

# S

93501A



935011



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

16

*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.**

Candidate introduces the issue of crazes and how we can be consumers of these crazes as portrayed in the question. Gives a position that they see these crazes as positive for society.

3/ New Zealand society is continually bombarded with advertisements for fitness equipment by the media. Consumers are always being tempted ~~to~~ with marketing strategies like buy 1 get 1 free, or no interest until 2008 to try and get them to consume the specific product. The advertisement for Vibra-train is no different. I believe that consumers are indeed ~~then~~ guilty of being consumers of 'fitness crazes' but I believe that this is a good thing for society and can see the various biophysical, societal, political, moral, ~~and~~ and economic factors that are being affected both positively and negatively. //

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Candidate defines fitness and associates society taking this onboard as being linked to the "apparent" obesity crises. Candidate is the critical of this being the case.

Fitness crazes: ~~the~~ <sup>modern</sup> ~~the~~ ~~activities~~ or ~~groups~~ classes that people participate in to improve fitness. (Dictionary online 2007). Fitness can be defined as: being in <sup>good</sup> shape or condition (wordnet ~~2007~~). So people are actively participating in these crazes to improve their physical shape and condition. ~~Society~~ ~~at~~ General society is the target audience for these crazes. New Zealand ~~country~~ is said ~~to be~~ ~~the~~ ~~that~~ ~~obese~~ ~~country~~ ~~in the world~~ ~~that~~ apparently facing an obesity epidemic. Obesity is said to be an increase ~~in the~~ weight as a result of an excess of body fat (wordnet 2007). Epidemic is said to be, ~~at~~ disease or disease.

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3 like that is infecting large communities or populations. ~~As~~ So how can obesity be an epidemic in New Zealand if it is not a disease. So relating to the definitions of obesity and epidemic, New Zealand is not having an obesity epidemic. But this does not mean that as a country we can sit around and get fat. I believe that ~~physical~~ fitness is a good thing and that an increase in ~~physical~~ the consumption of fitness crazes is a good thing and as a society we do not need to move forward, take action and become critical consumers of the messages we receive. //

Fitness crazes like Vibration are things like pilates, yoga, spin classes, aqua jogging and laughter pilates. All of these fitness exercises have biophysical results. ~~Pilates~~ and Spin classes is a workout ~~that~~ where people do interval training sessions on spin bikes in gyms. This improves people aerobic and anaerobic capacity, improving their cardiovascular system and working the heart. This improves their overall fitness and improves things like blood flow, resting heart rate and stroke volume. These ~~factors~~ positive ~~effects~~ biophysical factors result in the participant improving fitness and decreasing health risks associated with //

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Candidate again states their position that fitness crazes are good for society and that they believe we do not have to be critical of messages we receive.

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Candidate provides a wider range of fitness crazes available to the consumer.

Ht

Candidate covers general physical benefits of exercise.

3

obesity. //

go to page 7 (bottom)

Candidate considers the political aspect to the issue, where the government promotes physical activity to reduce health care costs. The link to their argument is that the government would see New Zealanders being consumers of fitness crazes as positive.

Politically the government is trying to promote physical activity. Physical activity is any movement of the skeletal muscles that requires physical exertion. (wordnet 2007)

The New Zealand government has been promoting physical activity with campaigns like push play. This is in an attempt to reduce obesity and negative health problems associated with obesity and people who are ~~are~~ overweight.

As a result of promoting physical activity New Zealand society is more healthy and fit reflecting on the government. The government also faces decreasing health costs associated with a more active society. This allows the government to spend in other areas of society, like welfare payments or education, improving the overall standard of living within New Zealand. Therefore I believe the government would see New Zealand consumers being guilty of consuming 'fitness crazes' as a good thing as it is improving physical activity within New Zealand society, reducing health costs and improving the overall standard of living. //

Economically there are positive and negative effects on New Zealand society relating

