

2021 HSC

Personal Development, Health and Physical Education

Marking Guidelines

Section I, Part A

Multiple-choice Answer Key

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

Section I, Part B

Question 21 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms two types of cardiovascular disease in Australia 	3
<ul style="list-style-type: none"> • Sketches in general terms cardiovascular disease in Australia 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Coronary heart disease is the disruption of blood flow back to the heart. This can cause a sudden blockage to the heart's blood supply. Stroke is another type of cardiovascular disease and occurs when there is a blockage in the vessels that supply blood to the brain or those vessels rupture and begin to bleed.

Question 21 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes evident the relationship between two protective factors and the reduction in the risk of cardiovascular disease 	4
<ul style="list-style-type: none"> • Provides characteristics and features of how two protective factors can reduce the risk of cardiovascular disease 	3
<ul style="list-style-type: none"> • Sketches in general terms protective factors for cardiovascular disease <p>OR</p> <ul style="list-style-type: none"> • Provides characteristics and features of how one protective factor can reduce the risk of cardiovascular disease 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Regular physical activity or exercise is a protective factor for cardiovascular disease because it will help to strengthen the heart muscle, maintain a healthy body weight and also maintain blood pressure within a healthy range. Making the decision to not smoke tobacco is another protective factor for cardiovascular disease. Smoking tobacco or being exposed to tobacco smoke is a major risk factor for cardiovascular disease because it can increase blood pressure and the potential for developing blood clots.

Question 22

Criteria	Marks
<ul style="list-style-type: none"> Provides why an athlete competing in long jump would consider using creatine supplementation to improve performance 	3
<ul style="list-style-type: none"> Outlines creatine supplementation for improved performance 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

An athlete would consider using creatine supplementation to produce more ATP by increasing the stores of creatine phosphate, the fuel source for the ATP-PC energy system. The increased fuel stores produce faster ATP resynthesis. This can help an athlete competing in a long jump event as they need to perform a short run and an explosive jump.

Question 23

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of TWO ways in which extrinsic motivation can affect an athlete's performance Provides relevant examples 	4
<ul style="list-style-type: none"> Sketches in general terms TWO ways in which extrinsic motivation can affect an athlete's performance Provides examples <p>OR</p> <ul style="list-style-type: none"> Provides characteristics and features of one way in which extrinsic motivation can affect an athlete's performance Provides an example 	3
<ul style="list-style-type: none"> Sketches in general terms extrinsic motivation 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

An athlete can receive extrinsic motivation in the form of praise, eg from coaches, family or friends. The athlete can be inspired by this praise and then train harder to refine their skills and set goals to further improve their performance. For example, a parent praising their child for scoring goals can motivate the child to specifically practise their shooting, increasing the accuracy.

The use of material rewards such as cash prizes or trophies is another example of extrinsic motivation. The athlete's desire for these rewards can lead to unrealistically high expectations which can cause increased errors and reduce performance due to increased anxiety or over-arousal.

Question 24

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of how <i>specificity</i> and <i>progressive overload</i> can be applied to a strength training program to improve performance Provides relevant examples 	5
<ul style="list-style-type: none"> Sketches in general terms how <i>specificity</i> and <i>progressive overload</i> can be applied to a strength training program to improve performance Provides examples 	4
<ul style="list-style-type: none"> Sketches in general terms how <i>specificity</i> and/or <i>progressive overload</i> can be applied to a strength training program Provides example(s) 	3
<ul style="list-style-type: none"> Sketches in general terms <i>specificity</i> and/or <i>progressive overload</i> and/or strength training 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Specificity involves an athlete targeting the muscle groups that are needed in their sport, eg a swimmer concentrating on lat pull-down exercises to develop hypertrophy of their latissimus dorsi. By strengthening this muscle, the swimmer can have a stronger pull in the water, increasing their speed within a race, resulting in a quicker time.

Progressive overload can be achieved by an athlete increasing the resistance they are lifting, eg a rower bench-pressing 90 kg in one session and 100 kg in the next. This increase in resistance helps develop muscle hypertrophy and strength of the pectoralis major, enabling the rower to pull stronger through their stroke and row faster in short distance races. Athletes may also increase the volume of their training, eg more sessions per week, or increase the number of repetitions or sets of an exercise. This would make the rower stronger, generating more force with each stroke.

