



PHYSICAL EDUCATION STUDIES STAGE 2 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.

DRAFT (WEB VERSION ONLY)



Western Australian Certificate of Education, External Examination
Question/Answer Booklet

**PHYSICAL EDUCATION
STUDIES
WRITTEN PAPER
STAGE 2**

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 time before commencing work: Ten minutes

Working time for paper: Two hours and 30 minutes

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet

To be provided by the candidate

Standard items: Pens, pencils, eraser or correction fluid, ruler, highlighter

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	Suggested working time	Number of questions available	Number of questions to be attempted	Marks
Section One: Multiple Choice	20 minutes	15	15	15 (15%)
Section Two: Short Answer	50 minutes	6	6	50 (35%)
Section Three: Extended Response	80 minutes	3	3	50 (50%)
[Total marks]				115

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *TEE/WACE Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers to each section in this Question/Answer Booklet.
3. Spare pages are provided in the back of this Question/Answer Booklet.

SECTION A: MULTIPLE-CHOICE

Attempt **ALL** questions in this section. Each question is worth **ONE (1)** mark.

Circle either (a), (b), (c) or (d) to indicate your answer. Marks will not be deducted for incorrect answers. No marks will be allocated if more than one answer is completed for any question.

Suggested working time for this section is 15 minutes [15 marks].

1. Which of the following is **not** a major element of the skills of coaching?

[1 mark]

- (A) knowledge
- (B) leadership
- (C) observation and analysis
- (D) teaching

2. Breaking down a skill into its parts, and teaching and practicing each part as a complete skill in itself is an example of

[1 mark]

- (A) shaping
- (B) imitation
- (C) chaining
- (D) process evaluation

3.

[1 mark]

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4. The **primary food** fuel for energy production during maximal physical activity is

[1 mark]

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5.

[1 mark]

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6. "If you don't use it, you'll lose it" is a phrase that describes the training principle of

[1 mark]

- (A) reversibility
- (B) specificity
- (C) quality, not quantity
- (D) progressive overload

7.

[1 mark]

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8. The amount of blood the heart is able to circulate in one minute is known as

[1 mark]

- (A) diastole
- (B) stroke volume
- (C) circulating
- (D) cardiac output

9. If an athlete is not balanced before taking a three-point-shot in basketball, and, as a result, misses the basket, it is due to

[1 mark]

- (A) not enough practice.
- (B) incorrect sequencing of subroutines.
- (C) a lack of concentration by the athlete.
- (D) not gathering the appropriate cues from the environment.

10. If a football player watches his shot at a goal on a video playback, it is a specific example of

[1 mark]

- (A) terminal feedback
- (B) perceptual mechanism
- (C) concurrent feedback
- (D) effector mechanism

11. Translation takes place when a body moves, such that all the parts of the body travel exactly the same distance, in the same direction and at the same time. Another term to describe this is [1 mark]
- (A) angular motion
 - (B) momentum
 - (C) velocity
 - (D) linear motion.
12. A combination of resistance, continuous training and circuit training would best develop the specific fitness component of [1 mark]
- (A) muscular endurance
 - (B) speed
 - (C) agility
 - (D) cardio-respiratory endurance
13. The process of setting up how you want a group to interpret an activity is known specifically as [1 mark]
- (A) goal setting.
 - (B) autocratic leadership.
 - (C) front loading.
 - (D) debriefing.
14. Non-specific transfer of learning occurs when [1 mark]
- (A) actual skill learning is transferred to another
 - (B) qualities develop into attitudes and principles for future use
 - (C) an experience in a physical activity is applied to another arena
 - (D) a conflict between two team members is resolved.
15. When referring to general trends in leadership. Which of the following statements is **incorrect**? [1 mark]
- (A) Junior players tend to require more support and encouragement.
 - (B) Athletes involved in individual activities tend to prefer a more democratic leadership style.
 - (C) Male athletes are more receptive to a democratic style of leadership than females, who prefer an autocratic approach.
 - (D) The laissez-faire approach to training can be useful to encourage a team to develop its own strategies.

END OF SECTION ONE

SEE NEXT PAGE

SECTION TWO: SHORT ANSWER

Attempt **ALL** questions. Write your answers in the spaces provided.

