



Revision Series 2023

OCR A-level Physical Education Paper 3

◆ Notes pages ◆



The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the [exam infographics](#) to hand. These will be referred to throughout the show.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes spaces as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.

My ticklist:

- Notes pages
- Exam infographics
- Exam paper
- Exam mark scheme
- Exam model answers

Performer profiles

Use these performer profiles when making examples and developing your A02 skill. The list is not exhaustive and you are encouraged to use your own examples as well as these ones.



Josh

Basic Details
Age: 19
Sport: 100m Sprint
Level: Olympic Podium Potential



Tom

Basic Details
Age: 43
Sport: Tennis (singles and doubles)
Level: Novice




Kate

Basic Details
Age: 17
Sport: Triathlon
Level: Club



Laura

Basic Details
Age: 15
Sport: Gymnastics (Artistic)
Level: National



Julie

Basic Details
Age: 26
Sport: Netball (GD, GK)
Level: Semi-professional/National



Carlos

Basic Details
Age: 35
Sport: Wheelchair basketball
Level: Ex-national team

Material covered in the National Mock Exam

- Green denotes content to be covered in this session.
- (#) denotes the number of marks on Paper 1 since 2018.

3.1 Sport in society

- (E&E) Pre-industrial Britain (13)
- (E&E) Sport post 1850 Britain (43)
- Olympic Games (20)
- Hosting global sporting events (16)

3.2 Contemporary Issues

- Ethics - Drugs in sport (16)

- Ethics - Violence in sport (10)
- Commercialisation of sport (34)
- Media coverage (21)
- Relationship between sport and the media (12)
- Development pathways in the UK (37)
- Technology helping with entertainment (12)

Continuity and change

Social class			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
<ul style="list-style-type: none"> • Agrarian society • Feudal society • Two-class system • Very limited middle class • Lower class took part in mob games, throwing at cocks, shin kicking, smock racing, bare knuckle boxing • Upper class took part in real tennis • Both classes took part in cricket 	<ul style="list-style-type: none"> • Lower classes lost their rights • Large scale migration • Middle class emerged and developed their own customs • Upper classes carried on as before 	<ul style="list-style-type: none"> • Amateur/professional split until late in the century • Rugby developed two different codes to keep amateurs and professional separate • Football now a lower class game • Football had a major working class following • Rugby (union) and cricket as middle class games • Olympics was upper and middle class 	<ul style="list-style-type: none"> • Increased equality • Relatively few high-level amateurs • Move towards professionalism • Some sports still exclusive

Notes

Gender

Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
<ul style="list-style-type: none"> Primarily masculine pursuit Lower class activities based on male characteristics like strength and force Women did take part in smock racing Women did take part in cricket Women did take part in upper class pursuits like real tennis 	<ul style="list-style-type: none"> Victorian view of women was very fragile Sport was not suitable for women Women needed to wear modest dress when doing activity Women needed to be non-competitive Women needed to do non strenuous/vigorous activity Women needed to be ladylike Lawn tennis began to change this view - Lotti Dodd Growth of girls' schools led to a notion of athleticism for girls being more acceptable 	<ul style="list-style-type: none"> Predominantly male Gradual increased participation for women over the century Many sports such as golf resistant to women Model of "Sport" and "Women's sport" 	<ul style="list-style-type: none"> Increased equality Introduction of additional olympic events Still a residue of Victorian tradition "Double shift" High female drop-out rate Increasing participation for women overall

Notes

Education and Literacy

Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
<ul style="list-style-type: none">• Lower class was uneducated• Upper class men were literate• Largely illiterate society• No national education system• Lack of rules based on low literacy rate• Games passed on by word of mouth and by experience• Only upper classes played codified games like real tennis	<ul style="list-style-type: none">• Literacy improved• Middle classes were educated• 1870 Forster education act made school compulsory for all• Sports became codified due to the skills of the middle class• Formation of NGBs	<ul style="list-style-type: none">• Compulsory education for all• Compulsory PE for all• Drill changed to PT and changed to PE	<ul style="list-style-type: none">• Compulsory PE• PE qualifications• Sport science movement• Still a teenage drop-out

Notes

Post 1850: Influence of the public schools

Promoting and organising	Promoting ethics	Cult of athleticism	Spread and export of the games
<ul style="list-style-type: none"> ● Formation of NGBs ● Developed competitions such as the FA Cup ● Spread sports to other areas and countries ● Codified the rules 	<ul style="list-style-type: none"> ● Sport seen as an expression of godliness ● Muscular christianity: healthy body, pious mind ● Sport should be respectable ● Control of gambling ● Non-violent ● Skill-based 	<ul style="list-style-type: none"> ● Character development through sport ● Physical endeavour combined with moral integrity ● Physical endeavour: fitness, health, competitiveness ● Moral integrity: bravery, leadership, honour, loyalty 	<ul style="list-style-type: none"> ● Army officers spread the games through the empire ● Clergy spread the games through their parishes and church teams ● Industrialists spread the games through their factories and also through the empire ● Politicians who made policy and post were overseas ● Teachers and masters returning to schools to coach the next generation

Notes

Availability of time / Working conditions

Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
<ul style="list-style-type: none"> ● Society was agrarian ● Lower class followed the agricultural calendar ● Lack of time due to long working hours ● Festivals/holy days/wakes provided opportunities for sport ● Upper classes had extensive free time ● Upper class engaged in activities like fox hunting throughout a season 	<ul style="list-style-type: none"> ● Urbanisation/Migration ● From the field to the factory ● Very long hours ● Very poor pay ● Very unhealthy conditions ● Holy days no longer given off ● Conditions improved by the end of the century ● Saturday half day ● Factory acts 	<ul style="list-style-type: none"> ● Increased time available for most people ● Structured sport in all activities ● Weekends dedicated to sport for many 	<ul style="list-style-type: none"> ● Theoretically more time available ● People have more options competing with their time ● Introduction of streaming services/gaming ● Spare time might not be spent moving

Notes

Availability of money

Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
<ul style="list-style-type: none"> ● Lower classes had very little money, which led to a subsistence lifestyle ● Sports were basic and simple ● No specialist equipment ● Resources were natural and freely available ● Lower classes had no dress code ● Upper classes had disposable income ● Sports such as real tennis had specialist facilities and equipment ● Upper class had a strict dress code 	<ul style="list-style-type: none"> ● Working classes had very little in 1850 ● Poor wages ● Wages often substituted for housing/keep ● Wages improved later in the century ● Spare money to spectate 	<ul style="list-style-type: none"> ● Increase in disposable income ● Sport as a fashion/lifestyle ● Most can afford to participate ● Exclusivity of some activities such as tennis or golf 	<ul style="list-style-type: none"> ● Increased disposable income in the western world ● Disposable income to spend on gyms, health clubs, etc.

