



SAMPLE ASSESSMENT TASKS

PHYSICAL EDUCATION STUDIES
GENERAL YEAR 11

Copyright

© School Curriculum and Standards Authority, 2019

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 4.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

Physical Education Studies – General Year 11

Task 2 – Units 1 and 2

Assessment type: Practical assessment

Conditions: the assessment will be completed during Weeks 8 and 9 of Term 1

Task weighting: 12.5% of the school mark for this pair of units

Skill performance (netball)

(36 marks)

Perform the following skills from the School Curriculum and Standards Authority (the Authority)
Physical Education Studies support materials for practical examinations – Netball:

- shoulder pass
- chest pass
- lob pass
- two-foot land
- 3 feet (0.9m) recovery
- shadowing

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill, as outlined in the practical examination specifications.

Resources

- Physical Education Studies Netball DVD
- Physical Education Studies support materials for practical examinations - Netball (available from <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies>)

Note: this assessment is a sample only, and includes an assortment of basic netball skills. Teachers are advised to select skills congruent with content that is taught.

Marking key for sample assessment task 2 – Units 1 and 2

Skill 1: Shoulder pass

A. Skill – combination of four elements of an action, i.e. efficiency, smoothness (coordination), accuracy and rate.

B. Context – game pressure, pace, skill and intensity of opponent, etc. will all affect performance and should be taken into account when marking.

C. Key skill components

Preparation

- body is balanced with a stable trunk
- opposite foot to throwing arm is forward
- feet are shoulder width apart
- ball is held in two hands with fingers spread wide behind the ball

Execution

- arms lead trunk in rotation towards the throwing side
- ball is transferred to one hand with arm back behind the shoulder
- elbow is away from the hip
- weight is transferred forward as throwing arm moves through
- hips and shoulders rotate towards the target
- lead foot steps forward towards the target

Completion

- optimal angle of release with appropriate force transferred to ball
- arm follows through; wrists and fingers extend in direction of the target

Outcome

- ball flight has a flat trajectory toward intended target

D. Mark allocation

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome

Skill 2: Chest pass

A. Skill – combination of four elements of an action, i.e. efficiency, smoothness (coordination), accuracy and rate.

B. Context – game pressure, pace, skill and intensity of opponent, etc. will all affect performance and should be taken into account when marking.

C. Key skill components

Preparation

- body is balanced upright with a stable trunk
- front-on to the target
- ball is held with two hands at chest height
- fingers are spread around the ball, thumbs behind with elbows in

Execution

- flexion of elbows to draw the ball towards the chest
- force is transferred by stepping toward the target, transferring weight to front foot
- simultaneously push the ball with wrists and fingers
- ball is released evenly from both hands

Completion

- optimal angle of release with force transferred to the ball with full arm extension and wrist flick
- arms follow through; wrists and fingers extend in direction of the target

Outcome

- ball flight has flat trajectory toward intended target

D. Mark allocation

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome

Skill 3: Lob pass

A. Skill – combination of four elements of an action, i.e. efficiency, smoothness (coordination), accuracy and rate.

B. Context – game pressure, pace, skill and intensity of opponent, etc. will all affect performance and should be taken into account when marking.

C. Key skill components

Preparation

- body is balanced with a stable trunk
- opposite foot to throwing arm is forward
- feet are shoulder width apart
- ball is held in two hands with fingers spread wide behind ball

Execution

- ball is transferred to one hand with arm back behind the shoulder
- weight is transferred forward as throwing arm moves through
- hips, shoulders and leading foot rotate towards the target
- optimal angle of release to achieve accurate delivery of the pass
- ball is released at its highest point

Completion

- arm follows through; wrists and fingers extend in direction of the target

Outcome

- ball flight has parabolic trajectory toward intended target

D. Mark allocation

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome

Skill 4: Two-foot land

A. Skill – combination of four elements of an action, i.e. efficiency, smoothness (coordination), accuracy and rate.

B. Context – game pressure, pace, skill and intensity of opponent, etc. will all affect performance and should be taken into account when marking.

