

PHYSICAL EDUCATION FOR NATIONAL BOARD CERTIFICATION PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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1. Which strategy best improves transitions between activities in a PE session?

- A. Clear, concise start and stop signals and timing of activities.
- B. Ignore signals and rush between activities.
- C. Randomly changing activities without notice.
- D. Provide feedback only after activities.

2. Which components comprise the musculoskeletal system?

- A. Skin, bones, ligaments
- B. Blood vessels, bones
- C. Joints, ligaments, muscles
- D. Muscles, bones, and joints

3. Drag is defined as:

- A. The resistance caused by air or water moving over a surface
- B. The gravitational force on a body
- C. The energy cost of movement
- D. The initial velocity of projection

4. In golf, which is identified as the key lower body muscle?

- A. Quadriceps
- B. Hamstrings
- C. Gastrocnemius
- D. Gluteus Maximus

5. Torque is defined as which of the following?

- A. A linear force that causes motion along a straight line
- B. A force that opposes motion
- C. The rate of angular acceleration
- D. A turning or twisting force

- 6. Which tool is commonly used to evaluate motor skills by replaying performance?**
- A. Video analysis software like Coach's Eye
 - B. Written quizzes
 - C. Live crowd feedback
 - D. Weight measurements
- 7. A Formal Assessment: Performance Assessment is characterized by which feature?**
- A. Oral exams only
 - B. Purely written tests
 - C. Descriptive, student-specific, uses during game play
 - D. Purely multiple-choice
- 8. Which description best matches a 4th-level skill in striking with a short-handed implement?**
- A. Strikes an object with a short-handed implement while demonstrating a mature pattern
 - B. Applies the concepts of direction and force when striking toward a designated target
 - C. Strikes an object consecutively with a partner, over a net or against a wall
 - D. Provides feedback to illustrate errors in a peer's skill performance
- 9. Carbohydrate loading may lead to which change in body weight?**
- A. Increased body weight due to water retention
 - B. Decreased body weight
 - C. No change
 - D. Increased body weight from fat storage
- 10. In orienteering, what determines the winner?**
- A. The fastest overall sprint speed.
 - B. The lowest elapsed time to visit all checkpoints.
 - C. The most checkpoints visited.
 - D. The heaviest pack carried.

Answers

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1. A
2. D
3. A
4. D
5. D
6. A
7. C
8. A
9. A
10. B

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Explanations

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1. Which strategy best improves transitions between activities in a PE session?

- A. Clear, concise start and stop signals and timing of activities.**
- B. Ignore signals and rush between activities.
- C. Randomly changing activities without notice.
- D. Provide feedback only after activities.

Using clear, concise start and stop signals with timing keeps transitions predictable and smooth. When a consistent cue—such as a whistle or a short clap—accompanies a brief countdown, students know exactly when to begin and when to stop, so there's minimal downtime and confusion. This flow helps maintain safety, because equipment and spaces are managed efficiently, and it keeps the class energy and engagement steady as moves from one activity to the next. It also makes expectations clear for every student, supporting quicker adjustments and smoother participation. Rushing between activities or changing things without notice breaks the rhythm, creates confusion, and wastes valuable time. Waiting to provide feedback only after an activity can interrupt momentum during transitions and delay improvements, so it's less effective for maintaining a steady pace through the session.

2. Which components comprise the musculoskeletal system?

- A. Skin, bones, ligaments
- B. Blood vessels, bones
- C. Joints, ligaments, muscles
- D. Muscles, bones, and joints**

Muscles, bones, and joints form the core of the musculoskeletal system. Bones provide the rigid framework that gives the body shape and support. Joints are the structures where bones meet and articulate, allowing movements and providing stability. Muscles attach to bones and contract to generate the forces that move the skeleton and maintain posture. While ligaments, tendons, and cartilage play important roles in supporting joints and cushioning them, the essential trio that defines the system is muscles, bones, and joints. This combination best captures how movement and support are produced and coordinated.

3. Drag is defined as:

- A. The resistance caused by air or water moving over a surface**
- B. The gravitational force on a body
- C. The energy cost of movement
- D. The initial velocity of projection

When an object moves through air or water, the fluid pushes back against that motion. This opposing force is called drag. It's the resistance the surface experiences as the fluid flows around it, influenced by speed, the surface area, and how streamlined the shape is. That's why the statement describing drag as the resistance caused by air or water moving over a surface best captures what drag is. The other ideas refer to gravity (weight), metabolic energy cost, or the speed at which an object is projected, none of which describe the resistive fluid force that drag represents.

