



CATHOLIC SECONDARY SCHOOLS ASSOCIATION
2010 TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – MARKING
GUIDELINES

Section I
Part A
Total marks – 20

Questions 1-20 (1 mark each)

Question	Answer	Syllabus Outcomes	Targeted Performance Bands
1	A	H2, H16	2-3
2	B	H5, H15	2-3
3	B	H5, H15	2-3
4	D	H5, H14, H15	3-4
5	A	H2, H16	3-4
6	B	H5, H14, H15	3-4
7	A	H1, H15, H16	3-4
8	A	H2, H3, H15	4-5
9	A	H1, H2, H16	5-6
10	D	H1, H2, H5	4-5
11	D	H8	2-3
12	C	H7	2-3
13	B	H11	2-3
14	A	H7, H16	2-3
15	C	H9	3-4
16	D	H8, H11	3-4
17	B	H7, H8, H17	4-5
18	D	H11, H16	4-5
19	A	H11, H16	5-6
20	C	H8, H9, H10, H17	5-6

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Question 21 (5 marks)

Describe the role social justice principles play in identifying priority health issues.

Outcomes Assessed: H1, H5, H14

Targeted Performance Bands: 2-3

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of the role social justice principles play in identifying priority health issues Communicate ideas and information using relevant examples Present a logical and cohesive response 	5
<ul style="list-style-type: none"> Sketches in general terms the role social justice principles play in identifying priority health issues Communicate ideas and information using limited examples 	3-4
<ul style="list-style-type: none"> Provides some relevant information about social justice principles or health issue 	1-2

Answers could include:

Social justice is a set of values that recognises the impact of discrimination, past disadvantage, structural barriers to inequality, as well as other social factors. It is concerned with reducing inequality by supporting the most disadvantaged people in society.

Equity – fair allocation of resources and entitlements without discrimination across all areas of health.

Diversity – when cultural, religious and other differences are accepted, the needs of all members of society are acknowledged and health services and treatments are directed accordingly.

Supportive environments- social, environmental and political conditions all have a profound effect on health and need to be included in the processes of decision making and planning if population health is to be improved.

There needs to be reference to the role that social justice principles play in the identification of priority health issues eg Medicare provides access to health care and if the government were to provide the same service to all then inequity would be diminished. This means that the government needs to provide funding equally across all areas of health issues, keeping in mind these principles.

When the government allocates funding these principles are considered as a basis to getting most value for their dollar.

Question 22 (5 marks)

Explain how sociocultural, socioeconomic and environmental determinants impact on one health condition studied other than CVD or cancer.

Outcomes Assessed: H3, H15

Targeted Performance Bands: 3-5

Criteria	Marks
<ul style="list-style-type: none"> Makes the relationship evident between sociocultural, socioeconomic and environmental determinants and the impact on health condition. Communicate ideas and information using relevant examples Present a logical and cohesive response 	5
<ul style="list-style-type: none"> Sketches in general terms how the sociocultural, socioeconomic and environmental determinants impact on health condition 	3-4

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• Communicate ideas and information using limited examples	
• Provides some relevant information on the determinants or health issue.	1-2

Answers could include:

Students will need to make evident the relationship of the three areas specifically to the health condition studied

Sociocultural – culture, family, peers, media, religion and prevailing values and attitudes.

Socioeconomic- education, employment status and occupation, and socioeconomic status, gender, location and ethnicity

Environment – built, technology, exposure to chemicals and triggers

	Sociocultural	socioeconomic	environmental
Diabetes	Higher rates of diabetes are found in ATSI. Higher prevalence in older Australians, rural and remote areas, SED (socioeconomically disadvantaged) and those born overseas.	Greater consumption of foods with poor nutritional value as they are cheaper and come in larger servings, reduced access to physical activity and higher rates of overweight and obesity	Built environment - can restrict availability and accessibility of physical activity environments
Mental Health	Family breakdown or changing family structure. Family history Certain cultures use traditional methods	Lack of employment Poorer financial status leading to possible increased mental health eg depression	Exposure to risk factors from immediate environment leads to mental health issues eg drug use, poverty, family breakdown as people cannot cope with these matters.
Injury	Young people have significantly higher rates of injury than older people Media impact on the youth	SED have higher rates of hospitalisation due to being employed in occupations with high injury risk.	Technology has made cars safer (airbags, ABS) and better infrastructure (dual carriage ways, better roads). Legislation and planning are in place to try and avoid drowning etc but adults must meet requirements
Respiratory Disease	Higher rates for ATSI	Higher rates of hospitalisation for SED. Low SED leads to greater exposure of risk factors and poorer health	Air pollution, wood fire smoke and tobacco smoke.

