| LUI   |       |      |      |    |  |  |   | Schoo  | l code |        |       |       |        |
|-------|-------|------|------|----|--|--|---|--------|--------|--------|-------|-------|--------|
| Schoo | l nam | e    |      |    |  |  |   |        |        |        |       |       |        |
| Given | name  | e/s  |      |    |  |  |   |        |        | Attach | -     |       |        |
| Famil | y nam | e    |      |    |  |  |   |        | barco  | ode ID | label | here  |        |
|       |       |      |      |    |  |  |   | Book   |        | of     |       | book  | s used |
| Exte  | rnal  | asse | ssme | nt |  |  | _ |        |        |        |       |       |        |
|       |       |      |      |    |  |  |   | Questi | on an  | d res  | spon  | se bo | ook    |

# **Physical Education**

## Time allowed

- Perusal time 15 minutes
- Working time 120 minutes

#### **General instructions**

- Answer all questions in this question and response book.
- Planning paper will not be marked.

## Section 1 (10 marks)

• 10 multiple choice questions

## Section 2 (28 marks)

• 2 short response questions

## Section 3 (24 marks)

• 1 extended response question



# **Section 1**

## **Instructions**

- Choose the best answer for Questions 1–10.
- This section has 10 questions and is worth 10 marks.
- Use a 2B pencil to fill in the A, B, C or D answer bubble completely.
- If you change your mind or make a mistake, use an eraser to remove your response and fill in the new answer bubble completely.

|          | A | В | С | D |
|----------|---|---|---|---|
| Example: |   |   |   | 0 |

|     | A | В          | С | D          |
|-----|---|------------|---|------------|
| 1.  | 0 |            |   | 0          |
| 2.  |   |            |   | $\bigcirc$ |
| 3.  |   |            |   | $\bigcirc$ |
| 4.  |   | $\bigcirc$ |   | $\bigcirc$ |
| 5.  |   | $\bigcirc$ |   | $\bigcirc$ |
| 6.  | 0 |            | 0 | 0          |
| 7.  |   |            |   |            |
| 8.  |   |            |   | $\bigcirc$ |
| 9.  |   | $\bigcirc$ |   | $\bigcirc$ |
| 10. | 0 | $\bigcirc$ |   | $\bigcirc$ |

