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Specification

Cambridge OCR Level 1/Level 2

Cambridge National in Sport Studies

J829

Version 7 (First teaching September 2022)

ocr.org.uk/cambridgenationals

Cambridge Nationals

CAMBRIDGE OCR

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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Specification updates

Key changes have been listed below:

Section	Change	Version and date Issued
Section 4.1.4: Performance Objectives (POs)	Updated the PO3 percentages in the table to correct arithmetical errors.	Version 2 (May 2022)
Section 4.4: Unit R186: sport and the media:	For Teaching content **2.2.2 Revenue**, an additional bullet point has been added in the 'Exemplification' column to include Revenue sources.	
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 2.1: Qualification overview	Updated to clarify information relating to Availability and Assessment method/model.	Version 3 (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	

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Section	Change	Version and date Issued
2.1 Qualification at a glance	Updated information on terminal assessment and exam resits	Version 4 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	
All	Updated information to ensure compliance with new JCQ requirements and guidance.	Version 5 (September 2025)
All	References to 'Command words' have been replaced with 'Command and/or descriptor words', to cover both types of assessments. These are now called Descriptor Words for NEA units.	
Section 2	Included the lifespan for each set assignment and that live dates are shown on the front cover.	
Section 6	Improved clarity and guidance on: • use of the set assignment. • providing feedback to students. • resubmitting moderated work. Additional information provided to support the delivering and assessing of NEA units in line with JCQ instructions and guidance.	
Covers and all page footers	Updated to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'.	

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Section	Change	Version and date Issued
Throughout	Hyperlinks refreshed The following forms are now only available on Teach Cambridge: unit recording sheets (URS) and set assignment feedback form	Version 6 (June 2026)
Section 4.4 - R186: Sport and the media	TA2 Assessment Criteria updated from Media Source to Media Source(s)	
Section 4.5 - R187: Increasing awareness of Outdoor and Adventurous Activities	Task 3 Assessment Guidance updated for clarity	
Section 5.4 Grading and awarding grades	Updated to clarify on results day a marks calculator will be published for the specific series	
Section 6.1.1 Centre and teacher/assessor responsibilities	Updated name of online training module and information about centre approval	
Section 6.2.2 Plagiarism (including AI misuse)	Updated to include more information relating to AI misuse in assessments and required teaching for referencing or acknowledging material copied from the internet or other sources	
Section 6.3 Feedback	Add new section: *Informing students of their marks*	
Section 6.6 Resubmitting moderated work to us to improve the grade	Updated to clarify information relating to using work from a previous year's assignment	
Section 7.9 post-results services	Updated access to scripts, which is a free service for exams officers to download copies of students' completed question papers	
Section 6.3.3	Updated title to 'Candidate and teacher authentication' to reflect JCQ's recent merge of centre authentication and candidate authentication statement forms into one form.	Version 7 (October 2026)

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If you need to print, please consider printing specific pages or sections.

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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 teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A Levels, GCSEs, vocational qualifications, and other academic options to schools, colleges, workplaces, and other organisations.

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

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1.3 Aims and learning outcomes

Our Cambridge National in Sport Studies will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Studies
- 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
- Understand topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high profile events have in sport, as well as how technology is used within sport
- Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions
- Create a plan, write and evaluate an activity session, to further develop leadership skills
- Analyse their own performance to help improve themselves and their skills in sport
- Explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport
- Take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people.

1.4 What are the key features of this specification?

The key features of OCR's Cambridge National in Sport Studies 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 qualification of their choice – Cambridge Technicals in Sport or AS/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 social-science based background if they choose to progress at Level 3 into a more Media or Leadership-focused course
- 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 Studies is QN 603/7107/9.

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2 Qualification overview

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

Qualification number	603/7107/9	**OCR Entry code**	J829
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	• Aged 14-16 on a full-time study programme wanting to develop applied knowledge and practical skills in Sport Studies • Who want to progress onto other related study, such as qualifications in Sports, Physical Education, Social-science or Media 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	Students must complete three units: • One mandatory externally assessed unit (exam) - see the Terminal assessment below • One mandatory centre-assessed unit (NEA) • One optional centre-assessed unit (NEA) from a choice of two.		
Assessment method/ model	Unit R184 is assessed by an exam and marked by us. You will assess the NEA units and we will moderate them. We provide set assignments which must be used to assess the NEA units. Each set assignment for units R186 and R187 will be valid for 1 year. The set assignment for R185 is generic and will not be replaced each year, see section 6.2 for more information. The dates for which assignments 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.		
Assessment series each year	• January • June		
Terminal assessment	The exam must be taken in the final assessment series before qualification certification. 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.		

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Grading	All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.
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	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. 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. All work submitted (or resubmitted) must be based on the assignment that is live for the series of submission. 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.

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
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O
R187	Increasing awareness of Outdoor and Adventurous Activities	Y/618/5945	24	N	O

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OCR Level 1/Level 2 Cambridge National in Sport Studies

Qualification number: 603/7107/9

Type of qualification: Technical Award

Purpose Statement

Overview

Who is this qualification for?

The OCR Level 1/Level 2 Cambridge National in Sport Studies 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 contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

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. More information about this is given below.

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The qualification equips you with sound specialist knowledge through practical application. Students will study two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

- **R184: Contemporary issues in sport**

  This is assessed by an exam

  By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include:

  - Issues which affect participation in sport
  - The role of sport in promoting values
  - The implications of hosting a major sporting event for a city or country
  - The role National Governing Bodies (NGBs) play in the development of their sport
  - The use of technology in sport.

- **R185: Performance and leadership in sports activities**

  This is assessed by a set assignment

  In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include:

  - Key components of performance
  - Applying practice methods to support improvement in a sporting activity
  - Organising and planning a sports activity session
  - Leading a sports activity session
  - Reviewing your own performance in planning and leading a sports activity session.

The two optional units are:

- **R186: Sports and the media**

  This is assessed by a set assignment

  In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include:

  - The different sources of media that cover sport
  - Positive effects of the media in sport
  - Negative effects of the media in sport.

- **R187: Increasing awareness of Outdoor and Adventurous Activities**

  This is assessed by a set assignment

  In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. Topics include:

  - Provision for different types of outdoor and adventurous activities in the UK
  - Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
  - Plan for and be able to participate in an outdoor and adventurous activity
  - Evaluate participation in an outdoor and adventurous activity.

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

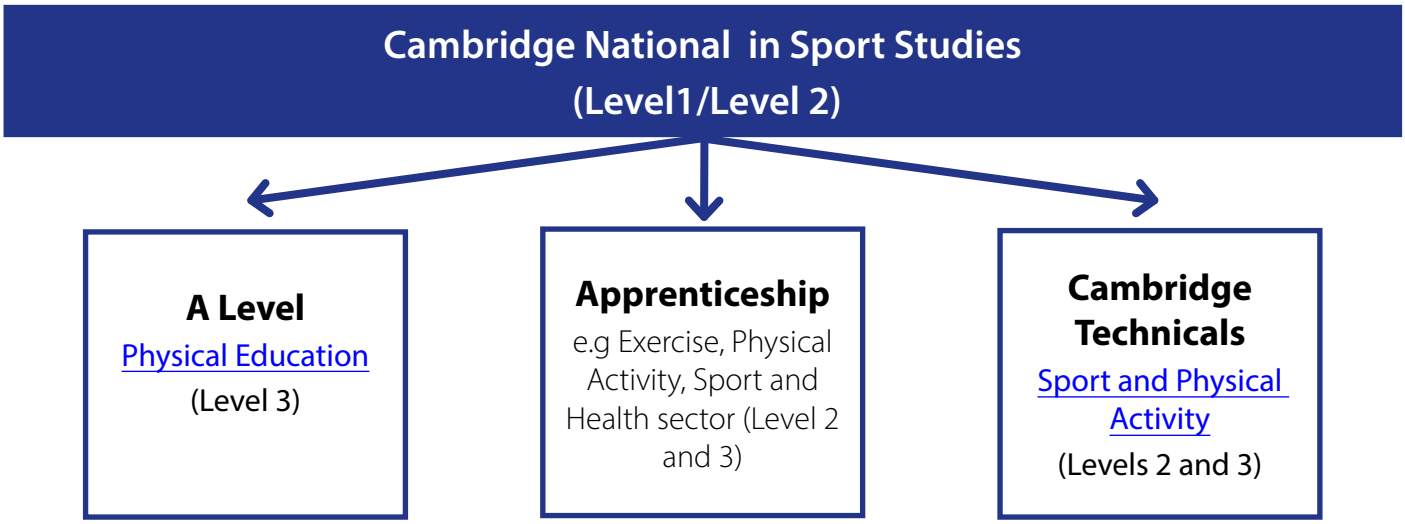
You will develop knowledge, understanding and skills that you can apply to a range of approaches that are relevant to the workplace or higher education. You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities.

You will develop the skills 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 as well as demonstrating your practical performance skills within two 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 physical activity programmes
- Use technical language and 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 and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or 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
- GCSE Sociology
- Creative iMedia.

Further details

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

Specification

Sample Assessment Material (SAM)

Guide to our Sample Assessment Material

Student Guide to NEA Assignments

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Version 7 (October 2026)

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 Studies 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.

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.

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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 (R184)

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	• 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	• 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 (R185–R187)

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.

The NEA units also have an exemplification column that provides more information about, and examples relating to, the teaching content. This helps to exemplify the teaching expected so that students are equipped to successfully complete their assignments.

