2025 HSC
Personal Development, Health and Physical Education
Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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

Section I, Part B

Question 21

Criteria	Marks
• Outlines TWO risk factors for ONE of the conditions listed	3
• Demonstrates some understanding of a risk factor(s) for ONE of the conditions listed	2
• Provides some relevant information	1

Sample answer:

Diabetes risk factors include genetic, lifestyle and environmental influences. A family history of diabetes increases susceptibility due to inherited traits. Poor diet, inactivity and weight gain contribute to insulin resistance. Environmental factors, like limited access to healthy food or high stress, also play a role in increasing risk.

Question 22

Criteria	Marks
• Explains how infant mortality is used to measure the health status of a population	4
• Describes how infant mortality is used to measure the health status of a population	3
• Demonstrates an understanding of infant mortality and/or how it is used to measure the health status of a population	2
• Provides some relevant information	1

Sample answer:

Infant mortality plays a key role in assessing public health. Infant mortality can be used to determine the life expectancy of an individual. This data could inform decisions made by professionals and policymakers such as the government to show how healthy or unhealthy the nation is. For example, as Australia's infant mortality rate decreases and life expectancy increases, it demonstrates the health of the population improving as less babies are dying in the first year of birth.

Question 23

Criteria	Marks
• Describes the potential effects of caffeine on an athlete's performance	4
• Describes a potential effect of caffeine on an athlete's performance	3
• Outlines the use of caffeine and/or the potential effects on an athlete's performance	2
• Provides some relevant information	1

Sample answer:

Caffeine as a form of supplementation could increase an athlete's reaction time, alertness and increase energy production. Caffeine could enhance an athlete's focus, allowing them to compete for longer without fatigue. When overconsumed, however, too much caffeine could mean the athlete finds their performance is impeded as they could become overstimulated and lack control of their movements, resulting in a lower level of performance in sports such as golf.

Question 24

Criteria	Marks
• Provides a thorough explanation of the impact an ageing population has on the health service workforce in Australia	5
• Provides a sound explanation of the impact an ageing population has on the health service workforce in Australia	4
• Describes the impact an ageing population has on the health service workforce in Australia	3
• Demonstrates an understanding of an ageing population and/or the health service workforce in Australia	2
• Provides some relevant information	1

Sample answer:

An ageing population in Australia impacts the health service workforce by increasing demand for aged care and chronic disease management, leading to workforce shortages and pressure on staff. This occurs because more people are living longer with chronic conditions, such as cardiovascular disease requiring ongoing access to complex healthcare services over extended periods. Health workers face higher workloads managing conditions like dementia and cardiovascular disease, which require specialised skills and prolonged care. These demands often result in burnout, high turnover rates and the need for upskilling, highlighting the importance of recruitment and training to sustain the workforce.

Question 25 (a)

Criteria	Marks
• Demonstrates a sound understanding of how goal setting can be used by an athlete to enhance motivation	3
• Demonstrates some understanding of how goal setting can be used by an athlete to enhance motivation	2
• Provides some relevant information	1

Sample answer:

Goal setting can be a positive motivator by giving direction and purpose to an athlete's training and performance. At the start of a season, an athlete may set a realistic, measurable and time bound goal to enhance their motivation. For instance, a sprinter may be motivated to engage in speed training as it can assist their goal of running a sub-10 second 100 m by the end of the year.

Question 25 (b)

Criteria	Marks
• Provides a thorough explanation of how ONE relaxation technique could be used to manage the anxiety of an athlete • Provides a relevant example	5
• Explains how ONE relaxation technique could be used to manage the anxiety of an athlete • Provides an example	4
• Describes how ONE relaxation technique could be used to manage the anxiety of an athlete	3
• Outlines a relaxation technique(s) and/or managing anxiety	2
• Provides some relevant information	1

Sample answer:

Athletes could use relaxation techniques to rationalise emotions and prevent fear responses to reduce anxiety. Progressive muscular relaxation could be used by progressively linearly contracting and relaxing the body's muscles to reduce their tension. For instance, a darts player may decrease their anxiety by progressively focusing on contracting and relaxing each finger, followed by their hand, forearm, biceps, triceps, and shoulder, reducing the anxious tension in this limb ready to throw the dart. This decreased anxiety can reduce the jittery effect of the limb to achieve optimum arousal.