C. Key skill components

Preparation

- strong lead to the ball
- body is balanced upright with a stable trunk
- shoulders are square and chin is up
- arms are extended towards the ball

Execution

- impact on landing is even between both feet
- hips, knees and ankles are flexed
- land with a wide stance
- body weight is transferred over both feet with shoulders even
- ball is received in front of the body so player runs onto the ball
- fingers are spread with thumbs behind the ball, forming a 'W' with index fingers
- ball is brought into the body to absorb impact

Completion/Outcome

- balance is maintained to prevent illegal movements
- target for next pass is anticipated

D. Mark allocation

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome

Skill 5: 3 feet (0.9m) recovery

A. Skill – combination of four elements of an action, i.e. efficiency, smoothness (coordination), accuracy and rate.

B. Context – game pressure, pace, skill and intensity of opponent, etc. will all affect performance and should be taken into account when marking.

C. Key skill components

Preparation

- adequate transfer of force in the opposite direction
- strong stride/jump back
- weight is balanced over two feet
- hips, knees and ankles are slightly flexed

Execution

- arms are up and in a position appropriate to dictate desired direction of pass
- weight is balanced on the balls of the feet

Completion

- body leans forward from the hips with eyes up, tracking the ball and play

Outcome

- repositions quickly to defend attacker's moves

D. Mark allocation

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome

Skill 6: Shadowing

A. Skill – combination of four elements of an action, i.e. efficiency, smoothness (coordination), accuracy and rate.

B. Context – game pressure, pace, skill and intensity of opponent, etc. will all affect performance and should be taken into account when marking.

C. Key skill components

Preparation

- body is balanced with feet shoulder-width apart
- knees are flexed
- weight is slightly forward over the toes with back upright

Execution

- back is to attacker with use of peripheral vision to track opponent
- positioned to cover half of opponent's body
- arms are close to the body
- trunk twists slightly as shoulders open to play
- chin and eyes are up, head is positioned to see both ball and opponent (45°)

Completion

- small steps with fast feet to shadow player
- uses slide step to maintain balance

Outcome

- receipt of pass and/or movement of opponent is prevented

D. Mark allocation

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome

Sample assessment task

Physical Education Studies – General Year 11

Task 4 – Units 1 and 2

Assessment type: Investigation

Conditions: the task will be completed over 5 weeks

Task weighting: 12.5% of the school mark for this pair of units

Fitness testing

(38 marks)

Part A

1. List the **two** systems that make up the cardiorespiratory system. (2 marks)
2. Outline **three** functions of the circulatory system. (3 marks)
3. Outline **three** functions of the respiratory system. (3 marks)
4. Identify any cardiorespiratory changes that take place during physical activity. In particular, investigate the difference between heart rate at rest and after three minutes of intense, continuous exercise. Measure an athlete's pulse at rest and record in a table (like the one below). To do this, count the beats for ten seconds and multiply by six. Now ask the athlete to skip continuously for three minutes; immediately check the pulse and record. (2 marks)

Pulse at rest Heart rate (bpm)	Pulse immediately after exercise Heart rate (bpm)

5. Outline **two** factors which may have contributed to the difference between the two heart rates. (2 marks)

6. Calculate the athlete's cardiac output by using the pulse readings recorded earlier. Assume the athlete's stroke volume is 0.07 litres per beat. Present the results in a table (like the one below). (2 marks)

Cardiac output at rest	Cardiac output immediately after exercise

7. Outline and justify **two** conclusions about cardiac output that you can draw from these figures. (6 marks)
8. For each category below, describe **one** other immediate response of the cardiorespiratory system that the athlete will experience when participating in physical activity: (14 marks)
- stroke volume
 - blood pressure
 - arteriovenous oxygen difference
 - selective redistribution of blood
 - temperature regulation
 - ventilation rate
 - gaseous exchange in the lungs.
9. Identify the dominant energy system used by the athlete and outline **three** characteristics of the energy system. (4 marks)

