

SHORE HSC TRIAL EXAMINATION 2014

Personal Development, Health and Physical Education - Mapping Grid

Question	Mark	Content	Outcome	Band
1	1	Measures of epidemiology	H2	2 – 3
2	1	Complementary & alternate health	H1	2 – 3
3	1	Responsibility for health care	H5	3 – 5
4	1	Health insurance	H5	3 – 5
5	1	Current trends in epidemiology	H2	3 – 5
6	1	Ottawa Charter	H4, H15	5 – 6
7	1	Potential for prevention & early intervention	H1	3 – 5
8	1	Groups experiencing health inequities	H2, H3, H16	5 – 6
9	1	Responsibility for health care	H5	3 – 5
10	1	Social justice principles	H14	5 – 6
11	1	Principles of training	H8	2 – 3
12	1	Motivation	H11	2 – 3
13	1	Nutritional considerations	H11	3 – 5
14	1	Recovery strategies	H7, H8	3 – 5
15	1	Nature of the skill	H9, H11	3 – 5
16	1	Supplements	H7, H11	3 – 5
17	1	Practice method	H9	3 – 5
18	1	Strength training	H10, H11	5 – 6
19	1	Psychological strategies to manage anxiety	H11	3 – 5
20	1	Validity and reliability of tests	H9, H16	3 – 5
21	2	Costs to individuals & community	H2	2 – 3
22	4	Impact of technology on health care	H5, H15	3 – 5
23	8	Healthy ageing	H3, H5, H15	5 – 6
24	6	Risk factors & protective factors	H1, H3, H14	4 – 6
25	3	Characteristics of skilled performers	H9	2 – 3

26	5	Anxiety and arousal	H11, H16	3 – 5
27	4	Training thresholds	H8, H17	3 – 5
28	8	Stages of skill acquisition & feedback	H9, H16	5 – 6
29a	8	Skills in attaining better health	H6, H14	3 – 5
29b	12	The effects of the determinants of health	H2, H15	5 – 6
30a	8	Physical activity, sport and cultural identity	H12, H16	3 – 5
30b	12	The relationship between sport & mass media	H12, H16	5 – 6
31a	8	Ways to classify sports injuries	H8, H16	3 – 5
31b	12	Return to play	H13, H17	5 – 6
32a	8	Skill training	H7, H8	3 – 5
32b	12	Training types	H10, H17	5 – 6
33a	8	Factors that create health inequities	H2, H3	3 – 5
33b	12	Populations experiencing health inequities	H2, H3, H15	5 – 6

SHORE HSC TRIAL EXAMINATION 2014

SUGGESTED ANSWERS AND MARKING CRITERIA

Section 1 – Part A

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

Section 1 – Part B

Core 1 – Health Priorities in Australia Questions

Question 21
Identify THREE different examples of how Australia's health priority areas cost the individual and the community (2 marks)

Criteria	Marks
• Identifies three different examples of how Australia's health priority areas cost the individual and the community	2
• Identifies different examples of how Australia's health priority areas cost the individual and the community	1

Students learn about:	Students learn to:
• identifying priority health issues – social justice principles – priority population groups – prevalence of condition – potential for prevention and early intervention – costs to the individual and community	• argue the case for why decisions are made about health priorities by considering questions such as: – how do we identify priority issues for Australia's health? – what role do the principles of social justice play? – why is it important to prioritise?

Answers may include, but is not limited to:

- Cost of treatment
- Cost of replacement labour
- Cost of research
- Cost of providing services and facilities
- Lost working hours

- Emotional trauma
- Relationship breakdown
- Decreased quality of life
- Additional health side effects

Markers comments

Vast majority of students wrote a good answer to this question

Question 22

What is the impact of emerging new treatments and technologies on health care?

