

SPORTS SCIENCE



INCLUDED ON THE
KS4 PERFORMANCE TABLES

Specification

OCR Level 1/Level 2

**Cambridge National in
Sport
Science**

J828

Version 5 (First teaching September 2022)

[ocr.org.uk/cambridgenationals](https://www.ocr.org.uk/cambridgenationals)

Specification updates

As a result of regulatory feedback, we have made the following changes to this specification:

Section	Change	Version and date issued
Section 4.5: Unit R183: Nutrition and sports performance	Updated minor inconsistencies in the Marking Criteria table for Topic Area 2.	Version 2 (May 2022)
Qualification overview Section 6.1.1: Centre and teacher/assessor responsibilities Section 6.2: Requirements and guidance for delivering and marking the OCR-set assignments Section 6.3: Feedback Section 6.4.4: Reattempting work before submitting marks to OCR	Updated to clarify information relating to NEA resubmissions.	
Section 6.5: Moderating NEA units	Updated information on how to submit moderated units.	
Section 6.6: Resubmitting moderated work to OCR to improve the grade Section 6.7: Recording feedback and decisions	New sections added to clarify information relating to NEA resubmissions.	
Section 7: Administration	Updated information to clarify administrative arrangements.	
Appendix A: Guidance for the production of electronic evidence	Updated information related to 'Submit for Assessment'.	
All	Weblinks updated.	
Section 4.4: The body's response to physical activity and how technology informs this	Updated MB2 and MB3 in the Marking Criteria table for Topic Area 1	Version 3 (October 2022)
Section 2.1: Qualification overview	Updated to clarify information relating to Availability and Assessment method/model.	Version 4 (August 2023)
Section 3.2: Language	Updated to clarify this qualification is available in English only and all candidate work must be in English.	
Section 3.3: Availability	New section added to clarify qualification is not available in Wales or Northern Ireland.	
Section 6.1.1 Centre and teacher/assessor responsibilities	Updated to clarify information relating to the availability of sample assessment material for practice purposes.	
Section 6.1.1 Centre and teacher/assessor responsibilities Section 6.2 Requirements and guidance for delivering and marking the OCR set assignments. Section 6.2.1 Ways to authenticate work Section 6.2.2 Plagiarism	Updated to include information relating to AI Use in Assessments	
Section 6.2 Requirements and guidance for delivering and marking the OCR set assignments	Updated to clarify information relating to availability of live assignments and making entries.	
Section 7.5.2 Making final unit entries	Updated to clarify information about making unit entries.	
Appendix A	Updated standard file formats table	

Section	Change	Version and date issued
2.1 Qualification at a glance	Updated information on terminal assessment and exam resits	Version 5 May 2024
4.1.1 Terminal Assessment Rule	New section added to provide information on the terminal assessment rule	
5.1 Overview of the assessment	Updated to clarify the terminal rule	
6.3.7 Presentation of the final piece of work	Updated information on submission of work for moderation	
7.2 Collecting evidence of student performance to ensure resilience in the qualifications system	New section added to provide information on collecting evidence of student performance to ensure resilience in the qualifications system	
7.3 Entry rules, including Terminal Assessment	Updated to clarify information relating to entry rules and terminal assessment	
7.6 Making final entries	Updated to clarify use of component codes	

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1 Why choose OCR?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. We have developed our specifications in consultation with teachers, employers and subject experts to provide students with a qualification that's relevant to them and meets their needs.

We're part of Cambridge University Press & Assessment. We help millions of people worldwide unlock their potential. Our qualifications, assessments, academic publications and original research spread knowledge, spark curiosity and aid understanding around the world.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

1.1 Our specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more. We've created teacher-friendly specifications based on extensive research and

engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs.

1.2 Our support

We have a range of support services to help you at every stage, from preparation to delivery.

- A wide range of high-quality creative resources including resources created by leading organisations within the industry
- Textbooks and teaching and learning resources from leading publishers. For more information about all the published support for the Cambridge Nationals that has been endorsed by OCR please go to the [Cambridge Nationals page](#) on our website
- Professional development for teachers to fulfil a range of needs. To join our training (either face-to-face or online) or to search for training materials, please go to the [Professional Development page](#) on our website
- [Active Results](#) is our free results analysis service to help you review the performance of individual students or whole schools
- [ExamBuilder](#) is our free question-building platform that helps you to build your own tests using past OCR exam questions
- OCR subject advisors provide information and support to centres including specification and non-exam assessment advice, updates on resources developments and a range of training opportunities. They work with subject communities through a range of networks to share ideas and expertise to support teachers

Further help and support

Whether you are new to OCR or already teaching with us, you can find useful information, help and support on our [website](#). Or get in touch:

support@ocr.org.uk

@ocrexams

01223 553998

1.3 Aims and learning outcomes

Our Cambridge National in Sport Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Science
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes
- Develop knowledge of either how the body responds to exercise and understand how technology helps inform us of these changes, or a delve into the world of sports nutrition to understand how what we eat can impact our performance in sport
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical movements of the human body.

1.4 What are the key features of this specification?

The key features of OCR's Cambridge National in Sport Science for you and your students are:

- A simple and intuitive assessment model, consisting of an externally assessed unit that focusses on knowledge and understanding and two skills-based Non Examined Assessment units (NEA)
- A choice of optional NEA units to allow you to tailor the content to your students' needs
- A specification developed with teachers specifically for teachers. The specification lays out the subject content clearly
- Clear and detailed marking criteria to help you accurately mark the NEA units
- The assessment is straightforward and manageable no matter the size of your cohort
- A flexible support package formed after listening to teachers' needs. The support package will help teachers to easily understand the requirements of the qualification and how it is assessed
- A team of OCR Subject Advisors who support teachers directly and manage the qualification nationally

- The specification has been designed to support your students progression to the Level 3 qualifications of their choice – Cambridge Technicals in Sport or A Level PE.

This qualification will help students to develop:

- The knowledge and skills required to progress into a career in the sports industry as well as providing them with a valuable science-based background if they choose to progress into a more biological or medical field at Level 3
- Transferable skills, such as presentation skills, report writing team working, leadership and research skills.

All Cambridge Nationals qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The qualification number for OCR's Cambridge National in Sport Science is QN 603/7106/7.

2 Qualification overview

2.1 OCR Level 1/Level 2 Cambridge National in Sport Science at a glance

Qualification number	603/7106/7	OCR Entry code	J828
First entry date	01/09/2022	Approved age range	14-16
Guided learning hours (GLH)	120	Performance information	We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14-16 performance tables.
Total qualification time (TQT)	150		
Offered in	England only	Eligible for funding	It's designed to meet the funding requirements of a 14-16 study programme.
This qualification is suitable for students	<ul style="list-style-type: none">• Aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills in Sport Science• Who want to progress onto other related study, such as qualifications in Sports, Physical Education or Science areas• As it is designed to meet the Department for Education's characteristics for a Technical Award.		
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification.		
Qualification requirements	<p>Students must complete three units:</p> <ul style="list-style-type: none">• One mandatory externally assessed unit (exam)• One mandatory centre-assessed unit (NEA)• One optional centre-assessed unit (NEA), from a choice of two.		
Assessment method/ model	<p>Unit R180 is assessed by an exam and marked by us. You will assess the NEA units and we will moderate them. The NEA assignments will be valid for 1 year. The date for which they are live will be shown on the front cover. You must make sure you use the live assignment for students' assessments and submit in the period in which it is live. You must make sure students have an entry for each series in which you intend to submit or resubmit an NEA unit.</p>		
Assessment series each year	<ul style="list-style-type: none">• January• June		
Terminal assessment	<p>The exam must be taken in the final assessment series before qualification certification.</p> <p>If a student retakes their qualification, they will need to resit the exam in order to meet the terminal rule again. The first qualification grade is used for school performance tables even if they have improved their qualification grade.</p>		
Grading	<p>All results are awarded on the following scale:</p> <p>Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.</p>		
Exam resits	Students can resit the exam. The terminal assessment rule means that the resit result will be used towards the student's final qualification grade and not the best result.		

Repeat submission of students' NEA work	<p>If students have not performed at their best during the assessment of NEA units, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests.</p> <p>We use the term 'resubmission' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation a student can attempt to improve their work, for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment.</p> <p>All work submitted (or resubmitted) must be based on the assignment that is live for the series of submission.</p> <p>For information about feedback see section 6. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.</p>
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2.2 Qualification structure

For this qualification, students must achieve **three** units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

M = Mandatory	Students must achieve this unit
O = Optional	Students must achieve one of these units
E = External assessment	We set and mark the exam
N = NEA	You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R180	Reducing the risk of sports injuries and dealing with common medical conditions	M/618/5935	48	E	M
R181	Applying the principles of training: fitness and how it affects skill performance	F/618/5938	48	N	M
R182	The body's response to physical activity and how technology informs this	J/618/5939	24	N	O
R183	Nutrition and sports performance	F/618/5941	24	N	O

2.3 Purpose statement



Oxford Cambridge and RSA

OCR Level 1/Level 2 Cambridge National in Sport Science

Qualification number: 603/7106/7

Type of qualification: Technical Award

Overview

Who is this qualification for?

The OCR Level 1/Level 2 Cambridge National in Sport Science is aimed at students aged 14–16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding how to prevent and treat sporting injuries
- Understanding how different medical conditions can affect sports performance
- Applying the principles of training to fitness and skills development for sporting activities
- Understanding how to apply knowledge of good nutrition to improve sporting performance
- Understanding how the body systems change and develop in response to physical training
- Understanding how technology can assist in measuring the changes in your body during physical training.

This will help you to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and Health sector.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study, Apprenticeships or employment. More information about this is given below.

What will you study as part of the qualification?

You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

- R180: Reducing the risk of sports injuries and dealing with common medical conditions**

This is assessed by an exam.

By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include:

- o Different factors which influence the risk and severity of injury
- o Warm up and cool down routines
- o Different types and causes of sports injuries
- o Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- o Causes, symptoms and treatment of medical conditions.

- R181: Applying the principles of training: fitness and how it affects skill performance**

This is assessed by a set assignment.

By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include:

- o Components of fitness applied in sport
- o Principles of training in sport
- o Organising and planning a fitness training programme
- o Evaluate own performance in planning and delivery of a fitness training programme.

The two optional units are:

- R182: The body's response to physical activity and how technology informs this**

This is assessed by a set assignment.

By completing this unit you will gain understanding of how both the cardio-respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems. Topics include:

- o The cardio-respiratory system and how the use of technology supports different types of sports and their intensities
- o The musculo-skeletal system and how the use of technology supports different types of sports and their movements
- o Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems
- o Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems.

- R183: Nutrition and sports performance**

This is assessed by a set assignment.

By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer. Topics include:

- o Nutrients needed for a healthy, balanced nutrition plan
- o Applying differing dietary requirements to varying types of sporting activity
- o Developing a balanced nutrition plan for a selected sporting activity
- o How nutritional behaviours can be managed to improve sports performance.

What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?

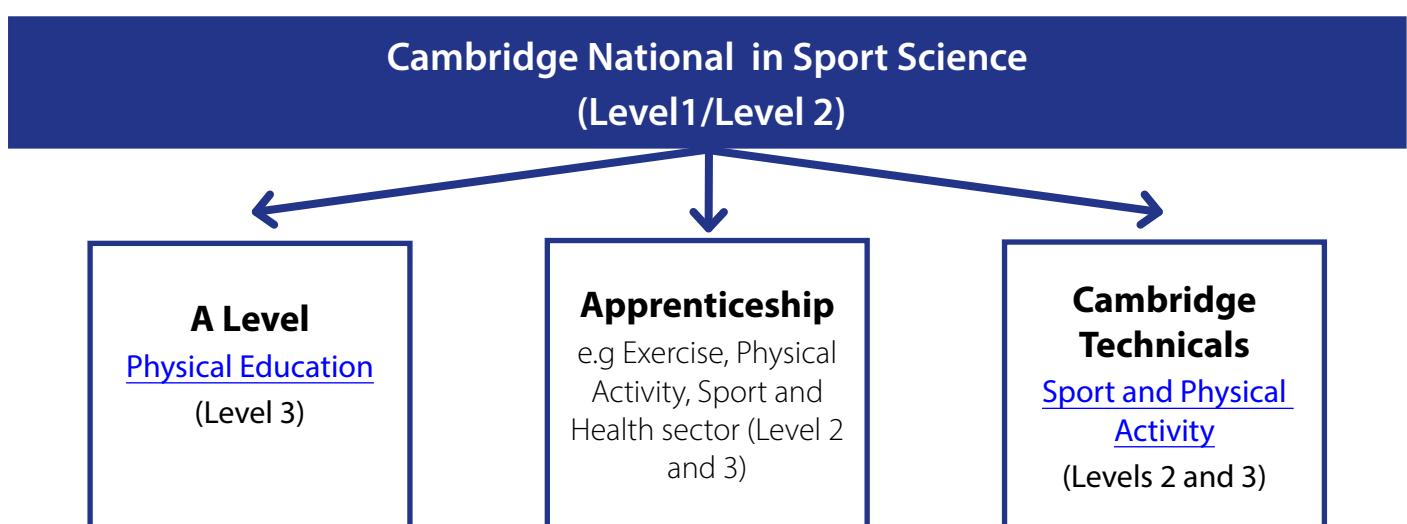
You will be able to work with independence to create material which reflects effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities. You will apply knowledge, understanding and skills, identifying, selecting and using a range of Sport Science approaches commonly used in the workplace and in higher education. You will be able to produce work that is complete and coherent, demonstrating independence and understanding. You will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance and participation in sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities

- Demonstrate awareness of how to meet specific needs when developing and delivering different sporting activity programmes
- Use some technical language and scientific terminology correctly
- Demonstrate evaluative skills.

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, AS and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor.

The diagram below shows the possible progression routes for your further study:



Which subjects will complement this course?

- GCSE Biology
- GCSE Combined Science
- GCSE Food Preparation and Nutrition
- GCSE Media Studies
- GCSE Psychology

Further details

More information about the Cambridge National in Sport Science can be found in these documents:

[Specification](#)

[Sample Assessment Material \(SAM\)](#)

[Guide to our Sample Assessment Material](#)

[Student Guide to NEA Assignments](#)

3 About this qualification

3.1 Qualification size (GLH and TQT)

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) the teacher will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully achieve their qualification.

OCR Level 1/Level 2 Cambridge National in Sport Science is 120 GLH and 150 TQT.

3.2 Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3.3 Availability

The Cambridge Nationals qualifications are available in England. They are **not** available in Wales or Northern Ireland.

3.4 Performance information

We've designed this qualification to meet the Department for Education (DfE) requirements for qualifications in the Technical Award category of the 14-16 performance tables.

You'll find information on performance tables for England on the Department for Education [website](#).

4 Units

4.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks.

4.1.1 Terminal Assessment Rule

The terminal assessment rule means that students must take their exam in the final assessment series of their

course. You should be mindful of this when entering students for units. See [Section 7.3](#) for more information.

4.1.2 Externally assessed unit (R180)

The externally assessed unit is made up of a number of topic areas. Each topic area has related teaching content that must be taught. A direct question may be asked about any content in the teaching content column.

The breadth and depth column helps to clarify the breadth and depth of teaching needed, and indicates the range of knowledge and understanding that may be assessed in the exam. This column also confirms any aspects that you do **not** need to teach in relation to the content as 'does not include' statements.

Knowledge and understanding

Students will need to **understand** the content unless the breadth and depth column identifies it as knowledge only.

