



Personal Development, Health and Physical Education

Stage 6 Course Booklet

**Year 12
2019/2020**

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Year 12 - HSC - PDHPE 2019 – 2020

Scope and Sequence

Term	Week	Contents:	Assessment
2019 TERM 4	1	Option Topic: Sports Medicine	
	2	Option Topic: Sports Medicine	
	3	Option Topic: Sports Medicine	
	4	Option Topic: Sports Medicine	
	5	Option Topic: Sports Medicine	
	6	Option Topic: Sports Medicine	
	7	Core 1: Health Priorities in Australia	
	8	Core 1: Health Priorities in Australia	Assessment Task 1 - 20%
	9	Core 1: Health Priorities in Australia	
	10	Core 1: Health Priorities in Australia	
2020 TERM 1	1	Core 1: Health Priorities in Australia	
	2	Core 1: Health Priorities in Australia	
	3	Core 1: Health Priorities in Australia	
	4	Core 1: Health Priorities in Australia	
	5	Core 1: Health Priorities in Australia	
	6	Core 1: Health Priorities in Australia	
	7	Option Topic: Improving Performance	
	8	Option Topic: Improving Performance	Assessment Task 2 - 25%
	9	Option Topic: Improving Performance	
	10	Option Topic: Improving Performance	
2020 TERM 2	1	Option Topic: Improving Performance	
	2	Option Topic: Improving Performance	
	3	Core 2: Factors affecting Performance	
	4	Core 2: Factors affecting Performance	
	5	Core 2: Factors affecting Performance	
	6	Core 2: Factors affecting Performance	
	7	Core 2: Factors affecting Performance	
	8	Core 2: Factors affecting Performance	
	9	Core 2: Factors affecting Performance	
	10	Core 2: Factors affecting Performance	Assessment Task 3 - 25%
2020 TERM 3	1	Core 2: Factors affecting Performance	
	2	Core 2: Factors affecting Performance	
	3	Revision	
	4	Revision	
	5	TRIAL HSC	Assessment Task 4 - 30%
	6	TRIAL HSC	
	7	Revision	
	8	Revision	
	9	Revision	
	10	Revision	

Personal Development, Health & Physical Education

Personal Development, Health & Physical Education HSC assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Research & written task Option 3 Sports Medicine	Health analysis Core 1 Health Priorities in Australia	Practical & written task Core 2 Factors Affecting Performance	Trial HSC Examination Core 1, Core 2, Option 3, Option 4	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3, Week 5/6	
Outcomes assessed	H8, H13, H16, H17	H1, H2, H3, H4, H5, H6, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge & Understanding of Course content	10	10	10	10	40
Skills in Critical thinking, Research, Analysis and Communicating	10	15	15	20	60
Marks	20	25	25	30	Total 100



Assessment Task Advice

Course: PDHPE	Year: 12	
Task Number: 1	Date Issued: Monday 21st October, Week 2, Term 4	Date Due: Friday 6th December, Period 1, Week 8, Term 4
Mark out of: 20	Weighting: 20%	

Task Type:

Sports Medicine – In class examination

Task Description:

Students will receive the following 6 questions, which they need to prepare for. On the due date students will be presented with 2 of the below questions that they will need to answer in class.

1. How are skill and physical tests used to indicate an athlete's readiness to return to play after injury? (8marks)
2. To what extent is taping effective in preventing sports injuries? (8 marks)
3. Why do iron deficiency and lower bone density affect female athletes? (8 marks)
4. Analyse why sports medicine has a focus on the specific demands of adult athletes, aged athletes and female athletes. (12 marks)
5. Evaluate policies and procedures that address the ethical considerations in determining when an athlete returns to play from injury (12 marks)
6. Evaluate the strategies an athlete may employ to support the body's mechanisms for regulating temperature? (12 marks)

Outcomes being assessing by this task:

- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Specific submission instructions:

This assessment task must be your own work. Any tasks that are found to be plagiarised will incur a severe penalty. Present your assessment task according to the Year 12 assessment guidelines.