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Question 23 (10 marks)

(a) (3 marks)

Outline the action areas of the Ottawa charter

Outcomes Assessed: H4, H14

Targeted Performance Bands: 2-4

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms all the action areas of the Ottawa Charter• Communicate ideas and information using relevant examples• Present a logical and cohesive response	3
<ul style="list-style-type: none">• Recognises and names the action areas	2
<ul style="list-style-type: none">• Provides some relevant information about the Ottawa Charter	1

Answers could include:

To outline means to sketch in general terms; indicate the main features of

Building Healthy Public Policy – involves fiscal measures, legislation, taxation and social policies to increase health inequity and create a healthier community. Egs smoke free work places, age restrictions on purchasing cigarettes

Create Supportive environments – involves creating an environment that supports healthy choices and healthy living. Eg healthy canteens, exercise equipment in parks

Strengthening Community Action – involves empowering communities and giving them ownership and control of their health. Egs include community fun runs, National Heart Week

Developing personal skills – involves giving people the power to control their health by providing them with necessary information and skills. Egs health education in schools, first aid courses, weight loss programs.

Reorienting Health Services – involves sharing the responsibility for health among individuals, community groups, health professionals and governments. Egs quit smoking programs run by hospital, increased funding to research into cancer prevention and treatment.

(b) (7 marks)

Apply the action areas of the Ottawa Charter to a health promotion initiative related to Australia's health priorities.

Outcomes Assessed: H4, H14

Targeted Performance Bands: 3-6

Criteria	Marks
<ul style="list-style-type: none">• Utilises the action areas of the Ottawa Charter to demonstrate an understanding of a Health Promotion Initiative that is specifically related to Australia's health priorities• Communicate ideas and information using relevant examples• Present a logical and cohesive response	7
<ul style="list-style-type: none">• Utilises most of the action areas of the Ottawa Charter to demonstrate some understanding of a Health Promotion Initiative that is specifically related to Australia's health priorities• Communicate ideas and information using limited examples	5-6

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<ul style="list-style-type: none"> • Outlines some action areas of the Ottawa Charter to demonstrate an understanding of a Health Promotion Initiative that is specifically related to Australia's health priorities 	3-4
<ul style="list-style-type: none"> • Provides some relevant information in relation to action areas of the Ottawa Charter OR a Health Promotion Initiative 	1-2

Suggested answers should include:

- An application of each of the five (5) action areas of the Ottawa Charter listed in part (a) to a specific health promotion initiative they have studied
- Reference must be given to the priority health issue the health promotion campaign is addressing
- An example is Fresh tastes @ school (NSW healthy canteen strategy). This campaign addresses impact of food choices on levels of obesity with the long term benefit of reducing levels of CVD, type 2 Diabetes and some cancers e.g. Colorectal

Developing Personal Skills	<ul style="list-style-type: none"> • Knowledge and skills from PDHPE lessons applied in own eating habits - students make wise informed choices • Resources provided by the canteen expose students, parents, teachers and canteen managers to healthy food options when they access the canteen
Creating a Supportive Environment	<ul style="list-style-type: none"> • A canteen that only offers healthy food options creates an environment that supports healthy behaviours
Strengthening Community Action	<ul style="list-style-type: none"> • Community input can be established by forming a canteen committee of a range of key stake holders • (students, parents, teachers, canteen workers). This allows a collaborative process that meets the specific needs of the school
Reorienting Health Services	<ul style="list-style-type: none"> • The Fresh foods campaign is an example of NSW public health service playing a greater role in preventive approaches to ill health
Building Healthy Public Policy	<ul style="list-style-type: none"> • After the NSW Obesity Summit in Parliament a number of funding and policy decisions occurred • E.g. Policy change by all DET schools to implement Fresh Foods in all schools, funding given to DET schools + NSW Health to implement Fresh foods strategy.

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Question 24 (4 marks)

Distinguish between objective and subjective performance measures when appraising skill and performance

Outcomes Assessed: H9

Targeted Performance Bands: 2-4

Criteria	Marks
<ul style="list-style-type: none"> Notes the difference between objective and subjective performance measures Communicate ideas and information using relevant examples Present a logical and cohesive response 	4
<ul style="list-style-type: none"> Clearly defines both subjective and objective performance measures Communicate ideas and information using relevant examples Present a logical and cohesive response OR <ul style="list-style-type: none"> Sketches in general terms objective and subjective performance measures Provides limited examples 	3
<ul style="list-style-type: none"> Clearly defines both subjective or objective performance measures Presents information in a clear and logical way Provides limited examples OR <ul style="list-style-type: none"> Sketches in general terms objective and subjective performance measures 	2
<ul style="list-style-type: none"> Provides some information on appraising performance 	1

Answers could include:

Objective performance measures can be recorded independently of the individual observer. eg record time, distance, timing devices, point scores etc. There are no opinions given, therefore protests are minimal.

