



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2012 HSC Personal Development, Health and Physical Education Marking Guidelines**

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

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

<b>Question</b>	<b>Answer</b>
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**

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

**Question 24**

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

**Question 25**

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

**Question 26**

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

**Question 27**

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

**Question 28**

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



## Section II

### Question 29 (a)

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

**Question 29 (b)**

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



**Question 30 (a)**

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

**Question 30 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Recognises the differences that exist in participation rates of males and females in a range of sports</li><li>• Supports an argument that differences in participation in certain sports exist based on constructions of gender</li><li>• 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</li></ul>	11–12
<ul style="list-style-type: none"><li>• Recognises the differences that exist in participation rates of males and females in a range of sports</li><li>• 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</li></ul>	8–10
<ul style="list-style-type: none"><li>• Recognises the differences that exist in participation rates of males and females in a range of sports</li><li>• 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</li></ul>	5–7
<ul style="list-style-type: none"><li>• Recognises the differences that exist in participation rates of males and females in a range of sports</li><li>• Sketches in general terms the participation rates of different sports based on gender</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information regarding gender-based participation in sport</li></ul>	1–2

**Question 31 (a)**

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

**Question 31 (b)**

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

**Question 32 (a)**

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

**Question 32 (b)**

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

**Question 33 (a)**

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

**Question 33 (b)**

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

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
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