



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

PHYSICAL EDUCATION

9396/33

Paper 3

October/November 2013

2 hours 30 minutes

Additional Materials: Answer Booklet/Paper



READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of 4 printed pages.



Answer **all** questions.

Section A: Exercise and Sport Physiology

- 1 (a) The 2012 Olympic Men's 400 metre title was won with a time of 43.94 seconds.
Describe how the energy is provided to run a 400 metre race. [6]
- (b) Explain the term OBLA and identify the factors that affect it during exercise. [4]
- (c) Athletes should apply the Principles of Training correctly to improve their performance levels.
Outline the principle of specificity, applied to a training programme. [4]
- (d) Following exercise, a performer may experience delayed onset of muscle soreness (DOMS).
How can a cool-down reduce the chance of DOMS occurring? [3]
- (e) Sporting activities require different types of strength.
- (i) Name and explain **two** types of strength and outline how each is used in a sporting activity. [2]
- (ii) Weight training is a method of improving strength.
Explain how a weight training programme can be designed to develop each of these two different types of strength. [6]
- (f) Performers use ergogenic aids to try and improve their performance.
Explain the benefits of carbohydrate loading and describe how an endurance athlete would use this method before a race. [5]

[Total: 30]

Section B: Psychology of Sport Performance

- 2 (a) Define the terms *aggression* and *assertion*. Describe **three** methods a coach can use to reduce aggression in a performer. [5]
- (b) A performer's need to achieve is often viewed as necessary for good sports performance. Describe the features of a 'need to achieve' performer. [4]
- (c) Identify **three** characteristics of an effective leader in sport. [3]
- (d) Bandura's self-efficacy theory shows that self-efficacy or self-confidence can be influenced by the following four factors:
- performance accomplishments
 - vicarious experiences
 - verbal persuasion
 - emotional arousal.
- Explain how each factor can influence self-efficacy in sport. [4]
- (e) Elite performers in sport competitions often describe themselves as being 'in the zone'. Explain the term *zone of optimum functioning*. [4]
- (f) Identify the **four** components of Weiner's attribution model. Give a practical example of each component. [4]
- (g) 'Trait', 'social learning' and 'interactionist' are three different personality theories. Describe these three theories of personality and explain how they affect sports performance. [6]

[Total: 30]

Section C: Olympic Games: A Global Perspective

- 3 (a)** Explain the features of the Ancient Olympic Games which have acted as a blue print for the Modern Olympic Games. [6]
- (b)** Each nation which hosts the Modern Olympic Games hopes for a positive legacy.
Explain how this legacy can be used to benefit the host nation. [6]
- (c)** How might a country identify and nurture talent in order to win Olympic medals? [6]
- (d)** How might the host nation ensure the safety of the athletes taking part in the Olympic Games and protect them from terrorist attack? [3]
- (e)** Describe the bidding and selection process to select the host of the Olympic Games. [4]
- (f)** Explain the importance of the Paralympic Games. [5]

[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.

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