



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

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NUMBER

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**PHYSICAL EDUCATION**

**0413/11**

Paper 1

**May/June 2012**

**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 a soft pencil for any diagrams, graphs or rough working.

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

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

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.

For Examiner's Use	
<b>Section A</b>	
<b>B1</b>	
<b>B2</b>	
<b>B3</b>	
<b>Total</b>	

This document consists of **11** printed pages and **1** blank page.



**Section A**

Answer **all** questions in this section.

For  
Examiner's  
Use

- 1 Give an example of an open skill.  
..... [1]
  
- 2 Name **one** muscle that helps create movement at the hip.  
..... [1]
  
- 3 What is the function of cartilage in the knee joint?  
.....  
..... [1]
  
- 4 What is meant by the term *physical well-being*?  
.....  
..... [1]
  
- 5 Name **one** food source that provides carbohydrates.  
..... [1]
  
- 6 Why does playing sport, when tired, increase the chance of a performer becoming injured?  
.....  
.....  
..... [2]
  
- 7 How does where a person live influence the type of sport that they might take part in?  
.....  
.....  
..... [2]

8 How do newspapers promote sport?

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

9 Give **two** ways that the government can help increase opportunities for performers with disabilities.

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

10 Explain how white blood cells aid a performer.

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

11 Give **two** benefits of Isometric training.

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

12 Explain how Physical Education examination courses can help improve performance.

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

[Total: 20]

**Section B**

Answer **all** questions in this section.

*For  
Examiner's  
Use*

**Factors affecting performance**

**B1 (a)** Describe **one** benefit to a performer when their body produces adrenalin.

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

**(b)** Lowering a performer's resting heart rate results from taking part in a prolonged exercise programme. How does this benefit a performer?

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

**(c)** Name **one** blood related illness or condition and describe **two** ways this impacts on a performer's ability to perform well in sports.

illness or condition .....

impact on a performer .....

.....

.....

impact on a performer .....

.....

..... [3]

(d) Describe how different body types can be beneficial in **two** different sports.

sport 1 .....

body type .....

benefit 1 .....

.....

benefit 2 .....

.....

Sport 2 .....

body type .....

benefit 1 .....

.....

benefit 2 .....

..... [4]

(e) Describe the functions of ligaments and tendons at a joint.

ligaments .....

.....

.....

.....

.....

tendons .....

.....

.....

.....

..... [4]

(f) Complete the table below which shows different types of banned performance enhancing drugs, the reason for taking them and the long term dangers.

For  
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type of drug	reason for taking the drug	long term dangers
Narcotic analgesics	Reduces pains when injured so a performer can continue playing.	Constipation Low blood pressure Addiction
Diuretics	Lose weight quickly e.g. boxers meeting weight limits. Masks the traces of other drugs.	..... ..... ..... .....
Stimulants	..... ..... ..... ..... ..... .....	Feel low afterwards Causes aggressive behaviours High blood pressure Liver damage Brain damage
.....	Reduces anxiety and calms you down	Lacking in energy
.....	..... ..... ..... .....	Lowers performance during lengthy activities Causes depression, sleep problems

[5]

(g) In a named activity describe how **three** components of skill related fitness enables a performer to play well.

*For  
Examiner's  
Use*

activity .....

component 1 .....

.....

.....

.....

.....

component 2 .....

.....

.....

.....

.....

component 3 .....

.....

.....

.....

..... [6]

[Total: 25]

**Health, safety and training**

**B2 (a)** Give **one** way that a performer's good mental well-being helps when taking part in sport.

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

**(b)** Describe **two** types of injuries or conditions that could result from playing sport in cold, wet conditions.

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

**(c)** Give **three** reasons why the body is able to maintain very strenuous exercise for only a short period of time.

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

**(d) (i)** Describe **two** principles of a circuit training programme.

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

**(ii)** Explain different ways of applying overload to a circuit training programme.

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



(e) Explain the immediate changes to the circulatory and respiratory systems during the early stages of a long distance run.

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..... [5]

(f) You are part of a group of students on an outdoor water based activity. Explain the risks a leader would assess when planning the activity.

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.....  
.....  
.....  
.....  
..... [5]

[Total: 20]

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

*For  
Examiner's  
Use*

**B3 (a)** Give **one** feature of a recreational activity.

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

**(b)** Give **two** ways that a local sports club can encourage young players to join their sports club.

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

**(c)** How has television helped improve people's knowledge of how sport is played?

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

**(d)** The country hosting the Olympic Games will want to be successful. Describe some of the changes that governing bodies might make to their sport to achieve this.

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



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