What Do You Already Know

Activity 1: What do you already know about the PDHPE exam?

- In the space below write down what you know about the PDHPE HSC exam. List as many things as you can. (List at least four things). Be prepared to share your responses.

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Activity 2: Exam plan of attack.

Answer the following questions and write down reasons for your responses.

- What will you read in the reading time and why? ..............................................................

- What section will you start first and why? ...........................................................................

- What will you do if you draw a blank on a question and why? ............................................

(Adapted from ACHPER HSC enrichment presentation 2013)
Exam Structure – Slide 3

**Exam Structure**

- **Section 1: Core 1 and 2 Content** (60 marks)
  - **Part A: Multiple choice**
    - There will be objective response questions to the value of 20 marks.
  - **Part B: Short answer questions**
    - There will be approximately six short answer questions up to 8 marks.
- **Section 2: Options** (40 marks)
  - There will be two questions for each of the five options.
  - Answer both questions for the two options you have studied.
  - Answer only the options you have studied.

Time Allocation – Slide 4

**Time Allocation**

- The PDHPE exam is 3 hours plus 5 minutes reading time
- **Section 1: Core 1 and Core 2**
  - Part A: 40 minutes (multiple choice)
  - Part B: 1 hour and 10 minutes (short answer questions)
- **Section 2: Options**
  - Questions: 1 hour and 10 minutes (short answer/extended response)
Multiple Choice Questions – Slide 5

Activity 3: Pass Practice.

Mark only “sure things” first; make 3 “passes” through the exam.

1) Go through the exam first and answer all the questions for which the answers come easily.

2) For the questions that seem more difficult:
   - mark the qualifiers (words that alter a statement for example always, most, good, bad),
   - mark the negatives (words like no, not, none or never; or prefixes like ill as in illogical, un as in undone; these words can reverse the meaning of a sentence),
   - 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.

3) On your second pass spend extra time to figure out the “best” of the rest of the answer options.

4) On your third pass, take an educated guess at the ones that are still elusive because any answer is better than no answer.

In pairs using the three pass method complete the following activity.
For each multiple choice question identify eliminated answers, explain why you eliminated these responses and then choose the correct answer.
Questions

1) An individual is required to perform a discrete, open and externally paced skill. Which of the following would meet this description?

a) Putting in golf.
b) Running 800 m.
c) Throwing a discus.
d) Returning a tennis serve.

Eliminated answer(s) ........................................

Explain why you eliminated this/these answer(s).

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The correct answer is ........................................

Why?

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2) What type of feedback occurs when an athlete receives a score at the conclusion of a gymnastics routine?

a) Intrinsic
b) Concurrent
c) Knowledge of results
d) Knowledge of performance

Eliminated answer(s) ........................................

Explain why you eliminated this/these answers?

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The correct answer is ........................................

Why?

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3) The graph summarises historical and projected data for Australian health care expenditure and the Australian working population.

Which major health care issue does the graph predict?

a) Funding for new and emerging medical technologies required by working Australians.
b) Funding for health care in an increasing ageing population.
c) Increasing demand for health care by the long-term unemployed.
d) Increasing prevalence of non-communicable disease in the Australian working population.

Eliminated answer(s) ...........................................................

Explain why you eliminated this/these answers?

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The correct answer is ..................................................

Why?

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Breaking Down Questions – Slide 6

**Activity 4a: Breaking Down the Question.**

Use the slide below to underline, circle and highlight following the presenters instructions.

**Question Breakdown** – Slide 7

**Question Breakdown continued**

Explain how different types of motivation can affect an athlete's performance. (4 marks)
**Activity 4b: SELL practice**

Complete the SELL for the question in Slide 7.

<table>
<thead>
<tr>
<th>Syllabus content =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain using the key word/ examples =</th>
</tr>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Links to the question =</th>
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</table>

<table>
<thead>
<tr>
<th>Look back over the question and check you have covered everything you need to. Look at how much the question is worth? =</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>
Activity 5: Practice Breaking Down Questions.

- Select ONE of the short answer questions below and practice breaking the question down. On the lines provided list the things you would include in your response. Remember SELL.

Short Answer Questions.

