



وزارة التربية والتعليم
MINISTRY OF EDUCATION



ترخيص المهن التعليمية
Educational Professions Licensure

Physical Education

Study Guide - Specialization Test

Physical Education Teachers

Year 2022



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Educational Professions Licensure

Physical Education Study Guide

The Teacher Licensing System in the Ministry of Education of the United Arab Emirates is one of the educational priorities that aim at optimizing investment in teachers in order to help them to achieve the objectives of the ministry and to improve educational outcomes.

The Physical Education Test for teachers is one of the Professional teacher's license requirements for all teachers in the UAE teaching Physical Education from grade 3 to grade 12.

Test Overview

Test Name	Physical Education Test
Number of questions	80
Test Duration	2 hours
Format of questions	Multiple Choice questions
Test Delivery	Computer delivered

Section	Content Domain	Approximate Percentage of Test	Approximate Number of Questions
Section 1: Physical Education Core content in fitness and body systems	I. Anatomy, physiology and psychology	25%	20
	II. Health and Skill related fitness	25%	20
Section 2 Sports skills acquisition following physical activity policies ad procedures	III. Technique and Skill development	25%	20
	IV. Physical Education Policies and Procedures	25%	20

Approximate % of Test Domains

- I. Anatomy, physiology and psychology
- II. Health and Skill related fitness
- III. Technique and Skill Development
- IV. Physical Education policies and procedures



PART 1: Test Specifications

Section 1: Physical Education core content

This section tests the examinee's knowledge in core theoretical principle domains pertaining to physical fitness and bodily systems such as anatomy, physiology and psychology, and health and skill related fitness. **In this section examinee should be able to:**

Domain 1: Anatomy, physiology and psychology

1.1 Demonstrate understanding and theoretical knowledge of important bodily human growth systems that relate to health, fitness and performance of physical activity and sport

1.1.1 Anatomy and physiology

Demonstrates knowledge of circulatory, respiratory, muscular, skeletal, digestive, nervous and endocrine systems and provide understanding of their respective functions

1.1.2 Nutrition and hydration

Analyse the importance of maintaining an optimised nutritional and hydration balance for personal health and physical performance

Evaluate and justify food choices for personal health and physical performance

1.1.3 Sleep

Analyse positive and negative impacts of lifestyle decisions in relation to sleep patterns

1.1.4 Injury prevention

Recognize factors that will prevent bodily injuries resulting from self selected physical activity

1.1.5 Responses of physical activity on the human body

Evaluate the physiological responses of the body to exercise

Justify the components of fitness used in sport

Analyse the benefits of physical activity for general health

1.2 Demonstrate knowledge and understanding of psychological conditions and social principles and their effect on successful health physical activity and sporting performance.

1.2.1 Critical thinking

Apply critical and creative thinking to generate and assess solutions to movement challenges in a physical activity or sporting setting

Evaluate reasons for decisions and choices of action when solving movement challenges

1.2.2 Teamwork

Analyse strategies used to overcome problems involving teams

Recognize social differences of individuals involved in teams related to sporting performance

1.2.3 Leadership

Demonstrate understanding of leaderships concepts and styles as they apply to sporting roles such as (but not limiting to) being a player, an official, a coach, a teacher

1.2.4 Motivation

Evaluate intrinsic and extrinsic motivational influences towards participation in physical activity in a range of settings



1.2.5 Ethical fair play

Analyse ethical behaviours and fair play strategies that are in alignment with rules of participation in physical activities.

Demonstrate knowledge and understanding of rules and safety in relation to participating in physical activities

Demonstrate knowledge and understanding of the impact of illegal substances that is used to enhance sporting performance.

1.2.6 Positive relationships

Recognize strategies and practices used to provide constructive feedback respectfully to peers

1.2.7 Conflict resolution

Demonstrate knowledge and understanding of criticality and professionalism in processes incorporated to solve problems among individuals involved in physical activities

Evaluate decisions made in situations of conflict involving sporting individuals

1.2.8 Emotional well being

Analyse strategies used to manage emotional responses to situations and behaviours by individuals participating in physical activities

Evaluate effective skills employed to reduce emotional barriers that may affect motivation and participation levels in physical activities

Domain 2: Health and Skill related fitness

2.1 Demonstrate knowledge and understanding of movement principles and their effect on physical activity and sporting performance.

2.1.1 Fundamental motor skills

Describe characteristics and components of locomotor and perceptual-motor development as they relate to motor skill acquisition and physical performance

Analyse factors that influence motor learning, control and development of skills

2.1.2 Movement sequences

Demonstrate knowledge and apply understanding of movement sequences related to spatial awareness, direction, force, pathway, level and speed

2.1.3 Movement concepts and patterns

Recognize biomechanical principles related to motion, stability and balance, center of gravity, force production and absorption, buoyancy, rotation, torque, speed, accuracy, acceleration, equilibrium, and velocity

2.2 Plan, create and evaluate different fitness training methods for executing exercise training programmes to maximise physical and sporting performance.

