



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2009 HSC Personal Development, Health and Physical Education Marking Guidelines**

### **Section I**

<b>Question</b>	<b>Correct Response</b>
1	A
2	B
3	B
4	C
5	D
6	B
7	A
8	C
9	C
10	B
11	A
12	D
13	C
14	B
15	D
16	B
17	A
18	C
19	D
20	D

## Section II

### Question 21 (a)

*Outcomes assessed: H5, H14*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Provide a characteristic and/or features of how reorienting health services can improve the health of Australians</li><li>• Provides a relevant example</li><li>• Presents ideas in a clear and logical way</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms how reorienting health services can improve the health of Australians</li><li>• Provides an example</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information about reorienting health services or the health of Australians</li></ul>	1

**Question 21 (b)**

*Outcomes assessed: H2, H3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Shows clearly how the health status experienced by Aboriginal and Torres Strait Islander people and the broader Australian population is different and/or similar</li> <li>Provides relevant examples</li> <li>Presents ideas in a clear and logical way</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides characteristics and features of the health status experienced by Aboriginal and Torres Strait Islander people and/or the health status of the broader Australian population</li> <li>Uses some relevant examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Identifies some information about the health status experienced by Aboriginal and Torres Strait Islander people</li> </ul>	1–2

**Question 21 (c)**

*Outcomes assessed: H1, H4, H5, H14, H15*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a judgement about how effectively the new public health approach has been used to address one of Australia's health priority areas</li> <li>Applies the skills of critical thinking and analysis</li> <li>Provides relevant examples</li> <li>Presents ideas in a clear and logical way</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Discusses how the new public health approach has been used to address one of Australia's health priority areas</li> <li>Provides relevant examples</li> <li>Presents ideas in a clear and logical way</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides characteristics and features of the new public health approach and how it has been used to address one of Australia's health priority areas</li> <li>Uses relevant examples</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Sketches in general terms, the new public health approach and how it has been used to address one of Australia's health priority areas</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides characteristics and features of a health promotion initiative/s with links to new public health approach</li> <li>Uses examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Identifies some information about the new public health approach OR a national health priority area</li> </ul>	1–2

**Question 22 (a)***Outcomes assessed: H7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Recognises and names a wide range of features of each energy system</li><li>• Provides relevant examples</li></ul>	5
<ul style="list-style-type: none"><li>• Recognises and names a range of features of each energy system</li><li>• Provides relevant examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Names limited features of the energy systems</li></ul>	1–2

**Question 22 (b)***Outcomes assessed: H8, H9, H17***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Determines the value of types of practice methods and feedback to assist an athlete's progress through the stages of skill acquisition</li><li>• Applies the skills of critical thinking and analysis</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	13–15
<ul style="list-style-type: none"><li>• Makes evident the relationship between types of practice methods and feedback in assisting an athlete progress through the stages of skill acquisition</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	10–12
<ul style="list-style-type: none"><li>• Describes types of practice methods feedback and stages of skill acquisition</li><li>• Uses relevant examples</li></ul>	7–9
<ul style="list-style-type: none"><li>• Outlines practice methods, feedback and skill acquisition</li><li>• Uses examples</li></ul>	4–6
<ul style="list-style-type: none"><li>• Identifies some information about practice methods and/or feedback and/or stages of skill acquisition</li></ul>	1–3

### Section III

#### Question 23 (a)

*Outcomes assessed: H2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Details the patterns of young people's morbidity and mortality patterns</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms young people's morbidity and mortality patterns</li><li>• Provides examples</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information about young people's morbidity and mortality patterns</li></ul>	1

#### Question 23 (b)

*Outcomes assessed: H6, H14*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Shows how and why supportive networks can enable young people to achieve better health</li><li>• Provides relevant examples linked to ONE area of concern</li><li>• Presents ideas in a clear and logical way</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms, how supportive networks can enable young people to achieve better health</li><li>• Uses relevant examples which may be linked to ONE area of concern</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about supportive networks</li></ul>	1–2

