



PHYSICAL EDUCATION STUDIES SAMPLE EXAMINATION

Section 7 of the *New WACE Manual: General Information 2006–2009* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp.

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2007 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.



Sample Examination
Question/Answer Booklet

**PHYSICAL
EDUCATION
STUDIES**

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading/planning time before commencing work:

Ten minutes

Working time for paper:

Two hours and thirty minutes

Material required/recommended for this paper

To be provided by the supervisor

Question/Answer booklet

Multiple Choice answer sheet

To be provided by the candidate

Standard items: Pens, pencil (for multiple choice section), eraser or correction fluid, highlighter, ruler, printed English language dictionary and/or bilingual dictionary (not electronic and not a thesaurus)

Special items: Nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Outcomes	Suggested working time	No. of questions available	No. of questions to be attempted
Section A	3 and 4	30 minutes	15	15
Section B	3 and 4	70 minutes	4	4
Section C	3 and 4	50 minutes	1	1

Instructions to candidates

1. The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. For Section A you are provided with a multiple choice answer sheet. Use a pencil for all entries on this sheet. For each question, shade the box which indicates your answer.
3. For Sections B and C, write your answers in the spaces provided in this Question/Answer Booklet. A blue or black ballpoint or ink pen should be used. Wherever appropriate, fully labelled diagrams, tables and examples should be used to illustrate and support your answers.
4. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
5. Spare answer pages may be found at the end of this booklet. If you need to use them, indicate in the original answer space where the answer is continued (i.e. give the page number).

The purpose of this examination is to provide each candidate with the opportunity to demonstrate his/her level of achievement of the Physical Education Studies course outcomes. Some questions may provide candidates with the opportunity to demonstrate achievement at a restricted range of levels. Other questions may provide the opportunity to demonstrate achievement over the full range of levels.

SECTION A – Multiple Choice

A multiple choice answer sheet is provided for you to answer questions in this section. Use a pencil for all entries. For each question, shade the box which indicates your answer.

This section has **FIFTEEN** questions. Attempt **ALL** questions.

Allow approximately 30 minutes for this section [*15 marks*].

1. Which of the following food nutrients yield the most energy per gram? [1 mark]
 - (A) carbohydrates
 - (B) fats
 - (C) minerals
 - (D) proteins

2. For which purpose would an athlete use relaxation techniques? [1 mark]
 - (A) to control arousal level
 - (B) to control lactate level
 - (C) to increase anxiety level
 - (D) to increase heart rate

3. What type of feedback is provided by audience applause during a performance? [1 mark]
 - (A) concurrent feedback
 - (B) internal reinforcement
 - (C) intrinsic feedback
 - (D) knowledge of results

4. Why does a skilled performer have more time to spend on game strategies than an unskilled performer? [1 mark]
 - (A) the skilled performer displays decreased kinaesthetic sense
 - (B) the skilled performer recognises relevant cues
 - (C) the unskilled performer lacks trait anxiety
 - (D) the unskilled performer responds better to concurrent feedback

5. The diagram represents a continuum from closed to open skills.
Which group of skills could represent the points X, Y and Z?

[1 mark]



- (A) gymnastics floor routine, high jump, defend an attacking move in hockey
(B) long jump, dive from a 3-metre springboard, free throw in basketball
(C) rebound in netball, return of serve in tennis, ride a wave on a surfboard
(D) softball pitch, target shooting in archery, goal shooting in soccer
6. What two types of feedback are provided when athletes view a video of their performance?
- [1 mark]
- (A) knowledge of performance and delayed
(B) knowledge of performance and internal
(C) knowledge of results and concurrent
(D) knowledge of results and proprioceptive.
7. What is the most appropriate source of fuel for replenishing energy stores after a 50 minute Fun Run?
- [1 mark]
- (A) fat
(B) fibre
(C) protein
(D) carbohydrate
8. A batter observes the movements of the pitcher and selects their stroke accordingly.
What characteristic of a performer is this batter demonstrating?
- [1 mark]
- (A) visualisation
(B) anticipation
(C) proprioception
(D) kinaesthetic sense
9. Which of the following physiological adaptations should an athlete at rest show, following an eight-week aerobic training program?
- [1 mark]
- (A) increased lung capacity/decreased oxygen level
(B) increased cardiac output/decreased haemoglobin level
(C) increased stroke volume/decreased blood pressure
(D) increased ventilation rate/decreased lactate level

10. Endurance athletes can enhance their performance through their dietary intake. By carbohydrate loading, endurance athletes are able to improve their performance by

[1 mark]

- (A) using only glycogen as a fuel source for energy production
- (B) recovering more quickly
- (C) using fats more readily
- (D) using muscle glycogen stores for longer periods of time

Questions 11-15 relate to the result of a games analysis of a tennis player.

As the coach of a 16-year-old male tennis player, you performed a games analysis and observed a number of movement patterns and muscle actions performed by the player. You also recorded heart rate data and work to rest ratios to help in your coaching of this athlete.

11. The muscle action of gripping a tennis racket is an example of an

[1 mark]

- (A) isotonic concentric contraction
- (B) isotonic eccentric contraction
- (C) isometric contraction
- (D) isokinetic contraction.

12. Reciprocal inhibition involves a pair of muscles working together to produce movement. While serving, you observed the player extending his elbow as he made contact with the ball. Which pair of muscles would primarily be involved in this process?