There is an element of subjectivity in the application of point scores but this is minimised due to set criteria judges look for and the deletion of the lowest and highest score in many circumstances.

Subjective performance measures are based on individual judgements or opinions. Sports such as diving, dance and boxing use subjective measures and, as such, scoring methods are sometimes open to conjecture with their reliability questioned.

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Question 25 (8 marks)

(a) (3 marks)

What are the principles of training?

Outcomes Assessed: H8; H17**Targeted Performance Bands:** 2-4

Criteria	Marks
<ul style="list-style-type: none"> Recognises and names the principles of training Provides relevant examples 	3
<ul style="list-style-type: none"> Provides some information about the principles of training 	2
<ul style="list-style-type: none"> Identifies some information about training principles 	1

Answers could include:

Progressive Overload –an athlete working past their limits in ever increasing small amounts.

Specificity-training reflecting muscle groups or energy systems to be used.

Reversibility-loss of training effect due to activity stopping

Variety-different forms of training while maintaining specificity

Training Thresholds-the minimum amount of work for improvement to occur

Warm Up and Cool down-prepare the body for activity and allow it to recover at the end of a session

(b) (5 marks)

Examine how the principles of training can be applied to resistance training.

Outcomes Assessed: H8, H10, H17**Targeted Performance Bands:**3-6

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates comprehensive knowledge and understanding by inquiring into the relationship between the principle of training and resistance training. Communicate ideas and information using relevant examples Present a logical and cohesive response 	5
<ul style="list-style-type: none"> Describes the relationship between the principles of training and resistance training OR <ul style="list-style-type: none"> Provides some information about the principle of training or describes the features of a resistance training program Provides some basic support for answer 	3-4
<ul style="list-style-type: none"> Outlines some features of the principles of training OR <ul style="list-style-type: none"> Outlines some features of resistance training programs 	1-2

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Answers could include:

Progressive Overload – increasing the resistance, the number of repetitions with a particular weight, the number of sets, the intensity (more work in the same time by reducing the recovery periods)

Specificity – muscle groups, power/strength etc the resistance training reflects the event being trained for.

Reversibility – Significant loss occurs in strength/power programs, as minimal regular stimulation is necessary to maintain the training benefits

Variety – use a variety of methods: isometric and isotonic and equipment: free weights, elastic bands and hydraulic devices to alleviate boredom

Training Thresholds – bigger gains in strength are made as resistance is progressively increased. If training for absolute strength, the threshold is shown by a high resistance or load ensuring only minimal reps can be completed. If training for strength endurance, a high number of repetitions are required to challenge the threshold. Also the anaerobic and aerobic threshold if focussing on the energy system as well.

Warm Up and Cool down – each training session requires these components to reduce the risk of injury, increase body temperature, mentally prepare and stimulate the cardio respiratory system. Specific training programs may also be supplied.

Question 26 (8 marks)

Investigate the main features and benefits to performance of a variety of different recovery strategies

Outcomes Assessed: H8, H16

Targeted Performance Bands: 3-6

Criteria	Marks
<ul style="list-style-type: none">In a detailed manner inquires into various recovery strategies and their main features and benefits to performanceCommunicate ideas and information using relevant examplesPresent a logical and cohesive responseApplies the skills of critical thinking	7-8
<ul style="list-style-type: none">Describes various recovery strategies and their main features and/or benefits to performanceCommunicate ideas and information using relevant examples	5-6
<ul style="list-style-type: none">Outlines some recovery strategiesCommunicate ideas and information using limited examples	3-4
<ul style="list-style-type: none">Provides some information relating to recovery methods	1-2

Answers could include:

Students could provide answers from any number of the following examples

Physiological strategies

- cool down-main features - occurs immediately following performance, consists of active warm down, stretching, gradually reduces heart rate
- benefits - cost effective, helps to dispose of lactate, stretching helps restore muscles to previous length and range of motion, also decreases muscle tension and relaxes muscles, decreased blood pooling, assists in removal of waste products, prevents DOMS

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- hydration-main features - athlete weighs self before and after event to ensure losses are restored. Water volume lost needs to be replaced 3-6 hours after training/competition
- benefits-cost effective
- stretching-main features - stretches held for 10 seconds and should be done in a warm environment. Active and passive stretching
- benefits - reduces muscle stiffness and soreness and improved ROM
- compression garments-main features - worn during travel, during and after training and competition and at night
- benefits - decreased swelling and muscle soreness, increased venous return and blood flow
- improved endurance, power and temperature regulation, increased force production

