



2001

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Personal Development, Health and Physical Education

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of pages 9 and 13

Total marks – 100

Section I Pages 2–16

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 21–22
- Allow about 1 hour and 10 minutes for this part

Section II Pages 17–18

40 marks

- Attempt TWO questions from Questions 23–27
- Allow about 1 hour and 10 minutes for this section

Section I

Part A – 20 marks

Attempt Questions 1–20

Allow about 40 minutes for this part

Use the multiple-choice answer sheet.

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample: $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9
 A ☐ B ☒ C ☐ D ☐

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A ☒ B ☒ C ☐ D ☐

If you change your mind and have crossed out what you consider to be the correct answer, then indicate the correct answer by writing the word **correct** and drawing an arrow as follows.

A ☒ B ☒ C ☐ D ☐
 correct
 ↙

- 1 Which of the following has most influenced the life expectancy of Australians?
 - (A) High morbidity rates
 - (B) High infant mortality rates
 - (C) Low morbidity rates
 - (D) Low infant mortality rates

- 2 Which of the following is a non-modifiable risk factor for the early onset of cardiovascular disease in Australian women?
 - (A) Early onset of menstruation
 - (B) Family history
 - (C) Physical activity pattern
 - (D) Tobacco smoking

- 3 Which of the following is the primary reason for government agencies to collect epidemiological data?
 - (A) To determine the health care needs of a population
 - (B) To determine the cost of health care in Australia
 - (C) To determine the reasons for inequalities in health status
 - (D) To determine the health status of an individual

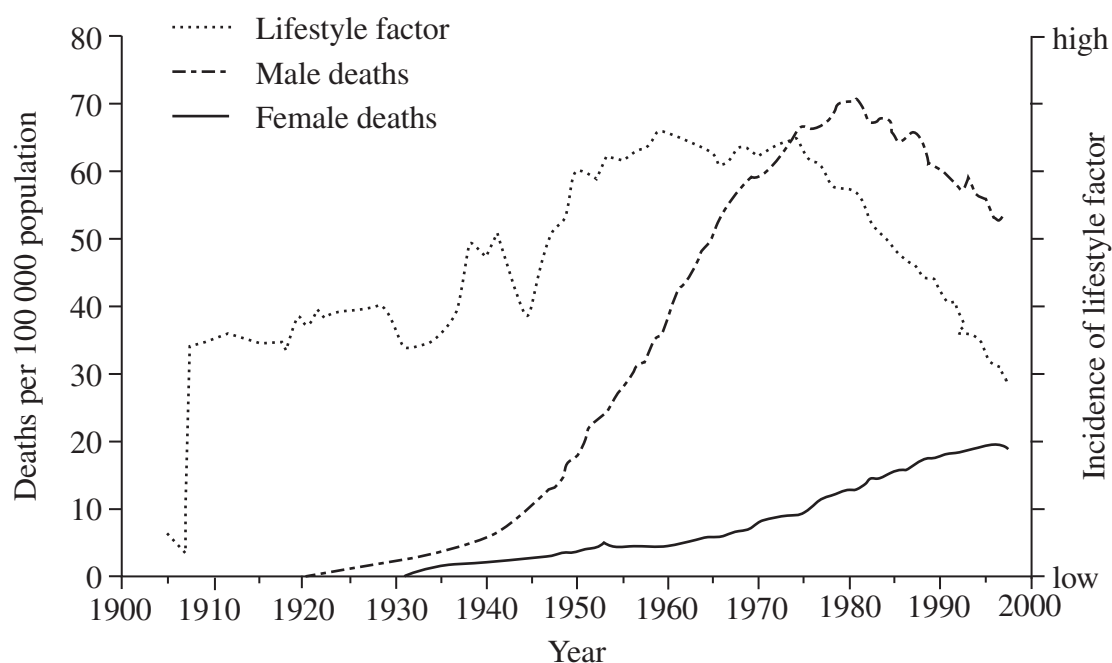
- 4 Which of the following are risk factors for breast cancer?
 - (A) High-fat diet, obesity and early onset of menstruation
 - (B) Early onset of menopause, obesity and early onset of menstruation
 - (C) Early onset of menopause, tobacco smoking and late onset of menstruation
 - (D) High-fat diet, tobacco smoking and late onset of menstruation

