

EXAMINATIONS EXCLUSIVELY FOR PDHPE

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**2010
PRELIMINARY COURSE
EXAMINATION**

Personal Development, Health and Physical Education

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen
- Write your Student Number at the top of this page and pages 8, 9, 10, 12, 13 and 14

Total marks – 80

Section I – Pages 2–15

50 marks

This section has two parts, Part A and Part B

Part A – 10 marks

- Attempt Questions 1–10
- Allow about 15 minutes for this part

Part B – 40 marks

- Attempt Questions 11–16
- Allow about 60 minutes for this part

Section II – Pages 16–17

30 marks

- Attempt TWO questions from Questions 17–20
- Allow about 45 minutes for this section

Section I

Part A – 10 marks

Attempt Questions 1–10

Allow about 15 minutes for this part

Use the multiple choice answer sheet.

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

Sample: What is $1 + 1$?

(A) 1 (B) 2 (C) 4 (D) 5

A ☐ B ☒ C ☐ D ☐

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

~~A ☒~~ B ☒ C ☐ D ☐

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

~~A ☒~~ ~~B ☒~~ ^{correct} C ☐ D ☐

- 1 What is needed to enable a person to be at their peak level of health?
- (A) To be free from injury and illness
 - (B) To be aged between 18 and 30 years
 - (C) To be experiencing success in activities that are important to them
 - (D) To have the five dimensions of health at their peak and interacting effectively
- 2 Which of the following statements is TRUE about the health behaviours of young people?
- (A) Young people are the age group most likely to be charged by police with drink driving
 - (B) Young people's need for hospital treatment places the greatest financial burden on the health system
 - (C) Young people are the age group with the lowest rates of death and hospitalization from injuries
 - (D) Physical activity participation rates for young people are increasing and illicit drug use by young people is decreasing
- 3 What is meant by viewing health as a social construct?
- (A) Recognising that an individual's health is their own responsibility because it is primarily determined by their own attitudes and behaviours
 - (B) Recognising that perceptions of health and the realities of health are impacted by social influences such as culture, media, education, income, family and friends
 - (C) Recognising that health problems should be minimal in Australian society because the government provides free public health care and free public education
 - (D) Recognising that privileged countries like Australia have a responsibility to promote health in countries that have health problems due to financial constraints

- 4 Why is socioeconomic (SES) status such as critical factor in influencing health status for an individual?
- (A) Because SES is closely linked with social standing and therefore self esteem
 - (B) Because SES influences many other significant health determinants such as education opportunities, housing options and food choices
 - (C) Because SES is closely related to age, meaning that young people and much older people generally have a lower SES and therefore lower health status
 - (D) Because SES is closely linked with making healthy choices, meaning that people from lower SES groups are more likely to have a higher health status

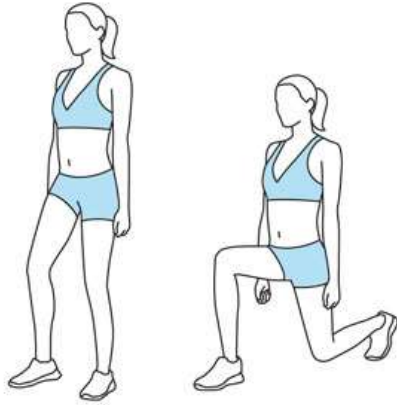
- 5 The table below lists modifiable and non-modifiable health determinants.

Modifiable Risk Factors	Non-Modifiable Risk Factors
Personal attitudes and values	Age
Personal behaviours	Gender
Peer influence	Family history
Formal education	Racial background

Why is it important for individuals to be aware of non-modifiable health determinants even though they cannot be modified?

- (A) Because individuals can take additional preventative measures when they are aware that they are exposed to a higher risk
- (B) Because it allows health data to be more accurately interpreted thus increasing our understanding of health patterns and trends
- (C) Because technological advancements mean that in the future many of the non-modifiable health determinants will be able to be modified
- (D) Because this information can allow governments to legislate so that high risk groups are prevented from taking part in related risk behaviours

- 6 The image below is of an athlete performing the lunge walk.



