



FACULTY	Health Sciences and Veterinary Medicine	
SCHOOL	Allied Health Sciences	
DEPARTMENT	Physical and Sport Sciences	
SUBJECT	Motor Learning and Motor Development	
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DURATION	3 HRS	100 MARKS:

1st OPPORTUNITY EXAMINATIONS

EXAMINER: V OELOFSE (University of Namibia)

MODERATOR: Ms. P. Malan (University of Namibia)

INSTRUCTIONS TO CANDIDATE:

1. This question paper consists of (4) pages including the cover page.
2. Answer ALL the questions.
3. Number your questions correctly.
4. Read the questions carefully before you answer.
5. Please note that cheating in the examination will result in a failure.

**UNIVERSITY OF NAMIBIA
EXAMINATION QUESTION PAPER**

QUESTION 1**(20)**

It is possible to have learners with different disabilities/deficiencies in your Physical Education class. Match the following disabilities/deficiencies in column A with the correct definition in column B:

Example 1.1 – C

	COLUMN A		COLOMN B
1.1	Epilepsy	A	Insufficient secretion of insulin, hormone that controls glucose levels in blood
1.2	ADHD	B	A chronic lung disease characterized by temporary airway obstruction, narrowing and inflammation
1.3	Obesity	C	Progressive disease of the muscular system characterized by weakness & atrophy of muscles of body (cause progressive weakness and loss of muscle mass)
1.4	Diabetes	D	Hearing impaired children's vestibular system does not function normally, so they usually have balance problems.
1.5	Asthma	E	Disorder caused by abnormal electrical activity in brain. Most common types of attack are Grand mal and Petit mal
1.6	Cerebral palsy	F	A genetic condition, result of spinal column that is not completely closed before birth. Comes in different grades of neurological damage, with characteristics ranging from light muscle imbalance and sensory loss in lower extremities to paralysis of lower limbs with associated hydrophobia
1.7	Muscular dystrophy	G	Abnormal or excessive fat accumulation that presents a risk to health.
1.8	Spina bifida	H	Different degrees of blindness range from distinction between dark and light to ability to estimate distance to the extent that the person can move forward by himself

1.9	Visual impairment	I	Abnormal function of prefrontal cortical lobe that causes problems with attention and impulse control
1.10	Auditory impairment	J	A condition that occurs because of a brain injury at /after birth, characterized by disabled random movement, sometimes balance problems, mental disabilities, auditory or visual disability, hyperactivity, weak perceptual abilities & psychological problems

QUESTION 2

Explain the difference between the following skills with an example of each:

(16)

- 2.1 Basic/Simple skill and Complex skill (4)
- 2.2 Open skill and Closed skill (4)
- 2.3 Self-paced skill and externally paced skill (4)
- 2.4 Skill and ability (4)

QUESTION 3

Evaluate each of the following concepts in the context of a learner competing in athletics:

(15)

- 3.1 Intrinsic motivation (3)
- 3.2 Extrinsic motivation (3)
- 3.3 How can you as a Physical Education teacher create activities for learners to participate with intrinsic motivation that comes from the self, not from a desire for external rewards such as prizes or academic marks using the Self-determination Theory, give examples (9)

QUESTION 4

Name and explain the components of perceptual-motor development and provide an example of a practical activity, suitable for a Grade 10-learner that would address each component:

(16)

QUESTION 5

When participating in sport or physical activity it is important for a learner or athlete to concentrate and give attention.

(12)

- 5.1 Explain the term concentration (2)
- 5.1 Name and explain the factors influencing one's attention (8)
- 5.3 What are 2 exercises you can give a learner or athlete to improve concentration (2)

QUESTION 6**(21)**

Grade 11-learners in your Physical Education class are learning to play tennis. The learners are now standing across each other on court, one learner must start the game by serving the ball while the other learner is waiting to receive. Referring to this situation as an example, explain the different phases of the course of the perceptual-motor response, from the origin to the execution phase for the learner who is serving the ball.

TOTAL: 100