**Question 23 (c)***Outcomes assessed: H2, H3, H4, H15***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Draws out and relates the implications of social factors that impact on the health of young people</li><li>• Applies skills of critical thinking and analysis</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes the relationship evident between social factors and how they impact on the health of young people</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides characteristics and features of social factors and how they impact on the health of young people</li><li>• Uses examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms, social factors that impact on the health of young people</li><li>• Uses examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about social factors that impact on the health of young people</li></ul>	1–2

**Question 24 (a)***Outcomes assessed: H12***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Details the economic implications for the nation hosting an Olympic Games</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms the economic implications of hosting an Olympic Games</li><li>• Provides examples</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information about the economic implications of hosting the Olympic Games</li></ul>	1

**Question 24 (b)***Outcomes assessed: H12***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides characteristics and features of the nature and role of physical activity and games for Indigenous Australians prior to colonisation</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms the nature and role of physical activity and games for Indigenous Australians</li><li>• Provides examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some relevant information about the meaning of physical activity and sport to Indigenous Australians</li></ul>	1–2

**Question 24 (c)***Outcomes assessed: H12, H16***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Draws out and relates the implications of the relationship between sport and the mass media</li><li>• Applies the skills of critical thinking and analysis</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes the relationship evident between sport and the mass media</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides characteristics and features of the relationship between sport and the mass media</li><li>• Uses examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms the relationship between sport and the mass media</li><li>• Uses examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about sport and the mass media</li></ul>	1–2



**Question 25 (a)***Outcomes assessed: H13***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Details the signs, symptoms and management of hard tissue injuries</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms the signs and/or symptoms and/or management of hard tissue injuries</li><li>• Provides examples</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information about hard tissue injuries</li></ul>	1

**Question 25 (b)***Outcomes assessed: H8, H13***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Shows how and why return to play factors need to be considered for an athlete recovering from an ankle injury</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms how return to play factors can be considered for an athlete recovering from an ankle injury</li><li>• Uses some relevant examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about return to play factors or recovering from an ankle injury</li></ul>	1–2

**Question 25 (c)***Outcomes assessed: H8, H13, H17***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Draws out and relates the implications of physical preparation in enhancing the wellbeing of an athlete</li><li>• Applies the skills of critical thinking and analysis</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes the relationship evident between physical preparation and enhancing the wellbeing of an athlete</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides characteristics and features of the role of physical preparation in enhancing the wellbeing of an athlete</li><li>• Uses examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms, the role of physical preparation in enhancing the wellbeing of an athlete</li><li>• Uses examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about physical preparation OR the wellbeing of an athlete</li></ul>	1–2

**Question 26 (a)***Outcomes assessed: H8***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Details the features of both isotonic and isokinetic resistance training</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms features of both isotonic and isokinetic resistance training</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Details the features of isotonic OR isokinetic resistance training</li><li>• Provides examples</li></ul>	2-3
<ul style="list-style-type: none"><li>• Identifies some relevant information about resistance training</li></ul>	1

**Question 26 (b)***Outcomes assessed: H8, H11***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes evident the role a sports psychologist has in preparing elite athletes for competition</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	5-6
<ul style="list-style-type: none"><li>• Sketches in general terms the role a sports psychologist has in preparing elite athletes for competition</li><li>• Uses some relevant examples</li></ul>	3-4
<ul style="list-style-type: none"><li>• Identifies some information about the role of the sports psychologist</li></ul>	1-2

**Question 26 (c)**

*Outcomes assessed: H8, H10, H17*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Draws out and relates the implications of the influence of the phases of competition on an endurance athlete's training program</li> <li>• Applies the skills of critical thinking and analysis</li> <li>• Provides relevant examples</li> <li>• Presents ideas in a clear and logical way</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Makes evident the relationship between the phases of competition and the endurance athlete's training program</li> <li>• Provides relevant examples</li> <li>• Presents ideas in a clear and logical way</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides characteristics and features of some of the phases of competition that influence an endurance athlete's training program</li> <li>• Uses examples</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Sketches in general terms the influence that phases of competition have on training programs</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides characteristics and features of training programs for an endurance athlete</li> <li>• Uses examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Identifies some information about phases of competition and/or training programs</li> </ul>	1–2