Question 26

Criteria	Marks
• Provides a comprehensive analysis of the relationship between training thresholds and TWO physiological adaptations • Provides relevant examples of aerobic and resistance training	8
• Provides an analysis of the relationship between training thresholds and TWO physiological adaptations • Provides examples of aerobic and resistance training	6–7
• Explains the relationship between training threshold(s) and a physiological adaptation(s) • Provides example(s) of aerobic and/or resistance training	4–5
• Outlines features of training threshold(s) and/or physiological adaptation(s) and/or types of aerobic or resistance training	2–3
• Provides some relevant information	1

Sample answer:

The aerobic training threshold is the point where an athlete's body shifts from primarily using fat as fuel to carbohydrates, typically at around 70% of their maximum heart rate. Training at this level improves cardiovascular fitness through adaptations such as increased cardiac output, which strengthens the heart and enhances oxygen delivery to muscles. It also improves lung capacity, making oxygen exchange more efficient. For example, a long-distance runner training at a steady pace for 60 minutes improves their ability to sustain effort over extended periods, delaying fatigue during a marathon.

In resistance training, the threshold refers to the intensity needed to stimulate muscle growth (hypertrophy) or strength gains, typically at 70−85% (6–12 repetitions) of an athlete's one-rep max (1 RM) or load. Training at or above this level causes muscular adaptations, such as increased fibre size, strength, and endurance. For example, a weightlifter performing three sets of squats at 80% of their 1RM will build muscle size or strength, while incorporating lighter weights with higher repetitions will enhance muscular endurance. By targeting these thresholds, athletes enhance performance in sports requiring strength and muscular endurance.

Question 27

Criteria	Marks
• Provides a comprehensive explanation of the responsibilities of individuals, communities and governments in creating supportive environments to promote health • Provides relevant and detailed examples	8
• Provides an explanation of the responsibilities of individuals, communities and governments in creating supportive environments to promote health • Provides relevant examples	6–7
• Describes the responsibilities of individuals and/or communities and/or governments in creating supportive environments to promote health • Provides example(s)	4–5
• Outlines responsibilities of individuals and/or communities and/or governments to promote health	2–3
• Provides some relevant information	1

Sample answer:

The individuals have a responsibility to partake in protective behaviours to create a supportive environment. Individuals can apply their health literacy skills to quit smoking. For example, a father who stops smoking while driving with a child under 10 years of age does not normalise smoking and removes the exposure to second-hand smoke reducing the likelihood of developing lung cancer in the future.

The responsibility of the community is to advocate for their individuals to create a supportive environment. For instance, the Aboriginal community-controlled organisation has implemented the Tackling Indigenous Smoking program that promotes culturally tailored approaches designed for and by Aboriginal and Torres Strait Islander peoples including increased cessation supports and regular workshops and field visits.

The responsibility of governments in health promotion is to create policy that facilitates a supportive environment by creating laws such as smoke free zones at restaurants and sporting fields. This limits the exposure to smoke for the public, promoting positive health behaviours.

Section II

Question 28 (a) (i)

Criteria	Marks
• Outlines the importance of positive self-concept on the health of young people	3
• Demonstrates some understanding of positive self-concept on the health of young people	2
• Provides some relevant information	1

Sample answer:

A young person can build self-concept associated with body image issues by setting achievable goals on how they nourish and move their body. For instance, a young person could engage in the BodyKind program which teaches them to accept and feel positive about their body. This improves their self-concept, confidence and physical health, reducing their negative body image.

Question 28 (a) (ii)

Criteria	Marks
• Provides a thorough explanation of how becoming involved in community service can assist young people in attaining better health • Provides relevant examples	5
• Provides a sound explanation of how becoming involved in community service can assist young people in attaining better health • Provides examples	4
• Describes how becoming involved in community service can assist young people in attaining better health • Provides example(s)	3
• Outlines a way of how becoming involved in community service can assist young people in attaining better health	2
• Provides some relevant information	1

Sample answer:

A young person with a poor sense of self can improve their health by becoming involved in community service such as by volunteering at their local soup kitchen under the Duke of Edinburgh scheme to help the local community. This will improve their social health by developing their communication skills and teamwork increasing their confidence in interacting with others. Additionally, by volunteering, the mental health of young people can be enhanced by developing a sense of purpose and direction as they contribute to society.

