



# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## General Instructions

- Reading time - 5 minutes
- Working time - 3 hours
- Write using blue or black pen
- Write your Student Number at the top of pages 7 to 14
- Write your Student Number at the top of the Multiple Choice answer sheet

## Section I

Total marks (60)

This section has two parts, Part A and Part B

### Part A

Total Marks (20)

- Attempt Questions 1 - 20
- Allow about 40 minutes for this part

### Part B

Total marks (40)

- Attempt questions 21 - 22
- Allow about 1 hour and 10 minutes for this part

## Section II

Total marks (40)

- Attempt TWO questions from Questions 23 - 27
- Allow about 1 hour and 10 minutes for this section

## SECTION I

## **Total Marks (60)**

### **PART A**

#### **Total Marks (20)**

#### **Attempt Questions 1 - 20**

#### **Allow about 40 minutes for this part**

Use the multiple choice answer sheet.

Select the alternative A, B, C or D that best answers the question. Fill in the response square completely.

1. Epidemiological data is used to measure:  
  - (A) Morbidity, mortality, quality of life and patterns of disease
  - (B) Social, cultural, political and economic factors that impact upon health
  - (C) Morbidity, mortality, infant mortality and life expectancy
  - (D) Prevalence, incidence, health status and patterns of disease
  
2. An inequity in the health status of Australians born overseas is:  
  - (A) A much lower incidence of skin cancer
  - (B) Lower rates of infant mortality
  - (C) Lower life expectancy for males and females
  - (D) Lower rates of death from preventable causes
  
3. Which of the following is used in identifying national priority areas:  
  - (A) The reduction in incidence as a result of education
  - (B) The social factors that can impact upon health
  - (C) The prevalence of the disease
  - (D) The ability to access health care services
  
4. Which of the following best represents the social justice principle of participation:  
  - (A) Equal opportunities for people in remote areas
  - (B) Empowering young people to be involved in planning an initiative to reduce the incidence of binge drinking
  - (C) Recognition of diversity within population groups
  - (D) Allocating more resources to rural and remote areas

5. THIS QUESTION HAS BEEN REMOVED

6. Study the information below:

A. Most common cause of cancer related deaths in this population group  Incidence is increasing but mortality rates are decreasing	B. Accounts for the highest number of deaths in Australia.  Prevalence and mortality rates are decreasing
C. The leading cause of death for males and females aged 15-44  A major cause of hospital admissions	D. Incidence has risen significantly in recent years  Aboriginal and Torres Strait Islanders have the highest rates

The information in A,B,C and D refers to:

- (A) Lung cancer, diabetes, injury, asthma
- (B) Breast cancer, cardiovascular disease, injury, diabetes
- (C) Lung cancer, cardiovascular disease, asthma, injury
- (D) Prostate cancer, injury, asthma, diabetes

7. Which of the following risk factors is common to cardiovascular disease and diabetes:

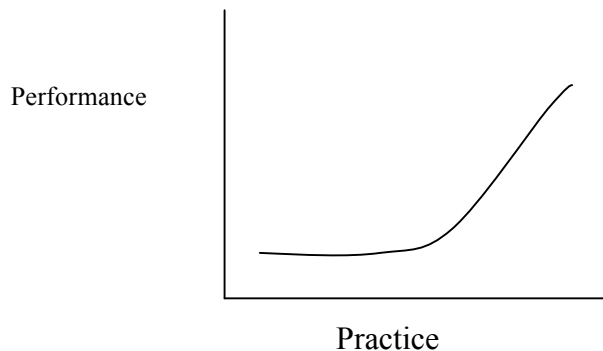
- (A) Heredity, age, high blood pressure, overweight
- (B) High blood pressure, occupation, physical inactivity, obesity
- (C) Overweight, high fat diet, age, tobacco smoking
- (D) Heredity, overweight, tobacco smoking, occupation

