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(EV) (KU)

Total

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**3200/29/01**NATIONAL  
QUALIFICATIONS  
2012FRIDAY, 27 APRIL  
10.25 AM – 11.25 AM  
(APPROX)PHYSICAL  
EDUCATION  
STANDARD GRADE  
General 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)**

<b>Activity</b>
Golf

DO NOT  
WRITE  
IN THIS  
MARGIN

Marks

EV

**QUESTION 1**

This piece of action shows a girl playing golf.

*Part A* Describe, **in the correct order**, three parts of this action.

**Part 1** \_\_\_\_\_

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

2

**Part 2** \_\_\_\_\_

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

2

**Part 3** \_\_\_\_\_

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

2

*Part B* Now watch a similar piece of golf action.  
Suggest two improvements she could make.

**Improvement 1**

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

2

**Improvement 2**

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

2

**(10)**

<b>Activity</b>
Rugby

Marks

EV

**QUESTION 2**

This piece of action shows a boy practising a kick in rugby.

*Part A* Describe, **in detail**, three parts of his performance.

The action part has been completed for you.

**Preparation** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

**Action** Strikes the ball with his right foot

**Recovery** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

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

Suggest three improvements he could make.

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

2

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

2

**Improvement 3**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

(10)

<b>Activity</b>
Athletics

DO NOT  
WRITE  
IN THIS  
MARGIN

**QUESTION 3**

Marks

EV

This piece of action shows a boy pole vaulting.

*Part A* Describe, **in the correct order**, four parts of this action. Parts 2 and 4 have been completed for you.

**Part 1** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

**Part 2** Plants pole at the end of runway

**Part 3** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

**Part 4** Lands on back on mats

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

Suggest three improvements he could make **as he goes over the bar**.

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

2

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

2

**Improvement 3**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

(10)

<b>Activity</b>
Netball

DO NOT WRITE IN THIS MARGIN
<b>EV</b>

**QUESTION 4**

This piece of action shows girls playing netball.

*Part A* Watch the **highlighted player** (Blue C).

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

**Pass 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Pass 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Pass 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

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

Watch the **highlighted player** (Blue C).

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

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

2

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

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

2

**(10)**

**[Turn over**

**QUESTION 5**

<b>Activity</b>
Swimming

DO NOT WRITE IN THIS MARGIN

This piece of action shows a changeover in swimming.

Marks

EV

*Part A* Describe, **in the correct order**, three parts of this performance.

Part 2 has been completed for you.

**Part 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Part 2** 1st swimmer touches wall with hand

**Part 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

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

Suggest three improvements they could make.

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

2

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

2

**Improvement 3**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

(10)

<p><b>You now have 5 minutes to check over your answers to Questions 1–5 of SECTION 1</b></p>
---



**SECTION 2**  
**KNOWLEDGE AND UNDERSTANDING**  
**(QUESTIONS 6 TO 10)**

**QUESTION 6**

Marks

KU

Parts A and B are based on written and unwritten rules.

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

Tick **one** box each time.

<i>Statement</i>	<i>True</i>	<i>False</i>
You should ignore what the referee says to you.	<input type="checkbox"/>	<input type="checkbox"/>
You should shake hands with your opponents after a game.	<input type="checkbox"/>	<input type="checkbox"/>
You should give the ball back to your opponents when it is their serve.	<input type="checkbox"/>	<input type="checkbox"/>
You should help your opponents up if they fall.	<input type="checkbox"/>	<input type="checkbox"/>
You should accept the decision if your opponent calls your shot out.	<input type="checkbox"/>	<input type="checkbox"/>

5

Part B Written rules keep activities fair.

Choose an **individual** activity.

Individual activity \_\_\_\_\_

(i) Describe a rule that keeps this activity fair.

\_\_\_\_\_

\_\_\_\_\_

2

Choose a **team** activity.

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

(ii) Describe a rule that keeps this activity fair.