- Any item(s) that should be taught as knowledge only will start with the word 'know' in the breadth and depth column.
- All other content is expected to be taught as understanding.

The table below explains what we mean by knowledge and understanding.

Knowledge	<ul style="list-style-type: none">• Be able to identify or recognise a given item, for example on a diagram• Use direct recall to answer a question, for example the definition of a term.
Understanding	<ul style="list-style-type: none">• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall.• Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts.

Students need to be taught the information in both the teaching content and breadth and depth columns.

4.1.3 NEA Units (R181–R183)

The NEA units are made up of a number of topic areas with associated teaching content which details what must be taught as part of each topic area.

relating to, the teaching content. This helps to exemplify the teaching expected so that students are equipped to successfully complete their assignments.

The NEA units also have an exemplification column that provides more information about, and examples

4.1.4 Command words

[Appendix B](#) gives information about the command words that will be used in both the external assessments and the NEA marking criteria and the expectations of them.

4.1.5 Performance Objectives (POs):

Each Cambridge National qualification has related Performance Objectives. There are four Performance Objectives in the OCR Level 1/Level 2 Cambridge National in Sport Science.

Performance Objectives	
PO1	Recall knowledge and show understanding of Sport Science concepts
PO2	Apply knowledge and understanding of Sport Science concepts
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply sporting skills and processes relevant to Sport Science.

PO1 is only relevant to the exam. PO4 is only relevant to the NEA assessments.

The weightings of the Performance Objectives across the units is:

Performance Objective	Examined Assessment	Non Examined Assessment x 2	Overall weighting
PO1	17–21%	n/a	17–21%
PO2	14–16%	22%	36–38%
PO3	5–7%	20%	25–27%
PO4	n/a	18%	18%
Overall weighting of assessments	40% 70 raw marks 80 UMS	60% 120 raw marks 120 UMS	100% 190 raw marks 200 UMS

4.2 Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

Aims

Taking part in sport and physical activity puts the body under stress. Sports injuries can be caused in many ways, ranging from accidental to deliberate acts of foul play. They can also depend on various extrinsic and intrinsic factors. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries in a sport setting are vital skills in many roles within the sport and leisure industry. Millions of people in the UK are suffering from medical conditions that may influence their participation in sport and physical activity, but with knowledge and understanding of

common medical conditions, along with the correct treatment and emergency procedures, more people can continue to participate in sporting activities in a safer environment.

In this unit you will learn how to prepare participants to take part in sport and physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to respond to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

Students must be taught:

Topic Area 1: Different factors which influence the risk and severity of injury

Teaching content	Breadth and depth
1.1 Extrinsic factors	
1.1.1 Types of sports activity: <input type="checkbox"/> How different sporting activities can influence types of injury	1.1 To include: <ul style="list-style-type: none">Compare and contrast how different extrinsic factors can influence the risk and severity of injuryHow some extrinsic factors can influence other extrinsic factors or part of the same extrinsic factor, e.g. the effects that playing surfaces (1.1.3) can have on appropriate footwear (1.1.4); the effect officials (1.1.3) can have on participants (1.1.3)
1.1.2 Coaching/Instructing/Leading: <input type="checkbox"/> Knowledge of techniques/rules/regulations <input type="checkbox"/> Experience <input type="checkbox"/> Communication <input type="checkbox"/> Supervision <input type="checkbox"/> Ethical standards/behaviour	
1.1.3 Environment: <input type="checkbox"/> Weather/temperature conditions <input type="checkbox"/> Playing surface (natural and artificial) and surrounding area <input type="checkbox"/> Human interaction <ul style="list-style-type: none">Other performers/participantsOfficialsSpectators	Consider the links with other topic areas: <ul style="list-style-type: none">Warm up/cool down routines (Topic Area 2)Human interaction (1.1.3), psychological factors (1.2.2) and reasons for aggression (1.2.3)Different types and causes of sports injuries (Topic Area 3)Safety checks (4.1.1)How weather conditions can affect medical conditions (Topic Area 5)
1.1.4 Equipment: <input type="checkbox"/> Protective equipment <input type="checkbox"/> Performance equipment <input type="checkbox"/> Clothing <input type="checkbox"/> Footwear	

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

1.2 Intrinsic factors

<p>1.2.1 Individual variables:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Experience <input type="checkbox"/> Weight <input type="checkbox"/> Fitness levels <input type="checkbox"/> Technique/ability <input type="checkbox"/> Nutrition/hydration <input type="checkbox"/> Medical conditions <input type="checkbox"/> Sleep <input type="checkbox"/> Previous/recurring injuries <p>1.2.2 Psychological factors, overview of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motivation <input type="checkbox"/> Arousal <input type="checkbox"/> Anxiety/stress <input type="checkbox"/> Confidence <input type="checkbox"/> Aggression <ul style="list-style-type: none"> ▪ Direct ▪ Channelled <p>1.2.3 Reasons for aggression:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of performance <input type="checkbox"/> Retaliation <input type="checkbox"/> Pressures to win (performer/coach/spectators) <input type="checkbox"/> Decisions of officials <input type="checkbox"/> Performance enhancing drugs <p>1.2.4 Mental strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mental rehearsal <input type="checkbox"/> Imagery <input type="checkbox"/> Selective attention 	<p>1.2 To include:</p> <ul style="list-style-type: none"> • Compare and contrast how different intrinsic factors can influence the risk and severity of injury • How some individual variables (1.2.1) can influence other individual variables e.g. weight of a participant can influence their fitness levels <p>1.2.1 To include:</p> <ul style="list-style-type: none"> • Links with medical conditions (Topic Area 5) <p>1.2.2 and 1.2.3 To include:</p> <ul style="list-style-type: none"> • Links with coaching (1.1.2) human interaction (1.1.3) <p>Consider the links with:</p> <ul style="list-style-type: none"> • Different types and causes of sports injuries (Topic Area 3) • Safety checks (4.1.1)
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Topic Area 2: Warm up and cool down routines

Teaching content	Breadth and depth
<p>2.1 Key components of a warm up</p>	
<p>2.1.1 Key components of a warm up:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pulse raising <input type="checkbox"/> Mobility <input type="checkbox"/> Dynamic stretching <input type="checkbox"/> Skill rehearsal phase 	<p>2.1 To include:</p> <ul style="list-style-type: none"> • The use of suitable components and examples, in the design of warm up routines and exercises/stretches that target different muscles/joints in the body <p>Consider the links with:</p> <ul style="list-style-type: none"> • Coaching/instructing/leading (1.1.2) • Equipment (1.1.4) e.g. resistance bands • Physiological and psychological benefits of a warm up (2.2) • Safety checks (4.1.1)

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

2.2 Physiological and psychological benefits of a warm up

2.2.1 Physiological benefits: <input type="checkbox"/> Increase in muscle temperature <input type="checkbox"/> Increase in heart rate <input type="checkbox"/> Increase in flexibility of muscles and joints <input type="checkbox"/> Increase in pliability of ligaments and tendons <input type="checkbox"/> Increase in blood flow and oxygen to muscles <input type="checkbox"/> Increase in the speed of muscle contraction	<p>2.2. To include:</p> <ul style="list-style-type: none">• Compare and contrast the warm up components and the benefits on the cardio-respiratory and musculoskeletal systems• Be aware of possible negative effects if no warm up is performed <p>Consider the links with:</p> <ul style="list-style-type: none">• Key components of a warm up (2.1.1)• Psychological benefits (2.2.2) and mental strategies (1.2.4)
2.2.2 Psychological benefits: <input type="checkbox"/> Heighten or control arousal levels <input type="checkbox"/> Improve concentration/focus <input type="checkbox"/> Increase motivation <input type="checkbox"/> Increase confidence <input type="checkbox"/> Mental rehearsal	

2.3 Key components of a cool down

2.3.1 Pulse lowering	<p>2.3 To include:</p> <ul style="list-style-type: none">• The use of suitable components and examples, in the design of cool down routines <p>Consider the links with:</p> <ul style="list-style-type: none">• Coaching/instructing/leading (1.1.2)• Physiological benefits of a cool down (2.4)• Safety checks (4.1.1)
2.3.2 Stretching: <input type="checkbox"/> Maintenance stretches <input type="checkbox"/> Static stretches <input type="checkbox"/> Proprioceptive Neuromuscular Facilitation (PNF)	

2.4 Physiological benefits of a cool down

2.4.1 Physiological benefits: <input type="checkbox"/> Gradually lowers heart rate <input type="checkbox"/> Gradually lowers temperature <input type="checkbox"/> Circulates blood and oxygen <input type="checkbox"/> Helps prevent blood pooling <input type="checkbox"/> Gradually reduces breathing rate <input type="checkbox"/> Removes waste products such as lactic acid <input type="checkbox"/> Reduces risk of Delayed Onset of Muscle Soreness (DOMS)	<p>2.4. To include:</p> <ul style="list-style-type: none">• Compare and contrast the cool down components and the benefits on the cardio-respiratory and musculoskeletal systems• To be aware of possible negative effects if no cool down is performed. <p>Consider the links with:</p> <ul style="list-style-type: none">• Key components of a cool down (2.3)
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Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

Topic Area 3: Different types and causes of sports injuries

Teaching content	Breadth and depth
3.1 Acute injuries	
3.1.1 Overview of acute injuries: <input type="checkbox"/> Sudden trauma <input type="checkbox"/> Immediate impact and pain	3.1 To include: <ul style="list-style-type: none">• Compare and contrast causes, symptoms and treatments of each acute injury• Ways of reducing risk of acute injuries• Examples of different body parts (bones/muscles/joints/tissue) that are susceptible to acute injuries
3.1.2 Soft tissue and hard tissue injuries	
3.1.3 Strains: <input type="checkbox"/> Torn muscle or tendon	Consider the links with: <ul style="list-style-type: none">• Extrinsic factors (1.1) and intrinsic factors (1.2)• Reducing risk, treatment and rehabilitation of sports injuries and medical conditions (Topic Area 4)
3.1.4 Sprains: <input type="checkbox"/> Torn ligaments <input type="checkbox"/> Anterior Cruciate Ligament (ACL)	
3.1.5 Skin damage: <input type="checkbox"/> Abrasions/grazes <input type="checkbox"/> Cuts/lacerations <input type="checkbox"/> Contusions (bruises) <input type="checkbox"/> Blisters	
3.1.6 Fractures: <input type="checkbox"/> Open <input type="checkbox"/> Closed	To include: <ul style="list-style-type: none">• Links with stress fractures (3.2.5) as chronic injuries
3.1.7 Dislocations	
3.1.8 Head injuries: <input type="checkbox"/> Concussion <input type="checkbox"/> Possible links with head injuries and the onset of dementia and Alzheimer's	3.1.8 To include: <ul style="list-style-type: none">• Links with types of sports activity (1.1.1)
3.2 Chronic injuries	
3.2.1 Overview of chronic injuries: <input type="checkbox"/> Overuse <input type="checkbox"/> Develop gradually over a period of time <input type="checkbox"/> Repetitive movement	3.2.1 To include: <ul style="list-style-type: none">• Compare and contrast causes, symptoms and treatment of each named chronic injury.• Ways of reducing risk of chronic injuries
3.2.2 Tendonitis: <input type="checkbox"/> Achilles <input type="checkbox"/> Rotator cuff <input type="checkbox"/> Patellar	To include: <ul style="list-style-type: none">• Links with fractures (3.1.6) as acute injuries
3.2.3 Epicondylitis: <input type="checkbox"/> Lateral epicondylitis (Tennis elbow) <input type="checkbox"/> Medial epicondylitis (Golfers elbow)	3.2 To include links with: <ul style="list-style-type: none">• Individual variables (1.2.1)• Reducing risk, treatment and rehabilitation of sports injuries and medical conditions (Topic Area 4)
3.2.4 Shin splints	
3.2.5 Stress fractures	

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Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

Teaching content	Breadth and depth
4.1 Measures that can be taken before and during participation in sport or physical activity to reduce risk and severity of injury/medical conditions	
4.1.1 Safety checks: <ul style="list-style-type: none"> Risk assessments, level of risk <ul style="list-style-type: none"> Control measures for the removal of hazards and reduction of risks Characteristics of the individual/group Group size 	4.1. To include: <ul style="list-style-type: none"> Examples of measures and responses for different injuries (3.1 and 3.2) and medical conditions (Topic Area 5)
4.1.2 Strategies to help reduce the risk of sports injuries and medical conditions: <ul style="list-style-type: none"> Medicals Screening National Governing Body (NGB) policies 	4.1.1 To include links with: <ul style="list-style-type: none"> Extrinsic factors (1.1) and Intrinsic factors (1.2) Interpreting and planning a risk assessment
4.1.3 Emergency Action Plans (EAP): <ul style="list-style-type: none"> Emergency personnel Emergency communication Emergency equipment 	
4.2 Responses and treatment to injuries and medical conditions in a sporting context	
4.2.1 SALTAPS on-field assessment routine, is an acronym for (See, Ask, Look, Touch, Active, Passive, Strength)	4.2. To include: <ul style="list-style-type: none"> Advantages of using different types of responses and treatment for different injuries/medical conditions and the different times when treatment can be used: <ul style="list-style-type: none"> Prior to performance During performance Immediately after injury As part of the longer-term rehabilitation process
4.2.2 DRABC is an acronym for (Danger, Response, Airway, Breathing, Circulation)	
4.2.3 Recovery position: <ul style="list-style-type: none"> Unconscious performers who are breathing and have no other life-threatening conditions 	
4.2.4 PRICE therapy is an acronym for (Protection, Rest, Ice, Compress, Elevate)	
4.2.5 Use of X-rays to detect injury	4.2.5 Do not include: <ul style="list-style-type: none"> A technical understanding of how X-rays work
4.2.6 Overview of treatments/therapies: <ul style="list-style-type: none"> Massage Ultrasound Electrotherapy Hydrotherapy Cryotherapy Contrast therapy Painkillers <ul style="list-style-type: none"> Ibuprofen Support <ul style="list-style-type: none"> Kinesiology taping/neoprene/bandaging Immobilisation <ul style="list-style-type: none"> Cast/splint/sling 	4.2.6 To include: <ul style="list-style-type: none"> Examples of different types of treatment and the benefits of each Consider the links with: <ul style="list-style-type: none"> Warm up and cool down routines (Topic Area 2) Know that stretching (2.3.2) can also be a form of treatment (2.3.2)
4.2.7 Different psychological effects of dealing with injuries and medical conditions including treatment and long-term rehabilitation	Consider the links with psychological factors (1.2.2) and mental strategies (1.2.4)

