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NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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*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.**

4 ~~Health~~ Health promotion and well being / Hauora through aerobics and badminton ~~has many~~ in a class group can have many different biophysical factors <sup>and</sup> sociocultural factors. ~~From~~ From past experience of trying to get a Year 8 boys class active as part of my own level 3 physical education course I realised the planning that must be done and the different factors that have to be taken into consideration. /

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Health is defined, as being free from disease (wordnet 2007). Hauora / wellbeing is the idea of being spiritually, emotionally, socially and physically balanced. So by trying to promote health and well being through physical activity like badminton and aerobics ~~could~~ ~~negative~~ could have no effect on health and positive and negative effects on someone's wellbeing. The year 13 Physical education class has proposed 6 sessions of aerobics and badminton on tuesdays and thursdays over 3 weeks. With a \$5 charge per session, and the sessions are not compulsory //

De

Candidate defines health and contrasts this with hauora / wellbeing.

As

4

Biophysically, aerobics and badminton would improve a persons overall fitness. Aerobics and badminton both require skeletal muscular movement that requires physical //

Considers the benefits of getting the target population active as states in the scenario.

4. excersion so tutorer needs to definition of physical activity. By getting the students running around or moving in aerobics and badminton it is improving their aerobic endurance, flexibility and improving their overall fitness levels. ~~Then~~ as a result their resting heart rate, cardiovascular system, stroke volume, ~~the~~ and blood pressure could improve, making them more fit. But what the year 13 students are trying to do is promote physical activity. This means that they are trying to show the year 9 students what physical activity is all about in an attempt to improve their participation levels in the future. By improving these biophysical factors through aerobics and badminton the students can experience the benefits of physical activity and will hopefully increase their physical activity levels after the 6 sessions. //

Uses own experience to introduce the idea of different goals and needs of individuals relating to physical activity.

From my past experience of taking a year 8 boys class in dodgeball, soccer/hotball and basketball I found that ~~many~~ students have different outcomes or things that they seeked from participating in the activities. Many of my class (25/28 students) were already <sup>physically</sup> active in some way. I found that by offering new or adapted sports that some students participated solely to try new //

4 Sports. The spark website states that  $\frac{2}{3}$  of ~~per~~ school students want to try new sports. By offering aerobics and badminton which are not main stream sports to the Year 13 class is promoting new sports. By doing this it means that most of the students will be at the same level of expertise, thus meaning that there are not as many experts in the sport and the range of ability is much smaller. This means that students who are usually not as good at sports will participate as they are in the cognitive stage just like the athletic or sporty students in the class. I found that some students just participated for fun, some for competition, and some for fitness. I believe that by offering aerobics and badminton which are both relatively closed skills (badminton open as opponents but not as much as soccer as there is only 1 or 2 opponents) it will improve overall participation as ~~all the~~ students of all levels within the class will participate as aerobics and badminton don't allow for individuals to stand out as much with sports that my group offered such as ~~football~~ soccer/netball it allowed for dominant athletes to prosper and some less skilled ~~at~~ students were left out of the team game. //

AS

AS

The candidate does make some assumptions and discuss some irrelevant information.

IR  
individual,B/E  
G

There are many barriers and enablers that //

Candidate considers barriers and enablers and how to minimise barriers and maximise enablers is discussed. The candidate draws on their own experience of taking action to give creative ideas on improving the process that has occurred.

4 The Year 13 class must think about while planning. Barriers can include things like time, money, equipment, skill level, other commitments, energy levels and ~~test~~ students listening. Enablers can be things ~~these~~ similar to barriers but which help the student participate. Whilst planning a ~~test~~ physical activity promotion programme the year 13 class like myself and my own group will have to try and minimise the barriers and enhance the enablers to maximise the physical activity levels within the class. ~~Before~~ Before we made our programme our group designed a questionnaire that we gave to our year 8 class. This helped us to get a background on the students. ~~and~~ we asked questions about what days suited them best, their energy levels, sports they liked, sports they didn't like. This helped us to get an idea of some of the barriers and enablers that we would face when writing our programme. The Year 13 class in the question did something similar but discussed how to get them active as a class. I believe ~~if~~ our way was better as it was more personal to the group that we were dealing with and not ~~just~~ from other year 13 students. Some of the barriers that the Year 13 class could face as a result of not doing a survey and talking to the class could be that some students

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4 may be busy on Tuesdays and Thursdays so would not be able to participate in the activities. Also by not making it compulsory students ~~are~~ not forced to go so participation could be negatively affected. By and by putting a £5 charge on the sessions could mean that some students ~~would~~ could not participate because of the money so inequality could be an issue. These barriers could negatively affect the physical activity levels of the year 9 students.

C4

B1E

Candidate is critical of what has occurred in the process and how it has caused barriers to occur.

Socio cultural factor can also affect the participation levels of students. Students who have come from a background where education and studies have been promoted ~~and~~ not sport ~~would~~ would negatively affect participation. In my experience with my year 9 group I found that there were 2 or 3 students who would turn up but not participate. When I asked them why they ~~empty~~ said "Because we have never played sports, so we don't want to". Coming from a physical background where sports was a part of life this was a different outlook that I had not thought about. Other socio cultural factors like friends, ~~past~~ past experiences and confidence can all affect participation levels.

B1E

FAP

FAP

Candidate looks further at other factors affecting participation. Uses examples from feedback gained in their own learning programmes.

Candidate  
uses more  
relevant  
knowledge to  
be critical of  
the process  
that has  
occurred in  
the scenario.

4.8 From my own experience we ~~had~~ also had 6 sessions as a Year 13 group after 6 sessions we were only just starting to learn some of the students names. I found that 6 sessions was not sufficient time to try and promote physical activity. The Year 13 class would face the same problem as they too only have 6 sessions. I like to think that what we did in offering the 6 sessions to the class made a difference but personally I don't think that it did. As with the Year 9 class our year 8 class ~~was~~ already have their friends and sports that they play in. I think that the <sup>age</sup> group of people that we were trying to promote physical activity too were too old. I believe that to effectively implement change in the level of physical activity you would have to teach to a younger group e.g. primary students. As these students are still willing to try anything and will be moving to intermediate and colleges soon where they will be more likely to try and participate in physical activity. I believe it people haven't started being physically active by years 8 and year 9 then it would be hard to change them as seen with the 3 students I questioned from my class. // -

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Question  
numberAssessor's  
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4 / I think that the types of activities that this year 13 class offered will improve physical activity levels in the short-run as they will likely be new sports but I believe in the long run the 6 sessions will have no impact upon their overall level of physical activity. //

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Candidate concludes with their final opinion on the process that has occurred. This essay is at performance descriptor two (see scholarship standard).

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