



Cambridge International AS & A Level

PHYSICAL EDUCATION

9396/33

Paper 3

October/November 2022

2 hours 30 minutes

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- You may use a calculator.
- You should show all your working and use appropriate units.

INFORMATION

- The total mark for this paper is 90.
- The number of marks for each question or part question is shown in brackets [].

This document has **4** pages.

Answer **all** questions.

Section A: Exercise and sport physiology

- 1 (a) Describe the energy system that breaks down glucose anaerobically. [4]
- (b) Describe the physiological implications of a warm up on the muscular system. [4]
- (c) Coaches use periodisation to break down the training year into training blocks.
Using a sport of your choice, explain periodisation of training. [6]
- (d) Define each of the following fitness components:
- reaction time
 - coordination. [2]
- (e) The following tests are used to evaluate aerobic capacity:
- the multi-stage fitness test
 - the PWC170 test.
- Describe **one** of these tests. [4]
- (f) Explain the use of target heart rates as an intensity guide during aerobic training. [4]
- (g) Describe how each of the following could enhance the performance of a 400-metre sprinter:
- caffeine
 - creatine supplements
 - recombinant erythropoietin (EPO). [6]

[Total: 30]

Section B: Psychology of sport performance

- 2 (a) Sports performers with a need to avoid failure tend to have low levels of achievement motivation and give up easily.

Outline **two** other characteristics of a performer who has a need to avoid failure. [2]

- (b) Effective leadership is an important factor affecting the development of a cohesive sports team.

(i) Suggest other factors that affect the development of a cohesive sports team. [6]

(ii) Compare emergent leaders in sport with prescribed leaders in sport. [3]

(iii) Describe Fiedler's contingency model of leadership. [4]

- (c) Explain, using a practical example for each, what is meant by the following **two** attentional styles:

- broad external
- narrow internal.

[4]

- (d) Describe Hanin's zone of optimum functioning theory. [4]

- (e) Describe how the use of selective attention and mental rehearsal may reduce the effects of social inhibition in sport. [3]

- (f) Learned helplessness is a belief that failure is inevitable.

Outline strategies that may be used by a coach to avoid learned helplessness in their performers. [4]

[Total: 30]

Section C: Olympic Games: a global perspective

- 3 (a) Compare the ancient Olympic Games with the modern Olympic Games in terms of:
- common features
 - differences.
- [6]
- (b) There is a fear that the Olympic Games may be attacked by terrorists.
- (i) Suggest reasons why the Olympic Games are a potential target for terrorists. [4]
- (ii) Suggest ways that a host nation may try to protect athletes at the Olympic Games from a potential terrorist attack. [3]
- (c) Other than security costs, outline the costs of hosting the Olympic Games. [5]
- (d) (i) Explain what is meant by broken-time payments. [2]
- (ii) Describe the role of broken-time payments in the transition from amateurism to professionalism at the Olympic Games. [3]
- (e) Female participation at the Olympic Games has generally increased in the last 40 years.
- Describe how the modern Olympic Games have changed to encourage female participation. [3]
- (f) Outline the significance of the 1988 Seoul Olympic Games in the development of the Paralympics. [4]

[Total: 30]

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 Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.