

SPORT SCIENCE

Moderators' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in Sport Science

J828

For first teaching in 2022 | Version 1

R181-R183 Summer 2025 series

ocr.org.uk/cambridgenationals

Contents

Introduction	3
Unit 181 General overview	4
Comments by task.....	4
Task 1 – Components of fitness applied in sport	4
Task 2 – Components of fitness applied in sport	5
Task 3 – Apply principles of training in sport.....	6
Task 4– Organising and planning a fitness training programme	7
Task 5 – Evaluate own performance in planning and delivery of a fitness training programme	8
Unit R182 General overview	9
Comments by Task	10
Task 1 – Short-term effects on the cardio-respiratory and musculo-skeletal systems and how the use of technology supports different types of training activities	10
Task 2 – Long-term effects on the cardio-respiratory and musculo-skeletal systems and how the use of technology supports different types of training.....	10
Task 3 – The cardio-respiratory system and how technology supports sports activity and their intensities	11
Task 4 – the musculo-skeletal system and how technology supports sports activity and their movements	12
Unit R183 General overview	13
Comments by Task	14
Task 1 – Nutrients needed for a healthy, balanced nutrition plan.....	14
Task 2 – Applying differing dietary requirements to varying types of sporting activity	14
Task 3 – Developing a balanced nutrition plan for a selected sporting activity	15
Task 4 – How nutritional behaviours can be managed to improve sports performance.....	16

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation, and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our Cambridge Nationals suite are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

Unit 181 General overview

In this June 2025 series, it is very pleasing to see the vast majority of candidates and centres producing work that meets the requirements of the assignment and applying the principles of training and training methods to the profiled athlete in the set assignment, which was Anika.

R181 – Scenario for 2025

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

OCR support



[Approved sporting activity list](#)

Comments by task

Task 1 – Components of fitness applied in sport

Candidates need to describe full protocols of a battery of fitness tests. They should perform each of the tests to generate some data which could be compared to the normative data for their age group. The reliability of the data should be discussed with reference to what might make test scores unreliable, such as change in surface, footwear, weather constraints from one test attempt to another.

Candidates then need to write about their own test results and what this might suggest about their fitness and performance in their two sports from the approved activity list. Within the discussion, candidates can discuss whether the tests are valid for each sport, testing what is needed or not.

Most candidates are able to describe the test protocols well with the better responses including images to help the reader follow the test easily.

The candidates need to conduct the tests and display their data, comparing it with the normative data. The better responses do this test by test; however, some wait until the end of the task to present all test data in a table which is more difficult to track and link any discussion to.

The second section of the marking criteria is often not done comprehensively.

Misconception



For most students this second section becomes a duplicate of the requirements of Task 2 with candidates incorrectly discussing the components of fitness being tested and linking them to skills in their two sports.

Those accessing MB2 and MB3 have been able to discuss their data and what suggests about their fitness and performance in their two sports. For example, if a candidate has a poor score in the Cooper run, this measures cardiovascular endurance. In football this may mean they will tire easily during the 90 minutes and need to be substituted. They may lack control of the ball when dribbling while fatigued and possibly not maintain team formations, leaving gaps in the play. In their second sport of table tennis, this may have a different impact or importance in their play.

Task 2 – Components of fitness applied in sport

There are two parts to this task

Part 1 – This task asks candidates to link skills in their two sports to components of fitness.

The better responses are when candidates deal with each sport separately and create subheadings with skills for each sport. Under each skill heading, each of the components of fitness needed to be fit for that skill should be discussed in detail with examples.

For example, when passing a ball in football, the candidate may need the following fitness components: cardiovascular endurance if the pass follows a run/dribble, muscular strength, power, coordination, balance, reaction time to possible cues, speed and flexibility. To access MB3 this will need to be done so comprehensively.

Misconception



Responses which are often less detailed and less effective have the components of fitness as the headings and the skills are discussed for each sport.

Part 2 – This task is to devise two tests for one of their sports.

Research from Task 1 will give the candidates a good insight of tests, their protocols, validity and reliability and so the candidates should be able to devise their tests with this in mind.

The tests should only be for one of their sports but clearly be linked to testing components of fitness. Many adapt an existing test, for example, dribbling a ball during the agility run.

Misconception



Common candidate misconceptions are where the candidate devises one test from each of the two sports.

Another misconception is that the tests look more like drills and are described to suggest that repeated practice in the drill will improve the component of fitness over time.

The tests need to be completed by the candidates, and their data is to be recorded. This test data should suggest an implication about their fitness level and how that will impact their performance in the sport.

Best candidate responses have included data for themselves and their peers to generate a comparison and some form of 'normative' data. They then discuss what their result in their test implies about their current fitness level and hence their performance.

