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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

14

For Supervisor's use only

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.

Question
numberAssessor's
use only

1 Scenario B

Candidate introduces the aims of outdoor education and relates this to the scenario including the benefits of outdoor education.

Education Outside the classroom is important for students to gain interpersonal skills, confidence and appreciation of the environment in an encouraging environment. An outdoor experience needs to be carefully planned to ensure that students taking part in it can gain the most out of it. ~~possible without being injured etc~~

Through the tramp that George has organised the students ~~will~~^{may} gain confidence, fitness, social skills, self realisation, mental accomplishment and many other positive aspects relating to their total well being. //

Candidate considers some of the negative aspects of the process that has occurred in the scenario.

George allowed the students to work out what gear and equipment they would need for the tramp as a homework task however ~~essential~~ important gear needed for the tramp may be left out by the students. //

Alternately George could have set this as a homework task and then himself reviewed their lists which could include descriptions of the benefit/need of each item and set a gear list to ensure that all items that are needed were taken. //

↑ Some risk is needed to take students out of their comfort zone however it is important that some safety measures are taken to minimise the absolute risk. A good leader ensures that the residual risk falls within an acceptable range

Scenario The scenario does not indicate that George undertook any safety management procedures. Safety management is important to isolate, eliminate and minimise hazards thus reducing damage to property, injury or loss to process (indoor safety). SAP and RAMs are safety management tools that George could have used to plan safety management during the hike and minimise other ways that George could have minimised risks while planning would have been to include everyone in the safety management, set appropriate rules, pre visit the site, get to know limitations and strengths of the group and weather.

Candidate considers lack of general risk management and relates this to risk management tools that should be used.

"There is no magic number to quote ratios as each is scenario specific" //

George has organised for ~~each~~ two teachers to come on the tramp with the class. This gives a ratio of approx 1:14. When deciding the ratio George should definitely take into account the supervisor competence, student ability and need and the nature of the environment. It would be helpful in this scenario if the teachers were able to read compasses and maps, had first aid skills and were experienced trampers //

Candidate questions instructor experience and the lack of information on the environment.

~~the~~ Although George has planned the to sleep in huts these huts can not be pre-booked and only sleep 30 (which with the teachers) and himself is the number of his group) being open to the public means that when they get to the huts they may be full with public tramps. Perhaps George should have planned alternative sleeping arrangement such as tents.

Candidate questions the process further in terms of accommodation. They also put forward ideas for further risk management that could have occurred.

Other planning that George could have undertaken includes, nutrition, safety management (as discussed above), route planning, weather, firstaid, leadership, and detailed itinerary to leave with school.

By plan this further planning George could identify problems that may occur during the tramp before they happen this making the tramp more beneficial and less dangerous.

Candidate offers a hypothesis of what may occur with the lack of risk management.

~~My hypothesis~~ With Georges current planning and management the following could occur however with further planning and management these could be prevented.

The group could get lost, or individuals could get lost, they may have no where

to sleep at night. They may just tramp aimlessly as George has not planned a route, injury of individuals or damage of equipment, and ~~maybe~~ ~~the~~ worse if it goes bad. death. //

~~But~~ Some people do not believe that Education Outside the classroom is important as it may take away from ~~out~~ other commitments, ~~other~~ ~~academic~~ studies; some cultures do not view it as being important and some have perceived risks of EOTC from reading articles in the news. //

However EOTC is important in ~~building~~ ~~characteristic~~ building confidence, social skills, mental accomplishment, self-limitations, fitness and many other positive aspects ~~on~~ of physical overall well being. //

In my opinion George's tramp will not be very successful as he has not undertaken significant planning to ensure that all runs smoothly.

I think that the planning of transport to and from the tramp is well organised but he has not identified other problems within the tramping. //

Touches again on benefits and aims of outdoor education.

AOE

AOE
BO

experience. ||

This year as part of my year 13 PE class we took part in the amazing race (EAGS Edition) we were put into groups to organise the entire weekend ourselves. The teacher had to check our plans to ensure that we ~~had~~ ~~have~~ had planned for all aspects of the weekend (for safety) ||

In the end my group won the race and when it came to evaluating we identified planning as an important part of the outdoor experience.

Like Georges plan other groups within our class had not planned significantly resulting in them getting lost, not having ~~enough~~ enough sleeping room or food and lacking equipment and gear needed for the race. ||

In the end the most organised group finished first as we did not get lost and were well prepared for all the situations we had identified within our planning. ||

Uses own experience to put forward idea on improved risk management. The candidate did not conclude well. This could have been improved by coming back to the original question. This essay is at performance descriptor 2 (see scholarship standard).