Neural strategies

- hydrotherapy-main features - deep water running with aid of buoyancy vest
- benefits - maintain fitness after injury, decreases muscle soreness, or DOMS
- minimal impact on body
- cold water immersion (CWI)-main features - use of baths, ice baths, and bins filled with ice and water to a depth where the athlete is submerged up to their waist
- benefits- decreased temp of core muscle, skin, reduced soreness and swelling
- decreased perception of pain and discomfort, increased perception of recovery
- contrast water therapy-main features - alternating 60 second periods in cold water with 60 second periods in hot water for 3-7 cycles. Could do alternating hot and cold showers
- benefits - increased blood flow, increased lactate clearance, decreased swelling, stiffness and pain, decreased muscle soreness and damage, stimulated central nervous system, greater sense of well being
- hot water immersion-main features - use of hot spas temp 38 degrees Celsius for maximum of 15 mins
- benefits - increased blood flow, reduced muscles stiffness and spasms, relaxes muscle and soft tissue injury, lowers arousal level of athlete
- pool and beach recovery sessions-main features - used immediately following competition or the morning after. Light exercise for 10-30 mins
- benefits - reduced muscle soreness and stiffness following contact sport or eccentric exercise
- massage-main features - focus on body and mental relaxation, realign muscle fibres, breakdown scar tissue
- benefits - reducing lactic acid level in body, relieves swelling, assists in removal of toxins and promotes flexibility, psychological benefit, improved sense of well being and relaxation

Tissue Damage Strategies

- cryotherapy-main features - cold water immersion, RICE, ice massage (frozen water in a foam cup) and ice packs
- benefits - reduces swelling, internal bleeding such as bruising and muscle spasms

Psychological Strategies

- relaxation – main features - visualisation, controlled breathing and relaxing music, floatation tanks with salinated water helps athlete float, meditation
- benefits - lowers arousal level after performance, lowers blood pressure, improves temperaments and decreases the motor neuron responses to every day stresses., used as a focussing technique and better control of the CNS, decrease heart and ventilation rate, blood pressure and relax muscles
- sleep-main features – 7-10hrs of sleep needed and one day of rest
- benefits - body can repair itself with time

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Section II
40 marks

Question 27 – The Health of Young People (20 Marks)

(a) (3 marks)

Identify TWO health issues that impact on young people and their risk factors

Outcomes Assessed: H2,

Targeted Performance Bands: 2–3

Criteria	Marks
<ul style="list-style-type: none">• Recognises and names both health issues that impact on young people and their risk factors• Communicate ideas and information using relevant examples• Present a logical and cohesive response	3
<ul style="list-style-type: none">• Recognises and names a health issue that impact on young people and their risk factors• Communicate ideas and information using limited examples	2
<ul style="list-style-type: none">• Provides some relevant information about areas of ill health among young people	1

Suggested answers:

Students answer two of the following

Mental Health-risk factors-not socialising, lonely, lack of energy, risk taking

Road safety-thrill seeking, peer pressure, inexperience, immaturity

Sexual health- risk factors-poor decision making, peer pressure

Violence-risk factors- poor social skills, bullying, exposure to violence at home

Other relevant issues eg gambling-risk factors-peer pressure, immaturity

Body image-risk factors-sociocultural pressure, peer pressure

Alcohol consumption-risk factors-boredom, low self esteem, peer pressure

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(b) (5 marks)

Explain how global events and trends make young people's lives different to the young people of previous generations.

Outcomes Assessed: H5, H6, H14

Targeted Performance Bands: 2–4

Criteria	Marks
<ul style="list-style-type: none">• Thoroughly makes evident the relationship between a variety of global events and trends and how they are different to the young people of previous generations• Communicate ideas and information using relevant examples• Present a logical and cohesive response	5
<ul style="list-style-type: none">• Sketches in general terms some aspects of how the relationship between global events and trends and how they affect young people's lives• Communicate ideas and information using relevant examples OR <ul style="list-style-type: none">• Basically makes evident the relationship between some global events and trends and how they are different to the young people of previous generations• Communicate ideas and information using relevant examples• Present a logical and cohesive response	3-4
<ul style="list-style-type: none">• Provides some information about global events and trends OR <ul style="list-style-type: none">• Provides some information about how young people's lives are different to the people of previous generations	1-2

Suggested answers:

Awareness of global issues such as climate change, environmental disasters, human rights issues, terrorism, conflict, racial and sexual inequalities, international sports competitions. Global perspectives, increase in school violence. Social isolation, cyber bullying, identity theft.

Difference to previous generations:

Differences may be in terms of communication (internet/phones), entertainment, employment, home life, commencement of work, social networking, access to information and support services, finances and physical activity

Much of the difference will lead to a feeling of insecurity and lack of safety unlike previous generations. Young people see increased chances of war and terrorism. Socioeconomic status makes it harder to get a start in life due to unemployment and ICT and the economic crisis.

Genetic modification will lead young people to question life morally and ethically.

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(c) (12 marks)

Analyse one major health issue that impacts on young people's lives and the skills and actions required to attain better health.

