TEL PE Revision

Revision Series 2024

OCR A-Level PE - 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.
- The imagery contained in the notes is designed for you to be able to study the A01 knowledge prior to the live session.
- During the live session, James will guide you through how to use that knowledge in your exam.
- 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 pages 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.
- 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.

My ticklist:

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

During the live show, we will cover...

Topic 1: Social and cultural factors that shaped sports and pastimes in pre-industrial Britain..... 3

Topic 2: Social and cultural factors that shaped sport in post-1850 industrial Britain (inc. influence of public schools).....4

Topic 3: Social and cultural factors that shaped sport in 20th-century Britain.....4

Topic 4: Contemporary factors that shape sport in the 21st century.....5

Topic 5: Global sporting events- The Modern Olympic Games.....14

Topic 6: Hosting global sporting events.....22

Topic 7: Ethics and deviance - Gambling in sport.....24

Topic 8: Factors that influence the commercialisation of contemporary physical activity and sport..... 26

Topic 9: Routes to sporting excellence in the UK.....27

Topic 10: Modern technology in sport..... 32

We will also cover a wide array of exam skills including command terms for A01, A02 and A03 as well as the extended writing requirements of the paper.

You may also find it useful to study our previous years' revision shows when different samples of content and skills have been developed.

Topic 1: Social and cultural factors that shaped sports and pastimes in **pre-industrial Britain**

Intro to Pre-industrial Britain

Upper-class sport	Lower-class sport
• Time-consuming • Rule-bound • Wagering • Distinct from lower class • Civilised • Equipped • Regular	• Occasional • Simple/Unwritten rules • Wagering • Uncivilised/Rowdy/Violent • Natural resources and limited equipment • Infrequent • Rural • Occupational • Unlimited team size • Masculine in nature • Force-based

Want to know more?

Watch the FREE tutorial "Sport in pre-industrial Britain" on TheEverLearner.com

Topic 2: Social and cultural factors that shaped sport in **post-1850 industrial Britain** (inc. influence of public schools)

This topic will be covered within topics 1 and 4

Want to know more?	Watch the FREE tutorial "Sport in post-1850 industrial Britain" on TheEverLearner.com

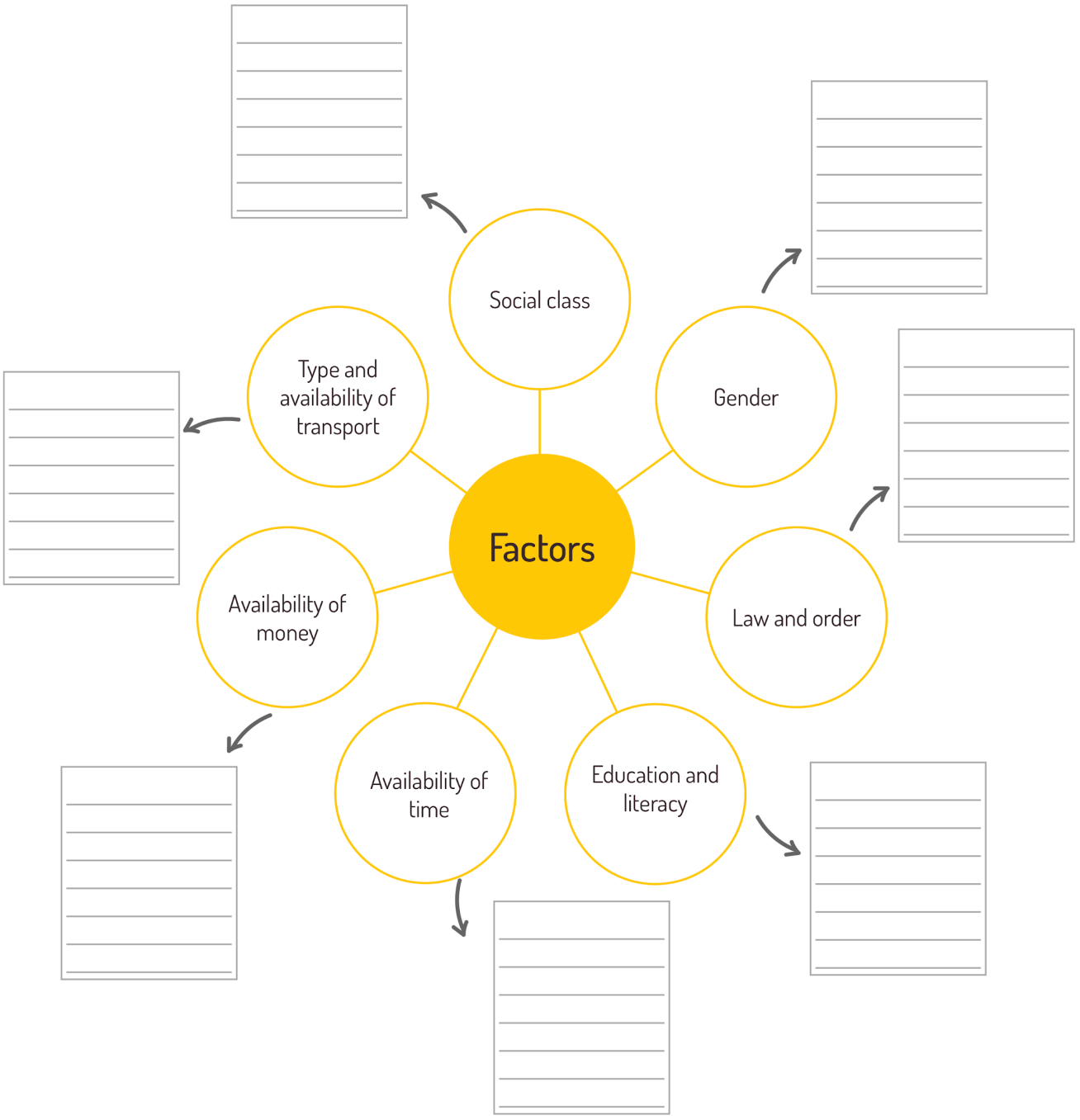
Topic 3: Social and cultural factors that shaped sport in **20th-century Britain**

This topic will be covered within topics 1 and 4

Want to know more?	Watch the FREE tutorial "Sport in 20th-century Britain" on TheEverLearner.com

Topic 4: Contemporary factors that shape sport in the 21st century

The OCR specification requires that you are able to describe historical and contemporary factors in relation to pre-industrial, post-1850, 20th and 21st centuries. You need to cover these themes:



One way to think about this is whether the factors listed remained the same or changed over time. We can refer to this as the concept of "continuity and change". Those of you who study GCSE history will know that this is a common way to study history in general and, here, we will apply the concept to the emergence of sport in Britain.