3

Fitness the ability to undertake every day activities without undue fatigue. *

Craze the infatuation with something new and exciting.

The ~~fast~~ fitness industry relies on fitness crazes to generate new customers and add a new appeal to exercise.

Many fitness crazes work on the idea of healism the notation that the body is a machine.

The 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 ~~for~~ we receive" can be seen both true and false. I will discuss the impact of fitness crazes on New Zealand society. //

Fitness crazes have brought with them the issue of commodification of exercise. Fitness can be seen as a product that can be bought, there always seems to be a new craze being sold that is better than the previous for example the ab king pro ups in 3 minutes and commodification of exercise and fitness has //

The candidate defines fitness and then introduces fitness crazes, the fitness industry and specifically the question on critical consumers.

Candidate discusses commodification and uses an alternative example of a craze.

Links
commodification
to body ideals
that are
presenting
society.

the connotation that fitness and good health can be brought purchased. Fitness crazes work off our ~~ideas~~ are occupation with appearance and the obesity epidemic present in NZ.

Most fitness crazes are monocultural aimed at the middle class white New Zealand. Other initiatives by Sparc such as Push Play are multi cultural aimed at a more diverse Society!

Considers
whether all
cultures buy into
fitness crazes.
This point
requires
development.

The fact that these fitness crazes are monocultural could imply the idea that only this group of New Zealanders are guilty of being consumers of 'fitness crazes'. Fitness Crazes can be expensive meaning cost is a barrier to some. In some cultures it may not be seen as priority to spend hundreds on a gym membership!

Fitness crazes are appealing to New Zealanders as they are good ways to meet new friends, are a quick fix "only takes 10 minutes" - www.vibrafit.co.nz seem to benefit their health although many fitness crazes only take into account one aspect of health such

as aerobic fitness but does not include other aspects of health. They are something new and exciting but do not ~~stand~~ ^{last} around for too long time for example Jazzercise was a well known craze many years ago and although I have read about it it is non-existent in gyms these days.

Candidate considers the quick fix nature of fitness crazes. Uses an example of a craze that has "apparently" been and gone.

~~Fitness crazes can be seen to~~

Many

1 Fitness crazes seem to work on the ideal that the body is a ~~machine~~ machine. This can lead to injury or unrealistic expectations such as weight loss or body shape.

Many fitness crazes are marketed with slim muscular people on the cover.

Touches on healthism and hegemony. However these points require development.

~~Vibrot~~ Vibra-train is a fitness craze that is "hot" right now. It has been commodified to seem worth buying. It "works the body in two totally different ways to give you the health you would normally achieve from spending hours in the gym and it only takes 10 minutes." This is a great example of a

Returns to
example given
in the question
and relates the
"quick fix" nature
of the craze to
what is being
portrayed in the
advertisement.

fitness craze that New Zealanders would
consume as it provides a quick fix.
It ~~markets the idea that~~ gives consumers
the idea that it gives you all aspects of
health you would normally achieve from
spending hours at the gym however
this is the wrong message as it
does not necessarily mean that the
people who use it can go out and
run a half marathon as they have
gained the fitness needed to do so
through the vibration.

It plays on our ~~obs~~preoccupation
of body weight and size advertising
weight loss, Toning & Athletic ability.
Although vibration does not specifically
~~say~~ ^{have heard} vibration costs quite a bit &
~~have heard~~ therefore ~~it is a good~~ ^{social} ~~it~~ may only appeal to one ~~culture~~ ^{group}.

In my opinion I think that although
fitness crazes have negative
aspects it is good that "New
Zealanders are guilty of being consumers
of fitness crazes." Fitness crazes give the
message that they are beneficial in
many ways. This is how they are
~~able to sell~~ commodified and
appealing to New Zealanders. ||

Although they do not provide long term health benefits they still get people up and active which is better than nothing. They add a new and exciting appeal to exercise which opens peoples eyes to the importance of some exercise. //

4

Is critical of the position in the question after consideration of the negatives. Uses the benefits of exercise and variety as these reasons.

In my experience fitness classes are beneficial. Some of my friends who can be classed under the MCH toolkit Physical Activity toolkit 03 descriptions as sedentary inactive (in other words couch potatoes) have given "body balance" at West Mills gym ago and are "living" up to have a go at Vibration train. They like these as they provide fun ways to socially undertake physical activities. //

06

Backs this up with an example that they themselves have found beneficial. This essay is at performance descriptor 2 (see scholarship standard).