[1 mark]

- (A) biceps and triceps
- (B) pectoralis major and trapezius
- (C) brachialis and biceps
- (D) extensor carpi radialis and flexor carpi radialis

13. The work periods (high intensity) and rest periods were timed in the games analysis and the work to rest ratio was calculated to be 1:8. The dominant system used during the work periods by the player would be

[1 mark]

- (A) ATP-CP
- (B) lactic acid
- (C) ATP
- (D) aerobic glycolysis

14. After evaluating the games analysis results, the coach used the information to devise a training program for the player. What type of training would be most beneficial in increasing the aerobic capacity of the player and therefore aiding in his recovery between work periods?

[1 mark]

- (A) anaerobic threshold training
- (B) weight training
- (C) sprint training
- (D) continuous training

15. Which of the following would be a likely training effect of a three-month continuous training program?

[1 mark]

- (A) lower resting heart rate, increased size and number of mitochondria and increased oxidation of fat
- (B) decreased heart rate, decreased glycogen stores and decreased ATP-CP stores
- (C) increased glycogen and ATP-CP stores and increased fast twitch fibre
- (D) decreased oxidation of fat, decreased glycogen stores and decreased size and number of mitochondria

END OF SECTION A

Section B

This section has **FOUR** questions. Attempt **ALL** questions.

Allow approximately 70 minutes for this section [55 marks].

Question 1

Study the training program shown below and answer questions all the questions below

Day	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday	Jog 20 mins.	Rollerblade 30 mins	Jog 25 mins	Jog 25 mins	Backyard resistance circuit 20 mins	Jog 30 mins
Tuesday	Rest day	Rest day	Rest day	Rest day	Rest day	Rest day
Wednesday	Backyard resistance circuit 20 mins	Swim 20 mins	Swim 20 mins	Swim 20 mins	Rest day	Rest day
Thursday	Rest day	Running 2x400m 4x200m 6x60m	Rest day	Cycle (bike path) 30 mins	Running 2x400m 6x200m 8x60m	Rest day
Friday	Rest day	Rest day	Basketball 1v1 30 mins	Rest day	Rest day	Aerobics 30 min class
Saturday	Rollerblade 30 mins	Rest day	Rest day	Rest day	Surfing 60 mins	Rest day
Sunday	Cycle (street) 25 mins	Cycle (BMX track) 25 mins	Rollerblade 30 mins	Tennis 60 mins	Cycle (BMX track) 35 min	Rollerblade 30 mins

(a) Identify and explain **two** recognised training types used in this program.

[2 marks]

(b) Identify and explain **two** training principles that have been correctly applied in this program.

[2 marks]

(c) Identify and explain **one** training principle that is **not** directly evident in this program. [2 marks]

(d) Describe the fitness component that this program is most likely to develop? [1 mark]

(e) With reference to the transtheoretical model of change, identify and explain the strategies that would need to be considered by the individual for this training program to be effective over a 12 month period? [3 marks]

(b) Explain a training task or drill to improve a skill related to your selected movement principle and activity. Use diagrams to illustrate your answer.

[6 marks]

Principle: _____ Activity: _____ Skill: _____

Explanation

Diagrams

Question 3

Stress management, self-confidence, resilience, concentration and imagery are all mental skills.

- (a) Select **TWO** (2) of these mental skills and explain how they can influence training and competitive performance.

[4 marks]

Mental skill 1:

Mental skill 2:

- (b) Explain the training methods and how they can be used to improve the mental skills you have selected in part (a) in preparation for a significant sporting event, such as an inter-house carnival, final of a club competition or national championship.

[5 marks]

Question 4 (cont.)

- (b) Assess the key factors that you should take into consideration in *setting up an attack* in this game?

[6 marks]

- (c) Explain a training activity to *defend against the attack* you have outlined in Question 4(a).

[5 marks]

- (d) Explain how you would modify your defensive training activity (as stated in 4c) in response to **two** of the following:
- i) being 1 player down, with 4 minutes remaining
 - ii) playing in a sudden death or golden goal period
 - iii) your key central defender has been sent off
 - iv) an environmental factor, such as an extremely hot day or wet weather.
- [5 marks]

END OF SECTION B

Section C

This section has **ONE** question.

Allow approximately 50 minutes to answer **ALL PARTS** of Question 5 [25 marks].

Question 5

Jack has injured his right knee during a football game. On initial assessment, the trainers could see that the knee had started to swell and that Jack had poor stability through the knee joint. Jack explained that his knee twisted as he landed.

- (a) State Jack's most likely injury and discuss the immediate care for this particular injury during the next 48 hours. [4 marks]
- (b) Explain what extended care should take place for this athlete during the next 3-14 days. Include any aspects of his wellbeing that should be considered. Use examples to highlight your answer where necessary. [8 marks]
- (c) Discuss what factors must be considered before an athlete can safely return to their sport after a long-term injury. [13 marks]

This blank space has been provided for additional workings.

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ACKNOWLEDGEMENTS

SECTION A

Question 1(d): Smyth, D. et al. (2006). *Live it up 2*. Milton, Qld: Wiley, p. 35.

SECTION B

Question 6: Australian Sports Commission. (n.d.). *Junior sport: Codes of behaviour*. Retrieved March, 2006 from <http://www.ausport.gov.au/junior/CodesofBehaviourbrochure.pdf>
Reproduced with permission from the Australian Sports Commission.

Question 7: Figueroa, P. (1993). [Framework: dimensions of equity]. In D. Kirk, R. Burgess-Limerick, M. Kiss, J. Lahey & D. Penney, *Senior physical education: An integrated approach* (2nd ed.) (pp. 126–129). Champaign, IL: Human Kinetics.

Question 9: Davis, B. (n.d.). *Physical education and the study of sport: Contemporary issues: A teacher's guide* [part 3]. UK: Author, p. 125.