Continuity and change – Social class

Social class			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• 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	• Lower classes lost their rights • Large scale migration • Middle class emerged and developed their own customs • Upper classes carried on as before	• 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	• Increased equality • Relatively few high-level amateurs • Move towards professionalism • Some sports still exclusive

Compare the structure of society in pre-industrial times to the 21st century and comment on how this influenced sport in both periods in Britain.

Continuity and change - Gender

Gender			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• 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	• 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	• 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"	• 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

Explain why the Victorian image of femininity negatively affected female participation in sport in Britain in the post-1850 period.

Continuity and change - Law and order

Law and order			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• Undeveloped system of law and order • Law of nature prevailed in the countryside • Authorities tried to ban violent sports like mob football but were ineffective • Allowed mob games to be violent • These were the reason upper classes played separately	• Police force introduced • Middle class banned violent sports • Banned mob games • Violence less tolerated • Civilising process	• Issues of hooliganism at sporting events • Large scale policing at major events • Terrorism at some events	• Sport as social control • Sport as appeasement • Decreased hooliganism • Threat of terrorism • Banning orders • Alcohol bans • Drug laws • Legal action taken against those breaking the law

Describe the influence of law and order on sports in the post-1850 period in Britain.

Continuity and change - Education and literacy

Education and Literacy			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• 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	• 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	• Compulsory education for all • Compulsory PE for all • Drill changed to PT and changed to PE	• Compulsory PE • PE qualifications • Sport science movement • Still a teenage drop-out

Post 1850: Influence of the public schools			
Promoting and organising	Promoting ethics	Cult of athleticism	Spread and export of the games
• Formation of NGBs • Developed competitions such as the FA Cup • Spread sports to other areas and countries • Codified the rules	• Sport seen as an expression of godliness • Muscular christianity: healthy body, pious mind • Sport should be respectable • Control of gambling • Non-violent • Skill-based	• Character development through sport • Physical endeavour combined with moral integrity • Physical endeavour: fitness, health, competitiveness • Moral integrity: bravery, leadership, honour, loyalty	• 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

Explain how public-school *boys spread the cult of athleticism to the whole of society in the late 19th century.

Continuity and change - Availability of Time/Working Conditions

Availability of time / Working conditions			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• 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	• 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	• Increased time available for most people • Structured sport in all activities • Weekends dedicated to sport for many	• Theoretically more time available • People have more options competing with their time • Introduction of streaming services/gaming • Spare time might not be spent moving

Explain why the shift from the agrarian calendar to "machine time" negatively affected participation in sport for some people in the post-1850 industrial period in Britain.

Continuity and change - Availability of money

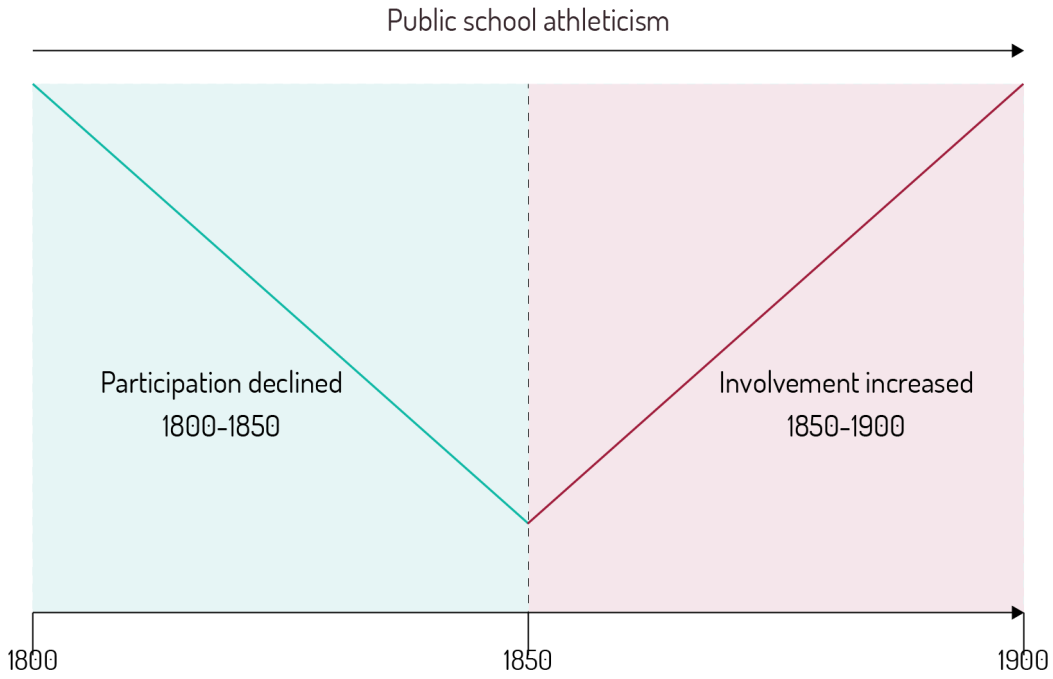
Availability of money			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• Lower classes had very little money, which led to a subsistence lifestyle • Sports were basic and simple • No specialist equipment • Resources were natural and freely available • Lower classes 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	• 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	• Increase in disposable income • Sport as a fashion/lifestyle • Most can afford to participate • Exclusivity of some activities such as tennis or golf	• Increased disposable income in the western world • Disposable income to spend on gyms, health clubs, etc.

Continuity and change - Type & availability of transport

Type and availability of transport			
Pre-industrial	Post 1850-Industrial	Sport in the 20th century	Sport in the 21st century
• 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	• Railway network grew from 1850 • National fixtures enabled • National leagues and cups formed • Spectators travelled to away games • Day trips to the seaside	• 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	• Low-cost flying

Explain how the type and availability of transport influence sports participation in the 20th century.

Emergence and evolution... Extras...



Want to know more?

Watch the tutorial "Sport in 21st century Britain" on TheEverLearner.com (subscribers only).

