

FOR OFFICIAL USE

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(EV) (KU)

Total

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3200/27/01

NATIONAL
QUALIFICATIONS
2013

TUESDAY, 30 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

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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)

Activity
Diving

Marks

EV

QUESTION 1

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

Part A Tick the box which describes the diving action.

Tick **one** box each time.

(i)	Places her	right foot forward first	
		left foot forward first	
(ii)	Places her hands onto	her ankles	
		the poolside	
(iii)	Enters the water	finger tips first	
		head first	
(iv)	Enters the water with her legs	straight	
		bent	

4

Part B Now watch a similar piece of diving action.

(i) Tick **one** part of the action you think **needs improvement**.

Body position at the start	
Body position as she enters water	

1

Suggest **one** improvement she could make.

To improve this she needs to _____

2

(ii) Tick **one** part of the action you think **needs improvement**.

Finger tips as she enters the water	
Arm position as she enters the water	

1

Suggest **one** improvement she could make.

To improve this she needs to _____

2

Activity
Trampolining

Marks

EV

QUESTION 2

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

Part A Put these shapes **in the correct order** by placing 1, 2, 3 and 4 in the correct box.

Legs out in front/straddle jump	
Star shape	
Holds hands straight out in front	
Ball/Tuck shape	

4

Part B Now watch another piece of trampolining action.

(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

Arm position when jumping straight

Hands at knees in ball/tuck jump

Straddle jump

Wide arms and legs in star jump

4

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

Suggest an improvement he could make.

2

(10)

[Turn over

Activity
Football

Marks

EV

QUESTION 3

This piece of action takes place on a football pitch.

Part A Watch the **highlighted player**.

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

Tick **one** box each time.

<i>Statement</i>	<i>True</i>	<i>False</i>
Fakes before throw in		
Controls throw in with left foot		
Passes with inside of foot		
Controls return pass with left foot		
Steps over ball with left foot		
Shoots to side of goalkeeper		

6

Part B Now watch a similar piece of football action.

(i) Watch the **highlighted player** (Orange 11).

Suggest **one improvement** he could make.

2

(ii) Watch the **goalkeeper**.

Suggest **one improvement** he could make.

2

(10)

Activity
Tennis

Marks

EV

QUESTION 4

This piece of action shows a boy performing a serve in tennis.

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

Tick **one** box each time.

<i>Statement</i>	<i>True</i>	<i>False</i>
Holds racquet in right hand		
Bounces ball before serving		
Bends knees as he serves		
Throws ball up with bent arm		
Serves overhead		
Stays behind the line after serving		

6

Part B Now watch another piece of tennis action.

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

Describe **one** thing he **does well**.

2

(ii) Suggest **one improvement** he could make.

2

(10)

[Turn over

Activity
Cheerleading

Marks

EV

QUESTION 5

This piece of action shows girls performing a cheerleading routine.

Part A Watch the **highlighted girl** (in red).

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.

Stands in a star shape	3
Stands with hands behind head	
Stands on one leg with arms raised	
Quarter turn to left	
Front somersault	

4

Part B Now watch a similar piece of cheerleading action.

Watch the girl being lifted into the air (in red).

(i) Suggest **two improvements** she could make.

Improvement 1

2

Improvement 2

2

Watch the girls **in black**.

(ii) Suggest **one improvement** they could make.

2

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

(10)

SECTION 2
KNOWLEDGE AND UNDERSTANDING
(QUESTIONS 6 TO 10)

Nature & Purpose

Marks

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QUESTION 6

Parts A and B are based on time limits.

Part A Some activities have a set time while others have no time limit.

Complete the table below by ticking **one** box for each activity.

An example has been completed for you.

<i>Activity</i>	<i>Has a set time</i>	<i>Has no time limit</i>
Badminton		✓
Football		
Trampolining		
Hockey		
Table tennis		
Basketball		

5

Part B Choose an activity where you were **winning** towards the end.

Activity _____

(i) Describe what you did to try and keep this lead.

2

Choose an activity where you were **losing** towards the end.

Activity _____

(ii) Describe what you did to try and win.

2

(9)

QUESTION 7

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Parts A and B are based on aspects of fitness.

Part A Name an aspect of fitness that could be developed by each type of training.

An example has been completed for you.

You may only use an aspect of fitness **once**.

<i>Type of Training</i>	<i>Aspect of fitness</i>
Weight training	Power
Sprint training	
Continuous training	
Stretching exercises	

3

Part B Being fast can help you in many activities.

Choose an activity.

Activity _____

(i) Describe a situation when being **fast** helped you perform.

2

Being strong can help you in many activities.

Choose an activity.

Activity _____

(ii) Describe a situation when being **strong** helped you perform.

2

Being flexible can help you in many activities.

Choose an activity.

Activity _____

(iii) Describe a situation when being **flexible** helped you perform.

2

(9)

Joints

Marks

KU

QUESTION 8

Parts A and B are based on joints.

Part A Joints can be either hinge or ball and socket.

Which of the joints below are **hinge** and which are **ball and socket**?

	Tick (✓) one box
Hinge	
Ball and socket	

	Tick (✓) one box
Hinge	
Ball and socket	

	Tick (✓) one box
Hinge	
Ball and socket	

	Tick (✓) one box
Hinge	
Ball and socket	

4

Part B The **hinge** joints in the body can help with **striking** actions.

(i) Describe the action of a hinge joint in the body.

2

(ii) Name a skill/technique where a hinge joint helped you strike.

1

(iii) Why did this movement help your performance?

2

(9)

QUESTION 9

Marks

KU

Parts A and B are based on cooperation.

Part A Cooperation can be important when practising and performing.

Which of the following statements about cooperation are **true** and which are **false**?

Tick **one** box for each statement.

<i>Statement</i>	<i>True</i>	<i>False</i>
I should argue with my team mates when we're losing.	<input type="checkbox"/>	<input type="checkbox"/>
I should return the shuttle to my opponent after a rally.	<input type="checkbox"/>	<input type="checkbox"/>
I should pass to my team mate if he/she is in a space to shoot.	<input type="checkbox"/>	<input type="checkbox"/>
I should accept officials' decisions.	<input type="checkbox"/>	<input type="checkbox"/>

4

Part B Cooperating with a partner/team mate can help keep you **safe**.

Choose an activity.

Activity _____

(i) Describe how you cooperated to keep your partner/team mate safe.

2

(ii) Describe a **different** way you cooperated to keep your partner/team mate safe.

2

(8)

[Turn over for Question 10 on Page fourteen

Skills & Techniques

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QUESTION 10

Parts A and B are based on skills and techniques.

Part A Skills can be performed using different techniques.

Complete the table below by choosing **two** different techniques you can use to perform each skill.

An example has been completed for you.

<i>Activity</i>	<i>Skill</i>	<i>Technique 1</i>	<i>Technique 2</i>
Hockey	Passing	Push Pass	Drive
Badminton	Serving		
Gymnastics	Balancing		
Basketball	Shooting		

6

Part B When performing you use different techniques of a skill.

Choose a skill (*you may use a skill from the box in Part A*).

Skill _____

Name a technique of this skill _____

(i) Why did you use this technique when performing?

2

Choose a **different** skill.

Different skill _____

Name a technique of this skill _____

(ii) Why did you use this technique when performing?

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)