## **Section 2**

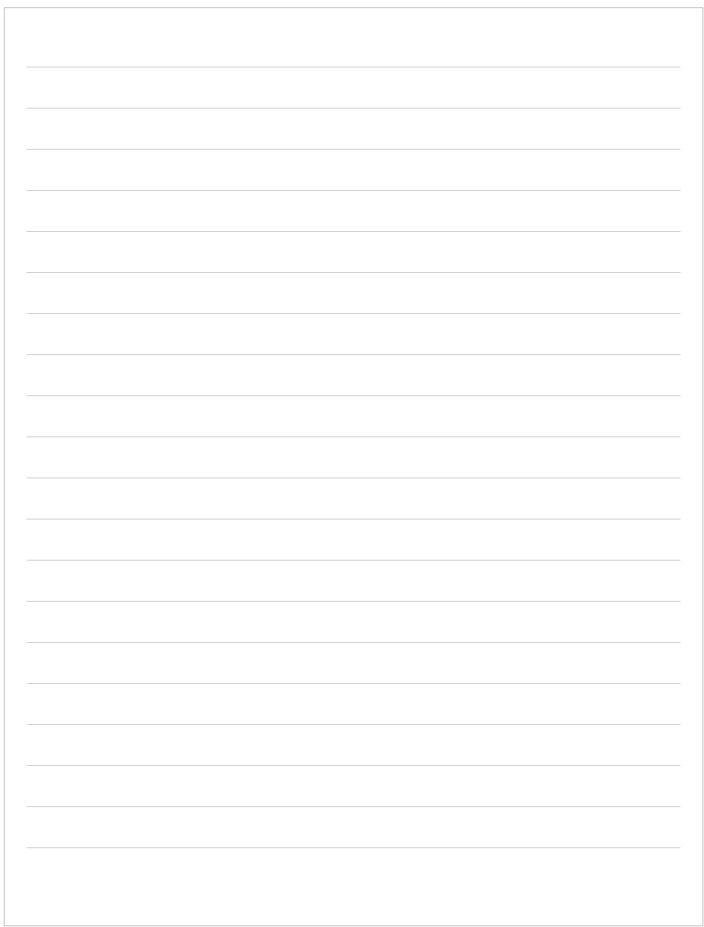
#### **Instructions**

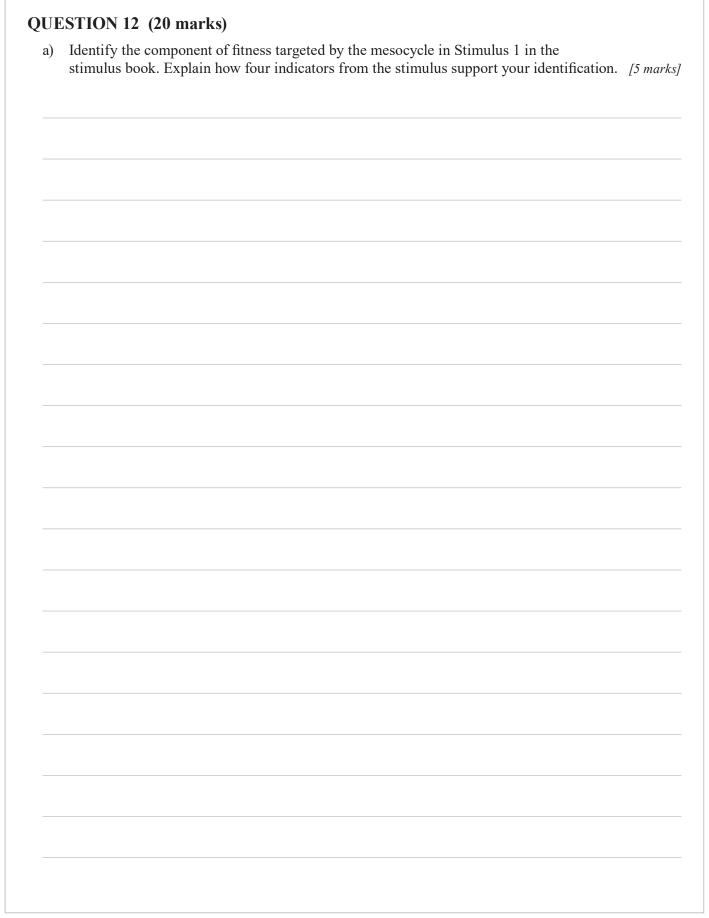
- Write using black or blue pen.
- Respond in paragraphs consisting of full sentences.
- If you need more space for a response, use the additional pages at the back of this book.
  - On the additional pages, write the question number you are responding to.
  - Cancel any incorrect response by ruling a single diagonal line through your work.
