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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship 2011 Physical Education

2.00 pm Tuesday 29 November 2011

Time allowed: Three hours

Total marks: 24

QUESTION BOOKLET

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

Each question is worth 8 marks.

Write your answers in the Answer Booklet 93501A.

Start your answer to each question on a **NEW** page. Carefully number each answer.

Check that this booklet has pages 2–5 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.

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

EITHER: QUESTION ONE (8 marks)

Consider the following extracts:

“It does not take an astute coach long to realise that athletes within a team or squad are quite different. ... It is essential that programmes cater to these individual needs and preferences to optimise performance.”

Source (adapted): B. S. Rushall & F. S. Pyke, *Training for Sports and Fitness* (Melbourne: Macmillan, 1990), pp 84–95.

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“There is a tendency for outdoor education programmes to be designed and conducted as though students are part of a collective group. ... Evidence and discussion on this matter has only begun appearing relatively recently and deserves much more attention.”

Source (adapted): <http://wilderdom.com/html/OutdoorEducationInSchoolsWhatCanItAchieve.html#IndividualDifferences>

Critically evaluate the role of **individuality** in the development of a physical activity experience or programme.

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

AND/OR: QUESTION TWO (8 marks)

In 2006, Sport and Recreation New Zealand (SPARC) published the results of their *Stay and Play* research.

Consider the following extract:

Three key points regarding the involvement of children in sport emerged from the 2006 *Stay and Play* research:

1. ...

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... 3. 62 per cent of children who participate in sport indicate they are highly likely to drop out of sport.

Source (adapted): http://www.sparc.org.nz/Documents/Young%20People/4A_stayandplay.pdf

Critically evaluate the issue of “**children dropping out of sport**” and its potential impact on New Zealand society.

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

AND/OR: QUESTION THREE (8 marks)

A generally accepted theory in the **learning and development of motor skills** is Fitts and Posner's (1967) *Model of the Stages of Learning*.

Consider the following extract:

Fitts and Posner's (1967) *Model of the Stages of Learning* suggests that as we learn and develop a new motor skill, we move sequentially through **three stages**. ...

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... Central to this model is the role of **practice**.

Source (adapted): P. M. Fitts & M. I. Posner, *Human Performance* (Belmont: Brooks Cole, 1967).

Critically evaluate the role of **practice** in the learning and development of motor skills.

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

AND/OR: QUESTION FOUR (8 marks)

Health promotion is a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities, and society.

Consider the following extract:

The health promotion process requires the involvement and collective action of all members of the **wider school community** – students, staff, parents / caregivers, and other community members.

Source (adapted): *Health and Physical Education in the New Zealand Curriculum*, Ministry of Education (Wellington: Learning Media, 1999), p 32.

Critically evaluate the need for **wider school community involvement** in the health promotion process to increase engagement of children in physical activity.

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