**Core 1**  
What are the responsibilities of each of the three levels of government for the delivery of health services in Australia? (4 marks)

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Core 2

Why are both objective and subjective performance measures appropriate in the assessment of an athletic performance? (5 marks)

PEEL – Writing a Response – Slide 9

Once you know what to do with the question you can move on to writing a response. The following acronym can be used to develop each paragraph:

- **Point** – state your point

- **Elaborate** – show what you know and apply your knowledge to the key words

- **Example** – provide 1 - 2 examples to help show your understanding

- **Link** – always refer back to the question to conclude paragraphs
SELL and PEEL

Once you have broken the question down using SELL and have planned your answer you can move onto writing your response.

Each paragraph in your exam responses should show your knowledge and understanding of the question and cover the relevant components from the question. Using the PEEL concept will help you to structure your paragraphs in a clear and logical way.

Point
- State your point – this may be in the form of identifying a factor, stating a fact, making a statement, proposing a strategy.

Elaborate
- Show what you know about the point made and apply that knowledge to the key/directive word and other factors in the question.
- Sometimes the requirements of the key/directive word can help you to elaborate. For example, if the question asks to explain, describe, outline, discuss, assess, analyse, compare, evaluate then you need to follow the scaffold of the key word to create your response.
- Other factors in the question can sometimes assist or guide your elaboration so it is important to understand what the question is asking you about.

Example
- Provide 1-2 examples to show you understand what you have elaborated on.
- The example should give a practical illustration, real life simulation or reflect a common everyday occurrence to prove what you have elaborated on.
- More marks means a greater range of examples throughout the response.

Link
- You should always refer back to the question to conclude your paragraph.
- This is where you can make links to show the relationship between syllabus content. This is also where you can demonstrate your understanding of health and physical activity concepts, where appropriate.
- In most cases, you are showing the outcome of your point as a result of your elaboration.

Adapted from ACHPER Enrichment presentation 2013
Tips for Answering HSC Questions

Breakdown the question (SELL).
- What is the value of the question?
- What is it asking you to KNOW? – highlight the syllabus related words.
- What is it asking you to DO? – circle the key/directive words.
- Underline any other relevant information given in the question that should be addressed? Are there any links that need to be made between syllabus content?
- Re-phrase the question in your own words.

Draw up a plan/mind map
- This should relate to your key words and what you are required to do, then your knowledge of the syllabus content and any other related information. Don’t spend too much time on the plan/mind map.
- As you answer the question you can cross off the points you listed on your plan/mind map to ensure that you have fully responded to the question.

Present ideas in a cohesive and logical way (PEEL)
- Remember to PEEL. Your written response is all that the markers have to determine your knowledge and understanding of the PDHPE content and how to apply it. You need to take time to work out a scaffold of what you want to include in your response and show the links between the points being made. It is always a good idea to make time to read through your answers and make sure that it makes sense.

Remember more marks means more time
- Don’t spend too long on a question worth 3 marks and then have no time left for an 8 to 12 mark question.

Pretend the marker knows nothing
- Don’t assume the marker will know what you are talking about, make sure you show what you know and then apply it to the question. You have to show your expertise in these physical activity and health concepts.

Use appropriate terminology
- Doing this can gain you marks and helps to show your knowledge of the subject. For example instead of saying the athlete takes a lot of shots in practice say the athlete uses massed practice to develop their skills. Another example is instead of saying death rates from lung cancer for men are less, say the mortality rates for lung cancer in males has decreased significantly.
Examples, examples, examples

- It is important that you provide examples throughout your answer to show you understand everything you have stated. The more you use examples the more understanding you can show of the question and concepts. Examples can be simple or extensive – it is better to use a combination of these throughout your response.

- Use black or blue pen, preferable black to write your response so that when the response is scanned for online marking the marker has the best opportunity to read and mark your response accordingly.

Make links to the marking rubric.

- Every exam has a rubric that outlines what your answer will be assessed on. For Section II the rubric is:

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

Activity 6: More Practice

Breakdown the question using SELL.
Pick a question from slide 9 (above) and complete the activity.

1. **Read the question.**
   
   Write the question you have chosen here.

2. **Underline the syllabus points in the question. (S)**
   
   List the key areas of the syllabus to address when answering this question.