Part B: Fitness testing (continued)**(40 marks)**

1. Define the term 'fitness'. (1 mark)
2. Outline **two** differences between health-related and performance-related fitness components. (2 marks)
3. Fitness appraisals include information about a person's current and prior health and medical conditions and current rates of physical activity. Outline **three** reasons why an appraisal by a fitness professional prior to the commencement of a training program is important. (3 marks)
4. Name **one** test item appropriate to measure each fitness component below. Work with a partner to complete each test item, record the results and provide a rating based on your performance (excellent, good, average, fair or poor). (12 marks)

Fitness component	Description of test	Results	
		Score	Rating (excellent, good, average, fair or poor)
Cardiorespiratory endurance			
Muscular strength			
Muscular endurance			
Flexibility			
Speed			
Agility			

5. Evaluate your performance in the fitness test by describing **one** of your strengths and **one** of your weaknesses. (4 marks)

6. Select **two** components of fitness that you consider to be the most relevant in the game of netball and justify your choices. (6 marks)
7. For **one** component of fitness, suggest an alternative test and describe the procedure. (3 marks)
8. For **one** component of fitness, explain how it could be improved as a part of a training program. (2 marks)
9. The warm-up is an essential element of every training program as it prepares the body for exercise and reduces the risk of injury. Identify **five** physiological changes that take place during an effective warm-up. (5 marks)
10. Outline **two** reasons why it is necessary to cool down after physical activity. (2 marks)

Marking key for sample assessment task 4 – Units 1 and 2

Part A

1. List the **two** systems that make up the cardiorespiratory system.

Description	Marks
One mark for correct listing of: <ul style="list-style-type: none"> • circulatory system • respiratory system 	1–2
Subtotal	/2

2. Outline **three** functions of the circulatory system.

Description	Marks
One mark for correctly listing any three of: <ul style="list-style-type: none"> • carrying oxygen and nutrients to the cells of the body • removing carbon dioxide and waste products • transporting chemicals assisting in the growth, maintenance and repair of the body's tissues • resistance against disease or other appropriate response 	1–3
Subtotal	/3

3. Outline **three** functions of the respiratory system.

Description	Marks
One mark for correctly listing any three of: <ul style="list-style-type: none"> • delivering oxygen from the atmosphere to the lungs • gaseous exchange within the lungs • creation of speech • facilitation of our sense of smell or other appropriate response 	1–3
Subtotal	/3

4. Measure an athlete's pulse at rest and record in a table. Now ask the athlete to skip continuously for three minutes; immediately check the pulse and record.

Description	Marks
One mark for each appropriate result recorded	1–2
Subtotal	/2

5. Outline **two** factors which may have contributed to the difference between the two heart rates.

Description	Marks
One mark for correctly outlining: <ul style="list-style-type: none"> • to provide more blood to the muscles • to increase the amount of oxygen required by working muscles or other appropriate response	1–2
Subtotal	/2

6. Calculate the athlete's cardiac output by using the pulse readings recorded earlier. Assume the athlete's stroke volume is 0.07 litres per beat.

Description	Marks
One mark for each correct calculation of cardiac output, i.e. multiplying heart rate by 0.07	1–2
Subtotal	/2

7. Outline and justify **two** conclusions about cardiac output that you can draw from these figures.

Description	Marks
One mark for each appropriate conclusion (maximum of two): <ul style="list-style-type: none"> cardiac output increases during exercise to provide an increase in oxygen and fuel, which are needed to circulate to muscle tissues cardiac output is the amount of blood circulated by the heart in one minute. This is approximately five litres at rest, and around 20 to 35 litres during exercise or other appropriate response 	1–2
For the justification of each of two conclusions: <ul style="list-style-type: none"> justification is comprehensive with appropriate links to the data. justification is simple with minimal reference to the data 	2 1
Subtotal	/6

