

93501Q



935012



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship 2010 Physical Education

2.00 pm Tuesday 30 November 2010

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)

Goal-setting and **planning** are considered to be useful prior to undertaking a physical activity programme or experience.

Consider the following extract:

“Goals can create and maintain motivation by reflecting improvement. ...

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... Goal-setting can help you peak both physically and mentally.”

Source (adapted): K. Hodge, *Sport Motivation – Training Your Mind for Peak Performance* (Hong Kong: Reed, 1999), p 101.

Critically evaluate the **process** and **purpose** of goal-setting and planning.

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

AND/OR: QUESTION TWO (8 marks)

In recent times, popular media have reported on the growing trend towards a generation of “**cotton wool kids**” and its **potential impact** on New Zealand society.

Consider the following extract:

“Twenty-five years ago, the world was a different place. ...

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... They will thank you for it as they grow into confident, happy children.”

Source (adapted): <http://ezinearticles.com/?Are-Your-Children-Cotton-Wool-Kids?&id=4129395>

Critically evaluate the growing **trend** towards a generation of “cotton wool kids” and its potential impact on New Zealand society.

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

AND/OR: QUESTION THREE (8 marks)

Putting **skill learning theory** into practice is part of a programme designed to **improve** the performance of ourselves or others.

Consider the following extract:

“Physical education needs to come to terms with itself as to what it really knows (and doesn’t know), about the learning and teaching of physical skills. ...

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... Physical education, most noticeably through its textbooks and teacher education curricula, advocates that teachers of physical skills intervene in nature’s process, on the premise that skill learning can be accelerated and unskilled people can be ‘fixed’.”

Source (adapted): F. Rokosz and R. Laptad, ‘On the Learning and Teaching of Physical Skills’, *JOPERD – The Journal of Physical Education, Recreation & Dance* vol 68 (1997).

Critically evaluate the **suggestion** that through the application of skill learning theory, unskilled people can be “**fixed**”.

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

AND/OR: QUESTION FOUR (8 marks)

In order to effectively engage in **health promotion**, it is usual to work through the **taking action process**.

Consider the following process:

A Process for Taking Action in Health Promotion

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Source (adapted): http://www.tki.org.nz/r/health/cia/make_meaning/teach_learnappr_proc_e.php

Critically evaluate the **importance** of following a taking action process (as above), when engaging in health promotion.

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

