OCR A LEVEL PE PAPER 3 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. **In 21st century Britain, what determines amateur or professional status in sport?**

   A. Social class affected if amateur or professionals

   B. Amateurs ended

   C. All sports professional

   D. Amateur status irrelevant

2. **In 21st century Britain, what is true about PE education?**

   A. Children must receive education, exams and qualifications could be gained in PE

   B. PE is optional for all students

   C. PE is not part of the curriculum

   D. PE is essential for all students

3. **What are common reasons for drug doping in sport?**

   A. Doping is caused primarily by genetics.

   B. Doping occurs due to random chance.

   C. Pressure to succeed and external expectations from coaches, political pressures, and rewards can lead to doping.

   D. Doping is encouraged by fans.

4. **Which transport planning measure is part of environmental sustainability at major sport events?**

   A. Promote private car use

   B. Promote public transit and cycling

   C. Increase air travel

   D. Expand parking

5. **What is a primary function of national sport development policy and how is success measured?**

   A. Sets health regulations

   B. Manages athlete contracts

   C. Focuses on stadium construction

   D. Sets priorities for sport development; success measured by participation rates, performance outcomes, attendance, and financial sustainability

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6. Who introduced the fagging system that linked sport to ethics?

A. Arnold

B. Newton

C. Darwin

D. Spencer

7. What are the potential impacts of ageing on participation and performance in sport?

A. Ageing reduces speed and endurance but increases experience and tactical understanding; policy can support age-grouped competition and aging-friendly coaching

B. Ageing improves sprint speed and maximal strength

C. Ageing has no effect on performance

D. Ageing only affects non-athletes

8. Which statement reflects a change in how media covers sport?

A. Print newspapers ceased publication

B. Hooliganism becoming less of an issue

C. Sport presenters remained exclusively male and focused on male sports

D. Satellite TV in the 1990s increased accessibility to sports

9. How can media influence development of talent pipelines in sport?

A. Media exposure raises profile, attracts sponsorship and funding, and inspires participation

B. Media has no effect on participation

C. Media ensures all grassroots are funded equally

D. Media decides which sports are allowed to compete

10. What is gender equity in sport and how can it be promoted at policy level?

A. Equal opportunities, pay, coverage, and representation; promote via quotas, funding, equal prize money, and media initiatives

B. Increasing participation targets only for men

C. Reducing media coverage of women's sports

D. Encouraging other sports over women's sports

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Answers

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1. C
2. A
3. C
4. B
5. D
6. A
7. B
8. D
9. A
10. A

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Explanations

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1. In 21st century Britain, what determines amateur or professional status in sport?

A. Social class affected if amateur or professionals

B. Amateurs ended

C. All sports professional

D. Amateur status irrelevant

The main idea here is that in modern sport the key factor in whether someone is amateur or professional is whether they are paid to play. If athletes receive money for competing—salaries, prize money, sponsorship, or appearance fees—their status is professional. If they aren't paid to compete beyond covering expenses or have purely voluntary participation, they're considered amateur. In Britain today, sports are driven by sponsorship, broadcasting, and structured contracts, so professional or semi-professional arrangements are common across many disciplines. That means the defining criterion isn't social class or tradition, and amateur status hasn't disappeared entirely, but the practical distinction rests on payment and professional involvement. Among the given options, the idea that "all sports are professional" best aligns with this payment-based differentiation, whereas the other statements rely on outdated notions or inaccuracies about amateurism.

2. In 21st century Britain, what is true about PE education?

A. Children must receive education, exams and qualifications could be gained in PE

B. PE is optional for all students

C. PE is not part of the curriculum

D. PE is essential for all students

Physical education is a mandatory part of the school curriculum in Britain, so all children receive PE instruction as part of their education. This means PE isn't an optional extra; it's built into the program schools must deliver. In addition to the practical lessons, there are formal qualifications in PE (like GCSEs and other recognised awards) that students can take to gain exams and qualifications in the subject. So the statement that children must receive education and could gain exams and qualifications in PE accurately reflects how PE is structured in 21st century Britain.

3. What are common reasons for drug doping in sport?

A. Doping is caused primarily by genetics.

B. Doping occurs due to random chance.

C. Pressure to succeed and external expectations from coaches, political pressures, and rewards can lead to doping.

D. Doping is encouraged by fans.

Doping in sport is driven by social and psychological pressures to perform and win, plus the rewards that come with success. Athletes often face expectations from coaches, teams, national programs, sponsors, and the media, and the desire to meet these demands or secure funding and fame can tempt them to cheat. The potential gains from success—medals, contracts, and prestige—often outweigh the perceived risks in the moment, especially when pressures feel intense. Genetics can influence performance, but they don't push someone to use banned substances; doping isn't a matter of randomness or luck, and while fans can add to pressure, they aren't the primary driver. This combination of external expectations and incentives best explains why doping occurs.

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4. Which transport planning measure is part of environmental sustainability at major sport events?

A. Promote private car use

B. Promote public transit and cycling

C. Increase air travel

D. Expand parking

Transport planning at major sport events aims to reduce environmental impact by shifting people away from private cars toward low-emission options. Encouraging use of public transit and cycling helps achieve this because trains, buses, and cycling can move large numbers of fans with far less per-person emissions than individual car trips, and cycling produces no tailpipe pollution. This approach also reduces road congestion around venues, which cuts fuel use from idling and improves air quality for spectators and local residents. Practical measures to support this include extra event-time public transport services, dedicated cycling routes and secure bike parking, and bike- or transit-enabled ticketing links. In contrast, prioritizing private car use, increasing air travel, or expanding parking would raise emissions and congestion, undermining environmental sustainability goals.