Topic 5: Global sporting events- The Modern Olympic Games

10 marker:

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

(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

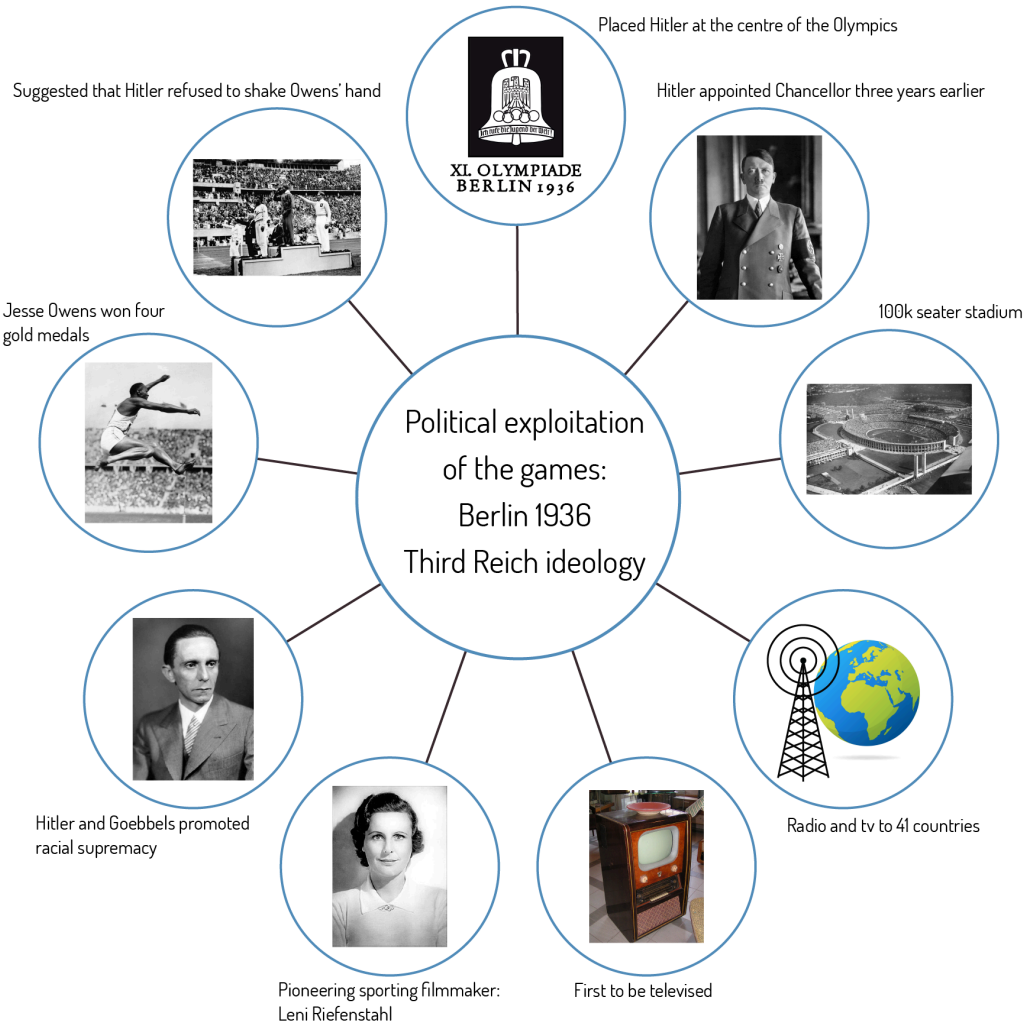
(29) [AO 2] Development of the Olympic Oath written by de Coubertin

(30) [AO 2] Spread the message of unity internationally

(31) [AO 2] Bring athletes and nations together on a four-yearly basis

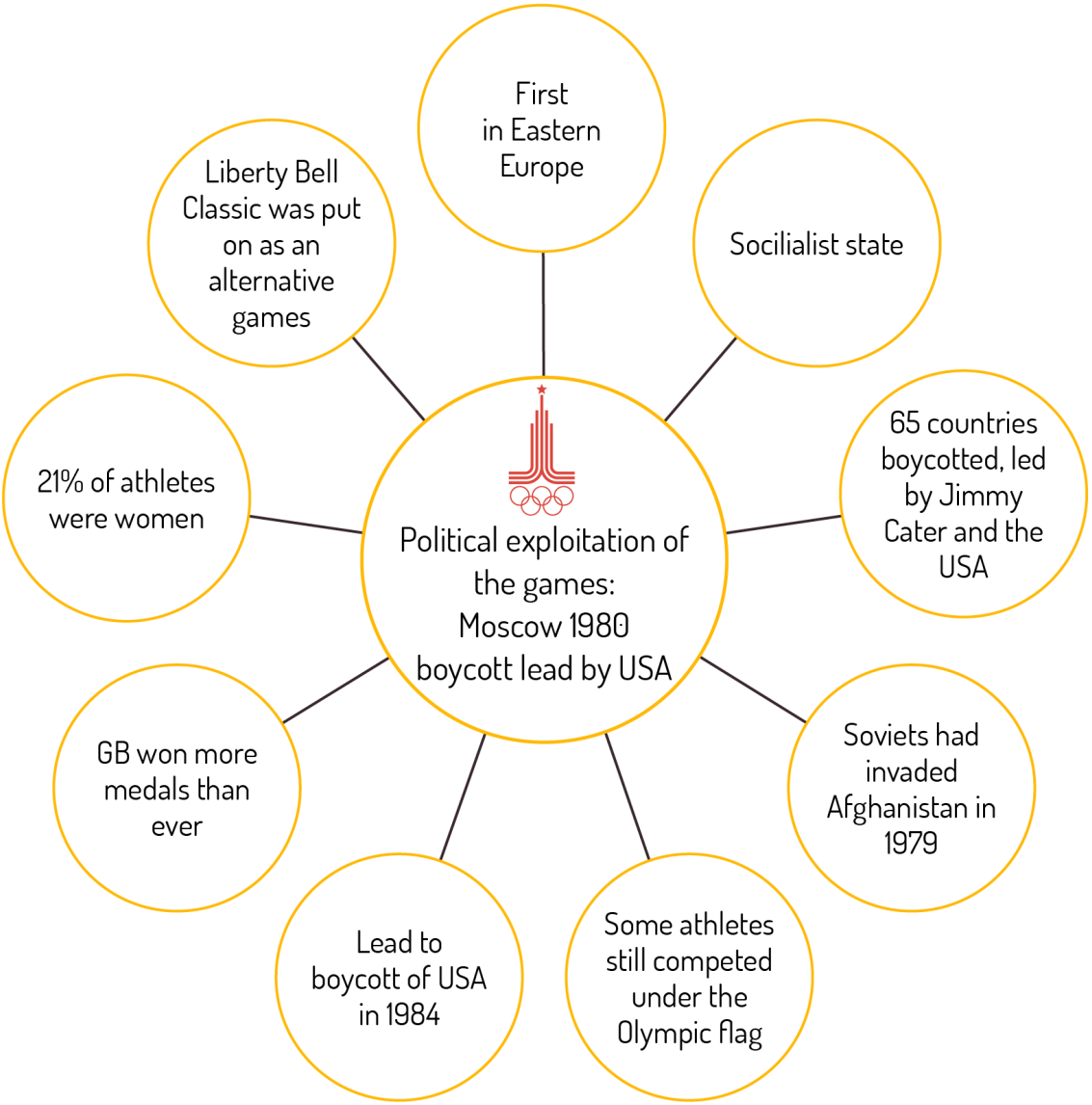
OCR A-Level Physical Education **10 Mark Level Descriptors**

