

SPORT SCIENCE

SPT315118

Section **A** Exercise Physiology

Pages: 20

Questions: 7

Preparation time for this exam: 15 minutes

Suggested working time: 60 minutes

Instructions:

- Answer **all** questions and **all** items within each question.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 60 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

Marker use	
C1	/ 25
C2	/ 25
C5	/ 10

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Guide to Exam Structure

	Questions available	Questions to answer	Suggested working time	Marks available
Section A	7	7	60 minutes	60 marks
Section B	4	4	45 minutes	45 marks
Section C	4	4	45 minutes	45 marks
Section D	3	3	30 minutes	30 marks
Totals	18	18	180 minutes (3 hours)	180 marks

Criteria

You **must** make sure your answers address:

- Criterion 1 describe and analyse physiological aspects of exercise
- Criterion 2 analyse and explain physiological responses to training and recovery
- Criterion 5 analyse and interpret sport science data and information.

Question 1

Marker use

This question assesses **Criterion 1**.



Figure 1: Photo of a shot putter.

Source: Todd Hodgetts (*The West Australian*) 1/9/21

- a) i. What is the name of the molecule which is broken down to provide energy for muscle contraction?

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- ii. Explain how this molecule is broken down.

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- b) i. Which muscle fibre type is the main contributor for throwing a shot put and explain **one (1)** reason for your choice.

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- ii. What are **two (2)** characteristics of this muscle fibre type?

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Question 1 continues

Question 1 continued

Marker use

- iii. What are **three (3) chronic** muscular adaptations that a shot putter will achieve from anaerobic training?

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- c) i. Define the term **oxygen deficit**.

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- ii. Explain why a shot putter would not develop a large oxygen deficit.

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Question 2

Marker use

This question assesses **Criterion 1**.

Freycinet Challenge is an endurance event where solo competitors complete 160 km of racing including trail running, mountain and road biking and sea kayaking over two days. Finishing times are over 3 hours for each day.

a) What would be the predominant energy system being used by the athletes?

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b) i. Define VO₂ Max.

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ii. List **two (2)** factors which affect an individual's VO₂ Max.

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iii. What is **one (1)** respiratory and **one (1)** circulatory difference you would expect between an athlete with a high VO₂ Max and a sedentary person **at rest**?

/1

	Respiratory	Circulatory
Athlete with high VO ₂ max		
Sedentary person		

Question 2 continues

Question 2 continued

Marker use

- c) i. Describe **or** draw a diagram to explain the **three (3)** stages of aerobic energy production.

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- ii. Explain what happens to **two (2)** by-products of aerobic energy production.

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Question 3

Marker use

This question assesses **Criterion 1**.

Sinead Diver, Olympian, is a distance runner who runs 10 000 metre track events in 30 minutes where she takes in no extra food or drinks. She also runs marathons (42.2 km) in 2 hours 23 minutes where she will take on fuel or drinks every 5 km.

a) i. Why does Sinead supplement throughout the marathon?

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ii. What would the GI of this food be and why?

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b) 'Hitting the wall' may occur if an athlete does not supplement. Explain the process of hitting the wall and how it may influence the race outcome.

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Question 3 continues

Question 3 continued

Marker use

- c) i. While racing, if Sinead continually increases her speed she will eventually reach her LIP. Explain what LIP is.

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- ii. Describe what would occur if she continued to run above her LIP.

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- iii. Outline **one (1)** way Sinead could train to improve her LIP and list **two (2)** chronic adaptations that would occur as a consequence of training.

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- d) For most of the race Sinead would be in a steady state.

- i. Define steady state.

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Question 3 continues

Question 3 continued

Marker use

- ii. Explain any **two (2)** stages of the race when Sinead would **not** be in a steady state and **two (2)** acute responses which would indicate this.

/2

Total
C1
/25

Question 4

Marker use

This question assesses **Criterion 2**.

a) After a training session it is important for an athlete to recover.

i. Define recovery.

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ii. What are **two (2)** nutritional strategies that an athlete could use during recovery.
Include time frames and types of macronutrients.

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b) After a match an athlete will have a higher heart rate and breathing rate.

i. Write the full term for the process that is occurring.

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ii. Explain what happens during the **two (2)** phases of this process including time frames.

