

# Year 10 HPE Sports Injuries Exam

This term we have investigated sports injuries. This examination requires you to recall and apply the key concepts, facts and procedures related to these topics. It also requires you to evaluate a scenario you may be faced with in one of our HPE classes here at Wellington Point and apply your knowledge to manage the scenario discussed and propose strategies to prevent sports injuries from occurring here at our school.

Student Name: \_\_\_\_\_

Teacher Name : \_\_\_\_\_

**Date Issued :** Week 8

**Time Allowed :** 80 Minutes

**Conditions and Resources:**

Closed Book Exam

Strictly No Pencils

Black or Blue Pen Only

**Assessment Technique:**

Examination

**Task:**

**Section A - Multiple**

Choice (Knowledge and Understanding)

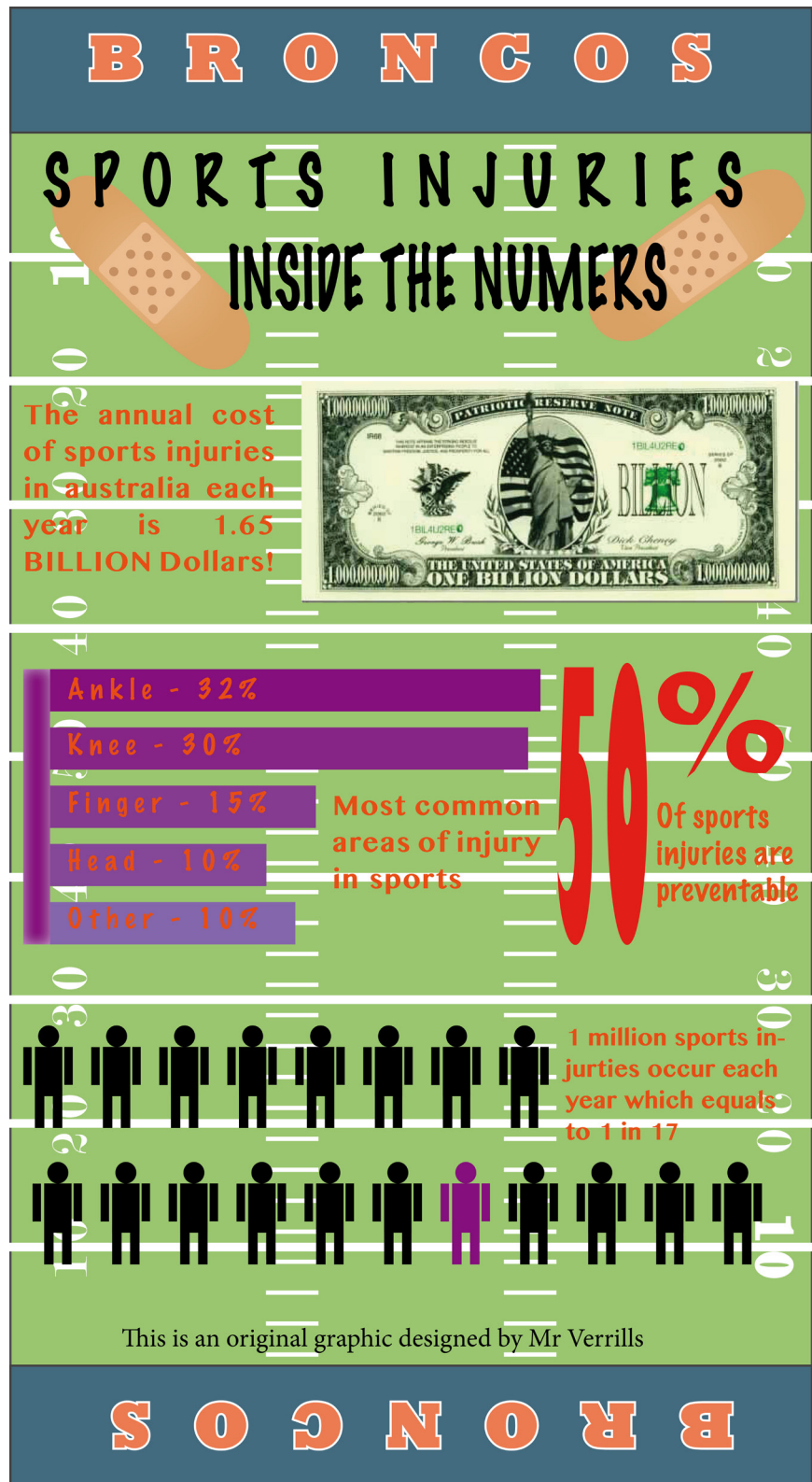
**Section B - Short**

Response (Knowledge and Understanding, Applying)

**Section C - Extended**

Response -Paragraphs

(Applying, Evaluating and Reflecting)