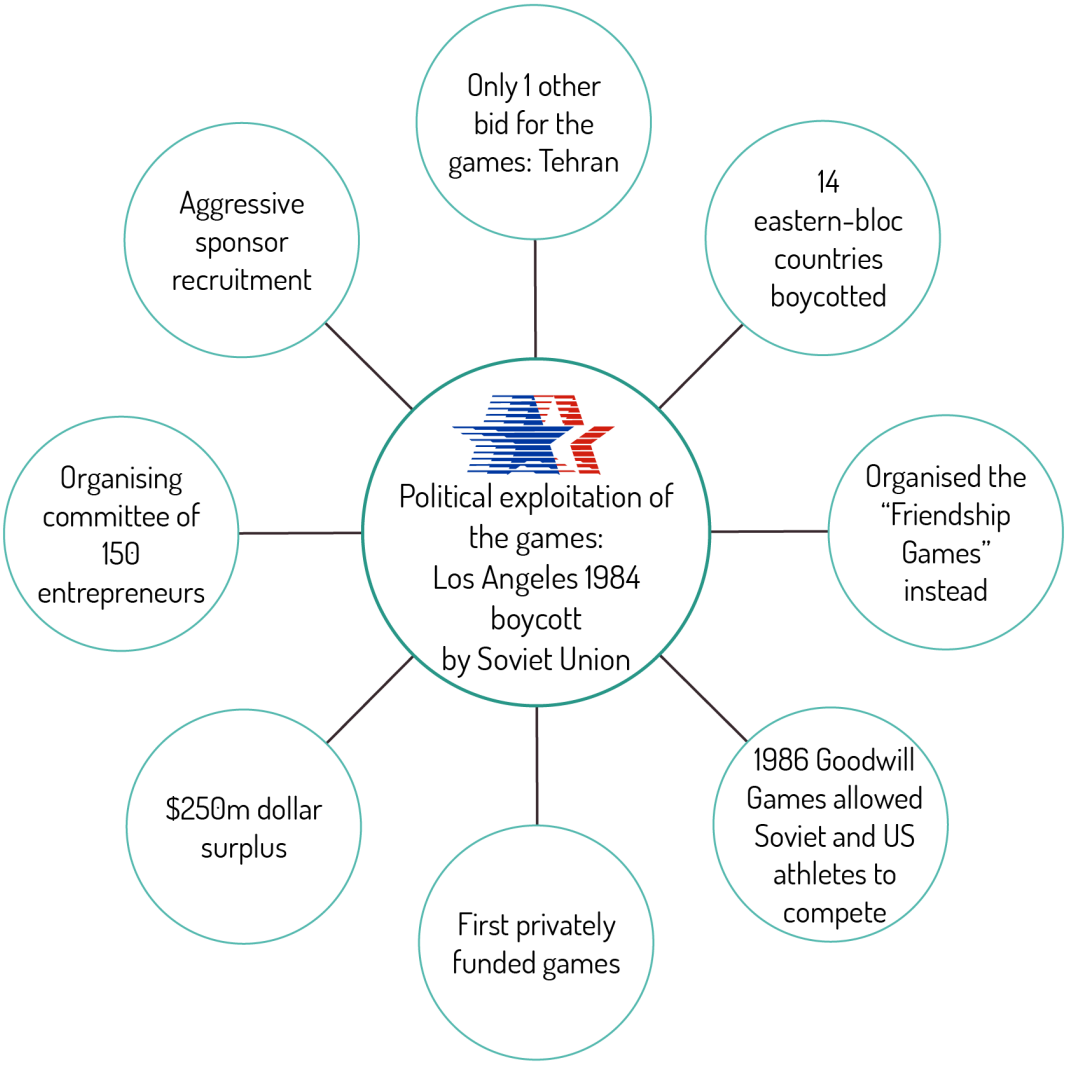
Level	Marks	Description
3	8-10	• Detailed knowledge and excellent understanding (AO1) • Well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2) • Detailed analysis and critical evaluation (AO3) • Very accurate use of technical and specialist vocabulary • There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
2	5-7	• Good knowledge and clear understanding (AO1) • Independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2) • Good analysis and critical evaluation (AO3) • Generally accurate use of technical and specialist vocabulary • There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
1	1-4	• Satisfactory knowledge and understanding (AO1) • Occasional opinion and judgement but often unsupported by relevant practical examples (AO2) • Limited evidence of analysis and critical evaluation (AO3) • Technical and specialist vocabulary used with limited success • The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0	0	No response or no response worthy of credit


Political exploitation of the games: Berlin 1936 Third Reich ideology
Placed Hitler at the centre of the Olympics
XI. OLYMPIADE BERLIN 1936
Hitler appointed Chancellor three years earlier
100k seater stadium
Radio and tv to 41 countries
First to be televised
Pioneering sporting filmmaker: Leni Riefenstahl
Hitler and Goebbels promoted racial supremacy
Jesse Owens won four gold medals
Suggested that Hitler refused to shake Owens' hand

First games in Latin America
Major protests in games because of lack of freedom of expression in Mexico
Tommie Smith and John Carlos suspended after black power salute
Political exploitation of the games: Mexico City "Black Power" demonstration
Athletes "brought shame" to the US
Wore black gloves, black socks and no shoes
Australian sprinter Peter Norman lent the gloves and wore a badge in support
Black-gloved fist

