



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

CANDIDATE  
NAME

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CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**PHYSICAL EDUCATION**

Paper 1

**0413/11**

**May/June 2015**

**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 Give an example of a complex skill.

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

2 Give **one** factor that can determine what people do during their leisure time.

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

3 State **one** possible cause of a sporting injury.

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

4 Describe **one** of the body's responses to adrenaline.

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

5 Explain a benefit to a performer that might result from private companies running sports facilities.

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

6 State **one** factor that allows muscles to produce movement.

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

7 Give **two** examples of different types of freely moveable joints.

Joint 1 .....  
Joint 2 ..... [2]

8 Give **two** indicators of a person's mental well-being.

Indicator 1 .....  
.....  
Indicator 2 .....  
..... [2]

9 Explain the positive effects of media coverage of the Paralympics on disability sport.

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..... [3]

10 Explain how a cool down after a rigorous training session can benefit a performer.

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..... [3]

11 Give reasons why feedback is important when learning a new skill.

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..... [4]

[Total: 20]

**Section B**

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

**Unit 1 Factors affecting performance**

**B1 (a)** Explain the role of haemoglobin in the blood.

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

**(b)** Describe **three** long-term effects of training on the respiratory system.

Effect 1 .....  
.....  
Effect 2 .....  
.....  
Effect 3 .....  
.....[3]

**(c)** Explain why a performer with an extreme endomorphic body type might only be able to play a limited number of sports well.

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.....[3]

(d) Describe **two** features of slow twitch muscle fibres and give **one** benefit to a performer who has a high level of this type of fibre.

Feature 1 .....

.....

Feature 2 .....

.....

Benefit .....

.....[3]

(e) (i) Define the terms *agility* and *flexibility*.

Agility .....

.....

Flexibility .....

.....[2]

(ii) In a named activity, describe different situations when agility and flexibility are required to perform well.

Activity .....

.....

.....

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.....[2]

(f) Describe **five** different ways that goal setting principles can be used to motivate a performer.

- 1 .....  
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- 2 .....  
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- 3 .....  
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- 4 .....  
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- 5 .....  
..... [5]

(g) Describe a test that could be used to measure a performer's cardiovascular fitness.

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..... [5]

[Total: 25]

**Unit 2 Health, safety and training**

**B2 (a)** Name **two** groups of people whose diet needs to provide them with high levels of energy.

1 .....

.....

2 .....

..... [2]

**(b)** Describe **two** treatments for a muscle injury and explain how these treatments work.

Treatment 1 .....

.....

.....

Treatment 2 .....

.....

..... [2]

**(c) (i)** Describe the principle of resistance training.

.....

..... [1]

**(ii)** Give **two** different activities that could be used when including resistance training in a fitness programme.

Activity 1 .....

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Activity 2 .....

..... [2]

(d) Explain the immediate effects on the heart and circulatory system when a performer starts to exercise.

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.....[4]

(e) In a named adventurous activity, describe some of the safety arrangements that the group leader would take to ensure the safety of all participants.

Activity .....

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.....[4]





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

**B3 (a)** Explain ways that a sports centre could improve access for performers with visual impairment.

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..... [2]

**(b)** Give reasons for the increase in the number of leisure facilities.

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**(c)** Describe the social impact on the host nation before and after hosting a global event.

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(d) Describe how the media might negatively affect an elite performer.

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[5]

[Total: 15]

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