4.1.4 Command and descriptor words

Appendix B gives information about the expectations of the command words that will be used in the external assessments and the descriptor words that will be used in the NEA marking criteria.

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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 Studies.

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

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	Externally assessed unit (range)	NEA units	Overall weighting
PO1	17–21%	n/a	17–21%
PO2	14–16%	15%	29–31%
PO3	5–7%	18%	23–25%
PO4	n/a	27%	27%
Overall weighting of assessments	**40%** **70 raw marks** **80 UMS**	**60%** **120 raw marks** **120 UMS**	**100%** **190 raw marks** **200 UMS**

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4.2 Unit R184: Contemporary issues in sport

Aims

It is often said that sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together.

In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

Unit R184: Contemporary issues in sport

Students must be taught:

Topic Area 1: Issues which affect participation in sport

Teaching content	Breadth and depth
1.1 User groups	
1.1.1 Different user groups who participate in sport: □ Gender □ People from different ethnic groups □ Retired people/people over 60 □ Families with children □ Carers □ People with family commitments □ Young children □ Teenagers □ People with disabilities □ Parents (singles or couples) □ People who work □ Unemployed/economically disadvantaged people	To include: • Know the user groups that participate in the physical activity or sport. The user group categories are as follows in this qualification: o Gender - sometimes different genders have different needs, goals and requirements for sport o Carers - adults or children, caring for relatives, elderly, parents or siblings o Young children - from birth to the end of primary school o Teenagers - compulsory secondary school age o People with disabilities - an awareness of a range of disabilities should be included, not just physical disabilities or wheelchair users
1.2 Possible barriers	
1.2.1 Possible barriers which affect participation in sport: □ Employment and unemployment □ Family commitments □ Lack of disposable income □ Lack of transport □ Lack of positive sporting role models □ Lack of positive family role models or family support □ Lack of appropriate activity provision □ Lack of awareness of appropriate activity provision □ The lack of equal coverage in media in terms of gender and ethnicity by the media	To include: • An appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport • The barriers impacting user group participation (1.1). This may include: o Lack of awareness of appropriate activity provision –not knowing the local area or the activity provision available o Negative portrayal by the media - for example stereotypical gender or ethnicity images, the volume of specific sports coverage/reporting and the gender/ethnicity imbalance in sport punditry may adversely affect both

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Teaching content	Breadth and depth
1.3 Possible barrier solutions	
1.3.1 Possible solutions to the barriers which affect participation in sport: □ Provision of: ▪ Appropriate programmes ▪ Sessions ▪ Activities ▪ Times for the different user groups □ Promotion strategies: ▪ The use of targeted promotion ▪ Role models ▪ Initiatives □ Increased and appropriate transport availability □ Availability of appropriate user group facilities and equipment □ Improved access to facilities for all user groups □ Appropriate pricing for all user groups	To include consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and their impact as illustrated below: • Promotion strategies - range of promotional activities, for example advertisements, initiatives and incentives, such as taster sessions • Transport availability - use examples to show how having transport available affects participation for different user groups • Access to facilities and equipment - for specific facility/equipment needs, such as hoists for less able swimming pool users, hearing loops for deaf users or braille signage for partially sighted users • Appropriate pricing - concessions, taster sessions, free or reduced-price equipment
1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK	
1.4.1 Positive and negative impacts on the popularity of sport in the UK includes: □ The number of people participating □ The provision of facilities □ Environment/climate activity influences □ Live spectator opportunities □ The amount and range of media coverage □ The high-level success of both individuals and teams □ The number and range of positive role models available in a sport □ Social acceptability	To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport, for example: • Number of people participating - importance of being able to cite specific examples, with statistics and trends of popular and less popular sports • Provision of facilities - in relation to locality or types of sports activities available for both watching and participating in sporting activities • Environmental or climatic conditions - Reference could be made to activities requiring specific environmental conditions, for example skiing requiring, cold, snowy, mountainous terrain or sailing requiring access to coastal areas or large bodies of water • Range of media coverage for example, live, catch up sport views, how coverage changes for different sports • High level sporting success and role models - appropriate sporting examples of performers whose success has increased the popularity for their sport • Social acceptability of a sport – illustrations of sports where cruelty or violence is in evidence might be used to support this idea

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Teaching content	Breadth and depth
1.5 Emerging/new sports in the UK	
1.5.1 The growth of emerging/new sports in the UK: □ Examples of current emerging sports □ The development and opportunities to participate in emerging sports	

Topic Area 2: The role of sport in promoting values

Teaching content	Breadth and depth
2.1 Sport values	
2.1.1 Values which can be promoted through sport: □ Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal □ Fair play - where performers adhere to the rules and do not cheat whilst performing □ Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams □ Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures □ Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport □ National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport □ Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort	To include: • Awareness of how the values can be seen in sport • Examples of each value in a sporting context

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2.2 The Olympic and Paralympic movement

Teaching content	Breadth and depth
2.2.1 Olympic and Paralympic: □ The Creed □ The Symbol □ The Olympic and Paralympic values: ▪ The Olympic values of Excellence, Friendship and Respect ▪ The Paralympic values of Courage, Determination, Inspiration and Equality	To include: • Know the Creed - "The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well". Pierre De Coubertin • Know the that the five interlocking rings represent the closeness between the five continents • Know the that the five interlocking rings represent the closeness between the five continents • Students must know the Olympic values: o Excellence - Excellence means doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, will and mind o Respect - This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment o Friendship - Friendship is at the heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and between people all over the world • Students must know the Paralympic values: o Courage - Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits o Determination – Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility o Inspiration – Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport o Equality - Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities

2.3 Sporting values initiative and campaigns

2.3.1 Other initiatives, campaigns and events which promote sporting values: □ Local □ Regional □ National	To include: • An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values identified in (2.1)

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2.4 The importance of etiquette AND sporting behaviour

Teaching content	Breadth and depth
2.4.1 The importance of etiquette AND sporting behaviour of performers: □ The reasons for observing etiquette and sporting behaviour □ Sportsmanship □ Examples from sport	To include applied examples from sport, which consider the reasons for: • Observing etiquette and sporting behaviour - refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values o Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments • Sportsmanship - playing within the letter and the spirit of sport should be reinforced when participating; rather than the use of gamesmanship, where performers bend the rules • Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players
2.4.2 The importance of etiquette AND sporting behaviour of spectators: □ Appropriate behaviour when spectating □ Safety	

2.5 The use of Performance Enhancing Drugs (PEDs) in sport

2.5.1 The reasons why sports performers use PEDs **2.5.2 The reasons why performers should not use PEDs** **2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:** □ WADA's Whereabouts Rule □ WADA testing methods **2.5.4 Sanctions to prevent the use of PEDs** **2.5.5 Educational strategies to prevent the use of PEDs** **2.5.6 Impact of the use of PEDs on the sport**	To include: • Applied examples of the detrimental effects of using PEDs • Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs • Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers and family

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Unit R184: Contemporary issues in sport

Topic Area 3: The implications of hosting a major sporting event for a city or country

Teaching content	Breadth and depth
3.1 The features of a major sporting event	
3.1.1 The types and scheduling of major sporting events: □ Regular □ 'One-Off' □ Regular and recurring **3.1.2 The nature of the participants and spectators**	To include: • The importance of the different types of event • Applied examples of these • Comparing and contrasting between them and the different types of sporting activities they include For example: • Regular events - the UEFA Champions' League Final, held in a different city each year but could return after a few years • 'One-Off' events - the Olympic/Paralympic games, held in a host city once in a generation • Regular and recurring events - such as a Formula One Event or Wimbledon are held each year at the same venue/city • Nature of participants and spectators - the event is usually international: involving participants and spectators from two or more countries
3.2 Positive and negative pre-event aspects of hosting a major sporting event	
3.2.1 Positive and negative pre-event aspects of hosting a major sporting event: □ Bidding for the event □ Infrastructure and transport systems development □ Financial/commercial investment/support □ The potential for increased employment □ Local/national objections to the bidding process	To include comparing and contrasting of positive and negative pre-event aspects of hosting a major sporting event, specific examples for: • Bidding - should include justifications relating to both the positive and negative aspects of bidding for a major sporting event • Financial/commercial investment - the impact of the social and economic attractiveness of a host city/country in securing investment • Local/National Social objections - how money is used for bidding for an event, instead of being spent on perceived greater social needs and the impacts

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Teaching content	Breadth and depth
3.3 Potential positive and negative aspects of hosting a major sporting event	
3.3.1 During the event: □ Positive aspects/benefits include: ▪ Improved social infrastructure ▪ Improved national morale/social cohesion ▪ Increase in national status ▪ Greater national interest in sport ▪ Increased media coverage of the sport(s) ▪ A potential increase in direct and indirect tourism ▪ An increase in short-term employment during the event □ Negative aspects/drawbacks include: ▪ An increase in transport, litter and noise ▪ The potential for an increase in terrorism and crime ▪ Poor performance by home nation/team and the impact on national pride/morale ▪ Perceived relegation/lack of investment in regional areas not involved in the national event ▪ Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities **3.3.2 Immediate and longer term post-event:** □ Positive aspects/benefits include: ▪ A legacy of improved/new sporting facilities ▪ An increase in the sports' participation ▪ An increase in the profile of sports involved ▪ A legacy of improved transport and social infrastructure ▪ Raising of the city/nation's international profile/ status ▪ An increase in future financial investment □ Negative aspects/drawbacks include: ▪ The event might have costed more to host than the revenue generated ▪ Sports facilities unused after the event ▪ A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged	To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post- event

