



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

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**PHYSICAL EDUCATION**

**9396/32**

Paper 3

**October/November 2012**

**2 hours 30 minutes**

Additional Materials: Answer Booklet/Paper

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**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

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.

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.

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This document consists of **4** printed pages.



Answer **all** questions.

**Section A: Exercise and Sport Physiology**

- 1 (a) (i) During a 100m sprint the predominant energy system used is the ATP/PC (alactic) system.
- Describe how energy is released by this system. [5]
- (ii) Why is the ATP/PC (alactic) system effective in providing energy during a 100m sprint? [3]
- (b) Using practical examples throughout your answer, explain how each of the principles of training can be used to plan an effective training programme. [7]
- (c) Whilst undertaking a strength conditioning programme adaptations occur to skeletal muscle.
- How do the neural adaptations that take place contribute to gains in muscle strength? [3]
- (d) (i) Explain the difference between a static passive stretch and a stretch using Proprioceptive Neuromuscular Facilitation (PNF). [4]
- (ii) Why is Proprioceptive Neuromuscular Facilitation (PNF) flexibility training considered by some to be a more effective training method than a static passive stretch? [3]
- (e) Several high profile sprinters have admitted to taking banned anabolic steroids such as THG and human growth hormone.
- What are the physiological effects on sprinters of taking these two types of drugs? [5]

[Total: 30]

### Section B: Psychology of Sports Performance

- 2 (a) Identify the principles of effective goal-setting in sports performance and give a practical example for each principle. [5]
- (b) Concentration is an important aspect in mental preparation for sport and involves paying attention to important stimuli.  
Explain the effect of different attentional styles on sports performance. [4]
- (c) Those who watch sport, often affect the performance of the participants.  
Explain the 'homefield advantage phenomenon' in sport. [3]
- (d) Use practical examples from sport to explain how different attributions given for success and failure can affect motivation. [4]
- (e) Using Fiedler's Contingency model of leadership, explain when you might use the task style and person orientated style of leadership in sport. [4]
- (f) Having a negative attitude can hinder sports performance.  
Explain how you might seek to change a sportsperson's negative attitude to a positive one. [4]
- (g) Social loafing often negatively affects team motivation.
- (i) What causes social loafing in a sports team? [3]
- (ii) As the coach of a sports team, explain how you could limit the effects of social loafing. [3]

[Total: 30]

**Section C: Olympic Games: A Global Perspective**

- 3 (a)** The Olympic Games has evolved as an athletic festival acting as a world wide social force.  
Explain the social values which underpin the Olympic Games. [6]
- (b)** Outline, using examples, how the modern Olympic Games have been used as a political platform. [5]
- (c)** Part of the mission of the International Olympic Committee (IOC) is to lead the fight against doping in sport.
- (i)** Explain how drug abuse is dealt with in the Olympic Games. [4]
- (ii)** Describe the 'Drug Bust' in Seoul in 1988. [3]
- (iii)** Give some of the arguments which have been used to defend doping. [3]
- (d)** A former senior member of the IOC has said, 'The games must be amateur.'  
Explain why the concept of amateurism is no longer viable in the Olympic Games. [4]
- (e)** In what ways do athletes, who take part in the Olympic Games, gain from the 'spectacular' aspect of the competition? [5]

[Total: 30]

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