# Section A – Knowledge and Understanding – Multiple Choice

Instructions: Circle The Correct Responce From Those Given

1. Sports injuries will treat themselves if left for long enough to recover True / False

2. Only Doctors and sports specialits are capable of treating sports injuries True / False

3. A hard tissue injury would involve damage to a bone True / False

4. An example of an internal cause of injury is:

- (a) Fatigue
- (b) Body Contact
- (c) Environmental Temperature
- (d) Poor Playing Surface

5. Which of the following is not a type of fracture

- (a) Hairline
- (b) Greenstick
- (c) Compound
- (d) Contusion

6. To reduce the risk of injuries occuring we should

- (a) Warm up our body
- (b) Check the playing surface for sharp objects
- (c) Wear protective equipment
- (d) All of the above

7. A dislocation occurs when:

- (a) A muscle is detached from its origin
- (b) A bone protudes through the skin
- (c) THe bones at a joint are forced out of position
- (d) Ligaments are stretched beyond normal range of position

8. The most common symtoms of a stomach cramp are:

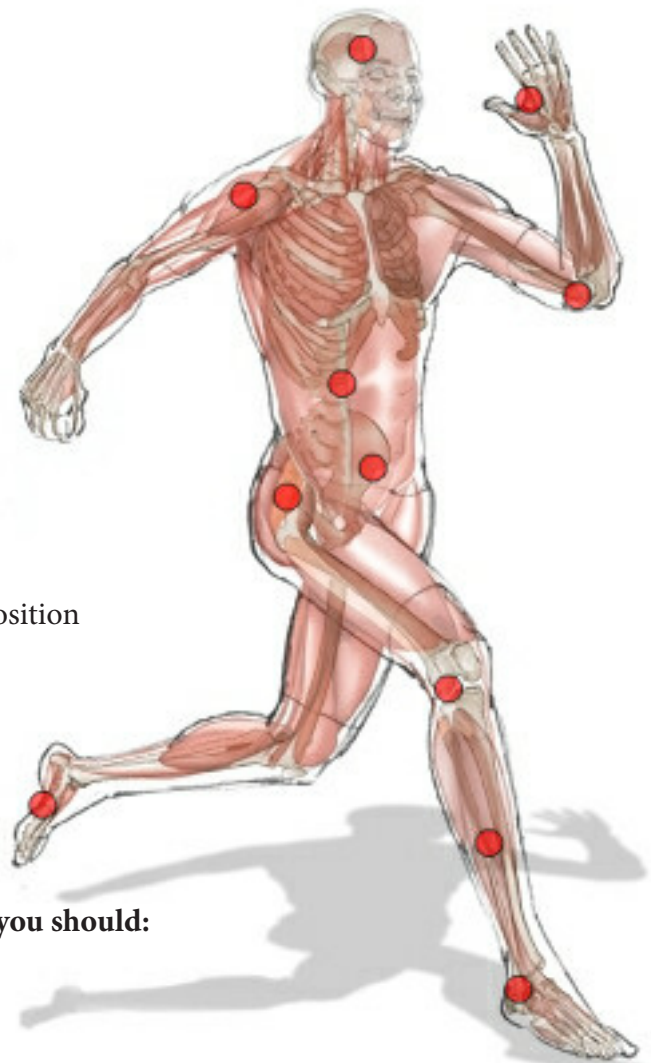
- (a) Aching and throbbing of the stomach
- (b) Breathing capacity is reduced and a headache
- (c) A sudden, sharp and severe pain to the abdomen
- (d) All of the above

9. When arriving on the scene of an injury where blood is present you should:

- (a) Wait for a doctor to arrive
- (b) Avoid direct contact
- (c) Use Gloves
- (d) Clean it up with a mop
- (c) Both B and C

10. A warm up helps to prevent injuries by:

- (a) Keeping the body cold, which enables the body to work efficiently
- (b) Removing lactic acid from ligaments and tendons
- (c) Increasing blood circulation, stretching muscles
- (d) All of the above



## Section B – Applying – Short Answer Response Questions

You are playing a game with friends when one of them steps awkwardly on the playing surface. The following diagram illustrates the injured area.



**Recall all the steps you would take to EXAMINE and ASSESS this injury. Explain the SALTAPS procedure by describing the action taken.**

S \_\_\_\_\_:

---

A \_\_\_\_\_:

---

L \_\_\_\_\_:

---

T \_\_\_\_\_:

---

A \_\_\_\_\_:

---

P \_\_\_\_\_:

---

S \_\_\_\_\_:

---

---

## Section B – Applying – Short Answer Response Questions

Identify a **particular sport** where the injury from the previous question would be **common and discuss** reasons why this may be the case:

---

---

---

---

---

What is the difference between a strain and a sprain? Give an explanation with the signs, symptoms and causes.

