



# Cambridge International AS & A Level

---

**PHYSICAL EDUCATION**

**9396/32**

Paper 3

**October/November 2022**

**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.

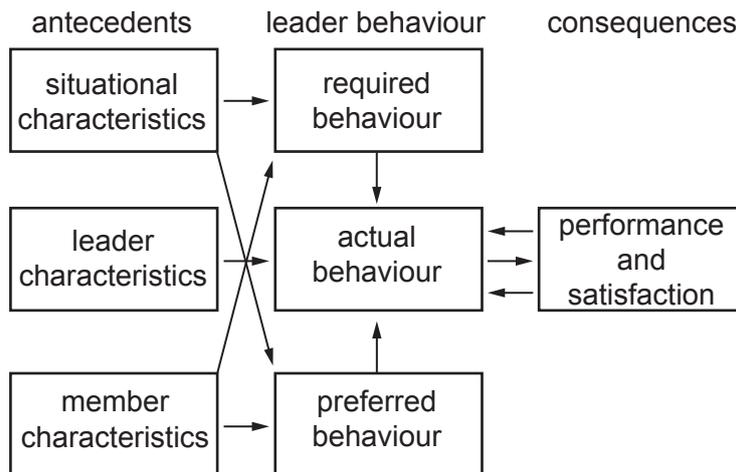
**Section A: Exercise and sport physiology**

- 1 (a) Describe the role of ATP, including its breakdown and resynthesis. [4]
- (b) Explain how each of the following determine the energy system used by a performer during different intensities of exercise:
- availability of oxygen
  - level of fitness.
- [6]
- (c) (i) Describe the following types of strength:
- strength endurance
  - static strength.
- [2]
- (ii) Describe how a grip strength dynamometer is used to evaluate strength. [4]
- (iii) Outline values for the repetitions, sets and resistance guidelines to improve strength endurance. [3]
- (iv) State the predominant energy system and food fuel used during strength endurance training. [2]
- (d) Explain the use of BMI as a measure of body composition in elite athletes. [5]
- (e) Explain the use of blood doping as a prohibited method to enhance performance. [4]

[Total: 30]

### Section B: Psychology of sport performance

- 2 (a) State **three** characteristics of a Type A personality. [3]
- (b) Describe Atkinson and McClelland's theory of achievement motivation. [4]
- (c) (i) Outline Steiner's model of group performance. [3]
- (ii) Describe, using a practical example for each, **four** problems that may affect the productivity of a sports team. [4]
- (d) The diagram shows a representation of Chelladurai's multi-dimensional model of leadership.



Explain, using a practical example, how the antecedents in this model affect leader behaviour. [6]

- (e) Using a practical example of each, describe what is meant by:

- a short-term goal
- a long-term goal.

[4]

- (f) Explain the relationship between arousal, optimum performance and the following factors:

- introverted personality type of the performer
- ability level of the performer
- complexity of the task.

[3]

- (g) Describe the instinct theory of aggression. [3]

[Total: 30]

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

- 3 (a) (i) Outline the limited role of women at the ancient Olympic Games. [3]
- (ii) Describe how the role of women has changed since the first modern Olympic Games in 1896. [5]
- (b) The Olympic Games has been used for political purposes because it is a global event that receives worldwide media coverage.
- Outline how the Olympic Games has been used for political purposes. [3]
- (c) Explain the transition from amateurism to professionalism at the Olympic Games. [5]
- (d) Suggest potential benefits for athletes who compete successfully at the Olympic Games. [3]
- (e) (i) One dysfunctional aspect at the Olympic Games is a win-at-all-costs ethic.
- Outline ways that a win-at-all-costs ethic might occur at the Olympic Games. [3]
- (ii) Suggest methods that the International Olympic Committee (IOC) can use to reduce dysfunctional aspects at the Olympic Games. [4]
- (f) Describe the key features of the Olympic Oath 2000. [4]

[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](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.