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

Topic Area 5: Causes, symptoms and treatment of medical conditions

Teaching content	Breadth and depth
5.1 Asthma	
5.1.1 Overview of asthma and asthma attacks 5.1.2 Causes/triggers of asthma: <ul style="list-style-type: none"> <input type="checkbox"/> Environment <input type="checkbox"/> Exercise 5.1.3 Common Symptoms of asthma: <ul style="list-style-type: none"> <input type="checkbox"/> Coughing <input type="checkbox"/> Wheezing <input type="checkbox"/> Shortness of breath <input type="checkbox"/> Tightness in the chest 5.1.4 Treatment: <ul style="list-style-type: none"> <input type="checkbox"/> Reassurance <input type="checkbox"/> Inhalers/nebulisers 	<p>5.1 To include:</p> <ul style="list-style-type: none"> • Compare and contrast causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditions • How to manage asthma when participating in sport/exercise
5.2 Diabetes	
5.2.1 Overview of Type 1 and Type 2 diabetes - differences between Type 1 and Type 2 in relation to: <ul style="list-style-type: none"> <input type="checkbox"/> Age <input type="checkbox"/> Lifestyle 5.2.2 Causes of Type 1 and Type 2 diabetes: <ul style="list-style-type: none"> <input type="checkbox"/> Type 1 diabetes – the body is unable to produce insulin <input type="checkbox"/> Type 2 diabetes – the body does not produce enough insulin, or insulin does not work properly 5.2.3 Common symptoms of Type 1 and Type 2 diabetes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased thirst <input type="checkbox"/> Urinating more often <input type="checkbox"/> Extreme tiredness <input type="checkbox"/> Weight loss <input type="checkbox"/> Cuts take a long time to heal 5.2.4 Treatment of Type 1 and Type 2 diabetes: <ul style="list-style-type: none"> <input type="checkbox"/> Insulin/glucose <input type="checkbox"/> Lifestyle changes <input type="checkbox"/> Diet <input type="checkbox"/> Exercise 5.2.5 Monitoring and treatment of different blood sugar levels: <ul style="list-style-type: none"> <input type="checkbox"/> Hypoglycaemia (Hypos) - low blood sugar <input type="checkbox"/> Hyperglycaemia - high blood sugar 	<p>5.2 To include:</p> <ul style="list-style-type: none"> • Comparing and contrasting causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditions • How to manage diabetes when participating in sport/ exercise <p>To include:</p> <ul style="list-style-type: none"> • Links with dehydration (5.5.9)

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions

5.3 Epilepsy

5.3.1 Overview of epilepsy: <input type="checkbox"/> Seizures	To include: <ul style="list-style-type: none">Comparing and contrasting causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditionsHow to manage epilepsy when participating in sport/exercise
5.3.2 Common causes/triggers of epilepsy: <input type="checkbox"/> Severe head injuries <input type="checkbox"/> Anxiety/stress <input type="checkbox"/> Tiredness/lack of sleep	5.3.3 To include common symptoms for each of: <ul style="list-style-type: none">Eyes – for example, staring blankly and flutteringMouth – for example, biting tongue and random noisesLimbs – for example, stiffness and jerking movements
5.3.3 Common symptoms of seizures affecting different parts of the body: <input type="checkbox"/> Eyes <input type="checkbox"/> Mouth <input type="checkbox"/> Limbs	
5.3.4 Treatment: <input type="checkbox"/> Anti-epileptic drugs (AEDs) <input type="checkbox"/> Ketogenic diet	

5.4 Sudden Cardiac Arrest (SCA)

5.4.1 Overview of SCA	5.4 To include: <ul style="list-style-type: none">Comparing and contrasting causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditionsKnow the difference between cardiac arrest and a heart attack
5.4.2 Causes of SCA: <input type="checkbox"/> Underlying genetic heart conditions <input type="checkbox"/> Intense physical activity <input type="checkbox"/> Sudden trauma	
5.4.3 Symptoms of SCA: <input type="checkbox"/> Unconscious <input type="checkbox"/> Breathing difficulties	
5.4.4 Treatment for SCA: <input type="checkbox"/> Defibrillators <input type="checkbox"/> Lifestyle changes	

5.5 Other medical conditions

5.5.1 Overview of hypothermia	5.5 To include: <ul style="list-style-type: none">Comparing and contrasting causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditionsHow to manage dehydration (5.5.9) when participating in sport/exercise Consider the links with: <ul style="list-style-type: none">Changing weather/temperature conditions (1.1.3)Clothing (1.1.4)
5.5.2 Causes of hypothermia: <input type="checkbox"/> Body temperature drops below 35°C <input type="checkbox"/> Prolonged exposure to cold/wet conditions	
5.5.3 Symptoms of hypothermia: <input type="checkbox"/> Shivering <input type="checkbox"/> Blue lips/skin <input type="checkbox"/> Slurred speech <input type="checkbox"/> Tiredness/confusion <input type="checkbox"/> Slow breathing	

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5.5.4 Treatment for hypothermia: <input type="checkbox"/> Remove wet clothing/wrap in blankets and cover head <input type="checkbox"/> Give a warm and sugary non-alcoholic drink	5.5.4 To include: <ul style="list-style-type: none">• Know how hypothermia should not be treated – Do not use a hot bath or hot water bottle or rub body parts
5.5.5 Overview of heat exhaustion	
5.5.6 Causes of heat exhaustion: <input type="checkbox"/> Body temperature of 38°C or above <input type="checkbox"/> Strenuous physical activity <input type="checkbox"/> Not enough water intake	
5.5.7 Symptoms of heat exhaustion: <input type="checkbox"/> Excessive sweating. <input type="checkbox"/> Headache/dizziness <input type="checkbox"/> Being very thirsty <input type="checkbox"/> Feeling or being sick <input type="checkbox"/> Rapid pulse and/or breathing	
5.5.8 Treatment for heat exhaustion: <input type="checkbox"/> Move to a cool place/cool their skin <input type="checkbox"/> Get them to drink plenty of water	
5.5.9 Overview of dehydration.	5.5.9 To include: <ul style="list-style-type: none">• Links with diabetes (5.2)• How to manage dehydration (5.5.9) when participating in sport/exercise
5.5.10 Causes of dehydration: <input type="checkbox"/> Loss of bodily fluids	
5.5.11 Symptoms of dehydration: <input type="checkbox"/> Feeling thirsty <input type="checkbox"/> Fatigue <input type="checkbox"/> Dark yellow urine and infrequent urination <input type="checkbox"/> Dry mouth/lips	
5.5.12 Treatment for dehydration: <input type="checkbox"/> Drink plenty of water <input type="checkbox"/> Rehydration sachets	

Assessment guidance

This unit is assessed by an exam. The exam is 1 hour and 15 minutes. It has two Sections – Section A and Section B.

- Section A has 25 marks
- Section B has 45 marks
- The exam has 70 marks in total.

A range of question types will be used in the exam, but it will always require students to use the skills of analysis and evaluation.

The Sport Science, '[Exploring our exams: a guide to our sample assessment material](#)' gives more information about the layout and expectations of the exam.

This will be conducted under examination conditions.

For more details refer to the [Administration](#) area.

Section A	<ul style="list-style-type: none">• This will have a total of 25 marks, made up of an MCQ style questions and a number of short to medium response questions.
Section B	<ul style="list-style-type: none">• This will have context-based questions. Students will be presented with a short scenario and will apply their knowledge of sport concepts to produce relevant responses• It will include short/medium answer questions, extended response analysis and evaluation questions• *all topic areas and its teaching content may be assessed either as knowledge, understanding or as applied practical examples across a range of sporting activities.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning with students applying their learning in a practical, skills-based way. The synoptic grids at the end of the NEA units show these synoptic links.

More information about synoptic assessment within this qualification can be found in [section 5.2 synoptic assessment](#).

4.3 Unit R181: Applying the principles of training: fitness and how it affects skill performance

Aims

Everyone is different. People have different needs and different goals, particularly when it comes to their fitness to perform in different sporting activities; but how do you establish those needs?

Fitness testing should be completed before any intense fitness training programme begins. By measuring the current fitness levels of yourself or others, you can set realistic goals and plan how to reach these goals.

In this unit you will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. This will

give you the background knowledge you need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity. You will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.

For all topic areas and content below, please select your activities from the Approved Activity list. Please see the OCR [website](#) for the approved list of activities for this unit.

Unit R181: Applying the principles of training: fitness and how it affects skill performance

Topic Area 1: Components of fitness applied in sport

Teaching content	Exemplification
1.1 Relevance of components of fitness to different sports 1.1.1 The definition of, and suitable fitness tests used, to measure each component of fitness: <ul style="list-style-type: none"><input type="checkbox"/> Cardiovascular endurance/ stamina<input type="checkbox"/> Muscular endurance<input type="checkbox"/> Speed<input type="checkbox"/> Strength<input type="checkbox"/> Power<input type="checkbox"/> Agility<input type="checkbox"/> Balance<input type="checkbox"/> Flexibility<input type="checkbox"/> Coordination<input type="checkbox"/> Reaction time	1.1.1 Any suitable test may be chosen. Tests may be adapted for students with disabilities who are unable to access traditionally used tests
1.1.2 Fitness component requirements of sports: <ul style="list-style-type: none"><input type="checkbox"/> How each component is important in two different sports<input type="checkbox"/> Cover all components listed in 1.1.1	1.1.2 Practical examples showing importance of each component, may include: <ul style="list-style-type: none">• Demonstrating skills in drills• Covering fitness requirements in two sports, and if a team game the position played in• Opportunity to compare and contrast the fitness components across two different sports and/or positions

Unit R181: Applying the principles of training: fitness and how it affects skill performance

<p>1.1.3 Justification of most important components of fitness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The two most important components in each of two sports <input type="checkbox"/> In a pressured drill to show how these two fitness components relate to effectiveness in a competitive situation 	<p>1.1.3 Examples must include the most important components for both sports and, if appropriate, positions within those sports:</p> <ul style="list-style-type: none"> • Pressured drills could be against time or an opponent
<p>1.2 Assess components of fitness</p>	
<p>1.2.1 Fitness tests for components of fitness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cardiovascular endurance/ stamina <input type="checkbox"/> Muscular endurance <input type="checkbox"/> Speed <input type="checkbox"/> Strength <input type="checkbox"/> Power <input type="checkbox"/> Agility <input type="checkbox"/> Balance <input type="checkbox"/> Flexibility <input type="checkbox"/> Coordination <input type="checkbox"/> Reaction time 	<p>1.2.1 To include:</p> <ul style="list-style-type: none"> • How to conduct appropriate fitness tests for each component of fitness
<p>1.2.2 Collect and interpret the results of fitness tests:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Against normative data <input type="checkbox"/> Validity <input type="checkbox"/> Reliability 	<p>1.2.2 To include appropriate recording of all:</p> <ul style="list-style-type: none"> • Results from all tests • Advantages and disadvantages of tests
<p>1.2.3 Strengths and areas of improvement of each fitness component:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengths <input type="checkbox"/> Areas of improvement 	<p>1.2.3 To include:</p> <ul style="list-style-type: none"> • The strengths and areas of improvement indicated by each fitness test result • How the fitness test results indicate the likelihood of success in each sport
<p>1.3 Application of components of fitness to skill performance</p>	
<p>1.3.1 Devising skill based fitness tests:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Realistic to a full performance situation <input type="checkbox"/> Procedures <input type="checkbox"/> How to collect and record results 	<p>1.3.1 To include:</p> <ul style="list-style-type: none"> • How the fitness component is used in sport • What skills can be hindered if the performer has poor fitness • Devising a skill test that combines both fitness and skills such as dribbling at speed
<p>1.3.2 Conduct the tests devised</p>	<p>1.3.2 To include:</p> <ul style="list-style-type: none"> • Completing drills/tests adapted for skills • Undertake the skill test/drill that will improve the identified components of fitness from 1.3.1
<p>1.3.3 Collect, record, and interpret the results of skill based fitness tests:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of appropriate units 	<p>1.3.3 To include:</p> <ul style="list-style-type: none"> • Units or results that actually measure the fitness component being looked at e.g. speed in seconds

Unit R181: Applying the principles of training: fitness and how it affects skill performance

Topic Area 2: Principles of training in sport

Teaching content	Exemplification
2.1 Principles of training and goal setting in a sporting context	
2.1.1 The definition and application of each principle of training and goal setting:	<p>2.1.1 To include:</p> <ul style="list-style-type: none"> Justification of principles and goal setting within training programme
<input type="checkbox"/> SPOR principle <ul style="list-style-type: none"> Specificity Progression Overload Reversibility <input type="checkbox"/> FITT principle <ul style="list-style-type: none"> Frequency Intensity Time Type <input type="checkbox"/> SMART goals <ul style="list-style-type: none"> Specific Measurable Achievable Realistic Time-bound 	
2.2 Methods of training and their benefits	
2.2.1 Advantages and disadvantages of the structure of each training method:	<p>2.2.1 To include:</p> <ul style="list-style-type: none"> The advantages and disadvantages of each method for sporting activities Appropriateness of each method for the selected sporting activities
<input type="checkbox"/> Continuous training <input type="checkbox"/> Fartlek training <input type="checkbox"/> Interval training <input type="checkbox"/> Circuit training <input type="checkbox"/> Plyometrics <input type="checkbox"/> Weight/resistance training <input type="checkbox"/> HIIT (High Intensity Interval Training)	
2.2.2 Aerobic exercise:	<p>2.2.2 and 2.2.3 To include:</p> <ul style="list-style-type: none"> Comparing and contrasting the differences between aerobic and anaerobic exercise
<input type="checkbox"/> Characteristics of aerobic exercise: <ul style="list-style-type: none"> Intensity Duration Oxygen consumption Methods of training aerobically 	
2.2.3 Anaerobic exercise:	
<input type="checkbox"/> Characteristics of anaerobic exercise <ul style="list-style-type: none"> Intensity Duration Oxygen consumption Methods of training anaerobically 	

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Topic Area 3: Organising and planning a fitness training programme

Teaching content	Exemplification
3.1 Factors when designing a fitness training programme	
3.1.1 Considerations to inform planning: <ul style="list-style-type: none"> <input type="checkbox"/> Facilities/equipment <input type="checkbox"/> Safety/risk assessments <input type="checkbox"/> Aims/goals/objectives <input type="checkbox"/> Current fitness levels/injuries <input type="checkbox"/> Organisation <input type="checkbox"/> Environment <input type="checkbox"/> Skills to be improved 	3.1.1 The planning considerations listed in an action plan may include: <ul style="list-style-type: none"> • Correct equipment/facilities used • Duration of the training programme (e.g. suitable length to achieve goals) • Suitability of activities (e.g. activities meet the needs of the subject, activities target specific areas) • Organisation of activities (e.g. variety of training methods, sufficient rest days) <p>To include links with principles and goal setting (2.1)</p>
3.1.2 Applying principles of training: <ul style="list-style-type: none"> <input type="checkbox"/> SPOR <input type="checkbox"/> FITT 	3.1.2 How SPOR and FITT are used within a training programme to improve success
3.2. Planning a fitness based training programme	
3.2.1 Elements of training programmes: <ul style="list-style-type: none"> <input type="checkbox"/> Suitable warm up and cool down <input type="checkbox"/> Activities/main content of programme <input type="checkbox"/> Duration of plan <input type="checkbox"/> Duration of sessions <input type="checkbox"/> Equipment and facilities <input type="checkbox"/> Coaching points <input type="checkbox"/> Adaption of programme based on each session and mid term testing 	3.2.1 To include: <ul style="list-style-type: none"> • Applying understanding gained in 3.1 to the creation of action plans for fitness component improvement
3.2.2 How to monitor progress and adapt a programme: <ul style="list-style-type: none"> <input type="checkbox"/> Using pre and mid term tests to adapt/improve a programme 	3.2.2 To include: <ul style="list-style-type: none"> • Plans can be adapted to avoid over/undertraining as well as injury and keep the performer motivated
3.3 Recording results from fitness training programme	
3.3.1 Post programme tests: <ul style="list-style-type: none"> <input type="checkbox"/> Skill based tests <input type="checkbox"/> Fitness tests 	3.3.1 To include: <ul style="list-style-type: none"> • Comparison of performance predictions versus actual results • Whether retaking tests would change outcomes
3.3.2 Achievement recognised: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting SMART goals <input type="checkbox"/> Results from tests 	

Unit R181: Applying the principles of training: fitness and how it affects skill performance

Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme

Teaching content	Exemplification
4.1 Effectiveness of a fitness training programme	
4.1.1 Reflections on the fitness training programme considering the: <ul style="list-style-type: none">• Goals set• Training methods used• Fitness component links correctly to skill tests	
4.1.2 Strengths and areas for improvement of the fitness training programme: <ul style="list-style-type: none">• Reasons for success and failure	4.1.2 To include: <ul style="list-style-type: none">• Strengths and areas for improvement of the training programme
4.1.3 Further development suggestions for improvements to the fitness training programme	4.1.3 To include: <ul style="list-style-type: none">• How the success rate of the programme could be improved if it were repeated

Marking criteria

[Section 6.4](#) provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria command words are further explained in [Appendix B Command words](#).

