

**2007 HSC Notes from
the Marking Centre
Personal Development, Health
and Physical Education**

© 2008 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 978 174147 8488

2007743

Contents

Introduction 1

Section I – Core 1

Section II 3

2007 HSC NOTES FROM THE MARKING CENTRE

Personal Development, Health and Physical Education

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Personal Development, Health and Physical Education. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Personal Development, Health and Physical Education.

Section I – Core

Part A – Multiple Choice

Question	Correct Response
1	B
2	D
3	B
4	C
5	C
6	B & D
7	C
8	A
9	A
10	D

Question	Correct Response
11	A
12	A
13	C
14	B
15	B
16	A
17	B
18	C
19	D
20	B

Part B

Question 21 – Health Priorities in Australia

- (a) Better responses clearly stated the meaning of each of the terms by identifying the essential qualities, for example mortality (death rates, morbidity), rates of illness and/or disease, and life expectancy (probable years of life).

In a number of weaker responses, candidates reversed the meanings of morbidity and mortality.

- (b) Better responses clearly explained the reasons why Australians may choose to take out private health insurance. They gave a range of reasons which commonly included: choice of doctor and hospital, ancillary benefits, reduced waiting times for elective surgery, financial incentives (Medicare levy, 30% rebate, lifetime cover), peace of mind/security, reduced out-of-pocket expenses and financial capacity to pay. These responses elaborated on the reasons or linked them together demonstrating cause and effect.

In the weakest responses some general information about private health insurance (PHI) was provided.

- (c) Better responses understood the nature of building healthy public policy (HPP) in the context of the Ottawa Charter. These responses demonstrated an understanding of the National Health Priority Areas and in particular, those which were clearly addressed by building healthy public policy. Better responses identified succinctly the components of healthy public policy and related the implications of this to their chosen national health priority areas. Responses provided a range of relevant examples to support their analysis. Some better responses also discussed decisions to allocate funding/resources for health promoting effects. Better responses were able to relate the implications of building healthy public policy to a reduction in morbidity and mortality rates.

Mid-range responses often listed a number of examples of HPPs but these lacked detail and analysis. Some responses provided a strong analysis for one national health priority area but provided a weaker response for the other.

Weaker responses confused health promotion initiatives with HPP for example, Jump Rope for Heart and Slip, Slop, Slap health promotion campaigns. These responses frequently provided general information about national health priority areas and gave no examples of HPP.

Question 22 – Factors Affecting Performance

- (a) Better responses clearly drew a relationship between some of the characteristics of the learner and the learning environment and the acquisition of skill. These responses were supported with clear and relevant examples.

Mid-range responses drew a relationship between the characteristics of either the learner or the learning environment and the acquisition of skill.

Weaker responses provided some information about the characteristics of the learner or the learning environment but did not relate the information to skill acquisition and it was not supported with relevant examples.

- (b) Better responses showed clear links between the training program presented and the way the principles of training were applied to this program. They assessed the effectiveness of each principle of training within the presented program and supported this judgement with examples drawn from the program.

Mid-range responses showed how the principles of training were used within the training program but did not make a judgement about how effectively these were applied. Other mid-range responses made a judgement about the implementation of some of the principles of training within the program shown.

Weaker responses provided some information about the principles of training without reference to the presented training program or provided a summary of the training program without reference to the principles of training.

Section II

Question 23 – The Health of Young People

- (a) Better responses linked issues associated with geographical location and factors that are specific to the health of young people. Better responses used syllabus terminology and a range of relevant examples, presenting them in a clear and logical way.
- (b) Better responses used syllabus terminology such as ‘prevailing youth culture’ or relevant terminology such as ‘world events’ when describing the difference between the generations. Many responses noted, for example, that young people have greater pressure on them than previous generations because of global trends such as terrorism.

