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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

16

For Supervisor's use only

Scholarship 2007 Physical Education

2.00 pm Monday 3 December 2007

Time allowed: Three hours

Total marks: 24

ANSWER BOOKLET

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Choose any **THREE** questions from Question Booklet 93501Q to complete.

Each question is worth 8 marks.

You should write **ALL** your answers in this Answer Booklet.

Start each answer on a **NEW** page. Number each answer carefully.

Check that this booklet has pages 2–18 in the correct order.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Planning 4 question 4.

~~Push Play~~

Hauora - has influenced socially, mentally, physically, spiritually.

Outcomes people seek - not only to win
- to have fun.
- careful about approach
- meet people
- prevent boredom.
- physically fit.

Barriers of P.A - cost

- time

- equipment.

- injury

- transport.

- other people

- abilities.

Enablers of P.A - time

~~In this case can do with free~~

- money

- other people.

- coaches who know what they're talking about.

Health promotion - Les Mills "free the body the mind will follow."

Push Play

Own experience - Survey that enabled us to find out times available.

- Had team bonding trip to the movies.

- cost - ours was free.

Candidate introduces that there are two sides to the process that has occurred and that they will consider positives and negatives and look for a way forward.

Question number

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4. The Year 13s ~~have~~ have designed a course of action that will hopefully increase the physical ~~acti~~ activity of year 9 students. There are some definite positives and negatives associated with their actions. There is also some room for some improvement.

Candidate considers hauora as an important aspect and puts forward ideas for developing all dimensions that may differ from the process provided.

The year 13s need to not only focus on the physical aspect of hauora but also on the mental, spiritual and social aspects. Their programme only focusses on the physical aspect ~~with~~ ^{by} getting the year 9s to participate in aerobics and badminton. To promote overall wellbeing the students could arrange a speaker to come and ~~talk~~ talk with the year 9s or they could hold a yoga class. When I trained Year 9 students to play Ultimate Frisbee I arranged a trip to the movies for the team. This allowed us to bond as a team and I think the girls greatly benefitted socially. The Year 13s could arrange to do something like that to influence other aspects of the students hauora. By getting the younger students participating in ~~the~~ physical activity they are probably also influencing ~~the~~ slightly the other aspects of hauora. I know that after I have been for a run I am much more alert and also have

a greater appreciation for the environment.
This may be the same for the Year 9
students that these Year 13s are training.
The physical education class has to
be careful not to focus solely on the
physical aspect of training because
then the total wellbeing of the year
9s is not being considered. //

People participate in physical activity for
many different reasons, these can
include competition, social reasons,
something to do, get ~~some~~ 'fit' or learn
new skills. Before training my group of
Year 9 students I asked them why they
all wanted to be part of the Ultimate
Frisbee team. They all had different reasons
and ^{this} highlighted to me the need to make
trainings relevant and enjoyable for all
the team. The year 13s have to make sure
that all students needs are taken into
consideration. To do this they could have a
fun group (those that want to have fun
with friends by participating in physical
activity) and another group that wants
to have a primary focus on improving
skills and possibly competing later on.
As the students are participating by choice
it is important to cater to their needs to //

Candidate
considers
different barriers
and enablers,
and goals and
needs of
individuals.
Looks at how
activities could
be set up so
that these
factors are
taken into
consideration.

Factors affecting participation are discussed and ideas about what the year 13's can do are put forward beyond the scenario.

Barriers and enablers of the specific one given and one used to discuss the negative aspects of the process of taking action has occurred.

keep them attending the activities. The Year 13s could also lead by example by getting involved in the activities themselves. The students will enjoy themselves when they are getting physically active with a positive role model. The Year 13s may face problems because students might not want to participate if they don't have to. I have found however if the activities are carried out in a central place others will see their friends having fun and join in. A survey showed that 33% of teenage girls chose not to participate in physical activity because their friends are not doing it. This is a huge figure so the year 13s will have to find a way to get people coming. For example posters around the school. //

There are barriers that the Year 13s may face due to the course of action they have taken. These include time, cost, peers, concentration and age. They have chosen to have the activities on a Tuesday and a Thursday. ~~These days may not be suitable for all the students which could prevent people participating in the physical activity.~~ When I trained //

year 9 students I asked the whole team what days were free and then arranged training on days that the girls were available. By making the ~~training~~ ^{activities} on days when the majority of people are available there are more people participating in physical activity. The students have chosen to charge \$5 ~~for~~ for each activity. This may be an issue for many students because over 3 weeks this means the total cost of participating is \$30. To overcome this in my ~~training~~ ^{promotion} of physical activity I decided to train the girls myself instead of getting outside instructors. The purpose of the task is to get the students involved in physical activity and I felt that outside instructors were not needed for this. Outside instructors may have been necessary if the Year 13s were training the students for a competitive tournament but in this case I think they could ~~be~~ ^{be} the instructors themselves to minimise the cost barrier for many students. The influence of peers can greatly determine participation levels. Many people do not want to participate in physical activity if their friends are not. To minimise this barrier the Year 13s could make it appeal to people to get involved (eg. vibrant speech or skit at Year 9 assembly) so that everyone joins in with their friends. All the barriers mentioned can also be enablers. By minimising the costs and making the activity

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5/6

Questions the need for outside instructors and uses own experience as an example of this.

5/5

mm

Looks at minimising barriers and maximising enablers.

mm

mm
A:

mm

p

Hr

Hr

Hr

5

Health promotion in general is considered alternative ideas for improving the process are given and general benefits are touched on again. This essay is at performance description 2 (see scholarship standards).

on Sundays & days there is this is going to enable the students to ~~enjoy~~ participate in the physical activity. If their friends are participating this enables others to join in and have fun getting active with their friends. //

Health promotion is a factor that influences participation in physical activity. Throughout New Zealand there are government initiatives that aim to get New Zealanders active. Obesity costs New Zealand \$303 million annually and huge amounts of money is put into initiatives to reduce this figure. The \$3 million Push Play campaign is one that aims to get New Zealanders active for at least 30 minutes a day. The Year 13s have to put effort in to promote what they are trying to do. They could put up posters, talk at assemblies, offer prizes for those that come (cost could be barrier here), and make it sound as though the activities will be fun. By getting the students involved physically they will hopefully benefit in other aspects of their lives as well. The Les Mills ~~logo~~ catch phrase "free the body, the mind will follow" ~~emphasises~~ emphasises the importance of physical activity has on health. By ~~carrying~~ carrying out the activities planned the students will hopefully think better, make new friends and gain a more positive self-worth. //