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Question 5

Marker use

This question assesses **Criterion 2**.



Figure 2: Photo of a surfer.
Source: World Surf League

The Paris Olympics surfing competition was held in Tahiti with daily temperatures of 27°C. This may have influenced the level of fatigue an athlete experiences.

a) i. Define fatigue.

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ii. Outline **one (1)** physiological cause of fatigue.

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iii. Outline **three (3)** factors which may contribute to athletes experiencing different levels of fatigue in the same event.

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/1.5

Question 5 continues

Question 5 continued

Marker use

- b) i. In a sport of your choice, select **two (2)** components of fitness that would be considered an essential requirement and explain why.

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- ii. Outline a training method that could be used to improve **one (1)** of the components you selected. Include a practical example in your answer.

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Question 6

Marker use

This question assesses **Criterion 2**.



Figure 3: Photo of rugby league players.

Source: <https://rugbywarfare.com>

Rugby players need both power and strength.

a) Explain what is the difference and give an example of how each is used in rugby.

Power:

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Strength:

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/₂

b) i. What are the parts of a rugby training session?

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/₁

ii. State how volume and intensity differ between the preparatory and competition seasons within a training year.

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/₁

Question 6 continues

Question 6 continued

Marker use

- iii. Give **three (3)** examples of what a rugby player would be doing during the transition/off season to be physiologically and psychologically prepared for the following season.

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- c) i. To increase strength and power an athlete would undertake resistance training. Give a definition of the following terms.

/1

1 RM:

Set:

- ii. Provide an example of a leg strengthening exercise using a barbell that a rugby player could perform.

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- iii. Provide **two (2)** examples of how this exercise can be progressively overloaded to increase strength.

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- d) Explain how an athlete's resistance program must cover the principles of **Individuality** and **Specificity** with reference to the barbell exercise.

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Total
C2

/25

Question 7

Marker use

This question assesses **Criterion 5**.

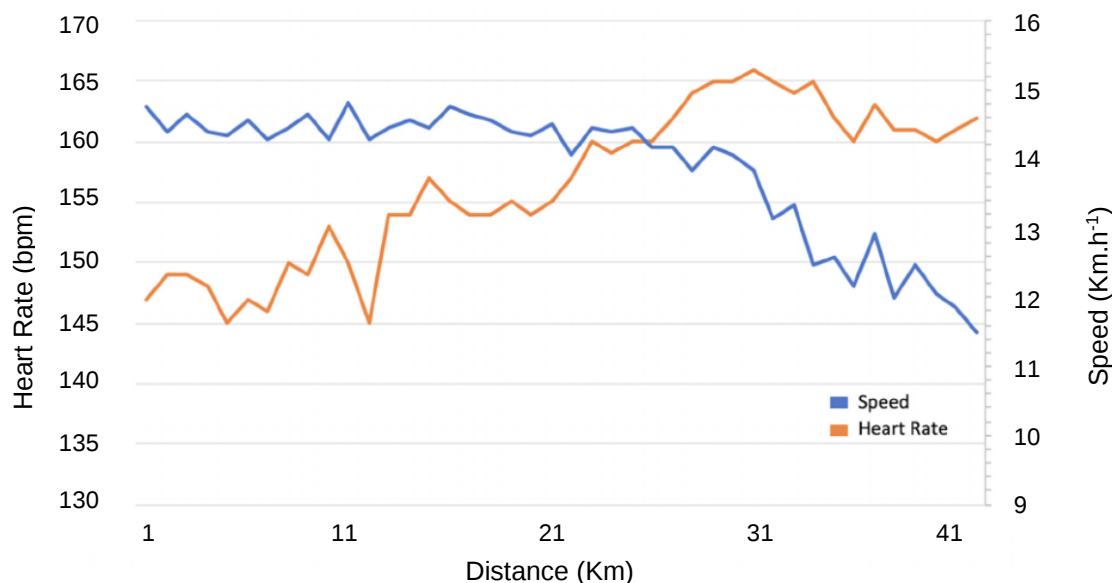


Figure 4: Plot of average change of state speed (blue) and heart rate (orange) (bpm) in the marathon.

Source: Billat, Véronique Louise et al. *Frontiers in psychology* vol. 10 3026. 19 Feb 2020.