- In which sport would this activity be the most relevant as a training activity?
- (A) Tennis
 - (B) Swimming
 - (C) Track and field running events
 - (D) Track and field throwing events
- 7 In what way can the FITT principle be most effectively applied?
- (A) As warm up strategy
 - (B) As a motivational tool
 - (C) As a fitness testing tool
 - (D) As a fitness program planning tool
- 8 What is the likely impact on performance in endurance events if an athlete has a higher amount of red blood cells?
- (A) Improved endurance performance due to a greater oxygen carrying capacity of the blood
 - (B) Improved endurance performance due to the effect of making the blood lighter
 - (C) Reduced endurance performance due to a reduced oxygen carrying capacity of the blood
 - (D) Reduced endurance performance due to the effect of making the blood heavier

- 9** What factors contribute to increased ventilation during physical activity?
- (A) Lower heart rate and lower lactate levels
 - (B) Lower stroke volume and lower cardiac output
 - (C) Increased need to consume oxygen and increased need to remove carbon dioxide
 - (D) Reduced need to consume oxygen and reduced need to remove carbon dioxide
- 10** When a person is in the water, what will happen if the buoyant force is greater than or equal to the person's weight?
- (A) The person will float
 - (B) The person will sink
 - (C) The person will be able to float on their back but not their front
 - (D) The person will be able to float on their front but not their back

Student number

2010 PRELIMINARY COURSE EXAMINATION
Personal Development, Health
and Physical Education

Section I (continued)

Part B – 40 Marks

Attempt Questions 11-16

Allow about 60 minutes for this part

Answer the questions in the spaces provided

Preliminary Core 1 – Better Health for Individuals

Marks

Question 11

Distinguish between protective behaviours and risk behaviours.

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End of Question 11

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End of Question 13

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Student number

2010 PRELIMINARY COURSE EXAMINATION
Personal Development, Health
and Physical Education

Section I – Part B (continued)

Marks

Preliminary Core 2 – The Body in Motion

Question 14 – The Body in Motion

Outline advantages and disadvantages of fitness testing.

5

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End of Question 14

Student number

2010 PRELIMINARY COURSE EXAMINATION

Personal Development, Health and Physical Education

Preliminary Core 2 – The Body in Motion (continued)

Marks

Question 15

In performing the overarm throw what functions are played by the long bones and related muscles of the arm and the short bones and related muscles of the fingers?

7

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End of Question 15

2010 PRELIMINARY COURSE EXAMINATION

Personal Development, Health and Physical Education

Preliminary Core 2 – The Body in Motion (continued)

Marks

Question 16

Assess the importance of aerobic and anaerobic training in ONE of the following sports:

- Hockey
- Soccer
- Australian Rules

8

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End of Question 16

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2010 PRELIMINARY COURSE EXAMINATION
Personal Development, Health
and Physical Education

Section II

30 marks

Attempt TWO questions from Questions 17 – 20

Allow about 45 minutes for this section

Answer each question in a SEPARATE writing booklet

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

- demonstrate knowledge and understanding of health and physical activity concepts relevant to the question
 - apply the skills of critical thinking and analysis
 - communicate ideas and information using relevant examples
 - present a logical and cohesive response
-

	Marks
Question 17 – First Aid	
(a) Outline the management that should take place after an epilepsy seizure has occurred.	5
(b) Analyse the legal and moral dilemmas associated with administering first aid.	10
Question 18 – Composition and Performance	
(a) Outline ways that movement performances can be appraised.	5
(b) Analyse ways that time and rhythm can be applied to the composition of movement in different mediums.	10

Question 19 – Fitness Choices

- (a) Outline ways that health consumers can determine who to believe in relation to fitness advertising. 5
- (b) Analyse the extent to which common barriers to participation in fitness are legitimate reasons for not participating. 10

Question 20 – Outdoor Recreation

- (a) Outline factors that should influence selection of the campsite location. 5
- (b) Analyse how an understanding of the stages of group dynamics can be used to help plan an effective outdoor recreation experience for a group that does not know each other well. 10

