

93501Q



935012



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2009 Physical Education

2.00 pm Tuesday 1 December 2009

Time allowed: Three hours

Total marks: 24

### QUESTION BOOKLET

There are four questions in this booklet. Choose any **THREE** to complete.

Each question is worth 8 marks.

Write your answers in the Answer Booklet 93501A.

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

Check that this booklet has pages 2–5 in the correct order and that none of these pages is blank.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.**

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cannot be reproduced here.*

You have three hours to complete this examination.

Choose any THREE questions to complete. Each question is worth 8 marks.

***EITHER: QUESTION ONE*** (8 marks)

Consider the following two quotes regarding the **evaluation of a physical activity**:

“Successful training is intelligent training ... as well as the ‘what’ and ‘how’.”

*Arthur Lydiard (1998)*

“Physical activity programmes must be evaluated to reflect on our progress ... and what we have learned from our experiences.”

*US Department of Health and Human Services (2002)*

An aspect of any physical activity experience or programme is evaluating the effectiveness of the processes undertaken as part of that experience or programme.

The evaluation may involve reflecting on factors influencing participation in the experience or programme such as:

- equipment and resources
- goal-setting
- logistics
- methods and principles of training (as part of the programme design)
- personal well-being
- purpose
- safety management
- socio-cultural factors.

Drawing on your own involvement in a physical activity experience or programme, **critically evaluate** the purpose of the evaluative process.

Illustrate your answer with appropriate examples from your own knowledge and experience.

**AND/OR: QUESTION TWO** (8 marks)

Consider a current physical activity event, trend, or issue impacting on New Zealand society you have studied.

This may include, but is not limited to, topics such as:

- amateurism versus professionalism in sport
- body image and representation
- child obesity
- commercialisation in sport
- fitness crazes
- Māori and/or Pasifika festival(s)
- sports clothing
- the Olympics.

Drawing on your knowledge of the current physical activity event, trend, or issue, **critically evaluate** its impact on New Zealand society.

Your evaluation may also consider the causes/influences of the event, trend or issue and how it is perceived.

**AND/OR: QUESTION THREE** (8 marks)

Consider the following three extracts demonstrating a range of opinions on **whether athletes are made or born**:

“Ever dreamed of standing atop a podium and having a medal placed around your neck? ... How much is athletic prowess due to genetics and how much is due to training and environment?”

*Torgan (2002)*

“Athletic records are broken year after year, and the limits of human performance continue to be debated ... Is there any limit?”

*Quinn (2008)*

“One possibility is that some people are simply natural born superhumans ... – the key to gaining the ultimate competitive advantage may be hidden in our genes.”

*Geddes (2007)*

Drawing on your knowledge and experience of factors that lead to performance improvement, **critically evaluate** whether athletes are made or born.

Illustrate your answer with appropriate examples from your own knowledge and experience.

**AND/OR: QUESTION FOUR** (8 marks)

**Health Promotion** can be defined as:

“Health promotion helps to create physical and emotional environments in classrooms, whole schools, communities and society ... The ability to identify enablers and barriers and to enhance or minimise where appropriate is also an important part of this process”.

*EN9 AS90744 Version 2*

Consider the following scenario describing how some Year 13 students attempted to put the theory of **health promotion** into practice:

As part of a Year 13 physical education programme, a class undertook to influence the participation of others. They surveyed a Year 9 class from within their school about what sports they already played and what sports they would like to participate in as part of a proposed lunchtime activity programme.

They collated the results and found that basketball was the Year 9 students' preferred choice, so the decision was made to organise a two-week lunchtime basketball competition in the school gym for Year 9 students.

Because the gym was being used at lunchtime for sports practices, this plan had to be changed to a two-week netball competition outside.

Twenty students turned up for the first game of the lunchtime netball competition, and nine turned up for the second. As a result of the poor attendance, the Year 13 class cancelled the lunchtime activity programme.

**Critically evaluate** whether the action of the Year 13 students in the scenario is a good example of health promotion practice that aims to influence the participation of others.

Illustrate your answer with appropriate examples from your own knowledge and experience.