Many non-elite athletes set the goal of completing a marathon. Figure 4 is an analysis of average pacing and heart rate from two European marathons by analysing runners' data as recorded on Strava.

Answer the questions below using data from the graph in Figure 4.

- a) In which half of the marathon was the highest average speed and what was the range of speed for that half?

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- b) At what speed and heart rate do the two lines intersect?

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- c) Between 11–12 km there is a major drop in heart rate and an increase in speed. What level did the heart rate drop to and what speed did they achieve? What do you think changed in the race course for this to occur?

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Question 7 continues

Question 7 continued

Marker use

d) During which 5 km did the heart rate maintain its highest average?

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/1

e) At what point did a steady decline in speed begin?

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/1

f) Explain in relation to the concepts of 'hitting the wall' and decreased blood volume what occurred to the athletes in the second half of the marathon. Use data from the graph to explain your answer.

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/4

Total
C5
/10

End of Section A

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SPORT SCIENCE

SPT315118

Section **B** Skill Acquisition

Pages: 16

Questions: 4

Suggested working time: 45 minutes

Instructions:

- Answer **all** questions and **all** items within each question.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 45 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

Marker use	
C3	/ 35
C5	/ 10

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Guide to Exam Structure

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Section B	4	4	45 minutes	45 marks
Section C	4	4	45 minutes	45 marks
Section D	3	3	30 minutes	30 marks
Totals	18	18	180 minutes (3 hours)	180 marks

Criteria

You **must** make sure your answers address:

- Criterion 3 analyse and discuss concepts of skill acquisition in sport
- Criterion 5 analyse and interpret sport science data and information.

Question 8

Marker use

This question assesses **Criterion 3**.



Figure 5: Photo of a water polo goalie.

Source: *Courier Mail* 19/03/2018

Goalies in team sports must have good reaction times. To react they must have the ability to detect a signal.

a) i. Define signal detection.

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ii. Name **three (3)** cues that the goalie would be looking and listening for.

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b) i. Name the components of the response time model.

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ii. Name **one (1)** component which could be improved and how.

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Question 8 continues

Question 8 continued

Marker use

c) i. Anticipating where the shot is going is called:

/0.5

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ii. Name **one (1)** factor that can contribute to successful anticipation.

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d) Information processing theory relates to reaction time.

i. Outline the **four (4)** stages of the information processing model.

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ii. Explain why the reaction time increases as the number of signals and response choices increase.

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e) Give a sporting example of choice reaction time.

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Question 9

Marker use

This question assesses **Criterion 3**.



Figure 6: Picture of Winter Olympics competitors.

Source: <https://xsportnet.com>

Most Winter Olympic sports use completely different skills than Summer Olympic sports.

a) i. Define motor **skill**.

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ii. Give an example from the Winter Olympics of a discrete skill and the reason why it is classified as such.

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b) Sports can be classified due to their environmental predictability. Rank these **four (4)** sports from most closed to the most open.

/2

Ice hockey match, ski jump, ice skating routine, short course speed skating race

1:

2:

3:

4:

Question 9 b) continues

Question 9 b) continued

Marker use

Justify your selection of the most closed activity.

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- c) i. An ice skater performs a routine linking skills together. After finishing they are scored by the judges. List **two (2)** ways this feedback could be classified.

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- ii. They will also receive other forms of feedback, both intrinsic and extrinsic.

Give an example of each, apart from judges' scores, and outline how these might influence the athlete.

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- d) When learning the necessary skills for an ice skating routine, practice is essential. Outline **two (2)** different types of practice and how they would be used in ice skating.

/2

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Question 9 continues

Question 9 continued

Marker use

e) In ice hockey, experience gained from practice and matches develops **Schema**.

i. Define Schema:

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ii. For a team sport of your choice, provide **two (2)** types of practice which will develop Schema. Include examples.

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Question 10

Marker use

This question assesses **Criterion 3**.



Figure 7: Photo of AFL players.
Source: <https://www.sportingnews.com/au>

- a) Players in most sports must have the ability to chunk information.

Explain what chunking is and give **two (2)** examples.

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/2

- b) Chunking is helpful in placing information into the long term memory. Describe the **three (3)** stages of memory, including their time limit and their capacity.

Give an AFL sporting example for each stage.

Stage 1:

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Stage 2:

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Stage 3:

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/4

Question 10 continues

Question 10 continued

Marker use

- c) Identify the **three (3)** stages of learning.

/3

In a sport of your choice, provide a key consideration for coaching for each stage.

Genetics can lead to anthropometric (body size and proportion) advantages in a variety of elite sports.

- d) i. Explain **two (2)** biomechanical advantages of being tall in basketball.

/2

- ii. What is a biomechanical advantage of being short in gymnastics? Give an example to explain your answer.

/2

Total
C3
/35

Question 11

Marker use

This question assesses **Criterion 5**.

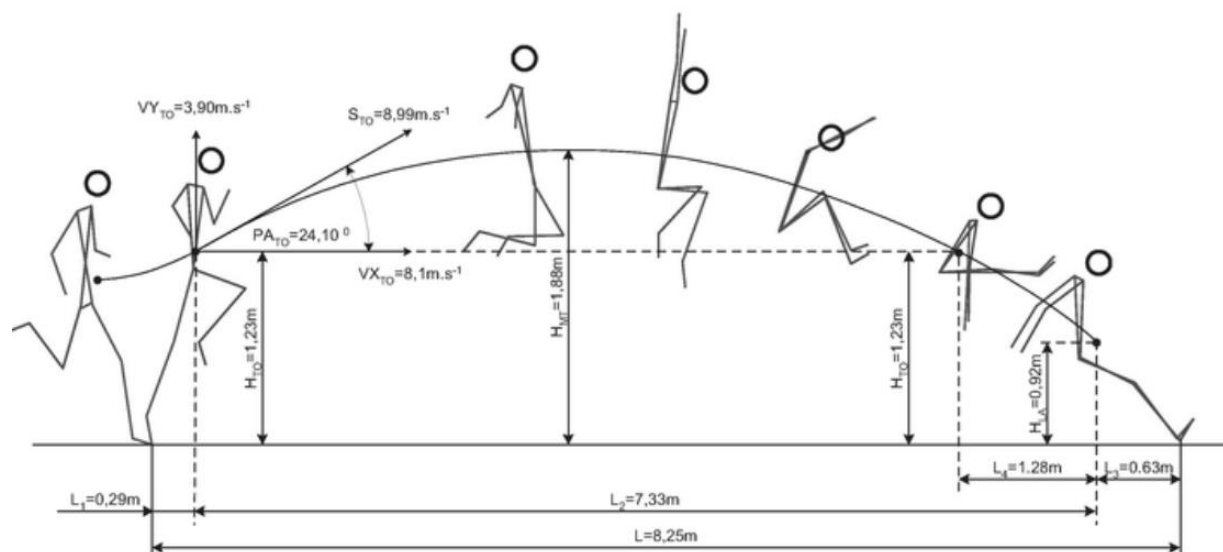


Figure 8: Model of long jump technique.

Source: Čoh, Milan et al. (2017) "Kinematic and Biodynamic Model of the Long Jump Technique".
Kinematics.

Coaches and scientists use data to measure biomechanical efficiency of their athletes and will use the information to individualise their training. On the following page is data from four 16-year-old female long jumpers.

Make reference to the results in Table 1 to answer the following questions.

Question 11 continues

	Height	Years competing	Max velocity in run up (m/sec)	Distance jumped (cm)
Athlete A	168 cm	4 years		
Jump 1			8.43	500
Jump 2			7.93	470
Jump 3			7.99	473
Jump 4			8.15	483
Average				
Athlete B	175 cm	2 years		
Jump 1			8.03	489
Jump 2			8.05	491
Jump 3			7.85	472
Jump 4			7.82	467
Average				
Athlete C	172cm	4 years		
Jump 1			8.42	506
Jump 2			8.10	494
Jump 3			7.91	469
Jump 4			7.99	474
Average				
Athlete D	165 cm	1 year		
Jump 1			6.32	395
Jump 2			6.35	385
Jump 3			6.29	381
Jump 4			6.52	407
Average				

Table 1

Question 11 continued

Marker use

a) Which athlete has been competing for the least amount of time?

/1

b) What is the range of distance jumped?

/1

c) Which athlete jumped the furthest?

/1

d) Work out the average max velocity of each athlete and put them in order of fastest to slowest.

/2

e) Using knowledge of projectile motion, explain why Athlete C achieved a greater distance with a slower maximum velocity than Athlete A.

/2

f) Looking at the data, explain the relationship between years competing, maximal velocity and athlete height.

/3

Total
C5
/10

End of Section B

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SPORT SCIENCE

SPT315118

Section **C** Sport Psychology

Pages: 16

Questions: 4

Suggested working time: 45 minutes

Instructions:

- Answer **all** questions and **all** items within each question.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 45 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

Marker use	
C4	/ 35
C5	/ 10

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Guide to Exam Structure

	Questions available	Questions to answer	Suggested working time	Marks available
Section A	7	7	60 minutes	60 marks
Section B	4	4	45 minutes	45 marks
Section C	4	4	45 minutes	45 marks
Section D	3	3	30 minutes	30 marks
Totals	18	18	180 minutes (3 hours)	180 marks

Criteria

You **must** make sure your answers address:

- Criterion 4 examine and discuss how sport psychology influences athletic performance
- Criterion 5 analyse and interpret sport science data and information.

Question 12

Marker use

This question assesses **Criterion 4**.

Cameron Smith is a top Australian golfer who has taken the rebel LIV tour by storm. In 2022 he won five professional tournaments. One of the reasons for his success is his ability to control his arousal during pressure situations.

- a) i. Define arousal. Give an example where Smith would need to lower his arousal and an example where he would increase his arousal in relation to the type of shot he is making.

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- ii. Name a technique that Smith could use to lower his arousal.

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Golf is a sport where a **catastrophic** downfall can occur due to 'choking'.

- b) What causes choking and what can an athlete do to increase the possibility of returning to an improved arousal level?

/2

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Question 12 continues

Question 12 continued

Marker use

Throughout a round of golf, Smith would be switching through different attentional styles.

- c) Give an example of what he could think about in a narrow internal style and then in a broad internal style when approaching to drive off the tee.

/2

Narrow Internal:

Broad Internal:

- d) As Smith prepares to putt he would visualise what he is doing.

- i. Define visualisation.

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- ii. Provide **three (3)** guidelines for successful visualisation.

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Question 13

Marker use

This question assesses **Criterion 4**.

The Australian cricket teams have had mixed results in 2024. They have played matches both at home and overseas. Players would have developed good strategies, so they are prepared to play in all forms of the game.

- a) i. List **two (2)** pre-competition strategies they would use when having to travel to England.

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- ii. What are **two (2)** of the key statistics which could be focused on during a match?

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When batting, the players who bat in positions 9, 10, and 11 spend most of the match in the pavilion waiting to bat.

- b) i. What **two (2)** strategies would they use to be physically and mentally prepared to take the field?

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- ii. Explain **one (1)** performance reference point the bowlers might focus on during the day.

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- iii. Give **two (2)** key performance indicators for a bowler.

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Question 13 continues

Question 13 continued

Marker use

- c) What is a coping strategy? Give an example from cricket where one is implemented.

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- d) i. A batter would have both performance and process goals for their innings.
Explain what each is and give an example for both.

/3

Performance:

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Process:.....

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- ii. Give a short-term goal for cricket, incorporating the M and one of the Rs from the SMARTER acronym.

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Question 14

Marker use

This question assesses **Criterion 4**.



Figure 9: Picture of Tia-Clair Toomey CrossFit competitor.
Source: <https://maboxdecross.fr/blog/actualites/qui-est-tia-clair-toomey>

Tia Clair-Toomey has been declared the fittest woman on the planet after winning the CrossFit Games for six consecutive years. In 2023 she missed the Games due to the birth of her first child. She has returned to training and says that becoming a parent is one of her key motivations.

- a) i. Define motivation and provide **two (2)** examples of what could extrinsically motivate Tia-Clair.

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- ii. Outline **one (1)** technique her coach could use to motivate Tia-Clair. When would it be used?

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Question 14 continues

Question 14 continued

Marker use

iii. **Flow state** could be considered the opposite of **Amotivation**. Discuss this statement to demonstrate your understanding.

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b) i. Outline the difference between self-confidence and self-efficacy.

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ii. Tia-Clair would be highly **self-determined**, choosing and initiating the training she would do. Name **three (3)** innate needs proposed by the Self-Determination Theory. Give an example of each.