Question 28 (b)

Criteria	Marks
• Provides well-informed judgements of the extent to which THREE successfully managed developmental aspects can improve the health of young people • Presents a logical and cohesive response • Provides a range of relevant examples to support responses	11–12
• Provides sound judgements of the extent to which THREE successfully managed developmental aspects can improve the health of young people • Presents a logical response • Provides relevant examples	8–10
• Provides some judgement of the extent to which developmental aspects can improve the health of young people • Provides a structured response • Provides examples	5–7
• Provides some understanding of the developmental aspect(s) • Provides example(s)	3–4
• Provides some relevant information	1–2

Answers could include:

Developmental aspects that affect the health of young people

- revising roles within relationships
- clarifying self-identity and self-worth
- developing self-sufficiency and autonomy
- establishing education, training and employment pathways
- establishing personal support structures
- determining behavioural boundaries.

Question 29 (a) (i)

Criteria	Marks
• Outlines the effect of the media's use of metaphors in sport • Provides a relevant example	3
• Demonstrates some understanding of the media's use of metaphors in sport	2
• Provides some relevant information	1

Sample answer:

Metaphors in sports media shape how athletes are perceived by framing their actions in a specific way. This influences the audience's perception by assigning qualities that may elevate or define an athlete's reputation beyond their actual performance. For example, describing a soccer player as a 'magician with the ball' emphasises their skill and creativity, enhancing their image as a highly talented athlete.

Question 29 (a) (ii)

Criteria	Marks
• Provides a thorough explanation of how the media's coverage of extreme sports has pushed athletes to take excessive risks • Provides relevant examples	5
• Provides a sound explanation of how the media's coverage of extreme sports has pushed athletes to take excessive risks • Provides examples	4
• Describes how the media's coverage of extreme sports has pushed athletes to take excessive risks • Provides example(s)	3
• Outlines how the media's coverage of extreme sports has pushed athletes to take excessive risk(s)	2
• Provides some relevant information	1

Sample answer:

Media coverage of extreme sports has created pressure on athletes to take excessive risks by glorifying daring stunts and high-stakes performances. The pursuit of dramatic footage often incentivises athletes to push their limits, as the most dangerous and visually spectacular stunts receive the most attention and sponsorship opportunities. For example, sports like freestyle motocross often encouraging competitors to attempt increasingly dangerous tricks such as upside-down manoeuvres. This can foster a culture where safety is overlooked in favour of entertainment, as the media celebrates extreme achievements without adequately acknowledging the dangers involved.

Question 29 (b)

Criteria	Marks
• Provides well-informed judgements of the extent to which Australia has used sport for political purposes • Presents a logical and cohesive response • Provides relevant examples on athletes and the public	11–12
• Provides sound judgements of the extent to which Australia has used sport for political purposes • Presents a logical response • Provides examples on athletes and the public	8–10
• Provides some judgements of the extent to which Australia has used sport for political purposes • Presents a structured response • Provides examples	5–7
• Outlines how Australia has used sport for political purposes • Provides example(s)	3–4
• Provides some relevant information	1–2

Answers could include:

Impact on athletes

- 1980 Moscow Olympics Boycott – The boycott denied athletes the opportunity to compete on the global stage, undermining years of training and dedication. Many Australian athletes lost their chance to secure Olympic medals, which can significantly shape careers and post-sport opportunities.
- Peter Norman (1968 Olympics) – Norman's quiet support for the Black Power salute resulted in long-term ostracism and exclusion from recognition within Australian sport. This highlights the personal cost of political expression for athletes. Norman's stance eventually became a celebrated act of courage, reflecting how political actions taken by athletes can shift societal views over time, though often at significant personal sacrifice.
- Modern Diplomatic Decisions (eg Beijing 2022) – Athletes face external pressure to align with political stances, creating ethical dilemmas and distractions from performance. However, competing under such circumstances can raise global awareness of political issues.

Impact on the public

- 1980 Moscow Olympics Boycott – While some supported the boycott as a moral stand against Soviet aggression, many Australians felt the decision robbed them of witnessing their athletes compete and succeed.
- 1991 Rugby World Cup and Apartheid – Australia's decision to engage with South Africa under apartheid drew backlash from those opposing racism, exposing ethical divides among the public. However, others viewed continued participation as a step toward fostering dialogue and eventual change.
- Sydney 2000 Olympics – Hosting the Olympics provided a moment of national pride, showcasing Australia's inclusiveness and global standing. It united the public and demonstrated the positive outcomes of sport on national identity and economy.

Question 30 (a) (i)

Criteria	Marks
• Outlines the importance of acclimatisation for an athlete	3
• Demonstrates some understanding of acclimatisation for an athlete	2
• Provides some relevant information	1

Sample answer:

Athletes need to acclimatise when they are exposed to new environmental conditions that differ from what they are accustomed to, particularly in terms of temperature, humidity and altitude. For example, cyclists competing in the Tour de France would need to travel to the area of competition to allow their body time to adapt to the different conditions.