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Unit R184: Contemporary issues in sport

Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport

Teaching content	Breadth and depth
4.1 National Governing Bodies (NGBs)	
4.1.1 What NGBs do for their sport: □ Promote participation □ Develop the sport's coaching and officiating infrastructure □ Organise tournaments and competitions □ Amend the existing rules and apply disciplinary procedures for rule breaking □ Ensure safety within their sport □ Provide support, insurance and technical guidance to members □ Develop policies and initiatives □ Lobby for funding	To include functions of the roles of any named NGB with sporting examples relating to: • Participation - could be promoted through schemes, media coverage and equal opportunities. Students should be able to give named and current examples of such measures • Coaching and officiating - Students should be able to identify and illustrate coaching and officiating qualifications that are available and the levels structure that they operate within • Tournaments/competitions - examples of current tournaments/competitions organised by NGBs • Rules and disciplinary procedures - an awareness of recent/current rule changes and an awareness of disciplinary measures implemented by the NGB for rule infringement • Policies and Funding - an awareness of how an NGB develops its policies and initiatives and generates its funding

Topic Area 5: The use of technology in sport

Teaching content	Breadth and depth
5.1 The role of technology in sport	
5.1.1 To enhance performance **5.1.2 To increase the safety of participants** **5.1.3 To increase fair play and increase the accuracy of officiating** **5.1.4 To enhance spectatorship**	To include: • Enhanced performance - an awareness of and be able to give examples of a range of methods, equipment and clothing to enhance performance in named sporting activities • Increased safety - technology that enhances the safety of participants for named sporting activities • Increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play. Students should be able to give examples for named sporting activities • Enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals made by players

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Teaching content	Breadth and depth
5.2 Positive and negative effects of the use of technology in sport	
5.2.1 Positive: □ Enhanced performance □ Lower risk of injury □ Quicker recovery from injury □ More accurate decisions □ Technical analysis **5.2.2 Negative:** □ Unequal access to the same quality of technology □ Increased cost of technological advances □ Availability and affordability of technology □ Potential reduction in the flow of the game through introduction of officiating technology □ Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules **5.2.3 Positive and negative effects of technology on the spectator experience**	To include: • Suitability of technology • Named examples linked to sporting activities, with their positive and negative effects

Assessment guidance

This unit is assessed by an exam. Due to the Terminal Assessment requirement, the exam must be taken in the students' final assessment series. The exam is 1 hour and 15 minutes. It has three Sections – Section A, Section B and Section C.

- Section A has 30 marks
- Section B has 28 marks
- Section C has 12 marks
- The exam has 70 marks in total

This will be conducted under examination conditions. For more details refer to the Administration area.

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 Studies, 'Exploring our exams: a guide to our sample assessment material' gives more information about the layout and expectations of the exam.

Section A	• This will have 30 marks in total, made up of MCQ and a few short to medium response questions.
Section B and C	• 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.

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4.3 Unit R185: Performance and leadership in sports activities

Aims

Becoming an elite sports performer is a dream not everyone can realise, but many of those who are involved in sport and the sports industry are there because they developed an interest in sport and physical activity through performing. Whether voluntary or professional, the role of the sports leader is essential in any sport. Whether they take on the role of coach, manager, teacher or team captain, sports leaders shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities.

In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.

For all topic areas and content below, please select your two activities from the Approved Activity list. Your two selected activities may be any of the following:

- Two individual activities
- Two team activities
- One individual and one team activity.

Please see the OCR website for the approved list of activities for this unit.

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Unit R185: Performance and leadership in sports activities

Topic Area 1: Key components of performance

Teaching content	Exemplification
1.1 Performance in two selected activities	
1.1.1 Performance of skills and techniques	Examples of skills and techniques may include: • Front somersault in trampolining (individual) • Backhand smash in badminton (individual/team) • Spin pass in rugby (team) • Reverse hitting in hockey (team)
1.2 Participating in your activities	
1.2.1 Appropriate use of: □ Tactics □ Strategies □ Compositional ideas □ Use of creativity in performance	Examples may include: • Tactics - using a drop shot against a baseline player in tennis • Strategies - when to bowl a bouncer in cricket, when to break away from the pack in running or cycling • Compositional ideas – acceleration and deceleration of movements in dance • Creativity - communicating a theme to an audience through performance of a ballet dance or feint to pass, then dribble in basketball
1.3 Decision-making during performance	
1.3.1 Appropriate and timely decisions	To include decisions such as: • Shot selection from different lies in golf • Choice of pass, kick or run in rugby union
1.4 Managing and maintaining performance in individual activities	
1.4.1 Ability to manage and maintain own performance (individual activities only): □ Continuing to perform when under pressure □ Maintaining focus	To include aspects such as: • Staying composed after two illegal jumps in triple jump • Manging to serve 'in' after several 'outs'
1.5 Your role and contribution to team activities	
1.5.1 Awareness of role and contribution to the team (team activities only): □ Performing a specific role during a game □ Adapting role in different situations	To include aspects such as: • Covering for a team mate who is out of position in football • Acting in a different role to cover someone who is in the 'sin bin' in a game of rugby

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Unit R185: Performance and leadership in sports activities

Topic Area 2: Applying practice methods to support improvement in a sporting activity

Teaching content	Exemplification
2.1 Strengths and weaknesses of sports performance	
2.1.1 Key components for assessing strengths and weaknesses in an activity: □ Skills and techniques □ Tactics and strategies □ Compositional ideas	To include: • Review of strengths and weaknesses in key components for the sport, considering: o Current level of ability o Why these have been identified as strengths or weaknesses o When are these important in a chosen sporting activity o How this will have an impact during training or performance • Tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity
2.2 Methods to improve performance	
2.2.1 Different types of practices and progressive drills **2.2.2 Altering the context of performance**	To include aspects such as: • Progressive practices/drills - that show a clear increase in difficulty, dependent on the ability of the performer. This could be starting at a basic level, such as a static passing drill between two players in netball, followed by passing on the move and then introducing a defender • Different types of practice - depending on the level of the performer or the chosen activity, which could be fixed, variable, whole or part practice • Altering the context – could be by playing with more or against better players
2.3 Measuring improvement in performance	
2.3.1 Use of tools to aid evaluation	To include aspects such as: • Video analysis - to identify weaknesses and how performance can be improved • Other assistive technology - to improve performance, such as quantitative activity trackers • Monitoring competition results - over a period of time • Tools selected will be dependent on the chosen activity and the ability level of the performer

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Unit R185: Performance and leadership in sports activities

Topic Area 3: Organising and planning a sports activity session

Teaching content	Exemplification
3.1 Organisation of a sports activity session	
3.1.1 Appropriate venue: □ Location □ Size □ Weather **3.1.2 Equipment:** □ Type □ Amount required **3.1.3 Timing:** □ Appropriate □ Allowing for progression **3.1.4 Supervision:** □ Number of participants □ Size of groups **3.1.5 Contingency plan**	To include organisation of: • Appropriate venue – considering the working space required • Timing – suitable for the age and ability of the group • Supervision – will depend on age and activity chosen
3.2. Safety considerations when planning a sports activity session	
3.2.1 Risk assessment and corrective action: □ Activity-specific risks 3.2.2 Checking of equipment 3.2.3 Basic first aid and child protection 3.2.4 Emergency procedures	To include safety considerations such as: • Risk assessment and corrective action – facilities, equipment, clothing • Emergency procedures – what to do in the event of an accident or other emergency, summoning qualified help
3.3 Objectives to meet the needs of the group	
3.3.1 Introduction and conclusion 3.3.2 Basic warm up and cool down 3.3.3 Skill and technique development	Objectives may include: • Introduction and conclusion – should briefly introduce the leader and the aims of the session, check for any injuries, then briefly conclude the session with a summary • Basic warm up and cool down – should be relevant to the activity and the participants • Skills and technique development – consider how to structure the activities so that they progress, plan for any participants struggling with the activity or finding it too easy

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Unit R185: Performance and leadership in sports activities

Topic Area 4: Leading a sports activity session

Teaching content	Exemplification
4.1 Organisation of a sports activity session	
4.1.1 Safe practice 4.1.2 Timing 4.1.3 Adaptability 4.1.4 Reliability	Organisation may include: • Safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used • Timing – being punctual and prepared for the session, considering the length of activities • Adaptability – making changes to the session if people find it too easy or too hard • Reliability – turning up when you say you will and running to time
4.2 Leading a sports activity session	
4.2.1 Leading a sports activity session: □ Activity-specific details □ Leadership style □ Adaptability □ Communication □ Positioning □ Enthusiasm for the activity and motivation of the group □ Confidence □ Creativity	To include: • Activity-specific details – showing the skills, techniques and tactics appropriate to the needs of the participants • Leadership style – democratic, autocratic, laissez-faire • Delivery style – proactive, reactive, demonstrations from the leader or involving participants from the group, explanation of activities • Communication – verbal, non-verbal, using appropriate language and technical terms depending on the group • Positioning – considering where they are stood in relation to the group when giving demonstrations and explanations • Creativity – design of activities related to the group, how they demonstrate and explain

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Unit R185: Performance and leadership in sports activities

Topic Area 5: Reviewing your own performance in planning and leading a sports activity session

Teaching content	Exemplification
5.1 Review your leadership of a sports activity session	
5.1.1 Planning: □ Positives □ Negatives **5.1.2 Leading:** □ Positives □ Negatives **5.1.3 Improvements that could be made** **5.1.4 Opportunities to develop leadership skills for the future**	Review may include: • Planning: o Suitability of activities for the group o Taking into account the different abilities o Making the order of the activities effective o Equipment volume is appropriate to the number of participants in the group • Leading: o Appropriate amount of time spent on each activity o Keeping all participants motivated o Using the working space effectively o Adapting the session as needed when things were not going to plan o Appropriate positioning for effective communication to the group • Improvements that could be made: o Adaptations to activities to take into account different abilities o Planning for the next session • Opportunities to develop leadership skills: o Coaching/leadership courses • Helping with an extra-curricular club

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Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria descriptor words are further explained in Appendix B.

