

Cambridge International Examinations

Cambridge International General Certificate of Secondary Education

CANDIDATE NAME			
CENTRE NUMBER		CANDIDATE NUMBER	

1 6 8 1 1 0 3 5 2 9 2

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]
ļ	Explain one environmental factor that can affect the skill levels of a performer.
	[1]
	Give one source of fibre that may be included in a balanced diet. [1]
	Name one type of organisation that controls and runs recreational facilities.
	[1]
	Identify two features of fast twitch muscle fibres.
	[2]
3	Explain two benefits of a cool down for a performer.
	[2]

9	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

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)	

(d)	Give three different components of health related fitness and use examples from different sports to show how they benefit a performer.	ent
	sport 1	
	component	••••
	sport 2	
	component	
	sport 3	
	component	
		[3]
(e)	Explain four benefits of goal setting for a performer.	
		.[4]

(f)	ne space below, draw a labelled diagram of the inverted U theory (Yerkes-Dodson Theory) explain how the level of arousal affects the quality of performance.	
		[4]
(g)	(i)	Give two reasons why a coach would test a performer's fitness levels.
		[2]

(ii)	Explain how different factors could affect the level of fitness of a performer.
	[4

[Total: 25]

Unit 2 Health, safety and training

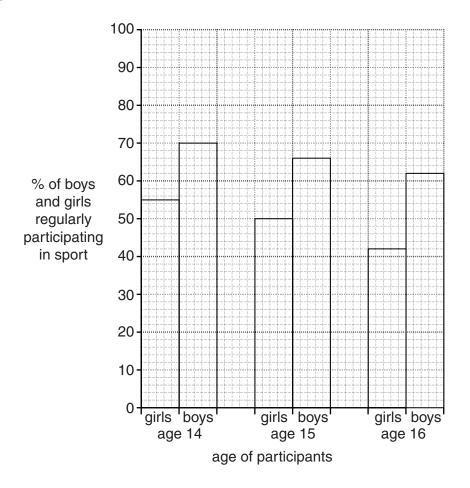
13	(a)	Explain how good social well-being helps a performer when playing sport.						
		[2]						
	(b)	Give two ways that a performer's diet could help in the preparation for physical activity.						
		[2]						
	(c)	Describe the negative effects on a performer of not taking part in a warm up before an activity.						
		[3]						
	(d)	Describe the steps a schoolteacher would take to ensure the safety of the competitors when planning a contact sports event.						
		[4]						

(e)	eve eve	plain the benefits to a performer of using interval training to prepare for an eent.	ndurance
			[4]
(f)	(i)	Explain why a sprinter can only maintain maximum speed for a short period of	time.
			[3]
	(ii)	Describe how the sprinter's body returns to its normal state after the sprint.	
			[2]
			[2] [Total: 20]

Unit 3 Reasons and opportunities for participation in physical activity

14	(a)	Give two features of leisure time.					
		[2]					
	(b)	Describe factors that may encourage elderly people to be physically active.					
		[3]					
	(c)	Explain how the media can influence young people in sport.					
		[4]					

(d) The graph below shows the levels of regular participation in sport for boys and girls between the ages of 14–16.



of 16.		uecrease r	•	•	
					[6]

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