

**Course examination, 2018**

**YEAR 11**

**PHYSICAL EDUCATION STUDIES**

MARKING KEY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be answered | Suggested working time (minutes) | Marks available | Percentage of written examination |
| Section One Multiple-choice | 20 | 20 | 30 | 20 | 20 |
| Section Two Short answer | 10 | 10 | 70 | 76 | 50 |
| Section Three Extended answer | 4 | 2 | 50 | 30 | 30 |
| **Total** | | | | | 100 |

NOTE:

To work out the percentage for each sections divide the marks earned by the marks available and multiply by the percentage.

Section 2 example:

62/76 x 50 (Section 2 is worth 50%) 40.79%

Section 3 example:

25/30 x 30 (Section 2 is worth 50%) 25%

**Section One: Multiple-choice 20% (20 Marks)**

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1 | C |
| 2 | B |
| 3 | A |
| 4 | C |
| 5 | A |
| 6 | B |
| 7 | D |
| 8 | B |
| 9 | B |
| 10 | A |
| 11 | B |
| 12 | C |
| 13 | A |
| 14 | D |
| 15 | B |
| 16 | A |
| 17 | B |
| 18 | C |
| 19 | A |
| 20 | B |

**Section Two: Short answer 50% (76 Marks)**

This section has **10** questions. Answer **all** questions. Write your answers in the spaces provided. Use a blue or black pen (**not** pencil) for this section.

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 70 minutes.

# Question 21 (5 marks)

Stacey Peralta has just arrived at the batting crease after the previous batter was bowled out. Stacey’s last two innings have seen her score a total of 5 runs.

1. Describe a mental strategy Stacey could use to improve her self-confidence and give an example of how she would use it before she faces the first ball

(2 marks)

|  |  |
| --- | --- |
| Description | 2 Marks |
| |  | | --- | | Self-talk – Verbal, positive self-affirmation statements.  “C’mon Stacey, you got this” “You’ve done it before, do it again” to improve her confidence  Imagery – Forming a visual picture of a successful skill using the senses, to improve her confidence  Seeing herself hit the ball, feeling the grip of the bat, hearing the crack of the ball hitting the bat  Relaxation – Using techniques to reduce feelings of anxiousness/nervousness and to feel more confident  Deep Breathing – Stacey takes 3 deep breaths counting to 3 on the breath in and 3 on the breath out | | 1 mark for description and 1 mark for application |

1. She swung and missed the first ball completely. Stacey identified that her lack of concentration was probably the reason. Describe a different mental strategy Stacey could use to improve her concentration and describe how she would use it before she faces the next delivery.

(2 marks)

|  |  |
| --- | --- |
| Description | 2 Marks |
| |  | | --- | | Self-talk – Verbal, positive self-affirmation statements.  “Focus on the ball”, “watch the bounce”, “lead with your front foot” will help her focus on key elements of the skill  Imagery – Forming a visual picture of a successful performance using the senses. Helping her to concentrate on a successful shot  Seeing herself hit the ball, feeling the grip of the bat, hearing the crack of the ball hitting the bat | | 1 mark for description and 1 mark for application |

1. On the second ball Stacey hit a great shot scoring 4 runs. Stacey blocked out everything and just focused on the ball leaving the bowler’s hand. What quadrant of Nideffer’s model of attentional control would this place Stacey in?

(1 mark)

|  |  |
| --- | --- |
| Description | 1 Mark |
| |  | | --- | | Narrow External | | 1 mark |

**Question 22 (4 marks)**

Complete the table below on components and functions of the circulatory system.

|  |  |
| --- | --- |
| Component | Function |
| Heart | Muscular organ that pumps blood around the body |
| Arteries | Transports blood away from the heart |
| Veins | Transports blood towards the heart |
| Capillaries | Where gaseous exchange occurs |
| Blood | Carries oxygen and removes carbon dioxide, clots the blood, fights infection |

**Question 23 (15 marks)**

An AFL player needs to be proficient in many skills to be considered a great player. They must able to pass the ball effectively to a team mate using both a handball and a kick.

1. The ball can take many different paths as it flies through the air during a game. On the axis below, draw and label the three main trajectories an object can travel through the air. For each trajectory describe one benefit and give an example of when this trajectory would likely occur in an AFL game.