End of paper

Student number

Multiple Choice Answer Sheet

- | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | A ☐ | B ☐ | C ☐ | D ☐ |
| 2 | A ☐ | B ☐ | C ☐ | D ☐ |
| 3 | A ☐ | B ☐ | C ☐ | D ☐ |
| 4 | A ☐ | B ☐ | C ☐ | D ☐ |
| 5 | A ☐ | B ☐ | C ☐ | D ☐ |
| 6 | A ☐ | B ☐ | C ☐ | D ☐ |
| 7 | A ☐ | B ☐ | C ☐ | D ☐ |
| 8 | A ☐ | B ☐ | C ☐ | D ☐ |
| 9 | A ☐ | B ☐ | C ☐ | D ☐ |
| 10 | A ☐ | B ☐ | C ☐ | D ☐ |

2010 Preliminary Course Examination PDHPE

Mapping grid

Question	Marks	Content	Syllabus Outcomes	Targeted Performance Bands
1	1	Dimensions of health	P3	2-3
2	1	Health behaviours of young people	P16	3-4
3	1	Health as a social construct	P1, P4	5-6
4	1	Health determinants	P3	3-4
5	1	Modifiable and non-modifiable health determinants	P3, P4	4-5
6	1	Muscular system	P7, P17	3-4
7	1	FITT principle	P10, P11	4-5
8	1	Circulatory system	P7	3-4
9	1	Immediate physiological responses to training	P7, P16	3-4
10	1	Fluid mechanics	P9	3-4
11	5	Protective and risk behaviours	P2, P3	3-4
12	7	Ottawa Charter	P4, P15	4-5
13	8	Health promotion	P2, P3, P5, P6, P15	5-6
14	5	Fitness testing	P8, P16	4-5
15	7	Skeletal and muscular systems	P7, P17	5-6
16	8	Aerobic and anaerobic training	P9, P17	5-6
17 (a)	5	Management of medical conditions (epilepsy)	P6, P12	4-5
(b)	10	Legal and moral dilemmas	P15, P16	5-6
18 (a)	5	Ways of appraising	P16	4-5
(b)	10	Time and rhythm	P13	5-6
19 (a)	5	Fitness advertising	P6, P15	4-5
(b)	10	Barriers to participation	P10, P17	5-6
20 (a)	5	Campsite selection	P10, P14	4-5
(b)	10	Stages of group dynamics	P10, P14	5-6

**2010 Preliminary Course Examination
PDHPE**

Suggested answers and marking criteria

Multiple choice

1	D	6	C
2	D	7	D
3	B	8	A
4	B	9	C
5	A	10	A

Question 11 Better Health for Individuals

Distinguish between protective behaviours and risk behaviours.

5

Outcomes Assessed: P2, P3

Suggested Answer

- Protective behaviours are health enhancing and risk factors can increase the potential for poor health outcomes.
- Protective behaviours can include participating in regular physical activity, eating healthy, avoiding harmful drug/alcohol use, having a wide group of friends who are a positive influence and developing good communication skills. Risk factors can include speeding, binge drinking, excessive dieting, practicing unsafe sex and remaining in dysfunctional relationships.
- In order to *distinguish between*, candidates need to note differences between protective behaviours and risk behaviours. For example, protective behaviours like having access to a strong support network of people who are non-judgmental can help people to be resilient and be a protective factor against destructive behavior such as harmful drug/alcohol use, self harm or mental health problems that might occur in the face of adversity. Not having these factors present can increase the risk of poor health outcomes resulting from an inability to cope with adversity.

Criteria	Marks
• Notes differences between protective behaviours and risk behaviours • Makes clear links to the potential impacts on health • Includes relevant examples	5
• Defines protective behaviours and risk behaviours • Includes examples	3-4
• Provides basic information about protective behaviours and/or risk behaviours OR • Provides basic information about actions that can impact on health	1-2

Question 12 Better Health for Individuals

Which Ottawa Charter Action Areas can young people use most significantly to influence their own health? Justify your answer.

7

Outcomes Assessed: P4, P15

Suggested Answer

- Candidates can feasibly select any or all of the Action Areas providing they support the selection with a well reasoned argument.
- Generally speaking, ‘developing personal skills’ is often seen as the most significant, ‘creating supporting environments’ and ‘strengthening community action’ are the next most significant whilst ‘reorienting health services’ and ‘building healthy public policy’ are usually the least significant for young people.
- In order to *justify*, candidates need to support the conclusion that the Action Areas they have selected are the most significant for young people to influence their own health. For example, ‘developing personal skills’ is the most significant because young people have ample opportunity and capacity to develop skills through formal processes like the mandatory PDHPE curriculum as well as through access to health information via the internet and other media, of which young people are a group that heavily accesses media.

Criteria	Marks
• Identifies Ottawa Charter Action Areas that young can people use most significantly to influence their own health • Strongly supports conclusions with valid arguments/examples • Presents ideas in a logical and cohesive manner	7
• Identifies Ottawa Charter Action Areas that young can people use most significantly to influence their own health • Provides supporting arguments/examples • Presents ideas in a logical and cohesive manner	5-6
• Identifies some Ottawa Charter Action Areas with limited reference to young people’s health OR • Outlines young people’s health with limited reference to the Ottawa Charter	3-4
• Provides basic information about the Ottawa Charter or young people’s health	1-2

Question 13 Better Health for Individuals

Demonstrate how health promotion has contributed to improved health outcomes for people in relation to ONE health context.

8

Outcomes Assessed: P2, P3, P5, P6, P15

Suggested Answer

- One relevant health context needs to be selected. Health promotion can be seen to have improved health outcomes by influencing changes in attitudes (e.g. greater willingness to practice safer sex); changes in behavior (e.g. reduced rates of drink driving and higher rates of seat belt use); and environmental changes (e.g. planning regulations requiring developers to incorporate green space and active leisure opportunities in their designs)
- Mechanisms by which health promotion have contributed to these improved health outcomes include legislation (e.g. increased taxation and therefore cost of cigarettes); education (e.g. mandatory PDHPE curriculum content for K-10); environmental changes (e.g. improved maintenance and construction of roads; development of dedicated cycle paths); and technological advancements (e.g. improved braking systems in cars).
- In order to *demonstrate*, candidates need to show by example how health promotion has contributed to improved health outcomes for people in relation to ONE health context. For example, legislation that requires employees of licenced premises to have completed a Responsible Service of Alcohol course and the enforcement of associated penalties that can be imposed on these premises if they serve people who are drunk, has helped to reduce rates of violence, road accidents and other injuries.

Criteria	Marks
• Shows by example how health promotion has contributed to improved health outcomes for people in relation to ONE health context • Illustrates answer with a range of relevant examples • Presents ideas in a logical and cohesive manner	7-8
• Describes features of health promotion with some links to a health context OR • Describes features of a health context with some links to health promotion • Includes examples • Presents ideas in a logical and cohesive manner	5-6
• Outlines the Ottawa Charter OR • Outlines features of health promotion OR • Outlines a health context • Lists examples	3-4
• Identifies basic features of health promotion and/or a health context	1-2

14 The Body in Motion

Outline advantages and disadvantages of fitness testing.

5

Outcomes Assessed: P8, P16

Suggested Answer

- Advantages can include: test results can be used for refining training programs to align more closely with performance goals; to help improve performance; tests can be a source of motivation; coaches can use fitness test results as a source of monitoring the athlete; and fitness tests can provide information related to health enhancing behaviours such as fat loss and cardiorespiratory improvement.
- Disadvantages can include: using the data in ways that are invalid or ethically/academically questionable such as a form of school assessment; the potential for regular fitness tests to promote unhealthy behaviours such as body image issues or eating disorders; and the potential for fitness tests to be done in ways that may cause a person to develop negative attitudes towards physical activity.
- In order to *outline*, candidates need to sketch in general terms the main advantages and disadvantages of fitness testing. For example, fitness testing can be helpful in providing useful information about an athlete's readiness to perform in an upcoming event and for guiding decisions about future training. However it can be disadvantageous if the manner in which the testing is done or the ways that the data is used causes the athlete anxiety that may result in unhealthy behaviours, such as unhealthy eating practices.

Criteria	Marks
• Sketches in general terms the main advantages and disadvantages of fitness testing • Provides relevant examples • Presents ideas in a logical and cohesive manner	5
• Identifies advantages and disadvantages of fitness testing OR • Sketches in general terms some advantages or disadvantages of fitness testing • Provides examples	3-4
• Lists advantages and/or disadvantages of fitness testing OR • Lists examples of fitness tests	1-2

15 The Body in Motion

In performing the overarm throw what functions are played by the long bones and related muscles of the arm and the short bones and related muscles of the fingers?