Question 30 (a) (ii)

Criteria	Marks
• Provides a thorough understanding of how fluid intake supports evaporation to regulate the body's temperature • Provides relevant example(s)	5
• Provides a sound understanding of how fluid intake supports evaporation to regulate the body's temperature • Provides example(s)	4
• Describes how fluid intake supports evaporation to regulate the body's temperature	3
• Demonstrates an understanding of fluid intake and/or evaporation	2
• Provides some relevant information	1

Sample answer:

Fluid intake helps maintain the body's temperature regulation through evaporation by ensuring the core body temperature can be maintained through sweating and circulation. When the body becomes hot, sweating releases water, which evaporates to cool the skin. Hydration helps regulate blood volume and circulation, allowing heat to be efficiently released through the skin. Proper hydration also allows the body to sustain this process for longer periods, ensuring athletes can maintain performance and avoid overheating. Without adequate fluids, this mechanism becomes less effective, potentially leading to illnesses such as heatstroke, particular in endurance events such as a marathon.

Question 30 (b)

Criteria	Marks
• Provides a comprehensive justification of the use of heat and cold and progressive mobilisation for the rehabilitation of a shoulder dislocation • Presents a logical and cohesive response • Provides a range of relevant examples to support responses	11–12
• Provides a sound justification of the use of heat and cold and progressive mobilisation for the rehabilitation of a shoulder dislocation • Presents a logical response • Provides relevant examples	8–10
• Describes the use of heat and/or cold and progressive mobilisation for a shoulder dislocation • Provides a structured response • Provides examples	5–7
• Outlines the use of heat and/or cold and/or progressive mobilisation for injury • Provides example(s)	3–4
• Provides some relevant information	1–2

Answers could include:

Heat

- Applying a heat pack increases blood flow to the injured area, delivering oxygen and nutrients essential for tissue repair and reducing muscle tension.
- Heat relaxes the surrounding muscles, improving the shoulder's flexibility and allowing the athlete to perform mobilisation exercises with less pain.
- Heat therapy can be used before rehabilitation sessions to 'warm up' the joint, enhancing performance in stretching and strengthening exercises.
- Techniques such as moist heat (warm towels) or heat pads target deep tissues effectively, reducing stiffness and improving comfort.

Cold

- Applying an ice pack for 15–20 minutes multiple times a day reduces swelling and inflammation by constricting blood vessels, which limits fluid build-up in the injured area.
- Cold therapy numbs the area, providing temporary pain relief and making the shoulder more comfortable for rest or rehabilitation exercises.
- Reducing inflammation early limits secondary tissue damage, allowing for faster recovery and improved long-term outcomes.
- Cryotherapy can be applied with ice packs, ice baths, or cold compression wraps to maintain consistent cooling and cover larger surface areas of the shoulder.

Progressive mobilisation

- Gradually increasing the shoulder's range of motion through controlled movements helps prevent stiffness and muscle atrophy. For example, early-stage pendulum swings and passive stretches gently restore joint mobility without placing stress on the injury.
- Active movements such as shoulder flexion and abduction improve range of motion and muscle activation as healing progresses, reducing the risk of long-term restrictions.
- Resistance exercises using light bands or weights enhance muscle strength and joint stability, which are essential for full recovery and injury prevention.
- Mobilisation ensures scar tissue aligns properly with muscle fibres, avoiding adhesions that limit flexibility and movement.

Question 31 (a) (i)

Criteria	Marks
• Outlines the suitability of ONE training method for an athlete	3
• Demonstrates some understanding of ONE training method for an athlete	2
• Provides some relevant information	1

Sample answer:

A 100 m sprinter participating in plyometrics such as box jumps or jumping lunges would improve their power and speed, which is essential for explosive starts and maintaining speed during a sprint. Plyometric exercises would be suitable as they enhance muscle elasticity and the ability to produce rapid, forceful movements, improving acceleration and stride efficiency.

