



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2011 HSC Personal Development, Health and Physical Education Marking Guidelines**

### **Section I, Part A**

#### **Multiple-choice Answer Key**

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

## Section I, Part B

### Question 21 (a)

Criteria	Marks
• Sketches in general terms and indicates the main features of strategies that reduce the risk of skin cancer	3
• Sketches in general terms and indicates the main features of ONE strategy to reduce the risk of skin cancer	2
• Identifies ONE strategy to reduce the risk of skin cancer OR provides a list	1

### Question 21 (b)

Criteria	Marks
• Makes clearly evident the relationship between the determinants and their impact on the groups at risk for both breast cancer and lung cancer • Provides relevant examples	6–7
• Makes evident the relationship between the determinants and the group at risk for EITHER lung OR breast cancer OR • Describes the groups at risk for both lung cancer and breast cancer • Provides examples	4–5
• Identifies the groups at risk for lung and/or breast cancer • Links some determinants to groups at risk OR • Identifies link(s) between cancer and determinants	2–3
• Provides some relevant information about cancer	1

### Question 22

Criteria	Marks
• Identifies FOUR different types of health care facilities and/or services	2
• Identifies types of health care facilities and/or services	1

**Question 23**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge of the principles of social justice and health promotion initiatives</li> <li>• Makes relevant and clear judgements about the effectiveness of health promotion initiatives in promoting the principles</li> <li>• Provides relevant examples of health promotion initiatives/social justices principles/Ottawa Charter</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of the principles of social justice and health promotion initiatives</li> <li>• Makes relevant statements about the effectiveness of the health promotion initiatives with some reference to the Ottawa Charter/social justice principles</li> <li>• Provides examples</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the principles of social justice and health promotion initiatives</li> <li>• Explains the effectiveness of the Ottawa Charter and health promotion</li> <li>• Provides examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some relevant information on social justice AND/OR health promotion/Ottawa Charter</li> </ul>	1–2

**Question 24 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Matches a type of training most suited to each of the THREE activities</li> </ul>	2
<ul style="list-style-type: none"> <li>• Matches a type of training most suited to one or two activities</li> </ul>	1

**Question 24 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides characteristics and features of how different strength-training methods affect performance</li> </ul>	4
<ul style="list-style-type: none"> <li>• Outlines how strength-training methods affect performance</li> </ul> OR <ul style="list-style-type: none"> <li>• Outlines some strength-training methods</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Identifies an effect of training on performance</li> </ul> OR <ul style="list-style-type: none"> <li>• Identifies a strength-training method</li> </ul>	1

**Question 25**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly shows the similarities and/or differences in dietary requirements of athletes in TWO sports that have different nutritional needs</li><li>Uses relevant examples</li></ul>	5–6
<ul style="list-style-type: none"><li>Sketches in general terms the similarities and/or differences in dietary requirements of athletes in TWO sports with different nutritional needs</li><li>Uses relevant examples</li></ul> OR <ul style="list-style-type: none"><li>Describes the dietary requirement of two athletes</li><li>Uses examples</li></ul>	3–4
<ul style="list-style-type: none"><li>Provides some information about dietary requirements for athletes</li></ul>	1–2

**Question 26**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides a detailed argument for a coach's use of objective and subjective performance measures to appraise the performance of an athlete</li><li>Demonstrates knowledge of objective and subjective performance measures</li><li>Uses relevant examples</li></ul>	7–8
<ul style="list-style-type: none"><li>Discusses a coach's use of objective and subjective performance measures to appraise the performance of an athlete</li><li>Uses examples</li></ul>	5–6
<ul style="list-style-type: none"><li>Provides characteristics and features of objective and subjective performance measures to appraise the performance of an athlete</li></ul>	3–4
<ul style="list-style-type: none"><li>Identifies features of appraising performance</li></ul>	1–2

