

Sample assessment material

Cambridge National in

Sport Science

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

J828

R183: Nutrition and sports performance

Version 2.0

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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
	New cover pages added. No other changes to the sample assignment.	2.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

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

Unit R183: Nutrition and sports performance

This is a sample Cambridge OCR-set assignment which should only be used for practice. This assignment **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 R183
- certification code J828

The regulated qualification number associated with this unit is:

603/7106/7

Duration: Approximately 8 - 10 hours

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SAMPLE

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 8 - 10 guided learning hours (GLH) to complete all tasks.

You must not:

- change or modify this assignment in any way.

Scenario for the assignment

Nutrition and sports performance

As part of your work placement at a local sports centre, you are going to assist a sports nutritionist in their role. Amir is attending the sports centre and has been appointed a fitness instructor and also has the option of seeing the sports nutritionist to evaluate his diet.

On occasions the fitness instructors will refer clients to the sports nutritionist if they feel that this will be beneficial for the client. In order to successfully assist the sports nutritionist in their role, you need to develop your knowledge of how nutrition affects sports performance and participation.

In order to complete this task, you will need to consider the sporting activity Amir is regularly participating in. You also need to consider how nutrition may alter before, during and after exercise in order to develop a personalised, balanced nutrition plan for Amir.

Amir's Client profile:

Name	Amir Stephens
Gender	Boy
Age Range	18 – 20
Height	5 ft 6 inch (168 cm)
Weight	9 st 6 lbs (59.9 kg)
Sporting Activity experience	Active - Between 60 and 150 minutes a week - A young local league hockey player on an Academy scholarship programme who is trying to increase muscle mass. His preferred training schedule includes elements of: <ul style="list-style-type: none"> • Aerobic activity - continuous training (running) - 3k run • Anaerobic activity - interval training - 5m sprint x 5, 10m sprint x 3, 15m sprint x 2 • Strength-based activity - body weight circuit – Include press ups and mountain climbers
Aim of the Nutrition plan?	Increase muscle mass

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.
- No 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 this assignment yourself.

Your Tasks and Marking Grids

Task 1 – The nutrients needed for a healthy, balanced nutrition plan

Topic Area 1 is assessed in this task.

In order to advise Amir about how nutrition can affect his sporting performance, you will need to ensure you have sufficient knowledge of the nutrients needed for a healthy, balanced diet.

Your task is to research and present your findings on what nutrients are and their food sources. You will need to include the role and characteristics of nutrients in a healthy, balanced lifestyle, and then apply this knowledge to Amir's sporting activity ('activity').

You **must**:

- Research the characteristics of a balanced nutrition plan for Amir's activity
- Outline the food sources of nutrients for Amir's activity
- Explain the role of nutrients within a healthy, balanced nutrition plan for Amir's activity.

You will present your findings to the sports nutritionist at your local sports centre.

The evidence for the task **must be** a written report.

Total marks for Task 1: 6 marks

Advice

- Ensure you identify not only what each nutrient is, but also link to the particular food sources for Amir's activity
- Ensure a variety of different food groups is explored
- Consider the variety of sources of nutrients and what their role is in a balanced, healthy eating plan for Amir's activity.

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

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

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

Task 2 – Identify the dietary requirements of various sporting activities

Topic Area 2 is assessed in this task.

The sports nutritionist requires you to consider nutrition before, during and after Amir's activities below:

- Aerobic activity - continuous training (running) = 3k run
- Anaerobic activity - interval training = 5m sprint x 5, 10m sprint x 3, 15m sprint x 2
- Strength-based activity.- body weight circuit – Include press ups and mountain climbers

You should build upon the information you have gathered in Task 1 and apply this knowledge to the three different types of activity.

Your task is to highlight why dietary requirements vary for these different types of activities. You should consider what types of foods would be ideal and which ones to limit for each particular type of activity.

You **must**:

- For Amir's sporting activity ('activity') for each activity type listed above
- Outline the dietary requirements for each activity:
 - An aerobic/endurance activity
 - An anaerobic/short Intense activity
 - A strength-based activity
- Explain how nutrition may alter before, during and after: Amir's performance for each activity.