Outcomes Assessed: H2, H6, H16

Targeted Performance Bands: 2–6

Criteria	Marks
<ul style="list-style-type: none">Identifies major health issue that impacts on young people's livesDraws out and relates how the health issue can be improved by the skills and actions required to attain better health.Communicate ideas and information using relevant examplesPresent a logical and cohesive responseApplies the skills of critical thinking	10-12
<ul style="list-style-type: none">Identifies major health issue that impacts on young people's livesAttempts to draw out and relate how the health issue can be improved by the skills and actions required to attain better health.Communicate ideas and information using relevant examplesPresent a logical and cohesive response	7-9
<ul style="list-style-type: none">Describes a health issue that impacts on young people's livesCommunicate ideas and information using limited examples OR <ul style="list-style-type: none">Describes some skills and actions required to attain better healthCommunicate ideas and information using limited examples	4-6
<ul style="list-style-type: none">Provides some information about a major health issue that impacts on young people's lives OR <ul style="list-style-type: none">Provides some information about skills and actions required to attain better health	1-3

Suggested answers:

Major health issues include: mental health problems and illnesses, alcohol consumption, violence, road safety, sexual health, body image and other relevant issues such as gambling, cyber bullying, party crashes, drink spiking.

Skills to attain better health: building self concept, developing connectedness and support networks, developing resilience and coping skills, developing health literacy skills, developing communication skills, accessing health services, becoming involved in community service, creating a sense of future.

Student's answers will identify one major health issue and break it down into how the skills can be used to attain better health.

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Question 28 – Sport and Physical Activity in Australian Society (20 marks)

(a) (3 marks)

Identify instances when sport has been used for political purposes

Outcomes Assessed: H12

Targeted Performance bands: 2–3

Criteria	Marks
<ul style="list-style-type: none">Recognises and names relevant instances where sport has been used for political purposesCommunicate ideas and information using relevant examplesPresent a logical and cohesive response	3
<ul style="list-style-type: none">Lists some features/ aspects of information on instances where sport has been used for political purposesCommunicate ideas and information using limited examples	2
<ul style="list-style-type: none">Provides some relevant information on an instance/s where sport has been used for political purposes	1

Suggested answers:

- Specific examples from the Olympic Games such as Free Tibet human rights protests during 2008 Beijing torch relay; boycotts of 1980 Moscow (Soviet invasion of Afghanistan) and 1984 LA (retaliation to 80); 1972 Munich massacre of Israeli athletes; 1968 Mexico 'Black Power Salute' - black civil rights protest; 1936 Berlin Games- Hitler white supremacy.
- 1971 South African Rugby Springbok Tour- public protests condemning apartheid policies. Many countries ban participation with South Africa and travel to South Africa for sport.
- Individual sportspeople making a political stance eg Cathy Freeman - draping the Australian Aboriginal flag over her
- (1994 Commonwealth Games)

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(b) (5 marks)

Explain the media's role in giving meaning and value to different sports.

Outcomes Assessed: H12,

Targeted Performance Bands: 2–4

Criteria	Marks
<ul style="list-style-type: none">• Thoroughly makes the relationship between media and sport evident; shows how aspects of the media such as coverage gives meaning and value to different sports• Communicate ideas and information using relevant examples• Present a logical and cohesive response	5
<ul style="list-style-type: none">• Basically makes the relationship between media and sport evident; shows how an aspect of the media gives meaning and value to different sports• Communicate ideas and information using relevant examples• Present a logical and cohesive response OR <ul style="list-style-type: none">• Sketches in general terms the relationship between media and sport and how it gives meaning and value to different sports• Communicate ideas and information using limited examples	3-4
<ul style="list-style-type: none">• Provides some relevant information about sport and the media	1-2

Suggested answers:

- Media coverage (both print and electronic) that is given to particular sports and how this reflects which sports are valued and which are not?, eg coverage given to Rugby League (in terms of space, amount and prime time slots etc) shows the meaning this sport has to society which gives the perception that it is highly valued. This coverage has the ability to change public perception of sport and increase popularity and sponsorship opportunities.
- Social values of a society are also represented in media coverage of sport. In the Australian media the sport that mainly represented are male dominated and traditionally Anglo-Saxon origins eg. football codes, cricket and horse racing. This also has a direct link to sponsorships these sports gain. Extreme sports, those dominated by females and those associated with ethnic or Indigenous origins receive less space in the print media and airtime in electronic media.

