

Cambridge IGCSE[™](9–1)

| CANDIDATE NAME | | | | | |
|-------------------|--|--|---------------------|--|--|
| CENTRE NUMBER | | | CANDIDATE NUMBER | | |

891280338

PHYSICAL EDUCATION

0995/12

Paper 1 Theory

May/June 2021

1 hour 45 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer all questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do not use an erasable pen or correction fluid.
- Do not write on any bar codes.
- You may use a calculator.
- You should show all your working and use appropriate units.

INFORMATION

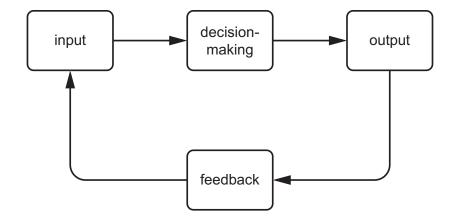
- The total mark for this paper is 100.
- The number of marks for each question or part question is shown in brackets [].

This document has 16 pages. Any blank pages are indicated.

| 1 | lde | ntify | two types of blood vessels. | |
|---|-----|-------|--|---------|
| | 1 | | | |
| | 2 | | | [2] |
| 2 | Spe | ed is | s a component of fitness. | |
| | (a) | (i) | Define speed. | |
| | | | | |
| | | (ii) | Describe how to carry out a named fitness test for speed. | |
| | | | name of test | |
| | | | description | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | [4] |
| | (b) | | scribe two reasons, apart from monitoring improvement, why a coach would carry cass tests on a performer. | out |
| | | 1 | | |
| | | | | |
| | | 2 | | |
| | | | | [2] |
| | | | | [4] |

[Total: 7]

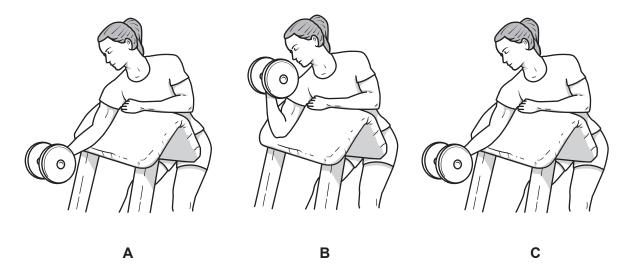
3 The diagram shows a basic information processing model.



| (a) | Explain the role of each stage of the information processing model when performing a named skill in a physical activity. |
|-----|--|
| | skill |
| | input |
| | |
| | decision-making |
| | |
| | output |
| | |
| | feedback |
| | |
| | [4] |
| (b) | Describe, using an example of a named skill, how the concept of limited channel capacity can affect a performance. |
| | skill |
| | description |
| | |
| | |

[2]

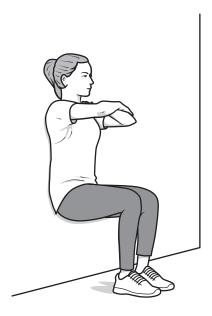
Diagrams A, B and C show a weight-training exercise being carried out.



(a) Identify and describe the following:

| the type of isotonic muscle contraction from A to B | |
|---|-----|
| | |
| description | ••• |
| | |
| the type of isotonic muscle contraction from B to C | |
| | |
| description | |
| | |
| | ΓΔ |

(b) The diagram shows a performer in a sitting position against a wall.

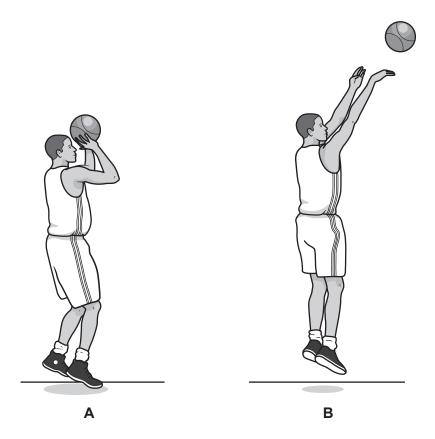


| (i) | State the type of muscle contraction taking place in the quadriceps to remain in position. Describe this type of muscle contraction. | this |
|------|--|------|
| | type of muscle contraction | |
| | description | |
| | | [2] |
| (ii) | Describe two other examples from different physical activities of when this type muscle contraction is used. | e of |
| | physical activity 1 | |
| | example 1 | |
| | | |
| | physical activity 2 | |
| | example 2 | |
| | | [2] |

| 5 | Des | scribe advantages that media coverage provides for audiences/spectators. |
|---|-----|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | [3 |
| 6 | (a) | Define VO ₂ max. |
| | () | |
| | | [|
| (| (b) | Explain how three named factors can affect a performer's VO ₂ max. |
| | | factor 1 |
| | | explanation |
| | | |
| | | factor 2 |
| | | explanation |
| | | |
| | | factor 3 |
| | | explanation |
| | | · |
| | | [6 |

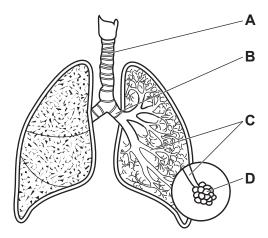
[Total: 7]

