



Intercultural school
Talents pour le monde

**EPREUVES D'ADMISSION
EN COMMUNICATION
INTERCULTURELLE ET TRADUCTION**

LANGUE DE TRAVAIL : ANGLAIS

EPREUVE DE LA MATINEE : 9h – 12h

Traduisez vers votre langue maternelle le titre et tout le texte :

Does competitive sport in school do more harm than good?

Double Olympic champion Mo Farah's athletic talent was spotted at an early age by his physical education teacher at Feltham community college in west London. Alan Watkinson was instrumental in channelling Farah's energies into athletics and says this also helped the young athlete focus on his studies.

But not everyone shares Watkinson's enthusiasm for competitive sports, least of all students. According to a survey by Marylebone Cricket Club (MCC) and the Chance to Shine charity, almost two thirds (64%) of eight to 16-year-olds said they would be "relieved, not bothered or happier" if winning or losing were not a factor.

Childhood obesity is worryingly high in Britain and it's hard to find an argument against the need for students to engage in strenuous physical activity during physical education (PE) lessons. But with so much of the curriculum already fiercely target driven, why must these sessions include an element of competition?

While Chris Tully, head of PE at a secondary school in west Yorkshire, sympathises with children who may have less interest in or talent for sport, in his view the answer is not to abolish the competitive element but to apply a more tailored approach to teaching according to each student's needs.

At Tully's school, teachers make sure students are matched appropriately and fairly to activities and competitors according to ability. The result is that no girl or boy plays against a peer who is much more physically developed or experienced. It wouldn't be beneficial for either pupil, he says.

Gareth Hamer, a PE and maths teacher at Stourport high school and sixth form in Worcestershire, agrees that competition is healthy. He adds that physical education has the ability to offer so much more than the experience of winning and losing. Lessons also look at technical, physical, social and psychological aspects.

Young people need to know what it's like to succeed, but equally how it feels to fail. Jon Clack, headteacher at a small rural school in Lincolnshire, set up a charity called Inspire Plus to encourage sport in his and the local community after the government cut its school sports partnership funding. Since then, he has been working to ensure PE is a bigger priority.

Failure, Clack reveals, is almost an expectation at his school of just 70 pupils. If you are playing in external competitions against teams which have been chosen from a much wider pool of talent, there is a strong possibility of losing. It's therefore important that the students set themselves their own individual goals, such as aiming to score at least one goal. Clack says the students recognise that failing is a fact of life and so they see it as a learning experience.

He adds that it doesn't matter about your age or your skill, competitive sports give students the opportunity to explore the standard of their skill versus others' because many are much better than they think.

"The key thing is developing the whole child who is prepared for life and work," Clack says. "Win, lose or draw – your life will never pan out like you expect it to, so you need to be prepared."