

CHAPTER 9: Concepts of physical activity and sport

Practice questions - text book pages 134 - 135

- 1) Which one of the following best describes the characteristic of physical recreation?
- based on the performance level of the continuum that involves regular training and is more competitive.
 - provides escape the pressures of life.
 - often has prize money/extrinsic rewards for winners.
 - is compulsory.

Answer: b.

Explanation:

Recreation is an activity of leisure, providing an alternative to the pressures of life.

- 2) Most sports players accept that, when they participate in physical activities, they should observe appropriate codes of behaviour or etiquette. Which of the following is the best example of good etiquette when performing a physical activity?
- shaking hands with your opponent at the end of a match.
 - obeying the referee in football.
 - shouting 'well played' to one of your team mates.
 - politely questioning a decision made by the referee in basketball.

Answer: a.

Explanation:

The key words in the question is best example.

- 3) Which one of the following is not a characteristic of sport?
- offers a pathway from participation to performance level.
 - involves commitment from participants.
 - can be competitive or non-competitive.
 - embraces Olympism values.

Answer: c.

Explanation:

Sport is a contest for which there is a competitive outcome.

- 4) The Sports Development Continuum is a model that represents a person's involvement in sport by what stage they are at. Which one of the following choices shows the correct route for sport's development?
- foundation, participation, excellence and performance.
 - performance, foundation, participation and excellence.
 - foundation, participation, performance and excellence.
 - participation, foundation, performance and excellence.

Answer: c.

- 5) From the following choices, identify the main benefit of an outdoor education programme.
- participants are presented situations requiring unexpected physical challenges.
 - participants are introduced at the foundation level on the sports development continuum.
 - participants enjoy the highly structured rules and regulations.
 - participants are motivated by extrinsic rewards.

Answer: a.

Explanation:

The key word here is main.

6) Explain how an individual would benefit from participating in a sports team.

4 marks

Answer:

Note: There are many possible answers for the question, 4 marks for four of:

- Sport teaches **teamwork: decision making, problem solving.**
- Fighting for a common goal with team mates and coach, builds up a collective team synergy.
- And effective communication to the best way to decision making and problem solving.
- Sport offers **personal benefits within a sports team:** such as the development of **leadership** qualities, sound **competitive** and **cooperative** attitudes and **motivational** strategies to train and compete with team mates and making new friends.
- Sport can **boost self-esteem** and self-confidence within a team environment: Success generates self-confidence when goals are achieved.
- For example, winning the local league is a very rewarding and exciting process that builds up self-confidence.
- And provides enjoyment and social cohesion to the team.
- Team sports offer **moral benefits:** played with a sport of sportsmanship and fair play.
- Being part of a team can reduce individual stress levels:
- Team mates and coaches can support weaker players when communication channels are working well.

7) Identify possible physical objectives of a major game, swimming or athletics as part of your Physical Education programme.

3 marks

Answer:

3 marks for the objective of improving:

- **Health**, for example improved heart rate.
- **Fitness**, getting stronger, increased mobility or endurance.
- **Skills**, skilfulness or prowess.
- **Techniques** and strategies.
- Physical **competition** or effort.
- **Enjoyable** or a physical feel-good factor.

8) What are the main educational qualities of outdoor education? Illustrate your answer using a specific outdoor activity.

3 marks

Answer:

Select a specific outdoor activity and relate it to the following qualities:

- **Leadership** skills.
- **Problem** solving.
- **Strategy** building.
- Thrilling or **exciting** emotional experiences.
- Appreciation of the natural world (**environment**).
- **Social or group awareness** (having fun with friends, learning how to co-operate in a group).

9) Identify four characteristics of sport using a game to illustrate each of them.

4 marks

Answer:

Select your game to illustrate four characteristics from:

- Vigorous **physical** exertion.
- Complex physical **skills**.
- **Institutionalised**.
- Highly **competitive**.
- Involves **own team** or opposition.
- Fair play or **sportsmanship**.
- Retains the characteristics of **play**.
- Can be in one's **free time**.
- Involves **personal** choices.
- Pleasurable and **rewarding**.

10) a) Discuss the main similarities and differences between physical recreation and sport.

4 marks

Answer:

2 marks for two of similarities between physical recreation and sport:

- They can be **similar activities**.
- They both tend to include a **physical** component.
- Both have **social** values.
- Individuals choose to take part in both.
- Both identify **enjoyment** as important.