7 The diagrams show a jump shot in basketball.



| | | (iii) | Describe the action of a named agonist and a named antagonist in the movement taking place at the elbow from diagram A to diagram B . |
|---|-----|-------|---|
| | | | agonist |
| | | | action |
| | | | antagonist |
| | | | action |
| | | | [4] |
| | | | [Total: 10] |
| 8 | (a) | - | plain, using practical examples from a named physical activity, how a named theory links level of arousal with the quality of performance. |
| | | phy | sical activity |
| | | nan | ne of theory |
| | | exp | lanation |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | [4] |
| | (b) | Sug | gest two different causes of anxiety for a sprinter waiting to start an Olympic final. |
| | | 1 | |
| | | | |
| | | 2 | |
| | | | 101 |
| | | | [2] |
| | | | [Total: 6] |

9 (a) The diagram shows part of the pathway of air into the body.



| (i) | Identify the structures labelled A , B and C . | |
|------|---|----|
| | A | |
| | В | |
| | C | |
| | | [3 |
| (ii) | Describe one function and two characteristics of structure D . | |
| | function | |
| | | |
| | characteristic 1 | |
| | | |
| | characteristic 2 | |
| | | |
| | | o |

| | (b) | Describe the mechanics of breathing during inspiration and expiration at rest. | |
|----|-----|---|----------|
| | | inspiration | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | expiration | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | [5] |
| | | [To | tal: 11] |
| 10 | (a) | Suggest possible negative effects for a performer who receives limited extrinsic feedba | ack. |
| | | | |
| | | | |
| | | | |
| | | | [2] |
| | (b) | Explain two benefits of intrinsic feedback. | |
| | | 1 | |
| | | | |
| | | 2 | |
| | | | |
| | (c) | Identify two types of feedback other than extrinsic and intrinsic. | [2] |
| | , , | 1 | |
| | | 2 | |
| | | | [2] |

[Total: 6]

| 11 | Bef | ore physical activity performers may warm up and use relaxation techniques. |
|----|-----|---|
| | (a) | State two phases of a warm up and explain a different physiological benefit of each phase for a performer. |
| | | phase 1 |
| | | benefit |
| | | |
| | | phase 2 |
| | | benefit |
| | | [4] |
| | (b) | State two relaxation techniques that a performer might use before a physical activity. |
| | | 1 |
| | | |
| | | 2 |
| | | [2] |
| | (c) | After exercise performers will need to recover. |
| | | Describe how Excess Post-exercise Oxygen Consumption (EPOC) aids recovery after a period of anaerobic exercise. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | [3] |
| | | [Total: 9] |
| | | • |

| 12 | Explain, using named physical activities, different ways performance may be improved from using each of the following types of prohibited performance-enhancing drug. |
|----|---|
| | anabolic steroids |
| | physical activity |
| | explanation |
| | |
| | diuretics |
| | physical activity |
| | explanation |
| | |
| | beta blockers |
| | physical activity |
| | explanation |
| | |
| | [3] |
| 13 | Describe a function of each of the following components of blood: |
| | white blood cells |
| | |
| | plasma |
| | |
| | [2] |

| 14 | The | ere are three stages of learning. |
|----|-----|---|
| | (a) | Identify each of the three stages of learning. Describe, using examples from a named physical activity, a characteristic of a performer at each stage of learning. |
| | | physical activity |
| | | stage 1 |
| | | characteristic |
| | | |
| | | stage 2 |
| | | characteristic |
| | | |
| | | stage 3 |
| | | characteristic |
| | | |
| | | [6] |
| | (b) | Describe, using examples from a named physical activity, how the following types of guidance can be used: |
| | | physical activity |
| | | visual |
| | | |
| | | mechanical. |
| | | |
| | | [2] |
| | | [Total: 8] |

| 15 | Describe, from a named physical activity, an open skill and a closed skill. Justify each of your answers. | | | | | | | | | |
|----|---|---------------|-----|--|--|--|--|--|--|--|
| | physical activity | | | | | | | | | |
| | open skill | | | | | | | | | |
| | justification | | | | | | | | | |
| | | | | | | | | | | |
| | closed skill | | | | | | | | | |
| | justification | | | | | | | | | |
| | | | | | | | | | | |
| | | | [4] | | | | | | | |
| 16 | Weight training is a method of training. | | | | | | | | | |
| | (a) Describe two advantages and two disadvantages of using this method of training. | | | | | | | | | |
| | a | dvantages | | | | | | | | |
| | 1 | | | | | | | | | |
| | | | | | | | | | | |
| | 2 | | | | | | | | | |
| | | | | | | | | | | |
| | d | lisadvantages | | | | | | | | |
| | 1 | | | | | | | | | |
| | | | | | | | | | | |
| | 2 | | | | | | | | | |
| | | | | | | | | | | |
| | | | [4] | | | | | | | |

| (b) | Describe ho programme. | named | principles | of | overload | can | be | applied | to | а | weight | training |
|-----|------------------------|-------|------------|----|----------|-----|----|---------|----|---|--------|----------|
| | principle 1 . | | | | | | | | | | | |
| | application | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | principle 2 . | | | | | | | | | | | |
| | application | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | [4] |

[Total: 8]

BLANK PAGE

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 Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.