

FOR OFFICIAL USE

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C

(EV) (KU)

Total

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3200/403

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 4 MAY
11.50 AM – 12.50 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
Athletics

DO NOT
WRITE IN
THIS
MARGIN

Marks

EV

QUESTION 1

This piece of action takes place on an athletics track.

Part A The girls are practising sprinting.

Describe, in detail, three differences between the girls' actions.

One difference has been completed for you.

Difference 1 **In the "take your marks" position the nearest athlete has her head lower**

Difference 2 _____

2

Difference 3 _____

2

Part B Now watch some more sprinting action.

Suggest, in detail, three improvements the girl could make to **Performance 2**.

First improvement

2

Second improvement

2

Third improvement

2

Activity
Netball

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 2

This piece of action shows girls performing a netball drill.

Part A Watch the highlighted player (GA in the white top).

Describe, in detail, three actions she performs.

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch another piece of netball action.

(i) Watch the highlighted player (GA in the white top).

Describe, in detail, one part of the girl's performance that was **done well**.

2

(ii) Watch the highlighted player again.

Suggest, in detail, one improvement the girl could make to her performance.

2

(10)

[Turn over

Activity
Softball

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 3

Marks

EV

This piece of action shows boys playing softball.

Part A Watch the highlighted player.

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

Action 1 _____

2

Action 2 _____

2

Action 3 _____

2

Part B Now watch a similar piece of softball action. Watch the highlighted player.

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

2

(ii) Suggest, in detail, one improvement he could make to his performance.

2

(10)

Activity
Rhythmic Gymnastics

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 4

Marks	EV
2	
2	
2	
2	
2	

This piece of action shows a girl performing three rotations in a rhythmic gymnastics sequence.

Part A Describe, in detail, the two **different** rotations performed on the right leg.
(Candidates should not describe any movements of the ribbon.)

First rotation on right leg

Second rotation on right leg

Part B Now watch a similar rhythmic gymnastics sequence.

Suggest, in detail, three improvements the girl could make to her performance.
(Candidates should not describe any movements of the ribbon.)

First improvement

Second improvement

Third improvement

Activity
Indoor Hockey

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 5

Marks

EV

This piece of action takes place on an indoor hockey court.

Part A Watch the highlighted player in blue.

Describe, in detail and **in the correct order**, how this attacking player beats each of her opponents in the following ways—dodge (reverse stick), first 1–2, second 1–2.

Dodge (reverse stick) _____

2

First 1–2 _____

2

Second 1–2 _____

2

Part B Now watch a similar piece of hockey action.

(i) Watch the highlighted player (white number 12).

Suggest, in detail, one improvement she could make to her performance.

2

(ii) Now watch the action again.

Suggest, in detail, one improvement the **goalkeeper** could make to her performance.

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 skills and techniques.

Part A Skills can range from simple to complex.

Give four reasons why a skill may be simple.

Reason 1 _____

1

Reason 2 _____

1

Reason 3 _____

1

Reason 4 _____

1

QUESTION 6 (continued)

Marks

KU

Part B During performance some skills/techniques can work better than others.

- (i) Choose an activity and a simple skill/technique.

Activity _____

Simple skill/technique _____

Describe a situation where this simple skill/technique helped your performance.

2

- (ii) Choose a different activity and a complex skill/technique.

Different activity _____

Complex skill/technique _____

Describe a situation where this complex skill/technique led to a problem in your performance.

2

- (iii) Describe what you did the next time you were in this situation to overcome this problem.

2

(10)

[Turn over

QUESTION 7

Marks

KU

Part A is based on transfer of weight.

Part A Transferring your weight can make your performance effective.

(i) What is meant by transferring your weight?

2

(ii) Give two benefits of transferring your weight.

Benefit 1 _____

2

Benefit 2 _____

2

QUESTION 7 (continued)

Marks

KU

Part B is based on creativity.

Part B Creating space can result in effective performance.

Choose an activity where you created space.

Activity _____

(i) Describe how you created space for yourself in this activity.

2

(ii) Describe how you created space for a team mate/partner in this activity.

2

(iii) As a defender you can restrict your opponents from creating and using space in team activities.

Choose a team activity.

Team activity _____

Describe how you stopped your opponent from creating and using space.

2

(12)

[Turn over

Strength

DO NOT
WRITE IN
THIS
MARGIN

QUESTION 8

Marks

KU

Parts A and B are based on strength.

Part A (i) What is meant by strength?

2

(ii) Describe how you measured your initial level of strength.

2

QUESTION 8 (continued)

Marks

KU

Part B Progressive overload is a principle of training.

Weight training can be used to improve strength.

(i) Name one weight training exercise you could use to improve strength.

1

(ii) Describe your initial level of intensity for this exercise.

2

(iii) Why would you progressively overload this exercise?

1

(iv) When would you progressively overload this exercise?

1

(v) Describe what you did to progressively overload this exercise.

2

(11)

[Turn over

QUESTION 9

Marks

KU

Parts A and B are based on skill learning.

Part A Skills can be practised with passive or active players.

- (i) During practice describe what is meant by being a passive player.

2

- (ii) Describe the benefits of practising against a passive player.

2

QUESTION 9 (continued)

Marks

KU

Part B Practising against active players may be used when you are at the automatic stage of learning.

- (i) Choose an activity where you practised against active players to develop a skill/technique.

Activity _____

Skill/technique _____

Describe how active players were used during a practice.

2

- (ii) Explain why the use of active players helped your development of the skill/technique.

2

- (iii) Describe what you did as you practised this skill/technique to avoid fatigue.

2

(10)

[Turn over

QUESTION 10

Marks

KU

Parts A and B are based on skill related fitness.

Part A Agility and reaction time are aspects of skill related fitness.

(i) What is meant by agility?

2

(ii) What is meant by reaction time?

2

**Skill related
fitness**

QUESTION 10 (continued)

Marks

KU

Part B (i) Choose an individual activity and a skill/technique where agility is important.

Individual activity _____

Skill/technique _____

Explain why agility is important when performing this skill/technique.

2

(ii) Choose a team activity and a skill/technique where agility is important.

Team activity _____

Skill/technique _____

Explain why agility is important when performing this skill/technique.

2

(iii) Describe a situation where reaction time is important **to start** an individual activity.

Individual activity _____

Description of situation _____

2

(iv) Describe a situation where reaction time was important **during** your performance in a team activity.

Team activity _____

Description of situation _____

2

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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)		(55)