



The EverLearner

National Mock Exams 2025

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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 2025 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 potential educational experiences of students in other schools/colleges.
- Finally, please make sure you attend the associated revision session in 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 2025. Many of these questions will be discussed in the live revision show provided by James Simms on **Wednesday 4th of June 2025 at 15:30** (available to all subscribing schools live and on demand; a shorter version for non-subscribers will be available on YouTube after the live session).

The paper is available to be set, answered and marked online via [ExamSimulator](#). [ExamSimulator](#) is a premium resource available via [TheEverLearner.com](#) and provides immediate diagnostics of student writing performance after every exam answer. [Get in touch with us](#) to start a free trial.

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

James Simms



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

Title	OCR A-level (H555) Paper 3: Sociocultural Factors National Mock Exam 2025
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Guidance	<ul style="list-style-type: none">• This paper is marked out of 60 marks.• You have 60 minutes (plus additional time for those who have Exam Access Arrangements).• Answer all questions.• A calculator is permitted for this exam.• This paper contains one 10-mark question.• If the timer reaches zero prior to you submitting your paper, the software will automatically submit your responses.• Good luck.
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Total marks	60
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1. The status of female sport improved post-1850. Identify two causes of this changing status of women's sport in post-1850 Britain

Marking points (maximum 2)

- (1) [AO 3] Growth of lawn tennis as an acceptable sport for women
- (2) [AO 3] Growth of girls' public schools such as Malvern College or Cheltenham Ladies College
- (3) [AO 3] Growth of the concept of female athleticism
- (4) [AO 3] Appearance of female role models such as Lottie Dod

2. Identify **two ways in which universities contribute to elite sport in the UK.**

Marking points (maximum 2)

- (1) [AO 1] Scholarship or bursaries for talented athletes
- (2) [AO 1] Students can train and study in the same location
- (3) [AO 1] Specialist training and performance facilities
- (4) [AO 1] Host to centres of excellence/National institutes of sports/Swimming EIS at Bath University
- (5) [AO 1] High level of competition/Varsity-standard matches/Wednesday afternoon competitive programme

3. Suggest **two advantages of modern technology on fair outcomes.**

Marking points (maximum 2)

- (1) [AO 3] More precise measurements/Fewer dead heats
- (2) [AO 3] Poor decisions can be overturned/Correcting errors
- (3) [AO 3] Reduces cheating/Fewer deviant behaviours which can influence outcomes
- (4) [AO 3] Better anti-doping science levels the playing field/Improved drug testing

4. Identify two different types of sport associated with the upper classes in pre-industrial Britain.

Marking guidance

Do not accept reference to blood sports as examples of field sports.

Marking points (maximum 2)

- (1) [AO 2] Refined sports such as real tennis/Golf/Cricket
- (2) [AO 2] Field sports such as fox hunting/Hare coursing/Bird shooting
- (3) [AO 2] Sports that the UC patronised such as pedestrianism/Pugilism/Watermen

5. Look closely at this table. Identify the missing information.

Marking guidance

The word 'legal' is required for a marking point for A.

Marking points (maximum 2)

- (1) [AO 2] A is legal supplements
- (2) [AO 2] B is unregulated

6. The 1972 Munich Olympic Games were branded as the 'Weiteren Spiele' - The Cheerful Games.

Explain how political exploitation of the event meant the Games did not meet this intention.

Marking points (maximum 4)

- (1) [AO 1] Black September organisation raided the Olympic Village
- (2) [AO 1] Terrorists kidnapped or murdered 11 Israeli athletes and officials
- (3) [AO 1] Rescue attempt at the airport was botched
- (4) [AO 1] 11 die from machine-gun fire and grenades
- (5) [AO 1] Games were paused for 24 hours
- (6) [AO 1] Led to the growth of the anti-terrorism movement

7. Discuss the extent to which Baron Pierre de Coubertin's vision for the Modern Olympic Games has been evident in 21st-century Games.

Marking points (maximum 3)

- (1) [AO 3] The quote is still used today in the open ceremony of every Games
- (2) [AO 3] Athletes still hold the Olympic Games to this standard/Athletes respect the importance of the Olympic Games
- (3) [AO 3] Many examples of a gallant trier who becomes heroic for overcoming adversity to compete
- (4) [AO 3] However, the importance of winning is enormous/Nations invest huge sums of money in order to have a better chance of winning
- (5) [AO 3] Winners are far more likely to become heroes than triers
- (6) [AO 3] Professional athletes now regularly take part in the Games, placing greater emphasis on winning

8. Explain how globalisation has changed the nature of association football since the end of the 20th Century.

Marking guidance

Answers can only be credited in relation to football. For example, do not accept reference to travel and the Barmy Army, as this is associated with cricket.