Assessment Task Advice

Course: PDHPE	Year: 12	
Task Number: 2	Date Issued: Term 4, Week 8, Friday, 6 th December 2019	Date Due: Term 1, Week 8, Friday, March 27 th 2019
Mark out of: 26 marks	Weighting: 25%	

Task Type:

Core 1: Health Priority Areas in Australia - Portfolio

Task Description:

Questions:

1. **Explain** the health status of a group experiencing health inequities in Australia, in terms of the current trends in mortality and burden of disease. **1 ½ typed pages maximum** (6 Marks)
2. Choose three (3) National Health Priority Areas (e.g. CVD, Cancer, Respiratory Disease, Diabetes, Mental Health, Injury) and answer the following question:

Analyse how determinants of health can result in some population groups suffering health inequities in these areas. **2 typed pages maximum** (8 Marks)
3. Select a health promotion initiative associated with one of the National Health Priority Areas (CVD, Cancer, Respiratory Disease, Diabetes, Mental Health, Injury) and **Examine** the health promotion initiative in terms of how it applies to the five action areas of the Ottawa Charter. **3 typed pages maximum** (12 Marks)

Outcomes being assessed by this task:

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses & explains the health status of Australians in terms of current trends & groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for New Public Health Approach to health promotion
- H5 explains the different roles & responsibilities of individuals, communities & governments in addressing Australia's health issues
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

Specific submission instructions:

This assessment task must be your own work. Any tasks that are found to be plagiarised will incur a severe penalty. Present your assessment task according to the Year 12 assessment guidelines.

Assessment Task Marking Guidelines

Question 1	
6	Explains in detail the health status of a group experiencing inequalities in Australia. Provides specific and relevant examples of current trends in mortality and burden of disease rates in Australia. Answer is presented in a clear and logical manner.
5	Explains the health status of a group experiencing inequalities in Australia. Provides examples of current trends in mortality and burden of disease rates in Australia. Answer is presented in a clear and logical manner.
3-4	Explains the health status of a group experiencing inequalities in Australia. May or may not provide some examples of current trends in mortality and burden of disease rates in Australia.
1-2	Identifies some aspects of the health status of a group experiencing inequalities in Australia. May or may not provide some examples of current trends in mortality and burden of disease rates in Australia.

Question 2 Choose three (3) national health priority areas (CVD, Cancer, Respiratory Disease, Diabetes, Mental Health, Injury)	
7-8	Analyses in detail how sociocultural, socioeconomic and environmental determinants of health can result in some population groups suffering health inequities in all three national health priority areas chosen. Provides specific and relevant examples of all three health issues. Answer is presented in a clear and logical manner.
5-6	Analyses how sociocultural, socioeconomic and environmental determinants of health can result in some population groups suffering health inequities in some or all three national health priority areas chosen. Provides relevant examples of some or all three health issues.
3-4	Identifies some aspects of how some or all of the following, sociocultural, socioeconomic and environmental determinants of health, can result in some population groups suffering health inequities in some or all three national health priority areas chosen. Limited or no examples all three health issues provided.
1-2	Identifies some aspects of, sociocultural, socioeconomic and environmental determinants of health. Limited or no examples all three health issues provided.

Question 3 Choose one (1) national health priority area (CVD, Cancer, Respiratory Disease, Diabetes, Mental Health, Injury)	
11-12	Identifies a health promotion initiative associated with one of the national health priority areas and examines how it applies to each of the five action areas of the Ottawa Charter. Extensive examples are provided for each area of the Ottawa Charter.
8-10	Identifies a health promotion initiative associated with one of the national health priority areas and examines how it applies to each of the five action areas of the Ottawa Charter. Examples are provided for each area of the Ottawa Charter.
5-7	Enquiries into a health promotion initiative associated with one of the national health priority areas and explains how it applies to each of the five action areas of the Ottawa Charter. Good examples are provided.
3-4	Provides characteristics and features of a health promotion initiative associated with one of the national health priority areas and links are made with most areas of the Ottawa Charter. Some examples are provided.
0-2	Sketches in general terms a health promotion initiative associated with one of the national health priority areas and/or makes some reference to the Ottawa Charter.



