

# S

93501Q



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2013 Physical Education

9.30 am Wednesday 13 November 2013  
Time allowed: Three hours  
Total marks: 24

### QUESTION BOOKLET

There are five questions in this booklet. Answer **THREE** questions.

Each question is worth 8 marks.

Write your answers in Answer Booklet 93501A. Start your answer to each question on a **NEW** page.  
Carefully number each answer.

Check that this booklet has pages 2–6 in the correct order and that none of these pages is blank.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.**

You have three hours to complete this examination.

## INSTRUCTIONS

Choose any THREE questions to complete. Each question is worth 8 marks.

### ***EITHER: QUESTION ONE*** (8 marks)

There are many factors to consider when designing and implementing an outdoor education experience or physical activity programme.

Consider the following extract:

When developing an outdoor education experience or a physical activity programme, research has shown that there are many factors that may contribute to not achieving the desired outcomes. One of these factors is a lack of content knowledge and understanding. With the increasing ease of access to information on the Internet, and the rise of applications (or apps) for mobile devices, there is the risk that everyone becomes an 'expert'. This can be summed up by the saying, "a little knowledge can be a dangerous thing", which means a small amount of knowledge can lead people to think they are more expert than they really are.

Critically evaluate why "a little knowledge can be a dangerous thing" in the development of an outdoor education experience and/or physical activity programme.

Support your evaluation with appropriate examples from your own knowledge and experience of developing an outdoor education experience and/or physical activity programme.

**AND/OR: QUESTION TWO** (8 marks)

The importance of youth involvement in physical activity as a determinant for lifelong participation is a widely studied area.

Consider the following statement from a piece of New Zealand research:

“The generalised view of adolescence is that it is a carefree time of experimentation and risk-taking behaviour. ...

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The challenge is to turn today’s youth into regular and lifelong physical activity participants.”

Source (adapted): Kolt, G.S., Schofield, G.M., Schofield, L., McLachlan, C., Svendsen, C.A., and Mackay, L.M. (2006). *Best Practice Review of Sport and Physical Activity Interventions for Young People Aged 13–18 Years – Report to Sport and Recreation New Zealand* (Vol. 1 & 2). Auckland, New Zealand: Auckland University of Technology. (p. 1).

Critically evaluate how an understanding of the factors influencing participation in youth sport and physical activity can lead to the development of strategies that encourage and support “lifelong physical activity participants”.

Support your evaluation with appropriate examples from your own knowledge and experience of involvement in physical activity.

**AND/OR: QUESTION THREE** (8 marks)

The debate concerning the legality, ethics, and morality of performance-enhancing drugs in sport is complex.

Consider the following statement from the lead-up to the London 2012 Olympic Games:

“How pleasant it will be to indulge in the excitement of the London Olympic Games. ...

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Far from being unfair, allowing performance-enhancement drugs in sport promotes equality.”

Source (adapted): Shuster, S. (2012). “Testing athletes, and banning those who take drugs, is unjustifiable”. As cited in: *British Medical Journal*, vol. 244 no. 3521. (p. 1).

Critically evaluate, with respect to New Zealand society, the suggestion that, “Far from being unfair, allowing performance-enhancing drugs in sport promotes equality”.

Support your evaluation with appropriate examples from your own knowledge and research on this issue.

**AND/OR: QUESTION FOUR** (8 marks)

Performance analysis is often used to inform performance improvement.

Consider the following extract:

There are significant differences between a skilled performer and a novice or beginner. Some of these differences are related to efficiency and technique, while others relate to the mental aspects of performance.

A performance analysis is often used to assess a performer's development. By analysing performance, errors in efficiency and technique can be identified. Typically, this would focus on the use of biomechanical principles and functional anatomy. Using this information, conclusions can then be drawn about how these errors are impacting on performance.

Following this, a programme could be designed to address these errors and / or enhance performance, thereby bringing about performance improvement. This programme would draw on the application of a range of knowledge from areas such as skill acquisition, principles and methods of training, and psychology.

Performance analysis may be used throughout the performance improvement programme to inform further changes.

