



BOARD OF STUDIES
NEW SOUTH WALES

2010 HSC Personal Development, Health and Physical Education Marking Guidelines

Section I, Part A

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

Section I, Part B

Question 21(a)

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms TWO socioeconomic determinants that contribute to health inequities of ATSI people	3
<ul style="list-style-type: none">• Sketches in general terms ONE socioeconomic determinant that contributes to health inequities for ATSI OR <ul style="list-style-type: none">• Identifies socioeconomic determinants which contribute to health inequities of ATSI people	2
<ul style="list-style-type: none">• Provides some information about health inequities of ATSI people	1

Question 21(b)

Criteria	Marks
<ul style="list-style-type: none">• Provides characteristics/features of the roles of individuals, communities and governments in addressing health inequities for ATSI people	5
<ul style="list-style-type: none">• Sketches in general terms the roles of individuals, communities and governments in addressing health inequities for ATSI people	3–4
<ul style="list-style-type: none">• Provides some relevant information on the roles of individuals, communities and governments OR <ul style="list-style-type: none">• Provides some relevant information on health inequities for ATSI people	1–2

Question 22 (a) (i) and (ii)

Criteria	Marks
<ul style="list-style-type: none">• Identifies ONE action area of the Ottawa charter• Provides a feature and characteristic	2
<ul style="list-style-type: none">• Identifies some relevant information about the Ottawa Charter	1

Question 22(b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates clearly the benefits of applying the Ottawa Charter to one health promotion initiative• Provides clear links between one health promotion initiative and the Ottawa Charter• Uses relevant examples	7–8
<ul style="list-style-type: none">• Discusses reasons for the application of the Ottawa Charter to a health promotion initiative• Uses examples	5–6
<ul style="list-style-type: none">• Outlines the application of the Ottawa Charter to health promotion OR <ul style="list-style-type: none">• Describes a health promotion initiative	3–4
<ul style="list-style-type: none">• Provides some information about the Ottawa Charter and/or health promotion	1–2

Question 23

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms THREE physiological adaptations in response to aerobic training	3
<ul style="list-style-type: none">• Sketches in general terms TWO physiological adaptations in response to aerobic training OR <ul style="list-style-type: none">• Identifies THREE physiological adaptations	2
<ul style="list-style-type: none">• Provides some relevant information	1

Question 24

Criteria	Marks
<ul style="list-style-type: none">• Makes a judgement about the value of products containing creatine for improved performance	4
<ul style="list-style-type: none">• Outlines the value of the creatine products for improved performance OR <ul style="list-style-type: none">• Describes creatine supplementation	2–3
<ul style="list-style-type: none">• Identifies some information on creatine supplementation	1

Question 25

Criteria	Marks
<ul style="list-style-type: none">• Provides characteristics and features of the THREE stages of skill acquisition	5
<ul style="list-style-type: none">• Sketches in general terms the stages of skill acquisition	3–4
<ul style="list-style-type: none">• Provides some relevant information about the stages of skill acquisition	1–2

Question 26

Criteria	Marks
<ul style="list-style-type: none">• For Athletes A AND B clearly shows the similarities or differences between TWO psychological strategies used to enhance motivation or manage anxiety	7–8
<ul style="list-style-type: none">• For Athletes A AND B shows the similarities or differences between one psychological strategy and explains another used to enhance motivation or manage anxiety OR <ul style="list-style-type: none">• For Athletes A AND B explains TWO psychological strategies used to enhance motivation or manage anxiety	5–6
<ul style="list-style-type: none">• For Athletes A AND B outlines psychological strategies used to enhance motivation or manage anxiety OR <ul style="list-style-type: none">• Describes TWO psychological strategies used to enhance motivation or manage anxiety	3–4
<ul style="list-style-type: none">• Provides some relevant information on psychological strategies, motivation or anxiety	1–2

Section II

Question 27(a)(i)

Criteria	Marks
<ul style="list-style-type: none">• Sketches the main features of a major health issue that impacts on young people• Illustrates answer using relevant examples	2–3
<ul style="list-style-type: none">• Identifies a major health issue that impacts on young people• Relevant examples	1

Question 27(a)(ii)

Criteria	Marks
<ul style="list-style-type: none">• Clearly provides characteristics and features of some protective factors for the health issue in (i)• Uses relevant examples• Presents ideas in a clear and logical way	5
<ul style="list-style-type: none">• Sketches in general terms protective factors for the health issue in (i) OR <ul style="list-style-type: none">• Provides a range of characteristics and features of protective factors for another health issue• Uses relevant examples	3–4
<ul style="list-style-type: none">• Provides some relevant information about health issues and young people	1–2