(4 marks)

Criteria	Marks
• Provides characteristics and features of the impact of emerging new treatments and technologies on health care	**4**
• Sketches in general terms the impact of emerging new treatments and technologies on health care	**2-3**
• Provides some relevant information on emerging new treatments and technologies for health	**1**

Students learn about:	Students learn to:
• health care in Australia – range and types of health facilities and services – responsibility for health facilities and services – equity of access to health facilities and services – health care expenditure versus expenditure on early intervention and prevention – impact of emerging new treatments and technologies on health care, eg cost and access, benefits of early detection – health insurance: Medicare and private	• evaluate health care in Australia by investigating issues of access and adequacy in relation to social justice principles. Questions to explore include: – how equitable is the access and support for all sections of the community? – how much responsibility should the community assume for individual health problems?

Answer may include but is not limited to:

- Increased cost to individuals and communities
- Reduced access due to cost
- Increased access due to improved efficiency
- Less invasive medical procedures
- Improved recovery times
- Reduction in new cases due to improved screening measures

Sample paragraph

Australian researchers and scientists are often at the global forefront when it comes to the development of new treatments and technologies to improve the health of individuals and communities. Whilst these treatments and technologies serve to improve health, they can also come with associated costs. These treatments and technologies have the potential be less invasive, such as keyhole surgery, more accessible due to mobile screening clinics. Early detection and less invasive medical procedures also have the potential to reduce

recovery times for patients and improve their overall quality of life. This has other flow on effects such as improved productivity and reduction in lost working hours. However, many of these advances come at an increased cost and in the early stages may not be covered by Medicare rebates, making it difficult for many to access such treatments and technology. Those with private health insurance, however, may not experience such difficulty.

Markers comments

Students need to consider both positive and negative impacts

Question 23

How can healthy ageing reduce the impact of a growing and ageing population on Australia's health care system? (8 marks)

Criteria	Marks
• Makes the relationship clearly evident between healthy ageing and our growing and ageing population's impact on Australia's health care system • Provides examples that support the relationship and demonstrate a clear understanding of healthy ageing	**8**
• Makes the relationship evident between healthy ageing and our growing and ageing population's impact on Australia's health care system • Provides examples	**6-7**
• Provides characteristics and features of healthy ageing AND/OR • Provides characteristics and features of growing and ageing population AND/OR • Provides characteristics and features of Australia's health care system	**4-5**
• Sketches in general terms healthy ageing OR • Sketches in general terms growing and ageing population OR Australia's health care system	**2-3**
• Provides some relevant information on healthy ageing OR a growing and ageing population OR Australia's health care system	**1**

Students learn about:	Students learn to:
• a growing and ageing population – healthy ageing – increased population living with chronic disease and disability – demand for health services and workforce shortages – availability of carers and volunteers.	• assess the impact of a growing and ageing population on: – the health system and services – health service workforce – carers of the elderly – volunteer organisations.

Answer may include but is not limited to:

Sample Paragraph

Healthy ageing is concerned with quality of life, independence and lengthening the number of healthy years, not just the years of life, enjoyed by an individual. The benefits of adopting a healthy lifestyle even at an older age include the prevention of disease and functional decline, extended longevity and enhanced quality of life. The healthier an individual, the less demand that person places on health and aged care services…

Markers comments

To get a mark in the top range students needed to acknowledge/define what healthy ageing is and how it can be achieved using examples, then link to reducing impact on growing and ageing population (again with examples)

Question 24
Explain the risk AND protective factors for cardiovascular disease? (6 marks)

Criteria	Marks
• Clearly demonstrates knowledge and understanding of the risk AND protective factors for cardiovascular disease • Provides examples that clearly relate how the factors can increase or decrease the incidence of cardiovascular disease • Presents ideas logically	**6**
• Provides characteristics and features of the risk AND protective factors for cardiovascular disease • Provides examples • Presents ideas logically	**4-5**
• Sketches in general terms what risk AND protective factors exist for cardiovascular disease OR • Provides characteristics and features of what risk factors exist for cardiovascular disease OR • Provides characteristics and features of what protective factors exist for cardiovascular disease	**2-3**
• Provides some relevant information on cardiovascular disease OR • Provides some relevant information on risk AND/OR protective factors	**1**