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Unit R181 – Topic Area 1: Components of fitness applied in sport		
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Fitness tests are briefly described with limited reference to the protocols. Includes limited data and briefly outlines what it means to their fitness for the activities.	Appropriate fitness tests are adequately described with sound reference to the protocols. Adequately analyses the data from each test and what it means to their fitness for the activities.	Appropriate fitness tests are described in detail with clear reference to the protocols. Comprehensively analyses the data from each test and what it means to their fitness for the activities.

Unit R181 – Topic Area 1: Components of fitness applied in sport

MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<p>Few skills are briefly linked to components of fitness, may include limited examples.</p> <p>Demonstrates a limited range of skills relevant to the components of fitness.</p>	<p>A range of skills are linked to components of fitness, with sound and relevant examples given for each.</p> <p>Demonstrates a good range of skills relevant to the components of fitness.</p>	<p>A wide range of skills are linked to components of fitness in detail, with clear and relevant examples given for each.</p> <p>Confidently, demonstrates a wide range of well developed skills relevant to the components of fitness.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<p>Tests are described with basic examples of how they also measure an appropriate component of fitness.</p> <p>Includes some strengths and weaknesses of the data and briefly outlines what it means to their fitness for the activities.</p>	<p>Tests are described with adequate relevant examples of how they also measure an appropriate component of fitness.</p> <p>Adequately analyses the strengths and weaknesses of the data from each test and what it means to their fitness for the activities.</p>	<p>Tests are described in detail with clear and relevant examples of how they also measure an appropriate component of fitness.</p> <p>Comprehensively analyses the strengths and weaknesses of the data from each test and what it means to their fitness for the activities.</p>

Unit R181 – Topic Area 2: Principles of training in sport

MB1: 1–5 marks	MB2: 6–10 marks	MB3: 11–15 marks
<p>A brief outline of SPOR and/or FITT principles and basic application to their selected sporting activity.</p> <p>A brief outline of SMART goals and basic application to their selected sporting activity.</p> <p>Few benefits outlined of applying the principles to the training programme.</p>	<p>SPOR and FITT principles are described with adequate relevant examples given for each aspect of their selected sporting activity.</p> <p>SMART goals are described with adequate relevant examples given for each aspect of their selected sporting activity.</p> <p>Adequately analyses the benefits of applying the principles to the training programme.</p>	<p>SPOR and FITT principles are described in detail with clear and relevant examples given for each aspect of their selected sporting activity.</p> <p>SMART goals are described in detail with clear and relevant examples given for each aspect of their selected sporting activity.</p> <p>Comprehensively analyses the benefits of applying the principles to the training programme.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<p>A brief outline of their selected training methods, including a basic comparison of aerobic and anaerobic exercise.</p>	<p>Adequately analyses their selected training methods, including sound comparison of aerobic and anaerobic exercise.</p>	<p>Comprehensively analyses their selected training methods, including a clear and detailed comparison of aerobic and anaerobic exercise.</p>

Unit R181 – Topic Area 3: Organising and planning a fitness training programme

MB1: 1–4 marks	MB2: 5–10 marks	MB3: 11–14 marks
Produces a basic plan which considers a limited number of requirements for an effective and safe fitness training programme.	Produces a mostly appropriate and sound plan which considers some of the requirements for an effective and safe fitness training programme.	Produces a fully appropriate and comprehensive plan which considers most of the requirements for an effective and safe fitness training programme.
Produces a basic risk assessment which considers few of the requirements for a safe fitness training programme.	Produces an appropriate and adequate risk assessment which considers some of the requirements for a safe fitness training programme.	Produces an appropriate and comprehensive risk assessment which considers most of the requirements for a safe fitness training programme.

Unit R181 – Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Outlines a few areas that went well and did not go well in the planned fitness training programme.	Describes some areas that went well and did not go well in the planned fitness training programme.	Comprehensively describes most areas that went well and did not go well in the planned fitness training programme.
Briefly outlines a few areas that needed to be adapted in the planned fitness training programme. Makes basic suggestions for altering the plan going forward.	Describes some areas that needed to be adapted in the planned fitness training programme with some reflection and analysis when altering the plan.	Comprehensively describes all areas that needed to be adapted in the planned fitness training programme. Shows detailed analysis when altering the plan with justified suggestions.
Limited description of the effectiveness of the fitness training programme. An attempt to reference the goals and objectives is made.	Adequate description of the effectiveness of the fitness training programme. Makes some reference to the goals and objectives.	Comprehensive analysis of the effectiveness of the fitness training programme. Makes clear and detailed reference to the goals and objectives.

Assessment guidance

Each section of the marking criteria focuses on a different aspect of student achievement. There should be no overlap between achievement credited for the different sections – although the same piece of work

might be assessed in different sections, each different assessment will focus on a different aspect of that work. You should use the comments section of the Unit Recording Sheets to explain their decisions.

Tasks	Assessment guidance
Task 1	<ul style="list-style-type: none">• Assesses students' research skills and information gathering. Students should ensure that they carry out research and use this for their written findings referencing where they have found information for their fitness tests. This should be the students' own work and not just the research material they have found, as this does not demonstrate understanding by the students. Students will undertake the selected fitness tests relevant for their activities and interpret their results data.• Students may research and select the same tests for the same or different sporting activities. Although this is allowed, teachers must ensure that the evidence a student submits for their set assignment is not similar to other students in the cohort.• However, the second part of this task, where students complete the fitness tests and interpret their data, will be unique for each student.
Topic area 2	<ul style="list-style-type: none">• Assesses students' research of components of fitness relevant to their skills in two selected sporting activities (activities). They will design tests for two main skills relevant to their selected activities, using this information. Students will do the skill tests and collate the results data.
Topic area 3	<ul style="list-style-type: none">• Assess students' use of the principles of training (SPOR and FITT) and SMART goals as well as how they apply these to training programmes. Students will describe the benefits and drawbacks of each training method and include the differences between aerobic and anaerobic exercise.• Students may discuss and describe the same principles of training for the same or different sporting activities. Although this is allowed, teachers must ensure that the evidence a student submits for their set assignment is not similar to other students in the cohort.
Topic area 4	<ul style="list-style-type: none">• Assesses students' planning and understanding of sporting activity (activity) requirements and takes into account the appropriate principles of training. Students must develop a six-week fitness training programme plan that must include aims of the programme, appropriate equipment and include risk assessments that takes into account relevant safety considerations. We have provided a risk assessment template for you to give to your students.
Topic area 5	<ul style="list-style-type: none">• Assesses the student's evaluation of post test results. This must be completed once the six-week fitness programme has been completed, when students can compare pre and post test results for the fitness programme. This should include strengths and areas that need improving, adaption to their programme, and discussion on how it could be improved on in the future.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R180. The following table details where these synoptic links can be found:

R181: Applying the principles of training: fitness and how it affects skill performance		Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions	
Topic Area		Topic Area	
1	Components of fitness applied in sport	1	Different factors which influence the risk and severity of injury
		5	Causes, symptoms and treatment of medical conditions
3	Organising and planning a fitness training programme	2	Warm up and cool down routines
		3	Different types and causes of sports injuries

More information about synoptic assessment within this qualification can be found in [section 5.2 Synoptic assessment](#).

4.4 Unit R182: The body's response to physical activity and how technology informs this

Aims

When you exercise, your muscles, skeleton, heart, and lungs all contribute to help you perform to the best of your ability. Each of these systems work together to help you move and take part in exercise and sport. Technology can help to inform you of the changes happening in your body and guide your training and participation.

In this unit you will learn to understand how both the cardio-respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both of these systems.

R182: The body's response to physical activity and how technology informs this

Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

Teaching content	Exemplification
1.1 Components, function and role of cardio-respiratory system during exercise	
1.1.1 Components: <input type="checkbox"/> Heart – ventricles, atria, valves <input type="checkbox"/> Blood cells vessels – arteries, veins, capillaries <input type="checkbox"/> Respiratory system – trachea, lungs, alveoli, diaphragm	To include: <ul style="list-style-type: none">How the different components of the cardio-respiratory system are involved in the role during physical activityDifferent stages of a warm upDifferent intensities of performance – short/high intensity, endurance, and strength basedHow to apply the components of the cardio-respiratory system to the role played when participating in physical activity; in connection with the three functions and roles (1.1.2)
1.1.2 Function and role: <input type="checkbox"/> Heart rate / pulse rate <input type="checkbox"/> Blood pressure – stroke volume and cardiac output <input type="checkbox"/> Gaseous exchange – inhalation and exhalation	
1.2 Cardio-respiratory sports technology	
1.2.1 Technology that can inform how the cardio-respiratory system is responding whilst performing in sport during warm up and performance	To include aspects such as: <ul style="list-style-type: none">Long-term participation refers to taking part in activity over a period of many yearsWearable technologyTechnology that is based in a laboratory and/or needs laboratory equipmentField based technologyDifference and similarities between technology used by a beginner to that of an elite sports person
1.2.2 Information that technology can give sports performers on their long-term participation in physical activity	
1.2.3 The benefits and drawbacks of sports technology to the sports performer	

R182: The body's response to physical activity and how technology informs this

Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

Teaching content	Exemplification
2.1 The components and role of the musculo-skeletal system in producing movement	
2.1.1 Different components: <ul style="list-style-type: none"><input type="checkbox"/> Major bone groups:<ul style="list-style-type: none">▪ Upper body - cranium, scapula, clavicle, humerus, radius, ulna, ribs, vertebrae▪ Lower body - femur, tibia, fibula, patella<input type="checkbox"/> Skeletal muscle groups:<ul style="list-style-type: none">▪ Upper body - biceps, triceps, abdominals, pectorals, latissimus dorsi, deltoids, trapezius▪ Lower body - hamstrings, soleus, gluteals, quadriceps, gastrocnemius<input type="checkbox"/> Synovial joints - Ball and socket, Hinge, Gliding, Pivot<input type="checkbox"/> Connective tissue - Ligaments, Tendons, Cartilage	To include: <ul style="list-style-type: none">• Components of the musculo-skeletal system and apply these to specific movement at the different types of joints• An awareness of the role each of the components has in producing movement using examples from sport• Recognition of how different joints, muscles and bones produce similar movements, such as the knee and elbow joints• Relevant application to sports chosen• Examples of the Musculo-skeletal system:<ul style="list-style-type: none">○ Synovial joint of the knee has the major bones of the femur, tibia, fibula, patella which are connected by ligaments and are protected by cartilage○ The muscles connected to the bones in the lower body are the quadriceps that produces extension, this can be seen in running when you straighten /extend your knee to take a step○ The hamstring produces flexion, this can be seen in football when you bring your leg back to prepare to kick a ball○ The muscles are connected to the bones by tendons
2.1.2 The role of the components in producing the types of movement: <ul style="list-style-type: none"><input type="checkbox"/> Flexion<input type="checkbox"/> Extension<input type="checkbox"/> Abduction<input type="checkbox"/> Adduction<input type="checkbox"/> Rotation<input type="checkbox"/> Circumduction	
2.2 Musculo-skeletal sports technology	
2.2.1 Technology that can inform how the musculo-skeletal system is responding to short- and long-term participation in physical activity	Examples of wearable technology may include: <ul style="list-style-type: none">• Technology that is based in a laboratory and/or needs laboratory equipment• Field based technology• Difference and similarities between technology used by a beginner to that of an elite sports person
2.2.2 The benefits and drawbacks of this technology to the sports performer	

R182: The body's response to physical activity and how technology informs this	
Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems	
Teaching content	Exemplification
3.1 The different short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems	
3.1.1 Changes in the: <ul style="list-style-type: none"> <input type="checkbox"/> Heart rate, stroke volume, cardiac output <input type="checkbox"/> Breathing rate, gaseous exchange <input type="checkbox"/> Range of movement of joints 	To include: <ul style="list-style-type: none"> • What responses will occur because of short-term exercise, such as the varying intensities of each stage of a warm up and why these responses will happen • How this can be a benefit to the sports performer
Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems	
Teaching content	Exemplification
4.1 The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems	
4.1.1 Changes: <ul style="list-style-type: none"> <input type="checkbox"/> In muscle size and strength <input type="checkbox"/> In resting heart rate/stroke volume/cardiac output <input type="checkbox"/> In heart rate recovery <input type="checkbox"/> In flexibility <input type="checkbox"/> In muscle recovery / DOMs / Lactic acid <input type="checkbox"/> In lung capacity <input type="checkbox"/> When participating in to different intensities of sporting activities including: <ul style="list-style-type: none"> ▪ Short high intensity sports ▪ Endurance sports ▪ Strength based sports 	To include: <ul style="list-style-type: none"> • What adaptations could occur because of long-term participation in exercise and why these occur • Comparisons of different intensities and performance duration for performers and discuss benefits and drawbacks on long-term exercise for the participant

Marking criteria

[Section 6.4](#) provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria command words are further explained in [Appendix B Command words](#).

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Unit R182 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities		
Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements		
Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems		
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Gives a basic outline of the techniques used to gather cardio-respiratory and musculo-skeletal systems data before and after completing their training activity. Supported with limited data. Briefly outlines short-term responses of both the cardio-respiratory and musculo-skeletal systems to the training activity. Gives limited or no explanation of why these have occurred. Briefly outlines what benefits these short-term responses could make to their performance in their selected sport activity.	Adequately describes the techniques used to gather cardio-respiratory and musculo-skeletal systems data before and after completing their training activity. Supported with an adequate range of data showing some of the changing variables. Sound links are made between the intensity of the training activities, and the short-term responses of both the cardio-respiratory and musculo-skeletal systems. Gives some explanation of why these have occurred. Adequately explains what benefits these short-term responses could make to their performance in their selected sport activity.	Comprehensively describes the techniques used to gather cardio-respiratory and musculo-skeletal systems data before and after completing their training activity. Supported with a wide range of data clearly showing all the changing variables. Complex links are made between the intensity of the training activities, and the short-term responses of both the cardio-respiratory and musculo-skeletal systems. Comprehensively discusses why these have occurred. Clearly explains what benefits these short-term responses could make to their performance in their selected sport activity.