Question 27(b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough knowledge and understanding of health and physical activity concepts relevant to the question • Makes criteria-based judgements on actions government and non-government agencies have implemented to target a youth health issue. • Determines the effectiveness of actions used to reduce the impact of the health issue on young people • Uses relevant examples • Presents ideas in a logical and cohesive way 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of health and physical activity concepts relevant to the question • Explains how actions have been used by government and non-government agencies to reduce the impact of a youth health issue • Uses relevant examples • Presents ideas clearly 	7–9
<ul style="list-style-type: none"> • Provides some characteristics and features of government and or non-government actions that may help improve youth health • Uses relevant examples <p>OR</p> <ul style="list-style-type: none"> • Explains actions with limited reference to a youth health issue 	4–6
<ul style="list-style-type: none"> • Provides some information about government or non-government actions <p>OR</p> <ul style="list-style-type: none"> • Provides some information about youth health issues 	1–3

Question 28(a)(i)

Criteria	Marks
<ul style="list-style-type: none"> • Clearly provides reasons for why sport has traditionally been seen as a male domain • Illustrates answer using relevant examples 	3
<ul style="list-style-type: none"> • Sketches in general terms or identifies why sport has traditionally been seen as a male domain • Uses examples 	1–2

Question 28(a)(ii)

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows the relationship between the role gender plays and participation rates in sport and physical activity Uses relevant examples Presents ideas in a clear and logical way 	5
<ul style="list-style-type: none"> Sketches in general terms the relationship between gender and participation rates in sport and/or physical activity Uses relevant examples 	3–4
<ul style="list-style-type: none"> Provides some relevant information about gender and participation rates 	1–2

Question 28(b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough knowledge and understanding of health and physical activity concepts relevant to the question Makes a clear judgement about sport shaping Australia's national identity Draws out the implications of this relationship Illustrates response using relevant examples Presents ideas in logical and cohesive way 	10–12
<ul style="list-style-type: none"> Demonstrates a sound understanding of health and physical activity concepts relevant to the question Explains the relationship between sport and Australia's national identity OR Explains how sport has helped shape Australia's national identity Uses relevant examples Presents ideas clearly 	7–9
<ul style="list-style-type: none"> Sketches in general terms the relationship between sport and Australia's national identity Uses examples 	4–6
<ul style="list-style-type: none"> Provides some relevant information about sport and/or Australia's national identity 	1–3

Question 29(a)(i)

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms how iron deficiency and bone density can affect female participation in sport• Illustrates answer using relevant examples	2–3
<ul style="list-style-type: none">• Identifies some problems with iron deficiency or bone density• Relevant examples	1

Question 29(a)(ii)

Criteria	Marks
<ul style="list-style-type: none">• Clearly shows how medical conditions of children and young athletes are addressed by sports medicine• Uses relevant examples• Presents ideas in a clear and logical way	5
<ul style="list-style-type: none">• Sketches in general terms medical conditions of children and young athletes in sport AND/OR	3–4
<ul style="list-style-type: none">• Uses relevant examples	
<ul style="list-style-type: none">• Provides some relevant information about children and young athletes	1–2

Question 29(b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough knowledge and understanding of sports policy and sports environment• Makes a judgement about the effectiveness of sports policy and the sports environment in promoting safe participation• Uses relevant examples• Presents ideas in a logical and cohesive way	10–12
<ul style="list-style-type: none">• Demonstrates a sound understanding of sports policy and sports environment• Explains effectiveness of sports policy and sports environment in promoting safe participation <p>OR</p> <ul style="list-style-type: none">• Describes sports policy and/or sports environment and provides some links to safe participation in sport• Uses relevant examples• Presents ideas clearly	7–9
<ul style="list-style-type: none">• Sketches in general terms sports policy and/or sports environment• Uses examples	4–6
<ul style="list-style-type: none">• Provides some relevant information about sport safety	1–3

Question 30(a)(i)

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE benefit and ONE limitation of drug testing 	2
<ul style="list-style-type: none"> Identifies a benefit or a limitation of drug testing 	1

Question 30(a)(ii)

Criteria	Marks
<ul style="list-style-type: none"> Provides reasons why performance-enhancing drugs are unethical in sport Illustrates answer using relevant examples Presents ideas in a clear and logical manner 	5–6
<ul style="list-style-type: none"> Identifies why performance-enhancing drugs are unethical and may identify reasons for drug use Uses relevant examples 	3–4
<ul style="list-style-type: none"> Provides some relevant information on performance-enhancing drugs 	1–2

