



B O A R D O F S T U D I E S
NEW SOUTH WALES

Personal Development, Health and Physical Education

Sample HSC Examination Questions

Decisions made by the Board of Studies in December 2008 have resulted in changes to some HSC examinations in 2010 and beyond.

In the Personal Development, Health and Physical Education HSC examination in 2010 and beyond:

- Section I Part A will remain the same
- Section I Part B will consist of short-answer questions, rather than a combination of short-answer and extended–response questions
- Section II will contain both a short-answer and an extended–response question on each of the option topics. Students will attempt both the short-answer and extended–response questions on the two options that they have studied.

The following sample questions provide examples of Section I Part B questions that may be set in HSC examinations for Personal Development, Health and Physical Education. For each sample question, a marking guideline is also provided. These marking guidelines are contained in a table showing the criteria associated with each mark or mark range. The sample questions and marking guidelines provide teachers and students with guidance as to the sort of questions to expect and how they may be marked, although they are not meant to be prescriptive. That is, each year the number and type of questions will reflect the HSC examination specifications, but may focus on different syllabus outcomes and content, or have a different range and balance than those given in this sample set of questions.

Example 1 (a) (3 marks)

What are the current trends associated with cardiovascular disease in Australia?

Marking Guidelines

Criteria	Marks
• Sketches in general terms the trends associated with cardiovascular disease (CVD) in Australia	3
• Identifies some relevant information about cardiovascular disease in Australia	2
• Identifies one fact about cardiovascular disease in Australia	1

Example 1 (b) (6 marks)

Describe the risk factors and protective factors for cardiovascular disease.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none">Provides characteristics and features of both the risk factors and protective factors for cardiovascular disease	5–6
<ul style="list-style-type: none">Provides characteristics and features of the risk factors OR protective factors for cardiovascular disease OR <ul style="list-style-type: none">Sketches in general terms the risk factors and protective factors for cardiovascular disease	3–4
<ul style="list-style-type: none">Identifies some information about risk factors and/or protective factors for cardiovascular disease	1–2

Example 2 (3 marks)

What are the different levels of responsibility for health promotion in Australia? In your answer, provide a relevant example of each.

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Recognises and names the different levels of responsibility for health promotion in AustraliaProvides relevant examples	3
<ul style="list-style-type: none">Provides some information about levels of responsibility for health promotion in Australia	2
<ul style="list-style-type: none">Identifies some information about health promotion	1

Example 3 (8 marks)

Assess the role that supportive environments can play in addressing health priority issues in Australia.

Marking Guidelines

Criteria the role that	Marks
<ul style="list-style-type: none">• Makes judgements about the role that supportive environments can play in addressing health priority issues in Australia• Demonstrates an extensive knowledge and understanding of health priorities and health promotion• Provides relevant examples• Presents ideas in a clear and logical way	7–8
<ul style="list-style-type: none">• Shows how providing supportive environments can help to address health priority issues in Australia• Demonstrates a thorough knowledge and understanding of health priorities and health promotion• Provides relevant examples• Presents ideas in a clear and logical way	5–6
<ul style="list-style-type: none">• Identifies some types of supportive environments that help to address health priority issues in Australia• Demonstrates some understanding of health priorities and health promotion• Provides examples	3–4
<ul style="list-style-type: none">• Provides some relevant information about supportive environments and/or health priority issues	1–2

Identify ONE sporting event and answer the following question parts in relation to that sporting event.

Sporting event.....

Example 4 (a) (3 marks)

For the selected sporting event, identify the dominant energy system used, the source of fuel for that energy system and a cause of fatigue.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none"> Names the dominant energy system, source of fuel and cause of fatigue for the selected sporting event 	3
<ul style="list-style-type: none"> Names either the source of fuel OR the cause of fatigue for the dominant energy system for the selected sporting event 	2
<ul style="list-style-type: none"> Identifies an energy system 	1

Example 4 (b) (4 marks)

Explain the psychological strategies that an athlete could use to effectively manage their anxiety prior to competing in this event.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound knowledge of psychological strategies and managing anxiety Clearly shows how each psychological strategy could be used to manage anxiety prior to competing in the selected event Provides relevant examples 	4
<ul style="list-style-type: none"> Sketches in general terms psychological strategies that an athlete could use to manage anxiety prior to competing in the selected event Provides examples 	2-3
<ul style="list-style-type: none"> Identifies some information about psychological strategies or anxiety 	1

Example 4 (c) (7 marks)

Recommend a selection of types of training and training methods for an athlete performing in this event. Justify your recommended training methods.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough knowledge and understanding of types of training and training methods• Provides reasons in favour of the selection of types of training and training methods appropriate to improve performance in the selected event• Provides relevant examples	6–7
<ul style="list-style-type: none">• Demonstrates a sound knowledge of types of training and training methods• Provides characteristics and features of types of training and training methods appropriate to improve performance in the selected event• Provides examples	4–5
<ul style="list-style-type: none">• Demonstrates a basic knowledge of types of training and training methods• Sketches in general terms types of training and/or training methods appropriate to improve performance in the selected event	2–3
<ul style="list-style-type: none">• Identifies some information about types of training OR training methods	1

Example 5 (6 marks)

How do the dietary requirements of TWO athletes in different sports compare? In your answer consider pre–, during and post– performance needs.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of nutritional considerations for performance• For TWO athletes in different sports, shows how dietary requirements are similar or different with regard to pre–, during and post– performance needs• Provides relevant examples	5–6
<ul style="list-style-type: none">• Demonstrates a basic knowledge of nutritional considerations• Sketches in general terms, the dietary requirements of TWO athletes in different sports, with reference to pre–, during and post– performance needs• Provides examples	3–4
<ul style="list-style-type: none">• Identifies some information about dietary requirements of athletes OR nutritional considerations	1–2