3. **Circle the key words/verbs that tell you how to answer the question. (E)**
   
   Write down what each key word requires you to do to answer this question.
4. **Find the links/key hints. (L)**

   *Identify any links/hints in the question that should be addressed*

5. **Look back over the question and look at the marks allocated. (L)**

   *Write down how many marks the question is worth. Estimate how many lines you would need to use to answer this question. Have you covered all you need to?*

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**Draw up a plan/mind map**

Prepare a plan/mind map of points to include in your response. Use lines or arrows to make links between the concepts.
Write a response to your question. 
Use the lines provided below to write your answer.
Remember PEEL.

Remember the more you practice these quick tricks the easier it will be to understand exam questions. However, it is important to remember that those questions worth 3 marks or less probably don’t need this much time spent on them.
Support Networks – Slide 11

- Teacher/tutor
- Study groups
- Textbooks and study guides
- BOSTES site – NSW Students Online includes tips for studying and coping with stress
- HSC online PDHPE forums
- BOSTES sample answers, 2010 - 2015 HSC exam papers and HSC test yourself app

Marking the HSC – Slide 12

- Marking guidelines.
- Pilot marking/real marking.
- Script marking.
- Discrepancies.
- Positive marking.
• The exam is written and finalised by October the year before you sit your HSC exams. This means any new information or issues that arise in the year of your exams will not be included, similarly if it is not in the syllabus you cannot be questioned on it.

• Marking guidelines are also developed when the exam is written.

• For the first few days of the marking period, markers “practice” marking copies of real exam responses using the marking guidelines until all markers are marking consistently and at the same level.

• Markers mark the same question for up to 10 days.

• Script marking.
  Extended response questions above 8 marks are double marked i.e. marked by two markers on different teams. Short answer questions of 8 marks or less are single marked, therefore students need to make sure their answers are clear and show their understanding of the health and physical activity concepts.

• Discrepancies.
  If markers give different marks for an answer – this is called a discrepancy. Any scripts that have more than 2 marks difference between the two markers are then marked by a third marker to ensure that the right mark is given.

• The HSC is marked positively. This means that students do not lose marks for writing incorrect information. Don’t waste time crossing out information you think is wrong (it may have relevant information within it). If it is crossed out it won’t be marked. If you write a plan for your answer it will be read by markers and will contribute to the marks allocated for that question. If you run out of time but have jotted down some notes in your plan, markers will consider this as knowledge/understanding.

Adapted from ACHPER Enrichment presentation 2013
Take Home Activities

The following activities can be done at home as part of your study in preparation for the HSC:

Activity 1:

Multiple Choice practice.
Develop five multiple choice questions for Core 1 and five for Core 2.

Try to change the complexity of the questions i.e. make some higher-order thinking questions.

Use the different techniques to develop your questions i.e. the qualifiers (words that alter a statement for example always, most, good, bad) and the negatives (words like no, not, none or never; or prefixes like ill as in illogical, un as in undone; these words can reverse the meaning of a sentence). Remember it is the best answer that is correct.

Get a friend to try to answer the questions and give you feedback.

Use the following link to go to the 2010-2015 PDHPE HSC exams for examples which can help you develop your questions.

Activity 2:

Write a response to the following question and have a friend mark it using the marking guidelines below.

Example HSC style question
How do different types of training improve performance in various sports? (8 marks).

1. Read the question

2. Underline the syllabus points in the question.
   List the key areas of the syllabus to address when answering this question.
3. **Circle the key words/verbs that tell you how to answer the question.**
   *Write down what each key word requires you to do to answer this question.*

4. **Read the question again for links/key hints.**
   *Identify any links/hints in the question that should be addressed.*

5. **Look back over the question and look at the marks allocated.**
   *Write down how many marks the question is worth. Estimate how many lines you would need to use to answer this question. Have you covered all you need to?*

6. **Draw up a plan/mind map.**
   Prepare a plan/mind map of points to include in your response. Use lines or arrows to make links between the concepts.
7. **Write a response to your question**

Use the lines provided below to write your answer. Remember PEEL.

