



# Cambridge IGCSE™

CANDIDATE NAME



CENTRE NUMBER

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## PHYSICAL EDUCATION

0413/13

Paper 1 Theory

October/November 2025

1 hour 45 minutes

You must answer on the question paper.

No additional materials are needed.

### INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- You may use a calculator.
- You should show all your working and use appropriate units.

### INFORMATION

- The total mark for this paper is 100.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages.





1 Recovery involves EPOC.

(a) State what the letters in EPOC stand for.

..... [1]

(b) State the alternative name for EPOC.

..... [1]

[Total: 2]

2 Describe the **four** aspects of good social health and well-being.

1 .....

2 .....

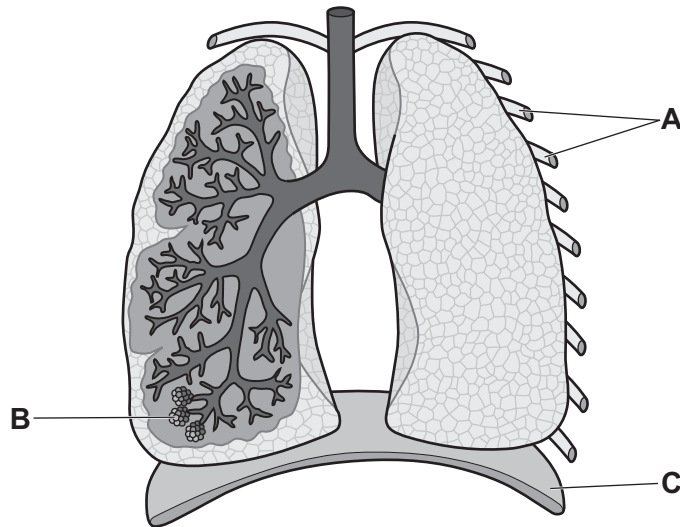
3 .....

4 .....

[4]



3 The diagram shows some structures involved in breathing.



(a) Identify the structures labelled **A**, **B** and **C**. Describe a different function of each structure.

**A** .....

function .....

.....

**B** .....

function .....

.....

**C** .....

function .....

.....

[6]

(b) Describe **three** characteristics of structure **B**.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

[Total: 9]



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4 The photograph shows a performer throwing a javelin.



(a) (i) Identify the class of lever at the shoulder joint of the throwing arm.

..... [1]

(ii) Sketch and label a diagram of the class of lever you identified in (a)(i).

[2]

(b) Describe the effect of **three** named forces acting on the javelin during this activity.

force 1 .....

effect .....

.....

force 2 .....

effect .....

.....

force 3 .....

effect .....

.....

[6]





(c) Suggest **three** examples of how technology may be used in a javelin event.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

[Total: 12]

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5 The photograph shows a batter in baseball.



(a) During a game of baseball the batter will usually receive a number of balls to hit.

Other than decision making, describe how the batter may use **three** named stages of the information processing model when hitting these balls.

stage 1 .....

description .....

.....

stage 2 .....

description .....

.....

stage 3 .....

description .....

.....

[6]

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(b) Decision making involves memory.

Describe **three** differences between short-term memory and long-term memory.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

(c) Identify **two** types of guidance. Describe an example of how a coach may provide each type of guidance to a batter in baseball.

type of guidance 1 .....

example .....

.....

type of guidance 2 .....

example .....

.....

[4]

[Total: 13]

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6 (a) Describe what is meant by real risk and perceived risk.

real risk .....

.....

perceived risk .....

.....

[2]

(b) The photograph shows two windsurfers. Windsurfing involves risk.



(i) Describe **one** example of a real risk and **one** example of a perceived risk for a windsurfer.

example of real risk .....

.....

example of perceived risk .....

.....

[2]





(ii) Use the photograph to suggest different ways that each of the following may reduce the risk of injury when windsurfing:

protective equipment .....

.....

appropriate footwear .....

.....

appropriate clothing. ....

.....

[3]

[Total: 7]

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7 The photograph shows a gymnast performing a handstand, which is a static balance.



