

93501Q



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2006 Physical Education

2.00 pm Monday 20 November 2006

Time allowed: Three hours

Total marks: 24

### QUESTION BOOKLET

There are five questions. Choose 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 2–6 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)**

Consider the following statement in regards to the changes brought about by a programme to improve performance:

The improvement in physical performance of an individual occurs only as a result of neuromuscular changes and the maturation of genetically predisposed characteristics.

Drawing on your own experience of a performance-improvement programme, **critically evaluate** whether the above statement adequately explains any changes that occurred.

In the context of this question, “neuromuscular” refers to the way the nervous system recruits and co-ordinates muscle activity and “maturation” refers to the way an individual grows and matures. “Predisposed characteristics” refer to the inherited characteristics of an individual.

In your critical evaluation, you should:

- evaluate how adequately the statement explains changes in physical performance. This may involve adopting a position in respect to the statement
- support your evaluation by drawing on relevant knowledge from areas such as biomechanics, exercise physiology, anatomy, skill acquisition, principles of training, methods of training, and sports psychology
- support your evaluation with appropriate examples from your own experiences of a performance-improvement programme.

## QUESTION TWO

(8 marks)

Consider the following scenario:

Mere Jones, a secondary school principal, has decided to review the place of outdoor education camps within her school programme. She is concerned that such camps place the students at risk and, as principal, she must ensure a safe physical and emotional environment for students and employees. If the school is to avoid an incident occurring, she must ensure all reasonable steps are taken to reduce or manage possible risks. She is unsure what risks her students and staff should be reasonably exposed to, and what procedures she should employ to avoid possible incidents. She is also concerned that camps take students away from their studies in other subjects.

Drawing on your own experience and learning in outdoor education, **critically evaluate** the concerns that Mere Jones has about outdoor education camps and their place in schools.

In your critical evaluation, you should:

- evaluate the principal's concerns. This may involve demonstrating a diversity of views and stances on the place of outdoor education camps in school programmes
- support your evaluation by considering aspects such as the benefits and problems of outdoor education, the nature of risk, risk management planning tools, and the principles associated with risk-management
- draw on your own experience and offer specific examples that demonstrate an application of knowledge.

## QUESTION THREE

(8 marks)

Consider the following scenario:

Taylor Smith is a physical education teacher who has decided, as part of his Level 3 class programme, that each student will train for a 10 km run. Mr Smith believes it is important students experience what it is like to train for and participate in such a challenge. He will provide a programme that everyone can use, and will allow some time during each lesson for the students to train.

In his class he has a variety of students, for example:

- James is the captain of the 1st XV rugby team and a member of the cricket 1st XI. He is currently training for rugby twice a week and has games on a Saturday.
- Marama is a competitive swimmer who is training ten times a week with a coach. She trains most mornings and evenings and has little time for any other activities outside of school.
- Peter is a fairly sedentary student who chose physical education because it was the only subject left that fitted into his timetable. Peter gets a lift to school every morning and does not take part in any sports or activities beyond his physical education programme.
- Sarah is an all-rounder who plays several sports at a social level and enjoys experiencing new activities.

**Critically evaluate** Taylor Smith's intention to provide the activity programme for his class, given the range of students he has in the class.

In your critical evaluation, you should:

- evaluate the use of providing one common physical activity programme for all members of a class. Different views on the merits of this type of programme should be considered
- support your evaluation by discussing biophysical issues such as exercise physiology, skill acquisition, principles of training, methods of training, components of fitness and components of sports psychology. Socio-cultural aspects - such as hauora (well-being), the diversity of outcomes people seek when participating in physical activity, and the factors that influence participation - should also be considered
- use specific examples from your own learning programme that demonstrate application of knowledge.

## QUESTION FOUR

(8 marks)

Consider the following two extracts from articles commenting on how the media represents or reports on the body in physical activity:

In July 1999, when the US women's soccer team won the Women's World Cup, it was the most-watched soccer game in US network television history ...

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... Most likely, it was the team's reputation for collaboration, grace, humility and skill that had the world watching in awe.

Pia Guerrero, <http://www.adiosbarbie.com/mediadiet/wonderbra.html>

Currently, two competing male body-types dominate the pages of popular magazines. The first is a slender, sculpted, almost feminine look (think David Beckham); the second is a pumped-up, but still low-fat, physique (think Vin Diesel). Both images differ greatly from past ideals of male perfection. Not so long ago, the body-type presented in popular culture was burly, barrel-chested, even hairy — and these guys probably couldn't even point out their deltoids, never mind sculpt them. But this indifference to their appearance only made them sexier. Then came the 1980s, a decade of aerobics, jogging, tofu — and the rise of advertising campaigns featuring male bodies. The Calvin Klein underwear model represented a whole new breed of man, a precursor to the likes of Beckham and Diesel, who was hairless and lean, feminised and decidedly self-conscious.

Alicia Potter, <http://weeklywire.com>

**Critically evaluate** the views expressed in these two extracts about the significant role that the media plays in the way individuals construct their own body-image.

In your critical evaluation, you should:

- define and explain what is meant by terms such as 'media' and 'body-image'
- consider the views expressed in the two extracts and discuss why the media's representation of the body may be problematic
- adopt a position in respect to the changing nature of 'body-image'
- support your position with a reasoned argument.

## QUESTION FIVE

(8 marks)

Over the past few years, there has been growing concern over the decline in levels of physical activity in children, and the links this may have to poor health in later life. Research has shown that physical activity and motor-skill development during school time improves children's health and well-being, as well as boosting academic achievement.

To ensure schools took action to promote physical activity, the education regulations were changed at the beginning of 2006. The new aim is to ensure that each child participates in at least one hour of meaningful, high-quality physical activity each week, supported by a physical activity education specialist or teacher with extra training.

With respect to this, propose and **critically evaluate** how you would take action to promote physical activity in a primary school.

In your critical evaluation, you should:

- suggest how to promote physical activity in a primary school. You may want to draw on your own experiences or examples from your schooling
- evaluate your proposal
- support your evaluation by considering the age of the participants, the barriers to and enablers of physical activity, the principles of training, the relationship between physical activity and hauora (as a concept of well-being), and the factors that influence participation in physical activity.