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93501A



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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

### **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.**

1 Scenario A.

Planning page.

## SPEECH

Society Economic

Political Environment

Cultural Historical.

Processing

Intro

+ves

-ves

new ideas.

Bio-physical

heart rate

cardiovascular endurance

muscular strength

muscular endurance. hypothesis

- injury

- boredom

- unspecific to person.

- lack of motivation.

POT

specificity

regularity

duration

frequency

overload.

Specific examples.

- began by doing weight training with others but had to change.

The candidate introduces the process that has occurred and explains how the programme is not specific and does not consider different goals and needs, especially as she is a beginner.

The candidate does consider some positive aspects of downloading a programme as set up in the scenario.

Georgina has not taken time to develop her own programme that will prepare her for the half marathon, by choosing one off the internet she is not making her programme specific to her. When planning a programme to improve potentially reach goals and outcomes it is important to make it specific to the person's fitness, skill and health levels. Georgina has had little experience and this programme off the internet may not be suitable for a beginner. Specificity is a vital principle of training that has to be applied to any training programme. The scenario does not state Georgina's goals however the training programme probably does not take into consideration these goals she has. Even though there are negatives to using a programme pre-written programme there are also some positives. By getting one off the internet Georgina can spend more time training and less time is wasted planning the programme. She may also find it difficult to find someone to ask about a programme for her which is why she goes to the internet. She could ask her teacher about a suitable programme for her skill level but because we do not know the situation we do not know how approachable the teacher is. A programme should apply the principles of

Explains briefly, principles of training that should be considered. However, does not make the assumption that these haven't been applied.

Question  
number

specificity, regularity, duration, frequency, overload and reversibility. The internet programme may apply these principles but they may not be suitable for Georgina which could lead to negative effects for her. By using the pre-written programme Georgina is also failing to follow the teacher's instructions about the task. She is expected to apply relevant knowledge and make it suitable for her. By getting one off the internet she is failing to do this. More information is also required about the programme, such as which site is it from? Who is it designed for? How long is the training programme?

The programme could be from an internet site that ~~aims at~~ is aimed at A-level athletes which would mean the programme would not be suitable for Georgina. From my own experience of training and competing in an aquathlon it does not help to copy other programmes. I decided to do weight training on the same day as my classmates however this was not good because then there were not enough weight machines for us all. ~~I~~ I do believe however that it is very helpful and relevant to look at exemplars of some training programmes. This helps to give an idea about what

Is critical about where the programme is from and the expertise of the developer.

Considers benefit of seeing exemplars without just using programme. Uses creative thinking about using exemplars and then modifying to suit her needs.

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sort of activities need to be done to train for a <sup>half</sup>marathon. Georgina could choose ~~to follow~~ to ~~just~~ look at the programme; use it as a guide and then adapt it to suit her. By doing this she can see ~~#~~ what methods of training could be applied to her own programme. For example she can see that continuous training seems to be most relevant ~~#~~ to what she is training for. //

UR

ACK

When this programme is implemented Georgina may see both positive and negative effects. These will be both bio-physical and socio-cultural factors. Georgina is training for a half-marathon so when using the programme she should see and feel changes in her body. Her heart-rate during exercise should be lower if the programme is suitable for her. She should start to feel 'fitter' ~~as~~ as a result of her cardiovascular fitness improving. She should be training her aerobic energy system because a half-marathon is long distance running. The programme off the internet is designed for those carrying out a half-marathon. So ~~if~~ if the programme is suitable ~~#~~ she should ~~feel~~ her muscular strength and //

Considers some of the benefits of exercise that may occur.

Considers some of the risks that may occur as the programme is not considering her current level.

endurance should also improve. The programme should ~~include~~ improve weight and continuous training in order to do this. By failing to plan her own programme Georgina has not taken into account the levels she is at now and because of this she may experience negative bio-physical results. She may not improve ~~fitness~~<sup>p</sup> in terms of her fitness because the programme might be too easy or too hard. She risks injury also because she ~~does~~<sup>may</sup> not understand her programme. If the programme is too advanced for her she may become run-down and this can lead to injury. //

Considers socio-cultural aspects such as factors affecting participation.