2.2.1 Health and physical activity related fitness components

Identify the major components of health and physical activity related fitness for promoting cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition

2.2.2 Fitness training design principles, processes, evaluation, and goal setting

Analyse principles of programme design and effects of training over an extended period of time

Evaluate sporting and athletic SMART goals



Demonstrate knowledge and processes for designing personal fitness plans, physical activity, and nutritional goals and monitoring progress

2.2.3 Fitness testing procedures

Evaluate appropriately linked fitness tests to measure and track health and physical activity related fitness components

Analyze personal fitness portfolios to track and record fitness results for improving health and physical activity performance

2.2.4 Performance analysis and feedback procedures

Evaluate and demonstrate how to provide feedback on sporting and athletic performance.

Section 2: Sports skills acquisition following physical activity policies and procedures

This section tests the examinee's knowledge and abilities in designing and explaining technical aspects and mastery of skills acquisitions for a selected range of individual and team based sporting disciplines. Questions in this section also tests whether the examinee applies understanding of policies and procedures that address safety, and risk management. There is an expectation that examinees will demonstrate knowledge and understanding of strategies, policies and procedures that support healthy behaviours and emphasise health promotion skills for a range of inclusive populations. ***In this section examinee should be able to:***

Domain 3: Technique and skill development

3.1 Design and compare relevant activities mastering skill acquisition for individual sporting performance in a selected range of disciplines.

3.1.1 Aquatics

Identify and demonstrate knowledgeable understanding of all swimming strokes.

Analyse technical aspects of swimming strokes outside of water.

3.1.2 Athletics

Identify critical elements, techniques, and proper form for executing a variety of athletic movements in running, jumping and throwing events

3.1.3 Creative Performance

Identify skills and concepts used in creative performance involving dance and gymnastics

Evaluate techniques needed to make a good performance

Analyse movement sequences in relation to creative performances

3.2 Design and compare relevant activities for mastering skill acquisition for collective sporting performance in a selected range of disciplines.

3.2.1 Net/wall games

Identify and demonstrate knowledgeable understanding of technical skills and tactics used in net and wall games

Evaluate a range of activities, tactical awareness and application in net and wall games such as (but not limited to) tennis, badminton, squash, and volleyball

3.2.2 Invasion games

Identify and demonstrate knowledgeable understanding of technical skills and tactics used in invasion games

Evaluate a range of activities, tactical awareness and application in invasion games such as (but not limited to) rugby, football, netball, hockey and basketball



3.2.3 Striking and fielding

Identify and demonstrate knowledgeable understanding of technical skills and tactics used in striking and fielding games

Evaluate a range of activities, tactical awareness and application in striking and fielding games such as (but not limited to) cricket, baseball and softball

3.2.4 Outdoor adventure activities

Identify and demonstrate knowledgeable understanding of technical skills and tactics used in outdoor adventure activities

Analyse how participation in outdoor activities impacts personal and community health and wellbeing and creates connections to different types of environments

Domain 4: Physical education policies and procedures

4.1 Demonstrate knowledge and understanding of how to adapt physical activities to selected groups in communities.

4.1.1 Physical activity in a community environment

Demonstrate understanding and knowledge of community strategies to increase physical activity participation
Analyse knowledge of the effects that participation in physical activities can have to societies and cultures.

4.1.2 Contribution of physical activity to a group, community, and national culture

Identify benefits of physical activities to communities and ways in which physical activities offer positive contributions for groups and cultures in areas such as (but not limited to) respect, diversity and social interactions

4.1.3 Physical activity patterns of different social groups

Demonstrate an understanding of factors that affect physical activity patterns amongst a variety of social groups.
Evaluate relationships between physical activity patterns and social groups

4.2 Design and incorporate activities to maximise inclusivity of special populations in communities and national cultures.

4.2.1 Students of determination

Demonstrate knowledge of developmentally appropriate activities for students with special needs and for students from diverse cultural or linguistic backgrounds

Identify techniques and instructional strategies that support and accommodate students' physical, cognitive, social and emotional development

4.2.2 Instruction models of learning to promote inclusivity

Analyse inclusive practices that indicate ways in which to promote student centred, goals, concepts and purposes when participating in physical activities

4.3 Demonstrate knowledge and understanding of how to incorporate health and safety considerations and guidelines taking into account safety, risk management and health promotion skills with healthy behaviours

4.3.1 Safety in the environment

Demonstrate understanding of how environmental weather conditions can affect healthy behaviours

Evaluate safety hazards that impact physical activity practices in a learning environment

4.3.2 Safety in physical activity

Analyse strategies to enhance health, physical activity safety and promote wellbeing amongst student communities



Identify necessary adjustments to reduce risk and ensure the safety of self and others related to establishing and maintaining a safe physical education environment.

