



# **PHYSICAL EDUCATION 2014**

## **Unit 3**

### **Key Topic Test 2 – Promotion of Physical Activity & The Social-Ecological Model**

Recommended writing time\*: 45 minutes

Total number of marks available: 45 marks

## **SOLUTIONS**

**SECTION 1: Multiple-choice questions (1 mark each)**

**Question 1**

*Answer: D*

*Explanation:*

The social ecological model is used to help describe someone's physical activity behaviour, and to critique strategies that promote physical activity.  
The model itself is not used to promote physical activity.

**Question 2**

*Answer: C*

*Explanation:*

Workers cannot be forced to be active, and what they eat isn't related to their activity levels directly.

**Question 3**

*Answer: A*

*Explanation:*

Age is the only individual factor listed in the options. The others are either social – SES status and cultural background, or Policy – Mandated PE classes.

**Question 4**

*Answer: C*

*Explanation:*

Building Health Through Sport is open to all members of the community.

**Question 5**

*Answer: C*

*Explanation:*

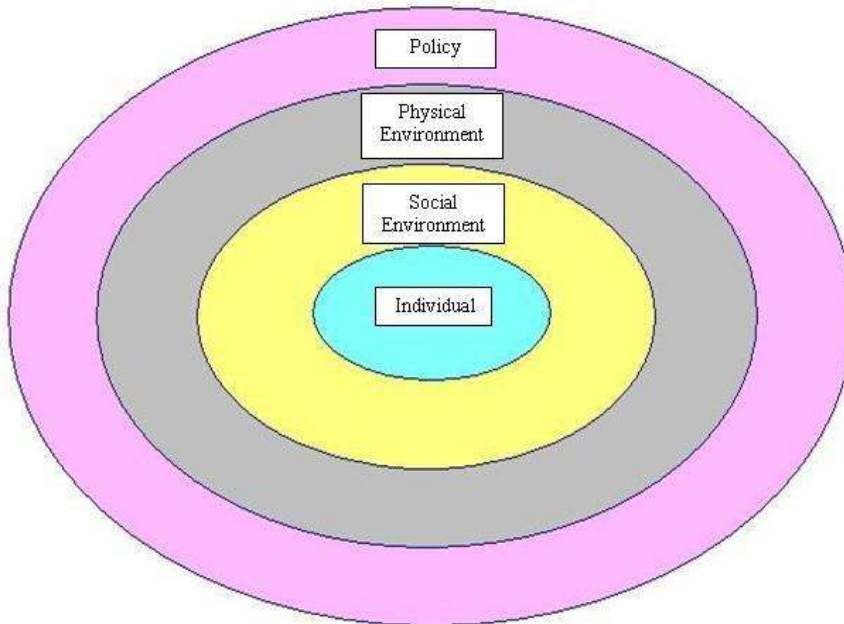
Streets Ahead is a Vic Health initiative.

## SECTION 2

### Question 1

a. Physical activity behaviour and the factors influencing it are very complex. Models are used to provide a framework to understand the numerous factors and behaviours that enable or act as barriers to physical activity participation. Models are used to help us understand a specific problem in a particular setting or context.

b.



c. *Multiple factors influence behaviours.* Therefore efforts to change behaviour, including physical activity behaviour, should be based on the understanding of the interrelationship between the four levels of the social-ecological model.

### Question 2

a. Community Settings

b. Individual Level

Age – most participants are a similar elderly age

Illness – most participants have similar health issues

Gender – both males and females can participate

Social Level

Social support – able to participate in program with other people – friends & family

Meet new friends

Physical Environment Level  
Local facilities are available  
Close proximity to homes

Policy Level  
Run by accredited fitness staff  
Run by Heart Foundation  
Funding from Heart Foundation  
Use of local facilities

c. This question requires students to take two of their answers from part B and explain how that factor may influence their physical activity.

Eg – Physical Environment – Close proximity to homes – this promotes physical activity as it removes the possible barriers of extended travel time to the venue, or traffic or transport issues.

### Question 3

- a. Benefits of using a school setting:  
Captive audience of students everyday  
Spend many hours within school grounds  
Part of curriculum – PE and Sport  
Facilities and Equipment  
Trained staff – PE and Sport Teachers and Coaches  
Social support of friends  
Financial support from school management
- b. Mass Media  
Policy  
Physical Environment
- c. Examples of Strategies in schools  
Mass Media – Posters advertising events, News Feeds and Bulletins, Assembly Presentations  
Policy – Mandate of PE, Designated sport days & competitions, funding, availability of equipment and venues during lunchtimes and afterschool hours  
Physical Environment – Facilities – Gyms, Halls, Ovals, Weight Rooms, Multi Purpose Courts. Equipment – Sports gear, uniforms. Maintenance of facilities.
- d. Barriers in school setting  
No time in busy curriculum  
No support from management of school  
Poor culture of participation amongst students  
Social support lacking for PA

Staff not enthusiastic  
No money for facilities or equipment

**Question 4**

- a.** Mass Media - Mass Media – Posters advertising events, News Feeds and Bulletins, Emails organising company teams.  
Policy – Flexi hours, Incentives for being physically active, incentives for using public transport, subsidise gym memberships.  
Physical Environment – clean, bright stairwells, carpark separated by green space, lockable bike storage, showers and locker facilities.