- 5 Which element of public health action does the health warning on cigarette packets represent?
- (A) Health education campaigns
 - (B) Promotion of smoke-free environments
 - (C) Regulation of tobacco products
 - (D) Revenue raising through taxation
- 6 Why has health promotion in Australia shifted from a 'lifestyle approach' to a 'new public health approach'?
- (A) The lifestyle approach empowers people to improve their health status.
 - (B) The lifestyle approach ignores the social determinants of health.
 - (C) The new public health approach emphasises individual behaviour change.
 - (D) The new public health approach focuses on treatment strategies.
- 7 Which of the following actions would best promote social justice?
- (A) Conducting health promotion campaigns and initiatives on the issue of drink driving
 - (B) Increasing the number of individuals who undertake regular physical activity
 - (C) Improving access to health services for people who live in remote areas
 - (D) Maintaining the budget expenditure on cancer treatment programs
- 8 Which of the following is an example of building healthy public policy?
- (A) Counselling diabetic patients in their use of insulin
 - (B) Providing needle and syringe exchange programs
 - (C) Legislating to ban smoking in the workplace
 - (D) Publishing National Heart Foundation cookbooks

- 9 Which of the following combinations best describes the impact of asthma in Australia?

	<i>Morbidity</i>	<i>Mortality</i>
(A)	High	High
(B)	High	Low
(C)	Low	High
(D)	Low	Low

- 10 The graph shows the incidence of a lifestyle factor, for males and females combined, and the mortality rates from a disease associated with this lifestyle factor.



Which of the following does the graph represent?

	<i>Lifestyle factor</i>	<i>Associated disease</i>
(A)	High-fat diet	Diabetes
(B)	Sun exposure	Skin cancer
(C)	Tobacco smoking	Lung cancer
(D)	Unsafe sex practices	HIV/AIDS

- 11** How does an athlete receive concurrent feedback related to a particular performance?
- (A) From knowledge of results
 - (B) From the coach's reaction
 - (C) Through a video analysis
 - (D) Through kinaesthetic sense
- 12** The principle of specificity is best illustrated by which of the following?
- (A) Lifting heavy weights to increase aerobic performance
 - (B) Power walking to improve arm strength
 - (C) Doing push-ups to reduce waistline size
 - (D) Doing sit-ups to increase abdominal strength
- 13** An athlete was required to complete five vertical jumps in 10 seconds.

The results are shown in the table.

<i>Attempt</i>	1	2	3	4	5
<i>Height jumped (cm)</i>	70	70	66	64	60

These results are consistent with which of the following statements?

- (A) The athlete's ATP/PC stores have been depleted and there is insufficient recovery time between attempts.
- (B) The athlete's glycogen stores have been used up after the second jump, and fatigue has set in.
- (C) The athlete's level of aerobic endurance is low, and this has resulted in oxygen debt.
- (D) The athlete's work at maximum effort has caused lactic acid build-up, and this has reduced performance.

- 14 An athlete's resting heart rate decreases after participating in an aerobic training program.

How are the demands of the athlete's body at rest met with the reduced resting heart rate?

- (A) Blood pressure increases
 - (B) Lactate level increases
 - (C) Stroke volume increases
 - (D) Ventilation increases
- 15 What physiological changes occur when an athlete uses aggressive behaviour that results in over-arousal?
- (A) State anxiety is decreased.
 - (B) The central nervous system is depressed.
 - (C) Attentional skills are enhanced.
 - (D) More motor units than normal are recruited.
- 16 An individual is required to perform a discrete, closed and self-paced skill. Which one of the following would meet this description?
- (A) Batting in softball
 - (B) Returning a tennis serve
 - (C) Running 800 m
 - (D) Throwing a discus
- 17 The following set of statistics was recorded from a basketball game.

	<i>Rebounds</i>	<i>Assists</i>	<i>Field goals</i>	<i>Blocks</i>	<i>Fouls</i>
Player X	6	8	33%	2	4
Player Y	5	3	60%	0	2

What type of appraisal do these statistics represent?

- (A) Criteria referenced
- (B) Objective
- (C) Prescribed criteria
- (D) Subjective

Use the following information to answer Questions 18 and 19.

The table shows four stages of an aerobic endurance plan.