Sprain: \_\_\_\_\_

---

Strain: \_\_\_\_\_

---

Chose any sport of your liking and discuss what the most common injury would be and why. (It **Cannot** be the same **sport** or **injury** as question 3)

---

---

---

---

---







## Section C – Evaluating

3. You have been asked to write a safety report of the incident. This report requires you to indentify the hazards and/ or causes which would have led to the injuries and offer some preventative strategies that should have been used to minimise the risk of someone being injured.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Rationale

This assessment task has been constructed for a year 10 HPE class from Wellington Point State High School (WPSHS) in South-East Brisbane. The school values sport and physical activity and has been highly successful in recent years competing against surrounding schools in district athletics, swimming and cross country events. In the past 10 years WPSHS has been able to win the District Athletics Carnival 5 times including 3 consecutive years along with Cross Country 3 times (WPSHS, 2013). Events like this are usually held over 2 days and students from WPSHS often find themselves competing in multiple events at these carnivals. With students from the school having such a strong interest in not only individual events but also team sports the school has opted to teach a unit throughout years 9 and 10 on Sporting Injuries.

The unit of work looks at a range of sports injuries that are common in adolescents competing in sports. Throughout this unit of work they look at effective ways to treat and prevent injuries along with how to identify and minimize risks and hazards that have potential to cause an injury. The chosen format to assess students learning in this assessment task is an in class, closed book examination. In my teaching experience I have found that summative assessment tasks in the form of an exam are often the most difficult to develop in a way that is Rich and Authentic in relating to the students needs. Plummer 2009 discusses the key to a rich assessment task as engaging the learner in a way that connects naturally with what has been taught throughout the unit to provide opportunities for students to demonstrate subject knowledge, skills and understandings. An essential point is to explicitly describe the expectations of the task to the learner (Plummer, 2009, p.15).

In constructing this exam the aim was to develop a range of short answer and extended response questions that not only met QSA Curriculum requirements but were Authentic in that they directly relate to the students values, beliefs attitudes and learning needs in a real life environment. The short answer and extended response questions provide students opportunities to show their literacy skills when constructing their answers. The scenarios in these questions have been designed in a way that allows students to visualize and engage with what they are reading as they have been developed with a mindset of a backwards working approach. Questions have been constructed using examples such as classmates, sport facilities of WPSHS along with providing students the choice of sports they may play or watch on television to answer particular questions. By doing so this task is not only rich but is authentic as it provides students ways of engaging with the questions and demonstrating their knowledge.

The assessment task has been constructed to be visually appealing to the students and careful planning has gone into the design to ensure graphics do not act as a distraction. The front cover of the assessment task provides an infographic as a form of catching the students attention and bring detail to a range of engaging statistics to motivate and excite the students of the task. This infographic is an original design I have developed. In the short answer and extended response questions design factors such as 'White Space' have been included to make the page look clutter free and make the page look inviting rather than overwhelming. While creating this visually appealing task I was careful to ensure no questions extended over a single page, thus preventing students having to turn back and forth and therefore ensuring reliability.

To ensure this exam meets the needs of the curriculum it has been constructed keeping using QSA 'Ways of working' and 'Knowledge and Understanding' for health and physical education. The following areas of the curriculum have been used throughout the construction of this assessment task:

Ways of Working:

- Identify issues and inequities and plan investigations and activities
- Draw conclusions and make decisions to construct arguments
- Propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement concepts and personal development
- Identify risks and devise and apply safe practices



- Reflect on learning, apply new understandings and justify future applications

#### Knowledge and Understanding

##### Health:

- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety
- Support can help people manage health risks

##### Personal Development:

- Identity, health and wellbeing are interdependent and influenced by social and cultural factors

(Queensland Studies Authority, 2007)

The unit itself teaches lifelong skills in an engaging environment that 'teaches in the present context' a range of skills for the future. An overview has been included with all the topics covered throughout the unit of sports injuries. This will demonstrate how the content of the test is a true way of demonstrating students knowledge gained throughout the unit to complete this performance task.



Queensland Studies Authority. (2007). Health & Physical Education (HPE). Retrieved April 5, 2013, from Queensland Curriculum, Assessment and Reporting Framework: [http://www.qsa.qld.edu.au/downloads/p\\_10/qcar\\_el\\_hpe\\_yr9.pdf](http://www.qsa.qld.edu.au/downloads/p_10/qcar_el_hpe_yr9.pdf)

Plummer, F. (2009). Rich Assessment Tasks; Exploring quality assessment for the School Certificate. Retrieved April 5, 2013 from [http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/assets/pdf/rich\\_tasks.pdf](http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/assets/pdf/rich_tasks.pdf)

Wellington Point State High School. (2013). Sporting Achievements. Retrieved April 5 from <https://wellpointshs.eq.edu.au/Calendarandnews/News/Pages/News.aspx>