

93501Q



935012



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2008 Physical Education

9.30 am Wednesday 26 November 2008

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 **ALL** your answers in Answer Booklet 93501A.

Start each answer on a **NEW** page. Number each question 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 examination.  
**Choose any THREE questions to complete. Each question is worth 8 marks.**

## QUESTION ONE

**(8 marks)**

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

### Scenario A

Grant's Year 13 class is attending an adventure camp as part of its level three physical education programme. Prior to the camp, the class was divided into five groups of four, with each group required to plan and organise one activity for the camp. As part of the process, groups had to consider all aspects of planning and implementation.

One of the groups left its planning to the last minute. The week prior to camp, the group's members decided that planning and implementing a rock climbing experience would be an easy option, as they could use their teacher, Mrs Johnston, to act as an instructor. They could also borrow her rock climbing club's equipment. The only other planning the group did was to source the location of an unrestricted rock face, located by a beach.

Grant had been really looking forward to the afternoon session of climbing, as Mrs Johnston had told the class many stories of her own rock climbing experiences. However, as the group approached the rock face, Grant noticed that the wind was starting to increase substantially.

### Scenario B

Tracey's Year 13 teacher, Mr Karauna, wants her class to take part in an organised 3 km ocean swim as part of its physical education programme. The students will complete a training programme during their scheduled physical education classes (one-hour classes, four times per week) in preparation for the swim. The swim is in five weeks' time. Mr Karauna has made it clear that the emphasis is not on competing against other people, but rather trying to achieve the personal goals that students have set for themselves.

As part of the planning, the students designed individual swimming training programmes to implement during the practical lessons. They divided the pool into two lanes, based on the experience of the swimmers. The level one lane has a basic programme for those training for their first ocean swim, while the level two lane is more suitable for advanced students who want to challenge themselves. The students can choose which lane they want to swim in at the start of the lesson. As Tracey is not confident about swimming in deep water, she chooses the level one lane to begin her training.

Using your chosen scenario, **critically evaluate** the planning and implementation of either the outdoor education experience, Scenario A, or the personal physical activity programme, Scenario B.

In your critical evaluation, you could:

- evaluate the planning and implementation process used and any issues that are evident in the scenario
- use your knowledge of issues related to experience/programme planning, implementation and evaluation, and of issues related to socio-cultural and biophysical factors, to show an informed understanding of what may occur as the experience or programme progresses
- support your evaluation with specific examples from your own experiences
- adopt a position regarding the effectiveness of the experience/programme and support it with a reasoned argument.

## QUESTION TWO

(8 marks)

Consider EITHER of the following examples of current physical activity events, trends and issues impacting on New Zealand society, labelled Resource 1 and Resource 2, OR one that you have studied as part of your physical education programme. This may include such things as:

- adventure tourism
- fitness crazes
- commercialisation in sport
- Maori and/or Pacific Island festival(s)
- sports clothing
- the Olympics
- adrenaline/extreme sports
- child obesity
- use of national parks
- the Halberg Awards
- development in teaching games and sport
- new research or information on physical performance.

### Resource 1

“New Zealand rugby’s chances of keeping superstar Daniel Carter appear to be fading as huge money offers to the sum of \$1.9 million for one season roll in from French club Toulouse.” (*Weekend Herald*, 19 April 2008).

Since its formative years sport has had a commercial component to its operation. As early as 590 BC, Greek athletes were financially rewarded for an Olympic victory. (H. A. Harris, *Greek Athletes and Athletics*, London: Hutchinson, 1964).

“However, in no previous time have we seen the growth in the commercialisation of sport that we have seen in the last two decades. Today, sport is big business and big businesses are heavily involved in sport.” (T Slack, *Studying the Commercialisation of Sport: The Need for Critical Analysis*, 1998, <http://physed.otago.ac.nz/sosol/v1i1/v1i1a6.htm>).

### Resource 2

New Zealanders have one of the highest rates of gym attendance in the world. About 441 000, or nearly 11 percent of the population, belong to a fitness facility and we spend \$275 million per annum for the pleasure. Those figures are rising dramatically: since 2005, memberships have grown by 91 000 people and \$55 million, and these figures don’t include casual visits or personal training, each worth several million dollars alone. However, just like their inhabitants, gyms are bulking up and slimming down all the time. The big, mainstream gyms are getting bigger – stuffing their exercise halls with ever-more flashy, sophisticated exercise equipment, video screens and surround-sound systems to make the treadmill experience a whole lot more fun.

Drawing on your own knowledge of ONE current physical activity event, trend or issue you have examined this year, **critically evaluate** its impact on New Zealand society.

In your critical evaluation, you could:

- examine one physical activity event, trend or issue, explaining why it is a current area of interest for New Zealand society
- examine possible causes/influences that could be considered to have an impact on how this physical activity event, trend or issue is perceived in New Zealand society
- critically evaluate the impact (positive and/or negative) this current physical activity event, trend or issue is having on New Zealand society.

## QUESTION THREE

(8 marks)

Consider the following initiative:

*Mission-On* is a broad-based package of 10 key initiatives to give young people and their families the tools to improve the well-being of young people, in particular their nutrition and physical activity habits.

On 19 February 2008, the Prime Minister, and the Minister for Sport and Recreation, launched a new interactive website as part of the *Mission-On* package. This website uses online games and activities to encourage children to get physically active and make healthy food and drink choices.

The youth-branded websites are aimed at 5- to 12-year-old children and include:

- promotion of podcasting – exciting physical / nutritional activities straight from the internet to their phones
- regular mass competitions such as the “Eye Toy” – video games that require physical movement from players in order to compete
- access to coaches / trainers and virtual buddies
- uploading innovations and skill development tips for sport and recreation activities
- advice on nutrition and lifestyle goals.

The investment in this programme will be \$67 million over four years.

*Mission-On* – Healthy Confident Kids – Ministry of Education, 2008

**Critically evaluate** the youth-branded website as a health promotion initiative designed to increase the physical activity levels of young New Zealanders.

In your critical evaluation, you could:

- evaluate how the initiative may or may not contribute to physical activity, health promotion and the well-being / hauora of young people
- critique any assumptions being made in the *Mission-On* package
- support your evaluation with appropriate examples from your own experiences of implementing an action to promote physical activity in a community and contribute to health promotion.

## QUESTION FOUR

(8 marks)

Consider the following scenario:

Josh is a Year 13 physical education student who is taking part in a performance improvement programme for badminton. Josh has never played badminton before and is looking forward to learning a new sport. As part of his internal assessment, Josh first must be videoed performing an overhead clear without any prior training. Then he is required to comprehensively and accurately appraise his overhead clear shot compared with a video of the ideal performance of the shot, completed by an elite coach. Inherent in this appraisal is the requirement to identify differences between himself and the elite coach and explain, using biomechanical knowledge, the impact these differences have on his performance. Josh will then complete a 10-lesson performance improvement programme in which he will aim to improve his badminton skills and game play. At the end of this programme, Josh will repeat the appraisal of his overhead clear shot and biomechanical analysis, as well as competing in a badminton tournament against his class mates.

**Critically evaluate** the value of completing a video and biomechanical analysis of the overhead clear shot prior to embarking on a badminton performance improvement programme.

In your critical evaluation, you could:

- examine the value of using video and biomechanical analysis of an overhead clear shot in a performance improvement programme
- compare and contrast a skill-based programme with those with a focus on game play and strategic thinking
- consider socio-cultural and biophysical factors affecting performance improvement
- draw on examples and knowledge applied in your own experience of a performance improvement programme.