  - Write the page number of your alternative/additional response, i.e. See page ...
  - If you do not do this, your original response will be marked.
- This section has two questions and is worth 28 marks.

| <b>QUESTION 11</b> | (8 marks) |
|--------------------|-----------|
|--------------------|-----------|

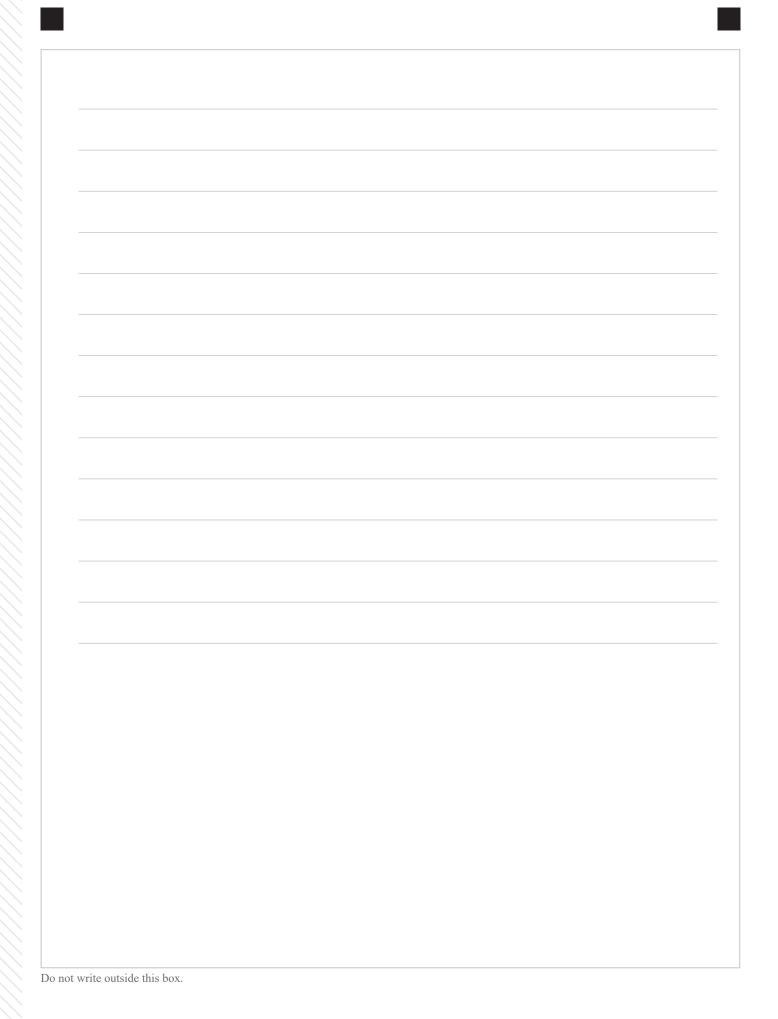
Explain how training intensity would change over the course of each of the four training phases.