3 to fitness crazes. With New Zealand consumers & buying into fitness crazes such as Vibra-train it provides ~~an economic~~ ~~great for~~ entrepreneurs an opportunity to capitalise in the market. It allows for businesspeople to create income and profit from selling and promoting fitness crazes to society. This has a positive effect on society as it provides them with a wider range of crazes and products to choose from as more producers are moving to this sunrise industry. It also increases employment opportunities as demand for workers to create the machines, sell the machines and help people use them (like personal trainers) increases, providing more people with disposable income which would improve the standard of living as unemployment would decrease and economic growth would increase ~~the~~ positively affecting New Zealand society, supporting why I believe New Zealanders are guilty of being consumers of 'fitness crazes' but believe it is a good thing which we shouldn't ~~as~~ look at moving forward from or taking action. //

While there are positive ~~and~~ economic effects on society there are also negative effects that ~~help agree~~ promote the statement that New Zealanders are guilty of being consumers of 'fitness crazes'. Promotion of fitness crazes //

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Candidate considers the economical aspect as positive for New Zealand society in general, using employment and business opportunities as examples of this.

The candidate considers opposing ideas within the economical aspect. Looks at the agenda of those involved in fitness crazes.

Candidate considers the "quick fix" nature of fitness crazes and is critical of whether changes occurring from involvement in these is really long term.

3 Like libra train who promote 10 minute a day workouts to, lose weight, improve lymphatic drainage, bone density and balancing hormones naturally can be morally driven by profits without the wellbeing of consumers being taken into account. Companies are just looking at making a quick buck and getting the most profit out of people before promoting the next best craze. With so many different crazes over the years like pilates, aqua jogging and vibra-train it is hard to get a picture of the overall results of each method. Crazes are different to trends. Crazes are short term, while trends are long term. Trends can be things like running, cycling or swimming which ~~the~~ people have been doing for many years with proven results. ~~the~~ By promoting fitness crazes it is promoting a short term immediate fix that people can do to improve their fitness and body. But it is not promoting physical activity in the long run. Fitness crazes appeal to the 21st century approach to people wanting the latest and greatest. It is trying to promote the newest way to improve biophysical factors and not promoting sustainable physical activity. This could have a negative effect on society ~~and~~ allowing producers to easily sell their products to consumers to make money. It also has negative //

3 effects on society as it increases inequality. With fitness crazes ~~raising~~ usually having costs or monthly subscriptions to them it increases inequality and ~~can~~ can mean that low income people ~~may~~ may not be able to afford fitness equipment so their fitness could worsen. ~~Therefore~~ ~~the~~ ~~effect~~ ~~on~~ ~~society~~ //

E

Candidate considers the inequality in access to these fitness crazes.

while there are ~~any~~ negative effects on society such as inequality I believe the benefits that society receives from the promotion of fitness crazes is greater than the negative effects. ~~while~~ ~~I~~ ~~may~~ have a biased viewpoint as I am a year 13 physical education student who ~~goes to~~ comes from a high socioeconomic background where fitness is an expectation. This may affect my overall viewpoint regarding the issue but I still believe that New Zealanders are guilty of being consumers of 'fitness crazes'. But we do not need to move forward, take action and become critical consumers of the messages we receive. And I believe New Zealand society is strongly benefitted by its participation and involvement in fitness crazes such as Vib-a-train. //

After considering positive and negative aspects of this issue the candidate concludes again with their own position which comes back to the original question. This essay is at performance descriptor one (see scholarship standard).

Po

\* - extra from top of page 4. I personally tried pilates and attended 10 sessions at my local Howich gym. I found them to be a great work out. They improved //

OK

3 my physical fitness, aerobic endurance  
and improved ~~to~~ my body image. I ~~for~~  
got great enjoyment from this and would do  
it again. //

7  
16/11/17



4 ~~Health~~ Health promotion and well being / Hauora through aerobics and badminton ~~has many~~ in a class group can have many different biophysical factors <sup>and</sup> sociocultural factors. ~~From~~ From past experience of trying to get a Year 8 boys class active as part of my own level 3 physical education course I realised the planning that must be done and the different factors that have to be taken into consideration. /

66

Health is defined, as being free from disease (wordnet 2007). Hauora / wellbeing is the idea of being spiritually, emotionally, socially and physically balanced. So by trying to promote health and well being through physical activity like badminton and aerobics ~~could~~ ~~negative~~ could have no effect on health and positive and negative effects on someone's wellbeing. The year 13 Physical education class has proposed 6 sessions of aerobics and badminton on tuesdays and thursdays over 3 weeks. With a \$5 charge per session, and the sessions are not compulsory //

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Candidate defines health and contrasts this with hauora / wellbeing.

