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(EV) (KU)

Total

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**3200/29/01**

NATIONAL  
QUALIFICATIONS  
2013

TUESDAY, 30 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>
Volleyball

Marks

EV

**QUESTION 1**

This piece of action shows pupils playing volleyball.

*Part A* Describe the three shots played.

**Shot 1** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Shot 2** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

**Shot 3** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2

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

Watch the **highlighted player** (the boy).

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

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

2

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

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

2

**(10)**

<b>Activity</b>
Table Tennis

Marks

EV

**QUESTION 2**

This piece of action shows a boy playing table tennis.

*Part A* Describe, **in the correct order**, four parts of his serving action. Parts 1 and 4 have been completed for you.

**Part 1** Stands behind table feet apart

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

\_\_\_\_\_

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

\_\_\_\_\_

**Part 4** Strikes the ball with the back of the bat

2

2

*Part B* Now watch another piece of table tennis action.  
Watch the **highlighted player** (Black t-shirt).

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

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

2

(ii) Suggest two improvements he could make.

**Improvement 1**

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

2

**Improvement 2**

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

2

<b>Activity</b>
Netball

Marks

EV

**QUESTION 3**

This piece of action shows girls playing netball.

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

Describe, **in the correct order**, her **footwork** as she moves around the court.

**Movement 1** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**Movement 2** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**Movement 3** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

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

(i) Watch the **highlighted player** (Blue GS).

Describe **one thing** she **does well**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(10)

<b>Activity</b>
Gymnastics

DO NOT  
WRITE  
IN THIS  
MARGIN

**QUESTION 4**

*Marks*

**EV**

This piece of action shows a girl performing a gymnastics vault.

*Part A* Describe four parts of her vaulting action. Parts 1 and 3 have been completed for you.

**Part 1** Two-footed take-off from springboard \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

2

**Part 3** Lands on feet on mat \_\_\_\_\_

**Part 4** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

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

**Improvement 1**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**Improvement 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**Improvement 3**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

**(10)**

<b>Activity</b>
Discus

DO NOT  
WRITE  
IN THIS  
MARGIN

**QUESTION 5**

Marks

EV

This piece of action shows a boy throwing the discus.

*Part A* Describe the **movement of his arms** at each phase of his throwing action.

**At the back of the circle** \_\_\_\_\_

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

2

**Crossing the circle** \_\_\_\_\_

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

2

**Release of discus** \_\_\_\_\_

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

2

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

Suggest two improvements he could make to **Performance 2**.

**Improvement 1**

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

2

**Improvement 2**

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

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)**

**QUESTION 6**

Marks

KU

*Parts A and B* are based on scoring systems.

*Part A* Activities can be scored objectively or subjectively.

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

An example has been completed for you.

<i>Activity</i>	<i>Objective</i>	<i>Subjective</i>
Hockey	✓	
Rhythmic Gymnastics		
Tennis		
Dance		
Shot Putt		
Rugby		

5

*Part B* Winners can be decided in different ways.

Choose an individual activity.

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

(i) Describe how the winner is decided in this activity.

\_\_\_\_\_

\_\_\_\_\_

2

Choose a team activity.

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

(ii) Describe how the winner is decided in this activity.

\_\_\_\_\_

\_\_\_\_\_

2

**(9)**

**QUESTION 7**

*Marks*

KU

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

*Part A* Complete the table below by filling in the blanks.

An example has been completed for you.

<i>Non-playing role</i>	<i>Responsibility</i>
Supporter	To cheer for my team
Coach	
	To apply the rules
Physio	
	To award marks to performers

**4**

*Part B* Personal qualities can help you carry out your responsibilities.

Choose an activity and a **playing** role.

Activity \_\_\_\_\_

Playing role \_\_\_\_\_

(i) Describe **two** responsibilities when performing this role.

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

\_\_\_\_\_

**2**

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

\_\_\_\_\_

**2**

Personal qualities can help you carry out this playing role.

(ii) Name a personal quality \_\_\_\_\_

**1**

(iii) Explain why this personal quality helped you perform this role effectively.

\_\_\_\_\_

\_\_\_\_\_

**2**

**(11)**

QUESTION 8

Marks

KU

Parts A and B are based on whole-part-whole.

Whole-part-whole is one method you can use to learn and develop skills.

Part A (i) What is meant by whole-part-whole?

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

2

(ii) Give one reason why you would use whole-part-whole to learn skills.

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

2

Part B Choose a skill/technique you found difficult to perform.

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

(i) Describe the part of this skill you found difficult to perform.

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

2

(ii) Describe a practice you used to improve this problem part.

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

2

(iii) Describe how you received feedback about the problem part when practising.

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

2

(10)

**[Turn over for Question 9 on *Page fourteen***

**QUESTION 9**

*Marks*

**KU**

*Parts A and B* are based on warm up/warm down.

*Part A* An effective warm up can be done in three stages.

(i) What was the first stage of your warm up?

\_\_\_\_\_

**1**

(ii) Why would you do this?

\_\_\_\_\_

\_\_\_\_\_

**1**

(iii) What was the second stage of your warm up?

\_\_\_\_\_

**1**

(iv) Why would you do this?

\_\_\_\_\_

\_\_\_\_\_

**1**

(v) What was the third stage of your warm up?

\_\_\_\_\_

**1**

(vi) Why would you do this?

\_\_\_\_\_

\_\_\_\_\_

**1**

**QUESTION 9 (continued)**

Marks

*Part B* A warm down can be performed at the end of an activity.  
Choose an activity where you warmed down after performing.

Activity \_\_\_\_\_

(i) Describe what you did to warm down.

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

2

(ii) Why is it important to warm down?

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

2

**(10)**

**[Turn over**

**Principles of effective practice and refinement**

DO NOT  
WRITE  
IN THIS  
MARGIN

**QUESTION 10**

Marks

KU

*Parts A and B* are based on principles of effective practice and refinement.

*Part A* (i) Why is it important to practise using the correct technique?

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2

(ii) Why is determination important when practising?

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2

(iii) Why is it important to vary your practice when learning?

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2



**QUESTION 10 (continued)**

Marks

*Part B* You can work with a partner to make your practice effective.

Choose an activity and a skill/technique where you worked with a partner as you practised.

Activity \_\_\_\_\_

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

(i) Describe a practice where you worked with a partner as you learned this skill/technique.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

(ii) Why did this practice improve your performance?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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)