

PHYSICAL EDUCATION, PHILOSOPHY, ADAPTED ACTIVITY AND SPORT MANAGEMENT PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. The group of people you collaborate with to generate a good impression for yourself is known as what?**
 - A. Audience
 - B. Professional network
 - C. Alumni circle
 - D. Personal board of directors

- 2. What are current issues and trends in physical education research?**
 - A. Physical inactivity and obesity.
 - B. Globalization of sports.
 - C. Increased classroom time for math.
 - D. Virtual reality for diagnostics.

- 3. Which statement correctly differentiates formative and summative assessment?**
 - A. Formative is a check point; summative is what they have learned at the end.
 - B. Formative is the final grade; summative is ongoing feedback.
 - C. Formative is used for attendance; summative for attendance.
 - D. Formative and summative are identical.

- 4. Which is a valid example of adapting rules to support mobility-impaired participants?**
 - A. Keep all rules unchanged for uniform challenge.
 - B. Modify goals and rules to align with abilities while maintaining game integrity.
 - C. Remove all safety rules.
 - D. Require athletes to perform at the highest possible intensity.

- 5. What does the SAID principle stand for, and what is its core implication for PE programming?**
 - A. Specific Adaptation to Imposed Demand; adaptations are specific to the stimulus.
 - B. Systemic Adaptation to Imposed Demand; adaptations occur throughout the body.
 - C. Specific Adaptation to Imposed Dose; training effects transfer uniformly.
 - D. Simple Application to Imposed Development; training effects are universal.

- 6. Discretionary income in sport context is described as which of the following?**
- A. Spending on luxury sports equipment
 - B. Gambling over sports outcomes
 - C. Revenue from ticket sales
 - D. Sponsorship deals
- 7. Which statements describe budgeting basics for a school sport program?**
- A. Revenue sources include grants, student fees, and sponsorships; major expenses include equipment, facility usage, transport, and staffing; plan with contingencies.
 - B. Budgeting is informal and has no impact on program planning.
 - C. Revenue comes only from gate receipts.
 - D. Expenses are fixed and do not change with activity level.
- 8. Which of the following is a characteristic of a physically literate individual?**
- A. Demonstrates a variety of motor skills.
 - B. Applies knowledge of concepts.
 - C. Demonstrates knowledge and skills.
 - D. Recognizes the value of physical activity.
- 9. Explain the principle of specificity with an example in sport skill training.**
- A. Adaptations are related to the demands of a task; for example, practicing free-throw shooting improves shooting accuracy, not sprint speed to the same extent.
 - B. Adaptations are universal and transfer equally across all skills.
 - C. Specificity means any activity yields the same improvements in all abilities.
 - D. Specificity applies only to flexibility training.
- 10. Which of the following is NOT an aesthetic sport?**
- A. Figure skating
 - B. Gymnastics
 - C. Skydiving
 - D. Basketball

Answers

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

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Explanations

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1. The group of people you collaborate with to generate a good impression for yourself is known as what?

- A. Audience
- B. Professional network**
- C. Alumni circle
- D. Personal board of directors

The main idea here is building a professional network. You collaborate with a group of people—colleagues, mentors, peers, and industry contacts—whose insights, support, and opportunities help shape how you're perceived in your field. By engaging with them, you gain feedback, referrals, endorsements, and connections that boost your credibility and visibility, which in turn creates a positive impression of you overall. An audience is simply the people who observe you, not the group you actively collaborate with to manage your professional image. An alumni circle refers specifically to former classmates, which may overlap with your network but isn't the broader, ongoing group you work with to influence opportunity and reputation. A personal board of directors suggests a formal advisory setup; while you might consult such a board, it isn't the usual term for the everyday network you rely on to generate a favorable professional impression.

2. What are current issues and trends in physical education research?

- A. Physical inactivity and obesity.**
- B. Globalization of sports.
- C. Increased classroom time for math.
- D. Virtual reality for diagnostics.