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 R185 – Topic Area 1: Key components of performance For individual activities		
MB1: 1–4 marks	**MB2: 5–10 marks**	**MB3: 11–14 marks**
Demonstrates **limited** application of skills and techniques as an individual performer in a sporting activity. Creativity, use of tactics/strategies/ compositional ideas and decision-making often shows **limited** accuracy and fluency. Ability to maintain performance is **inconsistent**.	Demonstrates **sound** application of skills and techniques as an individual performer in a sporting activity. Creativity, use of tactics/strategies/ compositional ideas and decision-making shows **some** accuracy and fluency. Ability to maintain performance with **some consistency**.	Demonstrates **comprehensive** application of skills and techniques as an individual performer in a sporting activity. Creativity, use of tactics/strategies/ compositional ideas and decision-making shows accuracy and fluency on **most** occasions. Ability to maintain performance is **consistent** and **confident**.
For team activities		
MB1: 1–4 marks	**MB2: 5–10 marks**	**MB3: 11–14 marks**
Demonstrates **limited** application of skills and techniques as a team performer in a sporting activity. Creativity, use of tactics/strategies/ compositional ideas and decision-making shows **limited** accuracy and fluency. **Limited** awareness of role within the team/ contribution and communication with the team.	Demonstrates **sound** application of skills and techniques as a team performer in a sporting activity. Creativity, use of tactics/strategies/ compositional ideas and decision-making shows **some** accuracy and fluency. **Some** awareness of role within the team/ contribution and communication with the team.	Demonstrates **comprehensive** application of skills and techniques as a team performer in a sporting activity. Creativity, use of tactics/strategies/ compositional ideas and decision-making shows accuracy and fluency on **most** occasions. **Clear and well-developed** awareness of role within the team/ contribution and communication with the team.

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Unit R185 – Topic Area 2: Applying practice methods to support improvement in a sporting activity		
MB1: 1–4 marks	**MB2: 5–10 marks**	**MB3: 11–14 marks**
The review of their performance is **basic**. Outlines strengths and weaknesses, with **limited** explanation. The application of practice methods is **basic** and addresses in a **limited** way the weaknesses where improvement is needed.	The review of their performance is **sound** in some aspects. Describes strengths and weaknesses with **some** explanation and justification. The application of practice methods is **sound** and **adequately** addresses the weaknesses where improvement is needed.	The review of their performance is **detailed** in most aspects. **Comprehensively** describes the strengths and weaknesses with in-depth analysis and justification. The application of practice methods is **considered** and **comprehensively** addresses the weaknesses where improvement is needed.

Unit R185 – Topic Area 3: Organising and planning a sports activity session		
MB1: 1–4 marks	**MB2: 5–10 marks**	**MB3: 11–14 marks**
Creates a **basic** plan which considers a **limited** number of requirements for an effective and safe sports activity session. Completes a **basic** risk assessment which considers **few** of the requirements for a safe sports activity session.	Creates a generally appropriate and **sound** plan which considers **some** of the requirements for an effective and safe sports activity session. Completes an appropriate and **adequate** risk assessment which considers **some** of the requirements for a safe sports activity session.	Creates a fully appropriate and **comprehensive** plan which considers **most** of the requirements for an effective and safe sports activity session. Completes an appropriate and **comprehensive** risk assessment which considers **most** of the requirements for a safe sports activity session.

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Unit R185 – Topic Area 4: Leading a sports activity session		
MB1: 1–4 marks	**MB2: 5–10 marks**	**MB3: 11–14 marks**
Follows a plan showing **limited** flexibility with the approach. Can make adaptations but is **dependent** on assistance. Demonstrates a **limited** range of relevant leadership skills and knowledge during a sports activity session. Is **dependent** on assistance to follow safe practice and to ensure equipment is used safely. Communication skills are **limited** and use of motivational techniques is **hesitant**.	Follows a plan and shows a **sound** ability to be flexible and adapts the plan on some occasions, with **some assistance**. Demonstrates a **range** of relevant leadership skills and knowledge during a sports activity session. Follows safe practice and ensures equipment is used safely **when assisted**. Communication skills are **adequate** and use of motivational techniques is **adequate**.	Follows a plan and can adapt it **confidently** and **independently**, as required. **Confidently** demonstrates a **wide range** of well developed, relevant leadership skills and knowledge during a sports activity session. **Independently** follows safe practice and ensures equipment is used safely. Communication skills are **effective** and use of motivational techniques is **clear** and **confident**.

Unit R185 – Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session		
MB1: 1–3 marks	**MB2: 4–7 marks**	**MB3: 8–10 marks**
Outlines a **few** areas that went well and did not go well in the planned sports activity session. **Briefly** outlines a **few** areas that needed to be adapted in the planned sports activity session. Makes **basic** suggestions for altering the plan going forward.	Describes **some** areas that went well and did not go well in the planned sports activity session. Describes **some** areas that needed to be adapted in the planned sports activity session. Shows **some** reflection and analysis when altering the plan.	**Comprehensively** describes **most** areas that went well and did not go well in the planned sports activity session. **Comprehensively** describes **all** areas that needed to be adapted in the planned sports activity session. Shows **detailed** analysis when altering the plan, with **justified** suggestions.

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Assessment guidance

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- One individual and one team activity.

Please see the OCR website for the approved list of activities for this unit.

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

Tasks	Assessment guidance
Task 1	• Assesses your students' practical skills in two selected sports. This should be your students' own work. Students will undertake a period of designated time practicing, performing and improving their skills in both activities.
Task 2	• Assesses your students' review of their own skills performance, and their identified method(s) for improvement in two skills for one selected sporting activity (activity). They will apply these practically to a number of sessions and measure any improvement.
Task 3	• Assesses your students' planning and understanding of activity sessions. Students must create a plan for the selected activity that includes: organisation's safety requirements, completing a risk assessment and objectives for the activity. We have provided a risk assessment template for you to give to your students.
Task 4	• Assesses your students' leading of their planned activity session. You must complete an observation record for the activity. Students must show how they have followed their plan and shown flexibility in their approach. Students should demonstrate their leadership and communication skills and follow safe practices.
Task 5	• Assesses your students' evaluation of planned activity session. This should include strengths and areas that need improving, adaptation to your plan, 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 R184.

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

This unit and topic area		Unit R184: Contemporary issues in sport	
Topic Area		**Topic Area**	
2	Applying practice methods to support improvement in a sporting activity	5	The use of technology in sport
4	Leading a sports activity session	2	The role of sport in promoting values

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.

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4.4 Unit R186: Sport and the media

Aims

Sport uses the media to promote itself and in turn the media uses sport to sell its products. Opinions are moulded, role models created or rejected, and sports performers can be made into celebrities. However, the increased exposure of sports and performers may not always be a positive experience.

Rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wishes. You will learn how this can be a good thing in some cases but not so good from other points of view

In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.

R186: Sport and the media

Topic Area 1: The different sources of media that cover sport

Teaching content	Exemplification
1.1 Distinguish between different media sources and how they cover sport	
1.1.1 Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want: □ Social networking □ Media sharing sites □ Live streaming and technology on the move □ Websites/blogs	Examples of specific and current examples may include: • Social and digital media – different source types for example Twitter • Streaming sites – for example YouTube • Technology on the move – tablets and phones • Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog
1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources: □ TV □ Radio □ Podcasts	Examples of different providers of TV and programmes may include: • TV – Freeview, SMART TV and subscription services • Radio – specific sport internet streaming services and radio providers • Podcasts – iTunes, Amazon Music; That Peter Crouch Podcast
1.1.3 Print media sources and their role as traditional media sources in comparison to other media sources: □ Newspapers □ Magazines □ Books	Examples as illustrated below may include: • Newspapers – Broadsheet, tabloids • Magazines – Monthly subscriptions • Books – History, skill books

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R186: Sport and the media

Topic Area 2: Positive effects of the media in sport

Teaching content	Exemplification
2.1 The positive relationship between the media and sport	
2.1.1 Participation: □ How the media can help promote sport to increase awareness and improve participation levels □ Inspiring others to participate □ Creating and adopting role models	Examples may include: • Exposure and coverage more likely to inspire others to participate – grass roots increase (netball after Commonwealth gold, cycling after 2012 Olympic success) • 'Influencers' through social networks • How this exposure and coverage might remove some barriers to participation
2.1.2 Raising profile of the sport: □ How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry □ Sports initiatives that seek to increase participation □ Promotion of an active, healthy lifestyle	Examples may include: • Initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives • Rise in home health and fitness industry – online, live and on demand fitness classes
2.2 Positive impacts of the media in sport	
2.2.1 Education: □ Exposure for emerging and minority sports □ Continued education of performers and spectators in emerging sports and changes to existing sports	To include: • Examples of emerging/new and minority sports – such as handball, walking football • Increase in media sources – this increases exposure and wider demographic reached so new initiatives are easily promoted • Education/changes: rules, new technologies, new variations to attract more spectators and participants