**Question 27 (a)***Outcomes assessed: H3, H14***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes evident characteristics of the social justice framework for addressing health inequities</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	4
<ul style="list-style-type: none"><li>• Sketches in general terms characteristics of the social justice framework for addressing health inequities</li><li>• Provides examples</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information about a social justice framework OR health inequities</li></ul>	1

**Question 27 (b)***Outcomes assessed: H3, H5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes evident the role of funding in addressing health inequities</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms the role of funding in addressing health inequities</li><li>• Uses relevant examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about funding to address health inequity</li></ul>	1–2

**Question 27 (c)***Outcomes assessed: H2, H3, H5, H15***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Draws out and relates the implications of factors influencing the health of rural and remote communities</li><li>• Applies the skills of critical thinking and analysis</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes the relationship evident between a range of factors influencing the health of rural and remote communities</li><li>• Provides relevant examples</li><li>• Presents ideas in a clear and logical way</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides characteristics and features of factors influencing the health of rural and remote communities</li><li>• Uses examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Sketches in general terms, some factors influencing the health of rural and remote communities</li><li>• Uses examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some information about factors influencing the health of rural and remote communities</li></ul>	1–2

# Personal Development, Health and Physical Education

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I, Part A</b>			
1	1	Priority areas for action–cancer	H1, H2
2	1	Measuring health status	H2
3	1	Priority areas for action–CVD	H1, H2
4	1	Nature of health care in Australia	H5, H14
5	1	Actions needed to address Australia’s health priorities	H4, H5, H14, H15
6	1	Major health promotion initiatives	H4, H5, H14, H15
7	1	Groups experiencing health inequities	H2, H3
8	1	Priority areas/extent of problem	H2
9	1	Health inequities– Rural and isolated locations	H2, H3
10	1	Funding of healthcare in Australia	H5, H16
11	1	Types of training – flexibility	H8
12	1	Balanced diet	H8, H11
13	1	Managing anxiety	H8, H11, H17
14	1	Supplementation	H11, H17
15	1	Nature of skill	H9
16	1	Principles of training	H7, H8, H10
17	1	Skilled performers vs unskilled performers	H9
18	1	Hydration/fluid replacement	H7, H8, H11
19	1	Physiological adaptations	H7, H8, H10
20	1	Rates of skill acquisition	H9, H17
<b>Section I, Part B</b>			
21 (a)	4	Reorienting health services	H5, H14
21 (b)	6	Current trends, health status of Australians/ATSI	H2, H3
21 (c)	10	Characteristics of the new public health approach/National health priority areas	H1, H4, H5, H14, H15
22 (a)	5	Energy systems	H7
22 (b)	15	Stages of skill acquisition/the learning environment/practice method/feedback	H8, H9, H17

<b>Section II</b>			
23 (a)	4	Epidemiology of the health of young people/Patterns of morbidity and mortality	H2
23 (b)	6	Supportive networks	H6, H14
23 (c)	10	Social factors that impact on the health of young people	H2, H3, H4, H15
24 (a)	4	Emergence of sport as a commodity	H12
24 (b)	6	The meaning of physical activity and sport to Indigenous Australians	H12
24 (c)	10	The relationship between sport and the mass media	H12, H16
25 (a)	4	Hard tissue injuries	H13
25 (b)	6	Return to play	H8, H13
25 (c)	10	Physical preparation	H8, H13, H17
26 (a)	4	Resistance training	H8
26 (b)	6	Psychological preparation/The role and use of sports psychologists	H8, H11
26 (c)	10	Phases of competition/Training for endurance	H8, H10, H17
27 (a)	4	A social justice framework for addressing health inequities	H3, H14
27 (b)	6	Funding to improve health	H3, H5
27 (c)	10	Significant factors influencing the health of rural and remote communities	H2, H3, H5, H15