9. Identify the dominant energy system used by the athlete and outline **three** characteristics of the energy system.

Description	Marks
One mark for correctly identifying 'anaerobic' as the dominant energy system	1
One mark for each key characteristic (maximum of three) <ul style="list-style-type: none"> • no oxygen required • rapid supply of energy • uses carbohydrate (glucose) • limited ATP production • used for activities one to two minutes in duration • by-products are lactic acid – causing fatigue or other appropriate response	1–3
Subtotal	/4
Total – Part A	/38

Part B**(40 marks)**

1. Define the term 'fitness'.

Description	Marks
One mark for correct definition of the term 'fitness'	1
Subtotal	/1

2. Outline **two** differences between health-related and performance-related fitness components.

Description	Marks
One mark for each appropriate difference between the components (maximum of two) Answer could include:	1–2
<ul style="list-style-type: none"> health-related fitness enhances everyday health and is required for all everyday activities performance-related fitness focuses on the fitness components essential for sporting performance or other appropriate response	
Subtotal	/2

3. Fitness appraisals include information about a person's current and prior health and medical conditions and current rates of physical activity. Outline **three** reasons why an appraisal by a fitness professional prior to the commencement of a training program is important.

Description	Marks
One mark for each appropriate reason (maximum of three) Answer could include:	1–3
<ul style="list-style-type: none"> first step to achieving fitness goals – knowing where to start know more about the client (strengths and weaknesses) and can tailor programs to the needs of the individual bench mark to monitor progress or other appropriate response	
Subtotal	/3

4. Name **one** test item appropriate to measure each fitness component below. Work with a partner to complete each test item, record the results and provide a rating based on your performance (excellent, good, average, fair or poor).

Description	Marks	
One mark for each appropriate test item (one per component – maximum of six):	1–6	
<ul style="list-style-type: none"> cardiorespiratory endurance muscular strength muscular endurance flexibility speed agility 		
One mark for correct identification of rating for the score in each test		
Subtotal		/12

5. Evaluate your performance in the fitness test by describing **one** of your strengths and **one** of your weaknesses.

Description	Marks
Appropriate description of the strength:	
<ul style="list-style-type: none"> provides a detailed and accurate description of one of the strengths with justification for their choice 	2
<ul style="list-style-type: none"> provides a basic description of one of the strengths 	1
Appropriate description of the weakness:	
<ul style="list-style-type: none"> provides a detailed and accurate description of one of the weaknesses with justification for their choice 	2
<ul style="list-style-type: none"> provides a basic description of one of the weaknesses 	1
Subtotal	/4

6. Select **two** components of fitness that you consider to be the most relevant in the game of netball and justify your choices.

Description	Marks
One mark for each of two appropriate components of fitness	1–2
For each component:	
<ul style="list-style-type: none"> provides a detailed and accurate justification 	2
<ul style="list-style-type: none"> provides a basic justification with minimal detail 	1
Subtotal	/6

7. For **one** component of fitness, suggest an alternative test and describe the procedure.

Description	Marks
One mark for an appropriate alternative test for the component	1
<ul style="list-style-type: none"> provides a detailed and accurate description of the alternative test 	2
<ul style="list-style-type: none"> provides a basic description of the alternative test with minimal detail 	1
Subtotal	/3

8. For **one** component of fitness, explain how it could be improved as a part of a training program.

Description	Marks
Provides a detailed and accurate explanation of how the fitness component could be improved	2
Provides a basic description of how the fitness component could be improved with minimal detail	1
Subtotal	/2

9. The warm-up is an essential element of every training program as it prepares the body for exercise and reduces the risk of injury. Identify **five** physiological changes that take place during an effective warm-up.