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Question 14 continues

Question 14 continued

Marker use

iii. Tia-Clair would have had a high level of **self-efficacy** approaching the 2024 season. What are **two (2)** main antecedents of Bandura's theory and provide a practical example of each that could influence Tia-Clair.

/3

Total
C4
/35

Question 15

This question assesses **Criterion 5**.

The Tasmania JackJumpers defeated Melbourne United in the last round of a 5 game final series. The following data was recorded during the match.

Source: JackJumpers 93-91 United (24 Mar, 2024) Box Score - ESPN (AU) acc 1May2024.

JackJumpers 16-12		93	↓		1	2	3	4	T	91		United 20-8
				TAS	20	23	19	31	93			
				MEL	25	19	25	22	91			

Figure 10: Final score for a basketball game between Tasmania JackJumpers and Melbourne United.

Tasmania JackJumpers														
STARTERS	MIN	FG	3PT	FT	OREB	DREB	REB	AST	STL	BLK	TO	PF	+/-	PTS
M. Lee C	9	1-2	0-0	1-2	2	0	2	0	0	0	2	1	-9	3
A. Drmic F	25	3-9	2-5	0-0	0	5	5	1	1	0	0	1	-11	8
J. Crawford G	22	6-15	2-6	0-0	1	2	3	1	0	0	2	4	-9	14
M. Doyle G	30	5-13	4-7	0-0	0	4	4	7	3	1	3	4	+13	14
J. McVeigh G	31	6-15	4-5	2-2	8	4	12	2	1	0	1	1	-5	18
BENCH	MIN	FG	3PT	FT	OREB	DREB	REB	AST	STL	BLK	TO	PF	+/-	PTS
W. Magnay C	17	1-3	0-1	1-4	2	1	3	1	0	0	0	1	-2	3
T. Vodanovich F	0	0-0	0-0	0-0	0	0	0	0	0	0	0	0	0	0
J. Bairstow F	0	0-0	0-0	0-0	0	0	0	0	0	0	0	0	0	0
F. Krslovic F	6	2-3	1-2	0-0	0	1	1	2	0	0	0	1	+7	5
M. Deng F	16	5-6	2-2	3-3	2	1	3	0	0	1	0	2	+13	15
C. Steindl F	11	0-2	0-2	0-0	0	2	2	0	0	0	0	0	+5	0
S. Macdonald G	32	4-13	1-3	4-5	2	4	6	2	0	0	1	2	+8	13
TEAM		33-81	16-33	11-16	17	24	41	16	5	2	9	17		93
		40.7%	48.5%	68.8%										

Figure 11: Player statistics for Tasmania JackJumpers' players during the basketball game.

Question 15 continued

 Melbourne United														
STARTERS	MIN	FG	3PT	FT	OREB	DREB	REB	AST	STL	BLK	TO	PF	+/-	PTS
J. Lual-Acuil Jr c	19	3-3	0-0	2-4	3	1	4	1	0	2	0	3	+6	8
M. Dellavedo... G	30	9-18	3-6	0-0	0	2	2	8	3	0	2	2	-6	21
L. Travers G	28	6-8	2-2	0-0	1	7	8	3	1	4	1	3	0	14
S. Ili G	31	4-11	1-4	2-2	2	1	3	1	1	0	0	0	0	11
C. Goulding G	35	5-14	4-11	3-4	0	4	4	0	0	0	0	1	+11	17
BENCH	MIN	FG	3PT	FT	OREB	DREB	REB	AST	STL	BLK	TO	PF	+/-	PTS
A. Hukporti c	16	2-4	0-0	2-2	2	7	9	3	0	2	1	2	-4	6
T. Koppens F	0	0-0	0-0	0-0	0	0	0	0	0	0	0	0	0	0
T. Krebs F	4	0-0	0-0	0-0	0	1	1	0	0	0	0	0	-6	0
K. Bowen F	15	3-4	0-1	0-0	1	1	2	1	1	0	3	3	-3	6
B. Newley F	0	0-0	0-0	0-0	0	0	0	0	0	0	0	0	0	0
F. Cameron G	0	0-0	0-0	0-0	0	0	0	0	0	0	0	0	0	0
Z. Triplett G	0	0-0	0-0	0-0	0	0	0	0	0	0	0	0	0	0
I. Clark G	23	3-11	1-5	1-1	0	2	2	1	1	0	1	2	-8	8
TEAM		35-73	11-29	10-13	9	26	35	18	7	8	8	16		91
		47.9%	37.9%	76.9%										

Figure 12: Player statistics for Melbourne United players during the basketball game.

