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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship 2012 Physical Education

9.30 am Tuesday 13 November 2012

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.

Use this booklet to answer the THREE questions you have chosen from Question Booklet 93501Q.

Each question is worth 8 marks.

Start each answer on a NEW page. Carefully number each answer.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–20 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Q1 Critically evaluate the impact that involvement in physical activity can have on well-being.

Involvement in physical activity can affect well-being in a number of ways. Sometimes these effects are not expected or foreseen at the outset of the programme. Also, a physical activity programme can affect more than just the physical dimension of a person's well-being, in fact, these effects can spill over into other areas of a person's life. Because everyone responds to ~~this~~ a programme in different ways, it would be nearly impossible to cover all of them. In this essay, I will focus on only a few key aspects, both ways that involvement in physical activity can positively and negatively impact on well-being and some ways in which a programme can be designed in such a way that if a programme will be deemed a success by its generally positive impacts. I believe that a well-designed and executed programme's positive impacts almost always outweigh its negatives.

One of the main ways in which a physical activity programme can end up negatively affecting a person's well-being is if it is poorly designed and executed. This probably occurs most often a programme is created for a group of people while ignoring their individual needs or when a

Q1) person takes a generic programme from the internet.

In the latter case, the common assumption is that such a programme was constructed by someone who is qualified and experienced in such things, but more often than not, these programmes are not well-designed; they may only be the opinions of a person or their suggestions based on what has worked for them. A 'one size fits all' approach is often evident here, the assumption is that what has worked for one will work for another, but unfortunately, socio-cultural factors are not taken into account here. This same 'one-size fits all' approach is also seen in programmes designed for a group, class or team. While it may appear to be a good option, especially to teachers or coaches because it means less work, it may not be the best plan for everyone. Wilmore & Costill (2004) used the terms 'responders' and 'non-responders' to describe the way people can be impacted by a physical programme. Is this relevant here? I say yes, because it is of vital importance to consider individuality and socio-cultural factors when designing a programme; if these are not taken into account, it is more likely that the programme's impact will be negative.

Some of the negative possible impacts of a

Q1) physical activity programme will now be considered.

An over-estimation of an athlete's capacity or ability is one key mistake that can often lead to failure. When this happens, a person may face injury, exhaustion or increased stress. For example, a programme that too quickly overloads a person's systems by requiring that they do something they are not yet fit for could put a great strain on their body and injure them. Exhaustion and increased stress levels tend to impact all areas of a person's life. In my physical activity programme, I overestimated my capacity and ended up burning myself out - my social relationships, academic studies, home life, mental health and body suffered. A cause of this may have been the fact that we did not sufficiently consider how full my lifestyle already was and that I had other sporting commitments at the time. Beginning a physical activity programme would probably mean having to cut back on time spent in other activities in a person's life as people only have so much capacity. Poor planning of a physical activity programme can cause negative impact in another way: failure to stick to the programme can lead to poor self-esteem and diminished confidence. In my

Q) class I saw some people set their goals too high and would feel awful when they failed to reach them even if their goals were set unrealistically high in the first place which was often the case. This meant that they were less likely to want to involve themselves in physical activity programmes in the future.

A physical activity programme that ignores the all-important socio-cultural factors in a person's life and only considers the bio-physical factors (a view symptomatic of healthism) is one that is more likely to have negative impact on a person's well-being. One might assume that a person has regular access to a swimming pool, or a gym or weights room or even that they have good footwear and suitable clothing. Such an assumption ignores the fact that many may not be able to participate in such a programme for a range of reasons. There is also an assumption that a programme at a weights room or similar locale or that some particularly magical type of shoe will lead to better results. However, this type of assumption is often the result of hegemony; ~~weights~~ gym companies, or shoe companies and the like stand to gain from this view and so will seek to perpetuate these ideas even though they may

(Q1) not be any inherent truth in them, they may in fact be disadvantaged financially or in their chances at success in their programme. And who defines success anyway? Often this is an extrinsic force of 'looking good' or 'losing 20 pounds' or the like, rather than an individualised goal that considers all aspects of a person's wellbeing and not just their physical health.