(9 marks)

High Trajectory

Vertical

Component

Parabola

Flat Trajectory

Horizontal Component

|  |  |
| --- | --- |
| Description | 9 Marks |
| Each trajectory labelled | 3 marks |
| High  Benefit – Long time in the air, clears obstacles  AFL Example – Handballing over a player. Kicking into the forward line | 1 mark  1 mark |
| Flat  Benefit – Minimises time in the air  AFL example – Stab pass, quick handball to a team mate | 1 mark  1 mark |
| Parabola  Benefit – Maximum Distance  AFL example – Kicking out of full back, shot on goal | 1 mark  1 mark |

1. AFL is a highly demanding sport with some players running up to 15 kilometres in a game. Identify and describe three immediate responses of the circulatory system as a player is running around the field.

(6 marks)

|  |  |
| --- | --- |
| Description | 6 Marks  Maximum |
| Must state the response changes and description of response for 2 marks |  |
| ⇧ Stroke Volume  Volume of blood ejected by the heart per beat  ⇧ Cardiac Output  Total blood flow circulated per minute, or Heart Rate x Stroke Volume  ⇧ Systolic Blood Pressure  Pressure of blood on the artery walls whilst the heart is contracting  ⇧ AVO2 Difference  Difference in oxygen concentration in the blood between the arteries and the veins  Selective Redistribution of blood to working muscles  Blood moves to the muscles which are exercising away from other body systems/organs  Vasodilation/thermoregulation  Blood vessels to the skin dilate allowing for increased heat loss | 1 mark  1 mark  1 mark  1 mark  1 mark  1 mark  1 mark  1 mark  1 mark  1 mark  1 mark  1 mark |

**Question 24 (6 marks)**

Nicole, a Basketball centre is often being beaten for rebounds and the tip off to begin play. Despite being tall, Nicole’s vertical leap is quite small. Her coach has identified that Nicole lacks power in her legs and has created a resistance training program for Nicole to improve her leg power.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exercise** | **Sets** | **Repetitions** | **Weight**  **(%1RM)** | **Recovery period (min)** |
| Squats | 3 | 6-8 | 70 | 1 |
| Barbell Lunges | 8 | 6-8 | 95 | 4 |
| Leg Curls | 3 | 5-7 | 40 | 3 |
| Calf Raises | 3 | 15-20 | 70 | 3 |

1. Unfortunately, the coach has made at least three errors. Identify **three** items of information from the table that are incorrect and explain why.

(3 marks)

|  |  |
| --- | --- |
| Description | 3 Marks Maximum |
| Squats – recovery is too short, need longer time to replenish PC | 1 mark |
| Barbell Lunges – 8 Sets is too many, may result in injury  – 95% 1RM is too high, will not be able to perform fast  contraction speed | 1 mark  1 mark |
| Leg Curl – 40% 1RM is too light for power training | 1 mark |
| Calf raises 15-20 reps is too many reps for power training – should be 6-8 | 1 mark |

1. Besides being able to jump high to get rebounds, Nicole must be able to sprint from one end of the court to the other. It’s important that she is able to rebound defensively and offensively. Explain which training type the coach should prescribe to help with this element of Nicole’s game.

(3 marks)

|  |  |
| --- | --- |
| Description | 3 Marks |
| Interval training  Periods of work followed by periods of rest  Most closely resembles the demands of Nicole’s role – sprinting down the court then resting near the basket before sprinting back down the court again  OR  Fartlek training  Periods of high intensity work interspersed with periods of low intensity work  Closely resembles the high intensity sprinting down the court followed by the lower intensity period near the basket | 1 mark  1 mark  1 mark  1 mark  1 mark  1 mark |

**Question 25 (6 marks)**

Describe the mechanics of breathing, how the body breathes in (inspiration) and how the body breathes out (expiration). You may choose to include diagrams in your answer.

|  |  |
| --- | --- |
| Description or Diagram | 6 Marks |
| **Inspiration**  Action of the diaphragm- contracts and flattens downwards  Volume of lungs increases, pressure decreases  Air moves from outside (higher pressure) into the lungs (lower pressure) | 1 mark  1 mark  1 mark |
| **Expiration**  Action of the diaphragm- relaxes back to dome shape  Volume of lungs decreases, pressure increases  Air moves from inside lungs (higher pressure) to outside the body (lower pressure) | 1 mark  1 mark  1 mark |

**Question 26 (6 marks)**

Nutritional considerations are an important part of a serious athletes preparation. Often athletes follow a strict nutritional plan to maximize performance.