Black September organisation raided the Olympic village
Kidnapped and murdered 11 Israeli athletes and officials
Led to the development of antiterrorism
Helicopter to the airport
Botched attempt to rescue
11 die from machine gun and grenade
3 terrorists survived
1 still alive
Games stopped for 24 hours
Die Wieteren spiele (the cheerful games)
München 1972
Political exploitation of the games: Munich 1972 Palestinian terrorism


First in Eastern Europe
Socilialist state
65 countries boycotted, led by Jimmy Cater and the USA
Soviets had invaded Afghanistan in 1979
Some athletes still competed under the Olympic flag
Lead to boycott of USA in 1984
GB won more medals than ever
21% of athletes were women
Liberty Bell Classic was put on as an alternative games
Political exploitation of the games: Moscow 1980 boycott lead by USA



Want to know more?

Watch the tutorials "Global events" on TheEverLearner.com (subscribers only).

Topic 6: Hosting global sporting events

Impacts of the host country/city on hosting the Olympics/FIFA world cup

Positive

- Increased income for the city
- Increased employment/volunteering opportunities for the workforce
- Increased tourism
- Shop-window effect
- Commercial benefits: profit, sponsorship
- Increased infrastructure, such as travel networks
- International respect
- Nation building, as the sport can bring people together
- Increased sense of patriotism
- Inspired generation to be more active and healthy
- Legacy of better facilities
- Home-grown success: host nations often perform very well in the medal table

Negative

- Very expensive
- Risk of losing money/ Making a loss
- Disruption for local people
- Building stadia might mean housing is torn down
- Taxpayers pay the bill
- Risk of terrorism
- Cost of policing
- Governmental attention taken away from other more important things
- Focussed on elite rather than participation
- Potential embarrassment if the games fail

This topic is likely to have an evaluate command. Evaluate responses have three features:

Feature 1		
Feature 2		
Feature 3		

Want to know more?

Watch the tutorial "Benefits and threats of hosting" on TheEverLearner.com (subscribers only).

Topic 7: Ethics and deviance – Gambling in sport

2018 Question 7(b):
Explain why gambling is becoming such a problem in modern sport.

1. Deviance		Increased likelihood of match fixing/bribery /corruption
2. Players		Performers can develop gambling problems
3. Society		Can lead to addiction/debt
4. Sponsorship		Gambling companies provide sponsorship which may cause negative role modelling / encourage betting
5. Advertising		Volume of adverts
6. Access		Access to betting online in various forms makes it easier than ever to get involved
7. Illegality		Rise in illegal betting

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

Gambling is the act of paying money for the chance of winning more money. An example of gambling is an accumulator bet, where bets are placed on a collection of matches. This type of behaviour is not deviant in the UK, as long as the bet is placed with a licensed bookmaker. However, gambling becomes deviant behaviour if the bet placed involves match-fixing. This is where the outcome of a match has been predetermined through the bribery of players or officials. An example of match-fixing is South African cricketer Hanse Cronje, who was found guilty of fixing the outcome of matches. The behaviour is deemed as deviant, as it goes against social and moral norms. An extension of match-fixing is spot-fixing, where bets are placed on predetermined elements of a match. For example, Pakistani cricketer Mohamed Amir was bribed to bowl a certain number of no-balls in a specific over. It could also be argued that excessive betting is also deviant behaviour, as it can often lead to addiction, which goes against most people's moral and social norms. Footballer Matthew Etherington once lost over £1 million from excessive gambling and had to attend counselling to address his addiction. In conclusion, it could be said that gambling is not, in itself, a deviant act in the UK but it becomes deviant when the overall outcome, or parts of the match, have been predetermined. It can also be deemed deviant if an individual gambles to the point of addiction. The modern Olympic movement was founded by Baron Pierre de Coubertin in 1896. He was inspired by English public-school athleticism and the movement was founded on the values he witnessed of moral integrity and physical endeavour. De Coubertin also used the Much-Wenlock Games in Shropshire as inspiration in founding the modern Olympics. De Coubertin wanted the Olympics movement to carry a set of specific aims. One of these aims was to bring together athletes from across the world in a four-yearly sports festival. Secondly, De Coubertin wanted to create international goodwill and unity. His third aim was to educate young people through sport to bring about a more peaceful world.

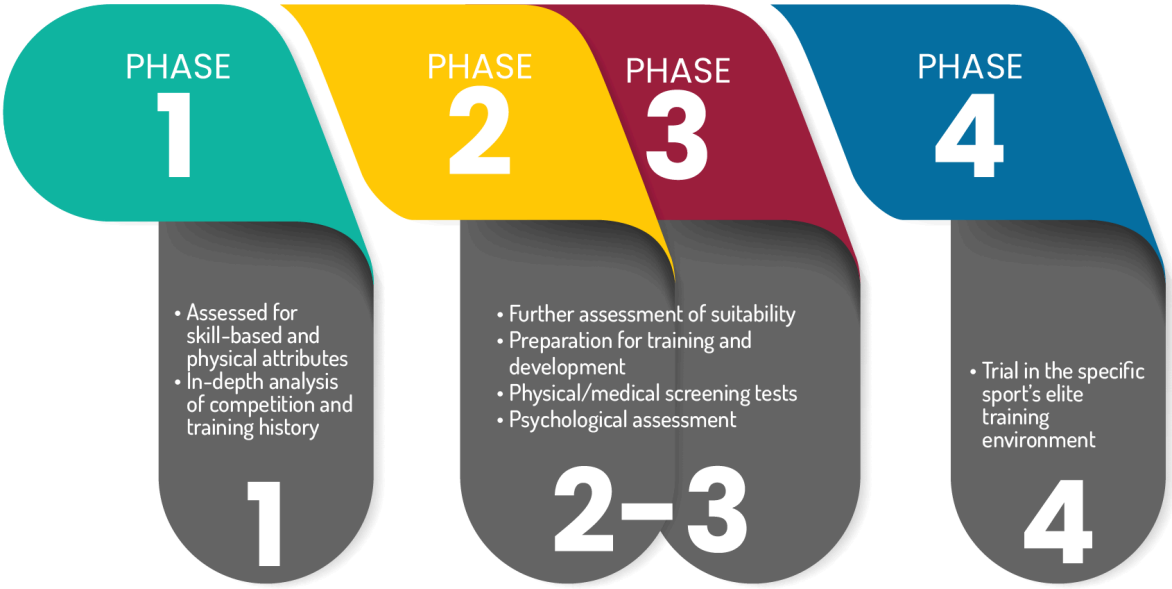
Want to know more?	Watch the tutorial "Gambling in sport" on TheEverLearner.com (subscribers only).

