

Sample assessment material

Cambridge National in

Sport Science

**Cambridge OCR Level 1/Level 2 Cambridge National
in Sport Science**

J828

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

Version 3.0

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Introduction

This is sample assessment material (SAM). It is an example Cambridge OCR-set assignment that we publish alongside a new specification to help illustrate the intended style and tasks of our set assignments.

We also produce two further specific resources to support you with using this SAM:

- An assessment story where we explain the research we have undertaken during the development of the qualification and how consultation with teachers, students and schools has helped shape our assessment approach.
- A student guide to NEA assignments in which we provide a summary for your students of key points about their Cambridge OCR-set assignments, including the importance of avoiding plagiarism.

Summary of updates

Section	Change	Version	Date
Task 3	Task scenario and assessment criteria updated for clarity.	3.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 1/Level 2 Cambridge National in Sport Science Sample Set-Assignment

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

This document is designed to show you what to expect from a Cambridge OCR-set assignment for this unit. It **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes associated with this unit are:

- unit entry code R181
- certification code J828

The regulated qualification number associated with this unit is:

603/7106/7

Duration: Approximately 16 hours

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***Note** - The student tasks and advice are only included in Task 3 in this document. These will be included for all tasks in the live assignment.

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Information for Teachers

Using this Assignment

You must:

- familiarise yourself with the Assessment Guidance relating to the tasks. This is with the unit content in Section 4 of the [Specification](#).
- read and understand **all** the rules and guidance provided in Section 6 of the [Specification](#) **before** your students complete and you assess the set assignment.
- make sure that completion and assessment fully adhere to the rules and guidance provided in Section 6 of the [Specification](#).
- give students the [Student guide to NEA assignments](#) before they start the assignment.
- allow students approximately 16 guided learning hours (GLH) to complete all tasks.
- complete the [Teacher Observation Record](#) provided for Tasks 1, 2 and 3. You must adhere to the [guidance](#) given when completing it.

You must not:

- change or modify this assignment in any way.

Scenario for the assignment

The person profile in the scenario will change in each assignment. Tasks relating directly to the person will also change.

Fitness and how it affects skill performance

You have joined a local multi-sports academy and you have chosen to specialise in **two** sporting activities. The selected activities must be from the Approved Activity list (see the [OCR website](#)). As part of your induction, you have been asked to test and record your current fitness levels and demonstrate the relevance of your results to the requirements of your selected activities.

To do this and develop your own skills you will conduct and carry out standard fitness and skill based fitness tests, interpreting the results and applying this information in a practical manner to different skills within your selected activities.

The academy coach has also asked you to assist in educating a new member, Carly Wigton about goal setting, principles of training and the benefits of different training methods. You will need to show them how to apply these to improve their performance in the **one** activity detailed in their profile.

You will then design a fitness training programme to enhance your performance in **one** selected activity and evaluate the programme's effectiveness.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Important:

- You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification.
- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.
- You can use the [risk assessment template](#) provided for Task 4.
- No further templates have been provided for you to use; your teacher **should not** provide you with anything to complete. You are expected to structure your work for the other parts of this assignment yourself.

Your Tasks and Marking Grids

*Task 1 – Components of fitness applied in sport

Topic Area 1 is assessed in this task.

Your coach has asked you to conduct fitness tests to assess your own fitness levels.

Your task is to gain an understanding of your current level of fitness in both of your selected sporting activities ('activities'), which must be selected from the approved activity list.

The tasks for this will be based on you completing fitness tests for you to understand your current level of fitness for your selected sporting activity.

The tasks will be given in the live assignment. Examples of how tasks will appear are given in Task 3.

The evidence for this task **must be** a written report or presentation.

Your evidence could be supported with one or more of the following:

- Observation statements and/or filmed/photographic evidence.

Total marks for Task 1: 12 marks

Advice will be given in the live assignment. Examples of advice are given in Task 3.

Topic Area 1: Components of fitness applied in sport

MB1: 1-4 marks	MB2: 5-8 marks	MB3: 9-12 marks
<p>Fitness tests are briefly described with limited reference to the protocols.</p> <p>Includes limited data and briefly outlines what it means to their fitness for the activities.</p>	<p>Appropriate fitness tests are adequately described with sound reference to the protocols.</p> <p>Adequately analyses the data from each test and what it means to their fitness for the activities.</p>	<p>Appropriate fitness tests are described in detail with clear reference to the protocols.</p> <p>Comprehensively analyses the data from each test and what it means to their fitness for the activities.</p>

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

*Task 2 – Components of fitness applied in sport

Topic Area 1 is assessed in this task.

You need to understand how improving different components of fitness will help you improve your performance in both sporting activities ('activities').

The tasks for this will be based on you linking your skills in your selected sporting activity to each component of fitness.

The tasks will be given in the live assignment. Examples of how tasks will appear are given in Task 3.

The evidence for this task **must be** a written report or presentation.

Your evidence could be supported with one or more of the following:

- Observation statements and/or filmed/ photographic evidence.

Total marks for Task 2: 18 marks

Advice will be given in the live assignment. Examples of advice are given in Task 3.

Topic Area 1: Components of fitness applied in sport

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

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 3 – Apply principles of training in sport

Topic Area 2 is assessed in this task.

