



Cambridge International AS & A Level

PHYSICAL EDUCATION

9396/33

Paper 3

October/November 2023

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.

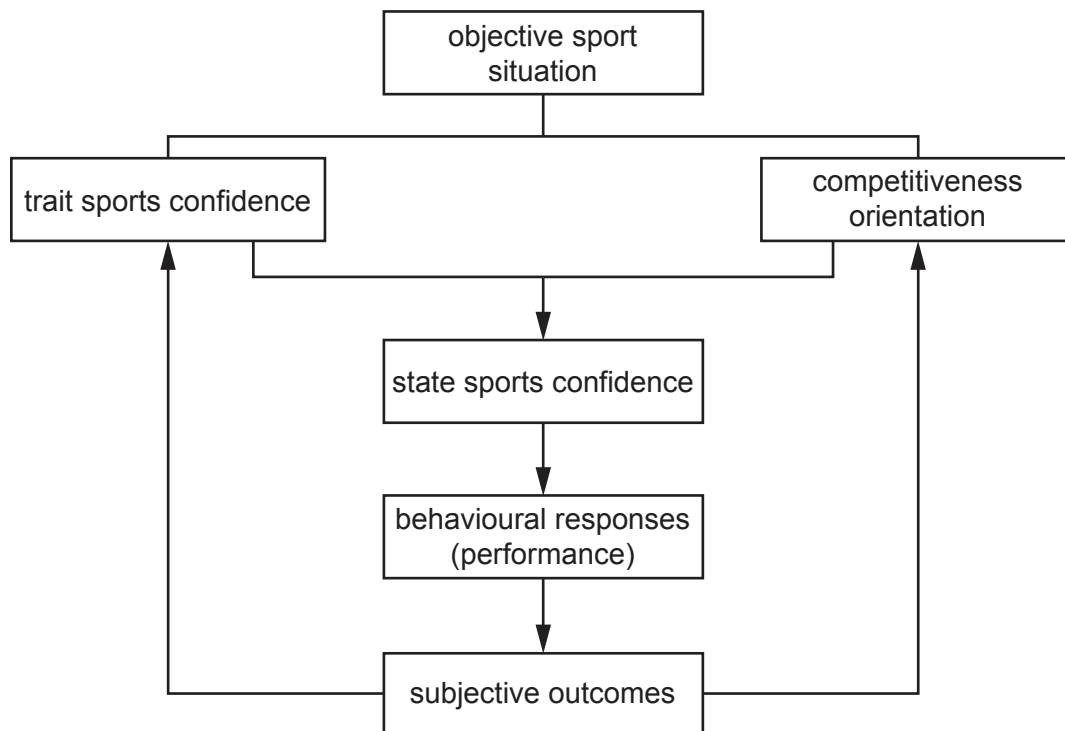
Section A: Exercise and sport physiology

- 1 (a) Describe the stage of the aerobic system in which hydrogen atoms are split. [4]
- (b) Explain how the availability of chemical or food fuels can affect the energy system used during exercise. [3]
- (c) Explain, using examples from weight training or circuit training, how a performer should apply each of the following principles to their strength training:
- progression
 - moderation
 - variance.
- [6]
- (d) (i) Define the following types of strength. Give a sporting example for each of these types of strength.
- elastic strength
 - static strength
- [4]
- (ii) Age and training are factors that could account for a difference in strength between two female performers.
- Suggest **two** other factors. [2]
- (e) Describe a one-week microcycle of continuous running to reduce body fat using each of the following principles of overload:
- frequency
 - intensity
 - time.
- [3]
- (f) Describe a week-long carbohydrate-loading method that could be used to enhance performance in a competitive endurance event. [5]
- (g) Outline different negative physiological effects of using anabolic steroids. [3]

[Total: 30]

Section B: Psychology of sport performance

- 2 (a) Describe **three** differences between the characteristics of Type A personalities and the characteristics of Type B personalities. [3]
- (b) Explain the Ringelmann effect on a group. [4]
- (c) Suggest why a prescribed leader may have a negative effect on a sports team. [3]
- (d) The diagram shows a representation of Vealey's model of sports confidence.



Using a practical example, explain the relationship between sports confidence and competitiveness orientation. [6]

- (e) State what is meant by social facilitation. Describe possible causes of social facilitation for a sports performer. [5]
- (f) (i) Discuss the social learning theory of aggression. [4]
- (ii) Aggressive behaviour in sport may be punished by sending off the offending player and may also lead to a fine and a ban.

Other than using punishments, suggest ways that a coach can reduce aggressive tendencies in their performers. [5]

[Total: 30]

Section C: Olympic Games: a global perspective

- 3 (a) One of the aims of the International Olympic Committee (IOC) is to promote international understanding.
- Suggest how this may be achieved at the Olympic Games. [4]
- (b) Describe how **one** named country has promoted its politics when hosting the Olympic Games. [3]
- (c) In the pursuit of excellence, many countries invest heavily to fund high-level sport. Some of this funding is used to provide top-quality training facilities.
- Suggest other ways this funding is used. [5]
- (d) Suggest how the attraction of mass audiences brings financial benefits for the host country of the Olympic Games. [4]
- (e) (i) Outline the financial costs for an athlete who is attempting to qualify for the Olympic Games. [3]
- (ii) Suggest the benefits for an athlete of performing successfully at the Olympic Games. [4]
- (f) (i) Describe the 'Big Drug Bust' at the 1988 Seoul Olympic Games. [4]
- (ii) Other than the use of prohibited drugs, outline **three** examples of how performers at the Olympic Games may show different dysfunctional aspects in their sports. [3]

[Total: 30]

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