

**Sample assessment material**

**Cambridge National in**

# **Sport Studies**

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

**J829**

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

Version 4.0

[ocr.org.uk/cambridgenationals](https://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 3	Risk Assessment template added	4.0	June 2026

# Cambridge OCR-set Assignment

## Sample Assessment Material

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

Unit R187: Increasing awareness of Outdoor and Adventurous Activities

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 R187
- 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.
- complete the [Teacher Observation Record](#) provided for Task 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

## Outdoor and Adventurous Activities

Your Sports department wants you to explore what provision is available across a range of Outdoor and Adventurous activities, in order to encourage more people to take part. You have been asked to put together a proposal for your teacher for an Outdoor and Adventurous activity. Do this using the three Outdoor and Adventurous activities listed below:

- Pot-holing
- Wind surfing
- A selected activity that you are interested in.

The third activity must be selected from the approved activity list, and must be accessible for your centre to participate in.

If this proposal is accepted, the Sports department will then have the opportunity to put this plan into action.

You will need to gather information about the different types of outdoor and adventurous activities which are offered both regionally and nationally. You will then create a plan and a risk assessment for an activity. You will also participate in an activity demonstrating the knowledge and skills required. Finally, you will evaluate your own performance and the benefits of participation.

**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 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 – The provision for different types of Outdoor and Adventurous Activities

Topic Area 1 is assessed in this task.

Your teacher wants you to write a proposal about the provision for outdoor and adventurous activities within **three** different approved activity areas. You must include those that are available both regionally to you as well as nationally for:

- Pot-holing
- Wind surfing
- A selected activity you are interested in, from the approved activity list

For the above activities, **you must**:

- Research which of the above activities you could do within your region and where you could go
- Research where you could go nationally to take part in activities within your three areas
- Research the provision available from outdoor activity organisations both regionally and nationally for activities within your **three** areas.

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

Total marks for Task 1: 6 marks

### Advice

- Ensure a variety of outdoor and adventurous activities within your three activity areas that are available both regionally and nationally, are explored
- Remember that there are many different organisations that offer provision for your selected activities. These are all listed in Topic Area 1.1 of the specification.

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

MB1: 1-2 marks	MB2: 3-4 marks	MB3: 5-6 marks
The outdoor and adventurous activity areas are <b>briefly</b> outlined. May give examples regarding regional provision.	The outdoor activity areas are described with <b>some</b> relevant examples given, regarding regional provision.	The outdoor activity areas are described with <b>clear</b> and relevant examples given, regarding regional provision.
The outdoor and adventurous activity areas are <b>briefly</b> outlined. They may give examples regarding national provision.	The outdoor activity areas are described with <b>some</b> relevant examples given, regarding national provision.	The outdoor activity areas are described with <b>clear</b> and relevant examples given, regarding national provision.

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

## Task 2 – Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities

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Topic Area 2 is assessed in this task.

The next stage of your proposal is to demonstrate what the requirements are for the **three** activity areas:

- Pot-holing
- Wind surfing
- A selected activity you are interested in, from the approved activity list.

Your task is to consider what equipment may be required to take part and the purpose of the equipment. Clothing and safety aspects, including the use of technology, should all be included in your proposal for your teacher.

For the above three activity areas, you must:

- Consider what equipment is required in order to take part
- Ensure your proposal has covered the clothing required and why it is required
- Identify safety aspects, as well as any technology required
- Discuss the terrain, environment and climate required for the activity.

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

Total marks for Task 2: 12 marks

### Advice

- Make sure you identify what is everyday equipment compared to specialist equipment
- Consider that some of the activity areas may be dependent upon certain terrain, environment and/or a particular climate, and explain why that is.

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

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

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

## Task 3 – Plan for and be able to demonstrate knowledge and skills during an Outdoor and Adventurous Activity

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Topic Area 3 is assessed in this task.

Your teacher would like you to select **one** specific outdoor and adventurous activity from:

- Pot-holing
- Wind surfing
- A selected activity you are interested in, from the approved activity list.

Your task is to consider the location and develop a plan for carrying out and participating in the outdoor and adventurous activity of your choice. You need to consider personnel, specific clothing and equipment. You should also make sure you have produced a risk assessment, in order for the session to run safely.