Question 31 (a) (ii)

Criteria	Marks
• Demonstrates a thorough understanding of how an athlete can ensure their training procedures are safe with reference to ONE training method • Provides relevant examples	5
• Demonstrates a sound understanding of how an athlete can ensure their training procedures are safe with reference to ONE training method • Provides examples	4
• Describes how an athlete can ensure their training procedure(s) are safe • Provides example(s)	3
• Outlines safe training procedures	2
• Provides some relevant understanding	1

Sample answer:

Plyometrics is a training method a sprinter could use. To ensure training is safe, a sprinter should focus on proper technique, such as maintaining body positioning and controlled movements to prevent muscle strain. For example, a plyometric lunge should be performed on soft, stable surfaces to reduce the impact on joints. A thorough warm-up before each session prepares muscles and joints for high-intensity activity and a cool down afterward aids recovery. Gradually increasing the intensity and volume of training ensures the body can adapt without the risk of overuse injuries.

Question 31 (b)

Criteria	Marks
• Provides a comprehensive justification of THREE elements a coach needs to consider when designing a training session for a sport • Presents a logical and cohesive response • Provides a range of relevant examples to support responses	11–12
• Provides a sound justification of THREE elements a coach needs to consider when designing a training session for a sport • Presents a logical response • Provides relevant examples	8–10
• Describes THREE elements a coach needs to consider when designing a training session for a sport • Provides a structured response • Provides examples	5–7
• Outlines elements a coach needs to consider when designing a training session • Provides example(s)	3–4
• Provides some relevant information	1–2

Answers could include:

Sport = Netball

Warm-up

- A well-structured warm-up prepares the body for physical activity, reduces the risk of injury, and improves performance. For under-14 beginners, dynamic movements like jogging, high knees and netball-specific drills (eg side-stepping and pivoting) increase blood flow and loosen muscles while introducing movement patterns used in netball.

Practice

- Practice should follow a progression model, starting with basic isolated drills and advancing to more complex, game-like situations. For example, a basic catching drill can evolve into dynamic passing drills with defenders, encouraging skill transfer to real-game scenarios. This builds decision-making and adaptability while reinforcing core techniques.

Conditioning

- Combining conditioning with netball-specific skills, such as short sprints, defensive shadowing and agility ladder drills, improves fitness while reinforcing the movements required in netball (eg dodging and landing). This helps players build fitness relevant to game demands without overloading young bodies.

Question 32 (a) (i)

Criteria	Marks
• Outlines the importance of working with the target group when designing a health promotion strategy	3
• Demonstrates some understanding of working with the target group when designing a health promotion strategy	2
• Provides some relevant information	1

Sample answer:

The Stay On Your Feet program actively engages older adults in identifying risks and designing strategies to improve balance, strength and home safety. By involving the target group, the program ensures that the strategies are practical and tailored to their needs, increasing adherence to activities like strength and balance exercises.

Question 32 (a) (ii)

Criteria	Marks
• Provides a thorough explanation of how focusing on skills and education could increase the success of a health promotion strategy • Provides relevant examples	5
• Provides a sound explanation of how focusing on skills and education could increase the success of a health promotion strategy • Provides examples	4
• Describes how focusing on skills and/or education could increase the success of a health promotion strategy • Provides example(s)	3
• Outlines how focusing on skills and/or education could increase the success of health promotion	2
• Provides some relevant information	1

Sample answer:

The Stay on Your Feet program aims to educate and teach the aged as they are more susceptible to falls, due to their fragility.

It is necessary to educate them about the importance of movement to promote mobility, strength, adequate nutrition and vision care. In addition, providing or increasing the skills to make necessary modifications to the home such as eliminating trip hazards, or using shower chairs or mobility canes would assist in promoting balance.

This would positively contribute to pre-addressing the preventable nature of falls for this group meaning that they are able to remain living independently. By educating and developing the skills of the aged about how to improve longevity, ultimately improving the success of the Stay on Your Feet program.

Question 32 (b)

Criteria	Marks
• Provides well-informed judgements of the extent to which THREE factors that create health inequities can affect ONE population group in Australia • Presents a logical and cohesive response • Provides a range of relevant examples to support responses	11–12
• Provides sound judgements of the extent to which THREE factors that create health inequities can affect ONE population group in Australia • Presents a logical response • Provides relevant examples	8–10
• Describes how factors that create health inequities can affect ONE population group in Australia • Provides examples	5–7
• Outlines a factor(s) that create health inequities for a population group(s) in Australia • Provides example(s)	3–4
• Provides relevant information	1–2

Answers could include:

Factors

- Daily living conditions
- Quality of early years of life
- Access to services and transport
- Socioeconomic factors
- Social attributes, eg social exclusion, discrimination
- Government policies and priorities, eg health, economic, social.