Students learn about:	Students learn to:
• high levels of preventable chronic disease, injury and mental health problems – cardiovascular disease (CVD) – cancer (skin, breast, lung) – diabetes – respiratory disease – injury – mental health problems and illnesses	• research and analyse CVD, cancer and ONE other condition listed by investigating: – the nature of the problem – extent of the problem (trends) – risk factors and protective factors – the sociocultural, socioeconomic and environmental determinants – groups at risk

Answer may include but is not limited to:
Risk Factors
- Age
- Heredity
- Gender
- Smoking
- High blood pressure
- High blood cholesterol
- Overweight/obesity
- Lack of physical activity

Protective Factors

- Maintaining healthy levels of blood pressure and cholesterol
- Quitting or not smoking
- Enjoying a healthy, balanced diet
- Maintaining a healthy weight
- Engaging in regular physical activity
- Visiting the Doctor regularly

Sample paragraph
There are many factors that either place individuals at greater risk of or protect them from developing cardiovascular disease. In terms of risk factors, one of the most significant risk factors is age, as older Australians are far more likely to develop the disease. Also at risk are those with a family history of the disease and men, with CVD being more prevalent amongst them than women. Lifestyle factors can also place individuals at risk, with smoking, lack of physical activity and poor diet, combined with associated factors of higher blood pressure and cholesterol, all increasing the chance that CVD may develop, as they all contribute towards decreasing the efficiency of the cardiovascular system.
Whilst factors such as age, heredity and gender cannot be modified, regular check-ups with a doctor will serve to detect the disease in its early stages and protect individuals from potential long term harm. Additionally, all the lifestyle behaviours that pose a risk can also help protect individuals if the nature of behaviour is reversed; that is quitting or not smoking, exercising regularly and eating a balanced diet. Engaging in such positive behaviours will all aid in improving the efficient functioning of the heart and the vascular system and reduce the likelihood that CVD will develop.

Markers comments

Many students didn't give a range of BOTH risk factors and protective factors.
Some students were also using determinants of health as risk factors or groups at risk

Core 2 – Factors Affecting Performance

Question 25
Outline the characteristics of skilled performers. (3 marks)

Criteria	Marks
• Sketches in general terms and indicates a variety of the characteristics of skilled performers.	3
• Sketches in general terms and indicates some of the characteristics of skilled performers.	2
• Identifies characteristics of skilled performers.	1

Students learn about:	Students learn to:
• assessment of skill and performance - characteristics of skilled performers, eg kinaesthetic sense, anticipation, consistency, technique	

Answer may include but is not limited to:

Characteristics of skilled performers may include;

- Kinaesthetic sense
- Anticipation
- Timing
- Coordination
- Consistency
- Technique

Sample paragraph
Anticipation is the ability to read what is going to happen next in a game. Skilled performers are able to judge these things and make quicker movements to gain an advantage such as anticipating a pass and making an intercept.

Markers comments

Vast majority of students easily answered this question. Some gave too general a response without actually identifying correct characteristics. You needed a variety of correct characteristics to hit the top range

Question 26
Describe the difference between anxiety and arousal in terms of the effects on performance. (5 marks)

Criteria	Marks
• Provides characteristics and features of anxiety and arousal and different effect each has on performance. Sport specific examples to be used to illustrate difference	**5**
• Outlines both anxiety and arousal and describes how each effects performance.	**3 – 4**
• Identifies anxiety and / or arousal with some link to performance	**1 – 2**

Students learn about:	Students learn to:
• anxiety and arousal – trait and state anxiety – sources of stress – optimum arousal	• explain the difference between anxiety and arousal in terms of the effects on performance

Answer may include but is not limited to:

Anxiety – an emotional response to a situation an athlete is confronted with.
State anxiety – athlete's general level of anxiety
Trait anxiety – athlete's response to a given situation
Arousal – the level of activation or readiness for a movement to occur.

Sample paragraph
Arousal is the state of readiness for an athlete to complete a set movement. It can reflect their mental and / or emotional and / or physical state, while anxiety only reflects an athlete's emotional state. Arousal is important for performance as too little and performance will fall and too much and performance can also be affected. It is therefore important for the athlete to develop the optimal level of arousal so that the best performance can be achieved.
Markers comments

Students needed to ensure the impact of BOTH anxiety and arousal was described on performance whether it be positive or negative

Question 27

Why is the application of training thresholds important to athletes in different sports?