Marking points (maximum 3)

- (1) [AO 2] Lower-cost flying has meant that teams can travel much further for international or even domestic fixtures/Spectators can follow their teams around the world
- (2) [AO 2] Media coverage can be consumed all over the world/Constant stream of sports entertainment
- (3) [AO 2] Sale of media rights has led to massive investment in football
- (4) [AO 2] The culture of Association football is broadcast all over the world potentially influencing behaviours/Western, competitive culture is widely shared around the world
- (5) [AO 2] Performers can make much more money by travelling to foreign clubs to play in the big leagues/Allure of the Premier League or WSL draws talent from around the world

9. Describe **three** features of traditional mob football that are evident in this image from Kirkwall, Orkney (Scotland) that represent the characteristics of pre-industrial sport.

Marking guidance

Do not accept characteristics of popular recreation that are not evident in the photograph.

For example, rural is not evident. Wagering is not evident.

We hope that PE teachers may choose to introduce their students to the Kirkwall game.

Kirkwall is a town on the mainland of Orkney which is an island off the Northern coast of Scotland. Orkney has a staggering influence on Scottish and British history. In addition to the traditional football game 'The Ba'. Orkney is also home to Skara Brae, the earliest known human settlement on the British Isles as well as the majestic standing stones of Stenness.

Please consider chatting about this with your learners and, perhaps, showing a bit more about the Isles of Orkney. Thank you.

Marking points (maximum 3)

- (1) [AO 2] Violent/Rowdy
- (2) [AO 2] Masculine/Played by men
- (3) [AO 2] Unlimited boundaries/Natural
- (4) [AO 2] Unwritten rules/Few specific rules
- (5) [AO 2] No separation between players and spectators
- (6) [AO 2] Localised/Isolated

10. Describe the impact of increasing education and literacy levels on association football in post-1850 Britain.

Marking points (**maximum 3**)

- (1) [AO 2] Growth in public school provision led to competitions between schools
- (2) [AO 2] Increased literacy rates led to the establishment of the FA in 1863
- (3) [AO 2] Formation of the FA led to a codified set of written rules
- (4) [AO 2] Written rules led to a standardisation across society
- (5) [AO 2] 1870 Forster Education Act led to working-class children attending schools and becoming literate
- (6) [AO 2] Football was able to develop into a national game
- (7) [AO 2] Increased literacy led to a greater demand for newspaper coverage of football

11. The 2027 Women's FIFA World Cup will be hosted by Brazil.

Using your knowledge of **political** impacts and **economic** impacts, explain why Brazil may have chosen to host.

Marking guidance

Do not accept any answers that are not economic or political.

Sub max three marks for political and three marks for economic impacts. To achieve full marks, the candidate must address both political and economic impacts.

Marking points (maximum 4)

- (1) [AO 1] Political: Increased sense of patriotism/Nation building/National pride
- (2) [AO 1] Political: Brazil can promote its nation through the event/Shop-window effect/International respect
- (3) [AO 1] Political: Younger generation of footballers is inspired
- (4) [AO 1] Economic: Increased income for host cities
- (5) [AO 1] Economic: Increased employment and volunteering opportunities for local people
- (6) [AO 1] Economic: Stadia and events experience commercial benefits such as sponsorship
- (7) [AO 1] Political: Ruling party becomes linked with sporting success/Appeasement of the voting public

12. Discuss the reasons why elite sports and the media develop relationships.

Marking points (maximum 3)

- (1) [AO 3] Both parties are interested in making more profit
- (2) [AO 3] Media company wants to be able to sell more subscriptions and adverts
- (3) [AO 3] Media company needs elite sport to provide the spectacle
- (4) [AO 3] Elite sport want to receive more revenue in order to invest more heavily in the sport
- (5) [AO 3] Elite sport needs the media company to broadcast their product around the world

13. Evaluate the impact of the media on sports spectators.

Marking guidance

Sub max two marks for positive and sub max two marks for negatives. To achieve full marks, the candidate must address both positives and negatives.

Marking points (maximum 3)

- (1) [AO 3] New, exciting sporting formats for fans to enjoy/Rules updated to cause more entertainment
- (2) [AO 3] Fixtures are scheduled more frequently to provide a constant flow of viewing possibilities
- (3) [AO 3] Fans get access to more international as well as domestic sport
- (4) [AO 3] Due to the greater investment, the standard of play rises
- (5) [AO 3] Better stadia are built leading to a better experience for spectators
- (6) [AO 3] Price of TV subscriptions increases and becomes more exclusive/Fans need to purchase multiple TV subscriptions
- (7) [AO 3] Sports coverage is highly disrupted due to the number of adverts sold
- (8) [AO 3] Spectators become consumers rather than fans/Fans are sold to whilst sat on their sofa
- (9) [AO 3] Never-ending flow of sport can negatively affect people's relationships/Threat to divorce rate
- (10) [AO 3] People take part in more sedentary leisure/Less time outside/Less likely to play sport and more likely to watch

14. Suggest **four positive influences that the commercialisation of sport has on society.**

Marking points (maximum 4)