(a) Other than balance, describe how **three** named components of fitness may benefit a gymnast.

component 1 .....

benefit .....

.....

component 2 .....

benefit .....

.....

component 3 .....

benefit .....

.....

[6]

(b) Static balance can be measured using the Standing Stork Test.

Describe how this test is carried out.

.....

.....

.....

.....

.....

.....

[3]





(c) A gymnast may use goal setting to help them improve their performance of a handstand.

Complete the table to show the principles of SMARTER goal setting and how each principle may be used to improve a handstand.

principle	how the principle may be used to improve a handstand
specific	practising the handstand that would be used in competition
	timing the number of seconds a handstand can be held
agreed	
	make sure the gymnast is strong enough to perform a handstand
time-phased	
	the gymnast is thrilled that the performance of their handstand is improving
recorded	

[6]

[Total: 15]



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8 (a) Describe a different function for each of the following structures of the heart:

left ventricle .....

.....

right atrium .....

.....

pulmonary artery .....

.....

valve. ....

.....

[4]

(b) Describe the role of the capillaries at the lungs in gaseous exchange.

.....

..... [1]

(c) (i) Describe stroke volume.

.....

..... [1]

(ii) Calculate the cardiac output of a performer who has a heart rate of 72 beats per minute and a stroke volume of 75 millilitres.

Show your working and include appropriate units.

cardiac output .....

units .....

[3]

[Total: 9]

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9 (a) Describe **two** named types of motivation. Give an example of each type of motivation.

type of motivation 1 .....

description of type of motivation .....

example .....

type of motivation 2 .....

description of type of motivation .....

example .....

[6]

(b) Suggest a benefit of motivation for a performer.

.....

..... [1]

[Total: 7]





10 Explain why the following factors may cause a growth in leisure activities:

advances in technology .....

.....

.....

better health awareness .....

.....

.....

improvements in travel methods .....

.....

.....

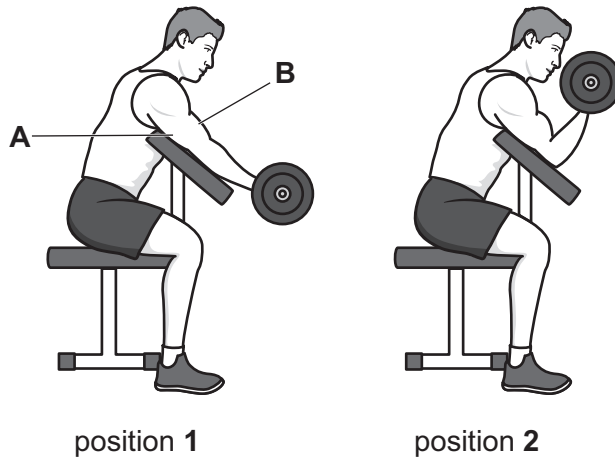
wider media coverage. ....

.....

.....

[4]

11 The diagrams show a performer doing a weight-training exercise.



(a) Identify the muscles labelled **A** and **B**.

**A** .....

**B** .....

[2]

(b) Identify the type of movement at the elbow joint as the performer's arm moves from position 1 to position 2.

..... [1]





(c) Explain how muscles **A** and **B** work as an antagonistic pair when the performer's arm moves from position **1** to position **2**.

.....  
.....  
.....  
..... [2]

(d) Identify the type of isotonic muscle contraction in muscle **B** when the performer's arm moves from position **2** to position **1**.

..... [1]

[Total: 6]

12 Outline **four** differences between the continuous method of training and the fartlek method of training.

1 .....  
.....  
.....  
2 .....  
.....  
.....  
3 .....  
.....  
.....  
4 .....  
.....  
.....

[4]



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13 Explain how **two** factors may cause a variation in the skill level between performers.

1 .....

.....

.....

2 .....

.....

.....

[2]

14 Explain how **three** named phases of a warm up prepare a performer for an activity.

phase 1 .....

explanation .....

.....

.....

phase 2 .....

explanation .....

.....

.....

phase 3 .....

explanation .....

.....

.....

[6]

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