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(c) (12 marks)

Analyse the consequences for various sports as they have adopted a business focus

Outcomes Assessed: H12, H16

Targeted Performance Bands: 2–6

Criteria	Marks
<ul style="list-style-type: none">Identifies consequences for various sports as they have adopted a business focusDraws out and relates implications of these consequencesCommunicate ideas and information using relevant examplesPresent a logical and cohesive responseApplies the skills of critical thinking	10-12
<ul style="list-style-type: none">Identifies consequences for various sports as they have adopted a business focusAttempts to draw out and relate implications of these consequencesCommunicate ideas and information using relevant examplespresent a logical and cohesive response	7-9
<ul style="list-style-type: none">Describes some consequences for various sports as they have adopted a business focusCommunicate ideas and information using limited examples	4-6
<ul style="list-style-type: none">Provides some information about consequences for sports as they have adopted a business focus	1-3

Suggested answers:

- Some consequences:
 - sport has developed into a commodity/big business and the sport/athletes involved have become a product that can be bought and sold with many contractual obligations.
 - large amounts of money are sourced through sponsorship, advertising/TV rights, merchandising and product endorsement with sport becoming an entertainment package
 - improved sporting venues/ facilities
- Some implications:
 - Change from amateur to professional status for athletes- sport being a full time occupation
 - Increased expectations for athlete due to contractual and sponsorship requirements, players living out their lives in the spotlight
 - Some sports have lost tradition eg rule changes to be more appealing such as Cricket (1 dayers, coloured uniforms + 20/20) others have changed their format, uniforms or time slots to meet the needs presented by sport becoming a big business and influence of sponsors, advertisers and media, eg beach volleyball (uniform change), basketball (format/rule changes; quarters instead of halves, shot clock, 3 point line, sports such as AFL/Rugby league having Friday night prime time TV slots

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Question 29 - Sports Medicine (20 marks)

(a) (3 marks)

Identify an example of an injury that reflects each of the injury classifications.

Outcomes Assessed: H8

Targeted Performance bands: 2–3

Criteria	Marks
<ul style="list-style-type: none">Recognises and names all injury classificationsCommunicate ideas and information using relevant examplesPresent a logical and cohesive response	3
<ul style="list-style-type: none">Recognises and names some injury classificationsCommunicate ideas and information using limited examples	2
<ul style="list-style-type: none">Provides some relevant information on injury classification	1

Suggested Response:

- Direct injury – A shoulder dislocation.
- Indirect injury – A sprinter tearing a hamstring
- Soft tissue injury – sprains, strains, dislocation, tears, contusions or abrasions
- Hard tissue injury – dislodging of a tooth, fracturing a bone
- Overuse injury – Shin splints or stress fractures

(b) (5 marks)

Explain the sporting options available for aged people with medical conditions.

Outcomes Assessed: H8, H16

Targeted Performance bands: 2–4

Criteria	Marks
<ul style="list-style-type: none">Thoroughly makes the relationship between aged people with medical conditions and sporting options evidentCommunicate ideas and information using relevant examplesPresent a logical and cohesive response	5
<ul style="list-style-type: none">Basically makes the relationship between aged people with a medical condition and some sporting options evidentCommunicate ideas and information using relevant examplesPresent a logical and cohesive response <p>OR</p> <ul style="list-style-type: none">Sketches in general terms the relationship between aged people with medical conditions and some sporting optionsCommunicate ideas and information using limited examples	3-4
<ul style="list-style-type: none">Provides some relevant information about aged people with medical conditions and sporting options	1-2

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Suggested Response:

Aged people and common medical considerations –

- heart disease,
- fractures and bone density problems,
- reduced flexibility and mobility problems
- Elderly should participate in warm-up and cool-down periods to avoid placing the heart under any sudden changes and low to medium intensity activities are recommended, examples include: Walking, jogging, cycling, pilates, yoga, water aerobics, golf, etc
- Elderly should participate in strength exercises to help muscles and bones stay strong and avoid osteoporosis, examples include: using stairs instead of lifts, moderate yard work,
- Effort should be made to keep joints supple and flexible so that the full range of motion is possible and so that tasks can be performed efficiently and effectively, examples of exercises could include: Tai Chi, bowls, dancing, gardening

(c) (12 marks)

Analyse the considerations that need to be taken by children, young athletes, female athletes and their coaches when participating in sport.

Outcomes Assessed: H13, H16, H17

Targeted Performance bands: 2–6

Criteria	Marks
<ul style="list-style-type: none">• Identifies the considerations for children, young athletes, female athletes and their coaches when participating in sport• Draws and relates the implications for children, young athletes and women for their participation in sport• Communicate ideas and information using relevant examples• Present a logical and cohesive response• Applies the skills of critical thinking	10-12
<ul style="list-style-type: none">• Identifies the considerations for children, young athletes, female athletes and their coaches when participating in sport• Attempts to draw and relate the implications for children, young athletes and women for their participation in sport• Communicate ideas and information using relevant examples• Present a logical and cohesive response	7-9
<ul style="list-style-type: none">• Describes the considerations for children, young athletes, female athletes and their coaches when participating in sport• Communicate ideas and information using limited examples	4-6
<ul style="list-style-type: none">• Provides some information about children or young athletes or females athletes	1-3