(4 marks)

Criteria	Marks
• Clearly explains how the application of the 2 training thresholds can affect performance in different sports. Reference to principles of training	**4**
• Outlines the different training thresholds and relates these to different sports.	**2 – 3**
• Identifies some aspect of a training threshold.	**1**

Students learn about:	Students learn to:
• principles of training – progressive overload – specificity – reversibility – variety – training thresholds – warm up and cool down	analyse how the principles of training can be applied to both aerobic and resistance training

Answer may include but is not limited to:

Aerobic threshold – 60% MHR
Aerobic training threshold – 60% to 85% MHR
Anaerobic threshold – above 85% MHR

Sample paragraph
Athletes who compete in endurance events such as triathlon or marathon running require an ability to deliver large amounts of oxygen to working muscles. To develop this capacity the individual should train above the aerobic training threshold which is approximately 60% of the maximum heart rate. Only above this level will the adaptations required for the events such as higher stroke volume and cardiac output occur which assist in delivering the oxygen required for performance.

Markers comments

Many students answered this question in the 2 - 3 mark range. Students needed to clearly explain the difference between aerobic/anaerobic thresholds and their application in different sports

Question 28

Compare the way feedback can be applied to somebody in the cognitive and autonomous stages of skill acquisition. (8 marks)

Criteria	Marks
• Clearly shows the similarities and / or differences in the way feedback can be applied to the cognitive and autonomous stages of skill acquisition. • Uses relevant examples	**7 – 8**
• Explains the similarities and / or differences in the way feedback can be applied to the cognitive and autonomous stages of skill acquisition. • Uses relevant examples	**5 – 6**
• Outlines feedback with some reference to the stages of skill acquisition. OR • Outlines the stages of skill acquisition with some reference to the nature of the skill.	**3 – 4**
• Provides some information about stages of skill acquisition OR feedback	**1 – 2**

Students learn about:	**Students learn to:**
• stages of skill acquisition – cognitive – associative – autonomous	• examine the stages of skill acquisition by participating in the learning of a new skill, eg juggling, throwing with the non-dominant arm
• the learning environment – nature of the skill (open, closed, gross, fine, discrete, serial, continuous, self-paced, externally paced) – the performance elements (decision-making, strategic and tactical development) – practice method (massed, distributed, whole, part) – feedback (internal, external, concurrent, delayed, knowledge of results, knowledge of performance)	• design a suitable plan for teaching beginners to acquire a skill through to mastery. The plan should reflect: – appropriate practice methods for the learners – the integration of relevant performance elements – an awareness of how instruction may vary according to characteristics of the learner – how feedback will be used as learners progress through the stages of skill acquisition

Answer may include but is not limited to:

Feedback includes;
- Internal / external
- Knowledge of results / performance
- Concurrent / delayed

Sample paragraph
Internal feedback is received by the learner through their own senses. For example when a person hits a ball they will feel vibrations through the bat and hear the sound of the contact made and be able to tell how effectively they have hit the ball. Learners in the cognitive stage of skill acquisition will not have a good ability to use this type of feedback as they lack the experience of hitting the ball well consistently. Athletes in the autonomous stage will be able to use their senses to gain this internal feedback.

Markers comments

- Students needed to use correct syllabus terminology around feedback, eg Internal / external, Knowledge of results / performance, Concurrent / delayed

Options

Option 3 - Sports Medicine

Question 31 a

How are sports injuries classified? (8 marks)

Criteria	Marks
• Clearly explains how sport injuries are classified • Provides examples that clearly illustrate each way sports injuries can be classified • Presents ideas in a clear and logical way	**8**
• Explains how sports injuries are classified • Uses relevant examples • Presents ideas clearly	**6-7**
• Provides characteristics and features of sports injury classifications • Provides examples	**4-5**
• Sketches in general terms sports injury classifications	**2-3**
• Provides some relevant information about sports injuries	**1**

Students learn about:	Students learn to:
• ways to classify sports injuries – direct and indirect – soft and hard tissue – overuse	• identify specific examples of injuries that reflect each of the classifications

Sample Paragraph:
Sports injuries can be classified according to either the cause of the injury or the type of body tissue damaged. If injuries are classified according to cause, the three categories are direct injury, indirect injury and overuse injury. If injuries are classified according to the type of body tissue damaged, the two categories are soft-tissue injury and hard-tissue injury.