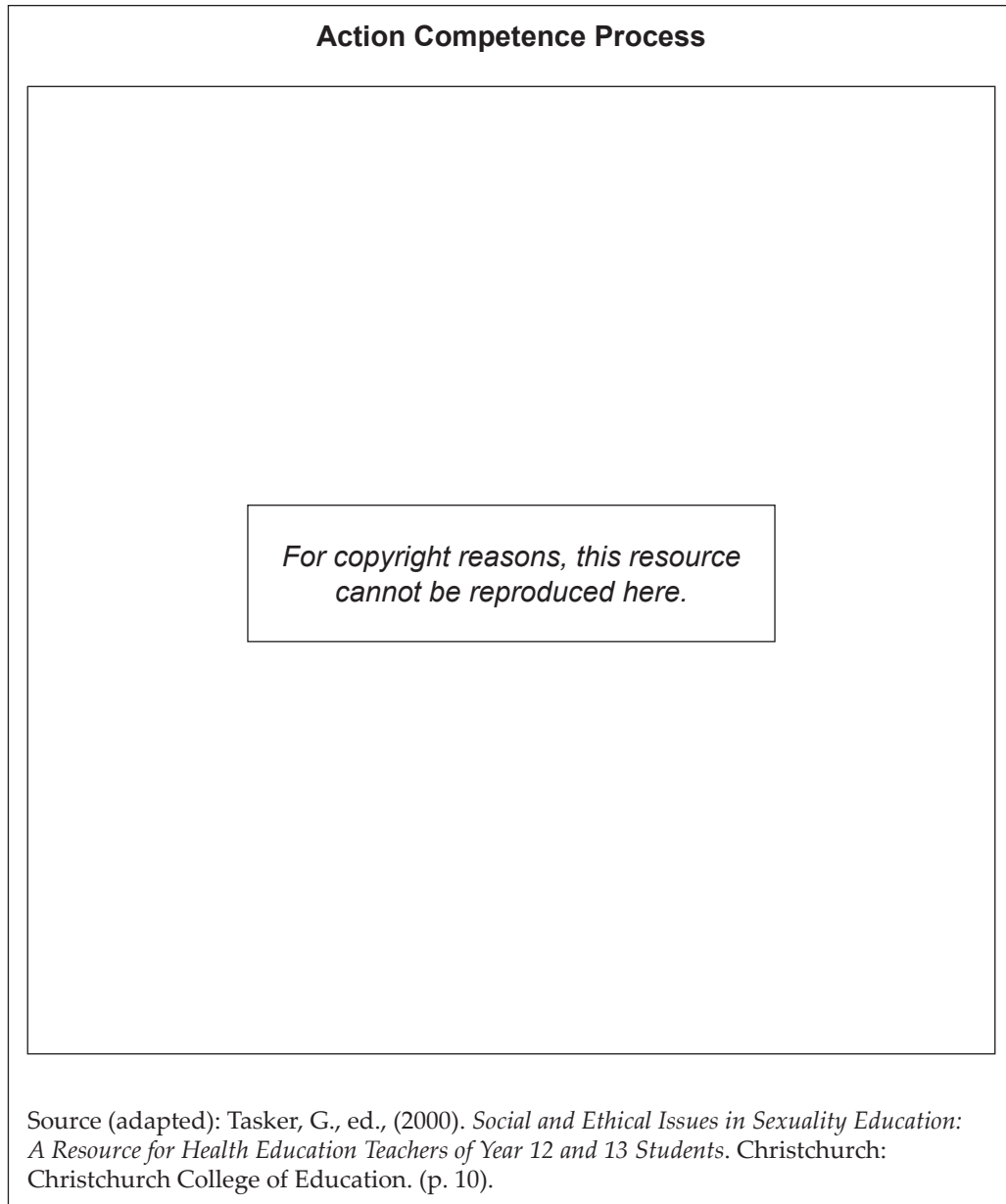
Critically evaluate the use of performance analysis as a process to inform performance improvement.

Support your evaluation with appropriate examples from your own knowledge and experience of performance analysis.

**AND/OR: QUESTION FIVE** (8 marks)

When engaging in health promotion, it is suggested that the **Action Competence Process** be followed. By employing this process to influence participation in physical activity, leadership of the process can influence the intended outcome.

Consider the Action Competence Process, summarised below:



Critically evaluate the extent to which leadership of the health promotion process can influence the intended outcome.

Support your evaluation with appropriate examples from your own knowledge and experience of health promotion and leadership.