Socio-cultural aspects should be taken into account when planning a programme. These include things such as goal setting, cost, time, environmental influences and other commitments. The programme off the internet might be suitable for one person but not for another & due to different peoples lifestyles. Goal setting (both long and short term) allows the individual to achieve and remain motivated throughout the training programme. Georgina has used another programme that may not help her to achieve her //

desired results. When I trained for the aquathon I wrote down my short term and long term goals and I found that this really helped me stay on task and achieve. Georgina may begin to lack motivation and she may get bored because this programme is not suitable for her. According to the Australian sports Commission boredom is one of the main reasons people stop exercising (most people stop after 3 months). When planning a programme cost also comes into it.

Georgina has not considered this, her programme may require her to buy a gym membership. Can she afford this? The programme will have specific times about when to train. However Georgina probably has other commitments that would prevent her following the programme. This could lead her to failing to train and therefore not completing the half-marathon. When I trained for the aquathon I wrote my programme out the beginning of the 10 weeks. When something unexpected came up ~~& off~~ that clashed with training I often opted out of training which led to me not

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Concludes with a position that involves modification of programmes. The essay has been balanced however, some aspects required development. Essay is at performance descriptor 2 (see scholarship standard).

achieving my goals. To avoid this I needed to be flexible and arrange trainings at times that suited me. If —

By failing to design her own programme Georgina will probably not achieve as well as she may like to and runs the risk of injury. If she ~~had~~ used the one off the internet as a guide and then made it suit her and her needs she will have better success. By exactly copying the programme she is not training specifically for her as an individual.

3. "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." //

Fitness crazes have been around for many years. A craze or a fad is "a phenomenon that only lasts a short time." ~~famous in~~ (www.dictionary.com). Since the 1970s there have been many fitness crazes including jogging, jazzercise, body balance, RPM and recently the use of the Vibra train. I believe that many New Zealanders have become consumers of fitness crazes in an attempt to look good and achieve the ideal body shape + size. //

The issue of fitness crazes has had a huge impact on New Zealand society and has led to the commodification of exercise.

David Kirk said in A-level Physical Education "The exercise industry is based on the idea that exercise is a commodity, a product that can be exchanged through a financial transaction." // I agree with this statement and the one above because I believe that because of the media people will pay money to look a certain way. In the Vibra train //

Candidate introduces "crazes" with a definition and some examples of crazes beyond "vibra train" then questions example.

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Considers commodification and backs this up with a relevant quote, which they then give their own opinion on.

Uses actual statements in the advertisement used in the question to base their argument on.

They are critical of whether being critical consumers is actually an achievable outcome around this issue.

Considers the quick fix nature of this issue and the wording in the advertisement that suggests this.

advertisement the first statement says "weight loss, toning and athleticability." This highlights the idea that a slim, toned body is most desired. The above statement says that we need to become critical consumers of the messages we receive but how can we do this when we are constantly bombarded about the need to look a certain way? The media is sending mixed messages to the public so ~~too~~ people are finding it more and more difficult to be critical consumers.

~~By being consumers of "fitness crazes" such as Vibratrain~~

Biophysical, societal, political, moral, economic, environmental, cultural and historical factors all play a part in the impact on New Zealand Society. Biophysically people want to be able to build muscles, become toned, lose weight and get more 'fit.' This causes people to turn to things such as Vibratrain to do this.

Time is a big barrier when it comes to physical activity, in fact in the Australian Sports Commission Survey 'No time/ too busy' was the main reason cited for not participating in sport. People want a quick fix to get them looking better and feeling more healthy. The appeal of the Vibratrain is that it "only takes 10 minutes." People like this

idea and are drawn towards it. Vibration training however only focusses on the physical aspect of hauora which can be one of the reason fitness crazes do not last long. People often get bored and lose interest. I got a treadmill last year and was really excited about it for about 2 months but after that it started to lose its appeal. This was because it was so boring and failed to fulfil me mentally and socially. //

H+  
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Ct

Candidate is critical on the outcome of participating in "Vibratrain" on ones hauora, uses own experience to back this up.

Economically fitness crazes have a huge influence in New Zealand society. Entrepreneurs come up with ideas and products like Vibratrain in order to ~~not~~ make a profit. Les Mills began in 1968 and is now a multi-million dollar company that makes millions from the commodification of exercise. Advertisements such as the Vibratrain ~~are~~ need to be looked at critically. "Who is benefitting from this? Why was this ad written? What is the aim of the ad? New Zealanders are easily influenced by the advertisements and because of this many people are making money off them. The people behind those advertisements have an ulterior motive, ~~they~~ it seems like they want to help but by looking at them critically it can be seen that they want to gain a profit. The aim of the advertisement is to get the consumers (everyday New Zealanders) //

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Candidate is critical of the economic impact on New Zealand. Considering commodification, who is benefiting, hidden agendas etc... Also considers who is able to afford the crazes.