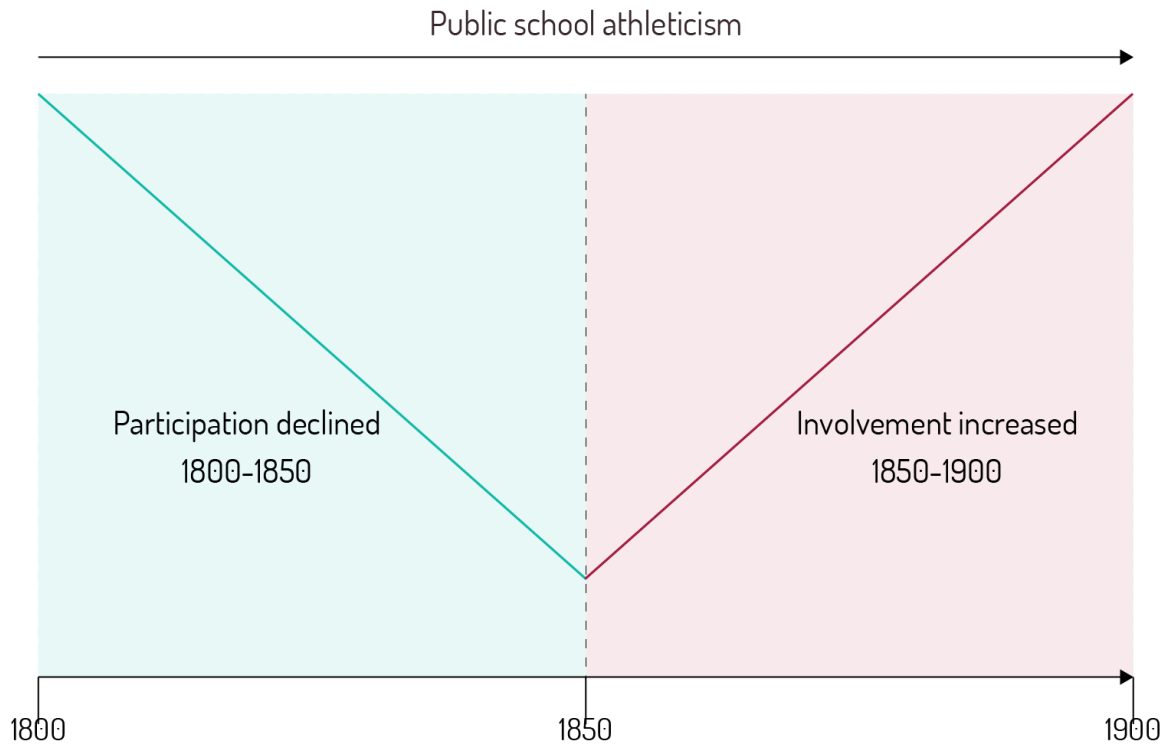
Notes

Type and availability of transport

Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
<ul style="list-style-type: none"> • Lower classes had little transport available, so games were localised • Many games were isolated and unique • No rail network yet • Upper classes could travel by carriage/horse • Games spread and became national/international, such as real tennis 	<ul style="list-style-type: none"> • Railway network grew from 1850 • National fixtures enabled • National leagues and cups formed • Spectators travelled to away games • Day trips to the seaside 	<ul style="list-style-type: none"> • Increased availability for all • Air travel making international fixtures and spectating possible • Barmy Army • Euro competitions in many sports • Cars - became easy and cheap travel 	<ul style="list-style-type: none"> • Low-cost flying

Notes

Emergence and evolution... Extras...

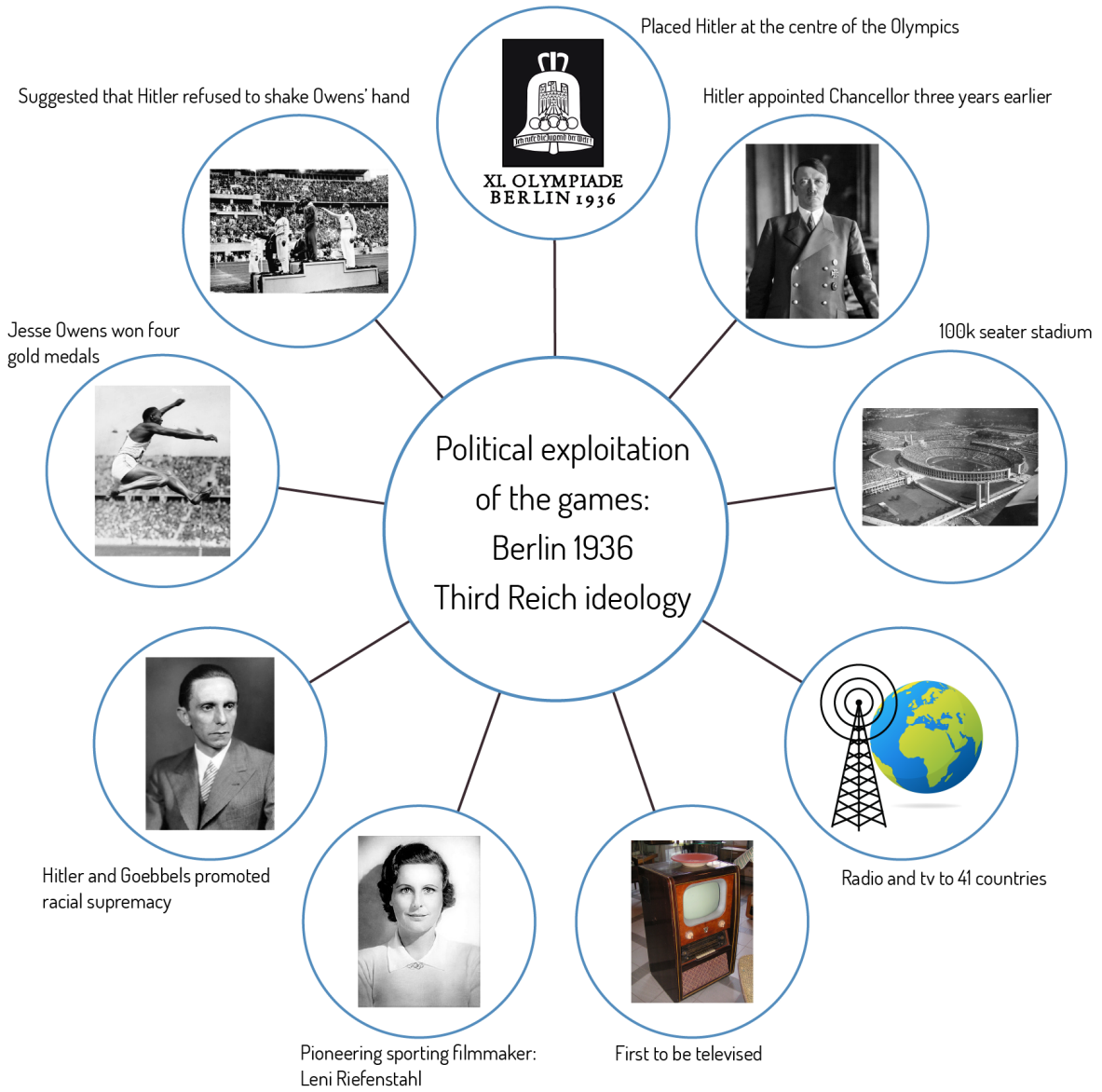


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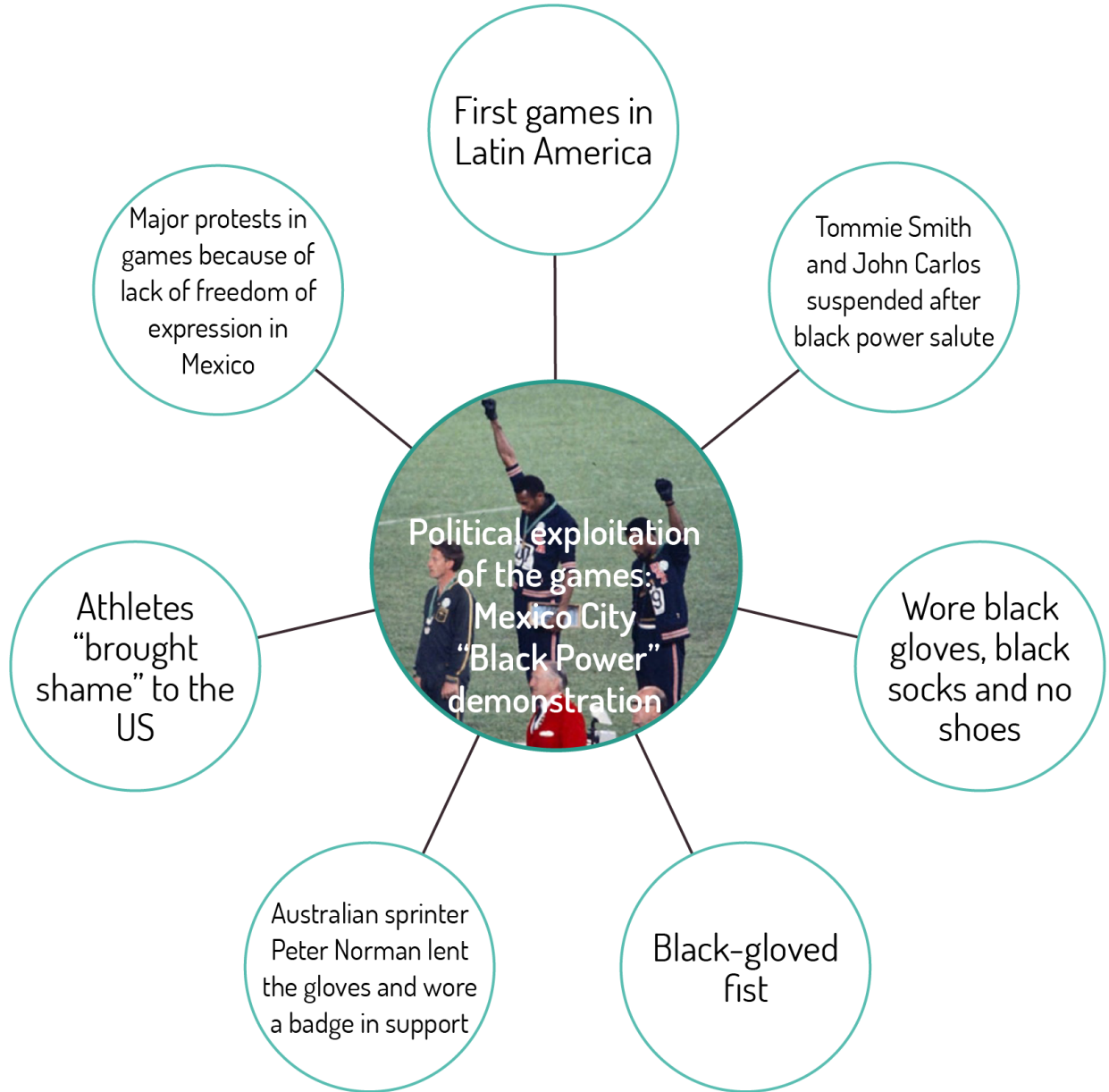
Section 2: Olympics