Suggested working time for this section is 50 minutes *[50 marks]*.

Question 16

Many sports have developed modified versions of the sport to encourage young children to participate.

- (a) Select **one** sport and identify **two** modifications that make the sport more accessible for younger participants.

[2 marks]

Sport: _____

Modification 1: _____

Modification 2: _____

- (b) Explain how **one** of these modifications would increase a younger child's ability to perform the skills needed in this sport.

[2 marks]

Question 17

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Question 18

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Question 19

- (a) Regardless of age, males maintain higher participation rates in sport and physical activity than females. List and explain three possible reasons for these differences:

[6 marks]

(i) _____

(ii) _____

(iii) _____

- (b) At 65 years of age, just over 50% of the population are active. Provide **two** incentives for older people to become active.

[2 marks]

(i) _____

(ii) _____

THIS SPACE HAS BEEN LEFT BLANK INTENTIONALLY

Question 20

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Lisa and her coach may use both physiological and psychological strategies to enhance her recovery from the 75-minute paddling session. Two commonly used strategies are massage and meditation.

(a) Explain **one** benefit of each strategy and state how it may enhance Lisa's recovery.

(i) Massage:

[2 marks]

(ii) Meditation:

[2 marks]

(b) Protein is an important dietary consideration for slalom kayakers.

Outline the function of protein in enhancing the performance of a slalom kayaker undertaking the above training regime.

[2 marks]

Question 21

Changing behaviour is a complex, dynamic process. It occurs over a period of time and consists of five stages. List and explain these stages below, citing an example for each one.

(i) _____

[3 marks]

(ii) _____

[3 marks]

(iii) _____

[3 marks]

(iv) _____

[3 marks]

(v) _____

[3 marks]

END OF SECTION TWO

SEE NEXT PAGE

ACKNOWLEDGEMENTS

SECTION ONE:

- Question 3:** Board of Studies NSW: 2006 Higher School Certificate Examination. *Personal Development, Health and Physical Education*. (p.7, q.17). Retrieved, September, 2007, from <http://www.boardofstudies.nsw.edu.au/>
- Question 4:** Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2006. *Physical Education*. (p.4, q.10). Retrieved, September, 2007, from <http://www.vcaa.vic.edu.au/>
- Question 5:** Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2006. *Physical Education*. (p.4, q.9). Retrieved, September, 2007, from <http://www.vcaa.vic.edu.au/>
- Image 1: Leisure Connection (2006). *Women's slalom kayaking*. Retrieved September 5, 2007, from <http://www.leisureconnection.co.uk/Uploads/gfx/617.jpg>
- Question 6:** Tasmanian Qualifications Authority: Tasmanian Certificate of Education *Sport Science, Senior Secondary 5C (Subject code HP817) 2006*. (p.7, q.9). Retrieved, September, 2007, from <http://www.tqa.tas.gov.au/>
- Question 7:** *Yr 12 PE Exam Questions*. (1986). Fankhauser/Jamison (p.39, q.10).
- Question 9:** Tasmanian Qualifications Authority: Tasmanian Certificate of Education. *Sport Science Senior Secondary 5C (Subject code HP817) 2005*. (p.13, q.18). Retrieved, September, 2007, from <http://www.tqa.tas.gov.au/>

SECTION TWO:

- Question 17:** Adapted from: Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2003. *Physical Education* (p.5, q.3). Retrieved, September, 2007, from <http://www.vcaa.vic.edu.au/>
- Question 18:** *Yr 12 PE Exam Questions*. (1986). Fankhauser/Jamison (p. 41, q.1).
- Question 20:** Adapted from: Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2006. *Physical Education* (p.25–27, q.17). Retrieved, September, 2007, from <http://www.vcaa.vic.edu.au/>

SECTION THREE

- Question 22:** Adapted from: Tasmanian Qualifications Authority: Tasmanian Certificate of Education. *Sport Science Senior Secondary 5C (Subject code HP817) 2005*. (p.21, q.43). Retrieved, September, 2007, from <http://www.tqa.tas.gov.au/>
- Question 23:** Adapted from: Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2003. *Physical Education*. (p p.15–16, q.13). Retrieved, September, 2007, from <http://www.vcaa.vic.edu.au/>