Ct

to buy their product. Fitness crazes often appeal to middle class, European consumers New Zealanders because they can afford the products such as the Vibratrain. This can create an even greater economic divide. This creates a greater divide between lower and middle class society. As lower classes can not keep up with the 'trends'.

The candidate discusses body ideals and how this impacts on consumers.

The environment people are in also influences whether they are guilty of being consumers of 'fitness crazes'. For example being constantly shown ways to lose weight, bombarded with facts about the obesity epidemic and shown 'perfect' bodies can lead to consumerism. New Zealanders are in this environment which can place immense pressure on people to give in to the 'fitness crazes' in front of them. Culturally New Zealanders are being impacted. Over the years the culture of New Zealand has changed. Back-yard cricket used to be a common occurrence that got people physically active and was also a great way to socialise. However with these new crazes this has become less common as people have less time so there is not as much time for leisurely physical activity.

The candidate discusses changing values and how this has impacted on participation in crazes.

And these crazes have more appeal to those.

with a busy lifestyle. In New Zealand Maori and Pacific Island culture is being greatly influenced and targeted by the media. Is this fair? They, ~~are~~ M doing with all New Zealanders are being told what to eat and what to do. This means that we have less ability to critically evaluate those advertisements and messages that are being given to us. It has been shown that 66% of NZers are aware of the Push Play campaign but only 11% intend to carry out more physical activity. Is it ~~really~~ motivating? + think this shows that people need to stop being given mixed messages. This shows that with the correct advertising people will be influenced by crazes such as the VibraTrain and can lead to a change in New Zealand culture. //

Is critical of the media and its influence and how this impacts on us being critical consumers.

- Recently I actually approached the ~~Vibra~~ gym in Albany that has a VibraTrain because I wanted to know what it was all about. They were very helpful and even told me I could have the first session free! However I later realised that just as the statement says I had nearly been <sup>guilty</sup> ~~a victim of~~ <sup>being a consumer of</sup> ~~a consumer~~ fitness crazes. The use of the media is a very strong influence that has <sup>and still is</sup> hugely impacting on New Zealand society. I believe that //

Considers own experience around consumerism in terms of fitness crazes.

Concludes with a brief position on the issue. This essay is at performance descriptor 2 (see scholarship standard).

people need to be presented with unbiased facts ~~and need to~~ and stop being given mixed messages. & Fitness crazes can benefit someone in the short term but in the long term ~~to~~ the only beneficiaries are those selling the products. // —

Planning 4 question 4.

~~Biography~~

Hauora - has influenced socially, mentally,  
physically, spiritually.

But canes people seek ~~not only to win~~ to have fun.  
~~careful about approach~~  
~~meet people~~  
~~prevent boredom.~~  
physically fit.

Barriers of P.A - cost

- time

- equipment. - injury

- transport.

- other people

- abilities.

Enablers of P.A - time

~~In this case we do with free~~ - money

- other people.

- coaches who know what

they're talking about.

Health promotion - Les Mills "free the ~~body~~

the mind will follow.

Push Play

Own experience - Survey that enabled us to find out times available.

- Had team bonding trip to the movies.
- cost - ours was free

Candidate introduces that there are two sides to the process that has occurred and that they will consider positives and negatives and look for a way forward.

Question number

4. The Year 13s ~~have~~ have designed a course of action that will hopefully increase the physical activity of year 9 students. There are some definite positives and negatives associated with their actions. There is also some room for some improvement.

G

Candidate considers hauora as an important aspect and puts forward ideas for developing all dimensions that may differ from the process provided.