Assessment Task Advice

Course: PDHPE		Year: 12
Task Number: 3	Date Issued: Term 2, Week 3 May 11th, Monday	Date Due: Term 2, Week 5 – Recording sheet Term 2, Week 7, June 8th, Monday 8:45am - Draft Term 2, Week 10, July 3rd, Friday 8:45am– Skill Acquisition report
Mark out of: 20	Weighting: 25%	

Task Type:

Core 2: Factors Affecting Performance – Practical and Written Task

Task Description:

Practical Component:

- Students are to participate in a practical lesson which will involve them learning a skill.
- Students will be required to record their “result” at the beginning of the session, after feedback is given and after they have practiced the skill.
- Students should take notes on how their skill level progresses and what factors affected this progression. It is also recommended that students observe the learning process of their classmates as well.

Note: The recording sheet is to be submitted **Term 2, Week 10, July 3rd, Friday 8:45am** with the written component of this assessment **(2 mark)**

Draft: Students will be required to submit a draft **Term 2, Week 7, June 8th, Monday 8:45am** prior to the assessment due date **(Pass/Fail)**

Skill acquisition report: Term 2, Week 10, July 3rd, Friday 8:45am

Explain how the characteristics of the skilled performer have changed and adapted through completing the skill.

(6 marks)

The below question is based on the skill you learnt in the practical component and any past experience you have of learning skills:

Evaluate the nature of the skill, the practice method and feedback, and **Justify** how these affect the way the learner progresses through the **stages of skill acquisition**. **(12 marks)**

Outcomes being assessed by this task:

A student:

- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

Specific submission instructions: This assessment task must be your own work. Any tasks that are found to be plagiarised will incur a severe penalty. Present your assessment task according to the Year 12 assessment guidelines.

Assessment Task Marking Guidelines

Draft

PASS/FAIL

Criteria	
Completed draft of a satisfactory level answering all questions identifying examples in their draft	PASS
No draft was submitted / Draft was submitted late	FAIL

Practical Component

(2 marks)

Criteria	Marks
Practical Recording sheet	2

QUESTION 1

(6 marks)

Explain how the characteristics of the skilled performer have changed and adapted through completing these skills

Criteria	Marks
Explains how the characteristics of the skilled performer have changed and adapted through completing the skill	6
Discusses how the characteristics of the skilled performer have changed and adapted through completing the skill	4-5
Lists how some of the characteristics of the skilled performer have changed and adapted through completing the skill	2-3
Lists some of the characteristics of the skilled performer AND/OR How they have changed and adapted through completing the skill	1

QUESTION 2

(12 marks)

Evaluate the nature of the skill, the practice method and feedback, and **Justify** how these affect the way the learner progresses through the **stages of skill acquisition**

Criteria	Marks
<ul style="list-style-type: none"> - Analyses the nature of the skill, the practice method and feedback - Justifies how the nature of the skill, the practice method and feedback affect the way the learner progresses through the stages of skill acquisition - Uses relevant examples to support the response 	11-12
<ul style="list-style-type: none"> - Evaluates the nature of the skill, the practice method and feedback - Justifies how the nature of the skill, the practice method and feedback affect the way the learner progresses through the stages of skill acquisition - Provides some relevant examples 	8-10
<ul style="list-style-type: none"> - Lists the nature of the skill, the practice method and feedback - Describes how the nature of the skill, the practice method and feedback affect the way the learner progresses through the stages of skill acquisition - Provides an example 	5-7
<ul style="list-style-type: none"> - Sketches in general terms the nature of the skill, the practice method and feedback; AND/OR - Sketches in general terms the stages of skill acquisition 	3-4
<ul style="list-style-type: none"> - Recognises and names the nature of the skill, the practice method and feedback; AND/OR - Provides an example of a stage of skill acquisition. 	1-2



Assessment Task Advice

Course: PDHPE		Year: 12
Task Number: 4	Date Issued: Term 3, Weeks 1	Date Due: Term 3, Weeks 5 and 6, Exam period
Mark out of: 100	Weighting: 30%	

Task Type:

Trial HSC Examination

Task Description:

3hrs and 5mins Examination.