## Section II

### Question 27 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly provides reasons for the importance of support networks to youth health</li><li>Illustrates answer using relevant examples</li></ul>	3
<ul style="list-style-type: none"><li>Sketches in general terms or identifies support networks for youth</li><li>Uses examples</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information about support networks OR youth health</li></ul>	1

### Question 27 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly shows how resilience and coping skills may improve young people's health</li><li>Uses relevant examples of coping and resilience skills</li><li>Presents ideas in a logical and cohesive manner</li></ul>	5
<ul style="list-style-type: none"><li>Sketches in general terms the use of resilience and coping skills by young people</li><li>Uses relevant examples OR</li><li>Sketches in general terms one skill and identifies the other</li><li>Uses relevant examples</li></ul>	3-4
<ul style="list-style-type: none"><li>Provides some relevant information about coping or resilience skills</li></ul>	1-2

**Question 27 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of health and the influence of the nature of young people's lives and the lives of young people from previous generations</li> <li>• Clearly shows how the aspects are distinct or different from previous generations of young people</li> <li>• Links the aspects to the lives of young people</li> <li>• Uses relevant examples</li> <li>• Presents ideas in a logical and cohesive manner</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of health and the influence of the nature of young people's lives and the lives of young people from previous generations</li> <li>• Shows how the aspects are distinct or different for young people</li> <li>• Identifies aspects of the lives of young people</li> <li>• Presents ideas clearly</li> <li>• Uses relevant examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of health and the influence of the nature of young people's lives and the lives of young people from previous generations</li> <li>• Provides characteristics and features of the nature of young people's lives OR</li> <li>• Sketches in general terms some aspects of the nature of young people's lives</li> <li>• Uses examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some relevant information about the nature of young people's lives</li> </ul>	1–3

**Question 28 (a) (i)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Identifies the purpose/message the media is projecting when using metaphors in its coverage of sport</li> <li>• Uses relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>• Sketches in general terms metaphors the media uses</li> <li>• Links metaphors to sport</li> <li>• Uses relevant examples</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information about media and sport</li> </ul>	1

**Question 28 (a) (ii)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates relationships between the media and the emergence of extreme sports</li> <li>• Uses relevant examples</li> <li>• Presents ideas in a logical and cohesive manner</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides why or how the media is involved in sport</li> <li>• Identifies elements that link the media and extreme sports</li> <li>• Uses relevant examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Sketches in general terms information about extreme sports and/or the media</li> </ul>	1–2

**Question 28 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of health and physical concepts for the development of professional sport and sport as a commodity</li> <li>• Articulates a series of accurate judgements of various consequences that result when sporting organisations adopt a business focus</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Judges the value of the changes or adjustments made to sports when a business focus is adopted</li> <li>• Communicates a clear judgement based on sport as a commodity</li> <li>• Presents ideas in logical and cohesive manner</li> <li>• Uses relevant examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of health and physical concepts for the development of professional sport as a commodity</li> <li>• Provides points for and against sporting organisations adopting a business focus</li> <li>• Links judgements based on sport as a commodity</li> <li>• Presents ideas clearly</li> <li>• Uses relevant examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of health and physical concepts for the development of professional sport and sports as a commodity</li> <li>• Provides characteristics and features of consequences when a business focus is adopted by sporting organisations</li> <li>• Provides relevant examples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Sketches in general terms changes or adjustments made to sport when a business focus is adopted</li> <li>• Uses examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some relevant information on sport as a commodity</li> </ul>	1–3

**Question 29 (a) (i)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Indicates the main features of types of soft tissue injury</li><li>• Provides relevant examples</li></ul>	3
<ul style="list-style-type: none"><li>• Indicates the main features of a type of soft tissue injury and identifies others</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information on soft tissue injury or identifies soft tissue injury</li></ul>	1

**Question 29 (a) (ii)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides characteristics and features of the components of the TOTAPS procedure</li><li>• Uses relevant examples</li><li>• Presents ideas in a logical and cohesive manner</li></ul>	5
<ul style="list-style-type: none"><li>• Provides characteristics and features of most of the components of the TOTAPS procedure</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Indicates the main features of the TOTAPS procedure</li><li>• Provides relevant examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Recognises or names components of TOTAPS</li></ul> <p>AND/OR</p> <ul style="list-style-type: none"><li>• Provides some relevant information regarding the generic nature of assessing a sports injury</li></ul>	1–2

**Question 29 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of a range of strategies to perform competitively in different climatic conditions</li> <li>• Identifies strengths AND/OR limitations of strategies through health and physical activity concepts</li> <li>• Links climatic conditions and effects on performance</li> <li>• Makes a judgement on effectiveness of these strategies</li> <li>• Uses relevant examples for each strategy</li> <li>• Presents ideas in a logical and cohesive manner</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of a range of strategies to compete in different climatic conditions</li> <li>• Identifies and links strengths of such strategies</li> <li>• Links climate and effects on performance</li> <li>• Determines the value of some strategies</li> <li>• Presents ideas clearly</li> <li>• Uses relevant examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of strategies to compete in different climatic conditions</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Describes a range of strategies for climatic conditions</li> <li>• Uses examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Recognises or names a range of strategies for managing climatic conditions</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Provides some relevant information about sport and climatic conditions</li> </ul>	1–3

**Question 30 (a) (i)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Sketches in general terms the initial planning considerations</li> <li>• Indicates how athletes improve performance</li> <li>• Provides relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>• Sketches in general terms initial planning considerations</li> <li>• Recognises and names a consideration</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies initial planning considerations</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides some relevant information on planning considerations</li> </ul>	1

**Question 30 (a) (ii)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes evident the relationship of periodisation and planning a training year</li> <li>• Links periodisation and performance of athletes</li> <li>• Presents ideas in a logical and cohesive manner</li> <li>• Uses relevant examples</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides characteristics and features of periodisation</li> <li>• Links periodisation and use by athletes</li> <li>• Uses relevant examples</li> </ul> OR <ul style="list-style-type: none"> <li>• Sketches in general terms periodisation</li> <li>• Uses relevant examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Identifies periodisation and/or training principles</li> </ul>	1–2

**Question 30 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of technology used in training innovations and equipment advances</li> <li>• Clearly makes a judgement about technology use and fairness in sport</li> <li>• Clearly links equipment, advances, training innovations to unfair competition in sport</li> <li>• Presents ideas in a logical and cohesive manner</li> <li>• Provides relevant examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of technology used in training and equipment</li> <li>• Identifies issues for and against the use of technology in training and equipment innovation that may create unfair competition in sport</li> <li>• Presents ideas clearly</li> <li>• Provides examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of technology used in training and/or equipment</li> <li>• Provides characteristics and features of technology in training and/or equipment innovation for competition in sport</li> </ul> OR <ul style="list-style-type: none"> <li>• Sketches in general terms whether the use of technology in training OR equipment innovation has created unfair competition in sport.</li> <li>• Uses examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some relevant information on technology and/or innovation in sport</li> </ul>	1–3

**Question 31 (a) (i)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly provides reasons why cultural relevance and appropriateness are needed for effective health promotion</li> <li>• Illustrates answer using relevant examples</li> </ul>	3
<ul style="list-style-type: none"> <li>• Sketches in general terms or identifies cultural relevance and appropriateness as characteristics used in health promotion</li> <li>• Uses examples</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information about cultural relevance or health promotion</li> </ul>	1

**Question 31 (a) (ii)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly makes evident how enabling, mediating and advocating actions result in improved health for disadvantaged groups</li> <li>• Clearly provides how the actions and sustainability are linked and why</li> <li>• Links actions to sustainability</li> <li>• Uses relevant examples of sustainability</li> <li>• Presents ideas in a logical and cohesive manner</li> </ul>	5
<ul style="list-style-type: none"> <li>• Sketches in general terms most of the actions that improve health status of disadvantaged groups</li> <li>• Uses relevant examples</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides a range of characteristics and features of actions that may improve health through health promotions</li> <li>• Uses relevant examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some relevant information about health promotion</li> </ul>	1–2