1. Using examples, describe the Glycaemic Index

(3 marks)

|  |  |
| --- | --- |
| Description | 3 Marks |
| Glycaemic index is a rating system. Rates the speed at which carbohydrates are broken down into glucose and absorbed into the blood.  High GI (>70) foods release Glucose quickly. e.g. jelly beans, watermelon.  Low GI (<55) release Glucose slowly. e.g. brown rice, pasta. | 1 mark  1 mark  1 mark |

**SCSA**

1. State which of the macronutrients is the most important fuel source for an elite 800 m runner and justify your response.

(3 marks)

|  |  |
| --- | --- |
| Description | 3 Marks |
| Carbohydrates | 1 mark |
| Produce ATP fastest of the macronutrients | 1 mark |
| Used by the Lactic Acid Energy system which will be the dominant provider of energy for an 800 m race | 1 mark |

**Question 27 (12 marks)**

A Tennis coach aims to develop his students skills and game play.

1. He uses feedback regularly as he is teaching his students. Describe the three purposes of feedback and give an example of each that the tennis coach may use with his students

(6 marks)

|  |  |
| --- | --- |
| Description | 6 Marks |
| Feedback to motivate  “Great effort” “Well done | 1 mark  1 mark |
| Feedback to change performance  The tennis racquet must be flat when you make contact with the ball | 1 mark  1 mark |
| Feedback to reinforce what has been learned  “Great shot, you rolled the racquet over the ball, putting top spin on the ball which allowed you to hit the ball with more speed, with it still landing in the court.” | 1 mark  1 mark |

1. Suggest one strategy a coach can use to improve intrinsic motivation and one strategy to improve extrinsic motivation

(2 marks)

|  |  |
| --- | --- |
| Description | 2 Marks |
| Intrinsic Motivation  Make the sessions fun, focus on self-improvement | 1 mark |
| Extrinsic Motivation  Prizes, Praise, Tournaments with ladders on display | 1 mark |

1. With the exception of linear motion. Describe two other types of motion occurring in a Tennis match and provide one example for each.

(4 marks)

|  |  |
| --- | --- |
| Description | 4 Marks |
| Angular Motion  When a body (object, ball or person) moves about an axis of rotation  The tennis players legs are travelling in angular motion as they are running | 1 mark  1 mark |
| General motion  A combination of angular motion and linear motion  The tennis player moves in general motion when they are moving to the ball with their legs undergoing angular motion and their torso undergoing general motion | 1 mark  1 mark |

**Question 28 (7 marks)**

At 32 years of age, Jake is very well regarded amongst his team. He is the captain and for the last two years has been the second highest goal scorer. Jake realises that he will not be in the A division team forever and there will come a time in the near future where he will have to reassess his goals.

1. Identify two factors that will influence Jakes future goals. For each factor describe one way Jake could minimise its effect and maintain his involvement and enjoyment in his soccer club.

(4 marks)

|  |  |
| --- | --- |
| Description | 4 Marks |
| Age:  Play in a veterans/masters league.  Play as a substitute and play for less time on the field | 1 mark  1 mark |
| Skill level:  Change position to a somewhere that doesn’t require as much speed  Maintain a spot in the B division side | 1 mark  1 mark |
| Type of Activity:  Take on a coaching role  Player development role / Club committee role | 1 mark  1 mark |

1. Identify the likely dominant muscle fibre type of an elite soccer winger and justify your response.

(3 marks)

|  |  |
| --- | --- |
| Description | 3 Marks |
| Type IIa  Soccer winger requires fast contraction speed / Requires explosive force (too great for type 1)  Must maintain contractions over a long period of time (too long for type IIa) | 1 mark  1 mark  1 mark |

**Question 29 (6 marks)**

Fitness is a multi-faceted concept and can be divided into health related and performance related components. Describe three **performance related** components of fitness and suggest a fitness test for each.