Question 25

Criteria	Marks
<ul style="list-style-type: none"> Makes clearly evident the relationship between a health promotion initiative using <i>strengthening community action</i> and the improvement of the health of Australians Provides relevant examples 	5
<ul style="list-style-type: none"> Provides characteristics and features of how a health promotion initiative has used <i>strengthening community action</i> to improve the health of Australians Provides relevant examples 	4
<ul style="list-style-type: none"> Sketches in general terms how a health promotion initiative has used <i>strengthening community action</i> to improve the health of Australians Provides example(s) 	3
<ul style="list-style-type: none"> Sketches in general terms <i>strengthening community action</i> or a health promotion initiative 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The national *Driver Reviver* initiative has used 'strengthening community action' to help improve the health of Australians by helping to reduce the number of fatigue-related road accidents. *Driver Reviver* stops have been created on roadsides across Australia, and these are operated by community volunteers from organisations like the Lions Club, State Emergency Service and Rural Fire Service. This community action provides the opportunity for drivers to take a break from driving, have a cup of tea/coffee and a snack and take the time to have a rest break before continuing to drive. Having these *Driver Reviver* stops has also helped to raise awareness within communities about the importance of taking a break and not driving while tired, which supports the media campaigns run by the government targeting driver fatigue, reducing injuries and deaths on the road.

Question 26

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of issues associated with access to health care in Australia • Makes clearly evident the relationship between the application of social justice principles and the improvement of access to health care in Australia • Provides relevant examples 	8
<ul style="list-style-type: none"> • Demonstrates a clear understanding of issues associated with access to health care in Australia • Makes evident the relationship between the application of social justice principles and the improvement of access to health care in Australia • Provides relevant examples 	6–7
<ul style="list-style-type: none"> • Describes how the application of social justice principle(s) can help improve access to health care in Australia • Provides example(s) 	4–5
<ul style="list-style-type: none"> • Sketches in general terms access to health care in Australia and/or social justice principle(s) 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Social justice principles include equity, diversity and supportive environments. Equity refers to ensuring all people have the same access to health care facilities, such as hospitals, GPs or specialists to address their health needs. Access to health care has not been equitable across all population groups in Australia and the government has addressed this by introducing, for example, Medicare to assist people from low socioeconomic backgrounds to have greater access to health services and facilities including no cost to see a GP who bulk bills or to attend Emergency at a public hospital. Accessibility to these health services is increased when they are at no cost.

Providing subsidised prescription medications to individuals who have a health care card is also an example of the application of the social justice principle of equity to support people from low socioeconomic backgrounds to increase their access to health care.

Diversity is ensuring that people from different cultural and language backgrounds have their health needs met. Having multilingual health care workers and health information in different languages are examples of how the social justice principle of diversity has been applied to increase the accessibility of health services to different cultural populations who may otherwise not access the service. This can help detect health issues early and implement treatment options sooner to bring about improved health outcomes.

The social justice principle of supportive environments has been applied through the introduction of Telehealth consultations, which increases access to health services for people living in rural communities and to those who may have limited mobility and are unable to physically travel to see a doctor.