Mid-range responses provided a good description of how young people’s lives are today without demonstrating a comparison between generations. These responses tended to include less formal terminology such as ‘media’ and ‘drug exposure’. Some responses identified one difference and provided a detailed discussion with some relevant outcomes and examples. While these responses lacked the necessary breadth, they were presented in a clear and logical manner. Mid-range responses tended to focus on general differences between the generations.

Question 24 – Sport and Physical Activity in Australian Society

- (a) Responses included examples such as ‘Asian cultures who have holistic views of health encourage physical activities such as tai chi and yoga’. Some responses linked clothing restrictions in some cultures to reduced participation in sports such as swimming. Reference was also made to the role of competition in some cultural groups or referred to other groups such as Aboriginal and Torres Strait Islanders who encourage cooperative physical activity.

Weaker responses did not link cultural background differences to physical activity and made very general statements with little relevance to the question.

- (b) Better responses equated media coverage to the value society placed in particular sports. These responses drew upon the predominance of male sports as the most supported and valued with sponsorship, equipment and resources. Also distinct links were drawn to the production of media messages.

Mid-range responses compared the representation of dominant sports such as cricket, AFL and rugby league in print media and on television to sports such as squash, hockey and badminton.

Weaker responses discussed the media's 'invasion of the private lives of famous athletes to find gossip' and 'innuendo' to sell papers.

- (c) Better responses analysed Australia's national identity and used historical contexts such as 'British heritage' and the desire as 'underdogs' to compete in international competitions. Sporting achievements were linked to national identity with examples such as the playing of the national anthem at events, 'the boxing kangaroo flag' and the patriotism and pride in our Olympic achievements. Examples of politics and sport were used with particular reference to the establishment of the AIS by the government as a direct response to the 'poor effort' at the 1976 Montréal Olympics, and boycotts of South Africa's apartheid regime and the Moscow games in 1980.

Mid-range responses described national identity through sporting achievements and listed numerous examples. Many of these types of responses failed to make the relationship to national identity very clear and sidetracked their analysis with stories of 'sporting heroism'.

Weaker responses provided some examples of Australia's sporting success stories and made limited links between national identity and the analysis required by the question.

Question 25 – Sports Medicine

- (a) Better responses outlined the impacts of participation by pregnant athletes and gave specific examples.

Mid-range responses provided lists incorporating a range of impacts rather than sketching in general terms.

Weaker responses listed impacts on pregnant athletes or gave basic examples such as 'participation may harm the baby'.

- (b) Better responses provided the detailed characteristics and features of the five RICER steps.

Mid-range answers focused solely on describing TOTAPS or sketched in general terms the immediate management of a sprained ankle.

Weaker responses simply identified some relevant information or terms relevant to the procedures. For example, 'ice the ankle' or 'Rest, Ice, Compression, Elevation, Referral'.

- (c) Better responses showed a depth of understanding of injury management procedures for an athlete who is recovering from a hamstring injury. This involved identifying and drawing out injury management procedures which were supported by relevant examples. These responses also related the implications of the injury management procedures to recovery from the injury.

Mid-range responses lacked specific depth and/or detail in analysing the injury management procedures. These responses did not include specific implications to the recovery from injury or detailed examples. For example, ‘total body fitness must be maintained to prevent reversibility. The athlete could swim to maintain fitness’.

Weaker responses identified some relevant information about recovering from an injury. For example, ‘the athlete needs to stretch, consult a physiotherapist or do light training’. Many of these responses also addressed the immediate management or assessment procedures using the acronyms of RICER, HARM and TOTAPS which did not address the recovery procedures.

Question 26 – Improving Performance

- (a) Better responses outlined both the physiological and psychological signs of overtraining, eg decrease in motivation, boredom. These responses used relevant examples noting the decline in physical performance resulting from overtraining.

Mid-range responses tended to identify a range of signs without expanding on any points. These responses used poor (or few) examples to support their response.