Carly Wigton has joined the multi-sports academy and would like to develop knowledge of training methods and SMART goal setting. Carly's current client profile, provides the following information to assist you:

Name	Carly Wigton
Gender	Female
Age range	20-25
Height	5ft 7inch (173cm)
Weight	9 st 2 lbs (58.4 kg)
Sporting and activity profile	<p>Active lifestyle – Above 2 hours 30 minutes per week, this includes:</p> <ul style="list-style-type: none"> • 1 basketball match • 1 training session with their team <p>Local league basketball player aiming to be selected for the regional team</p>
Programme aim	Improve cardiovascular endurance in order to maintain performance levels throughout a basketball game

You need to present to Carly about the different training methods, the benefits, and how they target different components of fitness.

Your task is to gather information on the SPOR and FITT principles, different methods of training and the use of SMART goal setting and create a presentation that **must** include the differences between aerobic and anaerobic exercise, using examples of each.

In relation to basketball and Carly's specific training programme goals, you must:

- Discuss how the principles of training (SPOR and FITT) and SMART goals can be applied to the Carly's training programme
- Describe the benefits and drawbacks of each training method
- Describe the differences between aerobic and anaerobic exercise.

The evidence for this task **must be** a written report or presentation.

Total marks for Task 3: 24 marks

Advice

- Research the different principles of training and SMART goal setting and how they are applied
- Know if the training methods are aerobic and anaerobic and discuss them in terms of intensity, duration and oxygen consumption for both
- Know the structure of each training method and how each can be adapted for use with different components of fitness
- Give practical application to all components of SMART in your selected activity.

Topic Area 2: Principles of training in sport

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

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

*Task 4 – Organising and planning a fitness training programme

Topic Area 3 is assessed in this task.

Your coach has asked you to produce a six-week fitness training programme to improve your performance for **one** selected sporting activity ('activity').

The tasks for this will be based on you planning and developing a fitness training programme for your selected sporting activity. It will include completing a risk assessment.

The tasks will be given in the live assignment. Examples of how tasks will appear are given in Task 3.

The evidence for this task is your written plan for one specific activity, including your risk assessment.

Total marks for Task 4: 14 marks

Advice will be given in the live assignment. Examples of advice are given in Task 3.

Topic Area 3: Organising and planning a fitness training programme

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

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

*Task 5 – Review own performance in planning and delivery of a fitness training programme

Topic Area 4 is assessed in this task.

Now you have completed the fitness training programme, your coach has asked you to evaluate how the programme went and how it could be improved for the future.

The tasks for this will be based on you evaluating your fitness training programme.

The tasks will be given in the live assignment. Examples of how tasks will appear are given in Task 3.

The evidence for this task could be in the form of a written report.

Total marks for Task 5: 12 marks

Advice will be given in the live assignment. Examples of advice are given in Task 3.

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

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

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Marking Criteria Words

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:

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

Mark Band (MB2) Words:

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

Mark Band (MB3) Words:

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

Teacher Observation Record

Please read the **guidance notes** on the following page before completing this form.

Student name:	
Qualification:	Cambridge OCR Level 1/Level 2 Cambridge National in Sport Science
Unit number and title:	Unit number: R181
	Unit title: Applying the principles of training: fitness and how it affects skill performance
Activity observed:	Task title: <<insert task title>>
	Task number: <<insert task number>>
Date activity completed:	
Additional evidence attached:	

TEACHER SECTION:	
<p>How did the student complete the activity? Your response must provide details of what the student did and how this relates to the relevant marking criteria.</p>	
STUDENT SECTION:	
I agree with my teacher's description of how I completed this activity.	Yes <input type="checkbox"/>
Additional student comments:	
Student signature:	Date: (DD/MM/YYYY)
Teacher name:	
Teacher signature:	Date: (DD/MM/YYYY)

Teacher observation record guidance notes

The class teacher and student being observed are responsible for completing this form.

The Teacher Observation Record is used by the teacher to detail their observation of a student completing an activity. In order to provide sufficient evidence, the completed form must give contextualised details of what the student did and how this relates to the marking criteria. Simply providing statements from the marking criteria is not acceptable. The evidence provided must be individual to the student.

The Teacher Observation Record is also used to show that the student agrees with the teacher's assessment of this activity.

The information given by the teacher must be shared with the student for the student to agree, or otherwise. If the student does not agree with the teacher's comments and links to the marking criteria, they must have the chance to talk about these further with the teacher to reach an agreed outcome **before** the work is submitted for moderation.

Both the teacher and student must sign and date the form to provide evidence of this agreement.

Additional evidence of the student completing the activity must also be provided with the form. The types of additional evidence that are acceptable are detailed in Tasks 1, 2 and 3.

Teacher observation records must:

- describe what the teacher observed the student doing
- include how well the activity was completed and the reasons for this evaluation
- include confirmation from the student that they agree with the comments and reasons
- be accompanied by additional evidence as required by Tasks 1, 2 and 3.

Teacher observation records must not:

- be a simple repeat of the grading criteria
- be completed by anyone but the teacher observing the activity and the student completing the activity
- be written by the student for the teacher to sign
- contain just a list of skills
- be used to evidence the achievement of a whole unit or task in isolation

Risk Assessment Template - Task 4

RISK ASSESSMENT - TASK 4

We will provide a Risk Assessment template that can be used.

SAMPLE

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