Topic 8: Factors that influence the commercialisation of contemporary physical activity and sport

Want to know more?

Watch the tutorials in "Commercialisation and media" on TheEverLearner.com (subscribers only).

Topic 9: Routes to sporting excellence in the UK



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

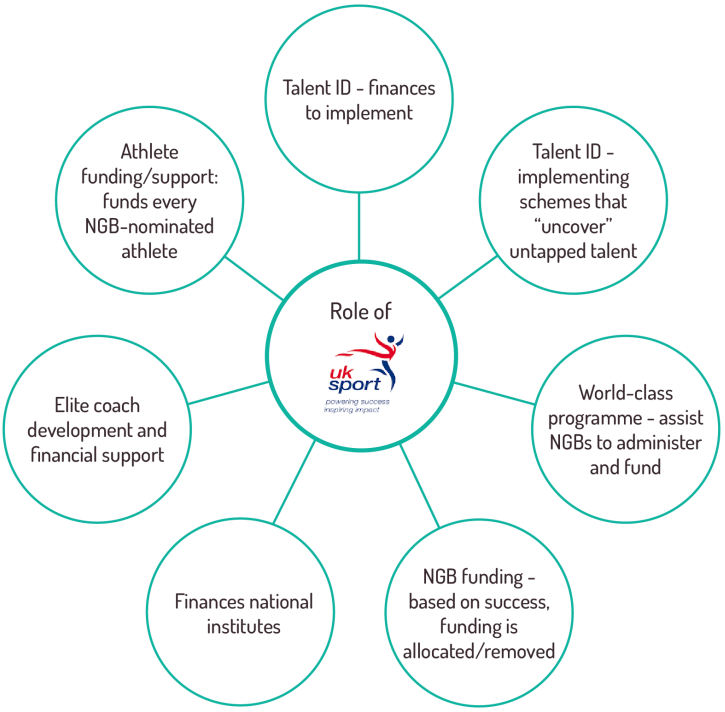
- Scholarships and bursaries
- Specialist and high-quality facilities
- Specialist and high-quality coaching
- High-level competition
- Sports science and medical support
- Allow students to train and compete whilst studying
- Host centres of excellence/institutes - Loughborough

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

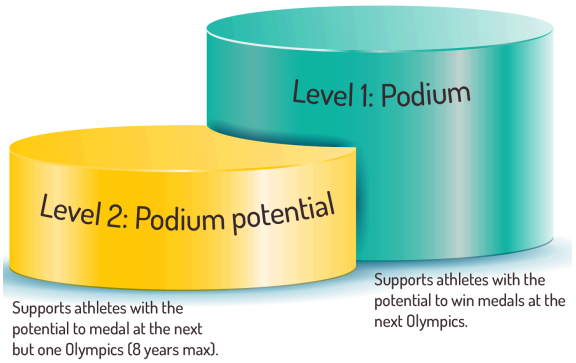
Marks: [3]

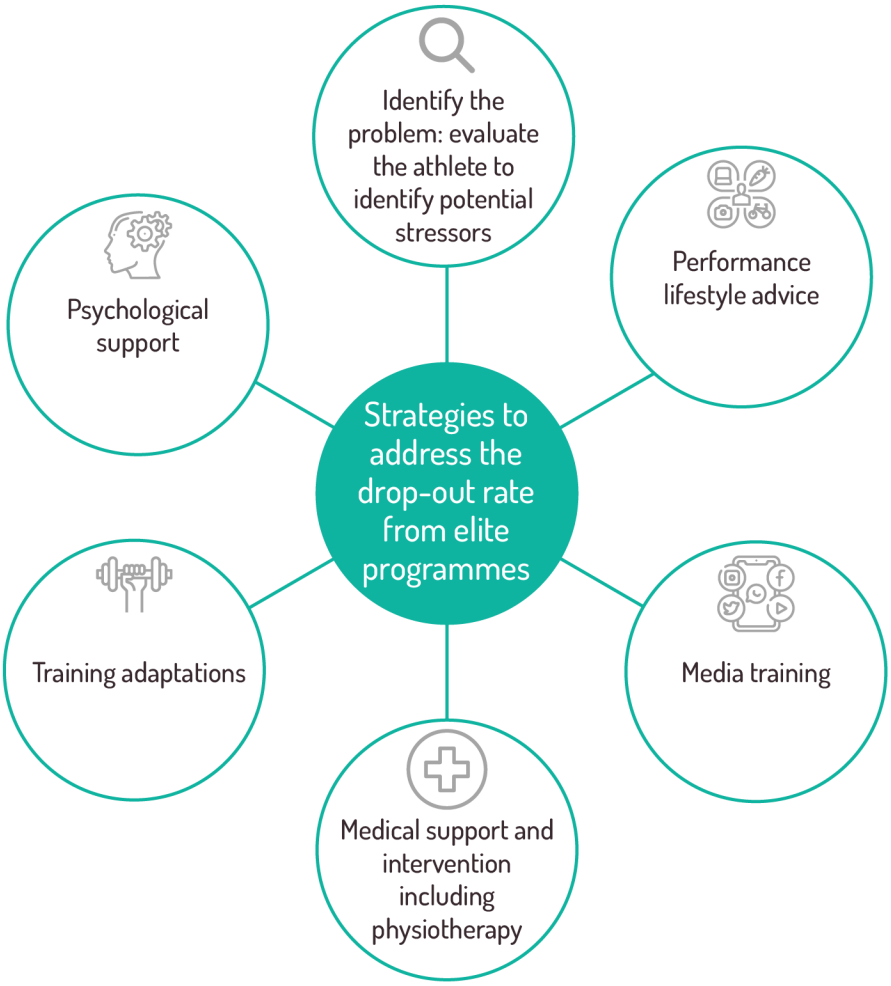
5. Identify **two** ways in which schools contribute to sporting excellence in the UK.