Direct/Indirect injuries
Soft tissue injuries – cartilage tears, muscle strains, ligament sprains, tendonitis, skin injuries (lacerations, blisters etc.)
Hard tissue injuries – fractured bones, dislocations, dislodged/cracked teeth etc.

Markers comments

Great to see many students write an answer plan. These students wrote very well organised answers**.** Answered very well by the vast majority of students.
Some students wrote about assessment/management of injuries eg TOTAPS, RICER, DRSABCD – this was not relevant to question
It was also not necessary to write about the *inflammatory response*
Some handwriting was very difficult to read

Question 31 b

Evaluates policies and procedures that regulate an athlete's return to play after suffering an injury (12 marks)

Criteria	Marks
• Demonstrates a comprehensive understanding of policies and procedures that regulate an athlete's return to play after suffering an injury • Identifies strengths and limitations of such policies and procedures • Makes a judgement of the effectiveness of such policies and procedures • Illustrates answer with relevant examples • Presents ideas in a clear and logical manner	**11-12**
• Demonstrates thorough understanding of policies and procedures that regulate an athlete's return to play after suffering an injury • Identifies some strengths and limitations of such policies and procedures • Makes some judgements of the effectiveness of such policies and procedures • Illustrates answer with relevant examples • Presents ideas in a clear and logical manner	**9-10**
• Provides characteristics and features of policies and procedures that regulate an athlete's return to play after suffering an injury • Provides some relevant examples	**6-8**
• Sketches in general terms policies and procedures that regulate an athlete's return to play after suffering an injury	**3-5**
• Provides some relevant information related to policies and procedures that regulate an athlete's return to play after suffering an injury	**1-2**

Students learn about:	Students learn to:
• return to play – indicators of readiness for return to play (pain free, degree of mobility) – monitoring progress (pre-test and post-test) – psychological readiness – specific warm-up procedures – return to play policies and procedures – ethical considerations, eg pressure to participate, use of painkillers.	• critically examine policies and procedures that regulate the timing of return to play, considering questions such as: – why aren't such policies applied to all sports? – who should have ultimate responsibility for deciding if an athlete returns to competition? – should athletes be allowed to use painkillers in order to compete when injured?

Sample Paragraph

The decision regarding when an athlete can make their return to play varies from one sport to another. In many amateur sports, individual athletes make a decision for themselves, based on their own readiness to return, or they may do this in consultation with their doctor, physiotherapist or sports trainer. At the professional level, however, policies normally exist that will outline a list of procedures to be followed to prove that a player is free of injury.

Typical return to play protocol for professional athletes may involve consultation, review of x-rays, discussion regarding the use of strapping/bracing, fitness assessment, specific test results and participation in a range of sport specific movements within a return from injury skills test. However, this varies from one sport to another and depends on the type of sport and professionalism of the organisation.

Markers comments

Some students wrote in first person “I”
Those who knew their syllabus well scored in the top mark range
Some handwriting was very difficult to read
Students who had a plan also wrote very good responses
Some knew their syllabus but didn’t provide enough examples

Option 4 - Improving Performance

Question 32 a
Describe how skill training can be used to improve performance? (8 marks)

Criteria	Marks
• Provides characteristics and features of skill training • Provides examples to describe Drills practice, Modified and small-sided games and Games for Specific Outcomes • Clear and cohesive response	8
• Provides characteristics and features of skill training • Provides some examples to describe Drills practice, Modified and small-sided games and Games for Specific Outcomes • Clear and cohesive response	6-7
• Provides some characteristics and features of skill training • Provides only minimal examples to describe Drills practice, Modified and small-sided games and Games for Specific Outcomes	4-5
• Provides some features of skill training • Provides only minimal examples to describe either Drills practice, Modified and small-sided games or Games for Specific Outcomes	2-3
• Provides facts or information regarding skill training	1

Students learn about:
- skill training
  - drills practice
  - modified and small-sided games
  - games for specific outcomes, eg decision-making, tactical awareness

Markers comments:

Many students answered aspects of this question from Core 2, discussing practice methods (whole v part, massed v distributed).