The main issue shaping physical education research today is how to address physical inactivity and obesity among youth. Researchers focus on how PE curricula, classroom practices, and school-day structures can boost students' engagement in moderate-to-vigorous physical activity, reduce sedentary time, and foster healthier lifelong habits. This emphasis reflects widespread concerns about rising obesity rates, associated health risks, and the inequities in access to regular activity. While other topics like the globalization of sports, scheduling decisions for core subjects, or advanced tech uses in diagnostics appear in some discussions, they're not as central to the broad, ongoing aims of PE research as the struggle to increase activity and combat obesity.

3. Which statement correctly differentiates formative and summative assessment?

- A. Formative is a check point; summative is what they have learned at the end.**
- B. Formative is the final grade; summative is ongoing feedback.
- C. Formative is used for attendance; summative for attendance.
- D. Formative and summative are identical.

The main distinction is that formative assessment happens during learning to guide improvement, while summative assessment happens at the end to evaluate what has been learned. The statement fits this well: formative is a check point during instruction to provide feedback and adjust teaching, and summative is an end-of-unit measure of learning outcomes. In practice, formative assessments in physical education are quick checks — watching a student perform a skill during practice, giving feedback on technique, or using a short quiz or exit ticket to gauge understanding. These inform what to reteach or emphasize next. Summative assessments, by contrast, occur after a unit or period of instruction and determine the final level of achievement — such as a skill performance test, a final fitness assessment, or a written test that counts toward a grade. Why the other ideas don't fit: formative isn't the final grade and summative isn't ongoing feedback; attendance is not a measure of learning, and they are not identical.

4. Which is a valid example of adapting rules to support mobility-impaired participants?

- A. Keep all rules unchanged for uniform challenge.
- B. Modify goals and rules to align with abilities while maintaining game integrity.**
- C. Remove all safety rules.
- D. Require athletes to perform at the highest possible intensity.

Adapting rules to support mobility-impaired participants means reshaping the game's structure so participation is possible without compromising safety or fairness. The best approach is to modify goals and rules to align with abilities while maintaining game integrity. This keeps the essential competitive spirit while removing unnecessary barriers—examples include adjusting targets, field size, permitted assists, or pacing so the activity remains meaningful and safe for everyone involved. Keeping all rules unchanged creates barriers and excludes players with mobility limitations. Removing safety rules trades safety for participation, which is unacceptable. Requiring athletes to perform at the highest possible intensity ignores individual ability and undermines inclusive practice.

5. What does the SAID principle stand for, and what is its core implication for PE programming?

- A. Specific Adaptation to Imposed Demand; adaptations are specific to the stimulus.
- B. Systemic Adaptation to Imposed Demand; adaptations occur throughout the body.
- C. Specific Adaptation to Imposed Dose; training effects transfer uniformly.**
- D. Simple Application to Imposed Development; training effects are universal.

The key idea is that the body adapts specifically to the demands placed on it. The SAID principle means that improvements are most pronounced in the exact movements, speeds, loads, and energy systems you train. In PE programming, this means designing workouts that mimic the target activity: use similar movement patterns, work at the same intensity and duration, and stress the same muscle groups and energy systems you want to improve. Because adaptations occur in the tissues and systems that are stressed, training for a sprint will boost sprint performance more than a random mix of activities, and endurance work won't automatically make you faster at high-speed efforts. Expect that some transfer to related tasks can occur, but it won't be universal. The idea isn't about a universal body-wide change or a specific "dose" label; it's about making the training demands match the desired outcome so the adaptations reflect those demands.

6. Discretionary income in sport context is described as which of the following?

- A. Spending on luxury sports equipment
- B. Gambling over sports outcomes**
- C. Revenue from ticket sales
- D. Sponsorship deals

Discretionary income refers to money left after paying for essentials that people can choose to spend on non essential, leisure activities. In a sport context, this means the portion of income fans might use for activities that aren't required, simply as a form of entertainment or interest in sport. Gambling over sports outcomes fits this idea well because it is a discretionary, leisure-related expenditure tied to sport. It's a personal choice about how to allocate extra income for entertainment, rather than money spent on necessities or on business revenue streams. The other options describe money flows that aren't about an individual's extra spending. Revenue from ticket sales is income generated by the sport organization, not how a consumer allocates their own disposable income. Sponsorship deals are corporate partnerships, again a business revenue concept. Spending on luxury sports equipment is a discretionary purchase, but it's a purchase of goods rather than the broader idea of how consumers allocate their discretionary income in the sport context.