|  |  |
| --- | --- |
| Description | 6 Marks |
| 1 mark for identifying fitness component and explanation  1 mark for fitness test |  |
| Speed:  The ability to perform a movement or cover a distance in a short period of time.  30 metre sprint test. | 1 mark  1 mark |
| Power:  The ability to release maximum force very quickly. Combination of strength and speed to produce an explosive action.  Vertical jump test, Standing long jump test. | 1 mark  1 mark |
| Agility:  The ability to change the position of the body quickly and efficiently while retaining balance.  Illinois agility run. | 1 mark  1 mark |
| Reaction time:  Refers to the time between receiving a signal to move and the start of the actual physical response.  Ruler drop test | 1 mark  1 mark |
| Coordination:  The ability of the body’s senses, nervous system and muscles to perform specific movements smoothly and accurately.  Bouncing 2 Basketballs, Tennis ball alternate arm throw and catch | 1 mark  1 mark |
| Balance:  The ability to maintain the body’s equilibrium while stationary (static) or in motion (dynamic balance).  Balance beam test | 1mark  1 mark |

**Question 30 (9 marks)**

A coach is addressing a group of experienced sprinters. She is explaining running technique and is telling them their foot strike must be directly under their body, not in front and their foot must remain in contact with the ground for as long as possible before it is lifted for the recovery phase.

1. Describe Newton’s Second and Third laws and explain why this technique will result in the best performance.

(6 marks)

**SCSA**

|  |  |
| --- | --- |
| Description | 6 Marks |
| Newton’s Second Law   * The acceleration of a body is directly proportional to the force applied and indirectly proportional to its mass * Impulse = force x time, * Can’t increase the magnitude of the force, so must increase the time over which force is applied, thus the extended contact with the ground | 1 mark  1 mark  1 mark |
| Newton’s Third Law   * For every action there is an equal and opposite reaction * The sprinter applies a force to the ground and an equal and opposite force is applied back to the sprinter from the track. * The force applied by the sprinter must be directly underneath or behind them so the opposite reactive force propels them forward.   OR   * If the force by the sprinter is applied in front of them then the opposite reactive force will be in the opposite direction to travel thus slowing them down | 1 mark  1 mark  1 mark |

1. A sprinter is heavily reliant on their leg muscles to propel them down the track faster than their competitors. A characteristic of skeletal muscle is contractibility which is a muscles ability to shorten and contract. Identify and describe three other characteristics of skeletal muscle.

(3 marks)

|  |  |
| --- | --- |
| Description | 3 Marks |
| Excitability:  Muscles ability to be stimulated by a nerve impulse | 1 mark |
| Extendibility:  Muscles ability to lengthen after shortening | 1 mark |
| Elasticity:  Muscles ability to stretch beyond its resting length and return to its original position without tearing | 1 mark |

# End of Section Two

**Section Three: Extended answer 30% (30 Marks)**

This section contains **four (4)** questions. You must answer **two (2)** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

**Question 31 (15 marks)**

Stella is a promising junior in Athletics. She is a talented sprinter but the javelin is her strongest event. Stella uses brute force to throw the Javelin as far as she can but she has asked you to help her apply the principles of projectile motion to improve on her personal best throw.

1. Explain the three major factors that can be manipulated to alter the range of the javelin. Explain each factor individually and describe it this can be applied to maximise her performance.

(9 marks)

|  |  |
| --- | --- |
| Description | 9 Marks |
| * Release Velocity – The velocity of an object when it is released * Higher release velocity = larger vertical component and larger horizontal component * Application to Javelin:   Increase Force applied (more muscle fibres)  Increase time over which force is applied (ensure javelin starts right back – fully extended arm) | 1 mark  1 mark  1 mark |
| * Angle of Release – Will affect the trajectory of the body * Angle of 45° – Parabolic trajectory, Large vertical and horizontal components   Angle > 45° - High trajectory, Large vertical, small horizontal  component  Angle < 45° - Flat trajectory, Small vertical and small horizontal  components   * Application to Javelin – Angle of release just below 45° because release height greater than landing height | 1 mark  1 mark  1 mark |
| * Height of Release – Height at which body is released will affect the distance * The higher the release, the greater the distance * Application to Javelin – High point of release which does not compromise technique. Body should be fully extended in an upright position at release | 1 mark  1 mark  1 mark |

1. To maximise Stella’s performance, the heart must contract and relax in an orderly sequence to ensure efficient circulation of blood to all parts of the body. This sequence is known as the cardiac cycle. Identify the phases of the cardiac cycle and describe the changes that occur during each stage.