Question 27

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the two performance elements and the associative stage of skill acquisition • Makes clearly evident the relationship between the performance elements of <i>decision-making</i> and <i>strategic and tactical development</i> and their introduction to athletes at the associative stage of skill acquisition • Provides relevant examples 	8
<ul style="list-style-type: none"> • Demonstrates a clear understanding of the two performance elements and the associative stage of skill acquisition • Makes evident the relationship between the performance elements of <i>decision-making</i> and <i>strategic and tactical development</i> and their introduction to athletes at the associative stage of skill acquisition • Provides relevant examples 	6–7
<ul style="list-style-type: none"> • Provides characteristics and features of the performance elements of <i>decision-making</i> and/or <i>strategic and tactical development</i> and makes links to the associative stage of skill acquisition • Provides example(s) <p>OR</p> <ul style="list-style-type: none"> • Sketches in general terms why the performance elements of <i>decision-making</i> and <i>strategic and tactical development</i> should be introduced to athletes at the associative stage of skill acquisition • Provides example(s) 	4–5
<ul style="list-style-type: none"> • Sketches in general terms the performance elements of <i>decision-making</i> and/or <i>strategic and tactical development</i> <p>OR</p> <ul style="list-style-type: none"> • Sketches in general terms athletes at the associative stage of skill acquisition 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The associative stage of skill acquisition is the most appropriate time for a coach to introduce the performance elements of decision-making and strategic and tactical development as the athletes will already have developed an understanding of how to perform the skill during the cognitive stage. For example, if a coach introduced strategic and tactical development before the associative stage, it would cause information overload and lead to greater errors and frustration for the athletes. The associative stage is the best time to introduce decision-making, strategies and tactics to increase success and confidence. Introducing decision-making and strategic and tactical development at this time will allow athletes to see the importance of executing the skills accurately and the need to make on-field decisions about the best movement skills needed in different situations, eg such as deciding which pass is best to make to gain a greater attacking advantage. Athletes in the associative stage are also developing their game sense skills. This makes it a critical time to develop the athlete's understanding and practice of the attacking and defensive tactics and strategies for the game, eg developing the ability to make split-second decisions in a game. This is best achieved when replicating game-like situations, which would not be effective in the cognitive stage when the athletes have to focus their attention on skill execution.

Section II

Question 28 (a) (i)

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms how ONE global event has influenced the lives of young people• Provides example(s)	3
<ul style="list-style-type: none">• Sketches in general terms a global event and/or the influence on the lives of young people	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Climate change protests have seen young people from around the world join together to advocate for change in government policies to reduce the impact on current and future generations. This event has enabled young people to become more informed about climate change issues and the steps they can take at a local level to initiate change to protect the environment. This has resulted in student-led changes to school waste management such as recycling bins and green waste to reduce landfill.

Question 28 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Clearly shows how, in regard to the influence of technology, the lives of young people today are similar and/or different to the lives of young people in previous generations Provides relevant examples 	5
<ul style="list-style-type: none"> Shows some features of how, in regard to the influence of technology, the lives of young people today are similar and/or different to the lives of young people in previous generations Provides examples 	4
<ul style="list-style-type: none"> Shows some features of the lives of young people today and/or the lives of young people in previous generations, in regard to the influence of technology Provides example(s) 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Technology has always influenced the lives of people, including those of young people. For example, one significant technology which influenced the lives of young people in Australia in the 1950s was the introduction of television. Young people began to spend more time indoors (watching TV) and less time outdoors, and family meals were generally eaten while watching TV rather than at a dinner table with family members talking to each other. At this time, young people were also greatly influenced by TV advertisements such as cigarette advertisements which made smoking appealing.

However, compared to young people today, young people in previous generations had limited technology and access to it. Young people today rely on a daily basis on the use of the internet, email, social media blogs etc. In addition, new jobs fuel the desire to learn and become more immersed in technology with high paying careers being created exclusively for young people such as online gaming, software and app developers. Through modern technology young people today have vastly increased access to unfiltered movies, videos and information regardless of classification. More than for previous generations, the inundation of information is leading to increased rates of mental health issues such as depression and anxiety as young people try and live up to unrealistic social expectations. For example, social media include images of the perfect body, face and skin, leaving a young audience to always compare these to their less than perfect lives. With the vast communication technologies, families today battle with issues previously non-existent or less common. These affect the structure of the family unit, including economic, emotional and social loss within families and breakdown in relationships.

Question 28 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of socioeconomic and environmental determinants that contribute to major health issues affecting young people • Draws out and relates the implications of how socioeconomic and environmental determinants can contribute to TWO major health issues affecting young people • Presents a logical and cohesive response • Provides relevant examples 	11–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of socioeconomic and environmental determinants that contribute to major health issues affecting young people • Makes evident how socioeconomic and environmental determinants can contribute to TWO health issues affecting young people • Presents a logical response • Provides relevant examples 	8–10
<ul style="list-style-type: none"> • Describes how socioeconomic and/or environmental determinants may contribute to TWO health issues affecting young people • Provides examples <p>OR</p> <ul style="list-style-type: none"> • Makes evident how socioeconomic and environmental determinants can contribute to ONE major health issue affecting young people • Provides relevant examples 	5–7
<ul style="list-style-type: none"> • Sketches in general terms how a determinant(s) can contribute to health issue(s) affecting young people 	3–4
<ul style="list-style-type: none"> • Provides relevant information 	1–2

Answers could include:

- The major health issues that impact on young people:
 - Mental health problems and illnesses
 - Alcohol consumption
 - Violence
 - Road safety
 - Sexual health
 - Body image
 - Other relevant/emerging health issues
- Socioeconomic and environmental determinants.

