

MARKING KEY

DRAFT (WEB VERSION ONLY)

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SECTION ONE: MULTIPLE-CHOICE
(15 MARKS)

Question	Answer	Marks
1	B	1
2	C	1
3	D	1
4	D	1
5	B	1
6	A	1
7	B	1
8	D	1
9	B	1
10	A	1
11	D	1
12	A	1
13	C	1
14	B	1
15	C	1

SECTION TWO: SHORT RESPONSE QUESTIONS

(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]

Description	Marks
Selected two(2) modifications from: <ul style="list-style-type: none">• Smaller equipment size i.e. racquets, sticks, balls• Softer balls• Decreased field size• Less time duration• Ensured rotation of positions to maximize participation	2
Selected one(1) modification from: <ul style="list-style-type: none">• Smaller equipment size i.e. racquets, sticks, balls• Softer balls• Decreased field size• Less time duration• Ensured rotation of positions to maximize participation	1

(b) Explain how one of these modifications would increase a younger child's ability to perform the skills needed in this sport. [2 marks]

Description	Marks
Selects a sport modification and outlines in detail how this increases ability to perform. E.g. In Kanga Cricket the softer, smaller balls are easier for children to hold. They are less scary to catch as they are less likely to hurt little hands. This enables young people to perform bowling and fielding skills with greater ease and confidence.	2
Selects a sport modification with no explanation. E.g. In Kanga Cricket the softer, smaller balls	0-1

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/>]

For copyright reasons this question, including parts a–c, cannot be reproduced in the online version of this document, but may be viewed at http://www.vcaa.vic.edu.au/vce/studies/physicaledu/pastexams/2003_physicsed.pdf (p. 5).

(a) [1 mark]

Description	Marks
Diagram C	1

(b) [2 marks]

Description	Marks
mainly aerobic energy pathway	1
contract repeatedly for continuous activity	1

(c) [2 marks]

Description	Marks
anaerobic ATP production	1
fatigue more quickly	1

Question 18

[From: *Yr 12 PE Exam Questions. (1986). Fankhauser/Jamison (p. 41, q.1)*]

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(a) [3 marks]

Description	Marks
aerobic system	1
lactic acid system	1
ATP-PC system	1

(b) [2 marks]

Description	Marks
carbon dioxide	1
Water	1

(c) [3 marks]

Description	Marks
<i>Provide one example of each energy system in chosen sport:</i> aerobic-used for long duration endurance activities	1
lactic acid-used for activities 1-2mins duration	1
ATP-CP-used for any high power, short duration activity up to 10 seconds	1

Question 19

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

(a) List and explain three possible reasons for gender differences: [6 marks]

1 mark for listing 1 for explanation

Description	Marks
Lists <i>and</i> explains 3 reasons out of: <ul style="list-style-type: none"> • Biological Factors • Importance of involvement in sport • Body image, self-concept and self-esteem • Organised sport • Media • Organised sport vs recreation/social-type activities • Sports officials • Sponsorship • Fewer opportunities to compete 	3–6 1 mark for listing and 1 mark for explanation
Lists <i>and</i> explains 2 reasons out of the list above.	2–4 1 mark for listing and 1 mark for explanation
Lists <i>and</i> explains 1 reason out of the list above.	1–2 1 mark for listing and 1 mark for explanation

(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]

Description	Marks
Provide two incentives for older people to become active from: <ul style="list-style-type: none"> • Osteoporosis • Cardiovascular health • Blood pressure • Strength • Weight control • Better sleeping habits • Less incidence of diabetes and colon cancer • Higher flexibility and agility levels • Decreased anxiety/depression • Social Benefits 	2
Provide two incentives for older people to become active from the list above	1

Question 20

[Adapted from: Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2006. *Physical Education* (pp. 25–27, q.17). Retrieved September, 2007, from <http://www.vcaa.vic.edu.au/>]

For copyright reasons this question, including parts a–c, cannot be reproduced in the online version of this document, but may be viewed at <http://www.vcaa.vic.edu.au/vce/studies/physicaledu/pastexams/2006phys-ed-w.pdf> (pp. 25–27, q. 17).

