Bends his knees		
Jumps when shooting		
Uses left arm to release ball		
Flicks wrist when shooting		

5

*Part B* Now watch a similar piece of basketball.

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

Tick **one** box each time.

**Done well****Needs improvement**

Foot position at start

Control of ball before shot

Height of release

3

- (ii) Choose one part you have ticked that **needs improvement**.

Suggest **one** improvement he could make.

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2

(10)

<b>Activity</b>
Hockey

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 2**

Marks 

EV
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This piece of action shows girls playing hockey.

*Part A* Watch the **highlighted player**.

Describe, **in the correct order**, three actions she performs.

**Action 1** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**Action 2** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**Action 3** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

*Part B* Now watch a similar piece of hockey action.

A different player has been **highlighted**.

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

Tick **one** box for each statement.

**Done well**

**Needs improvement**

Moves to the side to meet the ball



Controls ball with stick



Passes accurately for her team mate



Moves quickly after pass to support the attack

4

**(10)**

**[Turn over**

**QUESTION 3**

<b>Activity</b>
Netball

DO NOT  
WRITE IN  
THIS  
MARGIN

Marks	EV
2	
2	
2	
4	

This piece of action shows girls playing netball.

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

**Action 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Action 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Action 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Part B* Now watch a similar piece of netball action.

A different player has been **highlighted** (GK).

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

Tick **one** box for each statement.

**Done well**

**Needs improvement**

<input type="checkbox"/>	Blocks 1st pass	<input type="checkbox"/>
<input type="checkbox"/>	Moves quickly towards post	<input type="checkbox"/>
<input type="checkbox"/>	Body stretched before shot	<input type="checkbox"/>
<input type="checkbox"/>	Delays jump to block shot	<input type="checkbox"/>

**4**  
**(10)**

<b>Activity</b>
Hurdles

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 4**

Marks 

EV
----

This piece of action takes place on an athletics track.

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

Tick **one** box for each statement.

Action	True	False
Goes over 1st hurdle with left leg first	<input type="checkbox"/>	<input type="checkbox"/>
Runs slowly between hurdles	<input type="checkbox"/>	<input type="checkbox"/>
Goes over 2nd hurdle with right knee bent	<input type="checkbox"/>	<input type="checkbox"/>
Keeps arms still when going over hurdles	<input type="checkbox"/>	<input type="checkbox"/>

4

*Part B* Now watch a similar piece of hurdles action.

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

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2

(ii) Suggest two improvements he could make.

**Improvement 1** \_\_\_\_\_

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2

**Improvement 2** \_\_\_\_\_

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2

**(10)**

**[Turn over**

<b>Activity</b>
Gymnastics

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 5**

This piece of action takes place in a gymnasium.

*Part A* Describe three skills performed in this sequence **after her take off**.

**Skill 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Skill 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Skill 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

*Part B* Now watch another piece of gymnastics action.

Suggest two improvements the gymnast could make to **Performance 2**.

**Improvement 1**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Improvement 2**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

Marks

EV

**(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 scoring.

Part A Activities can be decided by **objective** or **subjective** scoring.

Complete the table below.

Tick **one** box for each activity.

An example has been completed for you.

Activity	Objective	Subjective
Dance		✓
Hockey		
Gymnastics		
Badminton		
Diving		

4

Part B (i) Name an activity that is decided by who can throw or jump the furthest.

Activity \_\_\_\_\_

1

(ii) Describe how your throw or jump was measured.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(iii) Why would an official decide not to measure your throw or jump?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**(9)**

**QUESTION 7**

Marks

KU

*Parts A and B* are based on roles and responsibilities.

*Part A* Activities can have both playing and **non**-playing roles.

Complete the table below.

Tick **one** box for each role.

Activity	Playing role	Non-playing role
Coach		
Attacker		
Judge		
Referee		
Goalkeeper		

5

*Part B* Choose an activity and a playing or a non-playing role.

*(You may use examples from Part A.)*

Activity \_\_\_\_\_

Role \_\_\_\_\_

Describe two responsibilities that you have in this role.

**Responsibility 1** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Responsibility 2** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

2

**(9)**

**[Turn over**

**Cooperation**

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 8**

Marks

KU

*Parts A and B* are on cooperation.

*Part A* Which of the following statements are about **cooperation**?

Tick **one** box for each example.

Statement	True	False
Supporting a partner in gymnastics to keep them safe		
Getting to the finish line before your opponent		
Feeding a shuttle for your partner to hit		
Dancing in time with your partner and the music		

4

QUESTION 8 (continued)

Marks

KU

Part B Cooperation with a team mate can help you beat an opponent.

- (i) Choose a team activity.

Team activity \_\_\_\_\_

Describe a situation where you **beat an opponent** by cooperating with a team mate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

Cooperation with a team mate can also help you stop an opponent's attack.

- (ii) Choose a team activity.

Team activity \_\_\_\_\_

Describe a situation where you **stopped an opponent's attack** by cooperating with a team mate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

(8)

[Turn over

**QUESTION 9**

Marks

KU

*Parts A and B* are based on gradual build up.

*Part A* Tick the box to complete the sentence which best describes **gradual build up**.

Tick **one** box each time.

(i) Gradual build up is best used when . . .

learning a new skill.	
improving a known skill.	

**1**

(ii) To begin with you would perform . . .

the complete skill.	
the easiest stage only.	

**1**

(iii) You would move onto the next stage when . . .

you were successful.	
you had found your weakness.	

**1**

(iv) Each stage should be . . .

slightly harder than the one before.	
very difficult to perform.	

**1**

(v) One benefit of gradual build up is that it allows you to . . .

improve an error quickly.	
learn dangerous skills safely.	

**1**

QUESTION 9 (continued)

Marks

KU

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

Activity \_\_\_\_\_

Skill/technique \_\_\_\_\_

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

**First stage** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2

**More difficult second stage** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2

**Final stage** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2

(11)

[Turn over

**Aspects of fitness**

DO NOT  
WRITE IN  
THIS  
MARGIN

**QUESTION 10**

Marks

KU

Parts A and B are based on aspects of fitness and training.

Part A Select **one** aspect of fitness from the box.

Muscular Endurance      Strength      Cardio Respiratory Endurance

Aspect of fitness \_\_\_\_\_

(i) Describe what is meant by this aspect of fitness.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

(ii) Describe a test that can be used to measure this aspect of fitness.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

**QUESTION 10 (continued)**

Marks

KU

*Part B* Aspects of fitness are important in many activities.

Select **one** aspect of fitness from the box.

Muscular Endurance	Strength	Cardio Respiratory Endurance
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Aspect of fitness \_\_\_\_\_

(i) Name an activity where this aspect of fitness is important.

Activity \_\_\_\_\_

1

(ii) Why is this aspect of fitness important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(iii) Name a method of training that can be used to improve this aspect of fitness.

Method of training \_\_\_\_\_

1

(8)

[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)