



Cambridge International AS & A Level

PHYSICAL EDUCATION

9396/32

Paper 3

May/June 2020

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. Blank pages are indicated.

Answer **all** questions.

Section A: Exercise and sport physiology

- 1 (a) During physical activity the human body does work.
- (i) Define the term *work*. [1]
 - (ii) State a unit used to express work. [1]
- (b) Glycolysis is the first stage of the aerobic energy system.
- Describe the process of glycolysis. [5]
- (c) Outline how an individual's level of fitness affects which energy system is predominantly used during exercise. [3]
- (d) The lactacid debt component of EPOC involves the conversion of lactic acid.
- Describe the ways that lactic acid is excreted or used as a metabolic fuel. [4]
- (e) The principles of training include progression and variance.
- (i) Outline, using practical examples, **three** ways that progression can be applied to a fitness-training programme. [3]
 - (ii) Explain why it is important to apply variance to a fitness-training programme. [3]
- (f) Outline the repetitions, sets and resistance guidelines for improving strength endurance. [3]
- (g) After an endurance event a performer will benefit from a post-competition meal.
- Explain the benefits of each constituent of a post-competition meal. [3]
- (h) Some performers cheat by using recombinant erythropoietin (Rh EPO).
- Describe the physiological benefits of using Rh EPO and suggest **one** activity in which a sports performer may benefit from its use. [4]

[Total: 30]

Section B: Psychology of sport performance

- 2 (a) Describe the social learning perspective of personality. [4]
- (b) Prejudice can affect attitudes in sporting situations.
- (i) Explain what is meant by the term *prejudice*. [2]
- (ii) Describe the possible effects of prejudice on the decisions a coach may make in sporting situations. [4]
- (c) (i) Outline **three** characteristics of a team. [3]
- (ii) Explain, using practical examples, factors that can negatively affect the productivity of a team. [4]
- (d) Describe, using practical examples, how performance accomplishments and vicarious experiences can be used to raise the self-efficacy of sports performers. [4]
- (e) Many coaches believe that playing at home gives an advantage to their team.
- Evaluate the Homefield Advantage Phenomenon. [5]
- (f) Explain, using practical examples, the differences between aggression and assertion. [4]

[Total: 30]

Section C: Olympic Games: a global perspective

- 3 (a) Suggest how the Olympic Games may promote an appreciation of cultural diversity. [3]
- (b) Other than the sporting events, outline the format of the ancient Olympic Games. [4]
- (c) Describe the organisational structure of the IOC. [3]
- (d) Explain why there is concern that politics can corrupt the values of the Olympic Games. [4]
- (e) Olympic host countries are expected to provide a positive legacy after the games.
Describe the expectations of a positive legacy. [4]
- (f) Describe how a country may apply a win-at-all-costs ethic to the Olympic Games. [4]
- (g) IOC president Juan Antonio Samaranch stated in his speech in the closing ceremony of the Sydney Olympics 2000: 'I am proud and happy to proclaim that you have presented to the world the best Olympic Games ever'.
Suggest, with reference to dysfunctional aspects, reasons why the Sydney Olympics 2000 were considered to be the best Olympic Games ever. [3]
- (h) Suggest ways of reforming the Olympic Games to reduce its use by countries to enhance national prestige. [5]

[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 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.