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R186: Sport and the media

Teaching content	Exemplification
2.2.2 Revenue: □ Relationship between sport and the media, how they use each other to promote themselves and increase revenue □ Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources □ Sport as a commodity – revenue created for some sports. Influence of owners and investors □ The importance of the relationship between sport, the media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry	To include: • Sport using the media to sell itself, the media uses sport to sell newspapers, TV channels, many sports are dependent on media money as source of revenue • Sport changing rules and adapts competitions to attract spectators and media coverage (e.g. 20/20 cricket) • Owning teams, merchandising (e.g. Premier league) • Sport being a lucrative business (involvement of sports promoters/agents) • Revenue sources e.g. Lottery grants To include promotional opportunities: • How sport performers promote themselves and their sport using social networks • How clubs and sports facilities can promote themselves through media sources. (Sponsor named competitions, e.g. Gallagher Premiership rugby league) • Individuals performers have sponsors/ endorsements • Sponsors of major events (e.g. Olympics)

Topic Area 3: Negative effects of the media in sport

Teaching content	Exemplification
3.1 A range of negative effects of the media on sport in relation to spectators and live sport	
3.1.1 External factors affecting decline in live spectatorship	To include: • Effect on clubs and surrounding communities; Pay Per View (PPV), live streaming, social networks, increased technology and multiple devices • Links between gambling online and attendance at live sports events
3.1.2 Ethical appropriateness of sponsors	Examples may include: • Gambling logos: might this be banned? • Alcohol sponsors: American National Football league • Formula1: tobacco being banned since 2005 • Ethical sponsors: fast/junk food, energy drinks • Individual athletes: diet/supplement products

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R186: Sport and the media

Teaching content	Exemplification
3.1.3 How the media is assisting a widening wealth divide in sport	Examples may include: • Premiership football: agents' fees for top transfers, wages, TV rights – compared to lower leagues and other sports • Gender divide in earnings • Divide between top sports and 'growing'/minority sports
3.1.4 Impact of wider global issues on sport/ performers and spectators	Examples may include: • Reduction in live spectator sport due to current affairs (e.g. pandemics) • Major competition hosts - travel restrictions or different time zones/climates
3.1.5 Media demands affecting sport fixture scheduling	Examples may include: • Christmas calendar for Premiership football • Major events/tournaments – international breaks • Major event (World Cup) impact on leagues/ participants
3.2 Negative impacts of the media on sports and sports performers	
3.2.1 Coverage of inappropriate behaviour: □ On-field □ Off-field	Examples may include: • A broad range of media sources – one off or repeated poor behaviour is for all to see, up close, replayed, archived forever • Increase in deviant behaviours/disregard for sporting values (violence) and gamesmanship; diving, time wasting, sledging, off-field (Russia's Athletes, the sport of cycling drugs scandal and Saracens demotion for breaching wage cap in 2019) • Impact in society - aggression seen in football fans, aggression against officials at grass roots • Research examples of current sporting heroes. Examples from 2020 may include: o Sir Bradley Wiggins o Danny Cipriani o Victoria Pendleton • How range of media sources make these people 'accessible'; trolling, fan pressure Different body types appropriate to different sports but not understood by the media (female strength athletes having a body type which is not usually promoted as the standard ideal of what a woman should look like)
3.2.2 Rejection of sporting heroes	
3.2.3 Scrutiny and criticism of participants: □ Performers □ Officials □ Leaders	
3.2.4 Increased pressure on athletes to look a certain way and links to mental health	

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Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria descriptor words are further explained in Appendix B.

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 R186 – Topic Area 1: The different sources of media that cover sport		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Demonstrates a **basic** understanding of the different media sources relevant to their club's sporting activity. Provides **limited** links to a **few** media sources and identifies how they might be used to provide information to their club's spectators. Gives **limited** recommendations of the media sources that would most benefit their club.	Demonstrates an **adequate** understanding of the different media sources relevant to their club's sporting activity. Provides **sound** links to **some** different media sources and provides a **range** of examples of how they might be used to provide information to their club's spectators. Gives **sound** recommendations of the media sources that would most benefit their club.	Demonstrates a **comprehensive** understanding of the different media sources relevant to their club's sporting activity. Provides **detailed** links to **most** of the different media sources and provides a **wide range** of examples of how they might be used to provide information to their club's spectators. Gives **clear and detailed** recommendations of the media sources that would most benefit their club.

Unit R186 – Topic Area 2: Positive effects of the media in sport		
MB1: 1–3 marks	**MB2: 4–7 marks**	**MB3: 8–10 marks**
Demonstrates **basic** knowledge of the positive impacts of the media in their club's sporting activity. Provides **limited** examples that demonstrate a **basic** evaluation of the relationship between their club's sporting activity and the media.	Demonstrates **adequate** breadth of knowledge of the positive impacts of the media in their club's sporting activity. Provides a **range** of examples that demonstrate an **adequate** evaluation of the relationship between their club's sporting activity and the media.	Demonstrates a **comprehensive** breadth of knowledge of the positive impacts of the media in their club's sporting activity. Provides a **wide range** of examples that demonstrate **detailed** evaluation of the relationship between their club's sporting activity and the media.
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
Provides a **limited** recommendation of a media source(s) to spend the lottery grant on.	Provides a **sound** recommendation as to which media source(s) to spend the lottery grant on.	Provides a **comprehensive** recommendation as to which media source(s) to spend the lottery grant on.

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Unit R186 – Topic Area 3: Negative effects of the media in sport		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Demonstrates **basic** knowledge of the negative impacts of the media in their club's sporting activity.	Demonstrates an **adequate** breadth of knowledge of the negative impacts of the media in their club's sporting activity.	Demonstrates a **comprehensive** breadth of knowledge of the negative impacts of the media in their club's sporting activity.
Limited reference to the ethical issues surrounding the use of media in their club's sporting activity.	**Some** reference to the ethical issues surrounding the use of media in their club's sporting activity.	**Clear and detailed** reference to the ethical issues surrounding the use of media in their club's sporting activity.
Provides **limited** examples that cover spectators, participants and their club's sporting activity.	Provides a **range** of local and national examples that cover spectators, participants and their club's sporting activity.	Provides a **wide range** of local and national examples that demonstrates **detailed** knowledge covering spectators, participants and their club's sporting activity.

Assessment guidance

Tasks	Assessment guidance
All Tasks	• All students need to select a sports club/sporting activity from the options provided; however it is possible that students may belong to the same club. 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.
Task 1	• Students evidence should be in the form of a written report.
Task 2	• Students will need to be taught each point and discuss relevant sporting examples. This could be a report that covers all aspects of the positive effects of the media in sport. In MB1 the students will probably only discuss how sport uses media to promote itself. In MB2 and MB3 – students should discuss both sides of the media relationship, so how sports uses media to promote itself and how the media uses sport (golden triangle etc.).
Task 3	• Students will need to be taught each point and discuss relevant sporting examples. This could be a report that covers all aspects of the negative effects of the media in sport.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R184. The following table details where these synoptic links can be found:

R186: Sport and the Media		Unit R184: Contemporary issues in sport	
Topic Area		**Topic Area**	
2	Positive effects of the media in sport	1	Issues which affect participation in sport
3	Negative effects of the media in sport	2	The role of sport in promoting values
		3	The implications of hosting a major sporting event for a city or country

More information about synoptic assessment within this qualification can be found in section 5.2 synoptic assessment.

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4.5 Unit R187: Increasing awareness of Outdoor and Adventurous Activities

Aims

Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. The UK is fortunate to have a variety of different terrains and facilities, from coastal areas, to lakes and rivers. We also have hills and mountains as well as cycling trails and 15 National Parks.

These activities do not need to be competitive and many groups of like-minded people plan activities in their recreational time to enjoy the natural environment around them. In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

For all topic areas and content below, please select outdoor activities from the Approved Activity Areas list. Please see the OCR website for the approved list of activities for this unit.

