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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)

Activity
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)

Activity
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 _____

2

Part 3 _____

2

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

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

Activity
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)

Activity
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)

Activity
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

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?

2

(ii) Why is determination important when practising?

2

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

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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	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)