Question 29 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms how the meanings of amateur sport and professional sport have changed during this time • Provides example(s) 	3
<ul style="list-style-type: none"> • Sketches in general terms the changes in meaning of amateur sport and/or professional sport 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Amateur sports are sports in which the participants are largely or entirely not paid or remunerated. The main distinction between the two concepts is that professionals are paid for their time, both for competing and training. In the 19th century, sportspeople were generally amateurs. This meant that only the wealthy could participate, as the working class needed to work and so could not afford to train or compete.

The working class generally participated in individual competitions which offered cash prizes. Those who did not want to risk their amateur status, generally the wealthy, could not participate in these competitions. Also, over time, some clubs started to pay top players to take time off work.

Today, however, the rigid class system of the 19th century is not a factor in sport and both wealthy and working-class people participate in amateur and/or professional sport.

Question 29 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Makes evident how and/or why women's participation in sport has changed during this time Provides relevant examples 	5
<ul style="list-style-type: none"> Provides characteristics and features of how and/or why women's participation in sport has changed during this time Provides examples 	4
<ul style="list-style-type: none"> Sketches in general terms how and/or why women's participation in sport has changed Provides example(s) 	3
<ul style="list-style-type: none"> Sketches in general terms women's participation in sport 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Women played a small role in the development of sport in Australia during the 19th century, mainly due to the violent nature of the sports at the time, as well as the fact that few sports allowed women to participate openly.

Participation was based on social class, as it was for men. For women from the upper class it was essential that their femininity was maintained when they participated and that they must adhere to an appropriate code of conduct. Often sport for women at this time was seen as a supportive role. This included them being spectators, watching their husbands or family members participating.

Women's participation in sport slowly grew over time, particularly when the modern Olympic movement began. The popularity of sports such as swimming and athletics encouraged women to take a more active role as athletes, not just spectators. Since the early 2000s, women's participation in sports has grown exponentially. Women are now seen as professional athletes in several sports, including those once dominated by males, such as football and cricket.

The success of Australia's women's sporting teams and individual athletes, eg the Matildas, Ellyse Perry (dual international cricket and football) has provided a platform and role models for young girls to pursue a career in professional sport. This has had an impact at grassroots level sports, boosting the participation and increased elite pathways in women's sport.

Question 29 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the influence of physical activity and sport on Indigenous Australians • Provides well-informed judgement(s) about the extent to which physical activity and sport have influenced the lives and identity of Indigenous Australians • Presents a logical and cohesive response • Provides relevant examples 	11–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the influence of physical activity and sport on Indigenous Australians • Provides some judgement about the extent to which physical activity and sport have influenced the lives and identity of Indigenous Australians • Presents a logical response • Provides relevant examples 	8–10
<ul style="list-style-type: none"> • Describes how physical activity and sport have influenced the lives and/or identity of Indigenous Australians • Provides examples 	5–7
<ul style="list-style-type: none"> • Outlines how physical activity and/or sport has influenced Indigenous Australians 	3–4
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Answers could include:

- Meanings of physical activity and sport to Indigenous Australians:
 - traditional activities and sport
 - links between community and identity.

Question 30 (a) (i)

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms how to reduce the risk of overuse injuries in children and young athletes when they are engaged in sport• Provides example(s)	3
<ul style="list-style-type: none">• Sketches in general terms how to reduce the risk of overuse injuries in children and young athletes when they are engaged in sport	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Sporting activities that have a high impact on joints and/or sustained repetitive actions can cause overuse injuries in children and young athletes so it is important to take steps to reduce the forces/impact on children's developing joints and muscles. For example, fast bowlers in cricket are more prone to stress fractures from overuse. As a result, allowing a limited number of overs that each bowler can play during the developmental years of cricket should help reduce this risk of injury.