Unit R187: Increasing awareness of Outdoor and Adventurous Activities

Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK

Teaching content	Exemplification
1.1 The provision available for outdoor and adventurous activities both locally and nationally	
1.1.1 Referencing the National Governing Body (NGB) for additional information on the approved activity areas, as listed on the approved activities list and below: □ Water sports □ Trekking □ Camping □ Climbing □ Caving □ Cycling □ Snow sports □ Gliding □ Other land-based activities **1.1.2 Outdoor activity organisations (including NGBs)** □ National Sports Centres □ Voluntary Organisations □ Local Providers	To include: • NGB - each outdoor approved activity area will have an NGB with a website, and these should be used as points of reference. In some cases individual activities, within a category area may have their own NGB • National Sports Centres - examples include Holme Pierrepoint, Tollymore, and Plas y Brenin • Voluntary Organisations - for example Scouts, Guides, Cadet and Duke of Edinburgh • Local providers - includes local and commercial sports centre providers, such as (e.g. Go Ape)

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Unit R187: Increasing awareness of Outdoor and Adventurous Activities

Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities

Teaching content	Exemplification
2.1 Types of equipment to be used for participation	
2.1.1 The categories of equipment should include: □ Safety equipment □ Specialist equipment	Examples of categories as illustrated below, may include: • Safety equipment – lifejacket buoyancy aid for kayaking, helmet and harness for rock climbing • Specialist equipment – canoe and paddle for canoeing or a compass for orienteering
2.2. Types of clothing to be used for participation	
2.2.1 The categories of clothing types: □ Safety clothing □ Specialist clothing □ General items of clothing **2.2.2 These categories of clothing include:** □ Wetsuit/dry suit □ Footwear □ Gloves □ Hat □ Windproof jacket □ Jacket – waterproof, windproof □ Trousers – waterproof, windproof □ Wicking top □ Fleece □ Thermal clothing	Examples of categories as illustrated below, may include: • Safety clothing – specialist footwear (such as walking boots and rock shoes), as required for the activity to meet safety requirements • Specialist clothing – examples of the use of specialist clothing could include: o Water sports – appropriate use of wetsuits o Snow sports – appropriate use of snowshoes or skis, helmet • General clothing – that the participant could provide themselves such as wellington boots for use when gorge walking, sports clothing for assault course participation or trainers for certain water sports, as well clothing such as windproof/ waterproof jackets
2.3 Types of technology that can enhance participation or safety	
2.3.1 Different categories of technology include: □ GPS and signalling devices □ Light weight equipment and clothing □ Waterproof technology	Examples may include: • GPS and signalling devices – electronic maps, personal beacons, emergency position radio beacons • Transport – snow mobiles, over land vehicles • Waterproof technology – communication devises, casing for technology; watch or Activity Tracker

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Unit R187: Increasing awareness of Outdoor and Adventurous Activities

Teaching content	Exemplification
2.3.2 The role of technology in terms of: □ Access and transportation □ Comfort □ Safety □ Communication □ Information	Different types of technology and their safety purpose for participants, examples may include: • Comfort - reduced weight of equipment and properties of clothing which minimises the risks of exhaustion • Safety - to include information on how technology can keep participants safe, this can include rescue scenarios and contacting emergency services • Communication – signalling devices • Information – weather reports, location information and maps
2.4. Types of terrain and environment	
2.4.1 The different types of terrain/man-made environments include: □ Lakes □ Rivers □ Sea □ Canals □ Forests □ Moorlands □ Mountainous areas □ National Parks □ Quarries □ Crags □ Trails – walking, cycling, orienteering □ Snowdomes □ Dry ski slopes □ High ropes courses □ Gorges	Why the activities need specific types of terrain for participation. This should include: • Research on the different types of terrain each outdoor activity area needs. This can include both natural and man-made environments • Consideration of any particular terrain needs for each activity group • Any specific climate requirements

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Unit R187: Increasing awareness of Outdoor and Adventurous Activities

Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity

Teaching content	Exemplification
3.1 Key considerations when planning an outdoor activity in a specified location	
3.1.1 Key considerations to include: □ Health and Safety □ Personnel □ Licensing □ Supplies □ Location □ Timing of activity □ Shelter □ Contingency plan	To include: • Health and Safety – activity that is suitable for the participants; requirement for a first aider • Personnel – ratio of leaders, qualifications of leader • Licensing – the licencing requirements of the activity centre/location • Supplies – appropriate nutrition for duration of the activity, including ideal foods/fluids to take with you • Location – terrain suitable for the experience of the participants and the activity • Timing of activity – duration; time of day • Shelter – overnight accommodation requirements; requirement for shelter from adverse weather • Contingency plan – consideration of alternative route(s)
3.2 Outdoor activity risk assessment	
3.2.1 Risk assessment to include: □ Personnel □ Unstable terrain □ Inappropriate equipment □ Inappropriate clothing □ Unforeseen weather □ Poor organisation □ Getting lost □ Animals □ Insects	Outdoor activity planning needs to include a risk assessment identifying potential hazards and managing the risk during the activity, may include: • Unstable terrain - awareness of potential terrain that could cause injury, or change due to environmental or climate changes • Inappropriate equipment - checking equipment for damage • Inappropriate clothing - considering the activity being completed, such as not wearing jeans when skiing • Animals - be mindful of wildlife in activity area location • Insects - hazards of bites and stings
3.3 Emergency procedures plan	
3.3.1 Emergency procedure plan to include: □ First aid □ Rescue	To include an emergency procedures plan for the approved activity areas and consideration of the locations the activity would take place in Plans should include action to be taken in the event of: • First aid - an injury/illness • Rescue - including how communication/contact will be made and maintained

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Unit R187: Increasing awareness of Outdoor and Adventurous Activities

3.4 Demonstrate appropriate skills in outdoor activities	
3.4.1 For outdoor activities it is essential to demonstrate: □ Safe practice □ Communication skills □ Decision-making skills/problem solving skills □ Identifying and clarifying any issues □ Team-working skills	To include: • Safe practice - following instructions, awareness of emergency procedures, ensuring correct clothing/ equipment • Communication Skills - verbal, non-verbal, specific activity terminology • Decision-making skills/problem solving skills • Identifying - clarifying any issues, gathering facts and the cause of any issues, generating possible solutions, comparing pros and cons of options, selecting best option to resolve any issues • Team-working skills - reliability, active listening, active participation, collaborative working, treating others with respect

Topic Area 4: Evaluate participation in an outdoor and adventurous activity

Teaching content	Exemplification
4.1 Evaluate participation of outdoor activity	
4.1.1 How to evaluate the completed activity in terms of: □ What aspects went well □ What aspects could be improved	
4.2 Evaluate the value of participating in outdoor activities	
4.2.1 Evaluate the value of participating to include: □ Mental benefits □ Physical benefits □ Social benefits	To include: • Mental benefits - include self-confidence, enjoyment, motivation, problem solving, challenging • Physical benefits - include health and fitness, outdoors, fresh air, sunlight • Social benefits - include communication, team working, problem solving

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Marking criteria

Section 6.4 provides full information on how to mark the NEA units and apply the marking criteria. The marking criteria descriptor words are further explained in Appendix B.

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 R187 – Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK		
MB1: 1–2 marks	**MB2: 3–4 marks**	**MB3: 5–6 marks**
The outdoor and adventurous activity areas are **briefly** outlined. May give examples regarding regional provision.	The outdoor activity areas are described with **some** relevant examples given, regarding regional provision.	The outdoor activity areas are described with **clear** and relevant examples given, regarding regional provision.
The outdoor and adventurous activity areas are **briefly** outlined. They may give examples regarding national provision.	The outdoor activity areas are described with **some** relevant examples given, regarding national provision.	The outdoor activity areas are described with **clear** and relevant examples given, regarding national provision.

Unit R187 – Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Identifies a **limited range** of appropriate equipment and clothing required for each outdoor activity. May contain reasons why this clothing is required.	Identifies an **adequate range** of appropriate equipment and clothing required for each outdoor activity. Contains **some** reasons why this clothing is required.	Identifies a **wide range** of appropriate equipment and clothing required for each outdoor activity. Contains **clear and detailed** reasons why this clothing is required.
Produces a **basic** list of safety aspects and technology for safe and effective outdoor and adventurous activities.	Produces an **adequate** list of safety aspects and technology for safe and effective outdoor and adventurous activities.	Produces a **comprehensive** list of safety aspects and technology for safe and effective outdoor and adventurous activities.
Shows a **limited** awareness of the impact of terrain, environment **or** climate on the outdoor and adventurous activities.	Shows **some** understanding of the impact of terrain, environment **and/or** climate on the outdoor and adventurous activities.	Shows **clear** understanding of the impact of terrain, environment **and** climate on the outdoor and adventurous activities.

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Unit R187 – Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity		
MB1: 1–4 marks	**MB2: 5–8 marks**	**MB3: 9–12 marks**
Produces a **basic** plan, including a risk assessment, which considers **limited** requirements for an effective and safe outdoor and adventurous activity session.	Produces an appropriate and **sound** plan, including a risk assessment, which considers **some** of the requirements for an effective and safe outdoor and adventurous activity session.	Produces an appropriate and **comprehensive** plan, including a risk assessment, which considers **most** of the requirements for an effective and safe outdoor and adventurous activity session.
Demonstrates a **limited** range of relevant skills and knowledge during an outdoor and adventurous activity.	Demonstrates an **adequate range** of relevant skills and knowledge during an outdoor and adventurous activity.	**Confidently** demonstrates a **wide range** of **well developed**, relevant skills and knowledge during an outdoor and adventurous activity.
Cares for and uses equipment in a **limited** way and is **dependent** on the activity leader to follow safe practice.	Cares for and uses equipment in an **adequate** way and is **assisted** by the activity leader when necessary to follow safe practice.	Cares for and uses equipment in an **effective** way and follows safe practice **independently**.

Unit R187 – Topic Area 4: Evaluate participation in an outdoor and adventurous activity		
MB1: 1–3 marks	**MB2: 4–7 marks**	**MB3: 8–10 marks**
Outlines a **few** areas that went well **and/or** not so well in the outdoor and adventurous activity.	Discusses **some** areas that went well and not so well in the outdoor and adventurous activity.	**Comprehensively** discusses the areas that went well and not so well in the outdoor and adventurous activity.
Outlines **few** benefits from participation in the outdoor and adventurous activity they undertook.	Describes **some** of the benefits from participation in the outdoor and adventurous activity they undertook.	Describes **most** of the benefits from participation in the outdoor activity they undertook.
Outlines how benefits can encourage participation, providing **limited** reasons as to why they are of value to an individual.	Describes how the benefits can encourage participation, providing a **range** of reasons as to why they are of value to an individual.	Explains how the benefits can encourage participation, whilst providing a **wide range** of reasons as to why they are of value to an individual.

