



BOARD OF STUDIES
NEW SOUTH WALES

2012 HSC Personal Development, Health and Physical Education Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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



Section I, Part B

Question 21

Criteria	Marks
• Provides characteristics or features of the advantages of Medicare	3
• Provides features of one advantage of Medicare	2
• Provides some relevant information regarding Medicare	1

Question 22

Criteria	Marks
• Indicates the main features of THREE carer or volunteer organisations available to the elderly/aged	3
• Sketches in general terms TWO carer or volunteer organisations available to the elderly/aged	2
• Provides relevant information about carer volunteer organisations	1

**Question 23**

Criteria	Marks
<ul style="list-style-type: none">Clearly explains the relationship between epidemiology and the improved health of Australians AND <ul style="list-style-type: none">Provides a range of examples to clearly illustrate this relationship	6
<ul style="list-style-type: none">Demonstrates the relationship between epidemiology and the improved health of AustraliansProvides a relevant example to illustrate this relationship	4–5
<ul style="list-style-type: none">Sketches in general terms about measures of epidemiology or patterns of disease OR <ul style="list-style-type: none">Demonstrates through examples trends in epidemiology	2–3
<ul style="list-style-type: none">Provides some relevant information regarding epidemiology	1

**Question 24**

Criteria	Marks
<ul style="list-style-type: none">Clearly demonstrates how the roles of individuals, communities and government address the health inequities experienced by the identified groupMakes evident the relationship between the roles of individuals, communities and governmentProvides a range of relevant examples of how individuals, communities and governments address health inequities in the identified group	8
<ul style="list-style-type: none">Demonstrates how the roles of individuals, communities and government address the health inequities experienced by the identified groupProvides a range of examples of how individuals, communities and governments address health inequities in the identified group	6–7
<ul style="list-style-type: none">Demonstrates how some roles of individuals, communities and government address the health inequities experienced by the identified group OR <ul style="list-style-type: none">Provides characteristics and features of the roles played by individuals, communities and government in addressing the health inequities experienced by the identified group	4–5
<ul style="list-style-type: none">Sketches in general terms the roles of individuals, communities and government OR <ul style="list-style-type: none">Sketches in general terms the health inequities experienced by the identified group	2–3
<ul style="list-style-type: none">Provides some relevant information on the roles OR the identified group's health	1

**Question 25**

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms the influence of prior experience on skill acquisition and includes specific examples	3
<ul style="list-style-type: none">• Recognises that prior experience can influence skill acquisition	2
<ul style="list-style-type: none">• Provides some relevant information on skill acquisition	1

Question 26

Criteria	Marks
<ul style="list-style-type: none">• Provides characteristics and features of TWO types of motivation• Provides examples for TWO types of motivation	3
<ul style="list-style-type: none">• Provides the characteristics of TWO types of motivation OR <ul style="list-style-type: none">• Identifies TWO types of motivation• Provides examples for the TWO types of motivation	2
<ul style="list-style-type: none">• Identifies ONE type of motivation OR provides an example OR <ul style="list-style-type: none">• Provides some relevant information linking motivation and performance	1

Question 27

Criteria	Marks
<ul style="list-style-type: none">• Relates how THREE of the principles of training can be applied to strength training• Provides a range of relevant examples	6
<ul style="list-style-type: none">• Relates how TWO principles of training can be applied to strength training• Provides relevant examples OR <ul style="list-style-type: none">• Provides characteristics and features of the THREE principles of training• Provides examples linked to strength training	4-5
<ul style="list-style-type: none">• Sketches in general terms about principles of training with an example	2-3
<ul style="list-style-type: none">• Provides some relevant information regarding the principles of training OR <ul style="list-style-type: none">• Provides some relevant information regarding improving strength	1

**Question 28**

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate characteristics and features of the full range of different recovery strategies used by athletes to improve performance• Provides a relevant example for each recovery strategy	8
<ul style="list-style-type: none">• Provides characteristics and features of different recovery strategies used by athletes to improve performance• Provides relevant examples	6–7
<ul style="list-style-type: none">• Sketches in general terms some different recovery strategies used by athletes to improve performance• Provides relevant examples OR <ul style="list-style-type: none">• Sketches in general terms how recovery strategies can improve performance• Provides examples	4–5
<ul style="list-style-type: none">• Recognises and names recovery strategies used by athletes to improve performance• Provides an example	2–3
<ul style="list-style-type: none">• Provides some relevant information regarding recovery strategies	1



Section II

Question 29 (a)

Criteria	Marks
<ul style="list-style-type: none">• Recognises the sociocultural, socioeconomic and environmental determinants related to the health of young people• Makes the relationship evident between the determinants and the health of young people• Uses relevant examples to support the response	8
<ul style="list-style-type: none">• Recognises the sociocultural, socioeconomic and environmental determinants related to the health of young people• Provides characteristics and features of the determinants of health affecting young people• Provides relevant examples	6–7
<ul style="list-style-type: none">• Recognises the sociocultural, socioeconomic and/or environmental determinants related to the health of young people• Sketches in general terms the determinants of health affecting young people• Provides examples	4–5
<ul style="list-style-type: none">• Sketches in general terms the determinants of health affecting young people	2–3
<ul style="list-style-type: none">• Provides some relevant information regarding the health of young people in Australia	1

