

STUDENT EDUCATION NUMBER

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GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa Secondary Leaving Certificate

HEALTH AND PHYSICAL EDUCATION

2017

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours & 10 minutes

INSTRUCTIONS

1. You have 10 minutes to read **before** you start the exam.
2. Write your **Student Education Number (SEN)** in the space provided on the top left hand corner of this page.
3. **Answer ALL QUESTIONS.** Write your answers in the spaces provided in this booklet.
4. If you need more space, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

STRANDS		Page	Time (min)	Weighting
STRAND 1:	ACTIVE PERSONAL HEALTH AND RELATIONSHIP	2	33	22
STRAND 2:	ACTIVE HUMAN MOVEMENT	7	73	22
STRAND 3:	ACTIVE FAMILY HEALTH	13	39	28
STRAND 4:	ACTIVE COMMUNITY HEALTH	19	35	28
TOTAL			180	100

Check that this booklet contains pages 2-26 in the correct order and that none of these pages is blank.

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

Figure 1: Personal identity, self-esteem and interpersonal relationships.



(Source: www.postplanner.com.)

Study the cartoon in Figure 1 and answer the following questions.

1. Identify the main changes to your focus or interests in this year.

SL 1

“People spend their childhood learning to be like their parents. During teenage stage, they learned to know who they are and how they are different from their parents.” Miriam Kaufman

2. Identify the key changes in yourself in relation to your parents, members of the opposite sex, teachers and others.

SL 1

3. Name a non government organization that provides public information for the prevention of sexually transmitted diseases.

SL 1

Alofa completed Year 13 and was top in her class. She is now attending the National University of Samoa as a foundation student. She is planning to become successful and graduate at the end of this year.

4. List TWO skills that Alofa needs in order to become successful and graduate at the end of this year.

SL 2

Alofa gained a scholarship to the University of the South Pacific in Fiji. After the first month in Suva Fiji, she missed her parents, her friends and also Samoa. Now, she is still struggling because she is homesick.

5. Discuss what Alofa can do to overcome her homesickness and negative mental health.

SL 4

6. Define the term '*plan*'.

SL 1

Simi wants to improve his health so he decides to have a healthy diet within six months. Before he starts his diet, he designs a plan for his diet programme.

7. List TWO important areas that should be included into Simi's plan.

(i) _____

SL 1

(ii) _____

SL 1

8. Describe the important role of planning to Simi's diet programme.

SL 2

9. Explain the importance of this diet programme to Simi's health.

SL 3

Mele is in Year 13 at Taumeasina College. She is pretty and smart. Mele now has a boyfriend name Tavita, who is interested in having sex with her. She is unsure of what to do as she really likes him.

10. Explain why Lora should not engage in a sexual relationship with her boyfriend.

SL 3

11. Name a physical change that occurs to females during puberty that may affect their behavior at school.

SL 1

Mike has been told by his doctor that he has high blood pressure. High blood pressure can occur when the diet is not balanced and healthy. Sam's doctor told him to avoid certain foods.

12. Name one food item that Mike needs to remove from his diet.

SL 1

Figure 5 – Sport and recreational activities



Source-sgsnzprods@www.htp.com

Study the pictures in Figure 5 and answer the questions that follow.