Weaker responses identified some relevant information on overtraining. Typically, these responses listed some effects of overtraining without the use of examples.

- (b) Better responses described the features of a range of overload techniques and applied them to resistance training. Typically, these responses detailed a variety of examples including specific sports, activities, muscle groups or actual loads whilst applying overload techniques to resistance training.

Mid-range responses were a reflection of one of two approaches. Some responses described a variety of overload techniques with either weak or nonexistent applications to resistance training. Typically, examples were general and lacked any specific link to training, for example, they made no reference to the muscle being used or the load being employed. Some responses provided detailed characteristics and features of only a single overload technique complete with relevant application to resistance training.

Weaker responses identified relevant information on either overload techniques or resistance training. Typically, these responses lacked any link between the overload techniques and its application in resistance training.

- (c) Better responses drew out the relationships between the three main phases of competition, and how they can be targeted to improve performance. Typically, these responses described examples of relevant exercises or focus areas athletes in specific sports could incorporate in various phases of their competition. In addition, better responses explained altitude training and acclimatisation and the relationship between these two processes and enhanced performance.

Mid-range responses identified the phases of competition, altitude training and/or acclimatisation, often supported by numerous examples. These responses did not explore the

relationship between the above factors and performance enhancement. Alternatively, some responses related phases of training, altitude training and/or acclimatisation to an athlete's improved performance in some limited capacity. Typically, responses displayed some confusion differentiating between altitude training and acclimatisation.

Weaker responses tended to do one of two things. Some responses identified only one factor, for example phases of competition, and linked this to enhanced performance. Other responses identified a number of the factors with no relevant link to performance or related examples.

Question 27 – Equity and Health

- (a) Better responses demonstrated a clear understanding of intersectoral collaboration and how it could contribute to the success of a specific health promotion strategy. These responses were supported by clear examples.

Mid-range responses provided an outline of intersectoral collaboration, but did not demonstrate clear links or examples related to health promotion.

Weaker responses provided limited information about health promotion or simply outlined some information about a disadvantaged population group such as ATSI.

- (b) Better responses demonstrated a clear and logical understanding of the mediating and advocating processes. These responses provided clear links and relevant examples as they apply to disadvantaged populations.

Mid-range responses outlined the two processes with minimal reference to a disadvantaged group or limited understanding of the impact on health status.

Weaker responses focused on one process and/or tended to provide an outline of a disadvantaged group.

- (c) Better responses clearly demonstrated the relationship between the health of disadvantaged populations and a social justice framework. These responses gave a detailed analysis that was evidenced by an application of the social justice framework to the factors influencing health. Answers were supported by specific and highly relevant examples.

Mid-range responses discussed the social justice framework with some reference to the health of disadvantaged populations. Examples focused on the factors influencing a disadvantaged group without clear links to the social justice framework. Some responses focused on the social justice principals without an explicit link to the social justice framework as prescribed in the syllabus.

Weaker responses tended to use other health promotion theories to outline some health information, some influencing factors, a disadvantaged population or simply listed the social justice framework.

Personal Development, Health and Physical Education

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I, Part A			
1	1	Priority Areas Risk Factors	H1, H2
2	1	Groups experiences inequities	H1, H2, H3
3	1	Priority areas Extent Current trends	H1, H2
4	1	Responsibility for health and funding	H5
5	1	Alternative health care approaches	H4, H15
6	1	Current trends Identifying priority areas	H1, H2
7	1	Approaches to health promotion	H4
8	1	Action areas of the Ottawa Charter Health promotion initiatives	H4, H14, H15
9	1	Causes of illness and death Risk factors	H1, H2, H14
10	1	Priority areas Risk factors	H1, H2, H16
11	1	The learning process Cyclic process	H9, H16
12	1	Energy systems	H7
13	1	Managing anxiety	H8, H11, H17
14	1	Learning environment Nature of the skill	H9, H16
15	1	Feedback	H9, H16, H17
16	1	Types of training flexibility	H8, H10
17	1	Judging the quality of performance	H9, H16, H17
18	1	The learning environment Practice method	H9, H10, H17
19	1	Physiological adaptations in response to aerobic training	H7, H16
20	1	Energy Systems Fatigue	H7, H16, H17