Most of the potential negative impact of a physical activity programme as previously discussed can be associated with assumptions involved or the poor planning and execution of a programme. Of course, there are many other negatives that have not been discussed.

I would say that a well-designed and executed programme that is tailored to the specific goals and needs of an individual would avoid many of these pitfalls, and the positive impacts would begin to outweigh the negatives! Perhaps the most important part of a programme is its planning. In this respect, a well-conducted wellbeing profile, timetable, examination of resources and potential barriers and enablers, a consideration of SMARTER goals ~~specific, measurable, achievable, realistic~~, setting principles, and consultation with appropriate people will

(Q1) help to avoid many of the traps of a poorly planned programme. Such a programme can be hugely beneficial to all areas of a person's well-being, from stress release and happiness to lively social relationships, increased confidence and a feeling of success. Forming a sustainable physical activity habit can be hugely beneficial in one's own life, and can also set an example for others to also be motivated to be physically active.

Another thing to consider as to some of the impacts of a physical activity programme is that it is assumed that any negative impacts, foreseen or unforeseen are to be blamed on the programme, when in fact embarking on any new endeavour or making other significant changes in one's life could lead to the exact same result. An intensive summer reading programme for example could lead to the same feelings of stress, as well as the same potential failures and drawbacks as a poorly executed/designed physical activity programme.

All things considered, I believe that the positive impacts that come with involvement on well-being

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(Q1) In physical activity tend to outweigh the potential negative impacts that are the risks, especially of a poorly-planned and executed programme. ~~People~~ I would advise people not to be discouraged by the possible negative outcomes to their well-being; if they seek proper advice they should be able to avoid these for the most part, if not entirely. In my own experiences, any physical activity programmes that I have embarked upon have always ~~have~~ had countless positive impacts and the few negative impact that I have experienced, I have learned from, and planned future programme in such a way as to avoid them. //

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(Q2) Critically evaluate the issue of the "globalisation of sport" and its impact on New Zealand society.

Globalisation of sport is occurring, it would seem that no one debates this. It would appear then, that the ~~is~~ topic of debate has more to do with the nature of its impacts than on whether it is happening or not. How much of an impact does this all have on New Zealand society? The answer is, quite a lot, but that will be covered in more detail later in this essay.

The first thing that must be considered is the use of the word 'issue' in this topic. Is globalisation an issue? What is an issue? According to the Oxford English Dictionary, an issue is a topic or problem for debate & discussion. Clearly, it is of debate and discussion, this is evidenced by numerous scholarly papers and articles over the course of many years. But is it a problem? Some say yes, but I would say no. I would describe it as a trend, defined as a 'general direction of change or development' (Oxford English Dictionary) rather than a problem.

Kashifer Globalise White Miller, Lawrence,

(Q2) McKay and Rowe in 'Globalization and Sports: playing the world' (2001) acknowledge that "the global diffusion of much sport cannot be denied" they have taken the viewpoint that it is "dirty". They do not provide any evidence or examples of this specifically, but they do nonetheless use an emotive description of the "dirty storm" that "none can escape". It is difficult to infer on what grounds they see globalisation as "dirty", but it seems as though they take issue with the 'homogenisation' they see, that local cultures are being "blown over" and a global culture emerging. Such an argument would likely point to massive trans-national corporations and brands 'taking over' sport as they know it. One example of this is the American NBA national basketball association. The Finals of this every year are broadcast live to over 170 countries in more than 40 languages¹⁰, this is in itself a staggering example of the technology that has proved to be such an effective medium for the "diffusion" of sport.¹¹ A case can be made for this taking over our local sports channels at the expense of local teams or minor sports. I would suggest that if it's not basketball on TV, it's rugby, or netball or some other major media sport that the massive media companies assume we all are fixated by. What's the