4.3.3 Barriers to a healthy and active lifestyle

Identify barriers that can impact one to lead a healthy and active lifestyle.

Analyse ways to overcome barriers and challenges to physical activity

4.3.4 Health promotion

Demonstrate knowledge and understanding of activities and strategies to maximise lifespan wellness

Recognize how to promote health in a learning environment



PART 2: Sample Questions

Choose the most correct answer:

Question 1

Which of the following describes an incorrect technique when performing long jump?

Look up and ahead when you are in the air.

Use both feet to take-off.

When landing, bend the knees to soften the impact.

When in the air, arms should be above your head and your legs hanging down.

Question 2

Identify the **incorrect** grip for a javelin throw:

Finnish grip.

V Grip.

Swiss grip.

American grip.



Question 3

When catching a ball, what component of fitness do you require the most?

Hand-eye coordination

Cardiovascular endurance

Speed

Balance

Question 4

Which of the following components of fitness do you require the most for a 100m sprint?

Muscular endurance

Hand-eye coordination

Balance

Speed



Question 5

What issue could students face when exercising in the heat?

Muscle soreness

Severe dehydration

Transient ischemic attack

Tachycardia

Question 6

Which of the following would help reduce the risk of injury before exercise?

Stretching during a cool down

Dynamic stretching during a warm up

Exercising before warming up the muscles

Heavy resistance exercises



Question 7

Which of the following is an **ineffective** sports coaching strategy when managing an elite football team?

Dictate the format and game activities during drills and field of play matches

Develop trusting relationships with all players in the group team by providing equal opportunities to contribute.

Set specific tasks and roles for each player during training and game based sessions

Celebrate group achievements and show recognition of relevant input by team members.

Question 8

An athlete needs to improve their cardiovascular endurance. What method of training would you recommend to them?

Weight training.

Interval training.

Plyometric training.

Continuous training.



Question 9

Which of the following will reduce motivation to participate in physical activity more significantly?

Experiencing complications from incurring previous sporting injuries.

Participating in a sport that requires strategic analysis.

Performing at an amateur level.

Being unable to participate with familiar networks.

Question 10

Which of the following actions does not demonstrate fair play and ethical behaviour in the field of sport and physical exercise?

Justifying aggressive tactical play exhibited by athletes who display extreme talent.

Keeping up to date with changes to the World Anti-Doping Code Prohibited List

Halting a game due to a team player incurring severe injuries.

Modelling established codes of conduct with youth players and their respective parents/guardians.



Question 11

In which of the following choices is not possible to employ conflict resolution strategies in sporting situations?

Tangible conflict between two teams who have had their competitive game cancelled due to complications in venue availability.

Values conflict between a player and referee whereby the player receives sanction for aggressive play during a competitive game

Intrapersonal conflict of a player disagreeing with their performance while participating in a high stakes competitive game.

Perceptual conflict between a team player and team captain whereby the player believes the captain does not respect their decisions in game based settings.

Question 12

Which of the following fitness test would be most suitable for a student who has a physical disability and participates in wheelchair basketball?

Brockport Physical Fitness Test

Multistage Fitness Test

Bruce Protocol Fitness Test

Cunningham and Faulkner Test



Question 13

During which of the following type of exercise uses fat as the dominant fuel?

Low intensity cardiovascular exercise.

Moderate intensity resistance exercise.

High intensity cardiovascular exercise.

High intensity resistance exercise.

Question 14

Which of the following sentences defines the Glycaemic index?

The daily energy requirement an average weight person needs to maintain a healthy weight.

The daily intake of nutrients needed to meet daily needs.

A measure of how much sugar is in food.

A direct measure of the rate at which blood glucose rises after consuming a carbohydrate food.



Question 15

Poor nutrition can cause long term health risks such as:

Fainting.

Dehydration.

Type 2 diabetes.

Vomiting.

Question 16

Which heart valves prevent backflow of blood into the right atrium?

Pulmonary.

Aortic.

Tricuspid.

Sinoatrial.



Question 17

Respiratory adaptations take place with long term aerobic endurance training, these include:

Reduced cardiac output.

Reduced stroke volume.

Increased gaseous exchange.

Increased lung size.

Question 18

Which of the following is not a perceived barrier to participating in physical activity?

Cultural background

Requiring equipment for participation

Level of emotional confidence

Geographical location



Question 19

Identify from the list below which answer is not one of the key elements stated by the World Health Organisation (WHO) for health promotion.

Good governance of health.

Healthy cities.

Healthy people.

Health literacy.



Answer Key

Question	Answer key
1	B
2	C
3	A
4	D
5	B
6	B
7	A
8	D
9	A
10	A
11	A
12	A
13	A
14	D
15	C
16	C
17	C
18	A
19	C