1. Name one popular sport that Samoans take part in at the international level.

SL 1

2. Explain the role of sports in Samoa's economic development. (Provide at least 2 examples)

SL 3

Figure 6 – Health Groups exhorting youth to consider healthy living

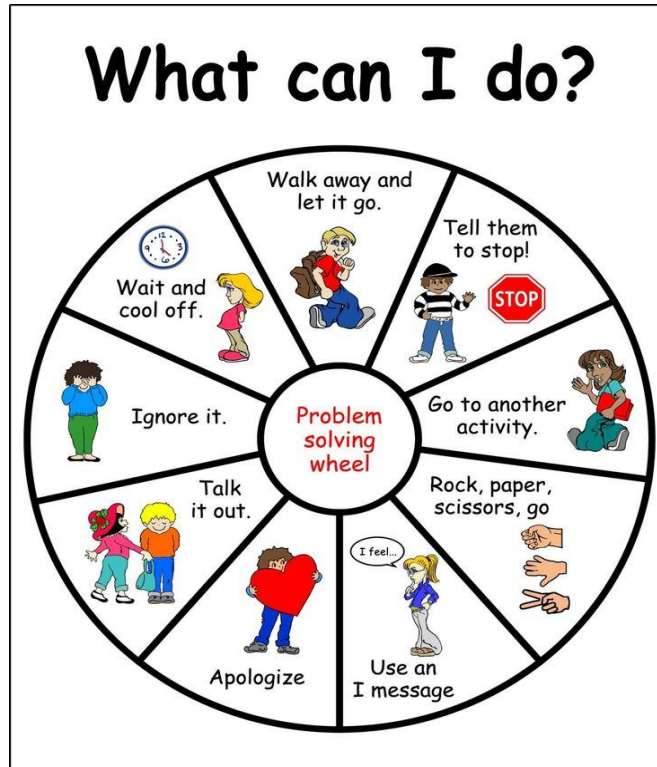


“A healthy community is a happy community.”
With that in mind, the village of Leulumoeaga embarked on a journey to promote healthy living within their communities.
They set up a camp which started four weeks ago and ended yesterday.
The E.F.K.S pastor’s wife Sefulu Patu was behind the initiative with the help from Peace Corps and volunteers from Projects Abroad.
Mrs Patu believed it had been all fun and games, not only for the children, but for everyone who was involved.

3. After reading the newspaper article (Figure 6), name a leadership role in the daily activities and chores at the camp.

SL 1

Figure 7 – Methods of problem solving



Source-<https://www.pinterest.com/sbtg4/school/>

4. Define *motor skill development*.

SL 1

5. List career opportunities that motor skill development information systems could lead to.

SL 2

6. Explain the characteristics of a good coach.

SL 3

7. Discuss the importance of having qualified coaches for sports in Samoa.

SL 4

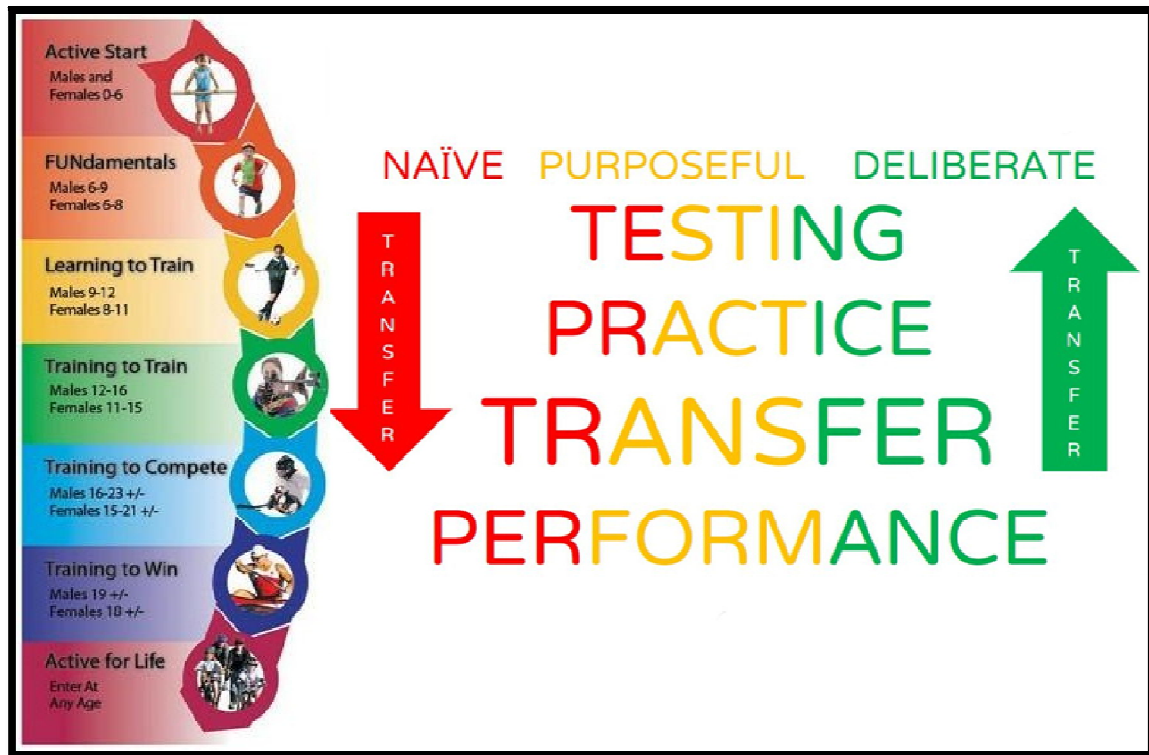
8. Identify the career path for sports science and technology.