(6 marks)

|  |  |
| --- | --- |
| Description | 6 Marks |
| Diastole:  Heart is relaxing, both atria and ventricles fill with blood  Atrial Systole:  Atria contract sending blood into the ventricles, overfilling the ventricles with blood  Ventricular Systole:  Ventricles contract, sending blood out the aorta to the body and the pulmonary artery to the lungs. | 1 mark  1 mark  1 mark  1 mark  1 mark  1 mark |

**Question 32 (15 marks)**

Sam is aiming to defend his title as club champion of his golf club. He is having trouble with his game currently, in particular his driving. The aim of the golf drive is to propel the ball down the fairway as far as possible.

1. Identify the principles to improve balance and describe how Sam uses the principles to increase the distance he drives the ball. (6 marks)

|  |  |
| --- | --- |
| Description | 6 Marks |
| * Principle - Large Base of Support * Application – Sam spreads his feet apart, slightly wider than shoulder width. * Principle - Lower the height of the Centre of Gravity * Application – Sam flexes at the knees to reduce his COG * Principle - Ensure the Line of Gravity remains within the Base of Support * Application – Sam needs to remain in an upright position throughout his swing. | 1 mark  1 mark  1 mark  1 mark  1 mark  1 mark |

1. Although now considered to be an expert, there was a time when Sam was a novice and he experienced difficulty hitting a golf ball. Describe the Fitts and Posner model of skill acquisition. For each phase, outline a characteristic of the learner in that stage, describe what the performance would actually look like and state how the coach can best help an athlete develop in that stage.

(9 marks)

|  |  |
| --- | --- |
| Description | 9 Marks |
| Cognitive Phase  Characteristic:   * Learner gains a mental picture of how to perform the skill * Learner concentrates hard on aspects of the skill * Steep learning curve   Performance:   * Awkward * Lots of errors * Not much success   Coach’s activities:   * Demonstrations * Simple feedback | 1 mark for characteristic  1 mark for performance  1 mark for coach’s activity |
| Associative Phase  Characteristic:   * Learner starts to associate certain movement patterns / strategies with success * Usually the longest stage * Learner makes small almost imperceptible improvements   Performance:   * More consistent * Success>Errors * Performance looks smoother   Coach’s activities:   * Lots of Practice * More specific feedback | 1 mark for characteristic  1 mark for performance  1 mark for coach’s activity |
| Autonomous Phase  Characteristic:   * Learner can perform skill automatically * Able to focus on environmental factors rather than skill performance   Performance:   * Effortless * Looks easy * Smooth and coordinated * Very high success rate   Coach’s activities:   * Strategies and tactics related to the game * Practice with more environmental factors (more complex) * Mental skills and strategies | 1 mark for characteristic  1 mark for performance  1 mark for coach’s activity |

**Question 33 (15 marks)**

Jeffrey, an AFL Full forward has just marked the ball and he is about to take a set shot at goal. Jeffrey must now attempt to kick the ball through the goals in order to score six points for his team.

1. The ability of Jeffrey to selectively attend to cues and to process the incoming information is very important to his successful performance. Name a model Jeffrey could use to improve his overall goal kicking performance. Identify and apply the four step process that he will undergo as he processes information and aims to improve his overall goal kicking performance.

(9 marks)

|  |  |
| --- | --- |
| Description | 9 Marks |
| Information Processing Model | 1 mark |
| Identify: Perceiving (Input)  Apply: Jeffrey will use his senses to identify the distance and angle towards the goal. He will receive information regarding the wind speed and direction | 1 mark identifying,  1 mark applying |
| Identify: Deciding (Processing)  Apply: Jeffrey will determine how much distance and elevation he needs on the kick and what type of kick depending on the angle (banana or drop punt) | 1 mark identifying,  1 mark applying |
| Identify: Acting (Output)  Apply: Jeffrey will carry out the movements required to kick the ball. | 1 mark identifying,  1 mark applying |
| Identify: Evaluating (Feedback)  Apply: Jeffrey will judge the success of his kick by seeing where the ball went (goal or not) and/or knowing how the kick felt compared to past experiences (or similar) | 1 mark identifying,  1 mark applying |

1. Jeffrey has been training for many years to prepare his body for the demands of AFL football. Identify one adaptation and the benefit of this adaptation that would have occurred in each of Jeffrey’s muscular, circulatory and respiratory systems as a result of his years of training.