8. THIS QUESTION HAS BEEN REMOVED
9. Non-institutional services are those that include:
- (A) Pharmaceuticals, hospice care and ambulance services
  - (B) Community support agencies, ambulance services and nursing homes
  - (C) Private hospitals, private nursing homes and day surgeries
  - (D) Medical centres, counselling services and medical specialists
10. The growth in acceptance and popularity of alternative medicine is largely due to:
- (A) Private health insurers covering the cost of alternative therapies
  - (B) The lack of side effects of natural therapies
  - (C) A more holistic view of health taken by alternative health practitioners
  - (D) The increase in drug resistant pathogens
11. The process of converting glycogen to ATP in the lactic acid system is known as:
- (A) Glycogen metabolism
  - (B) Anaerobic glycolysis
  - (C) Aerobic glycolysis
  - (D) Resynthesis
12. In order to improve the ability to tolerate lactic acid and therefore delay the effects of this fatiguing by product, an athlete must work at a level of intensity:
- (A) Above the aerobic threshold but below the anaerobic threshold
  - (B) Within the aerobic threshold
  - (C) Below the aerobic threshold
  - (D) Above the anaerobic threshold

13. In order to improve a particular component of fitness as well as the energy system used in an event, a coach must employ the principle of:
- (A) Specificity
  - (B) Progressive overload
  - (C) Training thresholds
  - (D) Variety
14. An elite tennis player has been told to undergo a program to improve absolute strength. This program is most likely to include:
- (A) Very heavy resistance, activities performed at speed and short rest periods
  - (B) Medium resistance, activities performed slowly and long rest periods
  - (C) Very heavy resistance, activities performed slowly and longer rest periods
  - (D) Very heavy resistance, activities performed slowly and PNF stretches to ensure greater strength in muscle fibres
15. A judge providing feedback in the form of a score out of 10 to a diver is an example of:
- (A) Knowledge of performance
  - (B) Subjective appraisal
  - (C) Objective appraisal
  - (D) Intrinsic feedback
16. The best post-event meal for an endurance athlete will include:
- (A) Foods low in fat, high in protein and carbohydrates and a small amount of alcohol
  - (B) Foods low in fat, high in carbohydrates and plenty of fluid
  - (C) Foods low in carbohydrates, high in protein and water
  - (D) Foods high in fat and carbohydrates to replenish glycogen stores and a sports drink to replace lost fluid
17. Which set of characteristics best represents a penalty shot in soccer:
- (A) Open, gross, serial, self-paced
  - (B) Closed, fine, serial, externally paced
  - (C) Closed, gross, discrete, self-paced
  - (D) Open, fine, discrete, externally paced

18. Part practice is best used when:
- (A) The athlete is an elite performer
  - (B) The skill is simple and cannot be broken up into parts
  - (C) The athlete is lacking motivation
  - (D) The skill is new and highly complex

19. Study the learning curve below:



The reason for the uneven rates of learning is most likely:

- (A) The task is a mixture of simple and complex skills
  - (B) Loss of interest or motivation
  - (C) Increasing task complexity
  - (D) The learner's inability to concentrate for extended periods
20. In order to make subjective appraisal more consistent, markers of a dance routine will:
- (A) Establish a criteria or scale by which to rate the performance
  - (B) Compare marks and determine the average
  - (C) Ensure only one person marks each performance
  - (D) Include a checklist that only incorporates elements that can be objectively measured

## Section I

### Part B

**Total marks (40)**

**Attempt Questions 21 - 22**

**Allow about 1 hour and 10 minutes for this part**

Answer the questions in the spaces provided.

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In your answers you will be assessed on how well you:

- Demonstrate an understanding of health and physical activity concepts
  - Apply the skills of critical thinking and analysis
  - Illustrate your answers with relevant examples
  - Present ideas in a clear and logical way
- 

**Question 21 - Health Priorities in Australia (20 marks)**

**Marks**

- (a) What role do social justice principles play in addressing health inequities in various population groups in Australia? **4**

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- (b)** Cardiovascular disease contributes significantly to the burden of disease in Australia.