4. In golf, which is identified as the key lower body muscle?

- A. Quadriceps
- B. Hamstrings
- C. Gastrocnemius
- D. Gluteus Maximus**

In a golf swing, power and balance come from how the hips move, and the gluteus maximus is the main engine for that movement. This muscle is the primary hip extensor, so it drives the thigh back and around as you rotate through the swing. When the glutes engage, they help push the hips toward the target, transfer energy from the legs up through the torso, and keep the pelvis stable during both the backswing and through impact. That stability also helps maintain posture and prevent excess swaying or early extension, which can rob speed and accuracy. The other muscles listed assist with related actions—quadriceps mainly extend the knee, hamstrings support hip extension but aren't the primary driver, and the gastrocnemius guards balance and ankle movement—but they don't provide the central hip-extension power that the gluteus maximus does. So the gluteus maximus is identified as the key lower body muscle for generating and controlling golf swing force.

5. Torque is defined as which of the following?

- A. A linear force that causes motion along a straight line
- B. A force that opposes motion
- C. The rate of angular acceleration
- D. A turning or twisting force**

Torque is a turning or twisting force that causes rotation when it is applied at a distance from a pivot. The best answer captures this idea because torque isn't about moving something in a straight line or resisting motion; it's about creating rotation. Think of using a wrench: pushing on the handle away from the bolt generates a turning effect about the bolt, and the farther you are from the pivot (the bolt) and the more you push perpendicular to the lever, the greater the torque. If you push directly toward or away from the bolt along the lever, you produce little or no rotation because the force doesn't create a turning moment. To connect to the idea behind the other descriptions: a straight-line force that causes motion along a path describes translation, not rotation; a force that opposes motion describes friction or resistance, not a turning action; and the rate of angular acceleration is what results from torque acting on an object with inertia, not the definition of torque itself.

6. Which tool is commonly used to evaluate motor skills by replaying performance?

- A. Video analysis software like Coach's Eye**
- B. Written quizzes
- C. Live crowd feedback
- D. Weight measurements

Video analysis lets you replay a movement to observe technique in detail. By watching a performance in slow motion and frame by frame, you can see exactly where form breaks down, the timing of movements, and sequencing issues. This visual feedback makes it the most effective way to evaluate motor skills, because you're measuring actual execution rather than guesswork. Other options don't fit: written quizzes assess knowledge, not physical performance; live crowd feedback is subjective and not focused on technique; weight measurements show body mass, not movement quality.

7. A Formal Assessment: Performance Assessment is characterized by which feature?

- A. Oral exams only
- B. Purely written tests
- C. Descriptive, student-specific, uses during game play**
- D. Purely multiple-choice

Performance assessment in physical education focuses on students showing their abilities in real movement contexts. In a formal performance assessment, the evidence comes from observing and describing how the student performs during actual game play—their technique, decision making, positioning, and ability to adapt—with feedback that is tailored to the individual and described using clear rubrics. It isn't limited to oral exams, purely written tests, or multiple choice items, which measure knowledge or recall rather than actual physical application. Because it centers on descriptive, student specific observations made during game play, this option best captures what a performance assessment is.

8. Which description best matches a 4th-level skill in striking with a short-handed implement?

- A. Strikes an object with a short-handed implement while demonstrating a mature pattern**
- B. Applies the concepts of direction and force when striking toward a designated target
- C. Strikes an object consecutively with a partner, over a net or against a wall
- D. Provides feedback to illustrate errors in a peer's skill performance

The main concept here is performing a strike with a short-handed implement with a high-quality, repeatable movement pattern. A 4th-level skill is about more than just making contact; it's about executing the technique with control, efficiency, and consistency—the grip, stance, body rotation, weight transfer, timing, and follow-through come together in a mature pattern. This description specifically pairs the action of striking with a short-handed implement with the demonstration of a mature movement pattern, signaling advanced skill. The other descriptions touch on important ideas—understanding direction and force, practicing with a partner over a net, or giving feedback—but they don't simultaneously convey the advanced execution of the strike with the refined pattern that characterizes a 4th-level performance.

9. Carbohydrate loading may lead to which change in body weight?

- A. Increased body weight due to water retention**
- B. Decreased body weight
- C. No change
- D. Increased body weight from fat storage

Carbohydrate loading increases glycogen stores in muscles and liver, and glycogen binds water. For each gram of glycogen stored, several grams of water come along, so the body gains weight primarily from this extra water rather than fat. This is why you often see an increase in body weight during the loading period. The weight gained is not from fat, and once glycogen is used and water is released, the weight can decrease.

10. In orienteering, what determines the winner?

- A. The fastest overall sprint speed.
- B. The lowest elapsed time to visit all checkpoints.**
- C. The most checkpoints visited.
- D. The heaviest pack carried.

In orienteering the winner is the competitor who completes the course in the shortest total time while visiting every checkpoint. The clock runs from start to finish, so success comes from efficient navigation and smart route choices between controls, not just raw sprint speed. Even a very fast sprinter can lose if they miss controls or take inefficient routes, since the elapsed time reflects both speed and navigation accuracy. The goal isn't about visiting the most points or carrying a heavy pack—the measurement is the total time to finish after visiting all checkpoints.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://peforatboard.examzify.com>

We wish you the very best on your exam journey. You've got this!

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