Best responses were planned, described in detail all three syllabus points and provided multiple examples of each syllabus point.

Best answers also structured their response thoughtfully, by describing syllabus point, then providing an example, then moving onto the next syllabus point.

Question 32 b

Analyse TWO training types used to improve performance by an athlete in a sport of your choice. (12 marks)

Criteria	Marks
▪ Identifies TWO relevant training types for a sport of your choice ▪ Draws out and relates implications of how these training types can improve performance ▪ Includes all syllabus points (three) under each training type, using relevant examples for each ▪ Presents a logical and cohesive response ▪ Applies the skills of critical thinking	**10-12**
▪ Identifies TWO relevant training types for a sport of your choice ▪ Attempts to draw out and relate implications of how these training types can improve performance ▪ Includes most syllabus points using relevant examples for each ▪ Presents a logical and cohesive response	**7-9**
▪ Describes how an athlete can train to improve performance ▪ Communicates ideas and information using limited examples	**4-6**
▪ Provides some information about training to improve performance	**1-3**

Students learn about:	**Students learn to:**
• strength training – resistance training, eg. elastic, hydraulic – weight training, eg. plates, dumbbells – isometric training • aerobic training - continuous/uniform - fartlek - long interval • anaerobic training (power and speed) - developing power through resistance/weight training - plyometrics - short interval • flexibility training - static - dynamic - ballistic • skill training - drills practice - modified and small-sided games - games for specific outcomes, eg. decision-making, tactical awareness	• analyse TWO of the training types by drawing on current and reliable sources of information to: - examine the types of training methods and how they best suit specific performance requirements - design a training program - describe how training adaptations can be measured and monitored - identify safe and potentially harmful training procedures

Answers may include and not limited to

Two of the following to be analysed and related to a sport of your choice:

Strength training – resistance training, weight training, isometric training

Aerobic training – continuous/uniform, fartlek, long interval

Anaerobic training (power and speed) – developing power through resistance/weight training, plyometrics, short interval

Flexibility – static, dynamic, ballistic
Skills training – drills practice, modified and small sided games, games for specific outcomes

Markers comments

Many students were able to include all syllabus points, however did not apply these to a sport of their choice, sometimes not including a sport at all.

Many students also mixed up syllabus points or missed points altogether. Some included information from Core 2: Factors Affecting Performance.

Best responses included all three syllabus points under each training type, related to a sport and provided analysis of how training types improve performance in chosen sport.

Best responses were planned, thoughtfully structured and showed great detail in their chosen sport. Used paragraphs for each point and was easy to follow.

End of paper

Student Number:

Shore

2014

HIGHER SCHOOL CERTIFICATE
TRIAL EXAMINATION

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 this page

Note: *Any time you have remaining should be spent revising your answers.*

DO NOT REMOVE THIS PAPER FROM THE EXAM ROOM

Total marks – 100

Section I Pages 1 - 12

60 marks
This section has two parts, Part A and Part B

Part A – 20 marks

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

Part B – 40 marks

- Attempt Questions 21–28
- Allow about 1 hour and 10 minutes for this part

Section II Pages 13-14

40 marks

- Attempt TWO questions from Questions 29–33
- Allow about 1 hour and 10 minutes for Section II

Section I

Part A - 20 marks
Attempt Questions 1 – 20
Allow about 40 minutes for this section