Examine the ways in which current health promotion campaigns target ‘creating supportive environments’ and ‘reorienting health services’ in an effort to address this priority area for Australia’s health.

[illegible]





Centre Number.....

Student Number.....

## Section I - Part B

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### Question 22 - Factors Affecting Performance (20 marks)

**Marks**

- (a) A 46 year old asthmatic with a family history of heart disease has been advised to undertake an aerobic training program in order to improve general health and fitness. Outline the process a trainer will implement prior to commencing this program and why this process is necessary. **4**

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[illegible]

## Section II

### Total Marks (40)

Attempt **TWO** questions from Questions 23 - 27

Allow about 1 hour and 10 minutes for this section.

Answer each question in a separate writing booklet. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- Demonstrate an understanding of health and physical concepts
  - Apply the skills of critical thinking and analysis
  - Illustrate your answers with relevant examples
  - Present your ideas in a clear and logical way
- 

Question 23 - The Health of Young People	(20 marks)	Marks
(a) Explain how the nature of young people's lives can impact upon their health status.		8
(b) Select <b>ONE</b> of the areas of concern affecting the health of young people. Analyse the effectiveness of a health promotion program in addressing the skills and actions that enable young people to attain better health.		12
<b>Question 24 - Sport and Physical Activity in Australian Society</b> (20 marks)		
(a) Explain how the meanings given to physical activity and sport by different cultural groups will impact upon participation.		8
(b) Analyse the ways in which a major sporting event such as the Olympic Games can be used to promote national identity.		12

**Question 25 - Sports Medicine (20 marks)**

**Marks**

- (a) Explain how the sports policy in a junior club can improve participation rates and enhance the well-being of children and young athletes. **8**
- (b) A basketball player lands awkwardly after taking a rebound. The player heard a crack at the time of landing, is in intense pain and there is obvious deformity at the site.  
Describe the management of this type of injury from the time of occurrence to return to play. **12**

**Question 26 - Improving Performance (20 marks)**

**Marks**

- (a) Explain how the resistance training program of an endurance athlete will differ significantly from that of an athlete training for a power event. **8**
- (b) Analyse the role technology has played in improving performance in **TWO** different sports. **12**

**Question 27 - Equity and Health**

**Marks**

- (a) Explain how the social justice principles can be addressed to improve the health of people living in rural and remote communities. **8**
- (b) Choose **ONE** health promotion program aimed at Aboriginal/Torres Strait Islanders.  
Analyse the characteristics of this strategy in order to predict its potential for success in improving the health of this group. **12**

**END OF PAPER**

### Section 1 – Multiple Choice

- |  |   |
|--|---|
| <p>2. A</p> <p>4. B</p> <p>5. B</p> <p>6. B</p> <p>7. A</p> <p>8. D</p> <p>9. C</p> <p>10. C</p> | <p>1. C</p> <p>11. B</p> <p>12. D</p> <p>13. A</p> <p>3. C</p> <p>14. C</p> <p>15. B</p> <p>16. B</p> <p>17. A</p> <p>18. D</p> <p>19. C</p> <p>20. A</p> |
|--|---|

### Core 1 – Health Priorities in Australia

Outcomes assessed H15

21(a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly identifies the role all four social justice principles play in addressing health inequities.</li> <li>Provides examples of how the 4 principles can be used to address inequities in a number of population groups</li> </ul>	4
<ul style="list-style-type: none"> <li>Outlines the 4 social justice principles</li> <li>Makes a statement about how these can address inequities in one group</li> </ul>	3
<ul style="list-style-type: none"> <li>Outlines the 4 social justice principles</li> <li>Makes a general statement about how these can address inequities without referring to specific groups</li> </ul>	2
<ul style="list-style-type: none"> <li>Outlines the four principles of social justice</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Makes a statement about groups experiencing inequities</li> </ul>	1

#### Social justice principles

These must be used to identify how health inequities can be addressed. Examples that relate to specific groups experiencing inequities should be provided.