2 marks for two of differences between physical recreation and sport:

- **Sport** is highly **competitive** – **recreation** can be **fun** and done for its own sake.
- **Sport** is highly **organised** – **recreation** can be **spur of the moment** with its own rules and boundaries.
- **Sport** tends to be at a **higher standard** – **recreation** can be at **whatever** standard people want.
- **Sport** has more stringent rules (more **regulated**) – **recreation** has its **own time and space** with rules wanted by the participants.
- **Sport** tends to require more time and **commitment** – **recreation** can be as short or **as long as wanted** – usually no commitment except to the present activity.

b) How can a school provide opportunities to participate in physical recreation and sport?

3 marks

Answer:

3 marks for three of:

- **Sport** is provided as extra-curricular activity.
- Schools make provision for sports teams and fixtures.
- Schools set up sport education programmes.
- **Recreational sport** takes place in lunchtimes or sports clubs in breaks or after school.
- Schools provide visits and taster sessions at local sports centres.
- Schools open up their facilities on weekends and holidays.
- Schools offer a wider range of activities including outdoor recreation.

c) Outline the basic requirements needed to undertake sport or recreation.

3 marks

Answer:

Sport and Recreation require, 3 marks for three of:

- **Time** - free time or leisure time.
- **Money** - disposable income.
- Transport or mobility to get to a facility.
- **Access** to a sport or recreation facility.
- Access to a space to play (local sports centre).
- Resources (kit, clothing or equipment).
- Fitness at a basic level.
- Some activities require good health (GP check-up sometimes advisable).
- Ability and a certain skill level.
- Knowledge of the game or sport.
- **Enthusiasm** for the sport.

11) In what ways are the characteristics of physical education and those of sport different?

6 marks

Answer:

PE:

3 marks for three of:

- PE develops (motor/psycho-motor) **skills**.
- PE involves **learning other things**.
- PE develops **morals/ethics/fair play**.
- PE **health/social/life-long learning/child-centred**.
- PE is **compulsory**.

Sport:

3 marks for three of:

- Sport is **competitive**/sport primarily seeks winners and losers/extrinsic rewards.
- Sport may not have educational objective/is **elitist**.
- Sport does/may **not** lead to **improvement/learning**.
- Sport is **serious/commitment/training**.
- Sport is **voluntary**/in your own time/choice.

12) Many schools offer their pupils the opportunity to participate in non-competitive activities. What are the benefits of taking part in non-competitive outdoor and adventurous activities, such as skiing?

5 marks

Answer:

5 marks for five of:

- Appreciation of the **natural environment**/travel to new environments (not just outdoors).
- Know **personal limits/safety** values (not just its safer)/self discovery.
- **Trust** in others/communication/awareness of others/team work.
- Self reliance/decision making/leadership/self discipline/survival techniques.
- **Courage**/bravery/overcome fear/challenging.
- Opportunities for **active leisure**/free time.
- **Escape** from stress/mental health.
- No social comparison.
- **Freedom from rules**.
- Health and fitness – **physical**.
- **Intrinsic motivation**/fun/enjoyment/adrenaline and excitement.
- **Sense of achievement**/fulfilment/new skills/self esteem.
- **Social**/friendship.
- **Participation** rather than end result/no pressure/at own pace/no fear of failure.

13) Outdoor education is a means of approaching educational objectives through adventurous activities in the natural environment.

a) Select an outdoor adventurous activity and explain it in terms of four levels of adventure.

5 marks

Answer:

Level one:

- A **process of discovery** in a new environment which is exciting but safe.
- For example, canoeing on a canal or calm lake or river or swimming baths.

Level two:

- An **element of adventure** where skills and confidence will be tested but where risks will be minimal.
- For example, canoeing down a white water river with flattened rapids and elements of endurance.

Level three:

- Adventure at the **upper level** of the performer's ability, testing prowess and temperament, but with full safety procedures in place.
- For example, white water canoeing on graded water involving difficult rapids and falls.

Level four:

- Misadventure, where the performer finds themselves in **real risk**, facing hazards which are beyond their ability.
- For example, inexperienced canoeists tackling water without safety procedures in place and in adverse conditions.

b) Use Figure 9.17 to explain values associated with an outdoor adventurous activity of your choice. 4 marks

Answer:

Excitement hinges on:

- The **unpredictability** of the situation in a natural environment.