Description	Marks
One mark for each physiological change (maximum of five) Answer could include: <ul style="list-style-type: none"> increased heart rate and blood flow through the muscle preparation of athlete mentally for exercise muscles become warm and more flexible lubrication of the muscle, joint and other connective tissue reduction of the risk of injury to muscles and joints decrease of muscle tension adjustment of the nervous system to the physical and mental demands of the vigorous exercise to come or other appropriate response	1–5
Subtotal	/5

10. Outline **two** reasons why it is necessary to cool down after physical activity.

Description	Marks
One mark for each reason (maximum of two) Answer could include: <ul style="list-style-type: none"> prevents soreness heart rate still slightly elevated to allow more oxygen to reach muscles to clear away lactic acid loosens tight muscles so they won't stiffen later or other appropriate response	1–2
Subtotal	/2
Total	/40

Sample assessment task

Physical Education Studies – General Year 11

Task 1 – Units 1 and 2

Assessment type: Response

Conditions: time for the task: 60 minutes

Task weighting: 7.5% of the school mark for this pair of units

Topic test: Functional anatomy **(33 marks)**

Answer each question in the space provided. (3 marks)

1. Identify the name of each anatomical plane described below.

(a) the plane that divides the body into left and right sections

(b) the plane that divides the body into top and bottom sections

(c) the plane that divides the body into front and back sections

2. Describe the type of tissue from which tendons and ligaments are made and outline the main function of each. (4 marks)

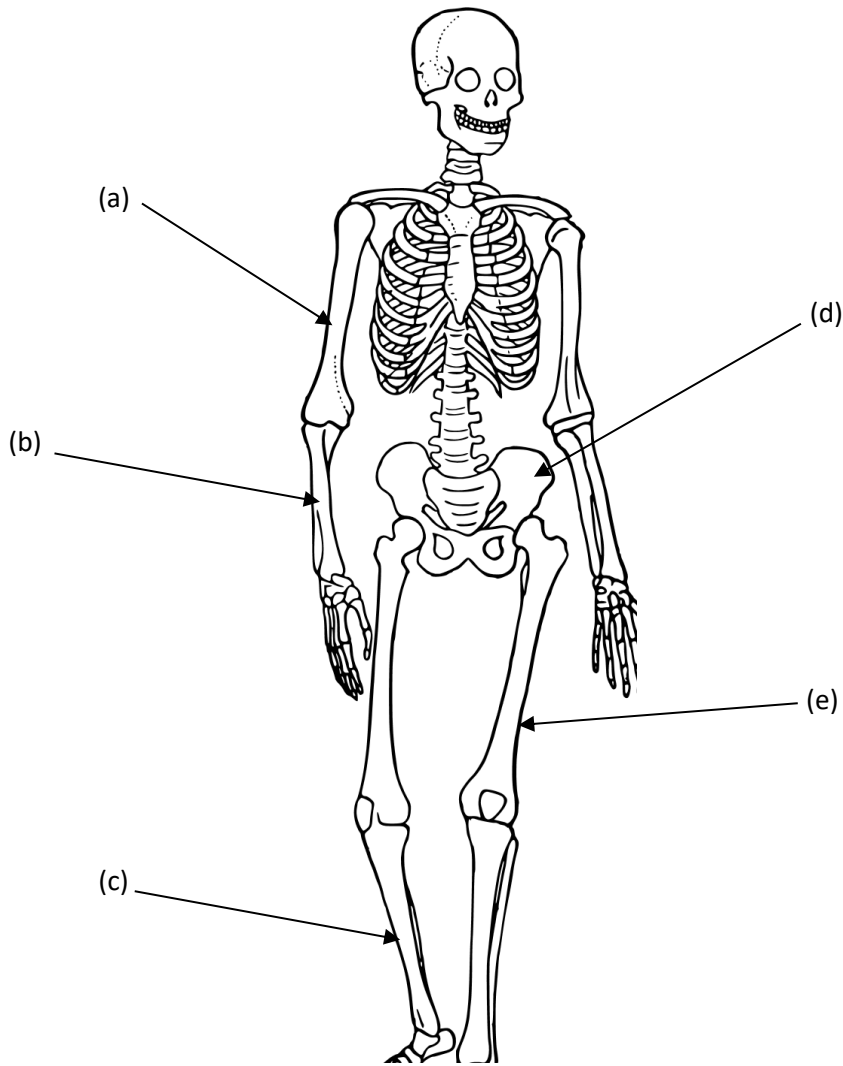
Description of tendon and ligament tissue

