

### **Cambridge International Examinations**

Cambridge International General Certificate of Secondary Education

CANDIDATE NAME					
CENTRE NUMBER			CANDIDATE NUMBER		

# \*8983777943\*

## PHYSICAL EDUCATION

0413/13

Paper 1

October/November 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  $\boldsymbol{\mathsf{all}}$  the questions in the spaces provided.

	Suggest <b>one</b> reason why the type of physical activity a person takes part in may change as t get older.
•	State <b>one</b> requirement for good health and fitness.
	State <b>one</b> type of voluntary organisation that may provide recreational opportunities.
	Describe why the goals set for a performer should be specific.
(	State <b>one</b> reason why a performer may have a high energy requirement.
	Describe <b>one</b> benefit for a student of their school offering extracurricular activities.
1	Name a different joint where each of the following types of movement can occur.
ć	abduction
	otation

Describe <b>two</b> benefits of a cool down for a performer.	
Describe <b>three</b> benefits of having efficient gaseous exchange in the lungs for a performer.	
Describe how teachers can reduce the chances of students being injured during physical educativities.	at

11	Suggest how use of the internet can benefit sport.	
		[4]

[Total: 20]

# Section B

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

# Unit 1 Factors affecting performance

12	(a)	Suggest <b>two</b> reasons why the majority of skills used in team games are open skills.	
			[2]
	(h)	Explain <b>three</b> ways in which arousal can affect a performance.	
	(6)	Explain tines ways in which arousar can allect a performance.	
			[3]
	(c)	Name an extreme body type and describe how it may provide an advantage in a named physactivity.	sical
		extreme body type	
		physical activity	
		description	
			[3]

(d)	Describe how tendons aid movement.	
		[3]
(e)	The diagram shows a hockey goalkeeper trying to save a penalty.	



Explain now <b>four</b> components of health-related fitness assist the goalkeeper's movement	iS.
component 1	
component 2	
component 3	
component 4	
	[4]
	Γ.1

ı	Describe <b>one</b> function of each of the following components of blood.
I	plasma
	red blood cells
	white blood cells
	platelets
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.
	respiratory systems and how this improves performance.

[Total: 25]

# Unit 2 Health, safety and training

3 (	a)	State <b>two</b> charact	eristics of physical well-being.	
				[2]
				[-]
(		Complete the tabl performer.	e to show the missing nutrient and a benefit that protein provides for a	l
		nutrient	benefit	
	ŗ	orotein		
			insulation and slow release of energy	
(		Describe example activities.	insulation and slow release of energy s of how participants can physically assist and support other pupils in phy	[2] /sical
(				
(				
(				
(				
(			s of how participants can physically assist and support other pupils in phy	/sical
		activities.	s of how participants can physically assist and support other pupils in phy	/sical

	(ii)	Describe <b>two</b> examples from different physical activities of isometric muscle contraction	ons.
		physical activity 1	
		example	
		physical activity 2	
		example	
			[2]
(e)	Explai	in the long-term effects of regular aerobic training on skeletal muscles.	
			[4]

(f)	(i)	Explain, using examples from a named physical activity, how training principles can applied to bring about an improvement in performance.	n be
		physical activity	
			[4]
	(ii)	Suggest <b>two</b> signs that a performer is over-training.	
			[0]
			[2]

[Total: 20]

# Unit 3 Reasons and opportunities for participation in physical activity

14 (a) Kenya and Ethiopia are two countries with areas located at high altitude. Many athletes from

	both countries excel in middle and long-distance running.	
	Suggest <b>two</b> reasons why some other countries with areas located at high altitude do <b>no</b> achieve excellence in these activities.	t
		[0]
		[2]
(b)	Describe how television has increased people's understanding of sport.	
		[3]
(c)	Describe factors that have led to a growth in leisure activities.	
		[4]

Describe why a company may choose to sponsor a performer.	
	[6]

[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.

© UCLES 2018