Question	Marks	Content	Syllabus outcomes
Section I, Part B			
21 (a)	3	Measuring health status	H2, H15
21 (b)	5	Funding of health care in Australia Health insurance	H5
21 (c)	12	Health priority areas Building healthy public policy	H1, H5, H15
22 (a)	8	Characteristics of the learner Learning environment Rates of skill acquisition	H8, H9, H17
22 (b)	12	Principles of training Types of training The basis of aerobic training	H7, H8, H10, H16
Section II			
23 (a)	3	Social factors that impact health of young people	H2
23 (b)	5	Nature of young people's lives	H6, H15, H16
23 (c)	12	Areas of concern affecting the health of young people	H2, H4, H6, H15
24 (a)	3	How does meaning of physical activity and sport vary for different cultural groups	H12, H16
24 (b)	5	Deconstructing media messages, images and amount of coverage	H12, H16
24 (c)	12	Sport and national identity	H12, H16
25 (a)	3	Female athletes - pregnancy	H8, H13
25 (b)	5	Soft tissue injuries/Management of soft tissue injuries	H8, H13, H17
25 (c)	12	How is recovery from injury managed?	H8, H13, H17
26 (a)	3	Overtraining	H7
26 (b)	5	Training for strength	H8, H10, H17
26 (c)	12	How does competition affect performance?	H7, H8, H10, H16, H17
27 (a)	3	Characteristics of effective health promotion strategies	H4, H14
27 (b)	5	Actions that improve health in disadvantaged groups	H4, H5, H14, H15
27 (c)	12	Social justice framework for addressing health inequities What inequities are experienced by a disadvantaged population?	H2, H3, H14, H15, H16

2007 HSC

Personal Development, Health and Physical Education

Marking Guidelines

Section I, Part B

Question 21 (a)

Outcomes assessed: H2, H15

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">States the meaning of all terms (mortality, morbidity, life expectancy)	3
<ul style="list-style-type: none">States the meaning of TWO terms <p style="text-align: center;">OR</p> <ul style="list-style-type: none">Provides some relevant information on all of the terms	2
<ul style="list-style-type: none">States the meaning of a term <p style="text-align: center;">OR</p> <ul style="list-style-type: none">Provides some information about the term(s)	1

Question 21 (b)

Outcomes assessed: H5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides reasons why Australians may choose to take out private health insurance and relates the effects of this choiceUses relevant examplesPresents ideas in a clear and logical way	5
<ul style="list-style-type: none">Describes reasons why Australians may choose to take out private health insuranceUses relevant examples <p>OR</p> <ul style="list-style-type: none">Outlines the nature of private health insuranceUses relevant examples	3–4
<ul style="list-style-type: none">Outlines relevant information about private health insurance	1–2

Question 21 (c)

Outcomes assessed: H1, H5, H15

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies how building healthy public policy can address TWO national health priority areas D Draws out and relates implications on national health priority areas D Uses relevant examples D Presents ideas in a clear and logical way D 	10–12 D
<ul style="list-style-type: none"> Demonstrates how building healthy public policy can address TWO national health priority areas D Uses relevant examples D Presents ideas in a clear and logical way 	7–9 D
<ul style="list-style-type: none"> Describes how building healthy public policy can address a national health priority area D Uses relevant examples D <p style="text-align: center;">OR D</p> <ul style="list-style-type: none"> Outlines how building healthy public policy can address national health priority areas D Uses relevant examples 	4–6 D
<ul style="list-style-type: none"> Outlines some information about building healthy public policy D <p style="text-align: center;">OR D</p> <ul style="list-style-type: none"> Outlines some information about national health priority area/s or health promotion initiatives D 	1–3 D