You will be assessed on the whole of Core 1 and Core 2 as well as both of the Options (Sports Medicine and Improving Performance)

Structure of exam:

- 20 Multiple choice questions (10 questions on Core 1 and 10 questions on Core 2)
- 20 Marks Core 1 - Health Priorities in Australia
- 20 Marks Core 2 - Factors Affecting Performance
- 20 Marks Option - Sports Medicine
- 20 Marks Option – Improving Performance

Outcomes being assessed by this task:

A student:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired
- H10 designs and implements training plans to improve performance
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Specific submission instructions: According to Year 12 Trial Examination Timetable

HSC PDHPE Glossary Words

Analyse	identify components and the relationship between them: draw out and relate implications
Assess	make a judgement of value, quality, outcomes, results or size
Compare	show how things are similar and different
Critically analyse	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analyse
Critically evaluate	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to evaluate
Define	state meaning and identify essential qualities
Demonstrate	show by example
Describe	provide characteristics and features
Discuss	identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	relate cause and effect; make the relationships between things evident; provide why and/or how
Identify	recognise and name
Investigate	plan, inquire into and draw conclusions about
Justify	support an argument or conclusion
Outline	sketch in general terms; indicate the main features of

ALARM Scaffold

HSC Key Words	ALARM Scaffold
	<p>Topic Concept: Essential idea of topic or summation Judgment on the development process and/or its change of procedures in the process over time. How are the various features/impacts/effects interrelated?</p>
Clarify Define Identify List Recall Recount Summarise	<p>Name and Define: Components/elements/ steps/stages of the topic process. Give a name and definition of EACH of these areas. Identify.</p>
Describe Demonstrate Distinguish Extract Outline Classify	<p>Describe: What are the features/characteristics/properties? Use examples.</p>
Apply Explain Account What/Why	<p>Explain the Significance: What is the ... purpose/function? ... Cause and effect? Use examples</p>
Analyse Examine Interpret Synthesise Predict How/Why	<p>Analyse: Explain how and/or why the intentions are carried out, impact How did it achieve its purpose or intent and / or impact/effect? What is the relationship between the various components?</p>
Critically Analyse Compare Contrast Discuss Recommend	<p>Critically Analyse: Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect. How and why is it beneficial and /or harmful?</p>
Construct Deduce Evaluate Extrapolate Investigate Propose	<p>Evaluate: To what extent is each component part successful, useful, and achieve its purpose? To what extent is the impact/effect effective or valuable? To what extent has it carried out its function or purpose? Is it successful, in relation to set criteria?</p>
Critically Evaluate Assess Justify	<p>Critically Evaluate: Come to a final judgement on each component & overall extent After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered. To what extent is one more effective than another. Were all the features/effects/impacts, the whole process, successful or effective?</p>
Appreciate	<p>Appreciate: Why is this understanding of the topic important for life?</p>



A.L.A.R.M.

HOW TO IMPROVE YOUR EXTENDED RESPONSES

What?

Name, Define & Describe

1. What are the main components, methods, principles, and/or strategies of your topic? Name and define them.
2. What are the features or characteristics of each? Describe them in detail.

Explain Significance

1. What is the purpose, function or role of each feature?
2. What impact or effect is each feature having (on the syllabus content)?

Why?

Analyse

How?

Once the purpose is established explain how and/or why it is carried out. How does it achieve this effect? What relationships are there between the features? How does it affect what happens after?

Critically Analyse

Explain how each feature is beneficial or unbeneficial. Explain why each feature is positive or negative.



Evaluate/Apply/Assess/Argue/Compare/ Recommend/Justify/Appreciate

To what extent is each feature effective in achieving the purpose? By how much do the positives outweigh the negatives? This level requires you to make a judgement about the feature/component/concept.

How well?
So what?

Examples

Appreciate

Demonstrate your appreciation of links to the question in your examples and supporting evidence throughout your response.