- (1) [AO 3] More money invested into society by media companies and advertisers
- (2) [AO 3] That money can be invested into grassroots sports programmes
- (3) [AO 3] NGBs can specifically target their campaigns towards underserved communities
- (4) [AO 3] Sense of aspiration is created for people to work toward/Young people are inspired
- (5) [AO 3] Talented athletes from any background can receive sponsorship or financial support
- (6) [AO 3] Increased media coverage can challenge dominant stereotypes/TV coverage of women's football shows how high the standard is

15. Explain why performers sometimes become violent in sporting situations.

Marking points (maximum 3)

- (1) [AO 1] Frustration/Goal is blocked
- (2) [AO 1] Retaliation
- (3) [AO 1] Anger at a referee's decision/Perceived injustice
- (4) [AO 1] Because of the nature of the sport/More likely in contact sports
- (5) [AO 1] To increase the chance of winning/To injure the opposition's best player
- (6) [AO 1] To intimidate an opponent

16. Identify **three possible implications of performer violence for the performer.**

Marking points (**maximum 3**)

- (1) [AO 1] Lengthy bans/Might lose their job
- (2) [AO 1] Loss of earnings/Loss of personal sponsors
- (3) [AO 1] Loss of reputation
- (4) [AO 1] Become a poor role model for children
- (5) [AO 1] Criticised on social media
- (6) [AO 1] Family negatively affected
- (7) [AO 1] Transferred to another club/Clubs not prepared to sign them

17. Explain how modern technology is influencing general participation in sport.

Marking points (**maximum 4**)

- (1) [AO 2] Accessibility: More people can access more activity through hoists/Ramps to access facilities
- (2) [AO 2] Motivation: Information and feedback provide incentives to be active/Apps such as Strava cause drive to train
- (3) [AO 2] Progress and enjoyment: Some technology makes learning new skills more fun
- (4) [AO 2] Inclusion: Disabled participants can take part more easily with blades or adapted wheelchairs
- (5) [AO 2] Opportunity: Sports can be played in all weathers as a result of 4G pitches and better drainage
- (6) [AO 2] Mass production of sporting equipment giving access to many more people at affordable prices

18. 33% of athletes representing the UK in the 2024 Olympics attended fee-paying schools although only 7% of UK children attend these schools.

Discuss the influence of the fee-paying, public schools post-1850 in the development of modern, elite sport in Britain.

Explain how the national sports institutes are attempting to address the dropout rate from elite sports programmes.

Marking guidance

10 Mark Guidance

Marking points (maximum 10)

- (1) [AO 1] Promoting and organising: Formation of NGBs
- (2) [AO 2] Ex-public school boys used their literacy skills to form NGBs such as the FA
- (3) [AO 1] Public schools were earlier competitors in national competitions
- (4) [AO 2] Old Etonians and Old Carthusians were early FA Cup winners
- (5) [AO 1] Ex-public school boys spread the games to the empire
- (6) [AO 2] Ex-boys became missionaries and army officers and took football and cricket to the colonies
- (7) [AO 1] Promoting ethics: Rational recreation was viewed as godly
- (8) [AO 2] Church supported the new, respectable sports
- (9) [AO 1] Sports became more skill- and less force-based
- (10) [AO 2] This meant there were more varied roles in more sports for different types of people
- (11) [AO 1] Muscular Christianity formed the foundation of what it meant to be sporting
- (12) [AO 2] As a result, wagering was discouraged/Sports became less violent
- (13) [AO 1] Cult of athleticism grew from the schools
- (14) [AO 2] Sport became more than just physical/Sport was moral as well as physical/Influencing the modern Olympic Games
- (15) [AO 1] NIS provides world-class performance environments
- (16) [AO 2] Canoeing and kayaking in Nottingham
- (17) [AO 3] Athletes experience greater training adaptations and are less likely to drop out
- (18) [AO 1] NIS provide talent ID schemes

- (19) [AO 2] Such as Discover Your Gold
- (20) [AO 3] More athletes from a wider range of backgrounds can be identified and supported
- (21) [AO 1] NIS provide sports science support
- (22) [AO 2] Such as biomechanical analysis
- (23) [AO 3] Technical deficiencies can be identified and corrected to prevent dropout
- (24) [AO 1] NIS provides medical support/Psychological analysis
- (25) [AO 2] Such as high-level physiotherapy/Sport psychologist
- (26) [AO 3] So fewer athletes drop out due to injury/Burnout
- (27) [AO 1] NIS offers advanced research programmes
- (28) [AO 2] Helps athletes be at the cutting edge of performance lifestyle
- (29) [AO 3] Allowing athletes to compete better at international level and to persist
- (30) [AO 1] NIS provide media training
- (31) [AO 3] Elite performers less likely to dropout due to media pressures.
- (32) [AO 2] Such as mock interviews or dealing with challenging questions.



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

Level	Marks	Description
3	8-10	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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