7

Outcomes Assessed: P7, P17

Suggested Answer

- The overarm throw involves generating force by moving body position in the direction of the throw, rotating the trunk, extending the arm and flexing the wrist and fingers. The combination of the long bones and related muscles of the arm and the short bones and related muscles of the fingers allow for great force to be exerted with the throw whilst also allowing for a high degree of accuracy.
- The long bones of the arm (humerous, radius, ulna) enable great force to be exerted as they act as long levers. The muscles that contract to move these bones (deltoids, pectoralis, triceps) are relatively large muscles that are capable of generating great strength and speed.
- The short bones of the fingers (and the small bones of the hand) lend themselves to more fine tune motor skills that are useful for accuracy. This is further supported by having smaller muscles attached to these bones.

Criteria	Marks
• Highlights relevant functions played by the long bones and related muscles of the arm and the short bones and related muscles of the fingers • Makes clear links between the physical features of the bones and muscles and the resulting impacts on performance of the overarm throw • Presents ideas in a logical and cohesive manner	7
• Identifies functions played by long bones and muscles of the arm and short bones and muscles of the fingers • Discusses features of performance of the overarm throw • Presents ideas in a logical and cohesive manner	5-6
• Provides information about the muscular and skeletal systems OR • Provides information about performance of the overarm throw	3-4
• Provides basic information about bones or muscles or the throwing	1-2

16 The Body in Motion

Assess the importance of aerobic and anaerobic training in ONE of the following sports:

- Hockey
- Soccer
- Australian Rules

8

Outcomes Assessed: P9, P17

Suggested Answer

- In each of the three sports listed athletes will typically need to develop both aerobic and anaerobic fitness to some level.
- The proportion of each required will be influenced by the level at which the player is competing and the position that they play. For example, goalkeepers and full forwards/full backs may have a greater proportion of focus on anaerobic training to assist with powerful leaps and catches/saves/shots on goal, whilst midfielders tend to do more running and will have a greater need for aerobic training.
- In order to assess, candidates need to make a judgement of value in determining the importance of aerobic and anaerobic training in their selected sport. For example, midfielders in soccer can run almost continuously for 90 minutes and therefore require a high proportion of training to be devoted to aerobic training. Given that their continual running is frequently interspersed with short sprints, interval and fartlek training can be particularly useful.

Criteria	Marks
• Makes a judgement of value in determining the importance of aerobic and anaerobic training in their selected sport • Supports answer with relevant examples • Presents ideas in a logical and cohesive manner	7-8
• Makes some judgements in describing the roles of aerobic and anaerobic training in their selected sport • Includes examples • Presents ideas in a logical and cohesive manner	5-6
• Describes features of aerobic and anaerobic training with limited links to a selected sport OR • Describes features of a selected sport with limited links to training	3-4
• Provides information about training and/or a selected sport	1-2

Question 17 **First Aid**

- (a) Outline the management that should take place after an epilepsy seizure has occurred.

5

Outcomes Assessed: P6, P12

Suggested Answer

- Post seizure management should include: DRABCD, placing the person in the recovery position, providing reassurance, managing any injuries sustained during the seizure and allowing the person to sleep while monitoring signs of life.
- Medical aid should be sought if: the seizure lasts longer than 5 minutes, the person is injured, the person is pregnant or if it is the person's first seizure.
- In order to *outline*, candidates need to sketch in general terms the management that should take place after an epilepsy seizure has occurred. For example, medical aid may be needed if the person has not had a seizure before in order to identify possible causes.

Criteria	Marks
• Sketches in general terms the management that should take place after an epilepsy seizure has occurred • Includes examples that clearly relate to after the seizure has occurred • Presents ideas in a logical and cohesive manner	4-5
• Identifies management strategies for epilepsy OR • Describes the nature of epilepsy	2-3
• Lists basic information about management of medical conditions or epilepsy	1

- (b) Analyse the legal and moral dilemmas associated with administering first aid.