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Suggested Response:

Children & young children

- medical conditions – asthma, diabetes and epilepsy
- overuse injuries - Stress fractures
- thermoregulation
- appropriateness of resistance training

Female athletes

- eating disorders
- iron deficiency
- bone density
- pregnancy

An analysis will consist of the considerations and the implication of each and ways that the individual can participate safely, for example:

- All asthmatic children should have an asthma management plan. Asthmatic children are encouraged to swim because of the cardio benefits, it encourages deep breathing and the air being breathed in (just above the water) is already warmed and humidified, reducing the chances of an asthma attack.

Question 30 – Improving Performance (20 marks)

(a) (3 marks)

Identify how coaches can use technology to improve the performance of athletes.

Outcomes Assessed: H8

Targeted Performance Bands: 2-3

Criteria	Marks
<ul style="list-style-type: none">• Recognises and names relevant methods of technology used to improve performance• Communicate ideas and information using relevant examples• Present a logical and cohesive response	3
<ul style="list-style-type: none">• Lists some methods of technology that could be used to improve performance• Communicate ideas and information using limited examples	2
<ul style="list-style-type: none">• Provides some relevant information on methods to improve performance	1

Answers could include:

- Training innovation: video analysis and editing, 3D simulations, lactate testing, GPS devices
- Equipment advances: swim suits, golf balls, weather sensor, cooling vests
- Reference must be given to how performance will be improved rather than just supply a list

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(b) (5 marks)

Explain the coach's considerations when dealing with an overtrained athlete.

Outcomes Assessed: H8, H10, H17

Targeted Performance Bands: 2-4

Criteria	Marks
<ul style="list-style-type: none">• Thoroughly makes the relationship evident between the coach and ways to deal with an overtrained athlete• Communicate ideas and information using relevant examples• Present a logical and cohesive response	5
<ul style="list-style-type: none">• Basically makes the relationship evident between the coach and a way to deal with an overtrained athlete• Communicate ideas and information using relevant examples• Present a logical and cohesive response OR <ul style="list-style-type: none">• Sketches in general terms ways a coach will deal with overtrained athletes• Communicate ideas and information using limited examples	3-4
<ul style="list-style-type: none">• Provides some relevant information on an over trained athlete	1-2

Answers could include:

Identification of an overtrained athlete – amount and intensity of training,
physiological symptoms
psychological symptoms

Dealing with an overtrained athlete – Gradual increases to exercise program over time
Eating a balanced nutritious diet
Adequate hydration
Consideration of environmental conditions
Allowing adequate recovery from injury/illness
Adequate recovery time and rest
Vary exercise intensities and monitor training loads
Monitor physiological changes
Consideration of lifestyle factors
Appropriate psychological strategies
Training diary to monitor an athlete's regime
Variety of exercise activities

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(c) (12 marks)

Analyse two training types used to improve performance by an athlete in a sport of your choice.

Outcomes Assessed: H8, H10, H16

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none">Identifies TWO relevant training types for a sport of your choiceDraws out and relates implications of how these ways can improve performanceCommunicate ideas and information using relevant examplesPresent a logical and cohesive responseApplies the skills of critical thinking	10-12
<ul style="list-style-type: none">Identifies TWO relevant training types for a sport of your choiceAttempts to draw out and relate implications of how these ways can improve performanceCommunicate ideas and information using relevant examplesPresent a logical and cohesive response	7-9
<ul style="list-style-type: none">Describes how an athlete can train to improve performanceCommunicate ideas and information using limited examples	4-6
<ul style="list-style-type: none">Provides some information about training to improve performance	1-3

Answers could include:

Two of the following to be analysed and related to the 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

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Question 31 – Equity and Health (20 marks)

(a) (3 marks)

Identify the factors that contribute to the inequities experienced by different population groups

Outcomes Assessed: H3

Targeted Performance Bands: 2–3

Criteria	Marks
<ul style="list-style-type: none">• Recognises and names factors that contribute to inequities experienced by different population groups• Communicate ideas and information using relevant examples• Present a logical and cohesive response	3
<ul style="list-style-type: none">• Lists some factors that contribute to inequities experienced by different population groups• Communicate ideas and information using limited examples	2
<ul style="list-style-type: none">• Provides some relevant information on inequities experienced by different population groups	1

Suggested answers:

Students can identify any of the factors below and how they may contribute to a group that experiences inequity with examples;

Daily living conditions-poor quality housing, health conditions, safety in living space

Quality of early years of life-issues that affect early years include pregnancy related issues, breastfeeding, immunisations, respiratory infections and injuries - group affected -youth

Access to services and transport-access to health services can affect health especially in the remote areas

Poor transport often means that people cannot access services

Socioeconomic factors- low socioeconomic status can affect general health by having lower life expectancy, be exposed to more health risk factors eg not being able to afford health care or have adequate housing

Social attributes social exclusion and discrimination can affect migrant groups

Government policies and priorities - governments have the opportunity to provide good health to all and all decisions are based on what the government perceives is good not necessarily what the local community see as necessary

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(b) (5 marks)

Explain how the characteristics of effective health promotion strategies contribute to their sustainability.