Challenge involves:

- **Coping with the elements** and new skills in this environment.

Discovery concerns:

- **Dealing with the unexpected** and finding out more about yourself.

Risk exists in the form of:

- **Perceived risk** by the performer and the possibility of unpredicted real risk in a hostile environment.

One mark would be given for using an application (a recognised outdoor adventurous activity).

figure 9.17 – an outdoor activity



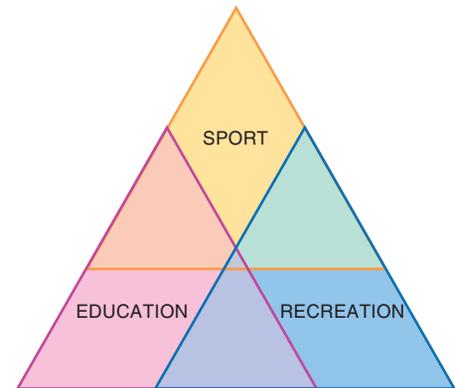
- 14) a) Using your school as an example, explain figure 9.18 in terms of curriculum PE, extracurricular programmes and recreational activities. 6 marks

Answer:

6 marks for six of:

- The significance of this pyramid is the **overlap** of sport, physical education and recreation.
- And the parts that do not overlap which will have characteristics that are unique to that part of the pyramid.
- For example, all three parts are organised and structured with expected **social behaviours**.
- All three parts provide opportunities for a challenge and help to build character forming skills such as **organisation**.
- All three parts can give a **sense of satisfaction**.
- In the sections where there is no overlap there are characteristics that
- For example, physical education is compulsory whereas recreation is voluntary.
- Sport requires **commitment**, in contrast to recreation which is informal and relaxed such as play-times.
- Within a school situation, physical education takes place in **formal lessons**.
- Sport takes place in formal lessons and during **extra-curricula** time.
- Recreation takes place during **breaks**, but can also be linked to a sport.
- For example, a group playing with a football.

figure 9.18– sport, education, recreation overlap



- b) Why is a pyramid such a useful analogy? 2 marks

Answer:

- When you draw an analogy between things, you compare and contrast them for the purpose of explanation.
- Such a pyramid recognises that curriculum physical education is only one of a number of physical performance opportunities in the average school.

- 15) How can a school physical education programme act as a pathway for individuals to participate in a more structured form of sporting activity? 3 marks

Answer:

3 marks for three of:

- Provides an initial interest/**foundation** level/develops basic sport skills/rules.
- Follow **National Curriculum** guidelines/government policies.
- Provides **wide range of activities**/find one they may enjoy/best suits.
- **Extra curricular activities**/participation bases/extend interest/coaching/teams/school clubs/camps etc.
- **Links with local clubs**/publicise/raise awareness/provide information/play for a club.
- Send pupils for trials/**selection**/referral.
- **Specialist sports colleges**/school sport co-ordinators.

16) Discuss the benefits and problems associated with participating in sporting activities.

15 marks

Answer:

Benefits:

8 marks for eight of:

- Can act as an **emotional release** from everyday life.
- Offers individuals an opportunity to express their own **individuality**.
- Creates a **challenge**, provide enjoyment and personal achievement.
- The **freedom to choose** what sporting activity to do is a rewarding experience.
- Helps with **socialisation** – collective spirit and persuades people away from social unrest.
- Helps people **achieve success** when other avenues of achievement may not be available to them.
- Helps improve **health**, well-being and fitness.
- Has an **economic benefit** to individuals (income) and national economies.

- In the more formal **coaching** environment, personal benefits of sport, and particularly high level sport, include qualities of leadership, and sound competitive and cooperative attitudes.
- **Decision-making** opportunities to learn about oneself and others in competitive situations.
- Individuals benefit from at least an occasional taste of **excellence**.

- The potential **moral benefits** of sport, such as sportsmanship and fair play, arise from competition.

Problems:

7 marks for seven of:

- Sport can retain and reinforce **discrimination**.
- Too much emphasis placed on **winning** and financial rewards intensifies this.
- The **win-at-all costs ethic** may encourage gamesmanship tactics and cheating, such as illegal drug usage.
- **Competition**, if not handled well, can be damaging.
- Excessive behaviour (**aggression/violence**) can be encouraged through sport.
- **Spectator sport** can begin to outweigh active participation.
- **Media coverage** can dominate sports and their type of coverage can determine the wealth of the sport.