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93501Q



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2007 Physical Education

2.00 pm Monday 3 December 2007

Time allowed: Three hours

Total marks: 24

### QUESTION BOOKLET

There are four questions. Choose any THREE to complete.

Each question is worth 8 marks.

You should write ALL your answers in 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.

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

You have three hours to complete this assessment.  
**Choose any THREE questions to complete. Each question is worth 8 marks.**

## QUESTION ONE

**(8 marks)**

Choose EITHER Scenario A OR Scenario B below to answer the following question.

### Scenario A

Georgina has to develop a physical activity programme for herself. Her teacher wants the students to develop individual programmes that are relevant and appropriate to the goals and outcomes they want to achieve. It is also expected that relevant knowledge is applied to the programme. Georgina decides to download from the internet a programme based on preparation for a half marathon. Georgina enjoys running, although her experience is limited. She decides that using the programme she found on the internet would be easier than taking the time to develop one for herself. Georgina starts the programme ...

### Scenario B

George took a Year 9 class of 27 pupils on a three-day tramp. George allowed the students to work out what gear and equipment they would need for the tramp as a homework task. He organised for the parents to drive the students to the start of the track on the first day at 9.00 am and pick them up at the same spot on the last day at 5.00 pm. The plan was for students to sleep in huts each night. However, these huts could not be pre-booked and they slept 30 people and were open to the public. George organised for two other teachers to come on the tramp with the class. The tramp went ahead...

Note: This scenario has included all aspects of planning and management that occurred for the trip.

Using your chosen scenario, **critically evaluate** the processes that have taken place in the planning of either a personal activity programme or an outdoor education experience.

A critical evaluation may:

- evaluate the process that has occurred
- involve a hypothesis of what may occur when the programme/experience is implemented
- be supported by using relevant knowledge. You must show depth and breadth of understanding of EITHER bio-physical aspects and socio-cultural aspects in respect to programme planning, OR issues related to outdoor education experience planning, implementation and management processes
- be supported by specific examples from your own learning programme.

## QUESTION TWO

(8 marks)

In New Zealand, athletes that are carded (targeted because of their ability/potential) are given the opportunity to improve their individual performance in their chosen sport/activity by having access to a range of experts in the following fields:

- anthropometry (body measurement)
- biomechanics
- exercise physiology
- physical conditioning
- sports nutrition
- sports psychology
- sports medicine
- coaching
- other life skills, education, goals and career support services.

**Critically evaluate** the need for individuals to have access to this type of expertise to improve their performance. A critical evaluation may:

- consider the different ability levels of individuals who try to improve performance in a sport/activity and the different goals and outcomes these individuals may have
- be supported by breadth and depth of knowledge drawing on biophysical aspects such as those stated above
- consider socio-cultural influences and factors affecting performance improvement
- be supported by examples drawing on knowledge applied in your own experience of a performance improvement programme.

## QUESTION THREE

(8 marks)

Consider the advertisement below as an example of a product/fitness service currently being promoted in New Zealand:

### What is Vibration Training?

1. Weight Loss, Toning & Athletic Ability
2. Lymphatic Drainage
3. Bone Density
4. Balancing Your Hormones Naturally



Welcome to the website of VIBRA-TRAIN The Vibration Training Specialists. Simply put, vibration training can do something for everybody. It works the body in four totally separate ways to give you the kind of health you would normally achieve from spending hours in the gym – and it only takes 10 minutes! If this sounds too good to be true, then at least browse this website before you make up your mind.

Vibration training is not new, it has been around for over 20 years. It was originally researched as a treatment for Osteoporosis, but as the trials went on it was found to influence the body in other ways.

Source: [www.vibra-train.co.nz](http://www.vibra-train.co.nz)



Drawing on your knowledge of issues impacting on New Zealand society, **critically evaluate** the following statement:

“New Zealanders are guilty of being consumers of ‘fitness crazes’. We need to move forward, take action and become critical consumers of the messages we receive.”

A critical evaluation may:

- evaluate the adequacy of the statement in terms of the impact of this issue on New Zealand society. This may involve you adopting a position in respect to the statement
- be supported by drawing on relevant knowledge such as biophysical, societal, political, moral, economic, environmental, cultural and historical factors and influences on this issue
- be supported by examples from your own experience with regard to this issue.

## QUESTION FOUR

(8 marks)

Consider the following scenario:

A Year 13 Physical Education class has been given the task of encouraging the Year 9 students at their school to become more active. Their aim is to take action to promote health and well-being/hauora through physical activity. They have discussed how they would like to get the students active as a class group and have decided on the following action points:

- The activities will be aerobics and badminton
- The activities will take place on Tuesday and Thursday over a period of three weeks
- The activities will not be compulsory and students will participate by choice
- The students will pay \$5 each time to cover the costs of outside instructors.

Note: This scenario has included all aspects of planning and management that took place during the process of taking action.

**Critically evaluate** the course of action the Year 13 students have planned to increase the physical activity level of the Year 9 students.

A critical evaluation may:

- evaluate the process of taking action that has occurred
- be supported by drawing upon relevant knowledge from biophysical factors, socio-cultural factors such as hauora, diversity of outcomes people seek from participating in physical activity, barriers and enablers of physical activity, health promotion and other factors that influence participation in physical activity
- use specific examples from your own learning programme to compare with and contrast to the actions taken in the scenario above.