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Q2) harm in seeing some basketball gear in a while? They might also point to the "advertising, promotion, marketing and packaging practices" that come with the NBA, which is evidence of the commodification of sport more than anything else. It might be argued that all of the branded team gear in New Zealand is only serves to make us into a smaller version of America (Americanisation) and that our own national identity is being undermined. In 2001, Jackson, Scherer and Silk described this phenomenon in some depth. They argued that such promotional gear does not smother local culture, it actually ^{can} serve to revitalise some local cultures and groups that identify themselves strongly with the NBA, like Pacific Island and Maori New Zealanders. Thus in this case, the globalisation of sport can be seen to have both positive and negative aspects, but I would say that on the whole, the NBA as an example of globalisation has a positive impact. Player participation in basketball in New Zealand, especially at the youth level, is increasing, and I would be difficult to argue that this is a bad thing.

In Thibault's 2009 'Globalisation of Sport: An Inconvenient Truth' article from the

Q2) 'Journal of Sports Management', he writes of the "increasing opportunities" that are a result of the "global nature of sport". In my own experience, I have taken the opportunity to travel with my school team to a US volleyball tournament. Being exposed to a high level of competition and some very intense and different playing styles has definitely grown me as a player and I have returned with a new passion for the sport. Some of my teammates, young as they are, have already taken up opportunities to travel as far abroad as France, Canada, Myanmar, Australia, and Vietnam and Thailand with the sport. Some of these players represented New Zealand which can only be a good thing - raising New Zealand's reputation on the global scale and showing that our sport people can compete amongst the very best. Our school has a fine history of young players taking up volleyball scholarships to study at an American university and play for their college team. Those opportunities allow our young people to see the world, experience another culture, receive a fine education and perform at a higher level of competition than is available here in New Zealand, developing as players and as people. Athletes travelling around the world through

Q2) their sport is becoming more common, and can only serve to increase the diversity of athletes' origins" and increase the quality of the top-level of sports.

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So it would appear that New Zealand's experience of the globalisation of sport has positives both socially and culturally.

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Economically, this year's Rugby World Cup hosted in New Zealand affected us hugely. An "international sport event", our government shelled out \$500 million to host the event, and it is estimated to have brought in at least \$700 million.

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The event also showed New Zealand off to the world, while the world's sport turned our way, we managed to raise our country's profile, share some aspects of our culture and heritage off to the world and heighten tourism levels in our country.

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~~Without doubt~~ The All Blacks' win served to strengthen our national pride and identity and showed that New Zealand is more than capable of succeeding on the world stage when it comes to sport. Another world event worthy of note was the London 2012 Olympics, which saw a record number of countries and athletes participate in a display of diversity and unity. This is evidence that backs

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Q2) up the "increasing number of countries participating in international sporting events" as claimed by Thibault, 2009. //

Thibault, though he called Globalisation "Inconvenient" in his title, seemed to have nothing but praise for the way in which the Globalisation of sport has served to "increase the number of athletes participating in a wide range of sports, often crossing some gender and religious lines...". If it is agreed that participation in sport is a good thing, which seems to be the consensus, then globalisation's impact on New Zealand are largely positive. In fact, I would say that it is not an 'issue' but instead a trend. I think this trend should be watched with interest but not concern, and that while we should attempt to manage any negative impacts on our country, we should by no means see it as a 'problem' or an 'issue'. That would suggest that it needs to be fixed, which seems to be not only impossible, but a waste of effort because globalisation seems to have more positive impact than negatives. //

(Q3) Critically evaluate the application of biomechanical principles in conjunction with "motor skill learning" theories in order to bring about performance improvement.

The application of biomechanical principles in conjunction with motor skill learning theories to bring about performance improvement is a good way, but it does leave out some other key factors affecting performance and take a very technocentric approach. I would argue that this method can be improved upon, but has the beginnings of a great performance improvement mentality.