(a)

[4 marks]

Description	Marks
Provides example of <u>both</u> aerobic and anaerobic <i>and</i> an explanation of each. E.g. aerobic- running session, 35 mins, endurance anaerobic- paddling session, 8 reps by 10 sec sprints, high power, short duration	2–4 1 mark for each activity and 1 mark for each explanation
Provides example of <u>either</u> aerobic and anaerobic <i>and</i> an explanation of each.	1–2 1 mark for an activity and 1 mark for an explanation

(b)

[4 marks]

Description	Marks
Explains both strategies using examples E.g. <ul style="list-style-type: none">• massage—return body to pre-exercise state, relaxation, removal of lactic acid from working muscles• meditation—form of relaxation, focusing your attention on a single thought, sound or object results in relaxation response of the body (through decreased muscle tone) and the mind (calm, positive attitude)	2–4
Briefly describes both strategies <u>or</u> explains and uses examples of <i>one</i> strategy.	1–2

(c)

[2 marks]

Description	Marks
Outlines functions of protein <ul style="list-style-type: none">• Protein is used to produce ATP under extreme conditions• Athletes in heavy training: 1.2–1.8 g/kg of body weight	2
Outlines one of the functions of protein (as above)	1

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. [15 marks]

Description	Marks
List of possible stages <ul style="list-style-type: none">• Pre-contemplation• Contemplation• Preparation• Action• Maintenance	5
Explanation of each stage (1) Pre-contemplation (Huh?) <ul style="list-style-type: none">• Stage before we even think about making change• Not intending to make change in near future• People may be in this stage because they are uninformed about the consequences of their behaviour• May have tried to change a number of times and become demoralized regarding their ability to change (2) Contemplation (Oh, that's how) <ul style="list-style-type: none">• When we think about making changes• Can go on for a long time• You want to make a change and at same time want things to stay the same (3) Preparation (What do I need?) <ul style="list-style-type: none">• You decide to change• Intending to take action in the immediate future (4) Action (Just do it!) <ul style="list-style-type: none">• You begin to take steps towards making a change• Vigilance against relapse is critical (5) Maintenance (Keep doing it!) <ul style="list-style-type: none">• Practice steps to consolidate new behaviour• Long-term ongoing process• More confident, less tempted to relapse	10 1–2 marks for each explanation for each stage

SECTION THREE: EXTENDED RESPONSE

(50 MARKS)

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/>]

The Australian Open is a prestigious international tennis event which is monitored intently by the media and tennis fans worldwide. Many finalists over the years have been affected by the immense pressure of playing at this esteemed event and, as a result, have not performed at their potential.

Using your knowledge of mental skills training, explain how finalists for the Australian Open could overcome their nerves, relax, and perform their skills more effectively in the final. Use the headings below to provide your response. [15 marks]

(Up to 5 marks for each section)

Description	Marks
<p>List and explain by identifying up to 5 areas from the following:</p> <p>Concentration</p> <ul style="list-style-type: none"> • Performers can experience problems in maintaining their concentration due to internal or external distractions • Efforts to improve should focus on: • Instruction on focusing skills • Importance of being mentally prepared for competition, simulating competitive situations during practice • Establishing consistent performance routines ie bouncing ball 5 times before serving • Breaking competition into segments, ensuring attention is focused on present moment • Developing skills in refocusing attention after distractions, using centering techniques such as breathing and specific cues 	Up to 5
<p>List and explain by identifying up to 5 areas from the following:</p> <p>Arousal Regulation:</p> <p><i>Reducing levels of arousal</i></p> <ul style="list-style-type: none"> • Progressive muscle relaxation • Centered breathing • Reading your body • Biofeedback <p><i>Increasing levels of arousal</i></p> <ul style="list-style-type: none"> • Pre-competition psych-up • Pre-competition work-out • Increasing breathing rate • Imagery • Goal setting • Self-talk 	Up to 5
<p>List and explain by identifying up to 5 areas from the following:</p> <p>Stress Management</p> <ul style="list-style-type: none"> • Relaxation • Meditation and hypnosis • Self-talk or self-thought • Mental rehearsal and imagery • Centering • Performance planning and the use of set routines 	Up to 5