**Access:** the availability of health services, information and education

**Equity:** the fair and equitable allocation of resources across all communities and population groups

**Participation:** empowerment of individuals and communities to be involved in decision making and planning for good health

**Rights:** ensuring equal opportunity for all individuals and populations to achieve optimum health

21(b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed outline of what is meant by ‘creating supportive environments’ and ‘reorienting health services’.</li> <li>Selects a wide range of relevant examples that address all major risk factors for cardiovascular disease and correctly applies these to both action areas</li> <li>Provides examples from numerous health promotion campaigns</li> </ul>	7-8
<ul style="list-style-type: none"> <li>Provides a basic outline of what is meant by ‘creating supportive environments’ and ‘reorienting health services’.</li> <li>Selects several relevant examples that address most major risk factors for cardiovascular disease and applies these to both action areas</li> <li>Provides examples from at least 2 health promotion campaigns</li> </ul>	5-6
<ul style="list-style-type: none"> <li>May provide a statement about ‘creating supportive environments’ and ‘reorienting health services’.</li> <li>Selects relevant examples that address some risk factors for cardiovascular disease and correctly applies these to both action areas</li> <li>Provides examples from at 1 or 2 health promotion campaigns</li> </ul> <p><b>OR</b></p>	3-4



<ul style="list-style-type: none"> <li>• Makes a statement about how the action areas can be used to address some risk factors for cardiovascular disease</li> <li>• Provides 1 or 2 examples from a health promotion campaign and applies these to one action area</li> </ul>	
<ul style="list-style-type: none"> <li>• Identifies the risk factors for cardiovascular disease</li> <li>• Outlines a health promotion campaign aimed at reducing cardiovascular disease</li> </ul>	1-2

**Creating supportive environments:**

- Identifying personal support networks and community services
- Identifying sociocultural, physical, political and economic influences on health

**Reorienting health services:**

- Services that emphasise prevention rather than cure
- Identifying the range of services available
- Gaining access to services

**Health Promotion initiatives may include but are not limited to:**

- Quit
- 5 and 2
- Exercise, you don't have to take it seriously, just regularly
- Tick program
- Jump Rope for heart
- Community activities (fun runs, city to surf)
- Healthy school canteens

**22(a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>States that prescreening is required for this person before commencing an aerobic training program</li> <li>Identifies numerous reasons why this person requires pre-screening</li> <li>Makes a concise statement about why prescreening is necessary</li> </ul>	4
<ul style="list-style-type: none"> <li>States that prescreening is required for this person before commencing an aerobic training program</li> <li>Identifies 1-2 reasons why this person requires pre-screening</li> <li>May indicate why prescreening is necessary</li> </ul>	2-3
<ul style="list-style-type: none"> <li>Makes a general statement about aerobic training without referring to the pre-screening process</li> </ul>	1

**Reasons this person should undergo prescreening prior to commencing an aerobic training program:**

He is over 45

He is an asthmatic

He has a family history of heart disease

Prescreening is used to identify people at risk of cardiovascular problems.

Medical clearance will be required before the program commences.

An individually tailored program will be devised for this person.

**22(b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies lactic acid as the energy system used in the 400m sprint</li> <li>Provides a thorough explanation of how energy in the lactic acid system is produced and resynthesised, including the fuel source and duration of the system</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Identifies lactic acid as the energy system used in the 400m sprint</li> <li>Provides a reasonable explanation of how energy in the lactic acid system is produced and resynthesised</li> <li>May identify the fuel source and/or duration of the system</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Identifies lactic acid as the energy system used in the 400m sprint</li> <li>Provides a limited explanation of how it is produced</li> <li><b>OR</b></li> <li>Names lactic acid as the fuel source in the 400m sprint</li> </ul>	1-2

Lactic acid is the predominant energy system used after 10 seconds of maximal activity

Once CP stores are depleted, glucose is broken down to produce energy

It uses blood glucose and glycogen stored in muscles and the liver as the fuel source

Because ATP is resynthesised in the absence of oxygen, this process is called anaerobic glycolysis

Resynthesis takes approximately 30 minutes to 1 hour

The lactic acid system lasts from 30 seconds to 3 minutes, but peaks in activities lasting approximately 1 min.