Unit R182 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<p>The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems are briefly described and are supported with basic examples from their selected sport activity.</p> <p>Outlines few adaptations and makes basic suggestions as to why they have occurred, using limited examples from their selected sport activity.</p> <p>Limited discussion of the long-term benefits and/or drawbacks to them in their selected sport activity.</p>	<p>The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems are adequately discussed and supported with a range of examples from their selected sport activity.</p> <p>Describes some adaptations and provides some explanation as to why they have occurred, using a range of examples from their selected sport activity.</p> <p>Adequately discusses the long-term benefits and drawbacks to them as a performer, using a range of examples from their selected sport activity.</p>	<p>The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems are comprehensively discussed and supported with a wide range of well-developed examples from their selected sport activity.</p> <p>Describes in detail adaptations and provides clear explanations why they have occurred, using a wide range of well-developed examples from their selected sport activity.</p> <p>Discusses in detail the long-term benefits and drawbacks of the adaptations to them as a performer, using a wide range of examples from their selected sport activity.</p>

Unit R182 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

MB1: 1–3 marks	MB2: 4–7 marks	MB3: 8–10 marks
Briefly outlines a type of technology that provides them as a performer or their coach with information regarding the cardio-respiratory system during training and participation in their selected activity.	Adequately describes a range of technology and the information it provides them as a performer and/or their coach with information regarding the cardio-respiratory system to support them during training and participation in their selected activity.	Comprehensively describes how a wide range of technology provides them as a performer and their coach with information regarding the cardio-respiratory system to support them during training and to maximise participation in their selected activity.
Briefly outlines how the technology can maximise benefits and/or minimise drawbacks for long-term participation in their selected activity.	Adequately explains how the technology can maximise benefits and minimise drawbacks for long-term participation in their selected activity.	Fully explains how the technology can maximise benefits and minimise drawbacks for long-term participation in their selected activity.

Unit R182 – Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Briefly outlines a type of technology that provides them as a performer or their coach with information regarding the musculo-skeletal system during training and participation in their selected activity.	Adequately describes a range of technology and the information it provides them as a performer and/or their coach with information regarding the musculo-skeletal system to support them during training and participation in their selected activity.	Comprehensively describes how a wide range of technology provides them as a performer and their coach with information regarding the musculo-skeletal system to support them during training and to maximise participation in their selected activity.
Briefly outlines how the technology can maximise benefits and/or minimise drawbacks for long-term participation in their selected activity.	Adequately explains how the technology can maximise benefits and minimise drawbacks for long-term participation in their selected activity.	Fully explains how the technology can maximise benefits and minimise drawbacks for long-term participation in their selected activity.

Assessment guidance

Your assessors should use the comments section of the Unit Recording Sheets to explain their decisions.

Tasks	Assessment guidance
Task 1	<ul style="list-style-type: none">Students should look primarily at the role each element of the cardio-respiratory and musculo-skeletal systems has in short-term sport and physical activity. In looking at the role and function of each of the two systems, the students will gain an understanding of the components of each system. Students should relate their understanding of each system to sporting examples and to themselves as a performer.
Task 2	<ul style="list-style-type: none">Students should look primarily at the role each element of the cardio-respiratory and musculo-skeletal systems has in long-term sport and physical activity. In looking at the role and function of each of the two systems, the students will gain an understanding of the components of each system. Students should relate their understanding of each system to sporting examples and to themselves as a performer.Students should look at what is happening when a sports performer continues to sustain participation. They need to look at the long-term adaptation of the cardio-respiratory and musculo-skeletal systems and compare the benefits and drawbacks to performers in different types of activities such as short high intensity, endurance and strength-based activities.
Task 3	<ul style="list-style-type: none">They should also look at the different types of technology available to inform sports performers on how both systems are responding to and adapting to physical activity. Technology should be looked at in terms of its use by beginners to elite sports performers and the setting in which it is used – such as a laboratory or field base.Students may select the same sporting technologies for the same or different sporting activities. Although this is allowed, teachers must ensure that the evidence a student submits for their set assignment is not similar to other students in the cohort.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R180.

The following table details where these synoptic links can be found:

This unit and topic area		Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions	
Task Area		Task Area	
1	The cardio-respiratory system and how the use of technology supports different types of sports and their intensities	2	Warm up and cool down routines
2	The musculo-skeletal system and how the use of technology supports different types of sports, and their movements		
3	Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems		
4	Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems	3	Different types and causes of sports injuries
		4	Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

More information about synoptic assessment within this qualification can be found in [section 5.2 synoptic assessment](#).

4.5 Unit R183: Nutrition and sports performance

Aims

In all walks of life, appropriate nutrition is vital to our health and wellbeing. In the world of sport, the right nutrition is as important as the right equipment and the right training methods. Without suitable nutrition, a performer's body would not cope with the demands that sport and performance place on it.

In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.

Unit R183: Nutrition and sports performance

Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan

Teaching content	Exemplification
1.1 Characteristics of a balanced nutrition plan	
<ul style="list-style-type: none"><input type="checkbox"/> Meeting the nutritional requirements of an individual<input type="checkbox"/> Including foods from all of the food groups<input type="checkbox"/> Carbohydrates:<ul style="list-style-type: none">▪ Fats▪ Proteins▪ Fibre▪ Water▪ Vitamins and minerals<input type="checkbox"/> Containing a variety of foods<input type="checkbox"/> Suiting the needs/tastes of the individual	To include: <ul style="list-style-type: none">• Nutritional requirements - meeting the total calorific needs of current sporting activities / hobbies, cultural differences, training needs, medical needs• Variety of foods - meat and dairy, fruit and vegetables, water, fats and sugars• Taste and preferences for any individual - allergies to any particular ingredients
1.2 The role of nutrients in sports and their sources	<ul style="list-style-type: none"><input type="checkbox"/> Carbohydrates give a quick supply of energy – sugars and starchy carbohydrates<input type="checkbox"/> Fats – give a slower supply of energy and transport some vitamins around the body – include good and bad fats<input type="checkbox"/> Proteins repair muscle damage<input type="checkbox"/> Fibre helps digestion and prevents constipation<input type="checkbox"/> Water keeps the body hydrated, regulate temperature, helps remove waste products<input type="checkbox"/> Vitamins and minerals help strengthen bones, maintain a healthy immune system <ul style="list-style-type: none">• Simple carbohydrates – oranges, biscuits• Complex carbohydrates - rice, potatoes• Bad fats – vegetable oil, lard• Good fats – nuts, salmon• Proteins - meat, pulses (baked beans, kidney beans)• Fibre - cereals, wholemeal bread• Water - water based drinks• Vitamins and minerals - fresh fruit and vegetables

Unit R183: Nutrition and sports performance

Topic Area 2: Applying differing dietary requirements to varying types of sporting activity

Teaching content	Exemplification
2.1 The dietary requirements of endurance/aerobic activities	
2.1.1 Before endurance/aerobic activity: <input type="checkbox"/> Hydration <input type="checkbox"/> Carbohydrate loading	To include: <ul style="list-style-type: none">Activities that focus on endurance (long distance running or rowing) should be used to exemplify the requirements. To include:<ul style="list-style-type: none">Before endurance - water, potatoes, orangesDuring activity - half time/time out or immediately before a work out or pre-event extrasAfter - rehydrate – water. Nutrients – appropriate carbo-hydrates, proteins, fats and vitamins and minerals
2.1.2 During endurance/aerobic activity: <input type="checkbox"/> Maintain hydration <input type="checkbox"/> Maintain carbohydrate levels	
2.1.3 After endurance/aerobic activity	
2.2 The dietary requirements of short intense/anaerobic activities	
2.2.1 Before short intense/anaerobic activities: <input type="checkbox"/> Use of carbohydrates (not carbohydrate loading) <input type="checkbox"/> Use of proteins	To include: <ul style="list-style-type: none">Activities that focus on anaerobic activities (100m sprint, HIIT training) should be used to exemplify the requirements.
2.2.2 During short intense/anaerobic activities	
2.2.3 After short intense/anaerobic activities: <input type="checkbox"/> Rehydrate immediately <input type="checkbox"/> Reload appropriate nutrients	To include: <ul style="list-style-type: none">Before short intense – carbohydrates - whole grain cereal, fruit. Proteins – eggs, meatDuring half time - time out or immediately before a work out or pre-event extras - energy for short, sharp bursts of activity, aid recoveryAfter - rehydrate – water. Nutrients – appropriate carbohydrates, proteins, fats and vitamins and minerals
2.3 The dietary requirements of strength based activities	
2.3.1. Before strength based activities: <input type="checkbox"/> High in protein <input type="checkbox"/> Limit excess body fat	To include: <ul style="list-style-type: none">Activities that focus on strength-based activities (for example weightlifting or rugby) should be used to exemplify the requirements:<ul style="list-style-type: none">Before - protein - 5-7 meals a day and build muscle mass. Limit excess body fat – reduce sugars, butter, cheeseDuring - half time / time out or immediately before a work out or pre-event extras - refuel with carbohydrates, fats and vitamins and minerals, maintain hydrationAfter - rehydrate – water. Nutrients – appropriate carbohydrates, proteins, fats and vitamins and minerals
2.3.2. During strength based activities	
2.3.3 After strength based activities: <input type="checkbox"/> Rehydrate immediately <input type="checkbox"/> Reload appropriate nutrients	

Unit R183: Nutrition and sports performance

Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity

Teaching content	Exemplification
3.1 How to design and develop a balanced nutrition plan	
3.1.1 Gather details about a current nutrition plan and any issues that might impact the design of future nutrition plans	To include: <ul style="list-style-type: none">Gather details - age range, allergies, cultural beliefs, food budget, cooking skill, activity, find current unbalanced nutritional information
3.1.2 Adapt the nutrition plan to suit a chosen sporting activity: <ul style="list-style-type: none">Add or remove relevant nutrientsChange timingsPortion sizesAmount of meals	
3.2 Key factors when considering the success / impact of a nutrition plan	
3.2.1 Identify the nutritional changes that can be made	To include: <ul style="list-style-type: none">Nutrients - added protein for muscle repair, reduced fat for weight loss or increased carbohydrates for energyPlan - portion sizes, timings of meals, amount of meals, liquid intakePerformance/training – energy levels, components of fitness improvements, weight loss/gain
3.2.2 Suitability and organisation of a nutrition plan	
3.2.3 Review the potential success/impact of a nutrition plan: <ul style="list-style-type: none">On performance/training	

Topic Area 4: How nutritional behaviours can be managed to improve sports performance

Teaching content	Exemplification
4.1 The effect of overeating on sports performance	
4.1.1 The effects of overeating on sports performance: <ul style="list-style-type: none">Effect on components of fitnessHow overeating can be manipulated for selected sportsIncreased nutrientsPerformance benefits	To include: <ul style="list-style-type: none">Components of fitness – speed, agility, flexibility and staminaIncreased nutrients - starchy carbohydrates, increased vitamins and mineralsPerformance benefits - increased muscle mass, weight gain (for example weightlifting and rugby)
4.2 The effects of undereating on sports performance	
4.2.1 The effects of undereating on sports performance: <ul style="list-style-type: none">Reduced energy levelsReduced concentrationWeight management	To include: <ul style="list-style-type: none">Weight management – for example in boxing or martial arts to meet competition categories or gymnastics to maintain good performance

Unit R183: Nutrition and sports performance

4.3 The effect of dehydration on sports performance

4.3.1 The effects of dehydration on sports performance:

- Overheating
- Reduced performance level
- Reduced bloated feeling
- Reduced water retention

To include:

- Overheating - can lead to headaches, nausea and heat stroke
- Performance level - decrease due to cramp, a reduction in concentration leads to poor decision making
- Reduced water retention - meaning weight categories can be achieved (for example boxing, mixed martial arts)

Marking criteria

[Section 6.4](#) provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria command words are further explained in [Appendix B Command words](#).

The tables below contain the marking criteria for the tasks for this unit. If a student's work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Unit R183 – Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Provides a limited description of what nutrients are and their role within a healthy balanced diet for the client's sporting activity.	Adequately describes what nutrients are and their role within a healthy balanced diet for the client's sporting activity.	Comprehensively explains what nutrients are and their role within a healthy balanced diet for the client's sporting activity.
Gives a limited range of relevant examples of food sources of nutrients.	Gives a range of relevant examples of food sources of nutrients.	Gives a wide range of relevant examples of food sources of nutrients.

Unit R183 – Topic Area 2: Applying differing dietary requirements to varying types of sporting activity

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<p>Briefly outlines the importance of nutrition before, during and after exercise for each sporting activity.</p> <p>Outlines the basic nutritional requirements for each sporting activity. Matches different needs with different activities with limited accuracy.</p> <p>Outlines with limited accuracy, the foods that are ideal and foods to limit for each sporting activity.</p> <p>Limited or no justification of why these foods are either ideal or to be limited.</p>	<p>Adequately explains the importance of nutrition before, during and after exercise for each sporting activity.</p> <p>Outlines a range of nutritional requirements for each sporting activity. Matches different needs with different activities with some accuracy.</p> <p>Explains with some accuracy foods that are ideal and foods to limit for each sporting activity.</p> <p>Some justification of why these foods are either ideal or to be limited.</p>	<p>Comprehensively explains the importance of nutrition before, during and after exercise for each sporting activity.</p> <p>Outlines a wide range of nutritional requirements for each sporting activity. Matches different needs with different activities accurately.</p> <p>Comprehensively explains why some foods are ideal and what foods to limit for each sporting activity.</p> <p>Detailed justification of why these foods are either ideal or to be limited.</p>

Unit R183 – Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<p>The plan meets few of the specific needs and requirements identified in the goals.</p> <p>Measurement of the impact of the nutrition plan is brief, with limited reflection on the client's needs.</p> <p>Ideas for improvement are basic rather than specific to the sporting activity or individual.</p> <p>Limited or no justification for the ideas for improvement.</p>	<p>The plan meets some of the specific needs and requirements identified in the goals.</p> <p>Measurement of the impact of the nutrition plan is adequate and some of the client's needs are reflected upon.</p> <p>Ideas for improvement are partly relevant and considered to the sporting activity or individual.</p> <p>Some justification of the ideas for improvement.</p>	<p>The plan meets all of the specific needs and requirements identified in the goals.</p> <p>Measurement of the impact of the nutrition plan is comprehensive and most of the client's needs are reflected upon.</p> <p>Ideas for improvement are specific to the sporting activity or individual.</p> <p>Detailed justification of the ideas for improvement.</p>

Unit R183 – Topic Area 4: How nutritional behaviours can be managed to improve sports performance

MB1: 1–3 marks	MB2: 4–7 marks	MB3: 8–10 marks
Limited discussion of the detrimental effects of overeating, under eating and dehydration, using few references to sports performance in your client's activity.	Adequately discusses the detrimental effects of overeating, under eating and dehydration, using some references to sports performance in your client's activity.	Discusses in detail the detrimental effects of overeating, under eating and dehydration, with clear and detailed references to sports performance in your client's activity.
Limited discussion of how nutrition can be positively managed by overeating, under eating and dehydration, using few references to sports performance in your client's activity.	Adequately discusses how nutrition can be positively managed by overeating, under eating and dehydration, with some references to sports performance in your client's activity.	Discusses in detail how nutrition can be positively managed by overeating, under eating and dehydration, with clear and detailed references to sports performance in your client's activity.

Assessment guidance

Your assessors should use the comments section of the Unit Recording Sheets to explain their decisions.

Tasks	Assessment guidance
Task 1	<ul style="list-style-type: none"> Students are expected to describe the characteristics of a balanced nutrition plan, relevant to a client's sporting activity.
Task 2	<ul style="list-style-type: none"> Students are expected, for each different client activity type provided, to show their understanding of the differing dietary requirements of each of the activities.
Task 3	<ul style="list-style-type: none"> Students should review the client's nutrition plan provided. They should create a 2 week nutrition plan and then make amendments to this plan to make it suitable for their client's sporting activity. The students will then need to provide an evaluation.
Task 4	<ul style="list-style-type: none"> Students are expected to discuss the negative effects of an unbalanced nutrition plan as well as the benefits of a manipulated nutrition plan.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R180.

