

## **Cambridge International Examinations**

Cambridge International General Certificate of Secondary Education

CANDIDATE NAME					
CENTRE NUMBER			CANDIDATE NUMBER		

# 0 9 2 1 2 6 7 5 1 8

#### PHYSICAL EDUCATION

0413/13

Paper 1

October/November 2015

1 hour 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

#### **READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

### **Section A**

Answer all questions in this section.

Write your answers in the spaces provided on the Question Paper.

#### Section B

Answer all questions in this section.

Write your answers in the spaces provided on the Question Paper.

Electronic calculators may be used.

You may lose marks if you do not show your working or if you do not use appropriate units.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.



## Section A

Answer **all** the questions in the spaces provided.

Give <b>one</b> feature of a skill.
[1]
Give <b>one</b> example of a voluntary organisation that might provide recreational opportunities.
[1]
Name <b>one</b> food source that will provide a high level of calcium, which is needed for strong bones.
[1]
Give <b>one</b> way that extrinsic feedback can be given.
[1]
Define what is meant by the term <i>physical recreation</i> .
Explain, giving an example, why wearing correct footwear can help a player play sport safely.
[1]
Give <b>two</b> functions of the skeleton.
1
2
[2]

Give <b>two</b> reason recovery.	ns why a sprained ankle might be elevated as part of the treatment to sp
1	
2	
Explain how impr	rovements in health care have affected participation in sports.
	performers need to use both aerobic and anaerobic respiration during the concepted the table below which shows different occasions when anaerobic an activity.
Activity	Occasion when anaerobic respiration is used
Football	Sprinting to get the ball
Tennis	
Cricket	

Basketball

11	Describe the role and function of tendons.
	[4]
	[4]
	[Total: 20]

## **Section B**

Answer **all** the questions in the spaces provided.

# Unit 1 Factors affecting performance

B1	(a)	Give <b>two</b> reasons why a performer would be motivated by being involved in the Olympic Games.
		1
		2
	<i>-</i> - \	[2]
	(b)	Name <b>three</b> different components of a synovial joint and describe how each helps movement.
		Component 1
		Component 2
		·
		Component 3
		[0]

(c) Complete the table below that shows the benefits an athlete might hope to gain from taking a banned substance.

Substance	Reason for taking banned substance			
Narcotic analgesic	Helps pain relief allowing a performer to return to play more quickly after injury, hides pain			
Stimulants				
Diuretic				
Peptide hormones				
[3] Using an appropriate example, describe the role of the prime mover in the flexion of a joint.				

© UCLES 2015 0413/13/O/N/15

(d)

(e)	Team sports often have players with a variety of body types. Give <b>two</b> different body types and describe how these can be a benefit to a performer in a named sport.						
	Nar	me of sport					
	Boo	dy type					
	Ber	nefit					
		dy type					
	Ber	nefit					
		[4]					
(f)	(i)	Give a definition of the term <i>fitness</i> .					
		[1]					
	(ii)	Name <b>three</b> components of skill-related fitness and describe the benefits of each in an activity.					
		Component					
		Benefit					
		Component					
		Benefit					
		Component					
		Benefit					
		[3]					

(g)	Name <b>three</b> components of blood, describe their functions and explain how they benefit a performer.
	Component 1
	Function
	Benefit
	Component 2
	Function
	Benefit
	Component 3
	Function
	Benefit
	[6]
	[Total: 25]

# Unit 2 Health, safety and training

B2	(a)	Give <b>two</b> features of social well-being.
		1
		2
		[2]
	(b)	Describe <b>two</b> factors that influence the amount of energy a person requires.
		1
		2
		[2]
	(c)	Give <b>three</b> reasons why a warm up can help reduce the possibility of injury.
	(0)	
		1
		2
		3
		[3]
	(4)	Describe <b>four</b> considerations that the leader of a group would take into account before setting
	(u)	off on an adventurous outdoor activity.
		1
		2
		3
		4
		[4]

(e)	Explain the role of glucose in the production of energy.
	[4]
(f)	Fartlek training is often used when people start training. Explain the benefits of using this type of training.
	[5]
	[T-4-1, 001

[Total: 20]

# Unit 3 Reasons and opportunities for participation in physical activity

В3	(a)	Describe <b>two</b> ways that a school can help participation in sports.
		1
		2
		[2
	(b)	Describe ways that a sports centre could encourage members from different cultures to take part in sports.
		[3
	(c)	Discuss the potential advantages and disadvantages to a television company when showing high levels of different sports.
		[5]

(d)	Name <b>one</b> factor that will determine if a performer can achieve excellence in sport and describe how this factor influences achievement.
	Factor
	[5]
	[Total: 15]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.