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 Responce (Knowledge and Understanding, Applying)
Section C - Extended Responce - Paragraphs (Applying, Evaluating and Reflecting)

The annual cost of sports injuries in Australia each year is 1.65 BILLION Dollars!

Most common areas of injury in sports

50% of sports injuries are preventable

1 million sports injuries occur each year which equals to 1 in 17

This is an original graphic designed by Mr Verrills
Section A – Knowledge and Understanding – Multiple Choice

Instructions: Circle The Correct Response From Those Given

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

2. Only Doctors and sports specialists 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 occurring 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 protrudes 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 symptoms 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
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.

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____________________________________________________________________________________

A_______________:
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L_______________:
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T_______________:
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P_______________:
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S_______________:
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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:

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_______________________________________________________________________________________________
_______________________________________________________________________________________________
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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)

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Read the following scenario:

In our school MPS, three (3) year 10 classes are playing a game of Touch Football. It had been raining all morning causing the classes to have to play indoors and many students had tracked water in on their shoes from outside. Small amount of water have dripped through parts of the roof and rain has come through the side roller door opening.

After 10 minutes of playing 2 students have slipped over and hurt themselves. Player one seems to be more seriously hurt than the other and is clutching her shoulder which appears out of place. Place two has a lot of welling around the wrist and bruising is visible

As you are first on the scene and have learnt what to do in this situation you need to evaluate the situation and take on the role of being the first person on the scene who is responsible for handling both players in the scenario

In answering the following question you may refer to resources we have here in our school MPS:

1. Explain how you would examine and assess the injuries of player one?

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2. Explain how you would examine and assess the injuries of player two?
3. You have been asked to write a safety report of the incident. This report requires you to identify 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.
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 the 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 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.

References