10

Outcomes Assessed: P15, P16

Suggested Answer

- All citizens owe one another a basic duty of care, although there is no legal obligation to begin providing first aid in an emergency. When first aid is offered, the law expects that it will be provided in good faith and with all due care and skill. In NSW, legislation such as the Civil Liability Act (2002) has a Good Samaritan clause that protects first aiders who act in such a way.
- First aid training often highlights the moral obligation to continue administering first aid once it has begun. This should continue until medical aid arrives or until the first aider is no longer physically capable of doing so.
- In order to *analyse*, candidates need to draw out and relate the implications of legal and moral dilemmas associated with administering first aid. For example, whilst a person might feel a moral obligation to render assistance through first aid in an emergency situation it is legally and morally appropriate for them not to do so if they feel that they would be placed in potential danger by doing so.

Criteria	Marks
• Draws out and relates the implications of legal and moral dilemmas associated with administering first aid • Illustrates answer with relevant examples • Presents ideas in a logical and cohesive manner	9-10
• Describes legal and moral dilemmas associated with administering first aid • Includes examples • Presents ideas in a logical and cohesive manner	7-8
• Outlines issues related to administering first aid OR • Outlines legal or moral issues	5-6
• Identifies issues related to first aid OR • Identifies legal or moral issues	3-4
• Provides basic information about first aid or legal/moral issues	1-2

Question 18 Composition and Performance

- (a) Outline ways that movement performances can be appraised.

5

Outcomes Assessed: P16

Suggested Answer

- Appraising movement performances commonly occurs through observing, analyzing and experiencing. The way which is most appropriate can depend on the purpose of the performance, the nature of the performance and the reason for the appraiser being present.
- The appraisal of some movement performances may also be influenced by statistical data such as points, marks and scores.
- In order to *outline*, candidates need to sketch in general terms ways that movement performances can be appraised. For example, aesthetic movement performances within areas of dance, ice skating and free surfing can take place purely for the enjoyment of the participant and spectators. In these cases ‘experiencing’ may be the most appropriate way of appraising.

Criteria	Marks
• Sketches in general terms ways that movement performances can be appraised • Includes examples that clearly relate appraisal to movement performances • Presents ideas in a logical and cohesive manner	4-5
• Identifies ways of appraising OR • Describes types of movement performances with limited links to appraisal	2-3
• Lists basic information about appraisal or movement performances	1

- (b) Analyse ways that time and rhythm can be applied to the composition of movement in different mediums.

10

Outcomes Assessed: P13

Suggested Answer

- Features of time and rhythm can include: musical applications (beat, tempo, accent), duration, momentum self-paced vs externally paced and timing.
- In order to *analyse*, candidates need to draw out and relate the implications of time and rhythm when they are applied to the composition of movement in different mediums. For example, different dance styles may require the dancer to make strong movements in relation to the beat of the music such as on the beat or just before/after the beat. This will influence the look and feel of the dance to both the dancer and the audience. However in the golf swing, time and rhythm can be applied by ensuring that each sub routine of the swing occurs in the correct order and at the peak time in order to maximize the fluency of the swing and the power it generates. Engaging the trunk by rotating it forwards before completion of the backswing will cause a golf swing that is awkward looking, less able to generate power and more likely to cause injury.

Criteria	Marks
• Draws out and relates the implications of time and rhythm being applied to the composition of movement in different mediums • Illustrates answer with relevant examples • Presents ideas in a logical and cohesive manner	9-10
• Describes how time and rhythm can be applied to the composition of movement • Includes examples • Presents ideas in a logical and cohesive manner	7-8
• Outlines issues related to composition of movement OR • Outlines features of time and rhythm	5-6
• Identifies issues related to movement OR • Identifies features of time and rhythm	3-4
• Provides basic information about	1-2

Question 19 **Fitness Choices**

- (a) Outline ways that health consumers can determine who to believe in relation to fitness advertising.

5

Outcomes Assessed: P6, P15

Suggested Answer

- Ways can include: developing improved critical health literacy, asking specific questions and requiring clear responses, checking credentials, seeking references from reliable sources and communicating with the relevant professional association.
- In order to *outline*, candidates need to sketch in general terms ways that health consumers can determine who to believe in relation to fitness advertising. For example, before agreeing to work with a personal trainer it is worth checking that the trainer is a member of a relevant professional association such as Fitness Australia.

Criteria	Marks
• Sketches in general terms ways that health consumers can determine who to believe in relation to fitness advertising • Includes examples that clearly relate to fitness advertising • Presents ideas in a logical and cohesive manner	4-5
• Identifies ways to question advertising OR • Describes features of fitness advertising	2-3
• Lists basic information about consumer behaviour or fitness	1

- (b) Analyse the extent to which common barriers to participation in fitness are legitimate reasons for not participating.