Question 30 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Makes evident how a coach should manage children and young athletes who have asthma and those who have diabetes Provides relevant examples 	5
<ul style="list-style-type: none"> Provides characteristics and features of how a coach should manage children and young athletes who have asthma and those who have diabetes Provides examples 	4
<ul style="list-style-type: none"> Sketches in general terms how a coach should manage children and young athletes who have asthma and those who have diabetes Provides example(s) 	3
<ul style="list-style-type: none"> Sketches in general terms the management of children and young athletes who have asthma OR diabetes Provides example(s) 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

A coach should learn about the signs and symptoms of asthma and the management so they can keep children and young people safe when participating in sport. Any child or young person with asthma should have a management plan prepared by a doctor. The coach needs to have a copy of this so they can follow the appropriate management for the condition. Asthma can result in breathing difficulties, with symptoms such as wheezing, coughing, shortness of breath and the coach should monitor for these symptoms. The child/young athlete with asthma will likely have a reliever medication and should be encouraged to always have their reliever medication with them.

Diabetes can result in the child/young person having a hyperglycaemic or hypoglycaemic attack during their engagement in sport. It is important that the coach is aware of the signs of these conditions. The coach should check with the child/young athlete upon arrival to see how their blood sugar level and diet have been throughout the day, so that if the blood sugar level drops, and the child feels faint, dizzy or confused, management such as having some juice or jelly beans can be offered to increase their sugar level. The coach should be familiar with supporting the child/young person to check their blood sugar levels if they have signs of low or high blood sugars, eg if signs of hyperglycaemia occur the coach should assist the athlete to check their blood sugar level, and follow their management plan which may include administering insulin if available.

Question 30 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of rehabilitation procedures that should be used one week after experiencing a soft tissue injury • Draws out the implications of the rehabilitation procedures and relates them to the athlete recovering from a soft tissue injury • Provides a logical and cohesive response • Provides relevant examples 	11–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of rehabilitation procedures that should be used one week after experiencing a soft tissue injury • Makes evident the relationship between the rehabilitation procedures and the athlete's recovery from a soft tissue injury • Provides a logical response • Provides relevant examples 	8–10
<ul style="list-style-type: none"> • Describes rehabilitation procedures an athlete should use one week after experiencing a soft tissue injury • Provides examples 	5–7
<ul style="list-style-type: none"> • Sketches in general terms rehabilitation procedure(s) for a soft tissue injury 	3–4
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Answers could include:

Rehabilitation procedures:

- Progressive mobilisation
- Graduated exercise (stretching, conditioning, total body fitness)
- Training
- Use of heat and cold.

Question 31 (a) (i)

Criteria	Marks
<ul style="list-style-type: none">• Sketches in general terms the dangers to an athlete of using performance enhancing drugs• Provides example(s)	3
<ul style="list-style-type: none">• Sketches in general terms dangers of using performance enhancing drugs	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

There are physical dangers to an athlete from taking performance enhancing drugs. For example, using anabolic steroids can cause kidney and liver damage and an enlarged heart, which increases the risk of heart attack. Specifically, in males there is a chance of shrinking testicles, and in females the growth of facial hair or excess body hair.

Loss of reputation can also occur to an athlete if caught taking performance enhancing drugs. The athlete may be a role model, therefore being caught taking performance enhancing drugs can result in the loss of respect from peers, spectators and the general public, which may in turn affect their mental health and financial status.

Question 31 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed points for and/or against the introduction of drug testing at this level of the competition Provides relevant examples 	5
<ul style="list-style-type: none"> Provides points for and/or against the introduction of drug testing at this level of the competition Provides examples 	4
<ul style="list-style-type: none"> Provides characteristics and features of the introduction of drug testing at this level of the competition Provides example(s) 	3
<ul style="list-style-type: none"> Sketches in general terms the introduction of drug testing 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Drug testing at the finals of these championships can help provide an environment to prevent cheating, so ensuring that every athlete has an equal opportunity to win. It also recognises the importance of looking after the health and safety of all athletes, regardless of their age. Sporting bodies must be seen to promote drug-free sport so testing should be introduced at this level to create a level playing field, especially as Australian championships are often used for the selection of national and international teams. An issue with this testing beginning at Australian championships is that young athletes may not know they could be required to take a drug test.