| n your response, refer to how training zones and percentage of maximum heart rate (MHR) contribute to ptimising performance at competition. |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |





| b) | Evaluate how training principles and energy systems are used to support the improvement of this component of fitness across the four-week training progression in Stimulus 1. Justify your response using the stimulus. | [15 marks |
|----|---|-----------|
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |
|    |   |           |



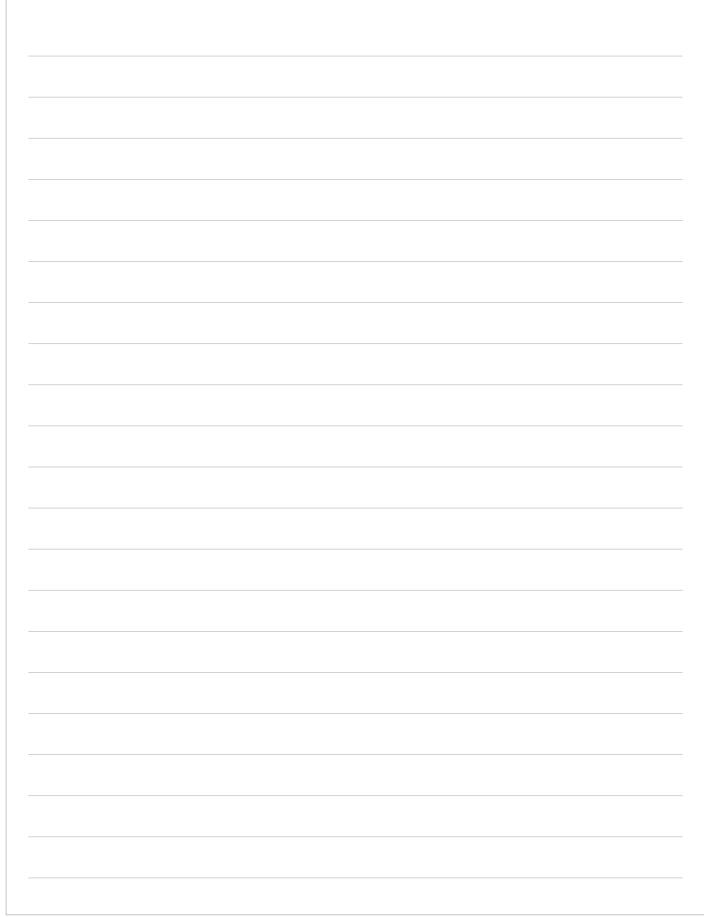
## **Section 3**

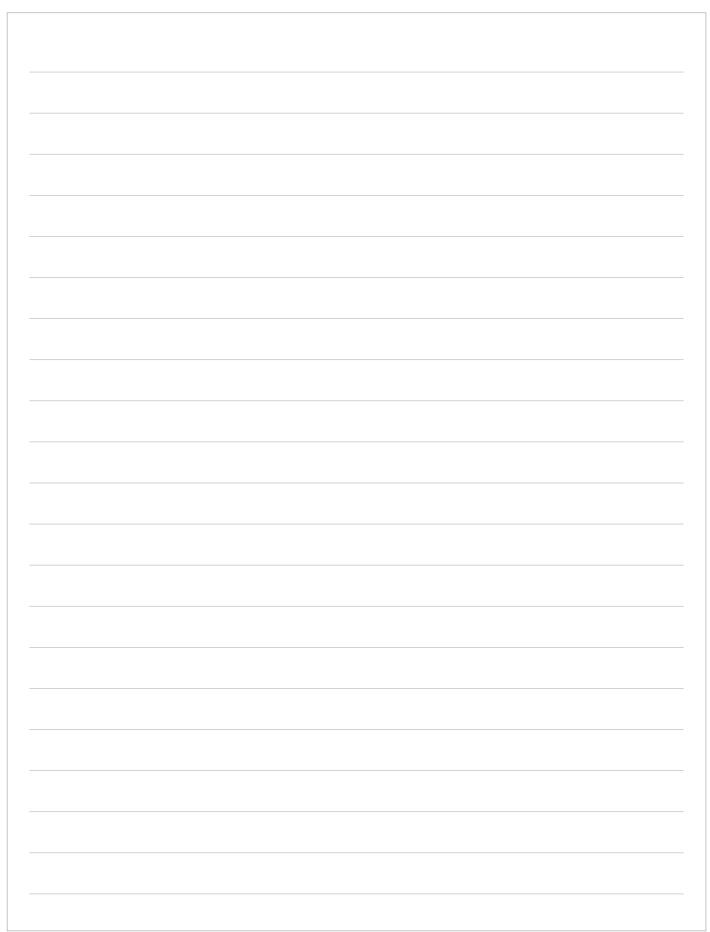
#### **Instructions**

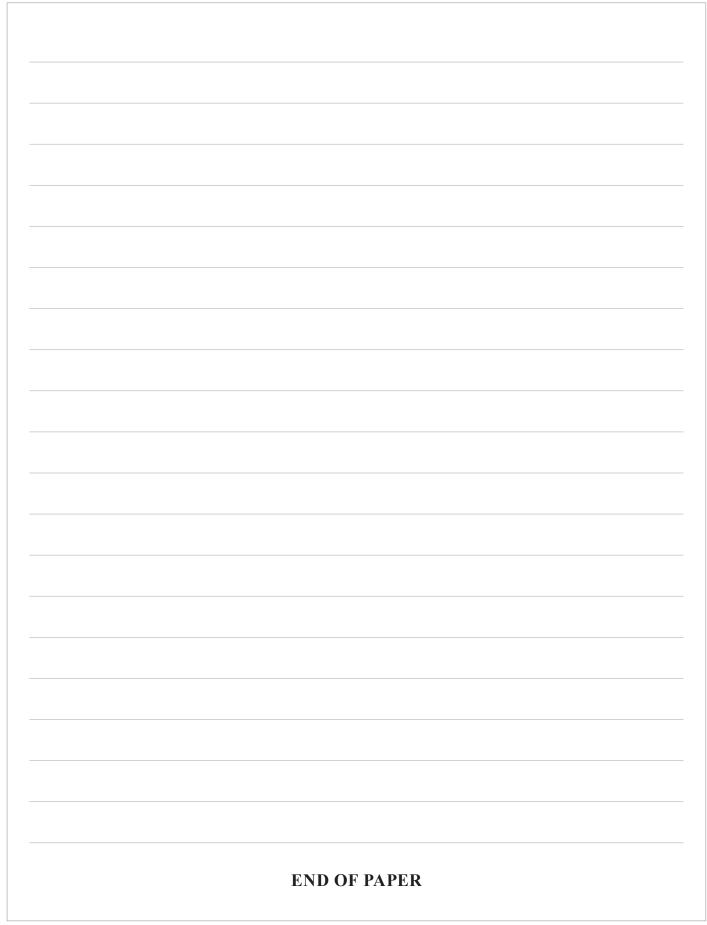
- This section has one question and is worth 24 marks.
- Respond in 400 words or more.