**22(c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>A thorough analysis of the role of feedback in improving performance</li> <li>Identifies all 6 types of feedback and correctly defines each type</li> <li>Explains the different types of feedback used at each stage of skill acquisition and how it can lead to improved performance</li> <li>Correctly identifies and explains the characteristics of learners at each stage of skill acquisition</li> </ul>	7-8
<ul style="list-style-type: none"> <li>A good outline of the role of feedback in improving performance</li> <li>Identifies 3-4 types of feedback and correctly defines each type</li> <li>Explains the types of feedback used at each stage of skill acquisition and how it</li> </ul>	5-6

<ul style="list-style-type: none"> <li>can lead to improved performance</li> <li>Correctly identifies and explains the characteristics of learners at each stage of skill acquisition</li> </ul>	
<ul style="list-style-type: none"> <li>A basic description or statement of the role of feedback in improving performance</li> <li>Identifies some types of feedback and defines each</li> <li>Identifies some types of feedback used at each stage of skill acquisition but may not explain how it can lead to improved performance</li> <li>Correctly identifies each stage of skill acquisition explains some of the characteristics of learners in one or more stages</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Identifies 1-2 stages of skill acquisition and makes a statement about feedback</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Makes a general statement about the role of feedback in improving performance</li> </ul>	1-2

**Feedback:**

- Provides reinforcement for successful performance
- Is the basis for correcting errors
- Provides motivation to ensure continued effort

**Types of feedback:**

Internal- comes from within and is received through senses (proprioception). Often known as the 'feel' of a movement

External- comes from outside sources (coach, parents, crowd)

Concurrent- occurs immediately after a skill is executed

Delayed- occurs after the skill is performed (seconds, minutes or even hours)

KR- knowledge of results or was the skill successful (did the ball go in the goal)

KP- specific information provided about technique (external)

**Cognitive stage of learning:**

Many errors, gross in nature, athlete forming a mental picture of the skills

No real idea of the skills or game, cannot correct errors, movements jerky and uncoordinated

Feedback required is external (KP), concurrent, KR

**Associative Stage of learning:**

Learner has an idea of the skills/game, fewer and less gross errors, practice is vital if performance is to improve, confidence increased

Feedback required is internal, external, KR, KP, concurrent

**Autonomous stage of learning:**

Skill is smooth, automatic, fluency and consistency, no need to focus on skill execution (can attend to other issues such as tactics, anticipating play),

Feedback required is internal, external (minor adjustments in technique), KR, KP, delayed and concurrent

**23(a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Comprehensive explanation of how the five aspects of the nature of young people's lives can impact their health</li> <li>Numerous, specific examples provided to illustrate understanding of how each aspect can have a positive <b>and</b> negative impact upon health</li> </ul>	7-8
<ul style="list-style-type: none"> <li>Reasonable explanation of how most of the five aspects of the nature of young people's lives can impact their health</li> <li>Examples provided to illustrate understanding of how each aspect can have a positive <b>or</b> negative impact upon health</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Describes 1-2 aspects of the nature of young people's lives that can impact their health</li> <li>May provide examples</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Identifies 1 aspect of the nature of young people's lives that can impact their health and may provide an example <b>OR</b></li> </ul>	1-2

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Makes a general statement about the lives of young people</li></ul> |  |
|---|--|

**The nature of young people's lives:**

- **Transition from childhood to adulthood**
  - physical, emotional, mental and social maturity
  - inexperience
  - desire increasing responsibility
  - risk taking is prevalent
  - experiences can improve resilience