The year 13s need to not only focus on the physical aspect of hauora but also on the mental, spiritual and social aspects. Their programme only focusses in the physical aspect <sup>by</sup> getting the year 9s to participate in aerobics and badminton. To promote overall wellbeing the students could arrange a speaker to come and ~~talk~~ talk with the year 9s or they could hold a yoga class. When I trained Year 9 Students to play Ultimate Frisbee I arranged a trip to the movies for the team. This allowed us to bond as a team and I think the girls greatly benefitted Socially. The Year 13s could arrange to do something like that to influence other aspects of the students hauora. By getting the younger students participating in ~~the~~ physical activity they are probably also influencing ~~the~~ slightly the other aspects of hauora. I know that after I have been for a run I am much more alert and also have H

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a greater appreciation for the environment. This may be the same for the Year 9 students that these year 13s are training. PE The physical education class has to be careful not to focus solely on the physical aspect of health because then the total wellbeing of the year 9s is not being considered. //

M

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People participate in physical activity for many different reasons, these can include competition, social reasons, something to do, get ~~fit~~ 'fit' or learn new skills. Before training my group of Year 9 students I asked them why they all wanted to be part of the ultimate

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Frisbee team. They all had different reasons and highlighted to me the need to make trainings relevant and enjoyable for all the team. The year 13s have to make sure that all students needs are taken into consideration.

E/C

D

To do this they could have a fun group (those that want to have fun with friends by participating in physical activity) and another group that wants to have a primary focus on improving skills and possibly competing later on.

U

As the students are participating by choice it is important to cater to their needs to //

U

Candidate considers different barriers and enablers, and goals and needs of individuals. Looks at how activities could be set up so that these factors are taken into consideration.

Factors affecting participation are discussed and ideas about what the year 13's can do are put forward beyond the scenario.

Barriers and enablers of the specific one given and one used to discuss the negative aspects of the process of taking action has occurred.

keep them attending the activities. The Year 13s could also lead by example by getting involved in the activities themselves. The students will enjoy themselves when they are getting physically active with a positive role model. The Year 13s may face problems because students might not want to participate if they don't have to. I have found however if the activities are carried out in a central place others will see their friends having fun and join in. A survey showed that 33% of teenage girls choose not to participate in physical activity because their friends are not doing it. This is a huge figure so the year 13s will have to find away to get people coming. For example posters around the school. /P

There are barriers that the Year 13s may face due to the course of action they have taken. These include time, cost, peers, concentration and age. They have chosen to have the activities on a Tuesday and a Thursday. ~~This may~~ These days may not be suitable for all the students which could prevent people participating in the physical activity when I trained /P

Year 9 students I asked the whole team what days were free and then arranged training on days that the girls were available. By making the ~~activities~~ ~~training~~ on days when the majority of people are available there are more people participating in physical activity. The students have chosen to charge \$5 ~~for~~ for each activity. This may be an issue for many students because over 3 weeks this means the total cost of participating is \$30. To overcome this in my ~~training~~ promotion of physical activity I decided to train the girls myself instead of getting outside ~~instructors~~.

instructors. The purpose of the task is to get the students involved in physical activity and I felt that outside instructors were not needed for this.

Outside instructors may have been necessary if the Year 13s were training the students for a competitive tournament but in this case I think they could ~~be~~ <sup>use</sup> the instructors themselves to minimise the cost barrier for many students.

The influence of peers can greatly determine participation levels. Many people do not want to participate in physical activity if their friends are not. To minimise this barrier the Year 13s could make it appeal to people to get involved (eg. vibrant speech or skit at Year 9 assembly) so that everyone joins in with their friends.

All the barriers mentioned can also be enablers.

By minimising the costs and making the activities

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QS

MM

MM

MM  
CR:

Questions the need for outside instructors and uses own experience as an example of this.

Looks at minimising barriers and maximising enablers.

on suitable days there is this is going to enable the students to ~~can~~ participate in the physical activity. If their friends are participating this enables others to join in and have fun getting active with their friends. //

nm

Health promotion is a factor that influences participation in physical activity. Throughout New Zealand there are government initiatives that aim to get New Zealanders active. Cheesly costs New Zealand \$303 million annually and huge amounts of money is put into initiatives to reduce this figure. The \$3 million Push Play campaign is one that aims to get New Zealanders active for at least 30 minutes a day. The Year 13s have to put effort in to promote what they are trying to do. They could put up posters, talk at assembly, offer prizes for those that come (cost could be barrier here.), and make it sound as though the activities will be fun. By getting the students involved physically they will hopefully benefit in other aspects of their lives as well. The Les Mills ~~tags~~ catchphrase "free the body, the mind will follow" ~~tags~~ emphasises the importance physical activity has on humans. By ~~can~~ carrying out the activities planned the students will hopefully think better, make new friends and gain a more positive self-worth. //

Health promotion in general is considered alternative ideas for improving the process are given and general benefits are touched on again. This essay is at performance description 2 (see scholarship standards).

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