Misconception



Very few candidates have written about the impact of a poor or good score to their sports performance. Most have incorrectly either written only about the validity or reliability of the test itself, or once again discussed how the components of fitness link to skills in their sport.

Task 3 – Apply principles of training in sport

Name	Anika Ling
Gender	Female
Age range	22 years
Height	5.8ft (1.77m)
Weight	70.5kg (11st. 1lbs)
Sporting and activity profile	Moderately active lifestyle – Above 2 hours per week, this includes: • 1 badminton coaching session • 1 circuit training session • 1 interval training session. Local badminton player aiming to be selected for the county team.
Programme aim	Improve agility to help maintain a rally in competitive games.

Principles of training, SMART targets and training methods

Candidates need to be **very familiar** with the athlete/client in the relevant set assignment for this task.

Anika – badminton player Moderately active lifestyle – Above 2 hours per week, this includes:

1 badminton coaching session 1 circuit training session 1 interval training session.

Programme aim: Improve agility to help maintain a rally in competitive games.

There are two parts to this task.

Part 1 – This task asks candidates to apply principles of training and SMART targets to the client.

As above, information is given about Anika's current training and her aim, therefore discussion should be focused on this for SPOR, FITT and SMART.

For example, for Frequency of training, progressing this would mean training three or more hours.

Making the training specific and the target specific, candidates would need to link to improving agility.

Misconception



Many candidates incorrectly spend time writing about themselves and then only add a sentence or two about the client. However, all of the discussion should be about the client.

Those candidates accessing MB3 have made each area of discussion very detailed and specific to the client, providing several examples for each principle and target area.

Part 2 – Methods of aerobic and anaerobic training

Candidates should again focus their responses on the client. The current methods of training have been provided in the set assignment and so therefore these need to be included in the discussion along with other methods which may or may not be relevant to the client's sport and target.

Misconception



Again, many candidates write about their own training and then only add a sentence or two about the client whereas it should all be tailored to the client.

Also, candidates tend to add information about aerobic and anaerobic training as separate end paragraphs and often not linked to the client at all.

Those candidates who access MB3 have incorporated aerobic and anaerobic training into their discussion about each training method. For example, when discussing interval training, candidates have discussed how intervals can be adapted to suit elite sprinters when working on speed anaerobically but also for distance runners, working in more aerobic training thresholds. Some discussion is then included as to what kinds of interval training would be beneficial to help Anika improve agility to maintain competitive rallies. Comparisons are made about which of the training methods are appropriate and perhaps those which may be less appropriate and why.

Task 4– Organising and planning a fitness training programme

Principles of Training in Sport

Applied to candidate

This task asks candidates to use previously established fitness data, knowledge of principles of training, SMART targets and training methods to design a 6-week training programme for themselves. A risk assessment is also required.

Candidates generally produce sound plans with good discussion on their aim and SMART targets. They devise a timetable to follow over the time which links to their aim through their choice of training methods. They also apply FITT principles to progress their training over the weeks.

Those who have accessed the higher mark bands have included details and images about the exercises and specific training within the programme. For example, when stating that in a circuit training session, or weight training session they will do a particular exercise for 3 sets of 10 repetitions in week 1, they have detailed how to perform that exercise and included images and information about which weights are needed, as appropriate. The exercise is then clearly progressed over the time, by changing sets, repetitions and weights, or modifying the exercise further. These candidates have also retested their main components of fitness mid programme and at the end.

Misconception



The risk assessments are in general quite generic from most candidates. These tend to be relevant to any session with risks being identified such as hair needing to be tied up, jewellery removed and checking the pitch is free from debris. However, they are very rarely linked to the actual training programme, surfaces being used and equipment being handled.

Most candidates used the recommended risk assessment from the set assignment.

Those candidates who accessed MB3 for the risk assessment noted that some exercises needed a mat which could become a trip hazard. These exercises can lead to sweat falling on the mat which could become a slip hazard. When using weight, whether free weights or machines, the weights need to be checked that the correct weight is being attempted to avoid strained muscles if too heavy, or ineffective progress if too light. When lifting heavier free weights, a spotter may be required and so if the fitness gym is empty then some exercises may need to be avoided altogether.

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

Evaluate own performance in planning and delivery of your programme

Applied to candidate and linked to Task 4.

Candidates should refer to their programme aim to establish whether it has been successful or not and use their pre and mid/post test results to help them determine this. They should consider what had been strengths to their planning and performance within the programme and discuss areas they needed to adapt along the way. SPOR, FITT and SMART should be reflected on along with their chosen training methods. Candidates then should refer to any aspect of their plan they would change if they were to follow the plan again in the future.