SL 1

9. Describe a weakness in the development of a selected sport in Samoa.

SL 2

Figure 8 – Long Term Athlete Development



Source-<http://canadiansportforlife.ca/>

Study the graph in Figure 8 and answer the questions that follow.

10. Discuss the importance of learning about *motor skills development*, for athletes.

SL 4

Figure 9 – Issues relating to family safety



Source-MESC

Study the pictures in Figure 9 and answer the questions that follow.

1. Identify a social issue relating to families with teenage children.

SL 1

2. Define **gender**.

SL 1

3. Identify a **gender issue** in family settings.

SL 1

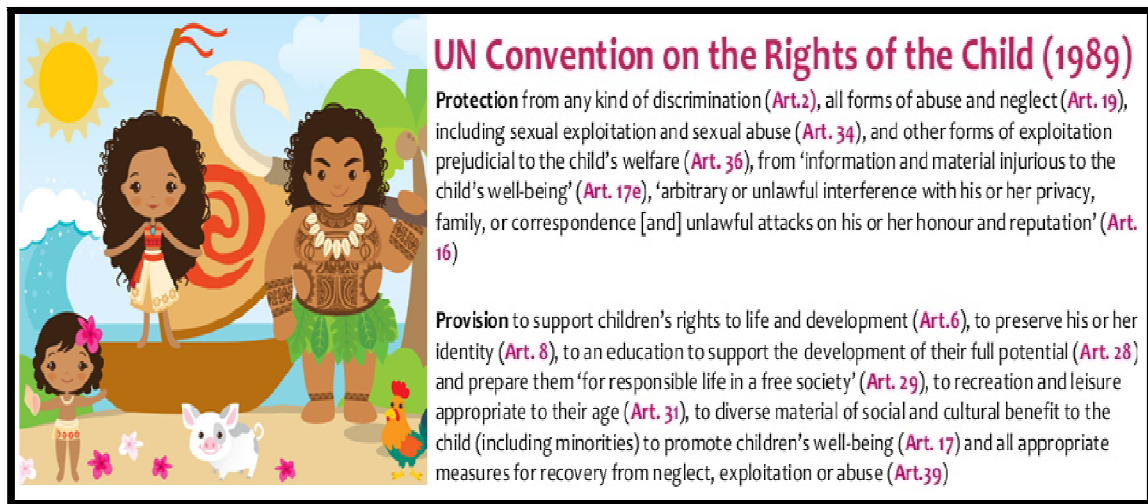
4. List TWO conditions that can occur to a person who does not control his/her diabetes.

- (i) _____

- (ii) _____

SL 2

Figure 10 – Rights of a Child



<https://www.slideshare.net/sonialivingstone/childrens-rights-in-the-digital-age>

Read the statement in Figure 10 and answer the question that follows.