5

MOH physical activity tool kit 2003

Question number

Assessor's use only

Candidate introduces physical activity and touches on some of the benefits as well as recognising there are many factors influencing participation.

④ ~~Physical~~ 30 minutes of ^{moderate} physical activity on most ~~of~~ ~~at~~ if not all days of the week can benefit health. //

Physical activity can prevent non-communicable diseases such as Chetty, mental health, ~~or~~ Osteoporosis, some cancers, cardiovascular diseases. //

Many factors influence participation in physical activity. These need to be identified and minimised ~~or~~ enhanced to encourage participation in physical education. //

The year 13 Physical Education class in this scenario have identified their group and identified their aim and how they are going to achieve this.

By getting the students active as a class group they have automatically enhanced the social motivator of being with friends. However no planning has gone into identifying the barriers and motivators of their group //

~~In contrast to this group~~ ~~the~~ ~~and~~ Two other students ^{and} chose to focus on a group of boarding girls who could be classified as ~~senetery~~ ^{sedentary} inactive. Like the above year 13 class we identified our group and our aim however we then sent out surveys to our group //

to identify the barriers and motivators of physical activity. By doing this we were able to recognise what our group was ~~able~~ to hoping to get out of our programme and we were able to limit the barriers and enhance the motivators. //

6E

E
C

Uses own experience in taking action to put forward ideas of improving the process.

A few barriers and motivators that we identified that could relate to the year 13 group above were: Barriers: time, cost, attitude towards physical fitness, boredom, not interested in the physical activity and ~~not~~ to tired. Motivators included: being with friends, having fun, getting fit, learning something new and feeling good. //

6E

Candidate discusses barriers and enablers and uses specific examples from the process put forward in the given scenario.

Without doing a survey to identify what interests the group and what doesn't means that the Year 13 class may have picked activities that don't interest people in their focus group. By if they had done a survey they would have been able to pick activities that motivate the students. //

4

6E

A barrier that we identified was attitude, the year 13 class has made their session / ~~for~~ ~~for~~ ~~for~~

- * MCH Target groups/High risk groups
- * Inactive people
 - * children and adolescence
 - * women with children or pregnant
 - * people who are at risk of non-communicable diseases.

not compulsory. Those who are ^{*} probably more beneficial to target for physical activity are less likely to come if it is not compulsory.

~~then~~ If the ^{class} group has picked Tues and Thur as they suit themselves better this may also provide a barrier to the participation as the year 9s may have other things that take priority on these days. //

The sessions are altogether ^{proposably} going to cost \$30 which is also going to be a barrier to the participation of some the year 9 students. To minimise this they could choose activities which don't need ~~ed~~ outside instructors. //

However the classes program is ~~to promote~~ enhancing the motivators of being with friends, having fun (as a class), getting fit (by doing activity) & maybe learning something new. //

Health promotion is ~~an~~ important initiative as it encourages people to take part in physical activity that benefits their health. //

Hopefully by working with these year 9 students they will motivate

them to keep participating in physical activity after the program. However, saying that it takes 30 days to change a habit. 6 sessions may not change the students view of physical activity. With my focus group after the tennis sessions they were all motivated to continue playing after the program with one group member even stating they were going to join social tennis.

As

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OE

Factors influencing participation in physical activity differ from person to person and government interventions such as SPARC push play identify this and try to appeal to a diverse society. ~~Identify~~

FAP

As

~~If the~~ Identify the importance of physical activity and making it known does not necessarily mean people will listen to it. //

In my opinion it is a good idea to encourage these year 9 students to partake in physical activity however ~~with~~ with their current planning and management they may only cater to a small number of //

Candidate discusses health promotion. They are critical of whether long term change can occur over this short period.

Candidate gives a position of promoting physical activity as being positive. However greater consideration of barriers and enablers being important.

Candidate could have developed answer by using critical thinking involving biophysical aspects such as principles of training etc.... Also greater discussion around hauora / wellbeing and the holistic nature of this.

This essay is at performance descriptor 2 (see scholarship standard).

Question
number

pc² the students. If they had first identified the motivators, ~~or~~ barriers, ~~and~~ what time suited them best and what activities they ~~didn't~~ did and didn't like they may have been able to minimise barriers, enhance motivators and cater to the needs ~~and~~ of a wider group of students. ||

4

Assessor
use only

mm

4