Exam Technique

Responding to Multiple Choice Questions

In responding to multiple choice questions, you want to keep in mind the basics of test taking:

- read the directions first and carefully
- read each question carefully
- be systematic in your approach to eliminating options.

These are some specific strategies for eliminating options in multiple choice questions.

1. Identify Qualifiers

Qualifiers are words that alter a statement. Words like **always**, **most**, **equal**, **good**, and **bad**. In a multiple choice question, qualifiers can make an option on a test question be a correct option or an incorrect option. For example, the following two statements are nearly identical:

- Smoking often leads to lung cancer.
- Smoking always leads to lung cancer.

The first statement is true, while the word “always” in the second statement makes it false.

Keep careful track of qualifiers by circling ones that appears in a test question or in the answer options.

Qualifiers can be broken into the following groups:

- All, most, some, none (no)
- Always , usually, sometimes, never
- Great, much, little, no
- More, equal, less
- Good, bad
- Is, is not

Whenever one qualifier from a group is used in an answer option, substitute each of the others qualifiers in that group for it in the answer. Then you can tell which of the qualifiers fits best in the statement. If the best qualifier is the one in the answer option, then the option is true, if the best qualifier is another one from the family, then the answer option can be eliminated.

2. Notice Negatives

Negatives can be words like **no**, **not**, **none** and **never**, or they can be prefixes like ill-, as in illogical, un-, as in uninterested, imp- as in impatient. It is important to notice negatives because they can reverse the meaning of a sentence. It is also important to be aware that two negatives in a sentence are the same in meaning as if the statement had no negatives.

When you find negatives in a question, circle them. Try to gain the meaning of the question or statement without the negative. This will help you determine if the answer option is true or false.

3. Choose the Best Response

Many options in a multiple choice answer may have some truth to them. You want to identify the best response from the good responses. If you have eliminated other answer options and have narrowed it down to two, and both seem true, try to pick the answer option that is in some way better than one that is just good. Be sure to reread the stem (or question) when selecting the best answer.

4. Use Grammatical Clues

Although questions follow different formats, all must follow the rules of grammar. You can eliminate answer options that do not make sense grammatically even if they contain correct information. Consider this example:

Which of the following best describes the purpose of the relationship between heart rate and exercise intensity for an individual over time?

- (A) *the anaerobic energy system is more efficient*
- (B) *To increase the amount of oxygen available to muscles*
- (C) *To maintain cardiac output*
- (D) *systolic blood pressure is higher than diastolic blood pressure*

Answer option and answer option (d) have no connection to “the relationship between heart rate and exercise intensity.” These options can be eliminated, although the statements may be true, and you are left with options (b) and (c).

5. Mark Only “Sure Things” First, Make 3 “Passes” Through the Test

Go through the test first and answer all the questions for which the answers come easily. For the questions that seem more difficult, mark the qualifiers and negatives, and eliminate as many options as you can. This will give you a head start for your second pass. You may come across another question that gives you a clue to the one that stumped you. On your second pass spend extra time to figure out the “best” of the rest of the answer options. On your third pass, take an educated guess at the ones that are still elusive because any answer is better than no answer.

Planning Your Answers to Extended Response Questions

Before starting to answer the question you need to be sure of what the question is asking. Read the question slowly at least twice. The following is a suggested strategy for planning and writing your response.

1. Identify the key word/s

Underline the key words in the question e.g. the word/s that tell you HOW to answer the question. For example, *discuss, explain, identify, apply, compare, recall, analyse, justify, evaluate, contrast, predict*. The HOW word will be a guide for students to demonstrate what they know and can do. Write down what this key word means above it – this acts as a visual reminder and also shows the examiner that you know what the word is telling you to do.

2. Identify the syllabus content

Circle the subject or content matter in the question – this will be related to the “Learn About” column in the syllabus. On the exam paper, write down in brief point form, the issues you are going to write about.

3. Draw the links between syllabus content

Identify if there is a second part or link in the question. In the higher mark questions there is usually two aspects of content that you will need to draw links to and show the relationship between.