Notes



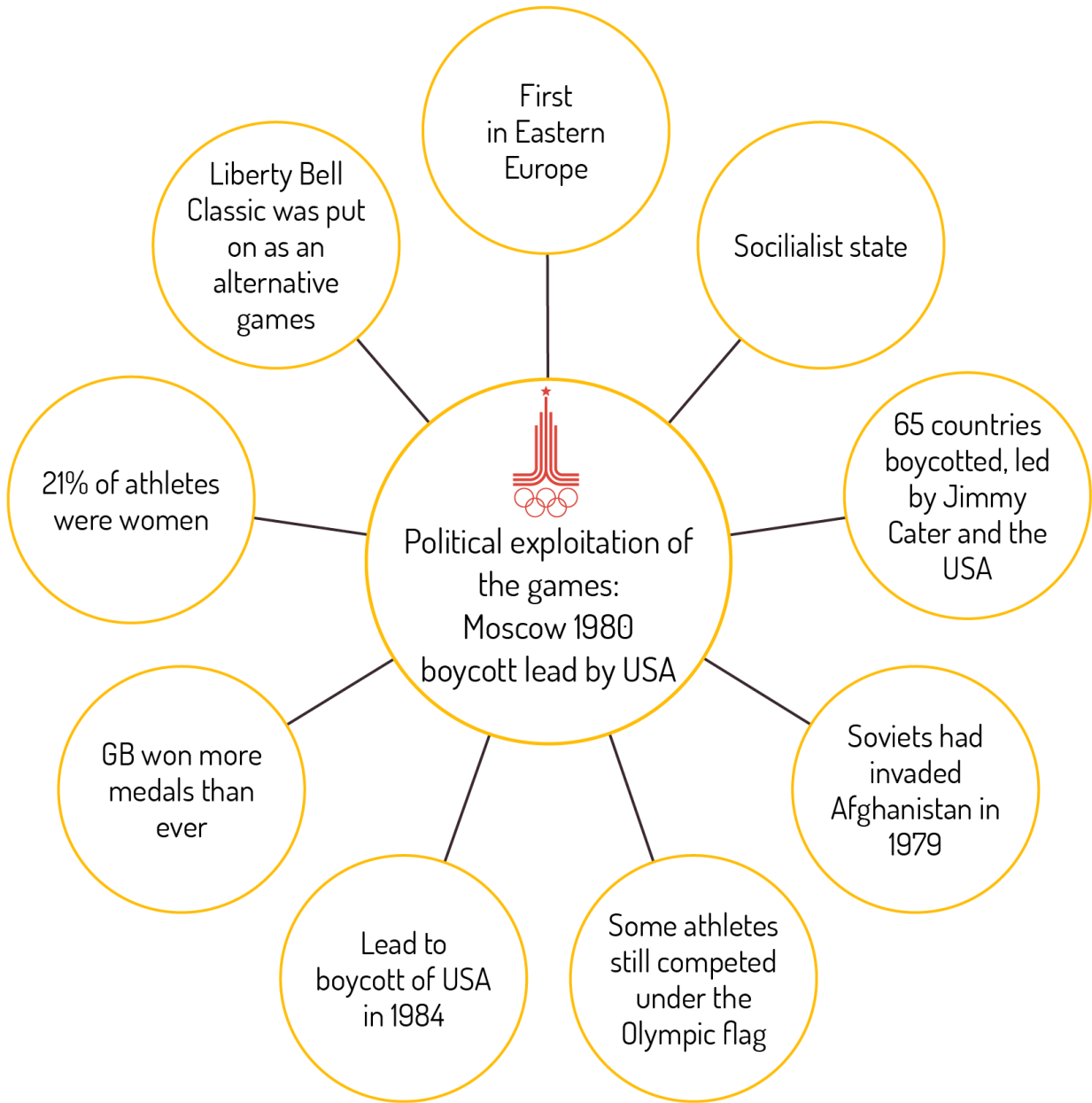
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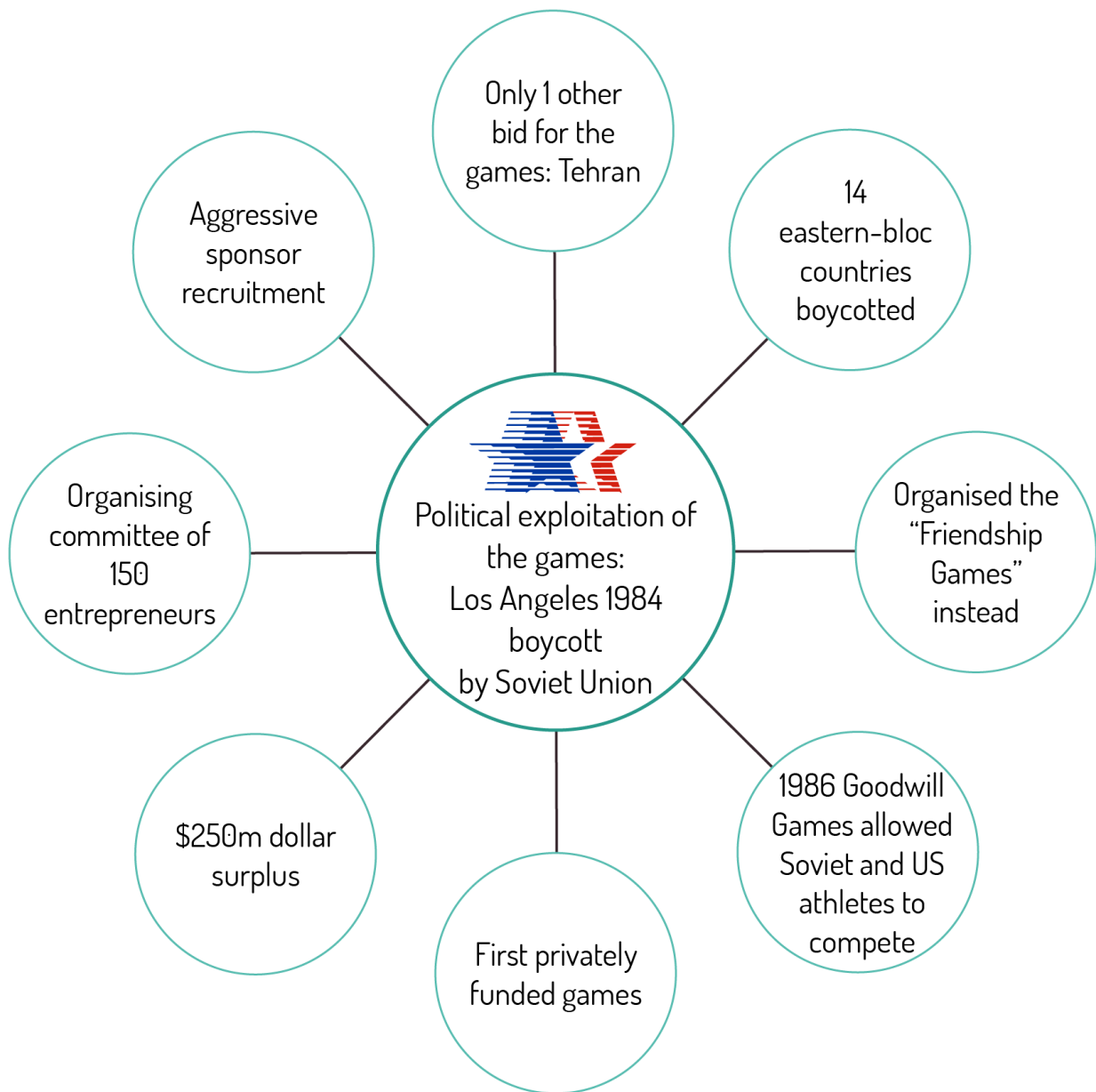
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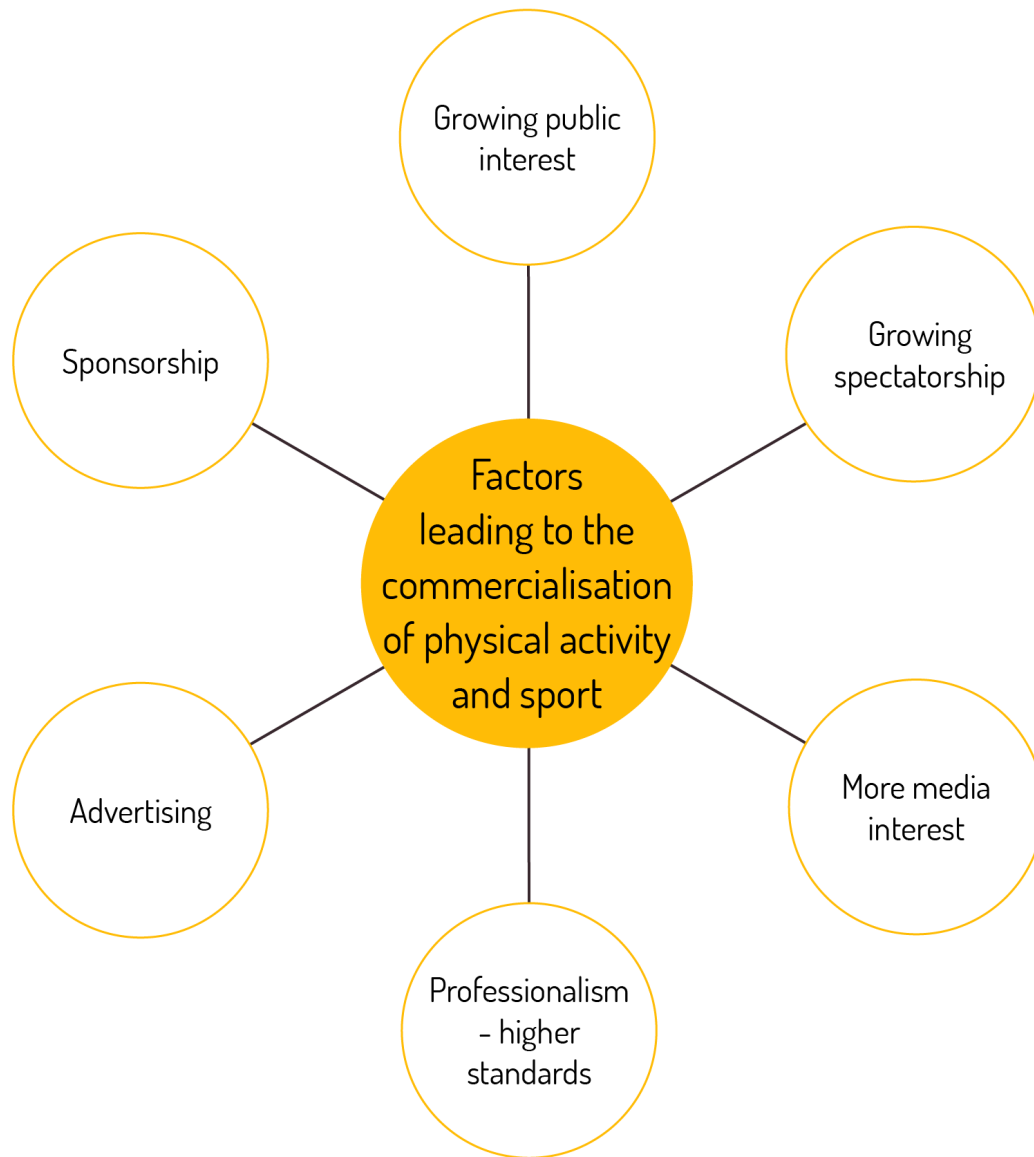


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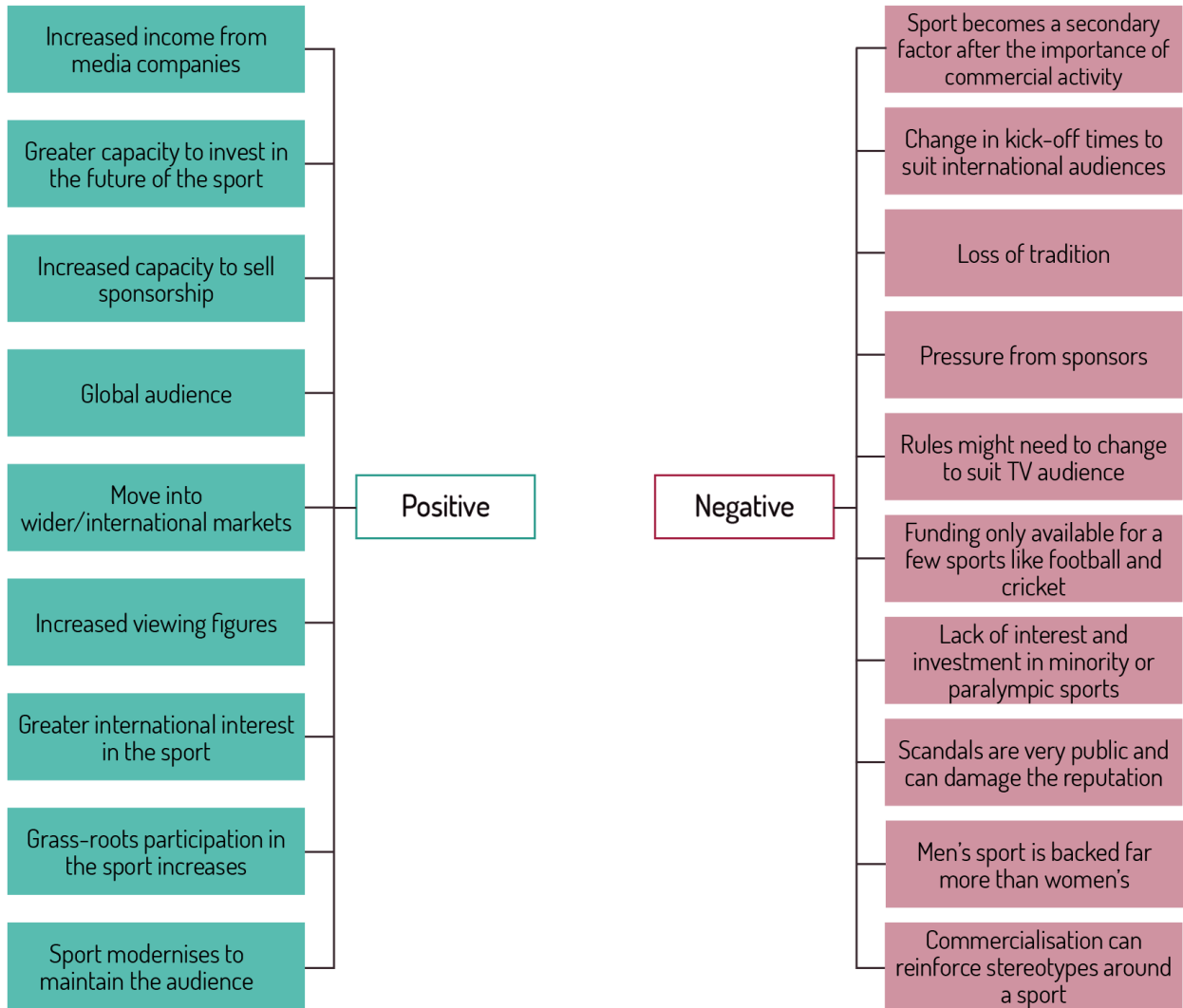
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Section 4: Commercialisation in sport



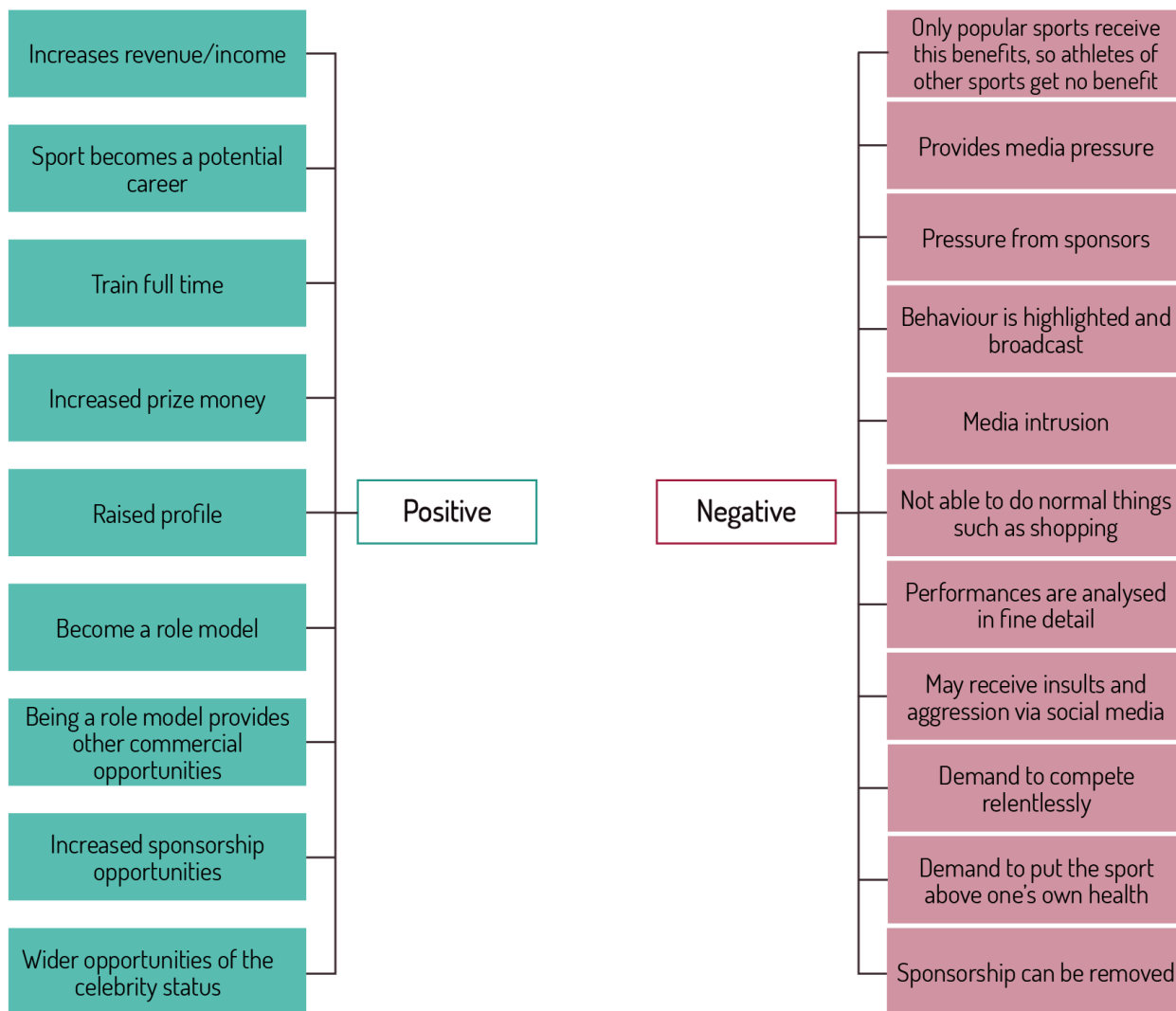
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Impact of commercialisation on individual sports



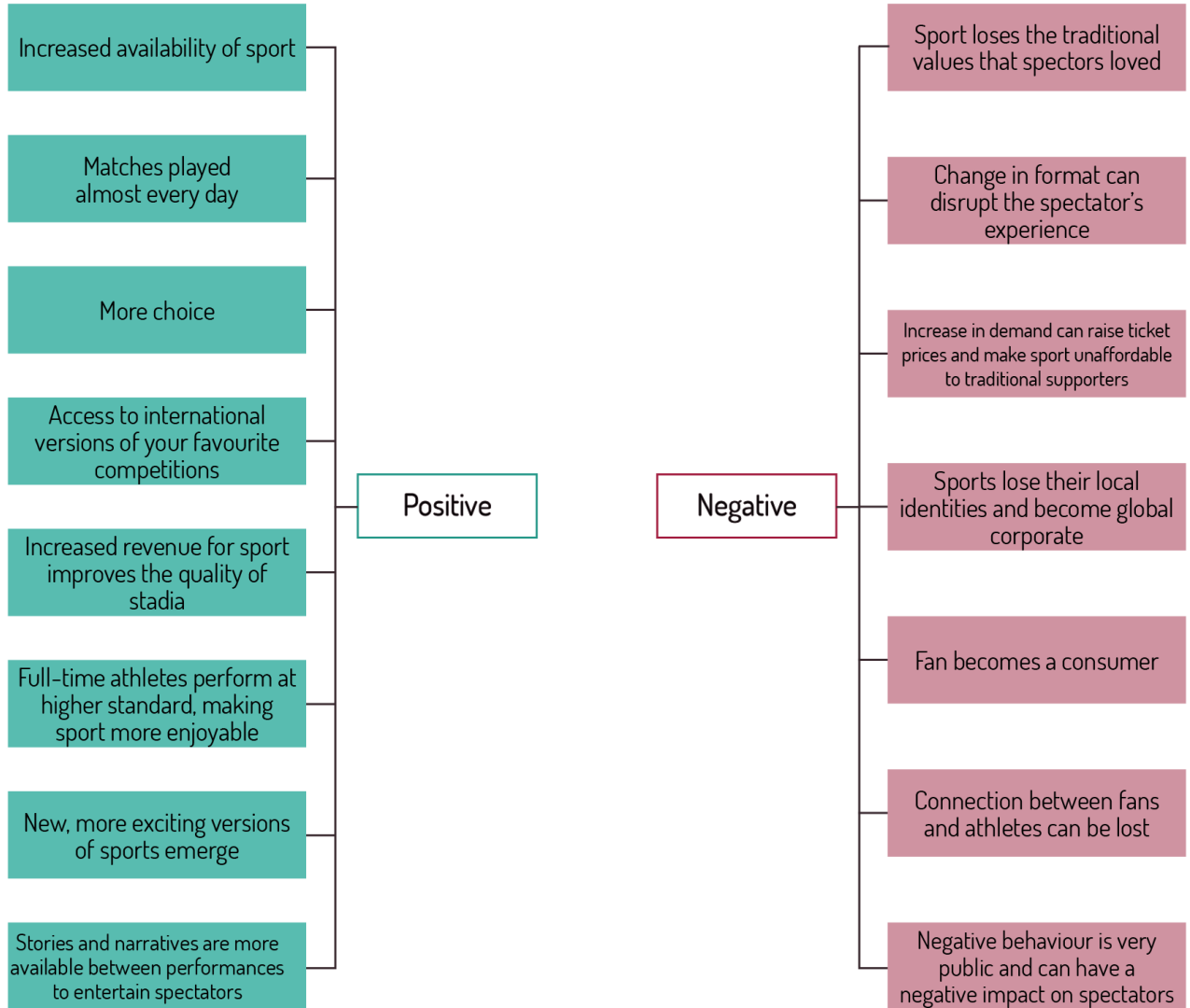
Notes

Impact of commercialisation on performers



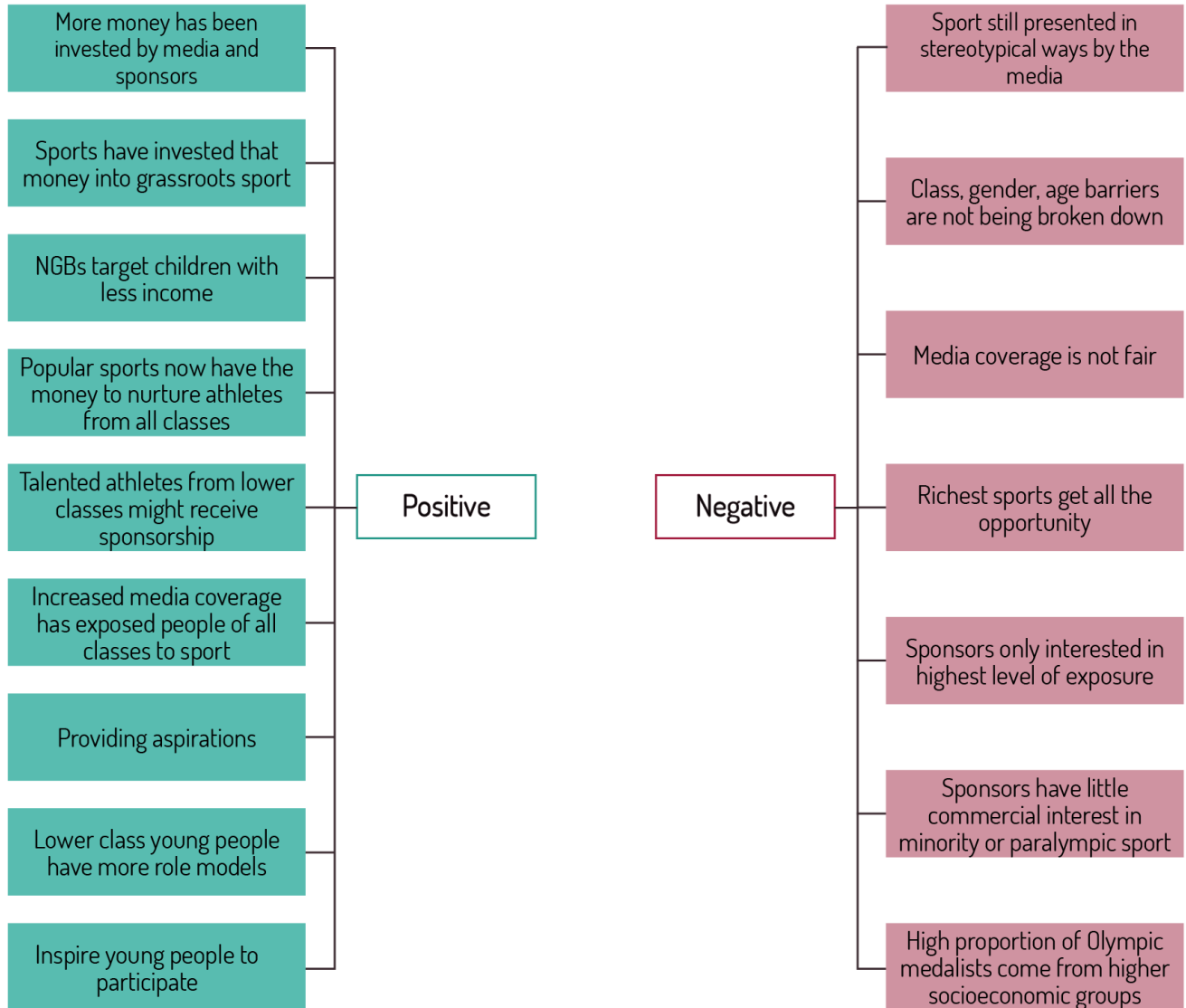
Notes

Impact of commercialisation on spectators



Notes

Impact of commercialisation on society



Notes

Section 5: Media coverage

Changing media coverage since 1980		
TV	Radio	Written press
<ul style="list-style-type: none">• More coverage• Greater use of technology to present sport as entertainment• Less elite sport on free-to-air TV• Increased options for viewer• Some sports protected and only available on free-to-air such as the World Cup and the Olympics• Introduction of satellite and digital TV• Massive growth of viewing options• Subscriptions needed for elite sport on Sky, BT Sport, etc.• Pay per view for major events such as boxing (Fury, Mayweather, etc.)• Integration of social media into TV viewing experience• Massive increase in sponsorship, especially gambling and alcohol	<ul style="list-style-type: none">• Introduction of DAB• Dedicated sport stations like TalkSport or Radio 5 LIVE• Local radio providing live coverage of local sports	<ul style="list-style-type: none">• Decline in physical newspaper value• Online offers extremely popular• BBC sport page/Sky Sports page• Magazine subscriptions remain popular

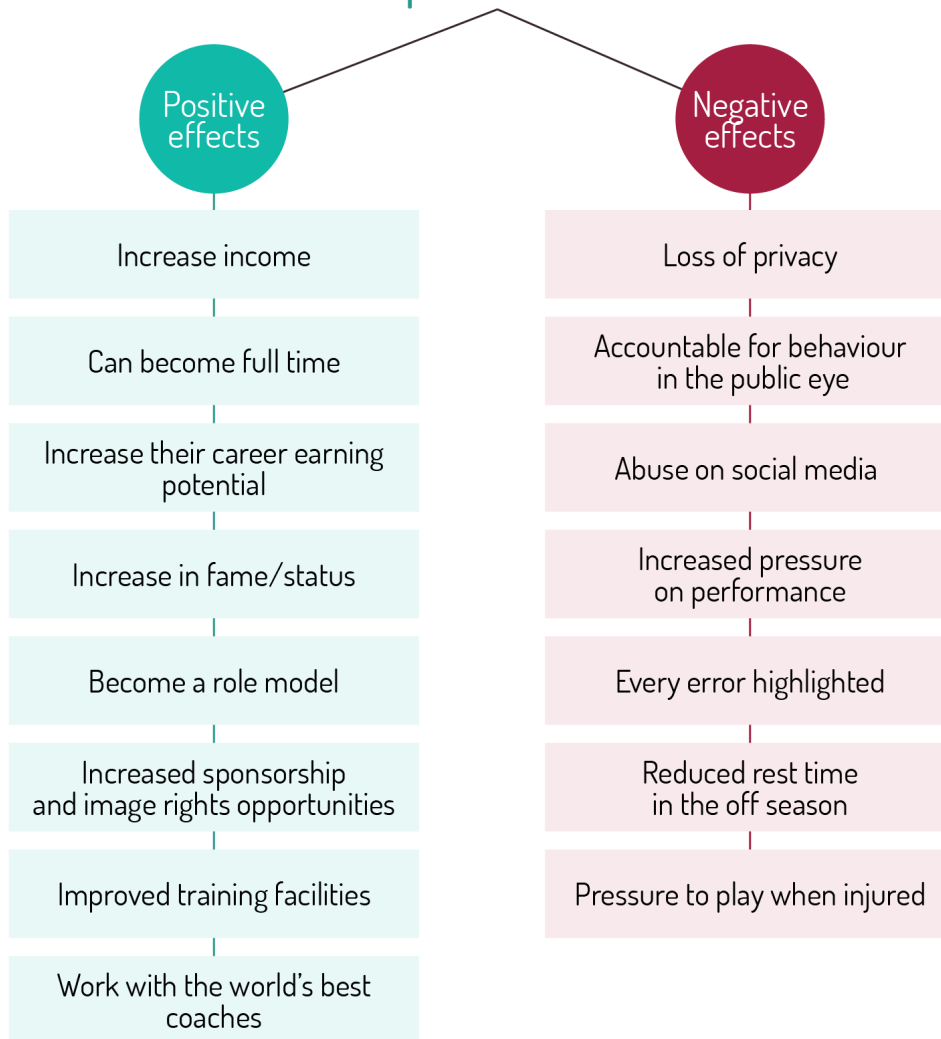
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Effects of the media on individual sports



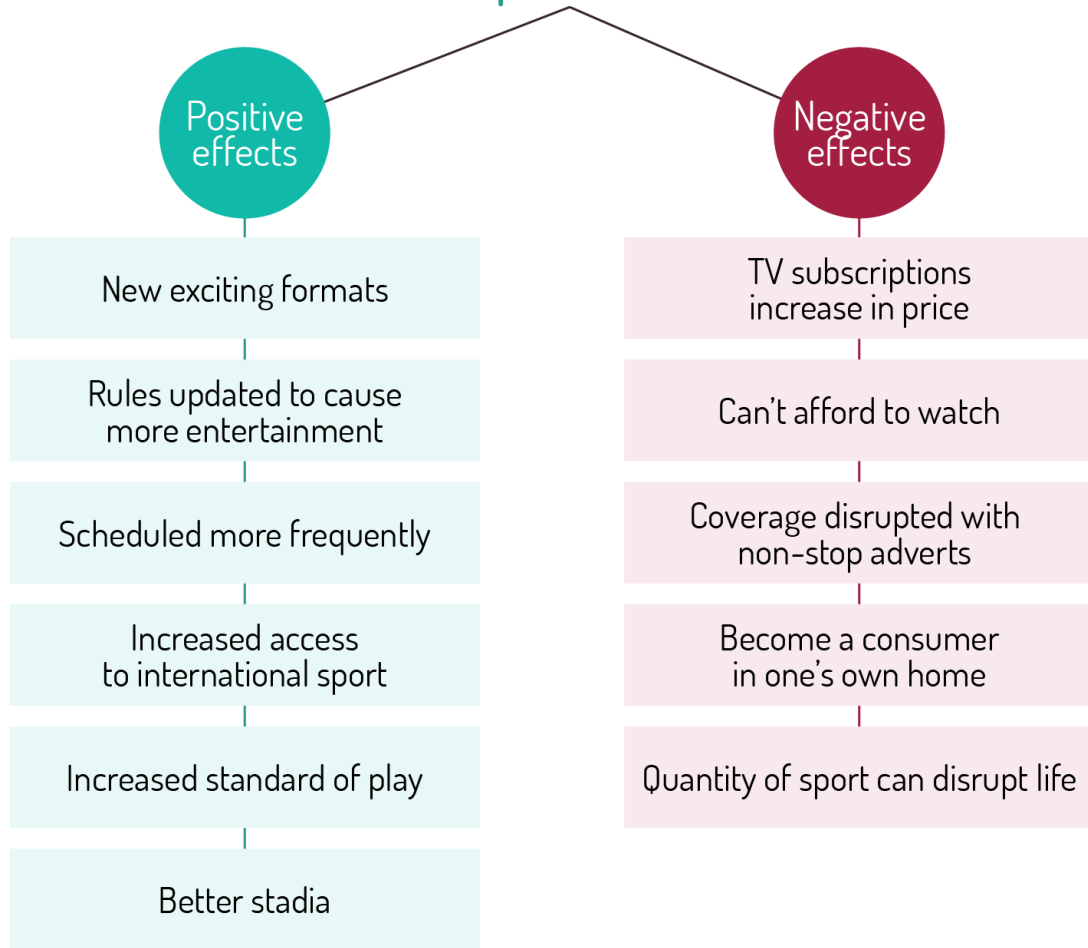
Notes

Effects of the media on performers



Notes

Effects of the media on spectators



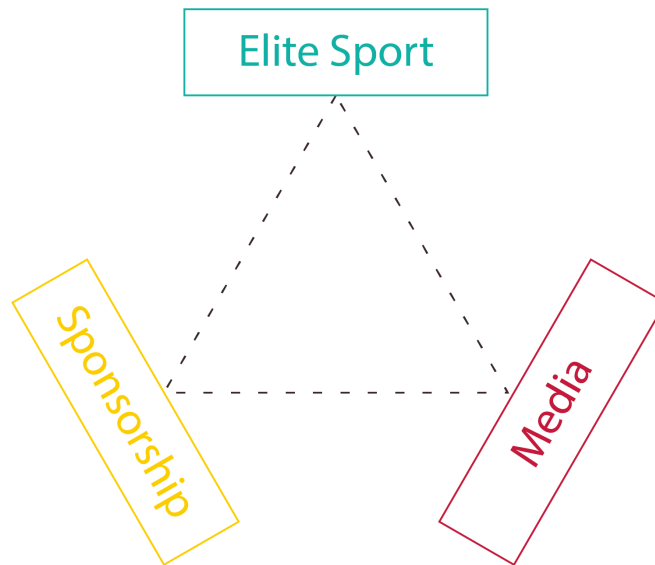
Notes

Section 6:

Relationship between sport and the media

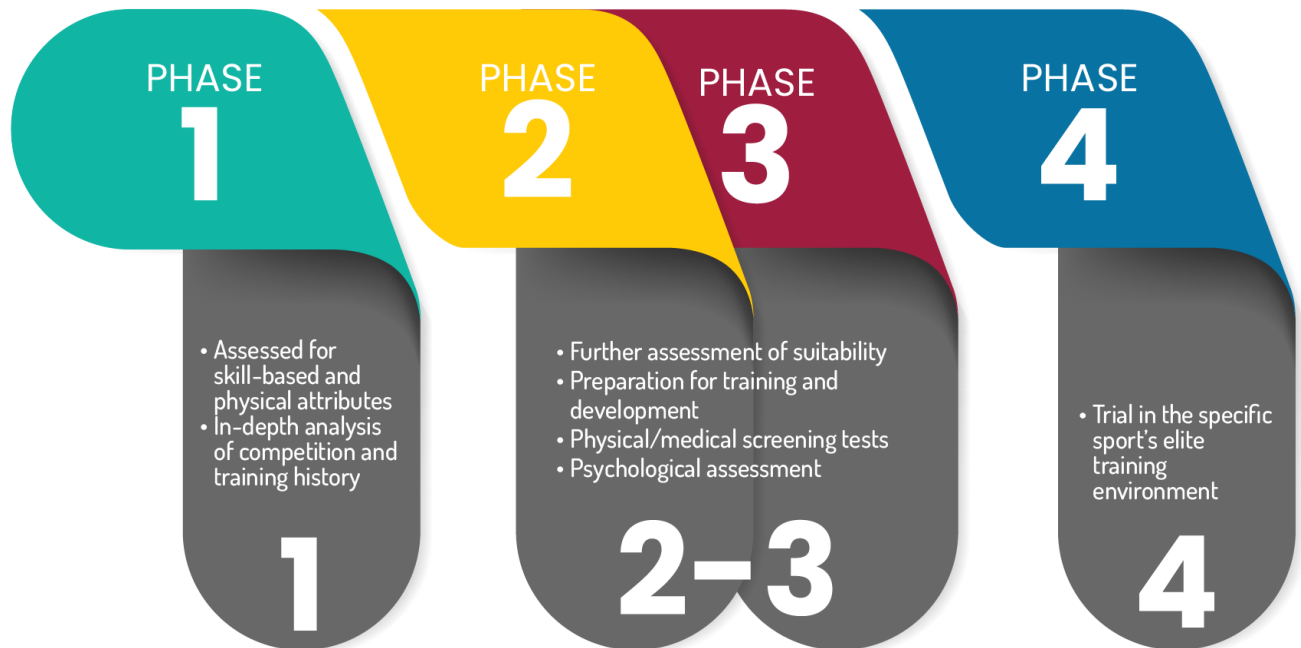
The Golden Triangle

The golden triangle is the commercial relationship between elite level sport, sponsors and media companies.



Notes

Section 7: Development pathways in the UK



Notes

Role of...



Schools

- First access
- For all
- Extra-curricular
- School specialism
- Coaching
- Specialist facilities
- Competition
- Club links
- Representative opportunities



Clubs

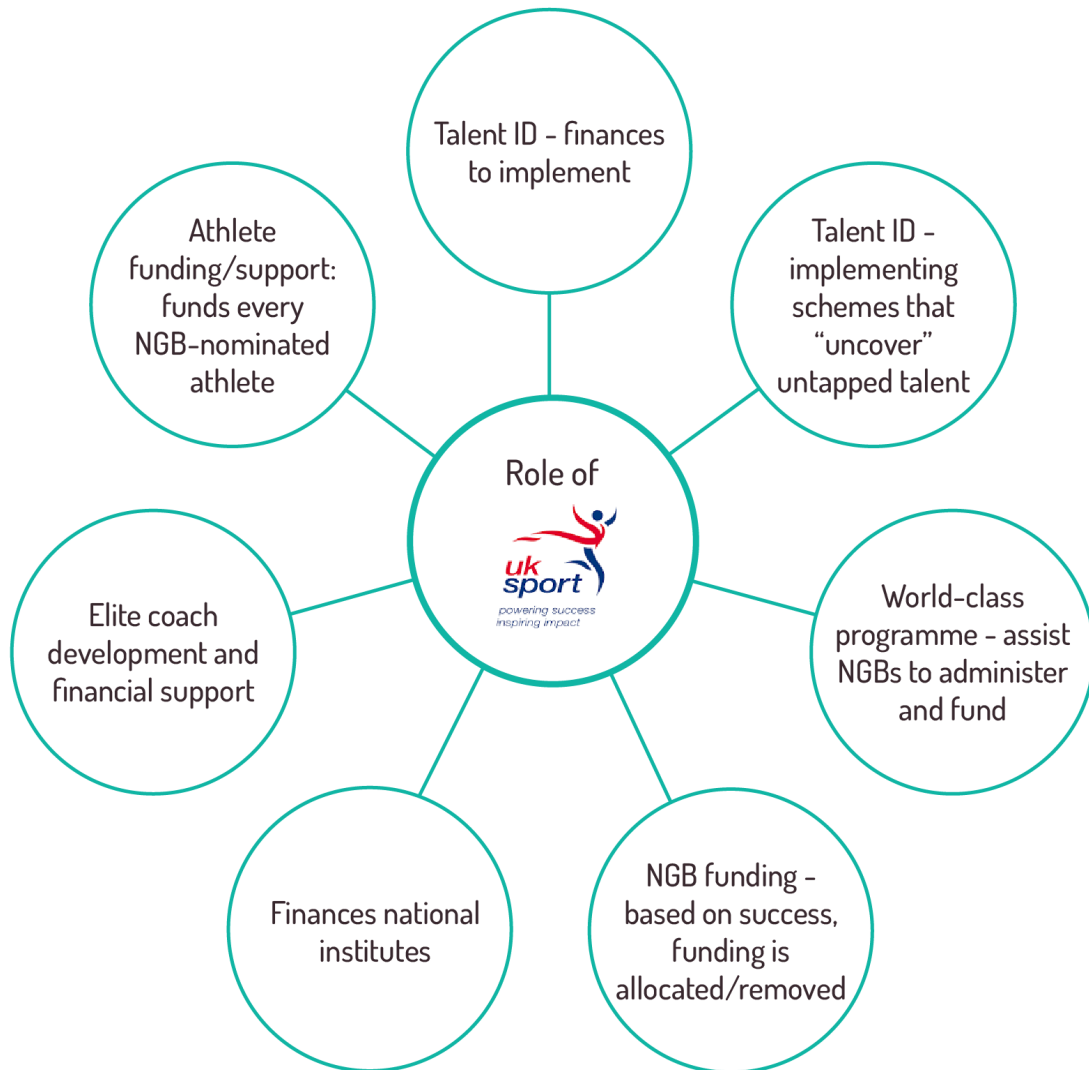
- Competition experience
- Talent identification / scouting
- Specialist and high-quality coaching
- Equipment and facilities
- Financial concessions for those in need
- Medical support such as physiotherapy



Universities

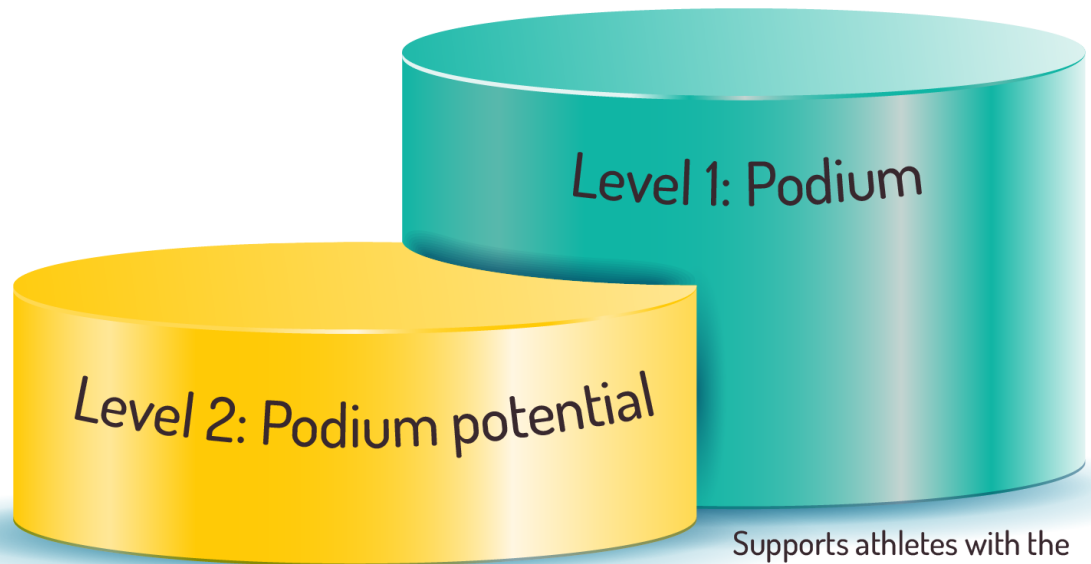
- Scholarships and bursaries
- Specialist and high-quality facilities
- Specialist and high-quality coaching
- High-level competition
- Sports science and medical support
- Allow students to train and compete whilst studying
- Host centres of excellence/institutes - Loughborough

Notes



Notes

UK Sport's WCP



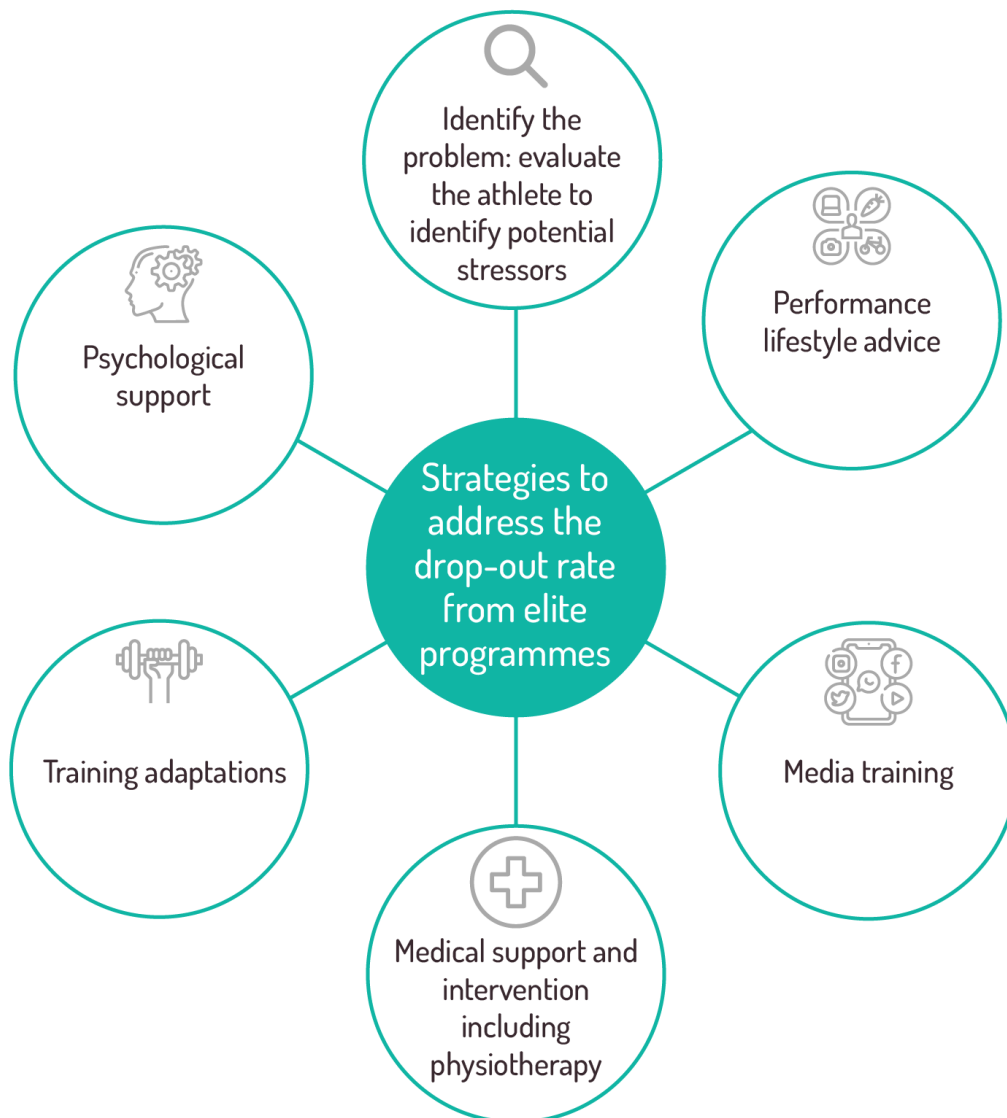
Supports athletes with the potential to medal at the next but one Olympics (8 years max).

Supports athletes with the potential to win medals at the next Olympics.

Notes



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