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4

Biophysically, aerobics and badminton would improve a persons overall fitness. Aerobics and badminton both require skeletal muscular movement that requires physical //

Considers the benefits of getting the target population active as states in the scenario.

4. excersion so turetor needs to definition of physical activity. By getting the students running around or moving in aerobics and badminton it is improving their aerobic endurance, flexibility and improving their overall fitness levels. ~~Then~~ as a result their resting heart rate, cardiovascular system, stroke volume, ~~the~~ and blood pressure could improve, making them more fit. But what the year 13 students are trying to do is promote physical activity. This means that they are trying to show the year 9 students what physical activity is all about in an attempt to improve their participation levels in the future. By improving these biophysical factors through aerobics and badminton the students can experience the benefits of physical activity and will hopefully increase their physical activity levels after the 6 sessions. //

Uses own experience to introduce the idea of different goals and needs of individuals relating to physical activity.

From my past experience of taking a year 8 boys class in dodgeball, soccer/hotball and basketball I found that ~~many~~ students have different outcomes or things that they seeked from participating in the activities. Many of my class (25/28 students) were already <sup>physically</sup> active in some way. I found that by offering new or adapted sports that some students participated solely to try new //

4 Sports. The spark website states that  $\frac{2}{3}$  of ~~per~~ school students want to try new sports. By offering aerobics and badminton which are not main stream sports to the Year 13 class is promoting new sports. By doing this it means that most of the students will be at the same level of expertise, thus meaning that there are not as many experts in the sport and the range of ability is much smaller. This means that students who are usually not as good at sports will participate as they are in the cognitive stage just like the athletic or sporty students in the class. I found that some students just participated for fun, some for competition, and some for fitness. I believe that by offering aerobics and badminton which are both relatively closed skills (badminton open as opponents but not as much as soccer as there is only 1 or 2 opponents) it will improve overall participation as ~~all the~~ students of all levels within the class will participate as aerobics and badminton don't allow for individuals to stand out as much with sports that my group offered such as ~~football~~ soccer/netball it allowed for dominant athletes to prosper and some less skilled ~~at~~ students were left out of the team game. //

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individual,B/E  
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The candidate does make some assumptions and discuss some irrelevant information.

There are many barriers and enablers that //

Candidate considers barriers and enablers and how to minimise barriers and maximise enablers is discussed. The candidate draws on their own experience of taking action to give creative ideas on improving the process that has occurred.

4 The Year 13 class must think about while planning. Barriers can include things like time, money, equipment, skill level, other commitments, energy levels and ~~test~~ students listening. Enablers can be things ~~these~~ similar to barriers but which help the student participate. Whilst planning a ~~test~~ physical activity promotion programme the year 13 class like myself and my own group will have to try and minimise the barriers and enhance the enablers to maximise the physical activity levels within the class. ~~Before~~ Before we made our programme our group designed a questionnaire that we gave to our year 8 class. This helped us to get a background on the students. ~~and~~ we asked questions about what days suited them best, their energy levels, sports they liked, sports they didn't like. This helped us to get an idea of some of the barriers and enablers that we would face when writing our programme. The Year 13 class in the question did something similar but discussed how to get them active as a class. I believe ~~if~~ our way was better as it was more personal to the group that we were dealing with and not ~~just~~ from other year 13 students. Some of the barriers that the Year 13 class could face as a result of not doing a survey and talking to the class could be that some students

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4 may be busy on Tuesdays and Thursdays so would not be able to participate in the activities. Also by not making it compulsory students ~~are~~ not forced to go so participation could be negatively affected. By and by putting a £5 charge on the sessions could mean that some students ~~would~~ could not participate because of the money so inequality could be an issue. These barriers could negatively affect the physical activity levels of the year 9 students.

C4

B1E

Candidate is critical of what has occurred in the process and how it has caused barriers to occur.