5. Explain the importance of parental guidance for teenagers who want to go out on their own.

SL 3

6. Name ONE person who is responsible for the health and well being of one's family.

SL 1

7. Name the main government ministry that is responsible for the health of the nation.

SL 1

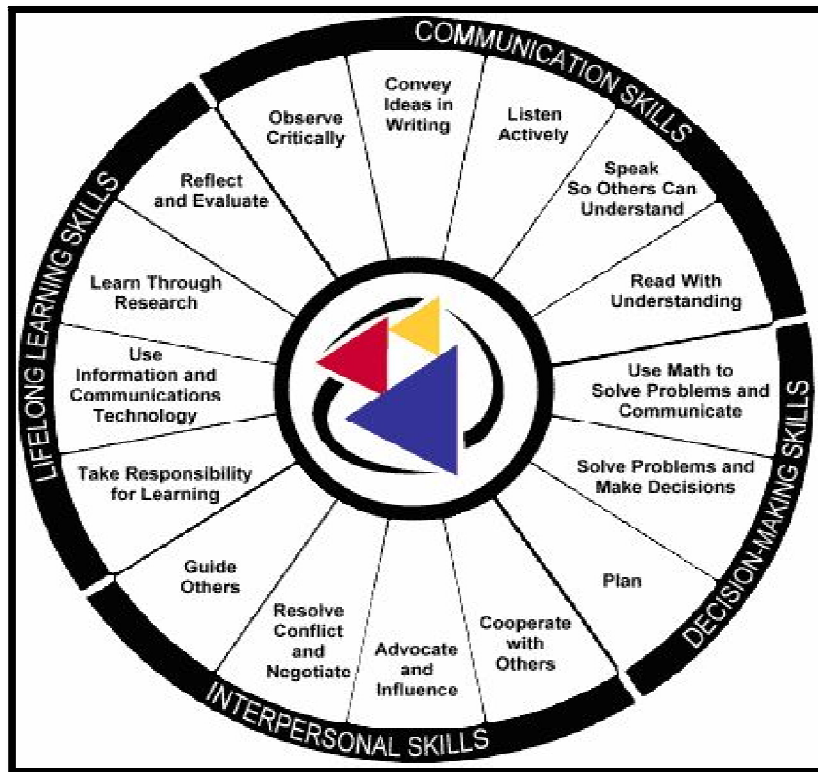
8. Describe ways that church leaders could do to help improve the health and well being of their church members.

SL 2

9. Explain the relationship between non-communicable diseases and poverty in Samoa.

SL 3

Figure 11 – Factors to consider when making decisions impacting on Family.



Source-sgsnzprods@www.htp.com

Study the picture in Figure 11 and answer the questions that follow.

10. Identify a responsible behaviour carried out by a matai within his/her family.

SL 1

11. Describe ONE negative impact to a family when members try to keep up with appearances and to match with others in the village.

SL 2

SL 2

- 12 Identify ***interpersonal skills*** that a Year 13 student must use to show ***respect***.

SL 1

SL 1

13. Identify ***interpersonal skills*** that a Year 13 students must use to show ***sensitivity***.

SL 1

SL 1

14. Discuss how interpersonal skills impact relationships with family members. (*Provide at least ONE example of interpersonal skills in your discussion*).

SL 4

SL 4

15. Name a main sporting complex in Samoa.

SL 1

16. Explain the relationship between having world class sporting facilities and Olympic championships.

SL 3

Figure 12 – Active Community health programmes begin in schools



Source-sqsnzprods@www.htp.com

Study the pictures in Figure 12 and answer the questions that follow.