- **Diverse**
  - developmental stage (emotional maturity may not match physical)
  - motivations (can be affected by experiences and self-esteem)
  - socioeconomic background (may limit or provide extended opportunities)
  - sociocultural background (variety of customs, beliefs and expectations)
  - influence of family (values, beliefs, support system)
- **Influenced by a range of prevailing youth cultures**
  - identify with a certain subculture (surfie, westie, goth, emo etc)
  - provide a sense of support/identity
  - may be a positive or negative influence
- **Influenced by global events and trends**
  - communication via electronic media (email, text, my space, facebook)
  - cyber bullying
  - international events (sport, music, shootings in schools)
  - use of so called 'party' drugs
  - global warming and environmental issues
  - impact of terrorism
- **Perceptions of young people by other populations**
  - may be positive or negative
  - often stereotyped
  - media focus on negative behaviours

23(b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identify a major health issue</li> <li>• Provides a comprehensive analysis of a health program designed to promote the health of young people.</li> <li>• Critically analyses the success of the program in addressing the skills and actions that improve health</li> <li>• Uses numerous appropriate examples to illustrate understanding</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Correctly identify a major health issue</li> <li>• Provides a reasonable analysis of a health program designed to promote the health of young people.</li> <li>• A sound analysis of how the program addresses the skills and actions required to improve health</li> <li>• Provides examples of some skills and/or actions</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Correctly identify a major health issue</li> <li>• Provides a limited analysis of a health program designed to promote the health of young people.</li> <li>• Limited analysis of how the program addresses some skills and/or actions that improve health</li> <li>• Provides limited examples of a skill or action</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Correctly identify a major health issue</li> <li>• No link to the importance and effectiveness of the program</li> <li>• Limited examples</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Makes a general statement about the health of young people without specifically identifying a major health issue</li> </ul>	1-3

- **Areas of concern affecting young Australians**
  - Stress and coping
  - Substance abuse
  - Violence
  - Risk taking and road injuries
  - Sexuality
  - Body image



- **Select one health promotion strategy that targets the chosen area**
- **Skills and actions for attaining better health**
  - Building positive self concepts
  - Developing a sense of connectedness
  - Promoting acceptance and valuing of cultural diversity
  - Developing health literacy and accessing skills
  - Coping skills
  - Social problem solving skills
  - Supportive networks
  - Creating a sense of future
  - Social action

**24(a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Comprehensive explanation of the meanings given to physical activity and sport by different cultural groups</li> <li>• Thorough explanation of how theses can impact upon rates of participation for different groups</li> <li>• Numerous relevant examples are provided</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Detailed explanation of the meanings given to physical activity and sport by different cultural groups</li> <li>• Reasonable explanation of how theses can impact upon rates of participation</li> <li>• Several relevant examples are provided</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Limited explanation of the meanings given to physical activity and sport by one different cultural group</li> <li>• Limited statement about how theses can impact upon rates of participation</li> <li>• An example may be provided</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• An outline of different sports and activities popular with various cultural groups</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• A statement about cultural restrictions in sport</li> </ul>	1-2

**The Role of competition** (ritual, combat, social)

**Links to cultural identity**

**Relationship to 'health'**

**Ways of thinking about the body**

**Different cultural groups:**

Aboriginal/Torres Strait Islanders

Other cultural groups prevalent in Australian society (or the local area)

**Impact on participation rates:**

Education/Arts often perceived to be more important

Restrictions placed upon girls

Participation often greater due to links with cultural identity (soccer for Europeans, rugby for Pacific Islanders, AFL and league for AB/TSI etc)

**24(b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Comprehensive analysis of the ways the Olympic games contributes to national</li> </ul>	10-12

<ul style="list-style-type: none"> <li>identity</li> <li>Numerous relevant examples from different countries of the way the Olympics has been used to promote national identity</li> <li>Examples clearly outline the positive <b>and</b> negative effects on national identity</li> </ul>	
<ul style="list-style-type: none"> <li>Reasonable analysis of the ways the Olympic games contributes to national identity</li> <li>Several relevant examples from different countries of the way the Olympics has been used to promote national identity</li> <li>Examples clearly outline the positive <b>or</b> negative effects on national identity</li> </ul>	7-9
<ul style="list-style-type: none"> <li>Basic description of some ways the Olympic games contributes to national identity</li> <li>Limited examples provided</li> <li>Examples may include positive <b>or</b> negative effects on national identity</li> </ul>	4-6
<ul style="list-style-type: none"> <li>General statement about the Olympic games and ways it contributes to national identity in Australia only</li> <li>Examples may be provided</li> </ul>	1-3

