



# Cambridge International AS & A Level

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**PHYSICAL EDUCATION**

**9396/32**

Paper 3

**October/November 2021**

**2 hours 30 minutes**



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

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## 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 [ ].

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This document has **4** pages.

Answer **all** questions.

**Section A: Exercise and sport physiology**

- 1 (a) (i) Define each of the following:
- energy
  - power.
- [2]
- (ii) State a unit for each of the following:
- energy
  - power.
- [2]
- (b) Describe the alactacid debt component of the recovery process. [5]
- (c) Explain how **two** named factors affect strength. [4]
- (d) (i) Outline a ballistic-stretching training session to improve flexibility. [3]
- (ii) Evaluate the effectiveness of using ballistic exercises to improve flexibility. [3]
- (iii) Describe **two** physiological adaptations that may take place after flexibility training. [2]
- (e) Identify a different recognised test to evaluate each of the following components of fitness:
- coordination
  - reaction time
  - speed.
- [3]
- (f) Evaluate both food intake and fluid intake during exercise as methods to enhance performance. [6]

[Total: 30]

**Section B: Psychology of sport performance**

- 2 (a) Describe the social learning perspective of personality development. [3]
- (b) Explain how a negative attitude can be changed to a positive attitude using persuasive communication. [4]
- (c) The quality of a team's performance may be negatively affected by a loss of motivation and a loss of coordination.
- Describe, using sporting examples, possible causes of a loss of coordination in a team. [5]
- (d) Explain Easterbrook's cue-utilisation theory and its links with arousal. [4]
- (e) Describe the possible effects of an audience on performance in sport. [6]
- (f) Define the terms *aggression* and *assertion*. Give a sporting example of each. [4]
- (g) The reasons given for success or failure in sport can affect the confidence and motivation of a performer.
- Explain, using examples from Weiner's model, how a coach should use attributional retraining. [4]

[Total: 30]

**Section C: Olympic Games: a global perspective**

- 3 (a)** The Olympic Games have been described as a supreme mental and physical challenge.  
Explain what is meant by a supreme mental and physical challenge. [3]
- (b)** Outline the format of the ancient Olympic Games. [4]
- (c)** Describe the structure of the International Olympic Committee (IOC). [3]
- (d)** The 1936 Olympic Games were held in Berlin.
- (i)** Explain how Hitler attempted to use this Olympic Games to promote his political ideology. [3]
- (ii)** Describe the significance of Jesse Owens at the 1936 Olympics. [4]
- (e)** Suggest the potential negative consequences of living in a city that is chosen to host the Olympic Games. [3]
- (f)** Explain why the 1988 Seoul Olympic Games have been associated with dysfunctional aspects of behaviour. [3]
- (g)** Outline spectacular aspects of the Olympic Games. [3]
- (h)** Suggest reasons why participation by working-class athletes at the early modern Olympic Games was restricted. [4]

[Total: 30]

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