Use the multiple choice answer sheet for Questions 1 - 20

---

1. How is infant mortality defined?

(A) The number of years a baby born today is expected to live

(B) The annual number of deaths of children in their first year of life

(C) The number of hospital admissions of children under 1 year of age

(D) The annual number of deaths of people under the age of 18 years

2. Which of the following services would be considered an example of an alternative health approach?

(A) Radiology

(B) Physiotherapy

(C) Chemotherapy

(D) Chiropractic therapy

3. What is the main role of the State Government in relation to health facilities and services?

(A) Delivering health services in public hospitals

(B) Controlling Medicare and PBS

(C) Immunisation programs

(D) Community health centres

4. Which of the following services does Medicare cover?

(A) Ambulance, public hospital treatment by a doctor, cost of x-rays

(B) Public hospital treatment by a doctor, medicines, ambulance

(C) Cost of x-rays, public hospital treatment by a doctor, eye tests

(D) Eye tests, medicines, cost of X rays

5. *The table below ranks the top 5 causes of death for selected age groups.*

Which letter represents the age group 45 – 64 years of age?

	Leading cause	2nd highest cause	3rd highest cause	4th highest cause	5th highest cause
(A)	**Other** Maternal, perinatal & congenital	**Other** SIDS	**Other** Ill–defined causes	**Other** Spinal muscular atrophy & related	**Other** Selected metabolic disorders
(B)	**Circulatory** Coronary heart disease	**Cancer** Lung cancer	**Cancer** Breast cancer	**Cancer** Colorectal cancer	**External** Suicide
(C)	**External** Land transport accidents	**External** Suicide	**External** Accidental poisoning	**External** Event of undetermined intent	**External** Assault
(D)	**Circulatory** Coronary heart disease	**Circulatory** Cerebrovascular diseases	**Other** Dementia & Alzheimer disease	**Respiratory** COPD	**Circulatory** Heart failure

Source: ***AIHW 2013 analysis of AIHW National Mortality Database (Table 2).***

6. Which area of the Ottawa Charter is best reflected in the Federal Government directing money gained by charging $7 to visit a GP towards a Medical Research Future Fund tasked with finding a cure for Cancer and Dementia?

(A) Developing personal skills

(B) Building Healthy Public Policy

(C) Creating Supportive Environments

(D) Reorienting Health Services

7. Which health condition has the most potential for prevention and early intervention?

(A) Type 1 diabetes

(B) Congenital hearing loss

(C) Skin cancer

(D) Arthritis

8. Observe the following table

Participation in BreastScreen Australia programs by age group, 2007 - 2008

	Indigenous women	All women	Rate ratio
50-69 years	36%	55%	0.7
40 years and over	23%	33%	0.7

AIHW analysis of BreastScreen Australia data

Which of the following best identifies a reason for the trend identified in the above table?

(A) Indigenous women have decreased access to health care facilities and services

(B) Greater health expenditure is spent on early intervention and prevention services such as BreastScreen

(C) Indigenous women cannot afford private health insurance to pay for the service

(D) BreastScreen Australia is not based on the principles of social justice.

9. Which of the following is an example of a FEDERAL Government responsibility in terms of the management of Cardiovascular Disease (CVD)?

(A) Provides grants to non-government organisations such as Heart Foundation to run CVD programs

(B) Provides funding to the public hospitals for individuals to attend hospital emergency departments when they suffer a heart attack

(C) Provides the ambulance service to transport heart attack victims to hospital

(D) Provides local parks and fitness activities to increase physical activity levels to prevent CVD

10. Which of the following would be an example of social justice principles being applied to the identification of priority health issues?

(A) Identifying the number of new cases of cardiovascular disease in Australia each year.

(B) Assessing the ability of new screening and treatment techniques to reduce the number of cancer deaths each year.

(C) Developing health care services to improve the standard of living of older people living with dementia.

(D) Recognition of the role of traditional beliefs and limited access to health services in indigenous communities.

