



# **Cambridge International AS & A Level**

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**PHYSICAL EDUCATION**

**9396/33**

Paper 3

**May/June 2022**

**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 the following energy concepts:

- work
- power.

[2]

(ii) State a unit for each of the following:

- work
- power.

[2]

(b) Describe the energy system that uses creatine kinase as the controlling enzyme. [4]

(c) Outline how myoglobin stores are replenished during the recovery process. [2]

(d) Describe, using a practical example of each, the following principles of training:

- specificity
- progression
- reversibility.

[6]

(e) Some performers have a high aerobic capacity due to a strong and healthy cardiovascular system.

(i) Other than features of the cardiovascular system and training, describe how **two** factors may affect aerobic capacity. [4]

(ii) Describe physiological adaptations of the cardiovascular system that take place after a two-month period of aerobic training. [5]

(iii) Protein is one type of food fuel that may be used during aerobic work.

State **two** other types of food fuel used during aerobic work. [2]

(f) Describe the process of carbohydrate loading before an endurance event. [3]

[Total: 30]

**Section B: Psychology of sport performance**

- 2 (a) Describe the interactionist approach to personality development. [3]
- (b) Outline what is meant by the following personality traits:
- introversion
  - stability.
- [2]
- (c) A sports performer shows a negative attitude to strength training.  
Describe how a coach could change this negative attitude to a positive attitude. [5]
- (d) Sports coaches may adopt different leadership styles depending on the situation.
- (i) Compare autocratic and democratic leadership styles. [4]
- (ii) Suggest when a laissez-faire leadership style may be the best approach for a group of performers. [1]
- (e) Explain, using a practical example of each, what is meant by the following:
- a process goal
  - a performance goal
  - a product goal.
- [6]
- (f) Describe what is meant by each of the following:
- trait sports confidence
  - state sports confidence.
- [2]
- (g) Easterbrook suggested that cue utilisation was affected by the level of arousal of a performer.  
Describe Easterbrook's cue-utilisation theory. [3]
- (h) Suggest reasons why some athletes experience a decline in performance when an audience is present. [4]
- [Total: 30]

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

- 3 (a) The Olympic Games is an international athletic festival that acts as a social force to transcend political barriers.

Describe other ways that the Olympic Games acts as a social force. [4]

- (b) Outline the organisation of the International Olympic Committee (IOC). [4]

- (c) Some countries have chosen **not** to attend some Olympic Games for political reasons. This is known as a boycott.

For each of the following Olympic Games, state a different country that boycotted. Outline a political reason for each boycott.

(i) 1976 Montreal Olympic Games [2]

(ii) 1980 Moscow Olympic Games [2]

(iii) 1984 Los Angeles Olympic Games [2]

- (d) Other than boycotts, suggest how nations have used political power to determine who can compete in the Olympic Games. [4]

- (e) Suggest possible disadvantages to the local population of hosting the Olympic Games. [4]

- (f) Describe the benefits for a country of hosting a successful Olympic Games. [4]

- (g) Describe the traditional definition of amateurism as a noble concept. [4]

[Total: 30]

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