



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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**PHYSICAL EDUCATION**

**0413/12**

Paper 1

**October/November 2016**

**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 **11** printed pages and **1** blank page.

**Section A**

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

1 State **one** major function of the skeleton.

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

2 Suggest **one** reason why someone who is able to carry out everyday physical tasks could be considered to have good physical well-being.

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

3 Suggest **one** way that schools can encourage participation in school sport.

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

4 Explain **one** environmental factor that can affect the skill levels of a performer.

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

5 Give **one** source of fibre that may be included in a balanced diet.

.....[1]

6 Name **one** type of organisation that controls and runs recreational facilities.

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

7 Identify **two** features of fast twitch muscle fibres.

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

8 Explain **two** benefits of a cool down for a performer.

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

9 Describe **three** positive social effects that result from a country hosting a global event such as the Olympic Games.

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

10 Describe **three** safety considerations that the activity leader would need to take into account if a group of beginners were taking part in an outdoor climbing activity.

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

11 Name **two** sports and give examples of how **two** different body types provide benefits for a performer in each of these sports.

sport 1 .....

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

sport 2 .....

.....  
.....  
.....  
.....  
.....[4]

[Total: 20]

**Section B**

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

**Unit 1 Factors affecting performance**

**12 (a)** Describe **two** features you would expect to see in the performance of a skill by an elite performer.

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

**(b)** Identify **one** sign or symptom, **one** cause and **one** treatment of a synovial joint injury.

sign or symptom .....

.....

cause .....

.....

treatment .....

.....[3]

**(c)** Give **one** feature of a tendon and describe how tendons aid movement.

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

(d) Give **three** different components of health related fitness and use examples from different sports to show how they benefit a performer.

sport 1 .....

component .....

.....

.....

sport 2 .....

component .....

.....

.....

sport 3 .....

component .....

.....

.....[3]

(e) Explain **four** benefits of goal setting for a performer.

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.....[4]

(f) In the space below, draw a labelled diagram of the inverted U theory (Yerkes-Dodson Theory) and explain how the level of arousal affects the quality of performance.



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.....[4]

(g) (i) Give **two** reasons why a coach would test a performer's fitness levels.

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.....[2]



**Unit 2 Health, safety and training**

**13 (a)** Explain how good social well-being helps a performer when playing sport.

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

**(b)** Give **two** ways that a performer’s diet could help in the preparation for physical activity.

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.....[2]

**(c)** Describe the negative effects on a performer of not taking part in a warm up before an activity.

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.....[3]

**(d)** Describe the steps a schoolteacher would take to ensure the safety of the competitors when planning a contact sports event.

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.....[4]



(e) Explain the benefits to a performer of using interval training to prepare for an endurance event.

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.....[4]

(f) (i) Explain why a sprinter can only maintain maximum speed for a short period of time.

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

(ii) Describe how the sprinter's body returns to its normal state after the sprint.

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

[Total: 20]

**Unit 3 Reasons and opportunities for participation in physical activity**

**14 (a)** Give **two** features of leisure time.

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.....[2]

**(b)** Describe factors that may encourage elderly people to be physically active.

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.....[3]

**(c)** Explain how the media can influence young people in sport.

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.....[4]



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