The evidence for the task **must be** a written report.

Total marks for Task 2: 12 marks

Advice

- Consider not only what types of foods would be ideal for that particular type of activity but also whether these foods would be most effective, before, during or after exercise
- Consider not only what types of foods should be limited for that particular type of activity but also whether it would be detrimental, before, during or after exercise.

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

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

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

Task 3 – Develop a balanced nutrition plan for a sporting activity

Topic Area 3 is assessed in this task.

One of the fitness instructors has referred Amir on to the sports nutritionist. The fitness programme they have been working on with Amir is having limited results and they think that his diet may be a factor in this. Amir has produced a food diary to give the nutritionist an illustration of his current diet:

	Food Diary – Week 1						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	Nothing	Breakfast bar	Yogurt	Nothing	Chocolate muffin	Breakfast bar	Bacon sandwich
Lunch	Slice of pizza and chips	Ham sandwich	Chicken curry and rice	Ham sandwich	Slice of Pizza and chips	Nothing	Roast lamb, potatoes, carrots, and cabbage
Dinner	Pasta with tomato sauce and garlic bread	Fish fingers and beans	Burger and chips	Jacket potato and cheese	Chicken pie, potatoes, peas	Chinese takeaway	Egg sandwich
Snacks	Crisps	Chocolate bar & Biscuits	Jelly sweets	Nothing	Crisps and apple	Chocolate bar	Crisps and biscuits

	Food Diary – Week 2						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	Nothing	Toast and jam	Breakfast bar	Breakfast bar	Nothing	Sausage sandwich	Nothing
Lunch	Ham and cheese wrap	Slice of pizza	Noodles with spring roll	Ham sandwich	Chips	Cheese and onion sandwich	Roast pork, potatoes, carrots, and peas
Dinner	Hot dog, chips, and beans	Spaghetti Bolognese	Chicken and mayo sandwich	Vegetable curry and rice	Baked beans on toast	Fish and chips	Egg sandwich
Snacks	Biscuits	Apple and Chocolate bar	Crisps X 2	Nothing	Chocolate bar	Chocolate flapjack	Nothing

The sports nutritionist wants to check that you can write plans prior to sharing them with Amir.

Your task is to create a two-week balanced nutrition plan for Amir. In addition to this, you will need to consider how you might evaluate the plan and measure against the set goals for Amir.

You **must**:

- Create a two-week nutrition plan to suit Amir and his activity
- Clarify the nutrition plan's goals and how they will be measured to judge their effectiveness and adapted if necessary
- Using the goals set above, analyse the effectiveness of the plan and suggest areas to improve.

The evidence for the task **must be** your nutrition plan (original and adapted), which could be supported with annotations and/or written notes.

Total marks for Task 3: 12 marks

Advice

- Consider what foods the type of activity requires, applying understanding from previous tasks
- The two week nutrition plan should not consist of a one week nutrition plan being repeated.

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

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

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

Task 4 – How nutritional behaviours can be managed to improve sports performance

Topic Area 4 is assessed in this task.

The fitness instructors at the centre have asked the sports nutritionist if they can provide some information for Amir to use. This should reference how nutrition can be managed for positive effects on performance. It also needs to explain the detrimental effects of a poor diet on sports performance.

Your task is to produce some information which can be made available to Amir at the centre. This should be about the effects of overeating, undereating and dehydration on performance for Amir's sporting activity (activity).

You **must**:

- Discuss the effects of over-eating on sports performance, considering how nutrition can be managed for Amir's activity
- Discuss the effects of under-eating on sports performance, considering how nutrition can be managed for Amir's activity
- Discuss the effects of dehydration on sports performance, considering how nutrition can be managed for Amir's activity.

The evidence for this task **must be** provided in the form of written report.

Total marks for Task 4: 10 marks

Advice

- Ensure you consider the positive and detrimental behaviours that occur in nutrition management
- Ensure you focus on the effects on sports performance of under-eating, over-eating and dehydration. This could include physical performance as well as the impact on concentration levels for Amir's activity
- This task is not about how diet management can affect medical conditions.

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

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

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