Candidates were generally good at analysing their test data and discussing if they had made improvement in their programme aim. Most were quite complimentary of their original plan, discussing the correct choice of training method, exercises and weights to lift.

Misconception



Candidates did not often reflect much on any changes they may have made during the session, nor much on the changes they would make if they were to repeat the training. Most candidates made some comments about how they applied the principles but not much had been written about regarding the methods of training used. Comments were often limited to the fact that some exercises became boring, such as continuous training, or weight training.

Those candidates who accessed MB3 for this task had been comprehensive in each area of their evaluation, giving examples throughout. For example, candidates perhaps commented on how they had used continuous running but had not factored in how crossing roads and waiting for traffic lights to change would impact their times and pace. Therefore, they would plan routes which avoided busy roads.

Others had commented that they had not worked hard enough during their sprint intervals and so they did not get their heart rate up into the anaerobic zone often enough to cause adaptations to occur.

Others said that they had made their circuit session too difficult by placing several arm stations one after the other and so had to rearrange their exercise order to allow for more active rest on muscle groups. This meant they could apply their progressions from week to week appropriately.

A few suggested they would change the training method completely with reasons as to why they believed this would be a good move.

They also commented that focussing on just a few components of fitness within the plan had affected other components of fitness, both positively and negatively, discovering this in their fitness testing.

They discuss how their new fitness levels may impact their performance in the chosen sport.

Unit R182 General overview

It is pleasing to see that much of the work submitted for this June 2025 series matched the requirements for the assignment. While candidates have been clearly taught the background information on the structure and functions of the body systems, they have pleasingly not been tempted to include all of this work in their task responses. Rather, they have tailored their work and applied it well to the set assignment scenario and sport. As to how much detail and examples candidates have used depended on how successful they were.

Unit R182 - Scenario focus for 2025

The body's response to physical activity and how technology informs this.

As part of your work with a local club you are going to assist the lead coach in delivering sessions to a variety of club members. In your preparations to assist them you need to develop your knowledge of how your cardio-respiratory and musculo-skeletal systems respond and adapt during short and long-term activity participation.

For this Scenario select from the following Training and Sport Activities, in the table below:

Training Activities	Sports Activity
Relevant to Activities 1 and 3	Relevant to Tasks 1, 2 and 3
Select an aerobic training activity of your choice. Examples could include: • Continuous steady state training • Interval training • Fartlek training • Circuit training session – (1 minute's repetitions of – press ups, lunges, sit up, tricep dips, squats, star jumps, step ups, crunches, alternate leg and burpees).	Select a sports activity from the list below: • Tennis • Rugby • Badminton.

You have also been asked to look into the technology that is available to you as both a performer and to assist the lead coach. This will help to monitor both your cardio-respiratory and musculo-skeletal systems and inform how your performance can be improved.

Comments by Task

Task 1 – Short-term effects on the cardio-respiratory and musculo-skeletal systems and how the use of technology supports different types of training activities

The body's response to physical activity and how technology informs this.

Short-Term Effects

Linked to one of the three sports from the set assignment.

Activity ideas to use for this task are given in the set assignment.

Candidates are required to use techniques to establish pre-exercise data. They should then take part in a short exercise session, as per the set assignment. The current choice of exercises gives a large scope for candidates to complete some exercise individually or as a class in lessons. The candidates should then immediately retest themselves to have data to help them describe the short-term effects of exercise on the given body systems. The descriptions should be linked to one of the three sports from the set assignment. There was a mix with each of the three sports being selected across the centres.

Misconception



Many candidates did not fully refer to this in their discussion on short-term effects. The work seemed to read as a discussion on short-term effects from the specification, with a short link to their data. Many candidates had also not indicated exactly what they had done as part of their exercise. Some who had described it seemed to have completed a version of anaerobic exercise despite the set assignment asking for an aerobic session to be carried out. Many candidates had only gathered data for a few effects such as heart rate, breathing rate and redness of skin.

Most candidates gathered data before and after exercise and displayed this in a table.

Those candidates who accessed MB3 had been detailed about the different possible effects on each body system. They had made inferences about how even a small change in intensity would affect the systems. Each section written about had been linked to their chosen sport well with examples of what impact the effects might have on performance in that sport. They had gathered a wider range of data to help them discuss the possible effects on the systems and this was linked seamlessly into their written work as examples. Some found comparisons of elite athletes to add additional evidence of the effects.

Task 2 – Long-term effects on the cardio-respiratory and musculo-skeletal systems and how the use of technology supports different types of training

The body's response to physical activity and how technology informs this.

Long-Term effects

Linked to one of the three sports from the set assignment.

Candidates are required to carry out research to explain the adaptations to the body systems during long-term participation in the selected sporting activity from the set assignment. There are benefits and drawbacks to each system to consider.