Question 22 (a)

Outcomes assessed: H9, H12, H17

MARKING GUIDELINES

Criteria C	Marks
<ul style="list-style-type: none"> Makes evident a relationship between some characteristics of the C learner, the learning environment and how these affect the acquisition of C skill C Uses relevant examples C Presents ideas in a clear and logical way C 	7–8 C
<ul style="list-style-type: none"> Makes evident a relationship between some characteristics of the learner C with an outline of the learning environment and how these affect the C acquisition of skill C Uses relevant examples C Presents ideas in a clear and logical way C <p style="text-align: center;">OR C</p> <ul style="list-style-type: none"> Makes evident a relationship between the learning environment with an C outline of the characteristics of the learner and how these affect the C acquisition of skill C Uses relevant examples C Presents ideas in a clear and logical way C 	5–6 C
<ul style="list-style-type: none"> Describes how characteristics of the learner OR the learning C environment affect the acquisition of skill C Uses relevant examples C <p style="text-align: center;">OR C</p> <ul style="list-style-type: none"> Outlines how characteristics of the learner and the learning environment C affect the acquisition of skill C Uses relevant examples C 	3–4 C
<ul style="list-style-type: none"> Identifies some information about characteristics of the learner OR C learning environment OR acquisition of skill C 	1–2 C

Question 22 (b)

Outcomes assessed: H7, H8, H10, H16

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes judgements about how the principles of training (progressive) overload, reversibility, specificity, training thresholds, variety, warm) up/cool down) have been used in the training program) Determines the effectiveness of the principles in assisting the athlete to) perform in the running event.) Uses relevant examples) Presents ideas in a clear and logical way) 	10–12)
<ul style="list-style-type: none"> Explains how principles of training have been used in the training) program) Uses relevant examples) Presents ideas in a clear and logical way 	7–9)
<ul style="list-style-type: none"> Describes how principles of training have been used in the training) program) Uses relevant examples) <p style="text-align: center;">OR)</p> <ul style="list-style-type: none"> Explains the principles of training without reference to the program) provided) Uses relevant examples 	4–6)
<ul style="list-style-type: none"> Outlines some information about principles of training) <p style="text-align: center;">OR)</p> <ul style="list-style-type: none"> Outlines some information about aerobic training) 	1–3)

Section II

Question 23 (a)

Outcomes assessed: H2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms how geographical location can affect the health of young people • Uses relevant examples • Presents ideas in a clear and logical way 	3
<ul style="list-style-type: none"> • Identifies how geographical location can affect the health of young people • Uses relevant examples 	2
<ul style="list-style-type: none"> • Provides some relevant information about geographical location OR the health of young people 	1

Question 23 (b)

Outcomes assessed: H6, H15, H16π

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides characteristics and features of how the lives of young people today are different from the lives of young people in previous generations • Uses relevant examples • Presents ideas in a clear and logical way 	5
<ul style="list-style-type: none"> • Sketches in general terms, how the lives of young people today are different from the lives of young people in previous generations • Uses relevant examples <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Describes aspects of young people's lives • Uses relevant examples 	3–4
<ul style="list-style-type: none"> • Provides some relevant information about the nature of the lives of young people today 	1–2

Question 23 (c)

Outcomes assessed: H2, H4, H6, H15

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the components of a health promotion program targeting an E area of concern E Draws out and relates the implications of the program in terms of skills E and actions that enable young people to attain better health E Uses relevant examples E Presents ideas in a clear and logical way E 	10–12 E
<ul style="list-style-type: none"> Explains various components of a health promotion program that E specifically targets an area of concern for young people E Uses relevant examples E Presents ideas in a clear and logical way 	7–9 E
<ul style="list-style-type: none"> Describes a health promotion program E Uses relevant examples E <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Describes an area of concern affecting the health of young people Uses relevant examples 	4–6 E
<ul style="list-style-type: none"> Provides some information about a health promotion program E <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Provides some information about the health of young people E 	1–3 E