Socio cultural factor can also affect the participation levels of students. Students who have come from a background where education and studies have been promoted and not sport ~~would~~ would negatively affect participation. In my experience with my year 9 group I found that there were 2 or 3 students who would turn up but not participate. When I asked them why they ~~empty~~ said "Because we have never played sports, so we don't want to". Coming from a physical background where sports was a part of life this was a different outlook that I had not thought about. Other socio cultural factors like friends, ~~past~~ past experiences and confidence can all affect participation levels.

B1E

FAP

FAP

Candidate looks further at other factors affecting participation. Uses examples from feedback gained in their own learning programmes.

Candidate  
uses more  
relevant  
knowledge to  
be critical of  
the process  
that has  
occurred in  
the scenario.

4.8 From my own experience we ~~had~~ also had 6 sessions as a Year 13 group after 6 sessions we were only just starting to learn some of the students names. I found that 6 sessions was not sufficient time to try and promote physical activity. The Year 13 class would face the same problem as they too only have 6 sessions. I like to think that what we did in offering the 6 sessions to the class made a difference but personally I don't think that it did. As with the Year 9 class our year 8 class ~~was~~ already have their friends and sports that they play in. I think that the <sup>age</sup> group of people that we were trying to promote physical activity too were too old. I believe that to effectively implement change in the level of physical activity you would have to teach to a younger group e.g. primary students. As these students are still willing to try anything and will be moving to intermediate and colleges soon where they will be more likely to try and participate in physical activity. I believe it people haven't started being physically active by years 8 and year 9 then it would be hard to change them as seen with the 3 students I questioned from my class. // -

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As

Question  
numberAssessor's  
use only

4 / I think that the types of activities that this year 13 class offered will improve physical activity levels in the short-run as they will likely be new sports but I believe in the long run the 6 sessions will have no impact upon their overall level of physical activity. //

16  
Candidate concludes with their final opinion on the process that has occurred. This essay is at performance descriptor two (see scholarship standard).

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2 New Zealand athletes that are coded have shown a high level of ability in their chosen sporting discipline. I believe that by offering a range of experts in the fields such as biomechanics, exercise physiology, sports nutrition, sports psychology, coaching and other life skills will enable these athletes to have the best resources to reach their optimum level of performance. //

Candidate introduces the importance for experts in performance improvement programmes for experts and compares this to the use of experts in biomechanical analysis in their learning programme.

For top level athletes seconds can be so important even split seconds. By offering these athletes with Biomechanical experts it allows them to improve their technique and body movements to gain the maximum improvement and performance. Whilst completing our own performance improvement programme which was golf ~~to~~ we had access to Silicon coach, a computer programme that ~~can~~ allows you to analyse your swing and compare it to that of Mahal Pearce, a NZ golfing professional. Mahal Pearce is a professional who has won the NZ open before but is not world wide known. He is not highly ranked in the world. But because the majority of our class were in the ~~early~~ cognitive stage of learning his swing was very helpful in offering a base of comparison and showing them where they could biomechanically improve their swing. //



Question  
numberAssessor's  
use only

2 I am a good golfer with a handicap of 5. I would say that in some parts of my game I am in the autonomous stage as I am able to self correct myself but in some parts am still in the associative stage. But even I was able from my past experience and knowledge find parts of my swing that were just as good if not better in some regards than that of Mahal Perce. From this it helps me to see that carded athletes such as carded golfers ~~would~~<sup>who</sup> would be on scratch or better handicaps would find flaws in Mahal Perce's swing. But by offering them experts in biomechanics they could compare their swing with the top of the line experts. By doing so it would allow them to improve their performance and reach ~~the~~ the best of their ability. In doing so it reflects back on New Zealand as they represent us on the world stage. //

SOL

Candidate touches on stages of learning and uses their own programme.

CA

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Touches on importance of biomechanics. However requires development with specific knowledge.

Sports nutrition is a vital aspect of sports both at the beginner level or the elite level. Food can be a vital part of an athlete's performance and can greatly improve their overall performance. I am a cyclist who rides for my school. Last year the school got a nutritionist to come and talk to our top cycling team. She was able to tell us how much nutrition can affect //

Nu

Discusses the importance of nutrition and believes this is necessary at both beginner and elite levels; again comes back to own experience.

