

Sample assessment material

Cambridge National in

Sport Studies

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

J829

R186: Sport and the media

Version 3.0

ocr.org.uk/cambridgenationals

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 1	Topic area 2: Assessment Criteria updated from Media Source to Media Source(s)	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 R186: Sport and the media

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 R186
- certification code J829

The regulated qualification number associated with this unit is:

603/7107/9

Duration: Approximately 8-10 hours

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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 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

Sport and the media

As a sports student at school, you were attracted to the course because you are a member of a local sports club, which specialises in one of the three areas below:

- Football
- Golf
- Tennis

You know that your club is preparing to undertake a study of its current media use and is looking at ways to improve this.

In preparation for this, you have to research the different sources of media that now cover your chosen sports industry. You will need to evaluate this media coverage of sport using only information you have gathered yourself.

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 the other parts of this assignment yourself.

Your Tasks and Marking Grids

Task 1 – Media coverage of sport

Topic Area 1 is assessed in this task.

You have been asked by your sports club to help investigate how the club can use the media for their events.

Your task is to research media sources relevant to the sporting activity your club is involved in and how your club uses them.

You **must**:

- Research a variety of digital and social media sources and traditional print and broadcast media that cover the sporting activity that your sports club is involved with
- Compare the different sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with
- Identify how your club and its sporting activity could use these different media sources
- Demonstrate how using the relevant media sources you have identified can improve your club's engagement with their spectators
- Recommend the most effective sources of the media to distribute information to spectators about your club's sporting activity.

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

Total marks for Task 1: 12 marks

Advice

- When looking at different media sources, use current examples across broadcast, digital/social and print aspects of the sport media
- Pictures would help illustrate your different media sources
- Your work **must** demonstrate your depth of knowledge of your club's sporting activity and explain how it uses different sources of media
- All of your work should be applied to a specific activity or local/national sports club.

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

MB1: 1-4 marks	MB2: 5-8 marks	MB3: 9-12 marks
<p>Demonstrates a basic understanding of the different media sources relevant to their club's sporting activity.</p> <p>Provides limited links to a few media sources and identifies how they might be used to provide information to their club's spectators.</p> <p>Gives limited recommendations of the media sources that would most benefit their club.</p>	<p>Demonstrates an adequate understanding of the different media sources relevant to their club's sporting activity.</p> <p>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.</p> <p>Gives sound recommendations of the media sources that would most benefit their club.</p>	<p>Demonstrates a comprehensive understanding of the different media sources relevant to their club's sporting activity.</p> <p>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.</p> <p>Gives clear and detailed recommendations of the media sources that would most benefit their club.</p>

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

Task 2 – Positive effects of the media in sport

Topic Area 2 is assessed in this task.

Your sports club has been awarded a National Lottery grant to raise its profile. They want to know how they can promote themselves better as a club to new participants, possible sponsors, as well as sharing events and club information with a wider audience.

Your task is to gather more information about the positive effects that media can have on your club's sporting activity and analyse its effect. You have to provide this information to share at your next club meeting. You do not necessarily have to 'present' this information yourself, so it **must be** suitable and detailed enough that someone else could.

You **must** research positive effects and provide examples from the media which will include:

- The relationship between your club's sporting activity and the media
- How your club's activity and the media use each other to promote themselves and increase sponsorship revenue
- How the media can promote the links between your sports club and the health and fitness industry
- Recommend how the club could raise its profile through the use of the media by using their lottery grant.

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

Total marks for Task 2: 16 marks

Advice

- Find current examples of the positive impacts of the media that are relevant to your club
- Remember to reference and use pictures if that helps illustrate your findings. You want your information to be interesting to the club
- Relate the information you find back to your club's activity and your local club
- Consider media impact in both a local and national context.

Topic Area 2: Positive effects of the media in sport

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

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

Task 3 – Negative effects of the media in sport

Topic Area 3 is assessed in this task.

Your sports club wants to educate their younger players about the negative effects of the media in sport.

Your task is to gather information about the negative effects the media can have on your club's sporting activity and its participants.

Your information will be used by the club to help them to better understand why they may wish to invest in some areas of the media over others.

You **must** research negative effects and provide examples from the media which will include:

- Effects in relation to spectators and live performance for your club's sporting activity
- Ethical issues surrounding the use of media in your club's activity
- Effects of the media on your club's activity and its participants.

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

Total marks for Task 3: 12 marks

Advice

- Find current examples of the negative effects of the media to that are relevant to your club
- Remember to reference and use pictures if that helps illustrate your findings
- Relate the information you find back to your club's activity
- Consider the media impact in both a local and national context.

Topic Area 3: Negative effects of the media in sport

MB1: 1-4 marks	MB2: 5-8 marks	MB3: 9-12 marks
<p>Demonstrates basic knowledge of the negative impacts of the media in their club's sporting activity.</p> <p>Limited reference to the ethical issues surrounding the use of media in their club's sporting activity.</p> <p>Provides limited examples that cover spectators, participants and their club's sporting activity.</p>	<p>Demonstrates an adequate breadth of knowledge of the negative impacts of the media in their club's sporting activity.</p> <p>Some reference to the ethical issues surrounding the use of media in their club's sporting activity.</p> <p>Provides a range of local and national examples that cover spectators, participants and their club's sporting activity.</p>	<p>Demonstrates a comprehensive breadth of knowledge of the negative impacts of the media in their club's sporting activity.</p> <p>Clear and detailed reference to the ethical issues surrounding the use of media in their club's sporting activity.</p> <p>Provides a wide range of local and national examples that demonstrates detailed knowledge covering spectators, participants and their club's sporting 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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