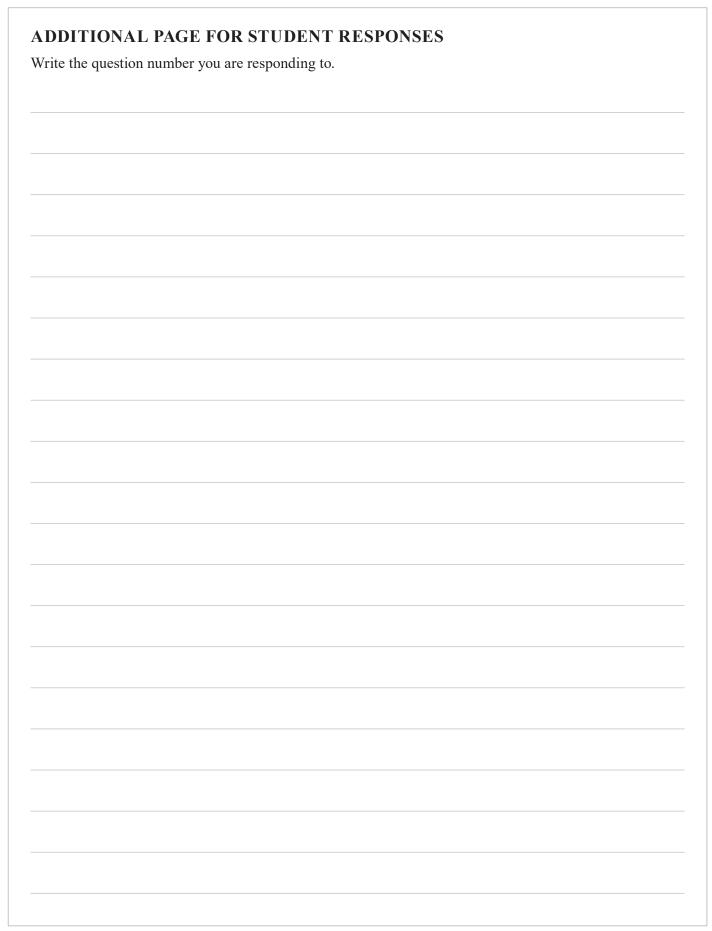
# **QUESTION 13 (24 marks)**

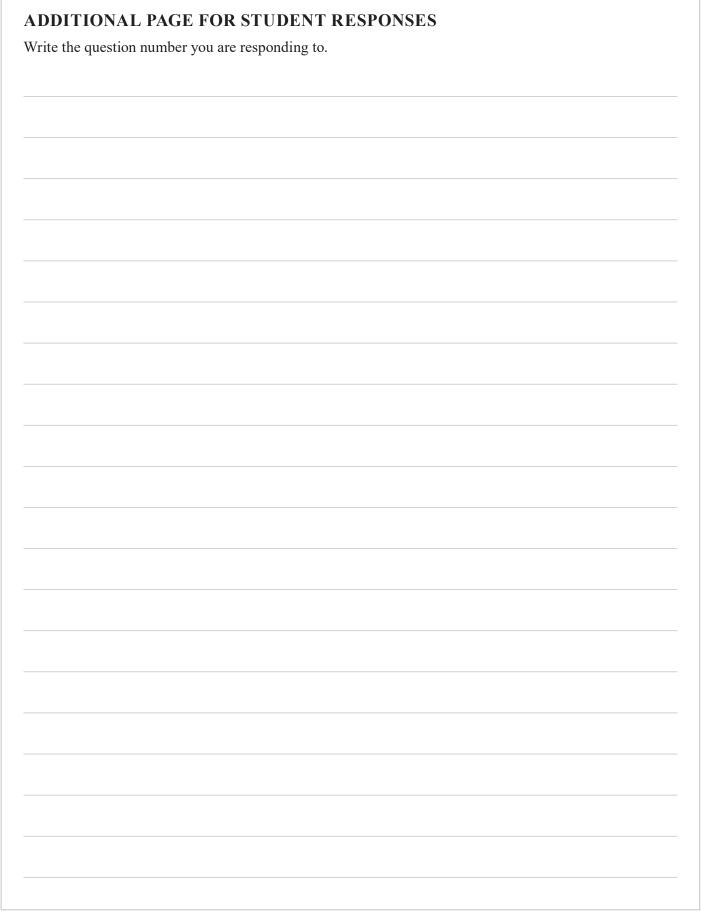
Use Stimulus 2 in the stimulus book to evaluate which athlete is more suited to the physical activity you have participated in during Unit 4. Devise a three-session microcycle to develop the athlete's components of fitness and energy system limitations to optimise their performance. Justify the design of your microcycle.

