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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.

MOH physical activity tool kit 2003

Question
number

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Candidate introduces physical activity and touches on some of the benefits as well as recognising there are many factors influencing participation.

④ ~~Physical~~ 30 minutes of ^{moderate} physical activity on most ~~of~~ ~~at~~ if not all days of the week can benefit health. //

Physical activity can prevent non-communicable diseases such as Cholesterol, mental health, ~~or~~ Osteoporosis, some cancers, cardiovascular diseases. //

Many factors influence participation in physical activity. These need to be identified and minimised ~~or~~ enhanced to encourage participation in physical education. //

The year 13 Physical Education class in this scenario have identified their group and identified their aim and how they are going to achieve this.

By getting the students active as a class group they have automatically enhanced the social motivator of being with friends. However no planning has gone into identifying the barriers and motivators of their group //

~~In contrast to this group~~ ~~the~~ ~~and~~ Two other students ^{and} chose to focus on a group of boarding girls who could be classified as ~~senetery~~ ^{sedentary} inactive. Like the above year 13 class we identified our group and our aim however we then sent out surveys to our group //

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Uses own experience in taking action to put forward ideas of improving the process.

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Candidate discusses barriers and enablers and uses specific examples from the process put forward in the given scenario.

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not compulsory. Those who are ^{*} probably more beneficial to target for physical activity are less likely to come if it is not compulsory.

~~then~~ If the ^{class} group has picked Tues and Thur as they suit themselves better this may also provide a barrier to the participation as the year 9s may have other things that take priority on these days. //

The sessions are altogether ^{proposably} going to cost \$30 which is also going to be a barrier to the participation of some the year 9 students. To minimise this they could choose activities which don't need ~~ed~~ outside instructors. //

However the classes program is ~~to promote~~ enhancing the motivators of being with friends, having fun (as a class), getting fit (by doing activity) & maybe learning something new. //

Health promotion is ~~an~~ important initiative as it encourages people to take part in physical activity that benefits their health. //

Hopefully by working with these year 9 students they will motivate

them to keep participating in physical activity after the program. However, saying that it takes 30 days to change a habit. 6 sessions may not change the students view of physical activity. With my focus group after the tennis sessions they were all motivated to continue playing after the program with one group member even stating they were going to join social tennis.

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Factors influencing participation in physical activity differ from person to person and government interventions such as SPARC push play identify this and try to appeal to a diverse society. ~~Identify~~

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~~If the~~ Identify the importance of physical activity and making it known does not necessarily mean people will listen to it. //

In my opinion it is a good idea to encourage these year 9 students to partake in physical activity however ~~with~~ with their current planning and management they may only cater to a small number of //

Candidate discusses health promotion. They are critical of whether long term change can occur over this short period.

Candidate gives a position of promoting physical activity as being positive. However greater consideration of barriers and enablers being important.

Candidate could have developed answer by using critical thinking involving biophysical aspects such as principles of training etc.... Also greater discussion around hauora / wellbeing and the holistic nature of this.

This essay is at performance descriptor 2 (see scholarship standard).

Question
number

pc² the students. If they had first identified the motivators, ~~or~~ barriers, ~~and~~ what time suited them best and what activities they ~~didn't~~ did and didn't like they may have been able to minimise barriers, enhance motivators and cater to the needs ~~and~~ of a wider group of students. ||

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