Question 23

[Adapted from: Victorian Curriculum and Assessment Authority: Victorian Certificate of Education 2003. *Physical Education*. (pp.15–16, q.13). Retrieved, September, 2007, from <http://www.vcaa.vic.edu.au/>]

For copyright reasons this question, including parts a–d, cannot be reproduced in the online version of this document, but may be viewed at <http://www.vcaa.vic.edu.au/vce/studies/physicaledu/pastexams/2006physed-w.pdf> (pp. 15–16).

(a)**[4 marks]**

Description	Marks
12 sets hamstring curls—too many	1
Suggest 4–6 sets	1
87.5kg squats too heavy	1
Suggest 60-65% of 1 rep max—59kg	1

(b)**[2 marks]**

Description	Marks
Identifies at least two (2) areas from: <ul style="list-style-type: none"> • Body systems must be continually overloaded with progressively higher levels of work • If the training load exceeds the load to which the body is accustomed, the body will adapt physiologically, so that a higher load is required for further improvement • Overloading can be accomplished by varying 3 factors in training: <ul style="list-style-type: none"> ▪ increase the intensity of the exercise ▪ increase the frequency of activity ▪ increase the duration of the exercise or the number of repetitions. 	2
Identifies one (1) area from the list above.	1

(c)

[6 marks]

Description	Marks
Outline the benefits using the following: (i) muscle hypertrophy <ul style="list-style-type: none">• increase in the number and size of myofibrils per muscle fibre• increase in the amount of protein filaments, particularly myosin• increase in the length and size of the tendons, ligaments and connective tissue	Up to 3
Outline the benefits using the following: (ii) muscle hyperplasia <ul style="list-style-type: none">• splitting of individual muscle fibres to increase the number of fibres in the muscle (after many months of heavy resistance training)	Up to 3

(d)

[8 marks]

Description	Marks
Muscles decrease in size or atrophy when exercise is stopped.	1–2
Body fat increases only if athlete continues to consume same quantities of food when it is no longer needed.	1–2
Because protein is used to produce ATP only under extreme conditions, such as competing in marathons or triathlons, its consumption does not need to be greatly increased	1–4

Question 24

The captain of a high-profile team needs to possess highly developed interpersonal and leadership skills in order to inspire team members and to maintain a team’s focus and commitment.

Discuss the interpersonal and leadership skills in detail using examples that are required of a captain in order for the team to achieve its goals. [15 marks]

Students may include any of the following:

Description	Marks
<p>Interpersonal Qualities Identify <i>and</i> define Communication: The captain would need to be an effective communicator. Both verbally and non-verbally. Verbal—articulate the coaches message to other players and have the ability to make other players actively listen. Non-verbal—positive body language would be an example to his/her peers e.g. hard running when tired, pat on back in a huddle.</p>	2
<p>Identify <i>and</i> define Assertion skills: The captain would be able to stand up for what he/she believes in, without putting others down.</p>	2
<p>Identify <i>and</i> define Relationship skills: The captain would be able to make his/her team mates feel valued. He/she would develop trust and have the ability to listen and use strategies to deal with problems within the group.</p>	2
<p>Identify <i>and</i> define Problem solving and Negotiation skills: The captain would be able to negotiate with players when dealing with problems in the group. In an area where some egos may be high (i.e. High profile team), a skilled negotiator would be required.</p>	2
<p>Leadership Qualities Judgement skills—wisdom, common sense</p>	1
Interpersonal skills—communication, motivation skills, ability to make others feel valued	1
Organisation skills—planning, showing self control	1
Instructional skills—teaching by example	1
Group management skills—team building, conflict resolution	1
Flexibility—ability to change to suit the circumstances	1
Personal skills—self-concept, confident, vision and attention to detail.	1