Question 24 (a)

Outcomes assessed: H12, H16

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms how cultural background can affect P participation in physical activity P• Uses relevant examples P• Presents ideas in a clear and logical way P	3 P
<ul style="list-style-type: none">• Identifies how cultural background can affect participation in physical P activity P• Uses relevant examples P	2 P
<ul style="list-style-type: none">• Provides some relevant information about cultural background or P physical activity P	1 P

Question 24 (b)*Outcomes assessed: H12, H16***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides characteristics and features of how the media coverage given to particular sports reflects how the sport is valued in society P• Uses relevant examples P• Presents ideas in a clear and logical way P	5 P
<ul style="list-style-type: none">• Sketches in general terms how the media coverage given to particular sports reflects how the sport is valued in society P• Uses relevant examples	3–4 P
<ul style="list-style-type: none">• Provides some relevant information about media coverage of sport OR P how sport is valued in society	1–2 P

Question 24 (c)

Outcomes assessed: H12, H16

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies how Australian participation in international competition D affects national identity D Draws out and relates the implications of Australian participation in D international competition on national identity D Uses a range of relevant examples D Presents ideas in a clear and logical way D 	10–12 D
<ul style="list-style-type: none"> Explains how Australian participation in international competition D affects national identity D Uses relevant examples D Presents ideas in a clear and logical way 	7–9 D
<ul style="list-style-type: none"> Provides the characteristics and features of the relationship between D Australian national identity and international competition D Uses relevant examples 	4–6 D
<ul style="list-style-type: none"> Provides some information about an Australian national identity D OR D Provides some information about international competition D 	1–3 D

Question 25 (a)*Outcomes assessed: H8, H13***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms the impact pregnancy may have on female L athletes' participation in sport L• Uses relevant examples L• Presents ideas in a clear and logical way L	3 L
<ul style="list-style-type: none">• Identifies the impacts pregnancy may have on female athletes' L participation in sport L• Uses relevant examples	2 L
<ul style="list-style-type: none">• Lists some relevant information about pregnancy or female athletes' L participation in sport	1 L

Question 25 (b)

Outcomes assessed: H8, H13, H17

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides the characteristics and features of the immediate management) of a sprained ankle (RICER)) Uses relevant examples) Presents ideas in a clear and logical way) 	5)
<ul style="list-style-type: none"> Sketches in general terms the procedure for the immediate management,) or assessment of a sprained ankle) Uses relevant examples) 	3–4)
<ul style="list-style-type: none"> Identifies some relevant information about managing or assessing a) sprained ankle) 	1–2)

Question 25 (c)

Outcomes assessed: H8, H13, H17

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies and draws out the injury management procedures for an athlete who is recovering from a hamstring injury) Relates the implications of the injury management procedures to recovery from injury) Uses relevant examples) Presents ideas in a clear and logical way) 	10–12)
<ul style="list-style-type: none"> Explains injury management procedures for an athlete who is recovering from a hamstring injury) Uses relevant examples) Presents ideas in a clear and logical way 	7–9)
<ul style="list-style-type: none"> Describes the characteristics and features of injury management procedures for an athlete who is recovering from a hamstring injury) Uses relevant examples) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Describes the characteristics and features of recovering from injury) Uses relevant examples 	4–6)
<ul style="list-style-type: none"> Identifies some information about injury management procedures) <p style="text-align: center;">OR)</p> <ul style="list-style-type: none"> Describes immediate management (RICER) AND/OR assessment (TOTAPS) only) Identifies some information about recovering from injury) 	1–3)

Question 26 (a)