		
FG	33-81	35-73
Field Goal %	40.7	47.9
3PT	16-33	11-29
Three Point %	48.5	37.9
FT	11-16	10-13
Free Throw %	68.8	76.9
Rebounds	41	35
Offensive Rebounds	17	9
Defensive Rebounds	24	26
Assists	16	18
Steals	5	7
Blocks	2	8
Total Turnovers	9	8
Fouls	17	16
Technical Fouls	1	0
Flagrant Fouls	0	0

Figure 13: Overall statistics for both teams.

Question 15 continues

Question 15 continued

Marker use

Use data from the performance indicator tables on pages 11 and 12 to answer the following questions.

a) Which player from which team scored the most points?

/1

b) Which player from which team came off the bench and scored the most points?

/1

c) Which team scored the most fouls and which individual(s) scored the most personal fouls (PF)?

/1

d) Based on the number of defensive rebounds (DREB) and blocks (BLK), explain who is the best defensive player of the match.

/2

e) Who would you nominate as player of the match? Provide **three (3)** statistics to support your choice?

/2

Question 15 continues

Question 15 continued

Marker use

- f) Referring to Figure 13, indicate **three (3)** areas where Melbourne outperformed the JackJumpers. Suggest one area in which Melbourne could have improved to win the close match.

/3

Total
C5
/10

End of Section C

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SPORT SCIENCE

SPT315118

Section **D** Cross-Discipline Links

Pages: 12

Questions: 3

Suggested working time: 30 minutes

Instructions:

- Answer **all** questions.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 30 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C6	/ 30

Guide to Exam Structure

	Questions available	Questions to answer	Suggested working time	Marks available
Section A	7	7	60 minutes	60 marks
Section B	4	4	45 minutes	45 marks
Section C	4	4	45 minutes	45 marks
Section D	3	3	30 minutes	30 marks
Totals	18	18	180 minutes (3 hours)	180 marks

Criterion

You **must** make sure your answers address:

- Criterion 6 examine and discuss cross-discipline links.

Question 16

Marker use

/10

This year, 35-year-old Michelle Heyman has returned to the Matildas soccer/football team after a successful year in the domestic A-League, equalling Sam Kerr's record for most goals in a season and winning the Golden Boot. After debuting in 2010, she last played with the National team in 2019. She stated, "I've never been in such a professional environment... and the one thing I have missed about international football is how quick it is".

Write **one (1)** link which indicates how she will use her knowledge of **sport psychology** to build and/or maintain her **skills** to international standards.

[illegible]

This image shows a full page of a worksheet designed for handwriting practice. It features approximately 20 evenly spaced, horizontal dashed lines across the entire width of the page. The background is plain white, providing a clear guide for letter formation and alignment. There are no margins, text, or other markings present.

This image shows a full page of a worksheet designed for handwriting practice. It features approximately 20 evenly spaced, horizontal dashed lines across the entire width of the page. The background is plain white, providing a clear guide for letter formation and alignment. There are no margins, text, or other markings present.

Question 17

Marker use

North Melbourne AFL club reached the middle of the season without winning a match. After his 150th game player Aidan Corr stated, “We just don’t have that AFL standard for four quarters”.

/10

Write **one (1)** link which indicates aspects of player **physiology** the coach could work on to improve their **skills**, and hence, team performance.

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[illegible]

[illegible]



Figure 14: Picture of skateboarder Arisa Trew.

Source: (Left) Associated Press: Manu Fernandez. (Right) Getty Images: Sean M. Haffey.

At age 13, Arisa Trew won the 2024 Laureus Action Sport award after being the first female to complete a 720 spin in the air in a skateboarding competition at a Games event in 2023.

Write **one (1)** link that indicates **psychological** strategies that Arisa may have used to improve her **physiology** to enable her to perform this impressive skill.

/10

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End of Section D



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