**Question 29 (b)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises the skills required to attain better health in young people• Makes the relationship evident between skills and attaining better health and the health status of young people• Provides a judgment about the skills relating to attaining better health and the health of young people• Uses relevant examples to support the response	11–12
<ul style="list-style-type: none">• Recognises the skills required to attain better health in young people• Makes the relationship evident between the skills and attaining better health for young people• Uses relevant examples to support the response	8–10
<ul style="list-style-type: none">• Recognises skills required to attain better health in young people.• Provides characteristics of skills in attaining better health for young people• Uses relevant examples	5–7
<ul style="list-style-type: none">• Sketches in general terms, skills for better health for young people• Uses examples	3–4
<ul style="list-style-type: none">• Provides some relevant information regarding better health for young people	1–2

**Question 30 (a)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises the instances when Australia has used sport for political purposes• Makes the relationship evident between the instances when Australia has used sport for political purposes and the effect it had on the Australian public and athletes• Provides relevant examples	8
<ul style="list-style-type: none">• Recognises the instances when Australia has used sport for political purposes• Provides characteristics of instances when Australia has used sport for political purposes and the effect it had on the Australian public and athletes• Provides relevant examples	6–7
<ul style="list-style-type: none">• Makes clear the instances when Australia has used sport for political purposes.• Sketches in general terms the effect of Australia using sport for political purposes• Provides relevant examples	4–5
<ul style="list-style-type: none">• Sketches in general terms instances when Australia has used sport for political purposes.	2–3
<ul style="list-style-type: none">• Provides some relevant information regarding Australia using sport for political purposes.	1

**Question 30 (b)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises the differences that exist in participation rates of males and females in a range of sports• Supports an argument that differences in participation in certain sports exist based on constructions of gender• Provides relevant examples of how media, sponsorship, constructions of femininity and masculinity, and a historical context of sport as a traditionally male domain affect participation rates in different sports	11–12
<ul style="list-style-type: none">• Recognises the differences that exist in participation rates of males and females in a range of sports• Identifies issues and provides relevant examples of how media, sponsorship, constructions of femininity and masculinity, or a historical context of sport as a traditionally male domain affect participation rates in different sports	8–10
<ul style="list-style-type: none">• Recognises the differences that exist in participation rates of males and females in a range of sports• Provides some relevant examples of how media, sponsorship, constructions of femininity and masculinity, or a historical context of sport as a traditionally male domain affect participation rates in different sports	5–7
<ul style="list-style-type: none">• Recognises the differences that exist in participation rates of males and females in a range of sports• Sketches in general terms the participation rates of different sports based on gender	3–4
<ul style="list-style-type: none">• Provides some relevant information regarding gender-based participation in sport	1–2

**Question 31 (a)**

Criteria	Marks
<ul style="list-style-type: none">• Makes evident the relationship between physical preparation and injury prevention in different sports• Communicates ideas and information using relevant examples from different sports	8
<ul style="list-style-type: none">• Provides characteristics and features of how physical preparation can prevent injury in different sports• Communicates ideas and information using relevant examples from different sports	6–7
<ul style="list-style-type: none">• Sketches in general terms the physical preparation and injury prevention in a sport• Uses examples	4–5
<ul style="list-style-type: none">• Sketches in general terms physical preparation or injury prevention in a sport• May provide examples	2–3
<ul style="list-style-type: none">• Provides some relevant information about physical preparation or sports injury prevention	1

**Question 31 (b)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises and names the possible medical conditions associated with adult and aged athletes• Makes the relationship clearly evident between the medical conditions of adult/aged athletes and measures that can be taken to maintain their participation in sport• Provides supportive examples of actions taken to maintain adult/aged athlete participation in sport	11–12
<ul style="list-style-type: none">• Recognises and names the possible medical conditions associated with adult and aged athletes• Identifies issues relating to medical conditions of adult/aged athletes linked to measures that can be taken to maintain their participation in sport• Provides relevant examples of actions taken to maintain adult/aged athlete participation in sport	8–10
<ul style="list-style-type: none">• Recognises and names the possible medical conditions associated with adult and aged athletes• Provides characteristics and features of the medical conditions of adult/aged athletes and some of the measures that can be taken to maintain their participation in sport• Provides some relevant examples of actions taken to maintain adult/aged athlete participation in sport	5–7
<ul style="list-style-type: none">• Sketches in general terms some of the possible medical conditions of adult/aged athletes• Sketches some of the measures that can be taken to maintain their participation in sport• Provides examples	3–4
<ul style="list-style-type: none">• Provides some relevant information about adult/aged athlete participation in sport	1–2

**Question 32 (a)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises factors associated with overtraining• Provides characteristics and features of how planning can avoid overtraining• Makes evident the relationship between planning and the avoidance of overtraining• Communicates ideas and information using relevant examples	8
<ul style="list-style-type: none">• Recognises factors associated with overtraining• Provides characteristics and features of how planning can avoid overtraining• Communicates ideas and information using relevant examples	6–7
<ul style="list-style-type: none">• Recognises factors associated with overtraining• Communicates ideas and information using relevant examples	4–5
<ul style="list-style-type: none">• Sketches in general terms how planning avoids overtraining• Provides examples	2–3
<ul style="list-style-type: none">• Provides some relevant information about planning or avoiding overtraining	1

**Question 32 (b)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises the risk taking and ethical considerations associated with drug use in sport• Makes judgments about athletes' use of drugs from a risk taking AND ethical perspective• Communicates ideas and information using relevant examples	11–12
<ul style="list-style-type: none">• Recognises the risk taking and ethical considerations associated with drug use in sport• Provides points for and against the use of drugs by athletes from a risk taking AND ethical perspective• Communicates ideas and information using relevant examples	8–10
<ul style="list-style-type: none">• Recognises the risk taking and ethical considerations associated with drug use in sport• Provides characteristics and features of athletes' drug use from a risk taking AND ethical perspective.• Uses relevant examples	5–7
<ul style="list-style-type: none">• Sketches in general terms risk taking and ethical perspectives of drug use in sport• Provides an example	3–4
<ul style="list-style-type: none">• Provides some relevant information about drugs in sport	1–2

**Question 33 (a)**

Criteria	Marks
<ul style="list-style-type: none">• Makes evident the relationship between the issues that influence health funding and specific population groups• Recognises the sources of funding for health for specific populations• Communicates ideas and information using relevant examples	8
<ul style="list-style-type: none">• Explains the issues that influence health funding of specific population groups• Recognises the sources of funding for health for specific populations• Communicates ideas and information using relevant examples	6–7
<ul style="list-style-type: none">• Recognises the issues that influence health funding of specific population groups• Uses some relevant examples	4–5
<ul style="list-style-type: none">• Lists health funding issues of specific population groups• Provides relevant examples	2–3
<ul style="list-style-type: none">• Provides some relevant information on the health funding of specific population groups	1

**Question 33 (b)**

Criteria	Marks
<ul style="list-style-type: none">• Recognises a range of characteristics and features associated with an effective health promotion strategy• Makes evident the relationship between characteristics of an effective health promotion strategy and its potential for success• Makes judgments for the inclusion of the characteristics in a health promotion strategy• Provides relevant examples	11–12
<ul style="list-style-type: none">• Recognises a range of characteristics and features associated with an effective health promotion strategy• Provides points for/or against the inclusion of the characteristics in a health promotion strategy• Provides relevant examples	8–10
<ul style="list-style-type: none">• Recognises a range of characteristics and features associated with an effective health promotion strategy• Provides characteristics and features of an effective health promotion strategy• Provides examples	5–7
<ul style="list-style-type: none">• Sketches in general terms characteristics of effective health promotion strategies	3–4
<ul style="list-style-type: none">• Provides some relevant information about the characteristics of health promotion strategies	1–2

Personal Development, Health and Physical Education

2012 HSC Examination Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Measuring health status	H2
2	1	Health care in Australia	H5
3	1	Complementary and alternative health care approaches	H5
4	1	Preventable chronic diseases	H1, H3
5	1	Health care in Australia	H5
6	1	Ottawa Charter	H4, H15
7	1	Identifying priority areas	H14
8	1	Groups experiencing health inequities	H3, H15
9	1	Growing and ageing population	H5, H15
10	1	Health promotion – Ottawa Charter	H4
11	1	Stages of skill acquisition	H9
12	1	Anxiety and arousal	H11
13	1	Nutritional considerations	H11, H17
14	1	The learning environment	H9
15	1	Types of training	H8
16	1	Supplementation	H11
17	1	The learning environment	H9
18	1	Assessment of skill/performance	H9
19	1	Psychological strategies	H11
20	1	Physiological adaptation	H7, H8

Section I Part B

Question	Marks	Content	Syllabus outcomes
21	3	Health care in Australia	H15, H14
22	3	Growing and ageing population	H2, H15
23	6	Measuring health status	H1
24	8	Groups experiencing health inequities	H3
25	3	Characteristics of the learner	H9
26	3	Motivation	H11
27	6	Principles of training	H8, H10, H17
28	8	Recovery strategies	H8, H10, H17

Section II

Question	Marks	Content	Syllabus outcomes
29 (a)	8	Major health issues that affect young people	H2
29 (b)	12	Skills in attaining better health and Support networks	H6, H14,
30 (a)	8	Australian sporting identity	H12
30 (b)	12	Sport, physical activity and gender	H12
31 (a)	8	Physical preparation	H8, H13, H17
31 (b)	12	Adult and aged athletes	H8, H13, H17
32 (a)	8	Avoiding overtraining	H8, H17
32 (b)	12	Use of drugs	H7, H17
33 (a)	8	Funding to address health inequities	H2, H3, H5
32 (b)	12	Characteristics of effective health promotion strategies	H5, H14, H15