



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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4550521132



PHYSICAL EDUCATION

0413/13

Paper 1

May/June 2018

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.

This document consists of **12** printed pages.



Section A

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

1 State **one** example of a closed skill.

.....
..... [1]

2 Name **one** food source that is rich in carbohydrate.

.....
..... [1]

3 Define the term *leisure time*.

.....
..... [1]

4 State the type of motivation usually associated with a performer who only plays to win a trophy.

..... [1]

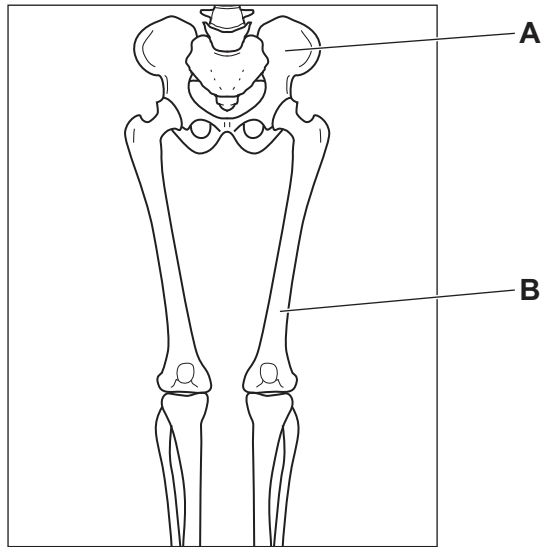
5 State **one** piece of personal safety equipment, other than footwear, that can prevent injury in a named team game.

team game.....
personal safety equipment..... [1]

6 Suggest **one** advantage of using a private, rather than a local authority, sports facility.

.....
..... [1]

7 The diagram shows part of a human skeleton.



Name the bones labelled **A** and **B** and describe a different function of each bone.

bone **A**.....

function.....

bone **B**.....

function..... [2]

8 Describe **two** benefits of elevating an injured limb.

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

9 Complete the table to state a function of each component of blood.

component of blood	function
plasma	
red blood cells	carry oxygen to working muscles
white blood cells	
platelets	

[3]

10 Explain the benefits of regular exercise for a person's mental well-being.

.....

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.....

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[3]

11 Suggest how the media can affect the quality of performance of a professional athlete.

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[4]

[Total: 20]

Section B

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

Unit 1 Factors affecting performance

12 (a) Explain how limited channel capacity affects the learning of a skill.

.....
.....
.....
.....

[2]

(b) Describe how **three** goal-setting principles could be applied in a named physical activity.

physical activity.....
principle 1.....
.....
.....
principle 2.....
.....
.....
principle 3.....
.....
.....

[3]

(c) Some stimulants are banned performance-enhancing drugs.

Suggest **three** effects of taking a stimulant on an athlete.

.....
.....
.....
.....
.....
.....

[3]

(d) Complete the table to show a type of movement that occurs at each of the synovial joints and one example from sport of this type of movement at a pivot joint.

synovial joint	type of movement at joint	example from sport
hinge joint		kicking the ball in football
pivot joint		

[3]

(e) Describe a recognised test for a named component of skill-related fitness.

component.....

test.....

.....

.....

.....

.....

.....

.....

.....

[4]

(f) Muscles create movement at a joint.

(i) State the role of synergists.

.....
..... [1]

(ii) Describe, using an example, how a prime mover creates movement at a named joint.

joint.....
example.....
.....
.....
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.....
.....
..... [3]

(g) Explain factors that may affect the fitness of a performer.

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..... [6]

[Total: 25]

Unit 2 Health, safety and training

13 (a) Suggest **two** social benefits of playing in team sports.

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

(b) Performers keep themselves safe during a team game by using protective equipment and wearing appropriate clothing and footwear.

Describe **two** other ways performers keep themselves safe during a team game.

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

(c) Explain, using examples, how environmental factors can cause injuries.

.....
.....
.....
.....
.....
..... [3]

(d) Explain the immediate effects of high-intensity exercise on a performer.

.....
.....
.....
.....
.....
..... [3]

(e) (i) Describe **one** different benefit for a performer of each of the following nutrients.

carbohydrate.....

.....

fat.....

.....

protein.....

.....

[3]

(ii) Explain how **two** factors affect a person's dietary needs.

.....

.....

.....

.....

[2]

(f) Circuit training can be used in a variety of ways.

(i) State **two** factors that need to be considered when planning a circuit-training programme.

.....

.....

.....

.....

[2]

(ii) Explain how **three** training principles can be applied to a circuit-training programme.

.....

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.....

.....

[3]

[Total: 20]

Unit 3 Reasons and opportunities for participation in physical activity

14 (a) Suggest why an older person chooses to do different physical activities compared to a younger person.

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.....
.....

[2]

(b) Suggest advantages and disadvantages of dual-use facilities to a community.

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[4]

(c) Explain how sport provides social equality.

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[3]

(d) Describe the role of schools in enabling a young person to progress to the highest level in sport.

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[6]

[Total: 15]

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