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Assessment guidance

Task	Assessment guidance
Tasks 1 and 2	• It is expected that Topic Areas 1 and 2 will be evidenced by a written report. Your student should use their research, information and participation of outdoor activities, along with reference to National Governing Body websites, to show their understanding of what provision is available for activities in their region and nationally. They also need to show why specified clothing, equipment, technology, and terrain is used in the activities. • All students in the same centre will have access to the same local provision; however students may use the same activity areas regionally, we would not expect to see this in the national provision. Regional and national distance guidance: • Regional distance is within 100 miles of your Centre. • National distance is further than 100 miles of your Centre.
Task 3	• It is likely that your students will be using a licensed activity centre for Topic Area 3. If this is the case, prior to attending they should research the facility they will be using and create a plan related to one of the activities they will be participating in. It is accepted that the activity will be led by qualified and suitable instructors, this may include your teachers, external instructors, or the activity leader at an activity centre. This topic will be partly assessed using templates for the risk assessment and using a teacher observation sheet. You should use the templates provided by OCR. • In exceptional circumstances, when participating, this may be a different activity to the one students' have completed a plan and risk assessment for.
Task 4	• It is expected that Topic Area 4 will be evidenced by a written report and the student needs to reflect on the benefits they have experienced from participating in the activity along with reflecting on the plan they devised in terms of effectiveness and any adaptations they needed to make whilst participating.

Synoptic assessment

Some of the knowledge, understanding and skills required when completing this unit will draw on the learning developed in Unit R184. The following table details where these synoptic links can be found:

This unit and topic area		Unit R184: Contemporary issues in sport	
Topic Area		**Topic Area**	
1	Provision for different types of outdoor and adventurous activities in the UK	4	The role National Governing Bodies (NGBs) play in the development of their sport
2	Equipment, clothing and safety aspects of participating in outdoor and adventurous activities	5	The use of technology in sport

More information about synoptic assessment within this qualification can be found in section 5.2 Synoptic assessment.

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5 Assessment and grading

5.1 Overview of the assessment

Entry code	Qualification title	GLH*	Reference
J829	**OCR Level 1/Level 2 Cambridge National in Sport Studies**	**120**	**603/7107/9**
Made up of three units: • Units R184 and R185 • And one other unit from R186 and R187.			

*the GLH includes assessment time for each unit

Unit R184: Contemporary issues in sport	
48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam	This question paper has three parts: • Section A – short answer questions focused on PO1 • Section B - includes PO1 and PO2, short and medium answer questions • Section C – includes PO2 and PO3, short and medium answer questions, and the final question is a PO3 extended response question.
Unit R185: Performance and leadership in sports activities	
48 GLH OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated	This set assignment contains 5 tasks. It should take approximately 16 GLH to complete.
Unit R186: Sport and the media	
24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated	This set assignment contains 3 tasks. It should take approximately 8-10 GLH to complete.
Unit R187: Increasing awareness of Outdoor and Adventurous Activities	
24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated	This set assignment contains 4 tasks. It should take approximately 8-10 GLH to complete.

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.

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If a student takes the exam in a series before their work for NEA units are submitted, this is considered as a 'practice' 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 R185, R186 and R187 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 R184 allows students to gain underpinning knowledge and understanding relevant to Exercise, Physical Activity, Sport and Health sector, and the Non Examined Assessment (NEA) units R185, R186 and R187 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.**

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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	R184	R185	R186/R187
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**

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The student's uniform mark for Unit R184 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							
	Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
200	180	160	140	120	100	80	60	**0**

On results day we will publish a marks calculator, for the specific series, on our website to help you convert raw marks/number of achieved criteria into 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 information regarding contemporary issues in sport
- Demonstrate **detailed** knowledge and **thorough** understanding of social factors that affect performance and participation in sporting activities
- Present information **clearly** and **accurately**, using a **wide range** of terminology
- Apply relevant knowledge, understanding and skills in a range of situations to plan and carry out a **wide range** of suitable activities and exercises that demonstrate personal ability in sporting activities completed safely, reviewing their activities and plans
- Demonstrate a **thorough** understanding of methods and practices to improve their own and others' performance 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**.

Performance descriptor – Pass at Level 2

Students will be able to:

- Recall, select and apply **sound** knowledge and understanding of information regarding contemporary issues in sport
- Demonstrate knowledge and understanding of social factors that affect performance and participation in sporting activities
- Present information **clearly** and with **some accuracy**, using a range of terminology
- Apply knowledge, understanding and skills in a range of situations to plan and carry out a range of activities and exercises that demonstrate personal ability in sporting activities, completing safely and reviewing their activities and plans
- Demonstrate a **clear** understanding of methods and practices to improve their own, and others' performance 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.

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Performance descriptor – Pass at Level 1

Students will be able to:

- Recall, select and apply knowledge and understanding of **basic** aspects of information regarding contemporary issues in sport
- Demonstrate **basic** knowledge of social factors that affect performance and participation in sporting activities
- Present **basic** information, using limited terminology
- Apply **limited** knowledge, understanding and skills to plan and carry out simple activities and exercises that demonstrate personal ability, with an awareness of the need for safety
- Demonstrate a **basic** understanding of methods and practices to improve their own, and others' performance in sporting activities
- Review evidence and draw **basic** conclusions
- Create material which demonstrates a degree of planning, development and evaluation and **limited** practical skills.

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6 Non examined assessment (NEA) units (R185 – R187)

This section provides guidance on the completion of the NEA units (R185, R186 and R187). 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 non-examination assessments (Vocational and Technical Qualifications). Please **do not** use JCQ's Instructions for Conducting Non-examination Assessments (GCE and GCSE Specifications) – these are only relevant to A Level and GCSE specifications.

Units R185 – R187 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, Cambridge Nationals, Cambridge Advanced Nationals or enrichment qualifications without having to seek approval for individual qualifications.

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 centre[1] 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 **Cambridge Nationals: Essentials for the NEA** online training, prior to assessment of the set assignment. This is available on-demand and accessed through Teach Cambridge or Cambridge OCR Train
- 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. You must make sure that students use the assignment that is live for the period during which they are taking their summative assessment.

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.

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- 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). This includes both assignments that are currently live or live assignments that have expired. 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
- 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, accurately recorded and adhere to the published deadlines
- assessment of set assignments must adhere to the JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) 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
    - 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
    - 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 from 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 for units R186 and R187 each year. New assignments will be released on 1st June. The content of the set assignment for unit R185 will not change annually but we will update the dates on the front cover in June each year.

You **must**:

- only download assignments from our secure website, Teach Cambridge and use the assignments for the assessment series shown on the front cover.
- have made entries for the series you are intending to submit the NEA work for.
- not share the set assignments with anyone from outside of your centre. These must only be shared with appropriate centre staff and students taking the assessments. (More information about maintaining the integrity of assessment materials is in the **JCQ document** General Regulations for Approved Centres General and Vocational qualifications.)
- make sure students know that they must not share assessment material or their own work with others, including posting or sharing on social media. (More information is in the **JCQ guidance** Information for candidates Using social media and examinations/ assessments.)

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The set assignment for R185 will be reviewed annually, which may result in it being withdrawn and replaced. We will give approximately 12 months' notice if the R185 set assignment is to be withdrawn and replaced, so that we do not disadvantage any students who have already started working on it.

Assessment of the set assignments must adhere to the JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

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
- use the correct live OCR-set assignment for summative assessment (the dates for which set assignments are live are shown on the front cover). These assignments are only available on **Teach Cambridge**.
- 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 under teacher supervision 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:
    - NEA work **must** be completed during normal curriculum time and supervised and marked by the teacher/assessor
    - 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
    - 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

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Before submitting a final mark to us, you can mark students' completed assignment work and allow them to repeat any element of the assignment, reworking their original evidence, provided the assignment is still live for use. We call this a reattempt. Students must have completed the whole assignment before you mark their work. Any feedback given to students on the marked work **must**:

- be factual: telling the student what you have observed, not what to do to improve their work.
- be recorded and available to the moderator (see section 6.3 Feedback).

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 reattempts of work where small changes have been made in response to feedback. Marking and feedback must not be an iterative process
- 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. We provide Sample Assignments for you to use for practice purposes
- Create or use 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 practice 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 under teacher supervision. 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 authentication statements.

6.2.2 Plagiarism (including AI misuse)

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 written material, the internet or Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications

Plagiarism (including AI misuse) makes up a large percentage of cases of suspected malpractice reported to us by moderators. Teachers must ensure students understand they must not include plagiarised work as evidence.

Plagiarism (including AI misuse) 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 (including AI misuse) 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

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- 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. We have also produced a poster about referencing and plagiarism which may be useful to share with students.

You must teach your students:

- to always reference or acknowledge material copied from the internet or other sources. This applies to infographics (graphical information providing data or knowledge) as well
- how to reference and explain why it's important to do it. They must:
    - use quote marks to show the beginning and end of the copied work
    - for website text, to list the html address and ideally the date they accessed the website
    - show the name of any AI source used and the date the content was generated for computer-generated content (such as an AI Chatbot)
        - retain a copy of the question(s) and computer-generated content for reference, assessment and authentication purposes (see JCQ Guidance for full requirements)
    - for other publications, to list the name of the resource/book/printed article and ideally the year in which it was published.
- to 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 **must** 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 sanctions applied for plagiarism (including AI misuse) could result in a warning, loss of marks or loss of aggregation or certification opportunity.

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.