(6 marks)

|  |  |
| --- | --- |
| Description | 6 Marks |
| Muscular System  🡩 Muscle fibre numbers  Greater number of muscle fibres means more contractile proteins = more force able to be produced  🡩 AVO2 DIFF  Muscle extracts more oxygen at rest and during exercise  🡩 Flexibility  Muscles stretched more increases their ROM / decreases chance of injury  🡩 Mitochondria  Greater aerobic ATP production  🡩 Myoglobin  More oxygen stored at the muscle | 1 mark for adaptation  1 mark for benefit |
| Circulatory System  🡩 Cardiac Output  More blood/oxygen available to working muscles  🡩 Hypertrophy of cardiac muscle means SV increases, increasing amount of oxygen available to the muscles  🡫 Heart rate at rest and submaximal exercise  Body is more efficient at using oxygen, Same intensity exercise will see a lower HR allowing higher intensity performances  🡩 Blood Volume  More blood available to transport oxygen  🡩 Haemoglobin  Blood can carry more oxygen  🡩 Capillarisation  Capillary density around muscles increase therefore more gaseous exchange  🡫 Blood Pressure at rest  Arteries become more flexible, decreasing resting BP | 1 mark for adaptation  1 mark for benefit |

|  |  |
| --- | --- |
| Respiratory System  🡫 Ventilation rate (rest and submaximal)  More oxygen in and carbon dioxide out of the lungs  🡩 Lung / Vital Capacity  More air into the lungs per breath, more gaseous exchange  🡩Gaseous Exchange  Greater rate of gaseous exchange  🡩 Alveolar – capillary surface area  More Gaseous Exchange, able to oxygenate the blood faster. | 1 mark for adaptation  1 mark for benefit |

**Question 34 (15 marks)**

Dexter Crump is the national 400m swimming champion. He can swim the 400 m in 4 minutes and 37 seconds.

1. During this race, Dexter will activate all 3 energy systems. Identify each of the energy systems and explain how each will contribute to his energy output and his performance during the race.

(9 marks)

|  |  |
| --- | --- |
| Description | 9 Marks |
| ATP-PC system:   * begins to resynthesise ATP immediately once Vernie dives from the blocks * is the predominant energy system for the first 10 sec * fuels high intensity and explosive start off the blocks * fatigues very quickly all used by 10 – 15 sec mark   Lactic acid system:   * gradually increases ATP resynthesise as the race progresses * is the predominant energy system from the 10 sec point to 150 sec depending on training adaptations * high intensity work rate for the first 100-150m * will be used during tumble turn to get back up to speed * fatigues due to lactic acid produced   Aerobic system:   * gradually increases ATP resynthesise as the race progresses * is the predominant energy system from 150 second mark depending on training adaptations * moderate to high intensity work rate for the final 2 minutes of the race * Performance/speed will slow under the aerobic energy system * will not fatigue in this race * uses oxygen efficiently in producing energy | 1 mark for naming energy system  2 marks for application  1 mark for naming energy system  2 marks for application  1 mark for naming energy system  2 marks for application |

1. Prior to performance, Dexter must ensure that he is in the ideal performance state to be able to perform at an optimal level. The ideal performance state refers to the relationship between arousal and performance. Identify and describe the hypothesis that outlines the relationship between arousal and performance. Draw a graph in the space below which shows this relationship and identify the optimum performance zone.

(6 marks)

|  |  |
| --- | --- |
| Description | 6 Marks |
| Identify:  Inverted U Hypothesis | 1 mark |
| Describe:  When arousal is low or high, performance will be below its best  Performance will be best when arousal is at a mid-point | 1 mark  1 mark |
| Diagram:  Axis correctly labelled  Curve correctly drawn  Optimum performance zone labelled | 1 mark  1 mark  1 mark |