11. Which principle of training is often associated with the saying ‘Use it or lose it’?

(A) Variety

(B) Progressive overload

(C) Specificity

(D) Reversibility

12. What type of motivation would setting a goal of earning a contract with an A-League soccer side be described as?

(A) Positive and intrinsic motivation

(B) Negative and intrinsic motivation

(C) Positive and extrinsic motivation

(D) Negative and extrinsic motivation

13. What are the key nutritional considerations for an athlete post-performance?

(A) Carbohydrate and protein intake

(B) Carbohydrate and fats intake

(C) Protein and carbohydrate loading

(D) Protein and fats intake

14. Which of the following recovery strategies can be classified as being physiological?

(A) Cool down and massage

(B) Massage and hydrotherapy

(C) Hydration and hydrotherapy

(D) Hydration and cool down

15. Which of the following is an example of a closed skill?

(A) Weightlifting

(B) Tackling in soccer

(C) Batting in cricket

(D) Playing a forehand in tennis

16. Which supplement is taken in the belief that it will improve the recovery rate of the ATP-PC energy system?

(A) Caffeine

(B) Creatine

(C) Protein

(D) Vitamins / minerals

17. Which type of practice would you recommend for an Under 7's soccer team that have lost every game and need to improve a range of complex skills?

(A) Part and distributed practice

(B) Whole and distributed practice

(C) Part and massed practice

(D) Massed and distributed practice

18. *A type of strength training has the following characteristics.*

- Provides resistance through a full range of motion
- Allows for specificity in movements
- Effective for rehabilitation
- Does not rely on gravity for resistance
- Portable
- Inexpensive

Which of the following strength training techniques has the stated characteristics?

(A) Dumb-bells

(B) Elastic resistance bands

(C) Fixed weight machines

(D) Hydraulic resistance machines

19. What is the psychological strategy where an athlete uses cues to focus or eliminate distractions in order to perform at a higher level?

(A) Mental rehearsal

(B) Visualisation

(C) Concentration / attention skills

(D) Goal setting

20. *A teacher administers the multistage fitness test (beep test) as an indicator of cardiovascular endurance of a PDHPE class. The test is repeated over two lessons on the basketball court.*

Which statement best describes the administration of this test?

(A) It is valid but not reliable

(B) It is reliable but not valid

(C) It is both valid and reliable

(D) It is neither valid nor reliable

Section I continues over the page

Part B - 40 marks
Attempt Questions 21 – 28
Allow about 1 hour and 10 minutes for this section

Marks

Question 21 **2**

Identify THREE different examples of how Australia's health priority areas cost the individual and the community.

Question 22 **4**

What is the impact of emerging new treatments and technologies on health care?

Question 23 **8**

How can healthy ageing reduce the impact of a growing and ageing population on Australia's health care system? Include examples in your answer.

Question 24 **6**

Explain the risk AND protective factors for cardiovascular disease. Include examples in your answer.

Question 25 **3**

Outline the characteristics of skilled performers.

Question 26 **5**

Describe the difference between anxiety and arousal in terms of the effects on performance.

Question 27 **4**

Why is the application of training thresholds important to athletes in different sports?

Question 28 **8**

Compare the way feedback can be applied to somebody in the *cognitive* and *autonomous* stages of skill acquisition. Include examples in your answer.

End of section I

Section II

40 marks

Attempt TWO questions from Questions 29 – 33
Allow about 1 hour and 10 minutes for this section

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

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

- demonstrate knowledge and understanding of health and physical activity concepts relevant to the question
- apply the skills of critical thinking and analysis
- communicate ideas and information using relevant examples
- present a logical and cohesive response

Marks

Question 29 – The Health of Young People (20 marks)

a) How do developing health literacy skills, developing communication skills and accessing health services assist young people in attaining better health? **8**

b) To what extent do the determinants of health adversely affect the health of young people? **12**

Question 30 – Sport and Physical Activity in Australian Society (20 marks)

a) Explain the relationship between physical activity, sport and cultural identity. **8**

b) To what extent does the mass media influence our understanding of sporting events? **12**

.

Question 31 – Sports Medicine (20 marks)

a) How are sports injuries classified? **8**

b) Evaluate policies and procedures that regulate an athlete's return to play after suffering an injury. **12**

Question 32 – Improving performance (20 marks)

a) Describe how skill training can be used to improve performance? **8**

b) Analyse TWO training types used to improve performance by an athlete in a sport of your choice. **12**

Question 33 – Equity and Health (20 marks)

a) How do the quality of the early years of life and socioeconomic factors create health inequities? **8**

b) Critically analyse the health inequities experienced by ONE population group in Australia. **12**

End of paper