The following table details where these synoptic links can be found:

This unit and topic area		Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions	
Topic Area		Topic Area	
1	Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan	1	Different factors which influence the risk and severity of injury
4	Topic Area 4: How nutritional behaviours can be managed to improve sports performance	1	Different factors which influence the risk and severity of injury
		2	Warm up and cool down routines
		5	Causes, symptoms and treatment of medical conditions

More information about synoptic assessment within this qualification can be found in [section 5.2 Synoptic assessment](#).

5 Assessment and grading

5.1 Overview of the assessment

Entry code	Qualification title	GLH*	Reference
J828	OCR Level 1/Level 2 Cambridge National in Sport Science	120	603/7106/7

Made up of three units:

- Units R180 and R181
- and one other unit from R182 and R183.

*the GLH includes assessment time for each unit

Individual unit details below:

Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions	
48 GLH	This question paper has two parts: <ul style="list-style-type: none">• Section A – short answer questions focused on PO1• Section B – includes short and medium answer questions focused on PO2, with some PO1 Final question is extended response PO3 question.
1 hour 15 minute written examination	
70 marks (80 UMS)	
OCR-set and marked	
Calculators are not required in this exam	
Unit R181: Applying the principles of training: fitness and how it affects skill performance	
48 GLH	This set assignment contains 5 tasks. It should take approximately 16 GLH to complete.
OCR-set assignment	
80 marks (80 UMS)	
Centre-assessed and OCR moderated	
Unit R182: The body's response to physical activity and how technology informs this	
24 GLH	This set assignment contains 3 tasks. It should take approximately 8-10 GLH to complete.
OCR-set assignment	
40 marks (40 UMS)	
Centre-assessed and OCR moderated	
Unit R183: Nutrition and sports performance	
24 GLH	This set assignment contains 4 tasks. It should take approximately 8-10 GLH to complete.
OCR-set assignment	
40 marks (40 UMS)	
Centre-assessed and OCR moderated	

The terminal assessment rule or ‘terminal rule’ means that the exam must be taken in the final assessment series of the student’s course. Non examined assessment (NEA) units can be submitted in the same series as the exam or an earlier series but the exam must be taken in the final series.

If a student takes the exam in a series before their work for NEA units are submitted, this is considered as a ‘practise’ attempt and will not contribute to their final qualification grade. The student must take their exam again in their final assessment series and that exam result will be used towards the student’s final qualification grade.

For more information on the terminal rule and also what it means for performance tables see [Section 7.3](#). Resitting units before certification and Retaking the qualification.

OCR-set assignments for units R181, R182 and R183 are available on our secure website for teachers, [Teach Cambridge](#).

5.2 Synoptic assessment

Synoptic assessment is a built-in feature of this qualification. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across the qualification in an integrated way and apply them to a key task or tasks.

This also helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from this qualification to new and different situations and contexts.

The externally assessed unit R180 allows students to gain underpinning knowledge and understanding relevant to Exercise, Physical Activity, Sport and Health sector, and the Non Examined Assessment (NEA) units R181, R182 and R183 draw on and strengthen this learning by letting students apply their learning in a practical, skills-based way.

It is important to be aware of the synoptic links between the units so that teaching, learning and assessment can be planned accordingly. Then students can apply their learning in ways which show they are able to make connections across the qualification when they are assessed.

5.3 Transferable skills

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.

Students will develop the following skills that are transferable to different real-life contexts, roles or employment:

- **Research** – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence
- **Analytical Skills** – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance
- **Creative Thinking** – this will involve them exploring and generating ideas, making original connections possibly to find solutions and outcomes that are of value. As part of this process and development students may:
 - Connect their own and others' ideas and experiences in inventive ways
 - Question their own and others' assumptions
 - Try out alternatives or new solutions and follow ideas through
 - Adapt ideas as circumstances change
- **Planning** – planning of events, this will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary
- **Team working** – working with others during sporting activities to encourage participation and support individuals
- **Leadership** – Leadership skills are combination of some of the above skills and can be developed where there is a natural opportunity to demonstrate this on an individual basis through activities such as sport leadership
- **Verbal Communication/Presentation** – creating and delivering information may be formal or informal, with a group or an individual
- **Healthy living and lifestyle skills.**

5.4 Grading and awarding grades

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

The shortened format of the grade will show within results files and results reports.

However, the full format of the grade will be on the certificates issued to students.

The boundaries for Distinction at Level 2, Pass at Level 2, and Pass at Level 1 are set judgementally.

Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (For example, 45.5 would be rounded down to 45).

For the examined unit, the Distinction* (Level 2) grade is normally set at about 0.75 of the D2-M2 distance above the D2 boundary mark.

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1) to Pass (Level 2) interval, meaning the Distinction (Level 1) boundary will be lowered by

1 mark. Where this division leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1) to Pass (Level 2) interval, and the Merit (Level 1) to Distinction (Level 1) interval, meaning the Distinction (Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

For example, if Pass (Level 2) is set judgementally at 59, and Pass (Level 1) is set judgementally at 30, then Distinction (Level 1) is set at 49, and Merit (Level 1) is set at 39.

Grades are indicated on qualification certificates. However, results for students who fail to achieve the minimum grade (Pass at Level 1) will be recorded as unclassified (U or u) and **will not** be shown on certificates.

This qualification is unitised. Students can take units across different series and can resit units (see [section 7.8 Unit and qualification resits](#)). Grade boundaries are set per unit, per series, so may be set in different places for a unit in different series. When working out students' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. We use a Uniform Mark Scale (UMS) so this can be done.

A student's uniform mark for each unit is calculated from the student's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (for example, 40/80). The table below shows the Raw marks and UMS marks for each unit:

Marks	R180	R181	R182/R183
Raw Marks	70	80	40
UMS	80	80	40

The uniform mark boundaries for each of the assessments do not change and are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
24	40	36	32	28	24	20	16	12	0
48	80	72	64	56	48	40	32	24	0

The student's uniform mark for Unit R180 will be combined with the uniform mark for the NEA units to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Max Uniform Mark	Qualification Grade								U
	Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1		
200	180	160	140	120	100	80	60		0

A calculator is available on the [OCR website](#) to help you convert raw marks to uniform marks.

5.5 Performance descriptors

Performance descriptors give a general indication of likely levels of attainment by representative students performing at boundaries: Distinction at Level 2, Pass at Level 2 and Pass at Level 1.

Performance descriptor – Distinction at Level 2

Students will be able to:

- Recall, select and apply **detailed** knowledge and **thorough** understanding of a wide range of Sport Science concepts
- Present information **clearly** and **accurately**, using a **wide range** of terminology
- Apply **relevant** knowledge, and a **thorough** understanding of physical and psychological factors that affect performance and participation in sporting activities
- Analyse and evaluate the evidence available, reviewing and adapting their methods **where appropriate**
- Make **reasoned** judgements and **substantiated** conclusions
- Create material which reflects **thoughtful** planning, **skilled** development and **perceptive** evaluation as well as **actively demonstrating** practical skills at a **high level**
- Identify, plan and carry out a **wide range** of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate an understanding of how to meet specific needs when developing and delivering different physical activity programmes.

Performance descriptor – Pass at Level 2

Students will be able to:

- Recall, select and apply **sound** knowledge and understanding Sport Science concepts
- Present information **clearly** and with **some** accuracy, using a range of terminology
- Apply knowledge, understanding and skills of physical and psychological factors that affect performance and participation in sporting activities
- Review evidence available, analysing and evaluating **some** information **clearly** and making **some basic** adaptations to their methods
- Make **judgements** and draw **appropriate** conclusions
- Create material which reflects **effective** planning, development and evaluation and an ability to demonstrate **sound** practical skills
- Identify, plan and carry out a **range** of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate **some** awareness of how to meet specific needs when developing and delivering different physical activity programmes.

Performance descriptor – Pass at Level 1

Students will be able to:

- Recall, select and apply knowledge and understanding of **basic** Sport Science concepts
- Present **basic** information, using **limited** terminology
- Apply **limited** knowledge, understanding and skills of physical and psychological factors that affect performance and participation in sporting activities
- Review evidence and draw **basic** conclusions
- Create material which demonstrates a degree of planning, development and evaluation and **limited** practical skills
- Identify and carry out a **limited range** of activities and exercises suitable for preparing for, and recovering from, sporting activities
- Demonstrate **limited** awareness of how to meet specific needs when developing and delivering different physical activity programmes.

6 Non examined assessment (NEA) units (R181–R183)

This section provides guidance on the completion of the NEA units (R181, R182 and R183). The NEA units are designed so that students can build a portfolio of evidence to meet the topic areas for the unit.

Assessment for this qualification must adhere to JCQ's [Instructions for Conducting Coursework](#). Please **do not** use JCQ's Instructions for Conducting Non-examination Assessments – these are only relevant to A Level and GCSE specifications.

Units R181 – R183 are centre assessed and externally moderated by us.

You **must** make sure that you have read and understood all of the rules and guidance provided in this section **before** your students complete and you assess the set-assignments.

If you have any queries please [contact us](#) for help and support.

6.1 Preparing for NEA unit delivery and assessment

6.1.1 Centre and teacher/assessor responsibilities

For the NEA units of this qualification we assume the teacher is the assessor.

Before you plan to get [approval](#) from us to offer this qualification you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications and/or Cambridge Nationals without having to seek approval for individual qualifications.

The quality of the delivery of teaching and the integrity of assessments and quality assurance is paramount. Systems must be in place so that assessments are fair, valid, reliable and authentic. One of the key factors behind valid, fair and reliable assessment is the expertise of those doing the assessment and internal quality assurance.

With this in mind, here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre¹ to make sure our requirements are met:

- There are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts and they will complete the **OCR Essentials for Internal Assessment** training prior to assessment of the set-assignments
- Teaching staff have the relevant level of subject knowledge and skills to deliver and assess this qualification
- Teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities

- Necessary resources are available for teaching staff and students during teaching and assessment activities, to give students every opportunity to meet the requirements of the qualification and reach the highest grade possible
- There's a system of standardisation in place so that all assessment decisions for teacher-marked (centre assessed) assignments are consistent, fair, valid and reliable (see [internal standardisation](#) in section 6.4.3)
- There's enough time for effective teaching and learning, assessment and internal standardisation
- Processes are in place to make sure that students' work is individual and confirmed as being authentic (see [Ways to authenticate work](#) in section 6.2.1)
- You must use the OCR-set assignments for students' summative assessments
- The OCR-set assignments must not be used for practice (see section 6.2, [Requirements and guidance for delivering and marking the OCR-set assignments](#)). Sample assessment material for each of the NEA units is available on Teach Cambridge and the OCR website. The Sample assessment material can be used for practice purposes
- Students understand what they need to do to get the highest marks possible
- Students understand what it means when we say work must be authentic and individual and they (and you) must follow any requirements we set out to make sure their work is their own

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications. For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of OCR exams.

- Students know they must not reference another individual's personal details in any evidence produced for summative assessment in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised
- Marks submitted to us are correct and are accurately recorded
- Assessment of set assignments must adhere to JCQ [Instructions for Conducting Coursework](#) and JCQ [AI Use in Assessments: Protecting the Integrity of Qualifications](#).
- A declaration is made at the point you're submitting any work to us for assessment that confirms:
 - all assessment is conducted according to the specified regulations identified in the [Administration area of our website](#),
 - students' work is authentic
 - marks have been transcribed accurately
- Centre records and students' work are kept according to the requirements below:
- students' work must be kept until after their unit has been awarded and any review of results or appeals processed. We will not consider any review if the work has not been kept
 - students' work must be kept until after their unit has been awarded and any review of results or appeals processed. We will not consider any review if the work has not been kept
 - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification
- All cases of suspected malpractice involving teachers or students must be reported (see '[Reporting suspected malpractice](#)' in section 6.3.1).

6.2 Requirements and guidance for delivering and marking the OCR-set assignments

The assignments are set by us, taken under supervised conditions, marked by the teacher and moderated by us. Assignments are available on our secure website, Teach Cambridge.

The set assignments give an approximate time that it will take to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

We will replace the set assignments each year, published on 1st June. You must check our secure website, Teach Cambridge and use the set assignment that is live for assessment. The live assessment dates will be shown on the front cover. You must only use the assignments for assessment during the dates shown on the front cover.

You must have made entries for the series you are intending to submit the NEA work for.

Assessment of the set assignments must adhere to JCQ [Instructions for Conducting Coursework](#).

[Appendix A](#) of this specification gives guidance for creating electronic evidence for the NEA units. Please read [Appendix A](#) along with the unit content and marking criteria grids as it might help you plan your delivery of the units.

The rest of this section deals with how we expect you to manage the delivery and marking of the set assignments, so that assessment is valid and reliable. Please note that failing to meet these requirements may be deemed to be malpractice.

Here is a summary of what we need you to do.

You **must**:

- Have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment before you start the summative assessment
- Give students the [Student Guidance](#) document before they start the assessment
- Make sure students are clear about the tasks they must complete and the criteria they are expected to meet. You can:
 - explain the task
 - provide a copy of the marking criteria to students

- Allow students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The time you allow should be in line with the estimated time we think it should take which is stated in the OCR-set assignments. Within that time students can work on the tasks any time until the date the centre collects the work for centre assessment
 - Tell the students the resources and sources of assets that they can use in the assignment before undertaking the assessment tasks
 - Only give students OCR-provided templates, located on our secure website Teach Cambridge. If there are no templates available, this means that the students are expected to structure their own work – you may not give them a template, writing frame or work format of your own creation, from a book, website or any other source
 - Monitor students' progress to make sure work is capable of being assessed against the marking criteria, on track for being completed in good time and is the **student's own** work:
 - work must be carried out with enough supervision to make sure that the work submitted can be confidently authenticated as the student's own work. You must also be familiar with the requirements of the JCQ document [AI Use in Assessments: Protecting the Integrity of Qualifications](#)
 - NEA work **must** be completed during normal curriculum time and supervised and marked by the teacher/assessor
 - if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students set out within the Plagiarism and Feedback sections (see 6.2.2 [Plagiarism](#) and 6.3 [Feedback](#))
- students must produce their work independently (see 6.2.1 and 6.3 on [Ways to authenticate work](#) and [Feedback](#))
- you must make sure students are aware of the requirement to keep their work secure, not share with other students and keep their passwords secure
- Allow students to take the initiative to improve any element of their work as they work through the assignment
 - Use the marking criteria to mark students' work
- Before submitting a final mark to us, you can allow students to repeat any element of the assignment and rework their original evidence. But, any feedback given to students on the original (marked) evidence, must only be generic and must be recorded and available to the moderator (see section 6.3 on [Feedback](#) and section 6.4.4 on [Reattempting work before submitting marks to OCR](#)).
- You must not:**
- Make any changes to the OCR-set assignments – beyond that of selecting sporting activities from the approved list where this is asked for
 - Accept multiple resubmissions of work where small changes have been made in response to feedback
 - Allow teachers or students to add, amend or remove any work after students have submitted work for moderation. This will constitute malpractice
 - Give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the marking criteria.
 - Practise the OCR-set assignment tasks with the students
 - Create practice assignments and practice data which are similar in nature to those set by us
 - Use past OCR-set assignments, or amend past set assignments, for practise purposes.

6.2.1 Ways to authenticate work

You must be confident that the work you mark is the student's own. Every student must produce their own work independently. You must use enough supervision, or complete sufficient checks, to be able to judge the authenticity of the student's work.

Wherever possible, the teacher should discuss work-in-progress with students. This will make sure that work is being completed in a planned and timely way and provide opportunities for you to check authenticity of the work.