\_\_\_\_\_

\_\_\_\_\_

2

(iii) Describe what the umpire/referee would do if you broke this rule.

\_\_\_\_\_

\_\_\_\_\_

2

**(11)**

**QUESTION 7**

Parts A and B are based on time limits.

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

Complete the table below.

Tick **one** box for each activity.

An example has been completed for you.

<i>Activity</i>	<i>Set time limit</i>	<i>No time limit</i>
Orienteering		✓
100 m sprint		
Volleyball		
Hockey		
Basketball		
Table tennis		

5

Part B If there is a tie/draw, winners can be decided in different ways.

Choose an activity.

Activity \_\_\_\_\_

(i) Describe how the winner could be decided if there is a tie/draw.

\_\_\_\_\_

\_\_\_\_\_

2

Choose an activity.

Activity \_\_\_\_\_

(ii) Describe a **different** way the winner could be decided if there is a tie/draw.

\_\_\_\_\_

\_\_\_\_\_

2

(9)

[Turn over

**QUESTION 8**

*Marks*

KU

*Parts A and B* are based on joints and muscles.

*Part A* (i) Complete the table below by naming four **different** joints in the body.

<i>Description</i>	<i>Name of joint</i>
A ball and socket joint in the upper body	
A ball and socket joint in the lower body	
A hinge joint in the upper body	
A hinge joint in the lower body	

**4**

(ii) Choose one of the hinge joints from above and name the main muscles which work together to cause it to move.

Hinge joint \_\_\_\_\_

Muscle 1 \_\_\_\_\_

Muscle 2 \_\_\_\_\_

**1**

**1**

**QUESTION 8 (continued)**

Marks

*Part B* is based on joint movement.

*Part B* The way a ball and socket joint moves can help you throw or kick.

Choose a skill/technique where you throw or kick.

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

- (i) Describe how the ball and socket joint moves as you perform this skill/technique.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

- (ii) Explain why the movement of this joint allows you to throw or kick further.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**(10)**

**[Turn over**

**QUESTION 9**

*Marks*

**KU**

*Part A* is based on skills and techniques.

*Part A* Choose a team activity and a skill where you use two different techniques.

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

Skill \_\_\_\_\_

(i) Name two different techniques you used to perform this skill.

Technique 1 \_\_\_\_\_ **1**

Technique 2 \_\_\_\_\_ **1**

Choose an individual activity and a **different skill** where you use two different techniques.

Individual activity \_\_\_\_\_

Different skill \_\_\_\_\_

(ii) Name two different techniques you used to perform this skill.

Technique 1 \_\_\_\_\_ **1**

Technique 2 \_\_\_\_\_ **1**

Marks

KU

**QUESTION 9 (continued)**

**Skills and  
Techniques**

*Part B* is based on preparation, action and recovery.

*Part B* Skills/techniques can be broken down into preparation, action and recovery.

Choose a skill/technique.

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

Describe each part of this skill/technique.

Preparation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Action \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Recovery \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**(10)**

**[Turn over**

**Principles of Training**

DO NOT WRITE IN THIS MARGIN

KU

**QUESTION 10**

Marks

Parts A and B are based on principles of training.

Part A Complete the statements below.

The first statement has been completed for you.

<i>Statement</i>	<i>Principle of training</i>
How often you train is ...	frequency
How long a training session lasts is ...	
Making your training suit your needs is ...	
How hard you work when training is ...	

3



QUESTION 10 (continued)

Marks

Part B Choose an aspect of fitness from the box.

Speed	Strength	Muscular Endurance
-------	----------	--------------------

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

(i) Name a method of training used to develop this aspect of fitness.

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

1

(ii) Describe how you trained using this method.

(You may wish to include how long and how hard you trained.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(iii) **How** could you make this training harder after 4 weeks?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(iv) **Why** would you make this training harder after 4 weeks?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(10)

[END OF QUESTION PAPER]

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**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)		(50)