

Sample assessment material

Cambridge National in

Sport Studies

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

J829

R185: Performance and leadership in sports activities

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
	New cover pages added. No other changes to the sample assignment.	3.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

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

Unit R185 – Performance and leadership in sports activities

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 R185
- certification code J829

The regulated qualification number associated with this unit is:

603/7107/9

Duration: Approximately 16 hours

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***Note** - The student tasks and advice are not included in this document. The Sample Assessment material for units R186 and R187 will help to show how we will format the student tasks and tips 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 and 4. 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

Developing your sports and leadership skills

You have been asked to assist with an after-school sports club in order to help junior performers to develop their skills.

Before you start, you need to develop your own skills and knowledge in a number of areas.

You will then plan and deliver a sports activity session and evaluate the whole process, including suggestions for any future improvements. The selected activities must be from the Approved Activity list (see the [OCR website](#)).

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 [log book templates](#) provided for Tasks 1 and 2, and the [risk assessment](#) and [session plan template](#) provided for Task 3.
- 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 – Key components of performance

Topic Area 1 is assessed in this task.

You want to develop your ability in **two** different sporting activities ('activities') suitable for after-school clubs. The activities, which should be selected from the Approved Activity list (see the [OCR website](#)), can be:

- Individual
- Team
- A combination of individual and team.

The tasks for this will all be based on your component of performance for your selected sporting activity.

The tasks will be given in the live assignment. Examples of tasks are in the assignments for the other units of this qualification.

The evidence for this task **must** include:

- Your teacher observation record.

The evidence for this task could also include:

- Filmed/photographic evidence.

Your evidence, including the teacher observation record, **must be** supported with one or more of the following:

- Logbook, record of participation, awards/ certificates, documentary evidence (e.g. results from competition).

Total marks for Task 1: 28 marks

Advice will be given in the live assignment. Examples of advice is in the assignments for the other units of this qualification.

There is a total of 28 marks available for this task. Each activity is marked out of 14. Use the appropriate criteria below for each sport activity.

Topic Area 1: Key components of performance

For individual activities

MB1: 1-4 marks	MB2: 5-10 marks	MB3: 11-14 marks
<p>Demonstrates limited application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making often shows limited accuracy and fluency.</p> <p>Ability to maintain performance is inconsistent.</p>	<p>Demonstrates sound application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency.</p> <p>Ability to maintain performance with some consistency.</p>	<p>Demonstrates comprehensive application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions.</p> <p>Ability to maintain performance is consistent and confident.</p>

For team activities

MB1: 1-4 marks	MB2: 5-10 marks	MB3: 11-14 marks
<p>Demonstrates limited application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows limited accuracy and fluency.</p> <p>Limited awareness of role within the team/ contribution and communication with the team.</p>	<p>Demonstrates sound application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency.</p> <p>Some awareness of role within the team/ contribution and communication with the team.</p>	<p>Demonstrates comprehensive application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions.</p> <p>Clear and well-developed awareness of role within the team/ contribution and communication with the team.</p>

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

*Task 2 – Apply practice methods to support improvement in a sporting activity

Topic Area 2 is assessed in this task.

You will need to be able to give the junior performers at the after-school sports club feedback and guidance to help them improve their skills. You decide to review your own performance in preparation for this.

The tasks for this will be all based on your skills improvement within your selected sporting activity.

The tasks will be given in the live assignment. Examples of tasks are in the assignments for the other units of this qualification.

The evidence for this task **must** include:

- Logbooks
- Written reports or presentations.

These could be supported with one or more of the following:

- Filmed/ photographic evidence, teacher observation record, record of participation, awards/ certificates, documentary evidence (e.g. results from competition).

Total marks for Task 2: 14 marks

Advice will be given in the live assignment. Examples of advice is in the assignments for the other units of this qualification.