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Marking Guidelines

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Makes evident how different types of training can improve performance in various sports.</td>
<td>8</td>
</tr>
<tr>
<td>• Provides relevant examples of training used to improve performance in specific sports.</td>
<td></td>
</tr>
<tr>
<td>• Provides characteristics and features of how different types of training are used to improve performance in various sports.</td>
<td>6 - 7</td>
</tr>
<tr>
<td>• Provides relevant examples.</td>
<td></td>
</tr>
<tr>
<td>• Sketches in general terms how different type(s) of training can improve performance in various sports.</td>
<td>4 - 5</td>
</tr>
<tr>
<td>• Provides relevant examples.</td>
<td></td>
</tr>
<tr>
<td>• Recognises and names the different type(s) of training used to improve performance in a specific sport.</td>
<td>2 - 3</td>
</tr>
<tr>
<td>• Provides examples.</td>
<td></td>
</tr>
<tr>
<td>• Provides an example of training types.</td>
<td>1</td>
</tr>
</tbody>
</table>


Activity 3: Marking a Response.

Using the following marking guideline mark the following response to this question.

How does planning for performance differ for elite and amateur athletes?

As you read the response highlight in different colours:
• syllabus content used,
• statements that link the content to the question and statements that do what the key word asks eg assess, discuss, evaluate etc. In this case show how planning for performance differs for different athletes,
• relevant examples used.

What mark would you give this response? .............................

How could you improve this response? ..........................................................
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Re-write the response with your improvement and get your PDHPE teacher to mark the response.
Sample answer:

Planning for performance will differ when comparing the training and preparation of elite and amateur athletes. Elite athletes are often fully devoted to their sport and are full-time athletes, while amateur athletes may be required to balance work and other commitments with their sporting pursuits.

The performance and fitness needs of elite and amateur athletes while comparable in some sports, generally will differ due to the schedule of events and competitions. Elite athletes may participate in a wide variety of tournaments/competitions across the world, while amateur athletes may focus more on the local season of competition, possibly including national titles. As such, elite athletes may be required to have a vastly different training plan and be required to peak several times a year for major events, while amateur athletes may be required to peak for season-ending events as part of the local competition. This will result in the fitness needs of these athletes differing. While the amateur athletes can plan for a season of competition, elite athletes may be required to plan for short term goals such as a season of local competition, as well as longer term goals of international competitions, such as world cup events and major world events such as the Olympics. As these major events occur every four years, these elite athletes will need to manage their performance and fitness needs across a much longer time span.

Elite athletes may be required to prepare themselves for a variety of climatic conditions, dependent upon where they intend to compete. For example, an elite marathon runner in Australia may be required to prepare for a race in the United States that would be occurring ‘out of season’ in Australia. As the summer months are opposite in the USA to Australia, the marathon runner may have to adjust their training load to allow them to peak at the appropriate time for the race in the USA. They may have to base themselves overseas or in a warmer climate to match the anticipated race conditions so that they are not at a disadvantage when they arrive for the race. Amateur athletes, faced with the same problem, may not be able to afford the same training environments and opportunities and are immediately at a disadvantage.

Marking Guidelines

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses the extent and differentiation of planning needed for elite and amateur athletes</td>
<td>8</td>
</tr>
<tr>
<td>Makes the relationship evident between differentiated planning and performance of elite and amateur athletes</td>
<td>6 - 7</td>
</tr>
<tr>
<td>Provides relevant examples</td>
<td></td>
</tr>
<tr>
<td>Provides reasons for the differing planning considerations for elite and amateur athletes</td>
<td></td>
</tr>
<tr>
<td>Recognises a relationship between planning and performance of elite and amateur athletes</td>
<td></td>
</tr>
<tr>
<td>Provides relevant examples</td>
<td>4 - 5</td>
</tr>
<tr>
<td>Provides characteristics and features of planning for elite and amateur athletes</td>
<td></td>
</tr>
<tr>
<td>Provides an example</td>
<td></td>
</tr>
<tr>
<td>Sketches in general terms planning considerations for elite or amateur athletes</td>
<td>2 - 3</td>
</tr>
<tr>
<td>Provides some relevant information about planning for performance</td>
<td>1</td>
</tr>
</tbody>
</table>
Additional Notes: