



The EverLearner

**National Mock Exams 2024**

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# Mark Scheme

## OCR A-level PE – Paper 3

**Please read before distributing to students.**

### Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous OCR A-Level PE Paper 3 exams in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited as this will undermine the potentially educational experiences of students in other schools/colleges.
- Finally, please check the publication dates of the model answers for this paper as well as the associated revision sessions in April/May/June.

### This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

### How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in The EverLearner's National Mock Exams from 2024. The model answers will be available in early April and many of these questions will be discussed in the live revision show provided by James Simms (Thursday 6th of June, 15:00-16:30 on [youtube.com/TheEverLearner](https://www.youtube.com/TheEverLearner)).

All questions/mark schemes are available on ExamSimulator. Please note, there are hundreds of additional questions and mark schemes on ExamSimulator covering the IGCSE PE topics and skills. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

*James Simms*





<b>Subject</b>	Physical Education
<b>Course</b>	OCR Linear GCE PE Sociocultural Studies
<b>Time allowed</b>	1 hour 0 minutes

<b>Title</b>	OCR A-level (H555) Paper 3 Sociocultural Factors National Mock Exam 2024
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<b>Guidance</b>	<ul style="list-style-type: none"><li>• This paper is marked out of 60 marks.</li><li>• You have 60 minutes (plus additional time for those who have Exam Access Arrangements).</li><li>• Answer all questions.</li><li>• A calculator is permitted for this exam.</li><li>• This paper contains one 10-mark question.</li><li>• Good luck.</li></ul>
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<b>Total marks</b>	60
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1. State **two** reasons why a performer might take a performance-enhancing drug.

### Marking guidance

Do not accept "win ethic" as an alternative to "win-at-all-costs". These are different concepts, with only the latter being dysfunctional.

### Marking points (maximum 2)

- (1) [AO 1] Increased chance of winning
- (2) [AO 1] Win-at-all-costs attitude
- (3) [AO 1] Rewards/Fame/Prizes
- (4) [AO 1] Pressure from coaches/External pressure/State-sponsored doping programme
- (5) [AO 1] Level the playing field/Everyone does it/To compete with other dopers
- (6) [AO 1] Psychological effects/Feeling of doing everything possible

2. Describe the political controversies that occurred during the 1968 Olympic Games in Mexico City.

### Marking guidance

Do not accept the punishments themselves for the final point. This needs to relate specifically to the consequences of the punishments that were handed out.

### Marking points (maximum 2)

- (1) [AO 2] Used to raise awareness of human rights issues in Mexico/Street demonstrations in Mexico City
- (2) [AO 2] Athletes used 200m medal ceremony to demonstrate about civil rights in the USA
- (3) [AO 2] Carlos, Smith and Norman all wore items in protest
- (4) [AO 2] Carlos and Smith wore a black glove and no shoes
- (5) [AO 2] Norman wore a pin badge in support of Carlos and Smith
- (6) [AO 2] Political consequences following the punishment of the three athletes/Carlos and Smith were banned/All Australian sprinters were banned for four years

**3.** Examine the reasons for the increased availability of time for the working classes to participate in sport in post-1850 Britain.

Marking points **(maximum 2)**

- (1) [AO 3] Factory Acts limited the working week
- (2) [AO 3] Introduction of Saturday half-day/Early-closing movement
- (3) [AO 3] Reintroduction of bank holidays
- (4) [AO 3] Supportive factory owners/Industrial patronage/Broken-time payments

**4.** Describe **two** reasons for the change in sports coverage on the radio from the 1980s to the present day.

Marking points **(maximum 2)**

- (1) [AO 1] Superior sound and reliability of digital radio services/DAB
- (2) [AO 1] Internet radio has made sport broadcasting international/No longer any geographical restrictions on radio broadcasts
- (3) [AO 1] Growth of dedicated sports stations/Radio 5 Live Sports Extra/Talk Sport
- (4) [AO 1] No change for local radio still broadcasting local sports

**5.** State **two** ways in which 19th-century public schools influenced the organisation and promotion of sport in post-1850 Britain.

Marking points **(maximum 2)**

- (1) [AO 1] Educated class using their skills to form NGBs
- (2) [AO 1] Skills to codify the sport/Introduction of agreed rules/Unifying rules
- (3) [AO 1] Developed competitions such as the FA Cup
- (4) [AO 1] Spread the message of sport to other places

6. Describe the role that schools have in contributing to elite sporting success in the UK.

Marking points (**maximum 3**)

- (1) [AO 1] Schools provide first-access opportunities in sport to all young people
- (2) [AO 1] Extracurricular provides coaching and competition access
- (3) [AO 1] Some schools specialise in one sport, leading to excellence
- (4) [AO 1] Schools often have the best facilities in a local area
- (5) [AO 1] Schools create links with clubs
- (6) [AO 1] Schools select students for representative honours/District teams/County teams
- (7) [AO 1] Popularity of qualification PE leads to a focus on performance/Focus on the underpinning knowledge of performance

7. This image shows UK Sport's World Class Performance pathway. Name **both** of the missing terms.

Marking guidance

Only accept the answer if it references BOTH Podium and Podium Potential. "Podium potential" alone is worth no marks. "Podium" alone is worth no marks.

Marking points (**maximum 1**)

- (1) [AO 1] Podium and Podium Potential

8. Evaluate the impact of video analysis technology on an elite sports performer.

### Marking guidance

Sub max two for positive influences. Sub max two for negative influences. In order to score three marks, the candidate must include both positives and negatives.

### Marking points (maximum 3)

- (1) [AO 3] Accurate feedback on the quality of the performance
- (2) [AO 3] Capacity to review one's own performance rather than rely on demonstrations
- (3) [AO 3] Excellent for fine-tuning a skill/Honing/Refining
- (4) [AO 3] Excellent for developing tactical awareness within a team/Improve knowledge of positional play in relation to others
- (5) [AO 3] Digital divide created between those with high technology and those without/Tech race
- (6) [AO 3] Time lost from the training itself to reviewing and discussing imagery/Prevents massed practice
- (7) [AO 3] Recreating models can lead to a loss of individual flair/All elite players become alike
- (8) [AO 3] Practicality is sometimes low/Need for an analyst to operate/Not always achievable in poor conditions

9. Explain why a spectator may become violent at a live sporting event.

Marking points (maximum 4)

(1) [AO 1] Frustration at the result of the match/Frustration at the performance of the team/Release catharsis

(2) [AO 1] Hooliganism in football has become a ritual/Ritualistic behaviour for fans to behave violently/Tradition for football fans to sometimes be aggressive

(3) [AO 1] Importance of the event/Derby match or a local rivalry/Media hype of a big match

(4) [AO 1] Alcohol can affect people's behaviour/Influence of drugs on fans/Drunkenness changes the behaviour of fans

(5) [AO 1] Imitation of violence fans see on the pitch/When players are violent, it increases the chance of fans being so/Physical sports cause more fan violence

(6) [AO 1] Loss of self-awareness in a large crowd/Loss of individuality when hidden in a crowd/Following others behaviour in a large group

10. Suggest **two** strategies that could be used to reduce the chances of a spectator becoming violent at a sports event.

Marking guidance

Answers should be focussed on the prevention of violence, not just on the punishments for it. For example, a retrospective punishment such as a banning order is only preventative if it discourages violent behaviour.

Marking points (maximum 2)

(1) [AO 2] Threat of a banning order discourages violence/Banning order

(2) [AO 2] Increased police presence discourages violence

(3) [AO 2] CCTV within the stadium makes a violent act less likely

(4) [AO 2] Educational campaigns to change the culture within a stadium

(5) [AO 2] Early kick-off times lead to less drinking

(6) [AO 2] Restricted alcohol sales within the stadium



**11. Compare the characteristics of mob football in pre-industrial Britain to Association football in the late 19th century.**

### Marking guidance

Statements must be comparative. For example "mob football was violent" is not a comparative statement. "Mob football was violent, whereas late 19th-century football was respectable and non-violent" is a comparative statement.

Do not accept "no rules" for mob football.

### Marking points (maximum 3)

(1) [AO 3] Mob football was spread over a wide area, WHEREAS Association football was restricted to a rectangular pitch

(2) [AO 3] Mob football had few and unwritten rules, WHEREAS Association football was codified

(3) [AO 3] Mob football involved wearing one's own clothes, WHEREAS Association football involved a football strip

(4) [AO 3] Mob football was rowdy and violent, WHEREAS Association football was respectable and non-violent

(5) [AO 3] Mob football was played occasionally on holidays, WHEREAS Association football was frequent

(6) [AO 3] Mob football had unlimited team size, WHEREAS Association football was 11 players

(7) [AO 3] Mob football involved simple and natural resources, WHEREAS Association football was played with specific equipment

(8) [AO 3] Mob football teams had no formal coaching, WHEREAS Association football was coached

(9) [AO 3] Mob football was local and isolated, WHEREAS Association football was standardised and national

**12.** Explain why real tennis was a popular recreation activity for the upper classes in pre-industrial Britain.

### Marking guidance

Candidates should provide reasons why the upper classes played the sport, not just the characteristics of real tennis.

### Marking points (maximum 4)

- (1) [AO 2] Upper classes were educated, so could play a game with complex, written rules
- (2) [AO 2] Upper classes saw themselves as respectable, so played games that were non-violent
- (3) [AO 2] Upper classes had access to purpose-built real tennis courts
- (4) [AO 2] Upper classes were able to afford specialist real tennis equipment
- (5) [AO 2] Upper classes had lots of free time and played regularly
- (6) [AO 2] Upper classes wanted to separate themselves from lower classes, so played exclusive sports
- (7) [AO 2] Upper classes had access to transport, so could play in different locations/Limited numbers of participants
- (8) [AO 2] Upper classes had lots of free time to learn the more intricate skills of real tennis

**13.** Evaluate the political **and** economic impact of hosting the FIFA World Cup.

### Marking guidance

Sub max three for positive impacts. Sub max three for negative impacts. Both political and economic factors should be considered for full marks.

### Marking points (maximum 5)

- (1) [AO 3] Hosting the World Cup can put countries into debt/Hosting can lead to large amounts of debt/Lead to debt
- (2) [AO 3] Employment benefits are very temporary/Employment only goes up for a short period/Employment benefits are not sustainable
- (3) [AO 3] All benefits go to the host cities/Benefits are not shared around the country/Benefits are localised
- (4) [AO 3] If the events are run poorly, it can reflect badly/Can create a negative image if the event is run poorly/Can reflect badly on the government
- (5) [AO 3] Increased risk of terrorism/Can cause a rise in crime levels/Terrorist attacks become a possibility
- (6) [AO 3] Negative impact on the environment/Can lead to more pollution/Overcrowding in the local area
- (7) [AO 3] Any deviant behaviour is highlighted/Huge focus on home athletes' behaviour/Poor behaviour is exacerbated
- (8) [AO 3] Success leads to a government being more popular
- (9) [AO 3] Boost to an individual politician's reputation
- (10) [AO 3] Develops a sense of national pride and patriotism
- (11) [AO 3] Assists in forging new economic relations with other countries/Shop-window effect
- (12) [AO 3] Income generation from ticket sales and other purchases
- (13) [AO 3] Increased tourism to host cities

**14.** Using examples, explain how 20th-century developments in transport shaped sport in Britain.

Marking points **(maximum 5)**

(1) [AO 2] Increased availability of transport for all made sports nationalised

(2) [AO 2] Development of national leagues or competitions in most sports

(3) [AO 2] Development of affordable air travel made international fixtures more common

(4) [AO 2] Development of Euro competitions on a regular basis

(5) [AO 2] Intercontinental travel made world events such as World Cups and Olympic Games possible

(6) [AO 2] Proliferation of cars in the late 20th century made most spectators and participants mobile

(7) [AO 2] Building of motorways meant rapid travel between cities for matches and events

(8) [AO 2] Affordability of public transport made travel possible for poorer people

(9) [AO 2] Organised coach travel for away fans to get to matches

(10) [AO 2] Growth of the travel industry meant tour companies could sell tickets to groups

**15.** Explain how increased freedom of movement in the 21st century has impacted on the globalisation of sport.

Marking points **(maximum 3)**

(1) [AO 1] Worldwide media coverage has encouraged awareness of different leagues in different countries

(2) [AO 1] Talented players become commodities to be transported to the relevant sporting market

(3) [AO 1] Large proportion of Premier League players are foreign/Franchise T20 teams are made up of many foreign players/NBA has many Eastern European players

(4) [AO 1] Number of international fixtures has increased significantly/Number of worldwide competitions has risen/Globalised fixture list

(5) [AO 1] Fan bases develop in non-local spaces/Manchester City are hugely popular in the Middle East

(6) [AO 1] Premier League football shirts become popular all over the world in/NBA jerseys sold around the world/NFL products are sold in the UK

(7) [AO 1] Talented international players often assimilate to the host country and play for the national team

**16.** Look closely at this image. The data shows that football participation amongst children has not returned to pre-pandemic levels. Analyse the role that technology could play in increasing children's participation rates in football.