- Contribution of the Olympic Games to national identity in various countries
- Positive and negative consequences (pride, social cohesion, showcase assets of country, drug use, violence, cheating)
- Examples from different Olympic games
- Issues from Beijing (human rights abuses, response to earthquake) and the impact on national identity

#### 25(a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Identification and thorough explanation of aspects of a sports policy that will improve participation and enhance safety for children and young athletes</li> <li>Numerous relevant examples from a range of sports used to illustrate understanding</li> </ul>	7-8
<ul style="list-style-type: none"> <li>Identification and sound explanation of aspects of a sports policy that will improve participation and enhance safety for children and young athletes</li> <li>Numerous relevant examples from at least two different sports used to illustrate understanding</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Basic explanation of some aspects of a sports policy that will improve participation <b>or</b> enhance safety for children and young athletes</li> <li>Examples from 1-2 sports used to illustrate understanding</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Makes a general statement about how to improve participation rates and/or safety without reference to sports policy</li> </ul>	1-2

Sports policy – outlines the philosophy of the sporting club and the responsibilities of administrators, officials, coaches, parents, participants

Strategies to improve participation and enhance safety:

- modified rules
- emphasis on enjoyment and skill development
- even competitions (based on age, gender, strength, psychological development, skill or size)
- grounds and facilities (including modified equipment)
- protective equipment
- behaviour expectations of officials, coaches, parents and participants

#### 25(b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly classifies this as a hard tissue injury</li> <li>Provides a brief explanation</li> </ul>	10-12



<ul style="list-style-type: none"> <li>• Thoroughly describes the correct immediate management of a fracture</li> <li>• Provides a thorough explanation of how return to play can be managed</li> </ul>	
<ul style="list-style-type: none"> <li>• Correctly classifies this as a hard tissue injury</li> <li>• Provides a brief explanation</li> <li>• Provides a sound description of the correct immediate management of a fracture</li> <li>• Provides some explanation of how return to play can be managed</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Correctly classifies this as a hard tissue injury</li> <li>• May provide a brief explanation</li> <li>• Provides a basic outline of the immediate management of a fracture</li> <li>• May provide a limited explanation of how return to play can be managed</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Correctly classifies this as a hard tissue injury</li> <li>• Lists signs and symptoms</li> <li>• Describes one or two steps in the immediate management of a fracture</li> </ul>	1-3

### **Hard Tissue injury**

- includes damage to bones and teeth (in this case, a bone)

### **Managing Hard tissue injuries**

- DRABCD
- Treat shock
- Support and immobilise with splint and bandage
- Seek immediate medical assistance

### **Return to Play**

- indicators of readiness (pain free, degree of mobility)
- monitor progress (pre-test and post-test)
- taping
- specific warm up procedures
- progressive involvement

### **26(a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Comprehensive explanation of the resistance training requirements for endurance and power athletes</li> <li>• Provides a clear and detailed account of the differences between the two programs and why these differences are important</li> <li>• Provides numerous relevant examples to illustrate understanding</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Reasonable explanation of the resistance training requirements for endurance and power athletes</li> <li>• Provides a clear comparison of the differences between the two programs</li> <li>• Provides some relevant examples to illustrate understanding</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Limited explanation of the resistance training requirements for endurance and power athletes</li> <li>• Provides some relevant examples to illustrate understanding</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Basic outline of resistance training requirements for endurance and/or power athletes</li> <li>• May provide an example to illustrate understanding</li> </ul>	1-2

### **Resistance training for endurance:**

- medium resistance
- 15-30 reps
- 3-4 sets
- Movements performed at moderate speed
- 3-4 days per week