Outcomes assessed: H7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Sketches in general terms the signs that identify an overtrained athlete) Uses relevant examples) Presents ideas in a clear and logical way) 	3)
<ul style="list-style-type: none"> Identifies signs of an overtrained athlete) Uses relevant examples) 	2)
<ul style="list-style-type: none"> Provides some relevant information about overtraining) 	1)

Question 26 (b)

Outcomes assessed: H8, H10, H17

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of how overload techniques can be applied in resistance training O Uses relevant examples O Presents ideas in a clear and logical way O 	5 O
<ul style="list-style-type: none"> Sketches in general terms how overload techniques can be applied in resistance training O Uses relevant examples <p style="text-align: center;">OR O</p> <ul style="list-style-type: none"> Describes how an overload technique can be applied to resistance training O Uses relevant examples 	3–4 O
<ul style="list-style-type: none"> Provides some relevant information about overload techniques or resistance training O 	1–2 O

Question 26 (c)

Outcomes assessed: H7, H8, H10, H16, H11, H17

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies draws out and relates how phases of competition, altitude D training, and acclimatisation can be used to enhance performance D Uses relevant examples D Presents ideas in a clear and logical way D 	10–12 D
<ul style="list-style-type: none"> Describes how phases of competition, altitude training, and D acclimatisation can be used to enhance an athletes performance D Uses relevant examples D Presents ideas in a clear and logical way 	7–9 D
<ul style="list-style-type: none"> Describes phases of competition, altitude training, and acclimatisation D Uses relevant examples D <p style="text-align: center;">OR D</p> <ul style="list-style-type: none"> Outlines how phases of competition and environmental considerations D can enhance an athletes performance D Uses relevant examples D <p style="text-align: center;">OR D</p> <ul style="list-style-type: none"> Describes how phases of competition or environmental considerations D can be used to enhance an athlete’s performance D Uses relevant examples 	4–6 D
<ul style="list-style-type: none"> Provides some information about phases of competition, environmental D considerations OR enhancing an athletes performance D 	1–3 D

Question 27 (a)

Outcomes assessed: H4, H14

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Sketches in general terms how intersectoral collaboration can contribute D to the success of health promotion strategies D Uses relevant examples D Presents ideas in a clear and logical way D 	3 D
<ul style="list-style-type: none"> Identifies how intersectoral collaboration can contribute to the success D of health promotion strategies D Uses relevant examples 	2 D
<ul style="list-style-type: none"> Provides some relevant information about intersectoral collaboration <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Provides some information about the success of health promotion D strategies 	1 D

Question 27 (b)

Outcomes assessed: H4, H5, H14, H15

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of mediating and advocating D processes that improve health for disadvantaged groups D Uses relevant examples D Presents ideas in a clear and logical way D 	5 D
<ul style="list-style-type: none"> Sketches in general terms mediating and advocating processes that D improve health for disadvantaged groups D Uses relevant examples 	3–4 D
<ul style="list-style-type: none"> Provides some relevant information about mediating and/or advocating 	1–2 D

Question 27 (c)

Outcomes assessed: H2, H3, H14, H15, H16

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the characteristics of a social justice framework D Draws out and relates the implications of how a social justice framework D addresses the factors influencing the health of a disadvantaged D population D Uses relevant examples D Presents ideas in a clear and logical way D 	10–12 D
<ul style="list-style-type: none"> Explains the characteristics of a social justice framework and how it D addresses the health of a disadvantaged population D Uses relevant examples D Presents ideas in a clear and logical way 	7–9 D
<ul style="list-style-type: none"> Describes a social justice framework for health promotion D Uses relevant examples D <p style="text-align: center;">OR D</p> <ul style="list-style-type: none"> Describes factors influencing the health of a disadvantaged population Uses relevant examples 	4–6 D
<ul style="list-style-type: none"> Provides some information about a social justice framework D <p style="text-align: center;">OR D</p> <ul style="list-style-type: none"> Provides some information about the health of a disadvantaged D population D 	1–3 D