1. Define the term “**Mobilize**”

SL 1

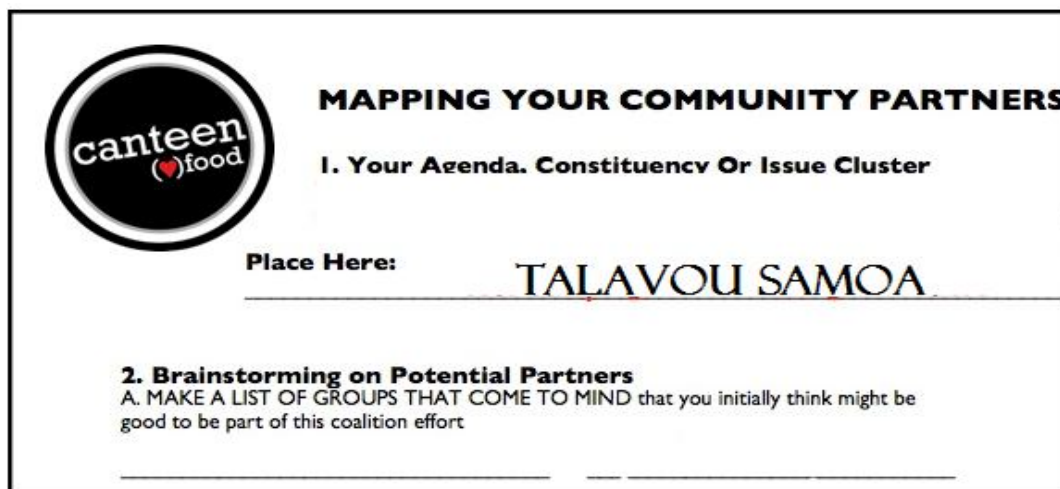
2. Identify ONE factor in the community that is hindering the process of achieving good health (regarding areas of fitness and exercise).

SL 1

3. Explain factors in the community that are hindering the process of achieving good health.

SL 3

Figure 13 – Mapping out a community campaign for better health 2014



MAPPING YOUR COMMUNITY PARTNERS

I. Your Agenda. Constituency Or Issue Cluster

Place Here: TALAVOU SAMOA

2. Brainstorming on Potential Partners
 A. MAKE A LIST OF GROUPS THAT COME TO MIND that you initially think might be good to be part of this coalition effort

Source-www. Huffingtonpost.com

Study the table in Figure 13 and answer the questions that follow.

4. What is a health campaign?

SL 1

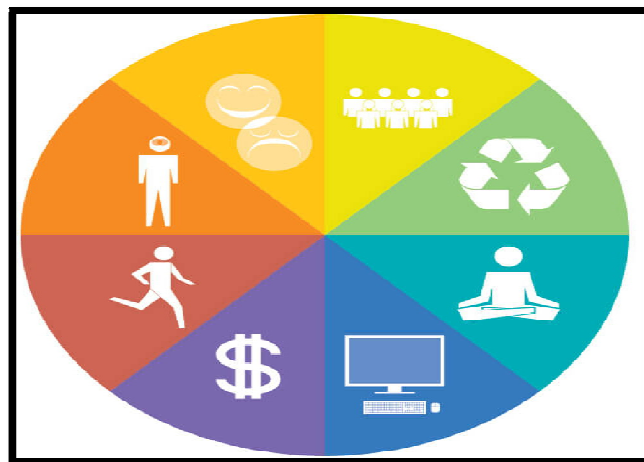
5. Name a media outlet that is effective in campaigning for community health.

SL 1

6. Identify people in the community who can effectively participate in the campaign.

SL 1

Figure 14 – Elements for an effective health campaign



Source-www.mddelcc.gouv.qc.ca

Study the diagram in Figure 14 and answer the questions that follow.

7. Name the type of resources available in the community for promotion of good health.

SL 1

8. Name ONE reliable person who can help in leading and implementing health activities in the communities.

SL 1

9. List TWO actions you would do to be a health promoting citizen.

SL 2

10. State ONE health activity that is currently being implemented by the Ministry of Health.

SL 1

11. Describe the campaign for mobilizing the community resources to improve the food sold at school canteens.

SL 2

Figure 15 – Growing vegetables and the nutritional value that we gain.



Source-sgsnzprods@www.htp.com

12. With reference to the above photograph, name a common community practice that obstructs the process of achieving good health in the area of **Food and Nutrition**.

SL 1

13. Explain how to mobilise community resources for promoting good health.

SL 3

Figure 16 – Promoting food



14. List the changes needed to be health promoting citizens.

SL 2

15. Explain the impact of selling unhealthy food in school canteens.

SL 3

- 16.** Discuss factors that make it difficult to achieve good health and regular exercise.

SL 4

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