The World Anti-Doping Agency (WADA) publishes a list of banned substances across each sport. Introducing drug testing at the Australian championships will help educate athletes about banned substances so they can ensure they remain drug free and their performance is a reflection of their training and ability. An issue with drug testing is that some small amounts of a banned drug may be found in other products that are consumed as part of everyday life, eg pseudoephedrine in cough mixtures. Athletes could accidentally consume a performance enhancing drug through medications prescribed by a doctor, and suffer the consequences of a positive drug test at this championship.

Question 31 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of initial planning considerations for elite athletes and recreational participants when preparing for an event or competition • Makes well-informed judgement(s) about the extent to which the initial planning considerations differ between elite athletes and recreational participants when preparing for an event or competition • Presents a logical and cohesive response • Provides relevant examples 	11–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of initial planning considerations for elite athletes and recreational participants when preparing for an event or competition • Provides some judgement about the extent to which the initial planning considerations differ between elite athletes and recreational participants when preparing for an event or competition • Provides a logical response • Provides relevant examples 	8–10
<ul style="list-style-type: none"> • Describes how the initial planning considerations differ between elite athletes and recreational participants when preparing for an event or competition • Provides examples 	5–7
<ul style="list-style-type: none"> • Sketches in general terms the initial planning considerations for elite athletes and/or recreational participants 	3–4
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Answers could include:

- Initial planning considerations:
 - performance and fitness needs (individual, team)
 - schedule of events/competitions
 - climate and season.
- Planning a training year.

Question 32 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Sketches in general terms the media’s role in influencing public policy related to ONE population group experiencing health inequities • Provides example(s) 	3
<ul style="list-style-type: none"> • Identifies some way(s) the media influences public policy related to ONE population group experiencing health inequities 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The media has a key role in raising awareness and highlighting the inequities for population groups within the community. For example, people with disabilities often have significantly higher medical costs than people without disabilities, which places a strain on their finances. The media can keep the issue in the spotlight, generating more community support for the population group eg increase to the disability support pension or addition of medications onto the pharmaceutical benefits scheme to reduce the economic burden of health care for people with a disability.

Question 32 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> • Makes evident the relationship between a government intervention and its effects for ONE population group that experiences health inequities • Provides relevant examples 	5
<ul style="list-style-type: none"> • Provides characteristics and features of a government intervention and makes links to the effects for ONE population group that experiences health inequities • Provides examples 	4
<ul style="list-style-type: none"> • Sketches in general terms the effects of a government intervention for ONE population group that experiences health inequities • Provides example(s) 	3
<ul style="list-style-type: none"> • Sketches in general terms a government intervention aimed at ONE population group that experiences health inequities and/or the needs of a group that experiences health inequities 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The NDIS, introduced in 2013, has supported people with a disability to gain greater choice and control to help reach their goals and have more say in the planning and delivery of their support needs eg accessing specialised physiotherapy and occupational therapy from a provider of their choice at a time convenient to them. For the majority of people with disabilities, the NDIS is leading to improved satisfaction with choice and control, both over what supports are received and where these are obtained. Improvements with choice and control became stronger the longer a person was on NDIS, promoting individual empowerment and greater access to health services.

The NDIS has led to modest improvements in the wellbeing of people with disability; this is further improving with time in the NDIS. Better wellbeing was found to be associated with increased levels of support and independence for people with disabilities. Opportunities for greater social participation, improved skills and developmental progress have also contributed to enhanced wellbeing under the NDIS. People with disabilities often have significant financial strain due to the need for a range of health services. For some family members and carers, the NDIS has also reduced the financial stress and strain associated with supporting a person living with disability.