4. Develop a scaffold for your response

Prepare a plan that outlines your response to the question. This might be in the form of dot points, a mind map, table or diagram. Develop a scaffold if necessary. As you answer the question cross off the points you listed on your mind map, dot points, table or diagram to ensure that you have fully responded to the question.

5. Refer to the rubric for criteria for marking

The rubric is the basis for creating marking schemes for extended response questions.

You need to ensure that your responses reflect the criteria in the rubric in order to maximise your marks.

Some of the following examples will help ensure that your responses are meeting the criteria of the rubric:

- demonstrate an understanding of health and physical activity concepts – you need to show through your responses that you have an excellent knowledge of PDHPE content. In order to do this in your responses you should:
 - use correct syllabus terminology to show that you understand what content is covered in the syllabus and what the terms mean e.g. ventilation rate rather than breathing rate, listing the actions areas of the Ottawa Charter if applicable.
- apply the skills of critical thinking and analysis – This is one of the most important areas, particularly for questions that ask you to analyse, justify or evaluate.
- illustrate your answer with relevant examples – using examples in extended response answers shows the examiner that you understand what the question is asking but also shows a practical application of the concept. It will help to reinforce arguments in responses that require you to analyse or justify.
- present ideas in a clear and logical way – better answers have a plan. You need to take time to work out a scaffold of all what you want to include in your response. A mind-map can be an effective way of representing all of the important points that need to be included in the response as well as being able to show the links between the points being made. It is always a good idea to make time at the end of the question or the end of the exam to read through your answers and make sure that you make sense. Remember the words on the paper are all that the markers have to determine your knowledge and understanding of the PDHPE content.

Other considerations

Consider the mark value of the question. This is a clear indication of how much time you should spend on the question i.e. less marks = less time. The number of lines given on the examination paper is an indication of how much you need to write to answer the question.

Re-read your answer. Ensure that your answer is clear to the examiner. Use headings, underline key words, or leave paragraph spacing, so that the marker can easily identify your answer. Remember to include syllabus terminology as this indicates to the marker that you have understood the question and can link your answer to the appropriate section of the syllabus.

Supplementary material

The following websites will be useful as you prepare for your HSC examination:

NSW Board of Studies

<http://www.boardofstudies.nsw.edu.au>

NSW Board of Studies Assessment Resource Centre

<http://arc.boardofstudies.nsw.edu.au/go/hsc/>

***Test yourself:* multiple choice questions**

<http://www4.boardofstudies.nsw.edu.au/>

Australia's Health

<http://www.aihw.gov.au/australias-health-publications/>

Performance Band Descriptors

— 2016 Higher School Certificate

Personal Development, Health and Physical Education Performance Band Descriptors and State Performance

<p>Band 6 (8.74%)</p>	<p>Demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance. Comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance. Demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health. Critically analyses movement and the range of factors that affect physical performance and participation. Provides relevant and accurate examples about health, participation and performance to justify complex arguments.</p>
<p>Band 5 (21.08%)</p>	<p>Clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts. Identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status. Demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health. Demonstrates an understanding of the interrelationships between the various factors that impact on physical performance. Supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance.</p>
<p>Band 4 (32.75%)</p>	<p>Demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance. Relates strategies for managing the major causes of sickness and death to the contributing risk factors. Demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health. Describes a range of factors that affect the quality of physical performance. Communicates information in a clear and logical way providing some examples about health, participation and performance.</p>
<p>Band 3 (28.42%)</p>	<p>Uses basic definitions and facts when explaining health and physical performance concepts. Identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal. Demonstrates an understanding of the need for government and community action in relation to promoting health. Identifies some relevant factors which influence physical performance. Provides basic support for the arguments presented on health, participation and performance.</p>
<p>Band 2 (7.35%)</p>	<p>Recalls some simple facts and writes brief descriptions. Demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement. Outlines some factors affecting health and identifies relevant illness prevention measures. Demonstrates an understanding of general movement principles. Provides limited support for the arguments presented on health, participation and performance.</p>
<p>Band 1 (1.63%)</p>	<p>A mark in this band indicates that the student has achieved below the minimum standard expected.</p>