Population Groups

- Aboriginal and Torres Strait Islander peoples
- Homeless
- People living with HIV/AIDS
- Incarcerated
- Aged
- Culturally and linguistically diverse backgrounds
- Unemployed
- Geographically remote populations
- People with disabilities.

2025 HSC
Personal Development, Health and Physical Education
Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Factors Affecting Performance – types of training and training methods (aerobic) p44	H8
2	1	Health Priorities in Australia – groups experiencing health inequities (environmental determinants) p40	H3
3	1	Factors Affecting Performance – recovery strategies (tissue damage) p45	H8
4	1	Health Priorities in Australia – social justice principles p40	H14
5	1	Health Priorities in Australia – health care in Australia (health insurance: Medicare and private) p41	H5
6	1	Factors Affecting Performance – nature of the skill p46	H9
7	1	Factors Affecting Performance – practice methods p46	H10
8	1	Health Priorities in Australia – high level of preventable chronic disease, injury and mental health (cancer) p41	H3
9	1	Health Priorities in Australia – high levels of preventable chronic disease, injury and mental health (CVD – nature) p41	H1
10	1	Factors Affecting Performance – anxiety and arousal p45	H7
11	1	Health Priorities in Australia – complementary and alternative health approaches p41	H16
12	1	Health Priorities in Australia – health care in Australia (range and types of health facilities and services) p41	H16
13	1	Factors Affecting Performance – characteristics of the learner/stages of skill acquisition p45	H9
14	1	Factors Affecting Performance – assessment of skill and performance (validity and reliability of tests) p46	H9
15	1	Health Priorities in Australia – health promotion based on the five action areas of the Ottawa Charter p42	H4
16	1	Health Priorities in Australia – health care in Australia (impact of emerging new treatments and technologies on health care) p41	H15
17	1	Factors Affecting Performance – nutritional considerations p45	H11
18	1	Factors Affecting Performance – principles of training/physiological adaptions in response to training p44	H8
19	1	Factors Affecting Performance – energy systems p44	H7
20	1	Health Priorities in Australia – measuring health status p40	H2

Section I Part B

Question	Marks	Content	Syllabus outcomes
21	3	Health Priorities in Australia – high levels of preventable chronic disease, injury and mental health problems p41	H1

Question	Marks	Content	Syllabus outcomes
22	4	Health Priorities in Australia – measuring health status p40	H16
23	4	Factors Affecting Performance – supplementation (caffeine) p45	H17
24	5	Health Priorities in Australia – a growing and ageing population p41	H15
25 (a)	3	Factors Affecting Performance – psychological strategies to enhance motivation and manage anxiety p45	H11
25 (b)	5	Factors Affecting Performance – psychological strategies to enhance motivation and manage anxiety (relaxation techniques) p45	H11
26	8	Factors Affecting Performance – principles of training/physiological adaptions in response to training p44	H7
27	8	Health Priorities in Australia – responsibilities of individuals, communities and governments under the action areas (creating supportive environments) p42	H5

Section II

Question	Marks	Content	Syllabus outcomes
28 (a) (i)	3	The Health of Young People – skills in attaining better health (building self-concept) p49	H6
28 (a) (ii)	5	The Health of Young People – skills in attaining better health (becoming involved in community service) p49	H6
28 (b)	12	The Health of Young People – developmental aspects that affect the health of young people p48	H6, H16
29 (a) (i)	3	Sport and Physical Activity in Australian Society – deconstructing media messages, images and the amount of coverage (metaphors common in sports) p52	H12
29 (a) (ii)	5	Sport and Physical Activity in Australian Society – deconstructing media messages, images and the amount of coverage (the emergence of extreme sports) p52	H12
29 (b)	12	Sport and Physical Activity in Australian Society – Australian sporting identity p51	H12, H16
30 (a) (i)	3	Sports Medicine – environmental considerations p56	H17
30 (a) (ii)	5	Sports Medicine – environmental considerations p56	H17
30 (b)	12	Sports Medicine – rehabilitation procedures p56	H13
31 (a) (i)	3	Improving Performance – training methods p59	H8
31 (a) (ii)	5	Improving Performance – safe training procedures p59	H8
31 (b)	12	Improving Performance – elements to be considered when designing a training session p60	H10
32 (a) (i)	3	Equity and Health – characteristics of effective health promotion p64	H14
32 (a) (ii)	5	Equity and Health – characteristics of effective health promotion p64	H14
32 (b)	12	Equity and Health – factors that create health inequities p63	H3