Question 30(b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough knowledge and understanding of health and physical activity concepts relevant to the question Provides a detailed argument/conclusion(s) about the factors a coach should consider in order to avoid overtraining Illustrates response using relevant examples Presents ideas in a logical and cohesive manner 	10–12
<ul style="list-style-type: none"> Demonstrates a sound understanding of health and physical activity concepts relevant to the question Describes some factors a coach should consider to avoid overtraining Uses relevant examples Presents ideas clearly 	7–9
<ul style="list-style-type: none"> Outlines some factors a coach should consider to avoid overtraining OR <ul style="list-style-type: none"> Provides some characteristics and features of overtraining 	4–6
<ul style="list-style-type: none"> Identifies factors a coach should consider to avoid overtraining 	1–3

Question 31(a)(i)

Criteria	Marks
<ul style="list-style-type: none"> Provides the factors that contribute to health inequities in Australia Illustrates answer using relevant examples 	2–3
<ul style="list-style-type: none"> Identifies some information on health inequities in Australia 	1

Question 31(a)(ii)

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how government funding could be used to reduce health inequities in a given population Illustrates answer using relevant examples Presents ideas in clear and logical way 	5
<ul style="list-style-type: none"> Sketches in general terms how government could be used reduce health inequities for a population Uses relevant examples 	3–4
<ul style="list-style-type: none"> Provides some relevant information about government funding and/or health inequities of a population 	1–2

Question 31(b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough knowledge and understanding of health and physical concepts relevant to the question Clearly identifies the characteristics of effective health promotion strategies and draws out the implications Explains why some health promotions are more effective than others Illustrates answers using relevant examples Presents ideas in a logical and cohesive way 	10–12
<ul style="list-style-type: none"> Demonstrates a sound understanding of health and physical activity concepts relevant to the question Explains the characteristics of effective health promotion strategies Uses relevant examples Presents ideas clearly 	7–9
<ul style="list-style-type: none"> Describes characteristics of health promotion strategies OR <ul style="list-style-type: none"> Outlines health promotion strategies May use relevant examples 	4–6
<ul style="list-style-type: none"> Identifies some relevant information about the characteristics of health promotion strategies 	1–3

Personal Development, Health and Physical Education

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I, Part A			
1	1	Chronic disease	H1
2	1	Complimentary health	H14, H16
3	1	Growing and aging population	H5, H14
4	1	Chronic Disease	H2
5	1	Priority health issues	H1
6	1	Health status	H2
7	1	Priority health issues	H1, H15
8	1	Health care	H5
9	1	Chronic disease	H14, H15, H16
10	1	Health status	H3, H2
11	1	Energy systems	H7
12	1	Motivation	H11, H17
13	1	Types of training	H8
14	1	Nutrition	H11
15	1	Learning environment	H9
16	1	Skill acquisition	H9, H16
17	1	Types of training	H8, H10
18	1	Physiological adaptations	H7, H17
19	1	Physiological adaptations	H7, H16, H17
20	1	Nutrition	H11, H17
Section I, Part B			
21(a)	3	Nature and extent	H2, H3
21(b)	5	GPS experiencing health inequities	H1, H5
22(a)	4	Action areas OC	H4
22(b)	8	Health promotion	H4, H14, H15
23	3	Physiological Adaptations	H8
24	4	Supplementation	H11
25	5	Skill acquisition	H9
26	8	Psychological strategies	H11, H17
Section II			
27(a)(i)	3	Health issues	H2, H15
27(a)(ii)	5	Protective factors	H6, H15
27(b)	12	Actions targeting health issues	H6, H14, H15
28(a)(i)	3	Sport as a male domain	H12
28(a)(ii)	5	Sport as a traditional male role	H12, H16
28(b)	12	Australian sporting identity	H12
29(a)(i)	3	Female athletes	H13, H17
29(a)(ii)	5	Children and young athletes	H13, H17
29(b)	12	Sports policy	H8, H13, H17
30(a)(i)	2	Use of drugs	H7, H8

Question	Marks	Content	Syllabus outcomes
30(a)(ii)	6	Use of drugs	H8, H17
30(b)	12	Planning to avoid overtraining	H7, H10, H17
31(a)(i)	3	Factors creating health inequities	H2, H3
31(a)(ii)	5	Factors creating health inequities	H2, H5, H3
31(b)	12	Health promotion	H14, H15