7. Which statements describe budgeting basics for a school sport program?

- A. Revenue sources include grants, student fees, and sponsorships; major expenses include equipment, facility usage, transport, and staffing; plan with contingencies.**
- B. Budgeting is informal and has no impact on program planning.
- C. Revenue comes only from gate receipts.
- D. Expenses are fixed and do not change with activity level.

Budgeting for a school sport program centers on understanding where money comes from and where it goes to support planned activities. Revenue sources include grants, student fees, and sponsorships, while major expenses cover equipment, facility usage, transport, and staffing, with a plan that includes contingencies for unexpected costs. This approach shows budgeting as a forward-looking tool that guides decisions, ensures resources match goals, and helps cope with changes in participation or costs. In contrast, budgeting as informal with no impact on planning misses how budgets shape schedules, procurement, and overall program viability. Believing revenue comes only from gate receipts ignores the diversity of funding schools rely on, and assuming expenses are fixed overlooks how costs adjust with activity level, travel, and program scale.

8. Which of the following is a characteristic of a physically literate individual?

- A. Demonstrates a variety of motor skills.
- B. Applies knowledge of concepts.
- C. Demonstrates knowledge and skills.**
- D. Recognizes the value of physical activity.

Physically literate individuals are able to participate in physical activities across life because they combine understanding with ability. Demonstrating knowledge and skills captures this breadth—the person knows how movement works, concepts like safety and strategies, and can apply that understanding in real situations. Having a variety of motor skills is important, but literacy isn't just about what you can do physically; it also requires knowing how and why to use those skills. Recognizing the value of physical activity is about attitude and motivation, which are part of being active but don't alone define literacy. Demonstrating knowledge and skills, however, encompasses both understanding and the ability to apply it in practice, which is why it best describes a physically literate individual.

9. Explain the principle of specificity with an example in sport skill training.

- A. Adaptations are related to the demands of a task; for example, practicing free-throw shooting improves shooting accuracy, not sprint speed to the same extent.
- B. Adaptations are universal and transfer equally across all skills.**
- C. Specificity means any activity yields the same improvements in all abilities.
- D. Specificity applies only to flexibility training.

Specificity means adaptations to training occur in the exact movements, speeds, and contexts you practice. In sport skill training, this shows up when practicing a specific skill—like free-throw shooting—where the body tunes the precise motor pattern, timing, grip, and release used for that shot. The improvements will be greatest for that shot and the same performance in other, different skills (like sprinting speed) won't improve to the same extent unless you train those abilities separately. If you want to get faster, you train sprinting drills that replicate sprint mechanics and velocity, because those adaptations arise from the specific sprint demands. This idea also extends to how you design practice environments to mirror competition conditions. It's not true that adaptations transfer equally to all skills, nor that any activity yields the same gains in every area, and it isn't limited to flexibility alone.

10. Which of the following is NOT an aesthetic sport?

- A. Figure skating
- B. Gymnastics
- C. Skydiving
- D. Basketball**

Aesthetic sports are defined by judging not only how well a movement is executed, but how gracefully, artistically, and expressively it is performed. Figure skating and gymnastics are classic examples because competitions reward both technical precision and the quality of presentation—the lines, control, balance, and artistry as the routines unfold to music or choreography. Basketball, on the other hand, centers on scoring, defense, speed, and teamwork; success is determined by game outcomes and statistical performance rather than an assessed artistic presentation. Skydiving isn't typically classified as an aesthetic sport either, but within this set, basketball is the one that clearly lacks the artistic judging focus, so it is not considered an aesthetic sport.

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://pephilosophysportmgmt.examzify.com>

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

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