Main function of a tendon

Main function of a ligament

3. Identify the bones indicated on the diagram below.

(5 marks)

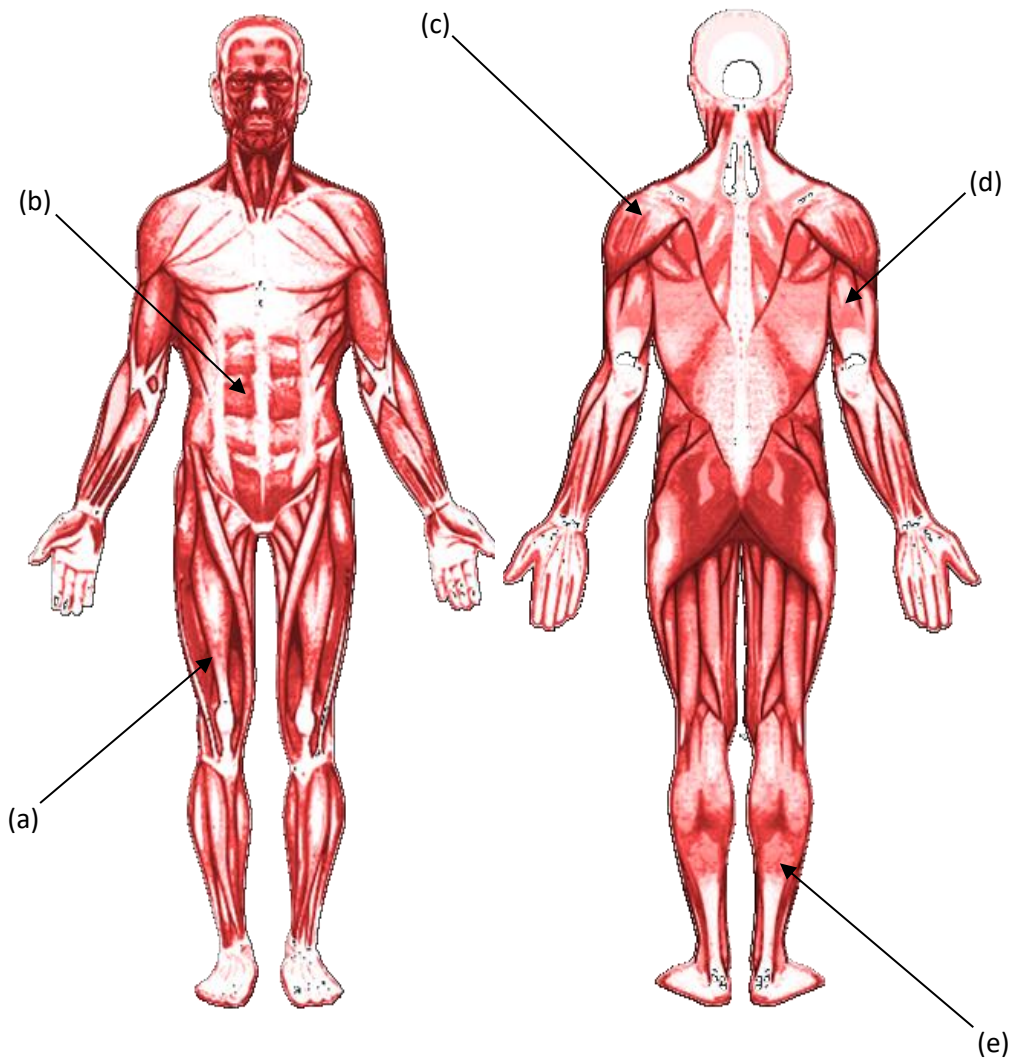


GregorDS. (Derivative work). (2011). *Skeleton* [Image]. Retrieved from http://commons.wikimedia.org/wiki/File:Human_skeleton_diagram_trace.svg In Public Domain.

