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(EV) (KU)

Total

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3200/31/01

NATIONAL
QUALIFICATIONS
2012

FRIDAY, 27 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
Badminton

DO NOT
WRITE
IN THIS
MARGIN

Marks

EV

QUESTION 1

This piece of action shows a boy serving in badminton.

Part A Describe, in detail, three parts of his serve.

Part 1 _____

2

Part 2 _____

2

Part 3 _____

2

Part B Now watch a similar piece of badminton action.

Suggest, in detail, two improvements he could make.

Improvement 1

2

Improvement 2

2

(10)

Activity
Basketball

Marks

EV

QUESTION 2

This piece of action shows girls playing basketball.

Part A Watch the highlighted player (Red 9).

Describe, in detail and in the correct order, three different actions she performs which allows her to **get past the three** opponents.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of basketball action.

Watch the highlighted player (Silver 8).

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

2

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

2

(10)

[Turn over

Activity
Athletics

DO NOT
WRITE
IN THIS
MARGIN

QUESTION 3

Marks

EV

This piece of action shows a boy practising triple jump.

Part A Describe, in detail and in the correct order, three parts of the triple jump action. One part has been completed for you.

Part 1 Takes off from the board on his right foot.

Part 2 _____

2

Part 3 _____

2

Part B Now watch a similar piece of triple jump action.

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

2

(ii) Suggest, in detail, two improvements he could make.

Improvement 1

2

Improvement 2

2

(10)

Activity
Gymnastics

Marks

EV

QUESTION 4

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

Part A Describe, in detail, three actions she performs.

Action 1 (Cartwheel) _____

2

Action 2 (Headstand) _____

2

Action 3 (Roll) _____

2

Part B Now watch a similar piece of gymnastics action.

Suggest, in detail, two improvements she could make to her **headstand**.

Improvement 1

2

Improvement 2

2

(10)

[Turn over

QUESTION 5

This piece of action takes place on the cricket field.

Activity
Cricket

DO NOT
WRITE
IN THIS
MARGIN

Marks

EV

Part A Watch the bowler.

Describe, in detail and in the correct order, three actions he performs.

Action 1 has been completed for you.

Action 1 Takes an eleven step run up towards the wicket

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of cricket action.

Watch the bowler.

Suggest, in detail, three improvements he could make.

Improvement 1

2

Improvement 2

2

Improvement 3

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)

QUESTION 6

Marks

KU

Parts A and B are based on developing skills.

Part A (i) What is meant by feedback?

2

Demonstration is a form of feedback.

(ii) Give two reasons why a demonstration can help you learn.

Reason 1 _____

2

Reason 2 _____

2

QUESTION 6 (continued)

Marks

KU

Part B Choose an individual activity and a skill/technique where you experienced a difficulty in your performance.

Individual activity _____

Skill/technique _____

(i) Describe the difficulty you had.

2

(ii) What **immediate** change did you make to your performance to overcome this difficulty?

2

(iii) How did this change improve your performance?

2

(12)

[Turn over

**Cardio-respiratory
endurance**

DO NOT
WRITE
IN THIS
MARGIN

QUESTION 7

Marks

KU

Parts A and B are based on training and cardio-respiratory endurance.

Part A You can train within an activity to improve an aspect of fitness and a skill/technique at the same time.

Give two reasons why you would train using this method.

Reason 1 _____

2

Reason 2 _____

2

QUESTION 7 (continued)

Marks

KU

Part B is based on cardio-respiratory endurance.

Part B You can train within an activity to develop a skill/technique and cardio-respiratory endurance at the same time.

Choose an activity and a skill/technique.

Activity _____

Skill/technique _____

- (i) Describe, in detail, a practice that you used to improve this skill/technique and your cardio-respiratory endurance at the same time.

3

- (ii) As you did this practice, how did you know that you were working at the correct intensity to be in your training zone?

2

- (iii) Explain why increased cardio-respiratory endurance was a benefit to your performance.

2

(11)

[Turn over

QUESTION 8

Marks

KU

Parts A and B are based on defence.

Part A (i) What is meant by depth in defence?

2

(ii) What is meant by delay in defence?

2

QUESTION 8 (continued)

Marks

KU

Part B Defensive tactics are often used in team activities to limit the strengths, actions or threats of your opponents.

Choose a team activity where you used **depth** in defence.

Team activity _____

- (i) Describe the strengths, actions or threats of your opponents that made you use depth in defence.

2

- (ii) Describe the defending tactic using depth in defence which you used to limit your opponents.

2

When defending it can be important for you to **delay** your opponents.

- (iii) Describe what you did to delay your opponent as they attacked in this activity.

2

(10)

[Turn over

QUESTION 9

Marks

KU

Parts A and B are based on developing skills.

Part A (i) When practising skills/techniques what does it mean to be a passive opponent?

2

(ii) Give two reasons why practising against a passive opponent can help you learn.

Reason 1 _____

2

Reason 2 _____

2

QUESTION 9 (continued)

Marks

Part B Before using a skill/technique in a competitive situation it can help to practise **under pressure**.

Choose an individual activity and a skill/technique that you practised under pressure.

Individual activity _____

Skill/technique _____

(i) Describe a practice you used to develop this skill/technique that put you under pressure.

2

Choose a team activity and a different skill/technique that you practised under pressure.

Team activity _____

Skill/technique _____

(ii) Describe a practice you used to develop this skill/technique that put you under pressure.

2

(iii) Why did practising this way help when you performed in the activity?

2

(12)

[Turn over

QUESTION 10

Marks

KU

Parts A and B are based on mental fitness.

Part A (i) What is meant by motivation?

2

(ii) What is meant by concentration?

2

(iii) What is meant by confidence?

2

QUESTION 10 (continued)

Marks

KU

Part B Choose an activity where you mentally prepared before performing.

Activity _____

(i) Describe what you thought about to mentally prepare before performing.

2

(ii) How did your performance benefit as a result of this mental preparation?

2

(10)

[END OF QUESTION PAPER]

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)		(55)