Marks: [2]



UK Sport's WCP

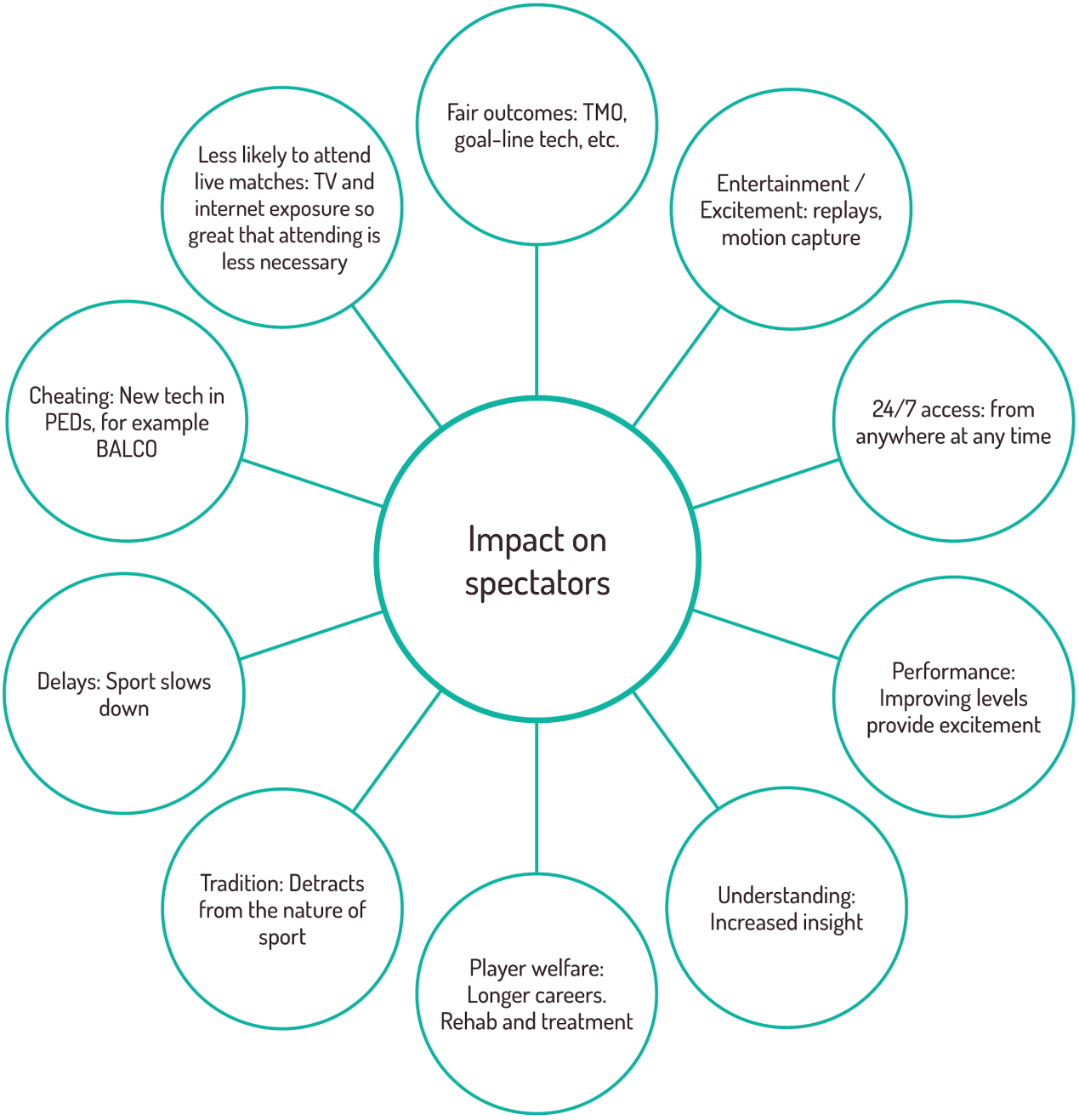


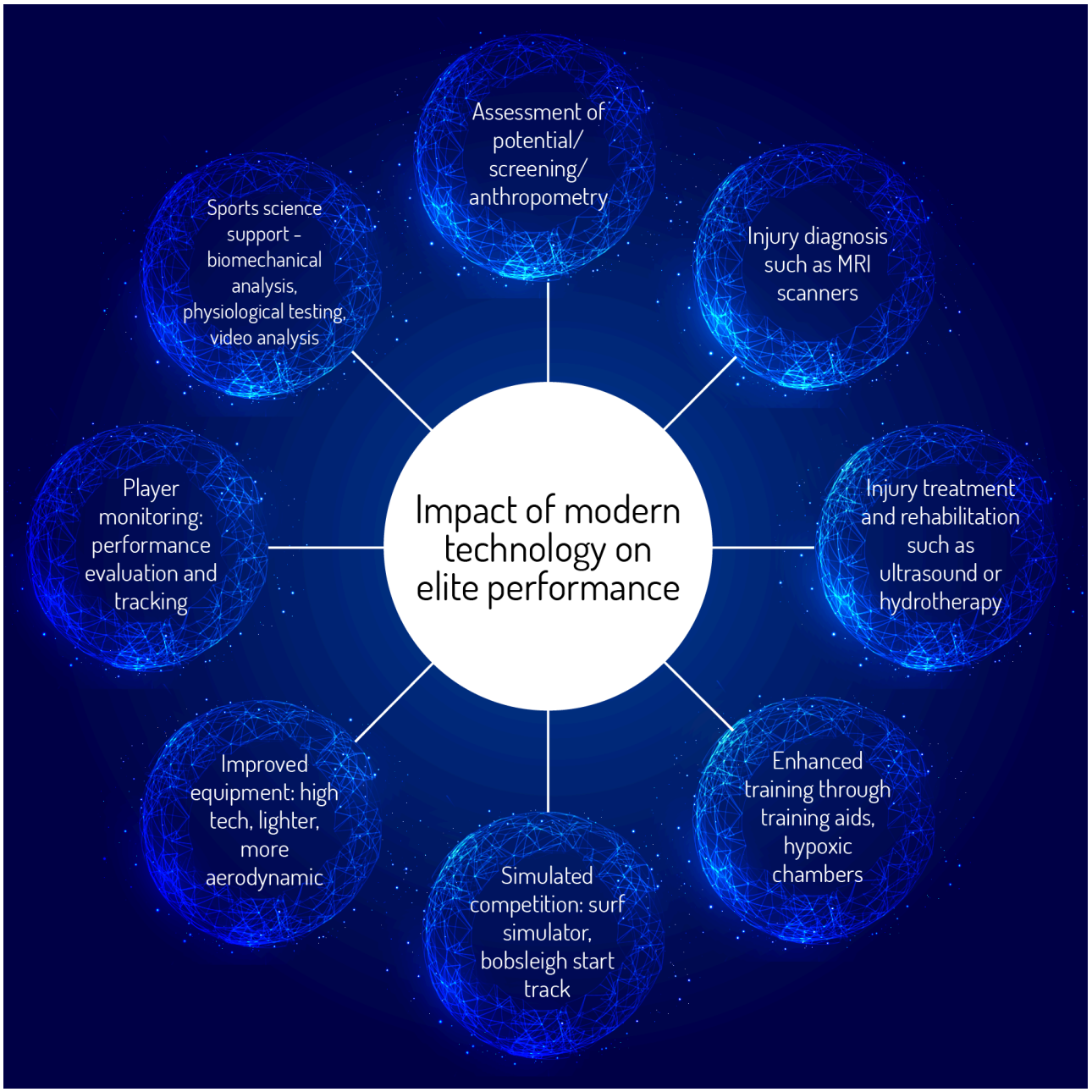


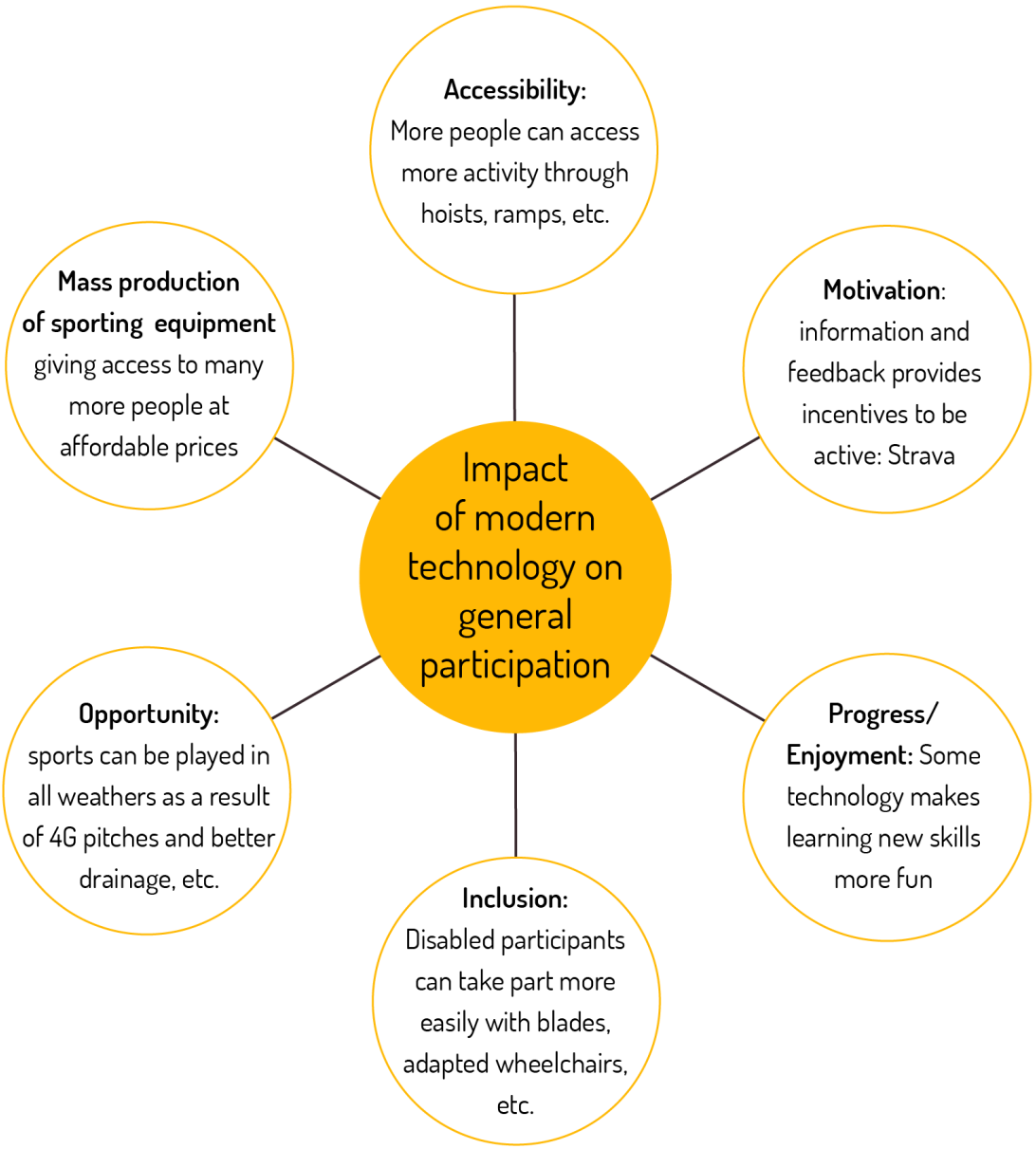
Want to know more?

Watch the tutorials in "Routes to sporting excellence in the UK" on TheEverLearner.com (subscribers only).

Topic 10: Modern technology in sport


Impact on spectators
Fair outcomes: TMO, goal-line tech, etc.
Entertainment / Excitement: replays, motion capture
24/7 access: from anywhere at any time
Performance: Improving levels provide excitement
Understanding: Increased insight
Player welfare: Longer careers. Rehab and treatment
Tradition: Detracts from the nature of sport
Delays: Sport slows down
Cheating: New tech in PEDs, for example BALCO
Less likely to attend live matches: TV and internet exposure so great that attending is less necessary


Impact of modern technology on elite performance
Assessment of potential/ screening/ anthropometry
Injury diagnosis such as MRI scanners
Injury treatment and rehabilitation such as ultrasound or hydrotherapy
Enhanced training through training aids, hypoxic chambers
Simulated competition: surf simulator, bobsleigh start track
Improved equipment: high tech, lighter, more aerodynamic
Player monitoring: performance evaluation and tracking
Sports science support - biomechanical analysis, physiological testing, video analysis



Want to know more?

Watch the tutorials in "Modern technology in sport" on TheEverLearner.com (subscribers only).