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

4. Identify the muscles indicated on the diagram below.

(5 marks)



Termininja. (2012). *Muscular system; Muscular system–back* [Images]. Retrieved from [- \(a\) _____
- \(b\) _____
- \(c\) _____
- \(d\) _____
- \(e\) _____](https://www.google.com.au/search?as_st=y&tbm=isch&hl=en&as_q=skeleton&as_epq=&as_oq=&as_eq=&imgsz=&imgar=&imgc=&imgcolor=&imgtype=&cr=&as_sitesearch=&safe=images&as_filetype=&as_rights=#as_st=y&hl=en&q=muscular+system+back&tbm=isch&tbs=sur:fc&imgdii=_Used under the Creative Commons Attribution-Share Alike 3.0 Unported licence.</p>
</div>
<div data-bbox=)

5. Outline **two** steps of the process by which muscles produce movement. (2 marks)

6. Outline the main function of the following: (3 marks)

(a) capillaries

(b) veins

(c) heart

7. Describe the appearance of a person with the following somatotypes: (6 marks)

(a) endomorphic

(b) mesomorphic

(c) ectomorphic

8. Provide **two** differences between extension and flexion. (2 marks)

9. List **three** places in the body where you would find smooth muscle tissue. (3 marks)

Marking key for sample assessment task 1 – Units 1 and 2

1. Identify the name of each anatomical plane described below:

Description	Marks
One mark for each response (a) sagittal plane (b) transverse plane (c) frontal plane	1–3
Subtotal	/3

2. Describe the type of tissue from which tendons and ligaments are made and outline the main function of each.

Description	Marks
<ul style="list-style-type: none"> Detailed and accurate description of tendon and ligament tissue Basic description of tendon and ligament tissue 	2 1
Answer must include: <ul style="list-style-type: none"> made of fibrous tissue connective tissue 	
Tendon function – attaches muscle to bone Ligament function – attaches bone to bone	1–2
Subtotal	/4

3. Identify the bones indicated on the diagram below.

Description	Marks
One mark each for: (a) humerus (b) radius (c) tibia (d) pelvis (e) femur	1–5
Subtotal	/5

4. Identify the muscles indicated on the diagram below.

Description	Marks
One mark each for: (a) quadriceps (b) abdominals (c) deltoid (d) triceps (e) soleus	1–5
Subtotal	/5

5. Outline **two** steps of the process by which muscles produce movement.

Description	Marks
Answer can include any two of: <ul style="list-style-type: none"> • nerve impulse causing muscle shortening • muscle contracts • pulling action on the bone through the ligament or other appropriate response	1–2
Subtotal	/2

6. Outline the main function of the following:

Description	Marks
One mark each for: <ul style="list-style-type: none"> (a) capillaries – exchange point for oxygen and carbon dioxide (b) veins – receive blood from capillaries and carry it to the heart (c) heart – distributes blood to and from the body and lungs 	1–3
Subtotal	/3

7. Describe the appearance of a person with the following somatotypes:

Description	Marks
(a) endomorphic – fat deposits, pear-shaped body, wide hips and shoulders	
(b) mesomorphic – muscular, broad shoulders, minimal fat	
(c) ectomorphic – minimal muscle or fat, tall and thin, narrow shoulders and hips	
<ul style="list-style-type: none"> • Provides a detailed and accurate description of each somatotype • Provides a basic description of each somatotype 	2 1
Subtotal	/6

8. Provide **two** differences between extension and flexion.

Description	Marks
One mark each for: <ul style="list-style-type: none"> • flexion – closes the angle between two bones; brings bones closer together • extension – increases the angle between two bones; straightening motion or other appropriate responses	1–2
Subtotal	/2

9. List **three** places in the body where you would find smooth muscle tissue.

Description	Marks
One mark for each (maximum of three): <ul style="list-style-type: none"> • blood vessels • stomach • intestines • bladder or other appropriate responses	1–3
Subtotal	/3
Total	/33