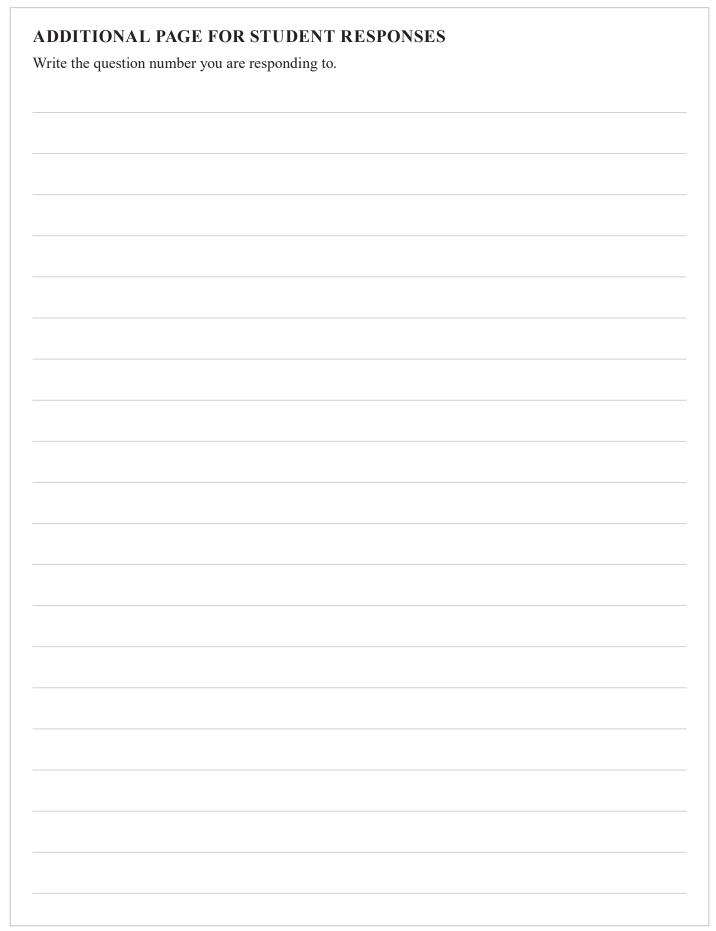


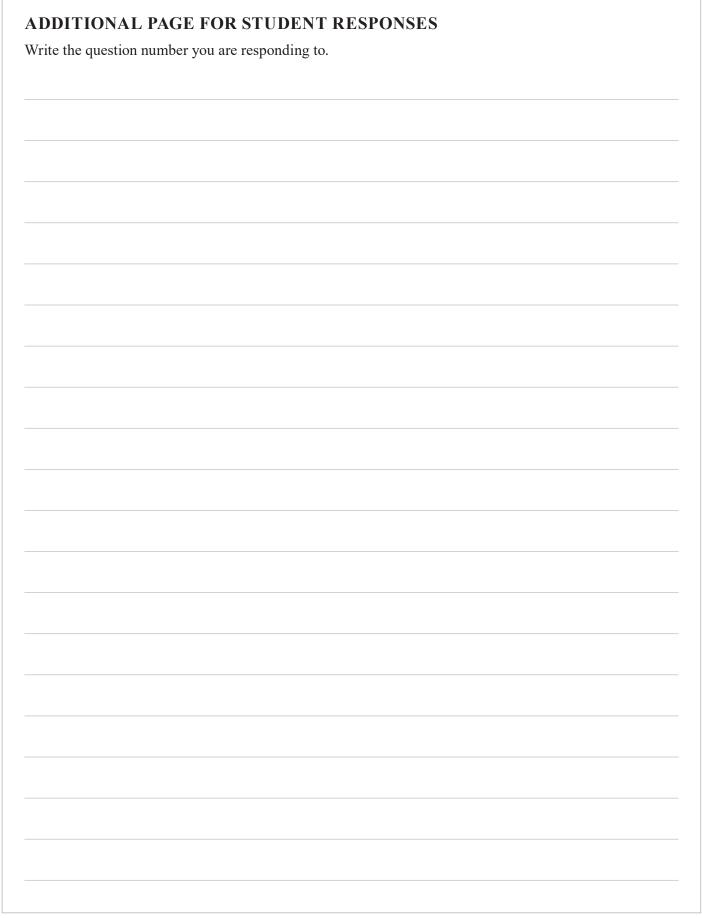














© State of Queensland (QCAA) 2020

Licence: https://creativecommons.org/licenses/by/4.0 | Copyright notice: www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | Attribution: © State of Queensland (QCAA) 2020