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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.

If an individual student needs additional help or support because they are struggling to start a task or part of a task that is **critical to them accessing the rest of the task or assignment**, this **must** be recorded on the student's work and/or Unit Recording Sheet (URS) for our Moderator to see. In this situation, the student should **not** be awarded the marks for the work for which they received help.

Assessing completed work

When students have completed all their work on an assignment, you must assess it (mark it) and give feedback to them. Assessment should not be an iterative process. This means you must not assess work and give feedback on it in stages. You must only assess the work when the assignment is complete.

Feedback **must**:

- be supportive, encouraging and positive
- tell the student what has been noticed, not what you think (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 descriptor word 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 reviewing and suggesting realistic ways to improve your skill performance in one of your selected activities. Make sure that you have produced a detailed review which comprehensively describes the strengths and weaknesses. At present you have completed what can be considered an outline of these strengths and weaknesses. Your application of practice methods is sound and whilst it adequately addresses weakness for improvement, it does not meet the MB3 criteria for 'considered and comprehensive".
- 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

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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.

Informing students of their marks

When you have marked students' work, you must inform students of the marks achieved. **Before** you submit marks to us, you must provide enough time for:

- students to appeal the marks.
- you to complete a review and make changes if needed.
- you to inform students of the outcome of the review.

What improper assistance 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 improper assistance by the teacher:

- Prompts that instruct students to include specific detail in their work, such as, 'the programme you have written to lead for Football will not work, I would suggest using these drills or practices instead' or 'Why do you not include these extra bits on negative impacts of the media here.'
- Headings or templates that include examples which give all or part of what students have to write about or produce, such as a template of an evaluation with sub headings like: 'What did I do well?, What did I not do well?, Give three strengths of your performance

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 compliance@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.

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6.3.3 Candidate and teacher authentication

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

- **Each student** must sign an authentication form before submitting their work to you. By signing the form, they declare the work is their own and any assistance given and/or sources used have been acknowledged.

  It is your responsibility to make sure every student does this.

- **Teachers** must also sign the authentication form for each student to declare the work submitted is the student's own.

You must retain authentication forms in your centre until all reviews of results, malpractice investigations and appeals have been resolved.

The authentication form is on Teach Cambridge and the OCR website.

6.3.4 Group working

In general, we do not assess the skills associated with group work in this qualification and the OCR-set assignments will not include it. The exceptions to this are:

- R185 Performance and leadership in sports activities, where students may choose to participate in either individual or team activities, and appropriate marking criteria for their contribution to a team activity are supplied.
- R187 Increasing awareness of outdoor and adventurous activities, where students need to show awareness of the group's requirements when planning an activity.

If it is necessary to use group work within R186 and R187 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 assessment results for different teachers assessing on each occasion. Internal moderators must make sure that all teachers' assessment decisions are consistent.

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Safe and manageable

You must make sure that the assessment methods and approaches taken:

- are safe and manageable
- do not put unnecessary demands on the student
- are appropriate and in line with ethical standards and your centre's safeguarding responsibilities.

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

You and the student should plan observations together, but it is your 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 (where this may be permitted)
- 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 you record enough information about what you asked and how the student replied, to allow the assessment decision to be moderated.

6.3.6 Teacher Observation Records

It is a requirement that a teacher completes the Teacher Observation Record form located on our secure website, Teach Cambridge, **for units R185 and R187 (if chosen)** for each student as evidence of their performance and leadership. 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 (For example, for a record of performance or leadership within units R185 or R187).

Teacher Observation Records must be individual to each student and suitably detailed, to help moderators 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. Electronic signatures are acceptable. The signed form must form part of the students' evidence and be submitted with work requested for moderation.

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.

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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 Teach Cambridge
- 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. This could be the teacher who has delivered the programme or another person from the centre. The work is then externally moderated by our moderators. Assessment of the set assignments must adhere to the JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

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

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.

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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.

We provide a set assignment title on assignments for units R186 and R187. You should include this title on each Unit Recording Sheet (URS) in the scenario title field to help easily identify the assignment taken.

If you have given additional, more specific support or guidance to an individual student to get them started on a task, because they could not start a task or part of a task that was **critical to them accessing the rest of the task or assignment**, this **must** be recorded on the student's work and/or Unit Recording Sheet (URS) for our Moderator to see (see Section 6.3). In this situation, the student should **not** be awarded the marks for the work for which they received help, and the marks achieved must be adjusted appropriately. Recording this on the student's work and/or URS will help our Moderator to understand why the marks have not been awarded.

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.

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

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 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 us to improve the grade

We use the term '**resubmission**' when referring to student work that has previously been submitted to us for moderation. Following 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 series for which the assignment is live will be shown on the front cover of the assignment. We will not accept resubmitted work based on an assignment that is no longer live.

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

If students are resubmitting in a different academic year, they can use the evidence they produced for the previous year's assignment, but they will need to make any changes that are necessary so that the work meets the requirements of the new scenario and task. (In some cases, using work from a previous year's assignment could mean using it and only making minor changes because the evidence still meets the requirements of the new assignment.)

Students can also build on the work to improve it. All work for a resubmission must be completed under the required teacher supervised conditions and marked against the marking criteria. You must not over direct students on how to adapt/improve work to meet the requirements of the new assignment. You must adhere to all requirements relating to giving and recording feedback from sections 6.3 and 6.7.

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 set assignment feedback form, available on Teach Cambridge, 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.

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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 R184	Units R185 – R187
January	✓	✓
June	✓	✓

- First assessment for externally assessed unit R184 is January 2024.
- First assessment for NEA units R185-R187 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 R184 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

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- 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 Special Requirements Team.

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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.

7.6.1 Making estimated unit entries

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

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
R184	01	Written paper	Contemporary issues in sport
R185	01	Moderated – Upload	Performance and leadership in sports activities
R185	02	Moderated – Postal	Performance and leadership in sports activities
R186	01	Moderated – Upload	Sport and the media
R186	02	Moderated – Postal	Sport and the media
R187	01	Moderated – Upload	Increasing awareness of Outdoor and Adventurous Activities
R187	02	Moderated – Postal	Increasing awareness of Outdoor and Adventurous Activities

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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 Studies - certification code J829.

7.8 Unit and qualification resits

Students may resit the externally assessed unit R184. **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's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

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 – our free service for exams officers to download copies of students' completed question papers
- 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.

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Appendix A: Guidance for the production of electronic evidence

Structure for evidence

The centre-assessed (NEA) units in this qualification are units R185-R187. 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 (R185–R187), 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 .xlsb	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.

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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

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Appendix B: Command and descriptor 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	• Separate or break down information into parts and identify their characteristics or elements • Explain the pros and cons of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Annotate	• Add information, for example, to a table, diagram or graph until it is final • Add all the needed or appropriate parts
Calculate	• Get a numerical answer showing how it has been worked out
Choose	• Select an answer from options given
Circle	• Select an answer from options given
Compare and contrast	• Give an account of the similarities and differences between two or more items or situations
Complete	• Add all the needed or appropriate parts • Add information, for example, to a table, diagram or graph until it is final
Create	• Produce a visual solution to a problem (for example: a mind map, flowchart or visualisation)
Describe	• Give an account including all the relevant characteristics, qualities or events • Give a detailed account of
Discuss	• Present, analyse and evaluate relevant points (for example, for/against an argument)
Draw	• Produce a picture or diagram
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Explain	• Give reasons for and/or causes of • Use words or phrases such as 'because', 'therefore' or 'this means that' in answers
Fill in	• Add all the needed or appropriate parts • Add information, for example, to a table, diagram or graph until it is final
Identify	• Select an answer from options given • Recognise, name or provide factors or features
Justify	• Give good reasons for offering an opinion or reaching a conclusion
Label	• Add information, for example, to a table, diagram or graph until it is final • Add all the necessary or appropriate parts
Outline	• Give a short account, summary or description
State	• Give factors or features • Give short, factual answers

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Non examined assessment (NEA)

The tables below show the descriptor 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 descriptor word.

Mark Band (MB1) Words:

Descriptor word	Meaning
Basic	• 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	• Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	• The student can perform a task when given regular assistance or help
Few	• Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Hesitant(ly)	• Slow, uncertain, reluctant.
Inconsistent(ly)	• A level of performance which varies in quality over time.
Inefficient	• 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	• 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	• Includes very little in amount or quantity required.
Simple	• Includes a small number of relevant parts, which are not related to each other.
Superficial	• Work completed lacks depth and detail.

Mark Band (MB2) Words:

Descriptor word	Meaning
Adequate(ly)	• Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	• The student can perform a task with occasional assistance or help.
Part(ly)/Partial	• 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	• Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	• 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.

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Mark Band (MB3) Words:

Descriptor word	Meaning
Accurate(ly)	• Acting or performing with care and precision. • Correct in all details.
All	• 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)	• Focused and accurately expressed, without ambiguity.
Complex	• Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	• 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)	• Showing certainty over the information presented. • Showing certainty in actions performed.
Consistent(ly)	• A level of performance which does not vary in quality over time.
Critical	• Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
Detailed	• Gives point by point consideration of all the key information.
Effective	• 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	• 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)	• 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)	• The student can perform a task without assistance or reliance on others
Justify/Justified	• The reasons for doing something are explained in full.
Most(ly)	• Includes nearly all of what is expected to be included.
Perceptive	• Having or showing insight.
Specific	• Evidence is tightly focused on the individual or activity in question, rather than general or generic.
Well developed	• 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)	• Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

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