10

Outcomes Assessed: P10, P17

Suggested Answer

- Common barriers include: access to facilities, convenience of use, cost, feelings about fitness and exercise, exercise as a priority, and the influence of other responsibilities.
- There are clearly circumstances where people use common barriers to justify their lack of participation without adequate reason. This is commonly to mask a lack of motivation. Alternatively, some individuals and population groups do experience inequities which make it more difficult for them to be physically active and fit.
- In order to *analyse*, candidates need to draw out and relate the implications of common barriers to participation in fitness being legitimate reasons for not participating. For example, an individual who has significant responsibilities such as a demanding job and a young family will clearly find it difficult to find time to be physically active on a regular basis. To help overcome this realistic barrier, a high level of commitment to physical activity and support from others may be needed. This could include sourcing a gym that is open for extended hours, seeking support from family and friends for babysitting and using a diary to plan and lock in exercise appointments.

Criteria	Marks
• Draws out and relates the implications of common barriers to participation in fitness being legitimate reasons for not participating • Illustrates answer with relevant examples • Presents ideas in a logical and cohesive manner	9-10
• Describes common barriers to participation in fitness with some links to legitimacy • Includes examples • Presents ideas in a logical and cohesive manner	7-8
• Outlines issues related to legitimacy OR • Outlines barriers to participation	5-6
• Identifies issues related to legitimacy OR • Identifies barriers	3-4
• Provides basic information about legitimacy or barriers	1-2

Question 20 Outdoor Recreation

- (a) Outline factors that should influence selection of the campsite location.

5

Outcomes Assessed: P10, P14

Suggested Answer

- Factors can include: geographic considerations (e.g. flatness of the site and its proximity to water); environmental considerations (e.g. access to toilet facilities or a human waste disposal strategy); and climatic considerations (e.g. exposure to sun, wind and rain).
- Other factors might include: tree fall assessment, fire planning and interactions with local flora and fauna.
- In order to *outline*, candidates need to sketch in general terms factors that should influence selection of the campsite location. For example, a flat site is good for setting up camp because sleeping is more comfortable when lying flat.

Criteria	Marks
• Sketches in general terms factors that should influence selection of the campsite location • Includes examples that clearly relate to campsite selection • Presents ideas in a logical and cohesive manner	4-5
• Identifies safety decisions in outdoor education OR • Describes features of a good campsite	2-3
• Lists basic information about campsites or outdoor recreation	1

- (b) Analyse how an understanding of the stages of group dynamics can be used to help plan an effective outdoor recreation experience for a group that does not know each other well.

10

Outcomes Assessed: P10, P14

Suggested Answer

- Forming, Norming, Storming and Transforming are the common stages of group dynamics. Note: some sources use 'performing' and adjourning' instead of 'transforming'.
- Understanding that groups typically move through the different stages of dynamics allows outdoor recreation leaders to plan different challenges/initiatives during the experience to coincide with different stages or to trigger movement to the next stage.
- In order to *analyse*, candidates need to draw out and relate the implications of how an understanding of the stages of group dynamics can be used to help plan an effective outdoor recreation experience for a group that does not know each other well. For example, in the early stages of the experience it may be useful to create an activity that requires participants to find out information about one another and that is unlikely to generate controversy or cause conflict. This will help the group to 'form'. This can provide a foundation and the beginnings of bonding so that as the more challenging activities arise later in the experience there is a sense of trust underpinning everything.

Criteria	Marks
- Draws out and relates the implications of how an understanding of the stages of group dynamics can be used to help plan an effective outdoor recreation experience for a group that does not know each other well. - Illustrates answer with relevant examples - Presents ideas in a logical and cohesive manner	9-10
- Describes the stages of group dynamics with some links to planning an effective outdoor recreation experience - Includes examples - Presents ideas in a logical and cohesive manner	7-8
- Outlines issues related to planning an outdoor recreation experience OR - Outlines group dynamics	5-6
- Identifies issues related to outdoor recreation OR - Identifies some stages of group dynamics	3-4
Provides basic information about outdoor recreation or group dynamics	1-2