**Question 31 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of the media influences on social attitude and public policy for groups experiencing health inequities</li> <li>• Identifies components in detail and the relationship between the role of media for both population groups</li> <li>• Draws out and relates the implications of this relationship(s) for both population groups</li> <li>• Presents ideas in a logical and cohesive manner</li> <li>• Uses relevant examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the influence of media and social attitudes and public policy for both groups experiencing health inequities</li> <li>• Identifies components and relationships of the media for one population group and links to another</li> <li>• Explains the relationship between the media and these population groups</li> <li>• Uses relevant examples</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Explains how the media influences social attitudes and public policy for both population groups experiencing health inequities</li> <li>• Presents ideas clearly</li> <li>• Uses relevant examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of media and social attitudes or public policy</li> <li>• Sketches in general terms the relationship between the media and social attitudes and/or public policy for population groups experiencing health inequities</li> <li>• Uses examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides some relevant information about the media and health inequities</li> </ul>	1–3

# Personal Development, Health and Physical Education

## 2011 HSC Examination Mapping Grid

### Section I, Part A

Question	Marks	Content	Syllabus outcomes
1	1	Measuring health status	H2
2	1	High levels of chronic disease	H1
3	1	Complementary and alternative health care approaches	H5
4	1	Health care in Australia	H14, H15
5	1	Groups experiencing health inequities	H3
6	1	Measuring health status	H2
7	1	Health care in Australia	H15
8	1	High levels of preventable chronic diseases	H2, H16
9	1	Health promotion based on the five action areas of the Ottawa Charter	H4, H14
10	1	Identifying priority health issues	H1, H16
11	1	Principles of training	H8
12	1	Recovery strategies	H8
13	1	Energy systems	H7
14	1	Anxiety and arousal	H11
15	1	Stages of skill acquisition	H9
16	1	The learning environment	H9, H10
17	1	Motivation	H11
18	1	Energy systems	H7, H16
19	1	Energy systems	H7, H8
20	1	Physiological adaptation	H7, H8

### Section I, Part B

Question	Marks	Content	Syllabus outcomes
21 (a)	3	High levels of preventable chronic disease, injury and mental health problems – cancer	H1, H16
21 (b)	7	Impact of determinants on groups at risk	H2, H3
22	2	Health care in Australia	H5
23	8	Health promotion and Ottawa Charter	H4, H14, H15
24 (a)	2	Types of training and training methods	H8
24 (b)	4	Types of training and training methods	H8, H10
25	6	Nutritional considerations	H11, H16
26	8	Assessment of skill and performance	H9, H16, H17

**Section II**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
27 (a) (i)	3	Skills in attaining better health and support networks	H6
27 (a) (ii)	5	Skills in attaining better health – Resilience and coping	H5, H6, H14
27 (b)	12	The nature of young people’s lives – Youth today compared to previous generation	H2, H5, H16
28 (a) (i)	3	Deconstructing media	H12, H16
28 (a) (ii)	5	Deconstructing media – Emergence of extreme sports	H12, H16
28 (b)	12	Sport as a commodity	H12, H16
29 (a) (i)	3	Soft tissue injury	H13
29 (a) (ii)	5	Assessment of injuries – TOTAPS	H13, H16, H17
29 (b)	12	Environmental consideration	H8, H13, H17
30 (a) (i)	3	Initial planning considerations	H8, H10
30 (a) (ii)	5	Planning a training year	H8, H10, H16, H17
30 (b)	12	Use of technology – Unfair competition?	H8, H16, H17
31 (a) (i)	3	Characteristics of effective health promotion	H14
31 (a) (ii)	5	Actions that improve health	H5, H14
31 (b)	12	Population groups experiencing health inequities	H5, H14, H15, H16