You must:

- have read and understood the JCQ document [AI Use in Assessments: Protecting the Integrity of Qualifications](#)
- make sure students and other teachers understand what constitutes plagiarism and not accept plagiarised work as evidence (you might find the JCQ document [Plagiarism in Assessments](#) helpful)

- use supervision and questioning as appropriate to confirm authenticity
- make sure students and teachers fill in declaration statements.

6.2.2 Plagiarism

When producing final ‘written’ pieces of work for the set assignments, students must use their own words to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised. Plagiarism is:

- the submission of someone else’s work as your own
- failure to acknowledge a source correctly, including any use of Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- [Plagiarism in Assessments](#)
- [AI Use in Assessments: Protecting the Integrity of Qualifications](#)

Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by moderators. Teachers must make sure they do not accept plagiarised work as evidence.

Plagiarism often occurs innocently when students do not know that they must reference or acknowledge their sources or aren’t sure how to do so. It’s important to make sure your students understand:

- The meaning of plagiarism and what penalties may be applied
- That they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources and clearly mark quotations
- Quoting someone else’s work, even when it’s properly sourced and referenced, doesn’t evidence understanding. The student must ‘do’ something with that information to show they understand

it. For example, if a student has to analyse data from an experiment, quoting data doesn’t show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced **to inform their thoughts, ideas or conclusions.**

We have a guide to referencing on our website [The OCR Guide to Referencing](#) and we have also produced a [poster](#) on referencing and plagiarism which may be useful to share with students.

Some useful tips are:

- Best practice is to always reference material copied from the internet or other sources. This applies to infographics (graphical information providing data or knowledge) as well
- Teach your students how to reference and explain why it’s important to do it. At Key Stage 4 it is sufficient if they:
 - use quote marks to show the beginning and end of the copied work
 - for website text, list the html address and ideally the date they accessed the website
 - for other publications, list the name of the resource/book/printed article and ideally the year in which it was published.
- Students must also identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student’s response are often indicators of plagiarism. For example:

- Different tones of voice, sentence structure and formality across pieces of work
- Use of American expressions, spellings and contexts (such as American laws and guidelines)

- Dated expressions and references to past events as being current
- Sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

If you identify plagiarised work at the point of marking or moderation:

- This must be taken into account when applying the mark scheme.

- The work should be included with any work that is sent to the moderator if it is part of the moderation sample, with a note on the Unit Recording Sheet to state that there is plagiarism in the work and that marks have been adjusted accordingly
- The student(s) must be reported for plagiarism in line with the JCQ document [Suspected Malpractice Policies and Procedures](#)

- Fill in the JCQ [form M1](#)

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the work not being allowed or the mark being significantly reduced.

6.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work-in-progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk.

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover every aspect of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence you can remind them that they had a lesson which covered the relevant topic. The student would then need to review their own notes to find this information and apply it as needed.

Feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our moderators use a number of measures to assure themselves the work is the student's own.

Once work has been marked, feedback must be provided to students on the work they submitted for assessment.

Feedback **must**:

- be supportive, encouraging and positive
- tell the student what has been noticed, not what the teacher thinks (for example if you have observed the student completing a task you can describe what happened, what was produced and what was demonstrated)

Feedback **can**:

- identify what task and part of the task could be improved, but not detail how to improve it. You could show the student work from a **different** unit that demonstrates higher achievement, but you must not detail to the student how they could achieve that in their work. If you are using another student's work as a model answer, please anonymise this work. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work
- comment on what has been achieved, for example 'the evidence shows a sound understanding for MB2'
- identify that the student hasn't met a command verb or mark band requirement. For example, 'This is a description, not an evaluation'
- use text from the specification, assignment or marking criteria in general guidance to clarify what is needed in the work. For example 'you need to consider all bullet points relating to the planning and developing of your 6 week fitness training programme. Make sure that you have produced a fully appropriate plan which considers most of the requirements for effective and safe training programmes. At present you have only given what can be considered a sound plan which considers some of the requirements.'
- point out where the work sits within the mark bands but students must make their own decisions as to what to improve and how. For example, the feedback can say 'this shows a **sound** understanding' (for mark band 2) but not precisely what should be added to make it show a **comprehensive** understanding (for mark band 3).

Feedback must not:

- point out specific gaps, for example you must not prompt the student to include specific detail in their work, such as 'You need to improve this by giving more detail'
- be so detailed that it
 - leads students to the answer, for example you must not give model answers on the **same** unit being taken or explain specifically what amendments should be made. If work from another student on a **different unit** is being used to model answers, please ensure it is anonymised.
 - provides a step-by-step guide on what to do to complete or improve work, for example you must not give headings or templates that include examples which give all or part of what students have to write about or produce.

- talk the student through how to achieve or complete the task
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for the student(s).

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

Please see additional guidance for students who wish to resubmit their work following OCR moderation in [Section 6.7](#).

What over-direction might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what may indicate over-direction by the teacher:

- Prompts that instruct students to include specific detail in their work, such as, 'Those tests you are using here are not appropriate for that component of fitness, I would suggest you use X instead'
- Headings or templates that include examples which give all or part of what students have to write about or produce, such as listing all of the fitness tests,

and how to conduct them. Producing tables for the students to complete with their results of fitness testing.

Moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If the moderator is in any doubt, they will report suspected malpractice. The decision on whether or not to investigate is made by us not the moderator.

6.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the [JCQ website](#) and must be completed as soon as possible and emailed to us at malpractice@ocr.org.uk.

When we ask centres to investigate instances of malpractice, heads of centres must act promptly and report the outcomes to us.

More information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed, is in the JCQ publication: [Suspected Malpractice Policies and Procedures](#). You can also find out more on our [website](#).

6.3.2 Supervision

NEA work must be completed in normal curriculum time and supervised and marked by the teacher. You must use enough checks so you're confident the student's work is authentic.

For example, you could use questioning to confirm the depth and breadth of their understanding of the topic they've covered in a specific piece of work.

6.3.3 Student and centre declarations

Both students and teachers must declare that the work is the student's own:

- **each student** must sign a declaration before submitting their work to their teacher. A candidate authentication statement that can be used is available to download from the OCR website. These statements should be kept within the centre until all enquiries about results, malpractice and appeal issues have been resolved. A mark of zero must be recorded if a student cannot confirm the authenticity of their work.
- **teachers** must declare the work submitted for centre assessment is the student's own work by completing a centre authentication form (CCS160) for each unit. Centre authentication forms should be kept within the centre until all post-results issues have been resolved.

6.3.4 Group working

We do not assess the skills associated with group work in this qualification and the OCR-set assignment will not include it. If it is necessary to use group work to make the delivery of the assignment more manageable, you

must make sure that all tasks and evidence submitted for assessment that shows the student has met the marking criteria is entirely the individual's own work.

6.3.5 Methods of assessment

It is your responsibility to choose the best method of assessing a student in relation to their individual circumstances. The methods chosen must be:

- Valid
- Reliable
- Safe and manageable
- Suitable to the needs of the student.

Valid

Validity can be compromised if a student does not understand what is being asked of them. For example, one valid method of assessing a student's knowledge and understanding is to question them. If the questions posed are difficult for the student to understand (not in terms of the content but the way they are phrased, for example) the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the student to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each

assessment occasion. Internal moderators must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the student.

Suitable to the needs of the student

We are committed to ensuring that achievement of these qualifications is free from unnecessary barriers. You must follow this commitment through when discussing suitable sporting activities for your students to take part in and/or considering assessment. If you are thinking about amending tasks and are not sure what is acceptable, [contact us](#).

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however we consider the following assessment methods suitable for teachers/assessors to use for these qualifications:

- **observation** of a student doing something
- **questioning** of the student or witness.

Observation

The teacher/assessor and student should plan observations together but it is the teacher's/assessor's responsibility to record the observation properly (for example observing a student undertaking a practical task). Find more information in the Teacher Observation Records section below.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom

- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is to be used as evidence towards achievement of specific topic areas, it is important that teachers/assessors record enough information about what they asked and how the student replied, to allow the assessment decision to be moderated.

6.3.6 Teacher Observation Records

There is an optional Teacher Observation Record form located on our secure website, Teach Cambridge, for the **OCR set-assignment for unit R181**. This can be used for each student as evidence for Task 1 and Task 2. This is in support of the required evidence of written report or presentation evidence.

Teacher observation **cannot** be used as evidence of achievement for a whole unit. Most evidence should be produced directly by the student. Teacher observation should only be used where specified as an evidence requirement within R181.

Teacher Observation Records must be suitably detailed for each student, to help assessors to determine if the grading criteria have been met. You must follow the

guidance provided in the 'guidance notes' section of the form so that the evidence captured and submitted is appropriate. Both the student and the teacher must sign and date the form to show that you agree its contents.

Where the guidance has not been followed, the reliability of the form as evidence may be called into question. If doubt about the validity of the Teacher Observation Record form exists, it cannot be used as assessment evidence and marks based on it cannot be awarded. Moderators will be instructed to adjust centre marks accordingly.

6.3.7 Presentation of the final piece of work

Students must observe the following procedures when producing their final piece of work for the NEA tasks:

- Work can be word processed or hand-written
- Tables and graphs (if relevant) may be produced using appropriate ICT
- Any copied material must be suitably acknowledged
- Quotations must be clearly marked and a reference provided
- A completed Unit Recording Sheet must be attached to work submitted for moderation. The Unit Recording Sheet can be downloaded from the [qualification page](#)

- Centres must provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the 'page number' column and/or by referencing file names and locations
- Work submitted digitally for moderation should be on electronic media (for example, on our portal, CD or USB Drive), and be in a suitable file format and structure, as detailed in [Appendix A](#) at the end of this specification. Students must submit their completed product(s) in an electronic format that is suitable for the client in the set assignment.

6.4 Marking NEA units

All NEA units are internally marked by teachers using the OCR marking criteria and guidance and externally moderated by the OCR-appointed moderator.

Assessment of the set assignments must adhere to JCQ

Instructions for Conducting Coursework.

The centre is responsible for appointing someone to act as the assessor. This could be the teacher who has delivered the programme or another person from the centre.

6.4.1 Use of a ‘best fit’ approach to marking criteria

The assessment tasks should be marked by teachers/assessors according to the OCR marking criteria using a ‘best fit’ approach. For each of the marking criteria, teachers/assessors select the band descriptor provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the topic areas.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.
- Where there is more than one strand within the band descriptors for a topic area and a strand has not been addressed at all, it might still be possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a topic area; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

The marking criteria must be used to mark the student’s work. These specify the levels of skills, knowledge and understanding that the student is required to demonstrate.

When deciding the mark within a band, the criteria below should be applied:

- The extent to which the statements within the band have been achieved. For example:
 - An answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the student’s work convincingly meets the statements, the highest mark should be awarded
 - An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the student’s work adequately meets the statements, the most appropriate mark in the middle range should be awarded
 - If an answer is on the borderline between two bands but it is decided that it better fits the descriptors for:
 - The lower of these two bands - it should be placed near the top of the lower band
 - The higher of these two bands - the lowest mark for the higher band should be awarded.
- If a student’s work does not meet any Mark Band 1 (MB1) criteria for the task, you must award zero marks for that task.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is ‘the best one could expect from students working at that level’.

6.4.2 Annotating students work

Each piece of NEA work should show how the marks have been awarded in relation to the marking criteria. Writing comments on students' work and Unit Recording Sheet (URS) provides a means of

communication between teachers during the internal standardisation, and with the moderator if the work is part of the moderation sample.

6.4.3 Internal standardisation

It is important that all teachers/assessors work to common standards. Centres must make sure that, within each unit, the internal standardisation of marks across teachers/assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In following years, this, or centres' own archive material, may be used. We advise centres to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will help final adjustments to be made.

If you're the only assessor in your centre for this qualification, then it's still advisable to make sure your assessment decisions are internally standardised by someone else in your centre, ideally someone who has experience of the nature of this qualification (For example, is delivering a similar qualification in another subject) or relevant subject knowledge and asking them to review a sample of the assessments.

You must keep evidence of internal standardisation in the centre for the moderator to see.

We have a [guide](#) to how internal standardisation may be approached on our website.

6.4.4 Reattempting work before submitting marks to OCR

As described in Section 6.2, before submitting a final mark to us, you can allow students to repeat any element of the assignment and rework their original evidence – we refer to this as a '**reattempt**'. This is to allow the student to reflect on the feedback, which must be recorded, and improve their work. It is not an

iterative process where they make small modifications through ongoing feedback to eventually achieve the desired grade.

6.4.5 Submitting marks

All work for NEA units is marked by the teacher and internally standardised by the centre. Marks are then submitted to us. You can find the key dates and timetables on [our website](#).

There should be clear evidence that work has been attempted and some work produced. If a student

submits no work for a NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for a NEA unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded. This may be zero

6.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of marking is the same for each centre and that internal standardisation has taken place.

The [administration](#) pages of our website provide full details about how to submit work for moderation.

6.5.1 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of students' work. Work for moderated units can be uploaded to us using our Submit for Assessment service or sent by post. Copies of students' work must

This includes the deadline dates for entries and submission of marks. For moderation to happen, centres must submit their marks.

be kept until after their units have been awarded and any review of results or appeals processed.

As it is essential for us to have sample work available at awarding meetings, we may ask some centres to release work for awarding and archive purposes. We will let you know as early as possible if we need this from you and always appreciate your co-operation.

6.5.2 Outcome of moderation

Centres will receive the final outcomes of moderation when the provisional results are issued. Results reports will be available for you to access. More information about

the reports that are available is on our [administration](#) pages.

6.6 Resubmitting moderated work to OCR to improve the grade

We use the term '**resubmission**' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation, if you and the student feel they have not performed at their best during the assessment, the student can, with your agreement, improve their work and resubmit it to you again for assessment. You must be sure it is in the student's best interests to resubmit the work for assessment. There is one resubmission opportunity per NEA assignment.

Students can only resubmit work using the **same** assignment if the assignment is still live. The live assessment dates will be shown on the front cover of the assignment. We will not accept work based on an assignment that is no longer live.

If students wish to resubmit a unit after the live assessment date has passed, they must submit work using the new live assignment.

6.7 Recording feedback and decisions

For reattempts and resubmissions, you must record the reasons why a student has been allowed to reattempt or resubmit in your centre's assessment decisions records. You must also follow our guidelines on giving feedback and record the feedback given to the student. All feedback given to the student for the purpose of a reattempt or resubmitting work must be recorded. We have created a feedback form, available on the OCR website, which you can use to help support this. We monitor the assessment decisions you make. You must follow the guidelines outlined in Section 6.

We reserve the right to request the written feedback and the work in its original state. If you do not meet the requirements this will be treated as malpractice.

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

See [Section 7.3](#) for terminal assessment rules.

7 Administration

The information in this section gives an overview of the processes involved in administering this qualification. All of the following processes require you to submit something to OCR by a specific deadline. More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the [OCR website](#).

7.1 Assessment availability

There are two assessment series available each year in January and June to all students. Students can be entered for different units in different assessment series. All students must take the exam at a set time on the same day in a series. Certification (where students achieve the qualification) is available each January and June.

Series	Unit availability	
	Unit R180	Units R181–R183
January	✓	✓
June	✓	✓

- First assessment for externally assessed unit R180 is January 2024.
- First assessment for NEA units R181-R183 is January 2023.
- Certification is available from January 2024.

7.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should

review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our [website](#).