### **Resistance training for power and speed:**

- heavy resistance
- 5-10 reps
- 3-4 sets
- Movements performed at speed
- Long rest between sets
- 3-4 days per week
- **Plyometrics**

**NB:** The response must include a comparison of both and reasons for the differences to achieve the top band

**26(b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Thorough analysis of the role of technology in improving performance</li> <li>• Specific, detailed examples given in areas of equipment, clothing <b>and</b> technique</li> <li>• Examples chosen from two sports</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Reasonable analysis of the role of technology in improving performance</li> <li>• Specific, detailed examples given from more than one area – equipment, clothing, technique</li> <li>• Examples chosen from two sports</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Description of the role of technology in improving performance</li> <li>• Examples limited to one area of technological change (equipment, clothing <b>or</b> technique)</li> <li>• Examples chosen from two sports</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Identify some examples of how technology has improved performance</li> <li>• Examples chosen are from two sports</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Lists the technological changes in a sport</li> </ul>	1-3

• **The use of technology**

- training innovation eg: tackle suits, RZR suit in swimming, structure of training sessions
- video analysis
- data gathering

Modifying technique (breaststroke, sprinting)

Design of clothing and equipment

- RZR suits in swimming
- body suits in downhill skiing
- aerodynamic bicycles and helmets
- design of 'fast pool'
- light sprint shoes
- soccer ball designed to move in the air more
- playing surfaces
- *others identified by students*

**NB:** there should be a broad range of examples from **TWO** sports used

**27(a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies the three social justice principles</li> <li>• Provides a comprehensive explanation of how the three social justice principles can be used to address health inequities of people living in rural and remote communities</li> <li>• Provides numerous specific, relevant examples of the health inequities experienced by this group</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Correctly identifies the three social justice principles</li> <li>• Provides a reasonable explanation of how the three social justice principles can be used to address health inequities of people living in rural and remote communities</li> <li>• Provides several relevant examples of the health inequities experienced by this group</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Correctly identifies the three social justice principles</li> <li>• Provides a basic explanation of how the three social justice principles can be used to address health inequities of people living in rural and remote communities</li> <li>• Provides some examples of the health inequities experienced by this group</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Makes a general statement about the need to address health inequities of people living in rural and remote communities without specific reference to the social justice principles</li> </ul>	1-2

**Social Justice principles**

- diversity
- equity
- supportive environments

**Inequities include:**

- geographic and social isolation
- exposure to drought, flood and fires
- access to services
- structural factors
- occupational hazards
- unemployment
- education
- attitudes towards illness
- barriers to using health services eg: confidentiality

**27(b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Identifies at least 6 characteristics of effective strategies</li> <li>• Excellent analysis of how the characteristics of effective health promotion strategies can be used to predict the potential for success in addressing the inequities in the health of AB/TSI people</li> <li>• Detailed and relevant examples used to illustrate answer</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Identifies 4-5 characteristics of effective strategies</li> <li>• Reasonable analysis of how the characteristics of effective health promotion strategies can be used to predict the potential for success in addressing the inequities in the health of AB/TSI people</li> <li>• Relevant examples used to illustrate answer</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Identifies 2-3 characteristics of effective strategies</li> <li>• Limited explanation of how the characteristics of effective health promotion strategies can be used to predict the potential for success in addressing the inequities in the health of AB/TSI people</li> <li>• Some examples are provided</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• General statement about strategies used in health promotion</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• General statement about the health of AB/TSI people</li> </ul>	1-3

- Characteristics of effective strategies
  - move towards equity
  - working with target group in program design and implementation
  - ensuring cultural relevance and appropriateness
  - credibility of those delivering strategy
  - practical assistance to allow people to participate
  - focusing on skills, education and prevention
  - impact on social factors and infrastructures
  - target settings of relevance to the population concerned
  - support whole population while directing resources to high risk groups
  - intersectorial collaboration

**NB:** Examples must be provided to predict potential success