5. What is a primary function of national sport development policy and how is success measured?

A. Sets health regulations

B. Manages athlete contracts

C. Focuses on stadium construction

D. Sets priorities for sport development; success measured by participation rates, performance outcomes, attendance, and financial sustainability

A national sport development policy focuses on guiding how sport grows across the country by setting overall priorities and coordinating resources to achieve wide-reaching outcomes. It isn't about health rules, individual player contracts, or building stadiums in itself. Instead, it defines what the sport system should aim to improve—from how many people participate to how well athletes perform, how many spectators engage with events, and how financially sustainable sport programs are over time. That's why the best answer emphasizes setting priorities for sport development and uses broad, tangible indicators to gauge success: participation rates show reach and inclusion; performance outcomes reflect results at various levels from grassroots to elite; attendance indicates popularity and engagement with events; and financial sustainability ensures the system can keep functioning and growing. Together, these measures capture whether the policy is effectively directing growth, improving capability, and maintaining the sport system. The other options don't fit because they describe specific, narrower functions (health regulations, athlete contracts, or stadium construction) that are not the overarching purpose of a national sport development policy.

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6. Who introduced the fagging system that linked sport to ethics?

A. Arnold

B. Newton

C. Darwin

D. Spencer

Sport was used as a vehicle for moral education in English public schools, teaching discipline, self-control and teamwork. Thomas Arnold, headmaster at Rugby in the 1830s and 1840s, reinforced this link by reforming school life around competitive games and a formal structure that relied on older boys guiding younger ones—the fagging system. In this setup, sporting conduct became a visible test of character, with rules, fair play, obedience and leadership learned through participation and supervision. The other figures mentioned are known for science or evolutionary ideas rather than for shaping school sport as moral training, so they aren't associated with introducing this system. Therefore, the association is with Thomas Arnold, who shaped sport as a means to develop ethical behavior in pupils.

7. What are the potential impacts of ageing on participation and performance in sport?

A. Ageing reduces speed and endurance but increases experience and tactical understanding; policy can support age-grouped competition and aging-friendly coaching

B. Ageing improves sprint speed and maximal strength

C. Ageing has no effect on performance

D. Ageing only affects non-athletes

As people age, physical capacity tends to decline while experience and tactical understanding tend to grow. In sport, this means performance in areas like speed, endurance, and maximal strength often decreases due to physiological changes such as reductions in muscle mass, fibre quality, and aerobic capacity. At the same time, athletes usually develop better game sense, decision-making, and knowledge of tactics through years of participation. Because of these shifts, participation can be supported or hindered by how sport is organised and coached. Age-grouped competitions and aging-friendly coaching strategies—adjusting training loads, focusing on injury prevention, and emphasizing skill and strategy—can help older athletes stay involved and compete effectively at their level. This perspective aligns with the idea that ageing brings a trade-off: physical decline in some areas, offset by greater experience and understanding. The notion that ageing would improve sprint speed and maximal strength, or that ageing has no effect, or that it only affects non-athletes, does not fit the observed patterns in sport performance and participation.

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8. Which statement reflects a change in how media covers sport?

A. Print newspapers ceased publication

B. Hooliganism becoming less of an issue

C. Sport presenters remained exclusively male and focused on male sports

D. Satellite TV in the 1990s increased accessibility to sports

Expanding access to live sport through satellite television changed how media covers sport. In the 1990s, satellite TV unlocked many more channels and viewing options, letting fans watch a wider range of sports and events live, often from different countries. This meant broadcasters could offer more live coverage, more analysis, and bigger, more diverse sports schedules, which in turn shaped how sport was presented on screen—more games, more highlights, and more specialized sports programming to attract and retain audiences. The other statements don't reflect this shift. One point describes a complete cessation of print newspapers, which isn't the reality of media coverage. Another refers to hooliganism as a social issue, not how media covers sport. The last suggests sport presenters stayed exclusively male, implying no change, which contradicts the real impact of new broadcasting platforms that broadened and diversified sport coverage.

9. How can media influence development of talent pipelines in sport?

A. Media exposure raises profile, attracts sponsorship and funding, and inspires participation

B. Media has no effect on participation

C. Media ensures all grassroots are funded equally

D. Media decides which sports are allowed to compete

Media exposure helps develop talent pipelines by raising a sport's profile, which attracts sponsorship and funding that support coaching, facilities, and talent-identification programs. When a sport is more visible, sponsors invest more, creating resources that enable structured pathways from grassroots to elite levels. Seeing role models and success stories in the media also inspires more people to participate, expanding the pool of potential talent and giving early participants clearer routes into higher levels of competition. In other words, media helps secure the resources and motivation needed to identify and nurture talent over time. It's not true that media has no effect on participation, nor that it guarantees equal grassroots funding, and it doesn't decide which sports are allowed to compete—those decisions lie with governing bodies and funding mechanisms.

10. What is gender equity in sport and how can it be promoted at policy level?

A. Equal opportunities, pay, coverage, and representation; promote via quotas, funding, equal prize money, and media initiatives

B. Increasing participation targets only for men

C. Reducing media coverage of women's sports

D. Encouraging other sports over women's sports

Gender equity in sport means giving fair access and outcomes for people of all genders by removing barriers and correcting disparities in participation, pay, media coverage, and leadership. At policy level, this is promoted through concrete measures: quotas to guarantee female representation in teams or governance, targeted funding to women's programs, ensuring equal prize money and pay in events, and initiatives to improve media coverage so female sport receives visibility and sponsorship. This combination directly tackles the different dimensions of equity and provides practical levers for decision-makers. The other options fail because they either focus on men, reduce visibility for women's sport, or push people toward other activities, all of which would worsen inequities rather than promote fair opportunities.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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