7.3 Entry rules, including Terminal Assessment

Terminal assessment rule

The externally assessed unit must be taken as terminal assessment. This means the exam for unit R180 must be taken in the student's final assessment series which could be in January or June. This exam contributes 40% of the total marks available for the qualification.

NEA units can be submitted in any series but must be submitted either before or in the same series as the externally assessed unit.

Certification entries

- For a student to achieve the qualification, you need to make a qualification certification entry (aggregation) for the student's final series
- To be eligible to receive a result, the student must have been entered for both NEA units and met the terminal assessment rule

- You can make certification entries for the final series:
 - via Interchange or EDI at the same time as unit entries for the exam
 - by submitting a post-results late certification request via Interchange before the post-results late certification deadline for the series, which is after you have received exam results for that series
- As a contingency arrangement, if you miss the post-results late certification deadline, you can make a certification entry in a future series, provided:
 - no further assessment has taken place since the terminal rule was met, and
 - you are making a certification entry only for the qualification in that future series (meaning you are not resitting or resubmitting a unit in the same series).

- You can make certification entries in the January or June series – this is the series that will appear on the qualification certificate
- Certification entries and late certification requests are always free of charge.

Post-result late certification

- Post-results late certification requests must be submitted via Interchange by the post-results deadline for the series. The deadline for each series can be found in the key dates document in the Administration area of our [website](#)
- **Note: Once the student has sat the exam in the June series, it is not possible to make a late certification request for the January series, as the final assessment series is now June.**

Resitting units before certification

- Students can take the exam before all the NEA units are completed. This is classed as a ‘practice attempt’
 - ‘Practice attempts’ do not count towards the student’s overall grade or in performance tables. The student will be issued with a unit result only
 - When the student has completed all the NEA units, if you do not make a certification entry when you enter for the exam, the exam will be classed as a practice attempt unless you make a late certification entry or a certification entry in a subsequent series
 - If a student takes the exam again after a practice attempt, the result of the latest attempt will count towards the qualification result, even if the practice attempt result was higher
- Work for each NEA assignment can be re-submitted once before the overall qualification is awarded. Students can only resubmit work using the same assignment if the assignment is still live. We will use the best result of both attempts towards the qualification result.

- If a student takes an NEA unit multiple times using different assignments for that unit, the best result of all attempts will be used to calculate the qualification result as long as they meet the terminal assessment rule.

Retaking the qualification

- After a student has achieved a qualification result, they can resit the externally assessed unit and submit the NEA units again in a later series to improve their qualification result:
 - students can resit the exam without resubmitting the NEA units
 - students cannot resubmit the NEA units only to improve results. In order to meet terminal assessment requirements, they must also resit the exam if they are resubmitting NEA units.
- Students can only resubmit work using the **same** assignment if the assignment is still live. The live assessment dates will be shown on the front cover of the assignment. We will not accept work based on an assignment that is no longer live. If students wish to resit a unit after the live assessment date has passed, they must submit work using the new live assignment.
- The result from the first overall qualification result is used towards the performance tables.

Please refer to the Administration pages of the OCR [website](#) (Administration - OCR) for more information on early entry and discounting.

7.4 Equality Act information relating to Cambridge Nationals

The Cambridge Nationals require assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Cambridge Nationals qualifications were reviewed to check if any of the competences required presented a potential barrier to disabled students. If this was the

case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

7.5 Accessibility

There can be adjustments to standard assessment arrangements on the basis of the individual needs of students. It's important that you identify as early as possible whether students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements in assessments that need approval from us, this must be gained in Access Arrangements Online. You must select Cambridge Nationals at time of application; approval from GCSE or A Level applications do not extend to Cambridge Nationals. However, more than one qualification type can be selected when making an application. For guidance or support please contact the [OCR Special Requirements Team](#).

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet [Access Arrangements and Reasonable Adjustments](#).

If you have students who need a post-examination adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document [A guide to the special consideration process](#).

If you think any aspect of this qualification unfairly restricts access and progression, please email or call our Customer Support Centre.

The access arrangements permissible for use in this specification are as follows:

Access arrangement	Yes/No	Type of assessment
Reader/Computer reader	Yes	All assessments
Scribes/Speech recognition technology	Yes	All assessments
Practical assistants	Yes	All assessments
Word processors	Yes	All assessments
Communication professional	Yes	All assessments
Language modifier	Yes	All assessments
Modified question paper	Yes	Timetabled examinations
Extra time	Yes	All assessments with time limits

7.6 Requirements for making an entry

We provide information on key dates, timetables and how to submit marks on our [website](#).

Centres must be registered with OCR in order to make any entries. We recommend that centres apply to become a registered centre with us, well in advance

of making their first entries. Details on how to register with OCR can be found on our [website](#).

It is essential that unit entry codes are quoted in all correspondence with OCR.

7.6.1 Making estimated unit entries

Estimated entries are not required for Cambridge National in Sport Science.

7.6.2 Making final unit entries

When making an entry, centres will need the unit entry codes and component codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

Unit entry code	Component code	Assessment method	Unit titles
R180	01	Written paper	Reducing the risk of sports injuries and dealing with common medical conditions
R181	01	Moderated – Upload	Applying the principles of training: fitness and how it affects skill performance
R181	02	Moderated – Postal	Applying the principles of training: fitness and how it affects skill performance
R182	01	Moderated – Upload	The body's response to physical activity and how technology informs this
R182	02	Moderated – Postal	The body's response to physical activity and how technology informs this
R183	01	Moderated – Upload	Nutrition and sports performance
R183	02	Moderated – Postal	Nutrition and sports performance

Work for moderated units can be uploaded to us using our Submit for Assessment service or sent by post.

The same component code must be used for all students entered for a unit in the same session.

The short title for these Cambridge National qualifications is CAMNAT and will display as such on our secure website, 'Interchange' and some of our administrative documents.

You do not need to register your students first. Individual unit entries should be made for the series in which you intend to submit or resubmit an NEA unit or sit the externally assessed examination.

Only make a certification entry using the overall qualification code (see section 7.7) in the final series.

7.7 Certification rules

Students must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Students must be entered for:

- OCR Level 1/Level 2 Cambridge National in Sport Science - certification code J828.

7.8 Unit and qualification resits

Students may resit the externally assessed unit R180.

Please see [section 7.3](#) for information relating to our terminal assessment approach.

Students may resit each NEA assignment once. The best unit result from the NEA units will be used to calculate the certification result.

You must make sure that when arranging resit opportunities they are fair to all students and do not give students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting a NEA unit, students must

submit new, amended or enhanced work, as detailed in the JCQ [Instructions for conducting coursework](#).

Centres must make sure that when arranging resit opportunities they do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if it is clear that the student has taken full advantage of the first assessment opportunity and formative assessment process.

7.9 Post-results services

A number of post-results services are available:

- Reviews of results – If you think there might be something wrong with a student’s results, you may submit a review of marking or moderation
- Missing and incomplete results – This service should be used if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied
- Access to scripts – You can ask for access to marked scripts
- Late certification – following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ [Post-Results Services booklet](#) and the [OCR Administration](#) page for further guidance about action on the release of results.

For internally assessed units the review of results process cannot be carried out for one individual student; the outcome of a review of moderation must apply to a centre’s entire cohort.

Appendix A: Guidance for the production of electronic evidence

Structure for evidence

The centre-assessed (NEA) units in this qualification are units R181 – R183. For each student, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the student's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file

and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the student's centre number, OCR student number, surname and forename, together with the unit code (R181 – R183), so that the portfolio is clearly identified as the work of one student.

Each student's internal assessment portfolio should be stored in a secure area on the centre's network. Before submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save students' work using an appropriate file format.

Students must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. **Where this is not available, the file format is not acceptable.**

Evidence submitted is likely to be in the form of word processed documents, presentation documents, digital photos and digital video.

To make sure files are compatible, all files submitted electronically must be in the formats listed below. Where new formats become available that might be acceptable, we will provide further guidance. We advise against changing the file format that the document was originally created in. Files should be exported in a generic format that can be opened on a PC computer system without any specialist software applications. It is the centre's responsibility to make sure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each student.

Standard file formats acceptable as evidence for the Cambridge Nationals are listed here.

File type	File format	Max file size*
Audio	.3g2 .3ga .aac .aiff .amr .m4a .m4b .m4p .mp3 .wav	25GB
Compression	.zip .zipx .rar .tar .tar .gz .tgz .7z .zipx .zz	25GB
Data	.xls .xlsx .mdb .accdb .xlbs	25GB
Document	.odt .pdf .rtf .txt .doc .docx .dotx	25GB
Image	.jpg .png .jpeg .tif .jfif .gif .heic .psd .dox .pcx .bmp .wmf	25GB
Presentation	.ppt .pptx .pdf .gslides .pptm .odp .ink .potx .pub	25GB
Video	.3g2 .3gp .avi .flv .m4v .mkv .mov .mp4 .mp4v .wmp .wmv	25GB
Web	.wlmp .mts .mov-1 .mp4-1 .xspf .mod .mpg	25GB

If you are using **pages** as a file type, please convert this to a pdf prior to submission.

*max file size is only applicable if using our Submit for Assessment service.

Submit for Assessment is our secure web-based submission service. You can access Submit for Assessment on any laptop or desktop computer running Windows or macOS and a compatible browser. It supports the upload of files in the formats listed in the table above as long as they do not exceed the maximum file size. Other file formats and folder structures can be uploaded within a compressed file format.

When you view some types of files in our Submit for Assessment service, they will be streamed in your browser. It would help your moderator or examiner if you could upload files in the format shown in the table below:

File type	File format	Chrome	Firefox
Audio	.mp3	Yes	Yes
Audio	.m4a	Yes	Yes
Audio	.aac	No	Yes
Document	.txt	Yes	Yes
Image	.png	Yes	Yes
Image	.jpg	Yes	Yes
Image	.jpeg	Yes	Yes
Image	.gif	Yes	Yes
Presentation	.pdf	Yes	Yes
Video	.mp4	Yes	Yes
Video	.mov	No	Yes
Video	.3gp	Yes	No
Video	.m4v	Yes	Yes
Web	.html	Yes	Yes
Web	.htm	Yes	Yes

Appendix B: Command words

External assessment

The table below shows the command words that will be used in exam questions. They show what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Word(s)	Students will....
Analyse	<ul style="list-style-type: none">Separate or break down information into parts and identify their characteristics or elementsExplain the pros and cons of a topic or argument and make reasoned commentsExplain the impacts of actions using a logical chain of reasoning
Annotate	<ul style="list-style-type: none">Add information, for example, to a table, diagram or graph until it is finalAdd all the needed or appropriate parts
Calculate	<ul style="list-style-type: none">Get a numerical answer showing how it has been worked out
Choose	<ul style="list-style-type: none">Select an answer from options given
Circle	<ul style="list-style-type: none">Select an answer from options given
Compare and contrast	<ul style="list-style-type: none">Give an account of the similarities and differences between two or more items or situations
Complete	<ul style="list-style-type: none">Add all the needed or appropriate partsAdd information, for example, to a table, diagram or graph until it is final
Create	<ul style="list-style-type: none">Produce a visual solution to a problem (for example: a mind map, flowchart or visualisation)
Describe	<ul style="list-style-type: none">Give an account including all the relevant characteristics, qualities or eventsGive a detailed account of
Discuss	<ul style="list-style-type: none">Present, analyse and evaluate relevant points (for example, for/against an argument)
Draw	<ul style="list-style-type: none">Produce a picture or diagram
Evaluate	<ul style="list-style-type: none">Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Explain	<ul style="list-style-type: none">Give reasons for and/or causes ofUse words or phrases such as 'because', 'therefore' or 'this means that' in answers
Fill in	<ul style="list-style-type: none">Add all the needed or appropriate partsAdd information, for example, to a table, diagram or graph until it is final
Identify	<ul style="list-style-type: none">Select an answer from options givenRecognise, name or provide factors or features
Justify	<ul style="list-style-type: none">Give good reasons for offering an opinion or reaching a conclusion
Label	<ul style="list-style-type: none">Add information, for example, to a table, diagram or graph until it is finalAdd all the necessary or appropriate parts
Outline	<ul style="list-style-type: none">Give a short account, summary or description
State	<ul style="list-style-type: none">Give factors or featuresGive short, factual answers

Non examined assessment (NEA)

The tables below show the command words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each command word.

Mark Band (MB1) Words:

Command word	Meaning
Basic	<ul style="list-style-type: none">Work includes the minimum required. It is a starting point but is simplistic and not developed.Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.
Brief/Briefly	<ul style="list-style-type: none">Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	<ul style="list-style-type: none">The student can perform a task when given regular assistance or help
Few	<ul style="list-style-type: none">Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Hesitant(ly)	<ul style="list-style-type: none">Slow, uncertain, reluctant.
Inconsistent(ly)	<ul style="list-style-type: none">A level of performance which varies in quality over time.
Inefficient	<ul style="list-style-type: none">Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.
Limited	<ul style="list-style-type: none">Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.Work produced is a starting point rather than a developed process, concept or output.
Minimal	<ul style="list-style-type: none">Includes very little in amount or quantity required.
Simple	<ul style="list-style-type: none">Includes a small number of relevant parts, which are not related to each other.
Superficial	<ul style="list-style-type: none">Work completed lacks depth and detail.

Mark Band (MB2) Words:

Command word	Meaning
Adequate(ly)	<ul style="list-style-type: none">Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	<ul style="list-style-type: none">The student can perform a task with occasional assistance or help.
Part(ly)/Partial	<ul style="list-style-type: none">To some extent but not completely.Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed.Work produced results in a process, concept or output that would be useable for its purpose.
Some	<ul style="list-style-type: none">Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	<ul style="list-style-type: none">Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed.Applies understanding and skills to produce the wanted or intended result in a way that would be useable.

Mark Band (MB3) Words:

Command word	Meaning
Accurate(ly)	<ul style="list-style-type: none"> Acting or performing with care and precision. Correct in all details.
All	<ul style="list-style-type: none"> Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.
Clear(ly)	<ul style="list-style-type: none"> Focused and accurately expressed, without ambiguity.
Complex	<ul style="list-style-type: none"> Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	<ul style="list-style-type: none"> The work produced is complete and includes everything required to show depth and breadth of understanding. Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.
Confident(ly)	<ul style="list-style-type: none"> Showing certainty over the information presented. Showing certainty in actions performed.
Consistent(ly)	<ul style="list-style-type: none"> A level of performance which does not vary in quality over time.
Critical	<ul style="list-style-type: none"> Objective analysis and evaluation in order to form a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
Detailed	<ul style="list-style-type: none"> Gives point by point consideration of all the key information.
Effective	<ul style="list-style-type: none"> Applies the skills required to the task and is successful in producing the desired or intended result. The work produced is effective in relation to a brief.
Efficient	<ul style="list-style-type: none"> Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.
Full(y)	<ul style="list-style-type: none"> Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. Work produced results in a process, concept or output that would be fully fit-for-purpose.
Independent(ly)	<ul style="list-style-type: none"> The student can perform a task without assistance or reliance on others
Justify/Justified	<ul style="list-style-type: none"> The reasons for doing something are explained in full.
Most(ly)	<ul style="list-style-type: none"> Includes nearly all of what is expected to be included.
Perceptive	<ul style="list-style-type: none"> Having or showing insight.
Specific	<ul style="list-style-type: none"> Evidence is tightly focused on the individual or activity in question, rather than general or generic.
Well developed	<ul style="list-style-type: none"> The student evidences skills that are mature and well-practised. The student evidences knowledge or awareness that demonstrate solid underpinning understanding of the situation.
Wide (ranging)	<ul style="list-style-type: none"> Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

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