Marking points **(maximum 3)**

- (1) [AO 3] Increased awareness of opportunities via the internet/Clubs publicise on social media/Social media encouragement of both boys and girls
- (2) [AO 3] All-weather pitches and 3G makes playing through the winter more achievable/Floodlights keep players practising over winter
- (3) [AO 3] Better clothing technology keeps kids warm on the practice pitch
- (4) [AO 3] Development of indoor facilities for adapted versions of the game such as futsal
- (5) [AO 3] Players use camera or tracking technology to be able to be motivated by their progress
- (6) [AO 3] Development of modified equipment enables disabled participants to play/Inclusion through adapted equipment
- (7) [AO 3] Proliferation of high-quality football boots and PPE
- (8) [AO 3] Affordability of high-quality football boots and PPE

**17.** Using examples, describe the factors that have led to the commercialisation of sport.

### Marking guidance

Each marking point must include an example to be awarded.

### Marking points (maximum 4)

- (1) [AO 2] Increased public interest due to wider media coverage of sport such as the WSL being shown on BBC and Sky
- (2) [AO 2] Larger and better stadia such as the rebuilding of Wembley to encourage more spectatorship
- (3) [AO 2] More investment from media companies such as Sky and Discovery+ makes sport profitable
- (4) [AO 2] Full-time training and higher standards of play make sports such as the WSL more saleable
- (5) [AO 2] Increased advertising at televised events like The Hundred make sports sustainable
- (6) [AO 2] Increased sponsorship of teams, players and stadia such as the Kia Oval create greater private investment in sport

**18.** Evaluate this statement: "Sports gambling in the UK is a deviant behaviour."  
Summarise the background and aims of the modern Olympic movement.

Marking guidance

[10-mark descriptions](#)



A01 for stating types of gambling and the aims and background of the modern Olympics.

A02 for examples of different types of gambling and for the ways in which de Coubertin created the games.

A03 for judgements on whether gambling is deviant or not. .

### Marking points **(maximum 10)**

(1) [AO 1] Gambling is the act of paying money for the chance of winning more money

(2) [AO 1] Match-fixing is using money to predetermine the outcome of a match

(3) [AO 1] Spot-fixing is using money to predetermine an action in a sport

(4) [AO 1] Bribery is using money to influence the actions of an official, coach or performer in sport

(5) [AO 2] Examples of bets are spread-betting/Betting on the score difference in a rugby match

(6) [AO 2] Outcome betting/Betting on the outcome of a horse race

(7) [AO 2] Accumulator betting/Gambling on a collection of different matches and their outcomes

(8) [AO 2] Examples of spot-fixing are Mohammad Amir

(9) [AO 2] Examples of match-fixing are Hansie Cronje/Chris Kent

(10) [AO 3] Examples of bribery are Juventus Football Club

(11) [AO 3] Gambling is legal for adults in the UK

(12) [AO 3] Gambling is illegal for children in the UK

(13) [AO 3] Gambling is legal when done through a licensed bookmaker/Illegal if not done through a licensed bookmaker



- (14) [AO 3] Gambling becomes deviant when it is involved with match-fixing
- (15) [AO 3] Gambling becomes deviant when it is involved with spot-fixing
- (16) [AO 3] Gambling becomes deviant when it is involved with bribery
- (17) [AO 3] Gambling becomes deviant when it involves the participants in the sport
- (18) [AO 3] In conclusion, legal gambling is not deviant
- (19) [AO 3] Spot-fixing, match-fixing and bribery are all deviant and need to be eliminated
- (20) [AO 3] Excessive legal gambling could be considered as deviant/Unhealthy to gamble too much/Gambling addiction is deviant
- (21) [AO 1] Modern Olympics were a regeneration of the ancient Olympics
- (22) [AO 2] Movement led by Baron Pierre de Coubertin
- (23) [AO 2] De Coubertin visited and studied the 19th-century English public schools
- (24) [AO 1] De Coubertin was inspired by the concepts of public-school athleticism
- (25) [AO 2] Modern Olympic values were built on the ideas of moral integrity and physical endeavour
- (26) [AO 1] De Coubertin was inspired by English multi-sport events
- (27) [AO 2] Much-Wenlock Games in Shropshire
- (28) [AO 1] Modern games aimed to bring peace and unity
- (29) [AO 2] Development of the Olympic Oath written by de Coubertin
- (30) [AO 2] Spread the message of unity internationally
- (31) [AO 2] Bring athletes and nations together on a four-yearly basis