One of the major issues I have with this approach is that while it takes into account biophysical factors involved with performance improvement, it completely ignores any sociocultural factors. This view can be described as technocentric, which can be paraphrased as 'if you follow these rules and principles, then you will reap the benefits'. This approach also has some aspects of a 'body as a project' mentality, that an athlete's body is something that must be altered and trained to meet some imagined ideal or perfection. Is there such a thing as perfection? Perhaps not, but that doesn't seem to stop people spending

(b) their whole lives in pursuit of it. Returning to the idea of this approach as being too focused on the biophysical while ignoring the other factors affecting skill performance is important. This approach would most likely ignore a person's overall health or well-being, this could lead to them being burnt-out or disillusioned. Motivation, goal-setting, the value of coaching, feedback, environment, quality of practice, mental practice and sociocultural factors also seem to have been ignored. The approach may work for some athletes, but is likely to fail for others as it does not treat them as an individual, but as a machine or a project to which scientific concepts can be applied. //

Even the use of biomechanical principles is not always beneficial. There are many examples of professional athletes whose technique is seen as unusual or unorthodox, but they still perform at the highest levels of competition. However this tends to be common in sports like golf and cricket but I'm sure there are countless examples of other athletes whose technique appears not to line up with the ideal technique that biophysical biomechanical principles would suggest. //

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For less experienced athletes in particular, the application of biomechanical principles ~~can~~ can be harmful. For example, showing an eight year old all of the intricacies of force summation and projectile motion before his school athletic day's cricket ball throw will more likely confuse and overwhelm him than help improve his skill performance. Likewise, an intense and detailed video analysis of a person's first ever badminton lesson may cause them to wish never to try the sport again when they are shown all of the places where their skill performance is not ideal. Of course, there is a chance that they will thrive off this, as everyone responds differently to things, but it should not be assumed that biomechanical analysis is always appropriate.

In my opinion, most motor skill learning theories are in some way flawed. Perhaps the most famous of these is P.M. Fitts and M. I. Posner's 1967 'Model of the Stages of Motor Skill Learning' as outlined in 'Human Performance'. These stages are called 'cognitive', 'associative' and 'autonomous'. While I like the way that this model shows skill learning as a continuum, rather than 'skilled or unskilled', I don't agree with the way it

(Q3) suggests skill learning to be a linear process. If it were, then I would be guaranteed of becoming more skilled if I practise, but the well-known phrase "practice makes permanent" suggests that I might be making progress in the wrong direction, as opposed to the old adage "practice makes perfect" which I believe to be flawed. As "physical practice serves to concretise neuromuscular pathways and muscle memory", merely practising a skill does not guarantee improvement, only "permanence". In 1964, Knapp described motor skill learning as "a relatively permanent change in skill or behaviour as a result of practice". Clearly practice plays an important role in progressing through the stages of learning and in performance improvement, but it must be realised that merely practising a skill may harm performance if it is not done in the right way.

In my own experience, I have found that biomechanical principles and motor skill learning theories have been useful tools in my performance improvement, but, had they been used ~~on~~ without any other techniques, I would not have reached the same result. While I would have

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(Q3) I find some benefit in an intense programme to better use force summation in my overarm volleyball serve, I find more benefit in a more holistic programme that focused on game sense and general development as well as perfecting my technique. In more complex sports like this, technique is a very important part of the ~~game~~ performance that can be aided by the application of biomechanical principles and motor skill learning theories, but perhaps more important is game sense and teamwork - communicating, knowing when and where to play which kind of shot, using the net to your advantage, putting pressure on the opposition and reading the opposition. Merely unpacking the biomechanics of a block or what stage of learning I might be at in this regard is one thing, knowing where to block and how to fine it is another thing entirely. Even in more 'simple' (a very interesting term) sports like long distance running, strategies, mental toughness, internal motivators and focus / arousal levels would not be

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Q3) developed by this approach, ~~but~~ to the detriment of the skill performance. ~~the application of~~

In summary, while biomechanical principles and motor skill learning theories have their merits and may be very useful in improving the performance of some athletes, the former is not always appropriate and the latter usually is in some way flawed. Even together, other important factors affecting skill performance are ignored/overlooked. I would suggest that while these two techniques form the promising beginnings of a successful performance improvement programme, they should not be its only components. //

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