Brings the discussion on nutrition back to elite athletes. However discussion is quite general.

Discusses sports psychology and gives a specific example at the elite level where this has been an issue.

2 a race and your overall health. She was able to show us some statistics like dehydration during cycling reduces performance by 30%. By having the knowledge of a nutritionist talk to ~~us~~ <sup>our</sup> team it enabled us to make changes to our diet and what we ate and drank during races and helped us to improve our performance. I really saw my performance improve as a result of the nutritionist. So cycled athletes would experience similar benefits, nutrition makes up a huge part of sport, and by providing these selected athletes with the expertise that they require to succeed will ensure their overall improvement and allow them to achieve to the best of their ability.

Sports psychology is a huge part of elite level sport. Most cycled athletes or professional athletes are experts in their fields with great techniques and understanding of the game. But psychologically they may be weak. So many ~~at~~ professional athletes talk about winning being all in the top 2 inches. In Flemish caters book he talks about this when he discusses his failure at the 2000 Olympic games, where he was in the best shape of his life but mentally wasn't ~~to~~ the best and ended up failing on his

dream and the expectations of New Zealand.

In my golf programme, I personally used sports psychology a lot. I found that giving myself intrinsic feedback and having positive self talk allowed me to improve my overall performance. Tiger Woods would have ~~such~~ such a great knowledge of golf.

He could analyse his swing himself and knows exactly what went wrong as he has trained so much his neuromuscular pathways tell him where his swing went wrong without anybody telling him.

But his caddy Steve Williams seems to be such a vital part of his success. This is because Steve Williams is able to psychologically help Tiger, when he is down to encourage him, when he is pumped up to control him. This is why sports psychology is so important to top level athletes as it makes up such a vital part of their game, and is crucial to their performance.

So to get the most out of our top level elite athletes ~~as~~ we must provide them with sports psychology experts.

By also providing them with other life skills such as education, goals and career support services it provides these top level athletes with education and skills to fall back on if they get injured or retire.

11

11

Assessor's Use Only

SP

SA

Looks at sport psychology and skill acquisition and relates to own programme and then back to the elite athlete, giving a relevant example.

SP

Touches on life skills. However this requires development.

FL

Considers different goals/outcomes of a variety of levels of performance. Comes back to the question and importance of development of elite athletes.

Touches on genetic factors and how those with potential should gain expert support.

~~Some~~ Athletes have different skill levels and ~~not~~ goals. People can genetically be talented and have more of a chance of being a top athlete than others. But this doesn't mean that ~~they~~ those who are less talented want to improve any less. Athletes have different goals, some just want to have fun, some want to be NZ number 1, some want to be world number 1. All of these athletes have different goals. I think it is vital for ~~the~~ <sup>NZ's</sup> top athletes or athlete, with the most potential to be offered with the expertise of such professionals. It allows them to have the access to such resources that will allow them to reach the best of their ability. While this may be unfair on those athletes that try just as hard if not harder but are <sup>not</sup> recognised or having ~~more~~ potential it is a fact of life, some people are genetically ~~left~~ talented and destined to succeed. By providing these athletes with such resources it allows New Zealand sports to improve so much more with success in sport at the top level has flow on effects to sport at the grassroots level. This can be seen with Sarah Ulmer and Cycling. With her Olympic gold medal the sport of cycling got a lot more exposure. This meant that SPARC and the government invested a whole lot more money into ~~the~~ Bike NZ. This has a positive effect on all //

athletes involved in cycling.

New Zealand is a sporting society. We love sport and love winners. By providing up and coming stars with the access to experts in things such as psychology, nutrition, biomechanics and physiology it enables them to perform to the best of their ability and improves their chances of becoming winners within their selected fields. //

Assessor's  
Use OnlyE  
G.

Overall:  
Touches on  
many aspects.  
However,  
required greater  
development  
with specific  
knowledge  
being used as  
examples.

This essay is at  
performance  
descriptor 3  
(see scholarship  
standard).

4.