Question 32 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the characteristics of effective health promotion strategies • Provides well-informed judgement(s) about the extent to which these characteristics can contribute to the potential success of a health promotion strategy aimed at reducing the health inequities experienced by ONE population group • Presents a logical and cohesive response • Provides relevant examples 	11–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the characteristics of effective health promotion strategies • Provides some judgement about the extent to which these characteristics can contribute to the potential success of a health promotion strategy aimed at reducing the health inequities experienced by ONE population group • Presents a logical response • Provides relevant examples 	8–10
<ul style="list-style-type: none"> • Describes the characteristics of effective health promotion strategies and links these to a specific health promotion strategy aimed at reducing health inequities experienced by ONE population group • Provides examples 	5–7
<ul style="list-style-type: none"> • Sketches in general terms some characteristics of effective health promotion <p>OR</p> <ul style="list-style-type: none"> • Sketches in general terms a specific health promotion strategy aimed at reducing health inequities experienced by ONE population group 	3–4
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Answers could include:

- Characteristics of effective health promotion strategies:
 - Working with the target group in program design and implementation
 - Ensuring cultural relevance and appropriateness
 - Focusing on skills, education and prevention
 - Supporting the whole population while directing extra resources to those in high risk groups
 - Intersectoral collaboration.
- Population groups experiencing health inequities eg Aboriginal and Torres Strait Islander peoples, homeless, aged, culturally and linguistically diverse backgrounds, unemployed, people with disabilities.

2021 HSC Personal Development, Health and Physical Education Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Measure of epidemiology – life expectancy	H2
2	1	Mortality – cancer	H2
3	1	Flexibility training methods	H8
4	1	Energy systems – lactic acid	H7
5	1	Nature of the skill	H9
6	1	Major causes of mortality for men and women	H2
7	1	Psychological strategies – mental rehearsal/visualisation	H11
8	1	Private health insurance	H14
9	1	Characteristics of the learner	H9
10	1	Feedback – knowledge of performance	H8
11	1	Ottawa Charter in action – action areas in a health promotion initiative	H4
12	1	Assessment of skills and performance (personal versus prescribed criteria)	H9
13	1	Impact of emerging new treatments	H15
14	1	Anxiety/arousal – inverted U	H16
15	1	Nature and extent of health inequity for ATSI	H3
16	1	Growing and ageing population	H15
17	1	Aerobic training / physiological adaptations	H8
18	1	Benefits of partnership in health promotion	H5
19	1	Health care expenditure versus early intervention	H15
20	1	Nutritional considerations – post performance (different athletes)	H17

Section I Part B

Question	Marks	Content	Syllabus outcomes
21 (a)	3	Cardiovascular disease; nature of the problem	H1
21 (b)	4	Protective factors for cardiovascular disease	H1, H5
22	3	Creatine supplementation	H11
23	4	Motivation – extrinsic	H11
24	5	Strength training; principles of training: progressive overload and specificity	H8, H10
25	5	Health promotion based on the Ottawa Charter; strengthening community action	H4, H15

Question	Marks	Content	Syllabus outcomes
26	8	Health care; equity of access and social justice principles	H3, H14
27	8	Performance elements; associative stage	H8, H9

Section II

Question	Marks	Content	Syllabus outcomes
28 (a) (i)	3	Influence of global events and trends	H15
28 (a) (ii)	5	Influence of technology	H15
28 (b)	12	Determinants of health, health issues affecting young people	H6, H15
29 (a) (i)	3	How have the meanings of amateur and professional sport changed?	H12
29 (a) (ii)	5	Women's historical participation in sport	H12
29 (b)	12	The meaning of physical activity and sport to Indigenous Australians	H12, H16
30 (a) (i)	3	Children and young people: overuse injuries	H13
30 (a) (ii)	5	Medical conditions (asthma, diabetes)	H13
30 (b)	12	Rehabilitation procedures	H8, H13, H17
31 (a) (i)	3	Use of drugs: dangers of performance enhancing drug use	H17
31 (a) (ii)	5	Drug testing; at what level and which drugs	H17
31 (b)	12	Initial planning considerations; elite athletes and amateur participants	H8, H10, H17
32 (a) (i)	3	Populations experiencing health inequities: role of the media in influencing public policy	H3
32 (a) (ii)	5	Government interventions	H5
32 (b)	12	Characteristics of effective health promotion strategies; predict the potential for success	H14, H15