<i>Stage</i>	<i>Duration</i> (weeks)	<i>Frequency</i> (times/week)	<i>Intensity</i> (heart beats/min)	<i>Time</i> (minutes)	<i>Type of exercise</i>
I	3	4	140	30–45	Walking
II	3	4	150	30–45	Walking/jogging
III	3	4	160	40–50	Jogging
IV	3	4	165	40–50	Running

- 18** What does the change in the level of intensity from Stage I to Stage II represent?
- (A) Progressive overload
(B) Reversibility
(C) Specificity
(D) Variety
- 19** Which 30-year-old person would be best suited to starting this program at Stage I?
- (A) A computer programmer with passive recreational pursuits
(B) A landscape gardener with passive recreational pursuits
(C) An aerobics instructor with active recreational pursuits
(D) An office worker with active recreational pursuits
- 20** Which of the following nutrient intakes would best represent the dietary needs of a long-distance runner?

	<i>Fat</i> (% of energy intake)	<i>Carbohydrate</i> (g per kg of body weight)	<i>Protein</i> (% of energy intake)	<i>Daily energy intake</i> (kJ)
(A)	25	8–10	22	16 000–25 000
(B)	25	10	12	16 000–29 400
(C)	30	5–8	20	30 000–33 600
(D)	30	8	15	14 700–21 000

Personal Development, Health and Physical Education

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Student Number

Section I (continued)

Part B – 40 marks

Attempt Questions 21–22

Allow about 1 hour and 10 minutes for this part

Answer the questions in the spaces provided.

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

- demonstrate an understanding of health and physical activity concepts
- apply the skills of critical thinking and analysis
- illustrate your answer with relevant examples
- present ideas in a clear and logical way

Marks

Question 21 — Health Priorities in Australia (20 marks)

- (a) The 1997 Jakarta Declaration on Health Promotion encourages the community and individuals to become involved in the promotion of health. Briefly explain how this approach is applied to a health promotion initiative in Australia. **4**

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Question 21 continues on page 10

- [illegible]

– 10 –

- [illegible]

– 11 –

Question 21 (continued)

[illegible]

End of Question 21

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Centre Number

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Section I – Part B (continued)

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

- demonstrate an understanding of health and physical activity concepts
- apply the skills of critical thinking and analysis
- illustrate your answer with relevant examples
- present ideas in a clear and logical way

Marks

Question 22 — Factors Affecting Performance (20 marks)

- (a) Describe how an athlete's level of arousal affects performance.

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Question 22 continues on page 14

- [illegible]

– 14 –

- [illegible]

– 15 –

Question 22 (continued)

[illegible]

End of Question 22

Personal Development, Health and Physical Education

Section II

40 marks

Attempt TWO questions from Questions 23–27

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 an understanding of health and physical activity concepts
 - apply the skills of critical thinking and analysis
 - illustrate your answer with relevant examples
 - present ideas in a clear and logical way
-

	Marks
Question 23 — The Health of Young People (20 marks)	
(a) Outline the impact of ONE social factor on the health of young people.	3
(b) Discuss how the diverse nature of young people's lives affects their health status.	5
(c) Evaluate how supportive networks can enhance personal skills that enable young people to attain better health.	12
 Question 24 — Sport and Physical Activity in Australian Society (20 marks)	
(a) Outline the changes that ONE sport has made to suit the needs of the media.	3
(b) Discuss the meanings that different cultural groups give to physical activity and sport.	5
(c) Evaluate strategies that could be used to overcome the socially constructed barriers to female participation in sport.	12

Please turn over

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

- demonstrate an understanding of health and physical activity concepts
 - apply the skills of critical thinking and analysis
 - illustrate your answer with relevant examples
 - present ideas in a clear and logical way
-

Marks

Question 25 — Sports Medicine (20 marks)

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| (a) | Outline the differences between direct and indirect sports injuries. | 3 |
| (b) | Discuss the role that physical preparation plays in the prevention of sports injury. | 5 |
| (c) | Evaluate the policies and procedures that regulate when an athlete returns to play after injury. | 12 |

Question 26 — Improving Performance (20 marks)

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|-----|---|-----------|
| (a) | Outline the physiological characteristics of an overtrained athlete. | 3 |
| (b) | Discuss how athletes could use plyometric training techniques to enhance performance. | 5 |
| (c) | Evaluate the use of technology in training sessions that are designed to improve skill. | 12 |

Question 27 — Equity and Health (20 marks)

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|-----|--|-----------|
| (a) | Outline how ‘advocating’ can be used to enhance the health of a disadvantaged group. | 3 |
| (b) | Discuss how socioeconomic status AND access to health care influence the health status of Aboriginal and Torres Strait Islander peoples. | 5 |
| (c) | Evaluate the characteristics of effective health promotion strategies for improving the health of people living in rural and remote locations. | 12 |

End of paper