Outcomes Assessed: H3, H5

Targeted Performance Bands: 2–4

Criteria	Marks
<ul style="list-style-type: none">• Thoroughly makes the relationship evident between strategies of effective health promotion and the sustainability of the health promotion• Communicate ideas and information using relevant examples• Present a logical and cohesive response	5
<ul style="list-style-type: none">• Basically makes the relationship evident between strategies of effective health promotion and the sustainability of the health promotion• Present a logical and cohesive response OR <ul style="list-style-type: none">• Sketches in general terms strategies of a health promotion• Communicate ideas and information using limited examples	3-4
<ul style="list-style-type: none">• Provides some relevant information on health promotions	1-2

Suggested answers:

Students will draw their answers from the following and make evident the relationship between the characteristic and how it helps with the sustainability of the health promotion.

Characteristics include:

Working with the Target group and the wider community in the design of the program and its implementation so involvement will be maximised and people can take ownership and feel a part of it more.

Ensuring cultural relevance is adhered to by incorporating traditions of all cultures are part of any health promotion and these are respected eg any indigenous health promotion.

Focussing on skills, education and prevention-sustainable health promotions involve educating the person about prevention and skills that can improve health outcomes eg good cooking and cleaning skills.

Supporting the whole population-it is necessary to allocate funds where possible to gain the maximum benefit for the whole population. Vaccinations can be seen as a health promotion getting maximum benefit while being delivered to the whole population

Intersectoral collaboration involves working with a number of organisations in partnership to achieve the same goal. It involves groups meeting together and making a strategic approach to a health promotion rather than duplicate services.

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(c) (12 marks)

Analyse the health inequities experienced by a population group other than Aboriginal and Torres Strait Islanders

Outcomes Assessed: H2, H3, H15

Targeted Performance Bands: 2–6

Criteria	Marks
<ul style="list-style-type: none">Identifies the health inequities experienced by the group of choiceDraws out and relates implications of how these affect the group of choiceCommunicate ideas and information using relevant examplesPresent a logical and cohesive responseApplies the skills of critical thinking	10-12
<ul style="list-style-type: none">Identifies the health inequities experienced by the group of choiceAttempts to draw out and relate implications of how these affect the group of choice performanceCommunicate ideas and information using relevant examplesPresent a logical and cohesive response	7-9
<ul style="list-style-type: none">Describes health inequities experienced by the group of choiceCommunicate ideas and information using limited examples	4-6
<ul style="list-style-type: none">Provides some information about group of choice	1-3

Suggested answers:

Students can answer from a number of groups including homeless, people living with aids, incarcerated people, the aged, culturally and linguistically diverse backgrounds, unemployed, geographically remote populations or people living with disabilities.

When analysing the health inequities examine health data and whether inequity gap is reducing or increasing. What impact health determinants have as well as the role of the media and government interventions.

Eg

Group experiencing inequity-Incarcerated

Factors creating inequity- People in prison tend to suffer higher levels of social exclusion and discrimination. They also suffer poor physical health as there is higher chance of smoking to pass time, less chance of exercise and higher chance of communicable disease in particular blood borne viruses and hepatitis possibly from drug use higher than the normal population.

Mental illness also contributes to inequity in health. While those in prison have access to health care often times it is not adequate in treating the problems. There is little done the way of prevention.

The role of the media does little to build self esteem and can be seen as a contributing factor in mental health. Incarcerated people are seen as untrustworthy and second class citizens with little education as a stereotype. They blame prisoners for their behaviour that led to incarceration and have little regard for the factors that contributed to the crime committed.

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The health determinants need to be analysed in regards to the prisoners and how they may lead to inequity. Students should draw out some of the following:

Socioeconomic status lower SES is common amongst inmates. Gender - more males than females are represented in prison. Ethnicity - indigenous contribute 24% of prison population yet account for 2.5% of total Australian population, education level. Aged and physical location can affect inmates as they don't have control of their freedom. Education lower levels of education are common amongst inmates and leaving school in year 10 is seen as common level of education amongst the incarcerated. Employment is difficult for incarcerated both inside and outside prison making it difficult to lead a healthy life and maintain equity with mainstream population.

The government see the prisoners as being treated for crimes against society so don't generally

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