

FOR OFFICIAL USE

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(EV) (KU)

Total

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3200/31/01

NATIONAL
QUALIFICATIONS
2013

TUESDAY, 30 APRIL
1.00 PM – 2.00 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

- 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
Tennis

DO NOT
WRITE
IN THIS
MARGIN

QUESTION 1

This piece of action shows a boy playing tennis.

Part A Describe, in detail, his three shots.

Shot 1 _____

2

Shot 2 _____

2

Shot 3 _____

2

Part B Now watch a similar piece of tennis action.

Watch the player receiving service (Blue t-shirt).

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

2

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

2

(10)

Activity
Trampolining

Marks

EV

QUESTION 2

This piece of action shows a girl performing a trampolining routine.

Part A Describe, in detail, three different shapes she performs in the air.

Shape 1 _____

2

Shape 2 _____

2

Shape 3 _____

2

Part B Now watch a similar trampolining routine.
Suggest, in detail, two improvements he could make.

Improvement 1

2

Improvement 2

2

(10)

[Turn over

Activity
Football

DO NOT
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QUESTION 3

Marks

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2
2

This piece of action takes place on a football pitch.

Part A Watch the highlighted player.

Describe, in detail, three actions he performs **to get away from** each defender.

Action 2 has been completed for you.

Action 1 _____

Action 2 He plays a 1-2 and runs forwards

Action 3 _____

Activity
Football

Marks

EV

QUESTION 3 (continued)

Part B Now watch a similar piece of football action.

- (i) Watch the highlighted player.

Suggest, in detail, two improvements he could make.

Improvement 1

2

Improvement 2

2

Now watch part of the action again.

- (ii) Watch the highlighted player (in orange).

Suggest, in detail, one improvement he could make.

Improvement

2

(10)

[Turn over

Activity
Cheerleading

Marks

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QUESTION 4

This piece of action shows girls performing a cheerleading routine.

Part A Watch the highlighted girl (in red).

Describe, in detail, two balances she performs when she is **off the ground**.

Balance 1 _____

2

Balance 2 _____

2

Part B Now watch a similar piece of cheerleading action.

Watch the highlighted girl (in red).

Suggest, in detail, three improvements she could make.

Improvement 1

2

Improvement 2

2

Improvement 3

2

(10)

Activity
Diving

Marks

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QUESTION 5

This piece of action shows a girl diving into a pool.

Part A Describe, in detail, and in the correct order, 4 parts of the dive.

Part 1 has been completed for you.

Part 1 Transfers weight forward onto left foot.

Part 2 _____

Part 3 _____

Part 4 _____

2

2

2

Part B Now watch another piece of diving action.

Suggest, in detail, two improvements she could make **after she leaves the poolside.**

Improvement 1

Improvement 2

2

2

(10)

You now have 5 minutes to check over your answers to Questions 1–5 of SECTION 1

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SECTION 2
KNOWLEDGE AND UNDERSTANDING
(QUESTIONS 6 TO 10)

QUESTION 6

Marks

KU

Parts A and B are based on speed.

Part A (i) What is meant by speed?

2

(ii) Describe a test you could use to measure whole body speed.

2

Part B Whole body speed is important in many activities.

Choose an activity where whole body speed is important.

Activity _____

(i) Give two reasons why whole body speed is important in this activity.

Reason 1 _____

2

Reason 2 _____

2

(ii) Describe a speed training session.

2

(10)

[Turn over for Question 7 on *Page fourteen*]

QUESTION 7

Marks

KU

Parts A and B are based on adapting activities.

Part A Activities can be adapted to make them easier to learn.

(i) Why does using smaller/lighter equipment help you learn?

2

(ii) Why does using a smaller playing area help you learn?

2

(iii) Why does playing in small-sided games help you learn?

2

QUESTION 7 (continued)

Marks

KU

Part B Learning how to create or use space is important in many activities.

Choose an activity where you practised how to create or use space.

Activity _____

(i) Describe a practice situation where you had to create or use space.

2

(ii) Describe how you could adapt this practice situation to make it easier.

2

(10)

[Turn over

QUESTION 8

Marks

KU

Parts A and B are based on balance.

Part A (i) What is meant by balance?

2

(ii) Name three factors which affect your ability to balance.

Factor 1 _____

1

Factor 2 _____

1

Factor 3 _____

1

QUESTION 8 (continued)

Marks

Part B Choose an individual activity where you had to be balanced when moving.

Individual activity _____

(i) Describe a situation from this activity where you had to be balanced while moving.

2

Choose a team activity where you had to be balanced when moving.

Team activity _____

(ii) Describe a situation from this activity where you had to be balanced while moving.

2

(iii) Explain how poor balance could affect your performance in this activity.

2

(11)

[Turn over

Tactics

DO NOT
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MARGIN

QUESTION 9

Marks

KU

Parts A and B are based on tactics.

Part A (i) What is meant by an attacking tactic?

2

During your performance you may be required to change your tactics.

(ii) Give two different reasons why you would change your tactics during your performance.

Reason 1 _____

2

Reason 2 _____

2

Tactics

QUESTION 9 (continued)

Marks

KU

Part B Skills/techniques are important in the effective performance of tactics.

Choose an activity.

Activity _____

(i) Describe a tactic that you used in this activity.

2

Choose a skill/technique that was important in the performance of this tactic.

Skill/technique _____

(ii) Explain why this skill/technique was important in the performance of this tactic.

2

Choose an activity (*you may choose the same activity*).

Activity _____

(iii) Describe a **different** tactic that you used in this activity.

2

Choose a skill/technique that was important in the performance of this tactic.

Skill/technique _____

(iv) Explain why this skill/technique was important in the performance of this tactic.

2

Oxygen Transport System

DO NOT
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MARGIN

QUESTION 10

Marks

KU

Parts A and B are based on the oxygen transport system.

Part A (i) Describe how oxygen reaches the working muscles.

2

(ii) Why does your body require more oxygen during strenuous exercise?

2

If you work anaerobically your body goes into oxygen debt.

(iii) What is meant by oxygen debt?

2

Oxygen Transport System

DO NOT
WRITE
IN THIS
MARGIN

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QUESTION 10 (continued)

Part B In many activities it is important that you are able to recover quickly after working anaerobically.

Choose an activity where it was important to recover quickly after working anaerobically.

Activity _____

(i) Describe a situation from this activity where you worked anaerobically.

2

(ii) What benefit did having a quick recovery have on 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)		(55)