

# 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.

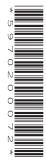
You will need: Answer booklet (enclosed)

#### **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 [ ].



## Answer all questions.

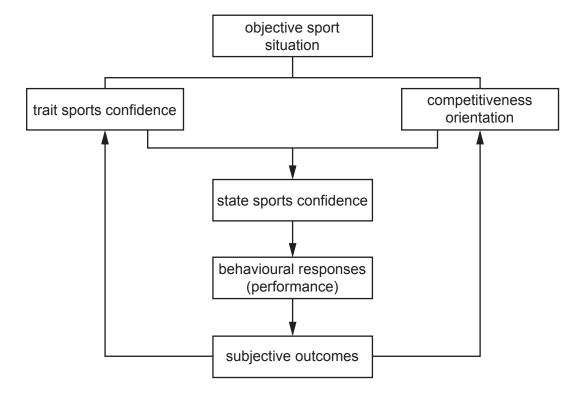
# Section A: Exercise and sport physiology

Explain how the availability of chemical or food fuels can affect the energy system us	[4]
during exercise.	ed [3]
Explain, using examples from weight training or circuit training, how a performer should appeach of the following principles to their strength training:	oly
<ul><li>progression</li><li>moderation</li><li>variance.</li></ul>	
	[6]
(i) Define the following types of strength. Give a sporting example for each of these types strength.	of
<ul><li>elastic strength</li><li>static strength</li></ul>	
· · · · · · · · · · · · · · · · · · ·	[4]
(ii) Age and training are factors that could account for a difference in strength between to female performers.	VO
Suggest <b>two</b> other factors.	[2]
Describe a one-week microcycle of continuous running to reduce body fat using each of t following principles of overload:	he
<ul><li>frequency</li><li>intensity</li><li>time.</li></ul>	
	[3]
Describe a week-long carbohydrate-loading method that could be used to enhan performance in a competitive endurance event.	ce [5]
Outline different negative physiological effects of using anabolic steroids.	[3]
[Total: 3	30

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### 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.
- (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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