You **must**:

- Write a plan for your selected activity, which takes into account the key considerations
- Include a completed risk assessment using the template provided
- Demonstrate relevant skills whilst participating in a selected activity
- Ask your teacher to complete a Teacher Observation Record for this task.

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

- Your written plan and risk assessment for your selected activity
- Your Teacher Observation Record of you participating in a selected outdoor and adventurous activity.

Total marks for Task 3: 12 marks

### Advice

- Ensure you have considered safe practice and ensure contingency is planned for
- In exceptional circumstances, when participating, this may be a different activity to the one you have completed a plan and risk assessment for.

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

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

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

## Task 4 – Evaluate your own performance and understand the value of participating in an Outdoor and Adventurous activity

Topic Area 4 is assessed in this task.

Your teacher would now like you to evaluate your participation in the completed activity.

Your task is to discuss the mental, physical and social benefits that would encourage others to participate in your completed Outdoor and Adventurous activity.

You **must**:

- Discuss what went well and not so well when you participated
- Describe the mental, physical and social benefits of taking part in this activity.

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

Total marks for Task 4: 10 marks

### Advice

- Discuss how participating in your activity was beneficial to you, mentally, physically and socially
- Consider how the benefits of participating in your activity encourage wider participation.

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

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

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
<b>Basic</b>	<ul style="list-style-type: none"> <li>Work includes the minimum required. It is a starting point but is simplistic and not developed.</li> <li>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.</li> </ul>
<b>Brief/Briefly</b>	<ul style="list-style-type: none"> <li>Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.</li> </ul>
<b>Dependent</b>	<ul style="list-style-type: none"> <li>The student can perform a task when given regular assistance or help.</li> </ul>
<b>Few</b>	<ul style="list-style-type: none"> <li>Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.</li> </ul>
<b>Hesitant(ly)</b>	<ul style="list-style-type: none"> <li>Slow, uncertain, reluctant.</li> </ul>
<b>Inconsistent(ly)</b>	<ul style="list-style-type: none"> <li>A level of performance which varies in quality over time.</li> </ul>
<b>Inefficient</b>	<ul style="list-style-type: none"> <li>Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.</li> <li>Work produced is a starting point rather than a developed process, concept or output.</li> </ul>
<b>Minimal</b>	<ul style="list-style-type: none"> <li>Includes very little in amount or quantity required.</li> </ul>
<b>Simple</b>	<ul style="list-style-type: none"> <li>Includes a small number of relevant parts, which are not related to each other.</li> </ul>
<b>Superficial</b>	<ul style="list-style-type: none"> <li>Work completed lacks depth and detail.</li> </ul>

## Mark Band (MB2) Words:

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

<b>Sound</b>	<ul style="list-style-type: none"> <li>Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed.</li> <li>Applies understanding and skills to produce the wanted or intended result in a way that would be useable.</li> </ul>
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**Mark Band (MB3) Words:**

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

<b>Well developed</b>	<ul style="list-style-type: none"><li>• The student evidences skills that are mature and well-practised.</li><li>• The student evidences knowledge or awareness that demonstrate solid underpinning understanding of the situation.</li></ul>
<b>Wide (ranging)</b>	<ul style="list-style-type: none"><li>• Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.</li></ul>

SAMPLE

# Teacher Observation Record

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

<b>Student name:</b>			
<b>Qualification:</b>	Cambridge OCR Level 1/Level 2 Cambridge National in Sport Studies		
<b>Unit number and title:</b>	Unit number: R187		
	Unit title: Increasing awareness of Outdoor and Adventurous Activities		
<b>Activity observed:</b>	Task title: Plan for, and be able to demonstrate knowledge and skills during, an Outdoor and Adventurous activity		
	Task number: 3		
<b>Date activity completed:</b>			
<b>Additional evidence attached:</b>			
<b>TEACHER SECTION:</b>			
<p><b>How did the student complete the activity?</b> Your response must provide details of what the student did and how this relates to the relevant marking criteria.</p>			
<b>STUDENT SECTION:</b>			
I agree with my teacher's description of how I completed this activity.			Yes <input type="checkbox"/>
Additional student comments:			
<b>Student signature:</b>		<b>Date:</b> (DD/MM/YYYY)	
<b>Teacher name:</b>			
<b>Teacher signature:</b>		<b>Date:</b> (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 the task.

## **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 of the task

## **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 3: Risk assessment

# RISK ASSESSMENT - TASK 3

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

SAMPLE

## Tell us what you think

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

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