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
<p>The review of their performance is basic.</p> <p>Outlines strengths and weaknesses, with limited explanation.</p> <p>The application of practice methods is basic and addresses in a limited way the weaknesses where improvement is needed.</p>	<p>The review of their performance is sound in some aspects.</p> <p>Describes strengths and weaknesses with some explanation and justification.</p> <p>The application of practice methods is sound and adequately addresses the weaknesses where improvement is needed.</p>	<p>The review of their performance is detailed in most aspects.</p> <p>Comprehensively describes the strengths and weaknesses with in-depth analysis and justification.</p> <p>The application of practice methods is considered and comprehensively addresses the weaknesses where improvement is needed.</p>

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

*Task 3 – Organising and planning a sports activity session

Topic Area 3 is assessed in this task.

You have been assigned a mentor and they have asked you to produce a plan for leading your own sports activity session which you will go on to deliver in task 4 and your tutor will authenticate. Your activity should be selected from the Approved Activity list (see the [OCR website](#)).

The tasks for this will be based on you planning for a sports activity session for your selected sporting activity.

The tasks will be given in the live assignment. Examples of tasks are in the assignments for the other units of this qualification.

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

Total marks for Task 3: 14 marks

Advice will be given in the live assignment. Examples of advice is in the assignments for the other units of this qualification.

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.	Creates a generally appropriate and sound plan which considers some of the requirements for an effective and 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 a basic risk assessment which considers few of the requirements for a safe sports activity session.	Completes an appropriate and adequate risk assessment which considers some of the requirements for a safe sports activity session.	Completes an appropriate and comprehensive risk assessment which considers most of the requirements for a safe sports activity session.

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

*Task 4 – Leading a sports activity session

Topic Areas 3 and 4 are assessed in this task.

You have planned your session and the students have arrived. Your teacher is going to observe your session and help you if necessary.

The tasks for this will be based on you carrying out your sports activity session for your selected sporting activity.

The tasks will be given in the live assignment. Examples of tasks are in the assignments for the other units of this qualification.

The evidence for this task could include:

- Filmed/ photographic evidence

Your evidence, including the teacher observation record, **must be** supported with your session plan and your risk assessment (from Task 3).

Total marks for Task 4: 14 marks

Advice will be given in the live assignment. Examples of advice is in the assignments for the other units of this qualification.

Topic Area 4: Leading a sports activity session

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

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

*Task 5 – Reviewing your own performance in planning and leading a sports activity session

Topic Area 5 is assessed in this task.

You have been asked to evaluate how the sports activity session went and how it could be improved for the future.

The tasks for this will be based on you reviewing how well your sports activity session went.

The tasks will be given in the live assignment. Examples of tasks are in the assignments for the other units of this qualification.

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

Total marks for Task 5: 10 marks

Advice will be given in the live assignment. Examples of advice is in the assignments for the other units of this qualification.

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

MB1: 1-3 marks	MB2: 4-7 marks	MB3: 8-10 marks
<p>Outlines a few areas that went well and did not go well in the planned sports activity session.</p> <p>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.</p>	<p>Describes some areas that went well and did not go well in the planned sports activity session.</p> <p>Describes some areas that needed to be adapted in the planned sports activity session. Shows some reflection and analysis when altering the plan.</p>	<p>Comprehensively describes most areas that went well and did not go well in the planned sports activity session.</p> <p>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.</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 Studies
Unit number and title:	Unit number: R185
	Unit title: Performance and leadership in sports activities
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 and 4.

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 the Tasks 1 and 4

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

Template for Task 2: Training programme Logbook

TRAINING PROGRAMME LOGBOOK – TASK 2

Candidate Name		Candidate number	
Activity			

Date of participation	Details of sessions and drills undertaken

NB. If more logbook entries are needed, increase the number of rows in the table.

Template for Task 3: Sports activity session plan

SPORTS ACTIVITY SESSION PLAN – TASK 3

We will provide a template that can be used for the sports activity session plan.

SAMPLE

Template for Task 3: Risk assessment

RISK ASSESSMENT - TASK 3

We will provide a template that can be used for the risk assessment.

SAMPLE

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