Candidates had been able to write about the adaptations from the specification.

Misconception



Some candidates had incorrectly included some unnecessary information about the systems functions and structure without linking this information to the effects of long-term training.

Most candidates considered the benefits of the adaptations that might occur.

Those candidates accessing MB3 had linked every paragraph to the sporting activity and had given examples of what the effect may mean to a performer in that sport. They had considered the different durations and intensities of activities in training and how performance over time might be affected due to adaptations to the body systems. Candidates had comprehensively discussed the benefits of the adaptations that can occur with long-term participation and in addition had discussed some of the drawbacks of adaptations that can occur with long-term participation.

For future series, candidates could consider more purposefully these drawbacks as for those who do include information, they often are brief sentences and not always linked to the sporting activity and impact on training and performance.

The set assignment does advise that some form of data or examples from case studies could be used in the work and a few candidates have included data from having performed a training programme, with others having researched an elite athlete to provide information to cite in their discussions.

Task 3 – The cardio-respiratory system and how technology supports sports activity and their intensities

Cardio-respiratory system and technology

Research technology used to support activity

Linked to one of the three sports from the set assignment.

Candidates are required to research the technology that is available to performers in the selected sporting activity from the set assignment, considering beginner and elite athletes. The research should investigate how technology can help a performer and their coach by providing data as they warm up, train and perform to ascertain how effective they are in affecting the cardio-respiratory system.

The marking criteria is more weighted to responses for this task compared to that of Task 4, which considers technology for the cardio-respiratory system.

While there is not a long list of technology provided in the specification, this is an ever-growing area of sport science and so conducting the necessary research and using the prompts from the specification and marking criteria, candidates should be able to build on their knowledge and understanding of how science and technology is shaping sports performance.

Candidates have been able to research several sports technology tools to help provide some data regarding the cardio-respiratory system and many candidates explained these well in general terms.

Misconception



Some had alluded to there being 'information' generated for the athlete or coach but did not really elaborate on what this information was. Brief links to training activities and performance in the selected sport were made for each piece of technology.

Those candidates who accessed MB3 had been able to include in their discussion whether the technology was useful to a beginner or elite athlete, whether it was really only valid and reliable in a laboratory or field setting, whether there were cost implications and exactly what information it was providing to the athlete and their coach, stipulating what the athlete or coach may be able to adapt with the information. Benefits and drawbacks had been considered, although drawbacks were often the briefer of their comments.

For future series, candidates could make a more purposeful consideration of the different kinds of training athletes in their chosen sport may include in their programmes, including their differing intensities and how each piece of technology may or may not be useful across beginner and elite athletes. This was lacking in many responses.

Task 4 – the musculo-skeletal system and how technology supports sports activity and their movements

Musculo-skeletal system and technology

Research technology used to support activity

Linked to one of the three sports from the set assignment.

Candidates are required to research the technology that is available to performers in the selected sporting activity from the set assignment, considering beginner and elite athletes. The research should investigate how technology can help a performer and their coach by providing data as they warm up, train and perform to ascertain how effective they are in affecting the musculo-skeletal system.

While there is not a long list of technology provided in the specification, this is an ever-growing area of sport science and so conducting the necessary research and using the prompts from the specification and marking criteria, candidates should be able to build on their knowledge and understanding of how science and technology is shaping sports performance.

Candidates have been able to research several sports technology tools to help provide some data regarding the musculo-skeletal system and many candidates explained these well in general terms.

Misconception



Some had alluded to there being 'information' generated for the athlete or coach but did not really elaborate on what this information was. Brief links to training activities and movement performance in the selected sport were made for each piece of technology.

Those candidates who accessed MB3 had been able to include in their discussion whether the technology was useful to a beginner or elite athlete, whether it was really only valid and reliable in a laboratory or field setting, whether there were cost implications and exactly what information it was providing to the athlete and their coach, stipulating what the athlete or coach may be able to adapt with the information. Benefits and drawbacks had been considered, although drawbacks were often the briefer of their comments.

For future series, candidates could make a more purposeful consideration of the different kinds of training athletes in their chosen sport may include in their programmes and how each piece of technology may or may not be useful across beginner and elite athletes. More information on how the analysis of movement can be captured and analysed could be included. This was lacking in many responses.

Unit R183 General overview

Many candidates for the June 2025 series were able to link their work to Alex, a rower. The scenario for this unit includes details for the candidate to use for each task. The candidates accessing higher marks have been able to make effective use all of the details in the profile to answer each task.

R183 – Scenario focus for 2025

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

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. Alex 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 that Alex regularly participates in. You also need to consider how his nutritional requirements may alter/be different before, during and after exercise in order to develop a personalised and balanced nutrition plan for Alex.

Alex's Client profile:

Name	Alex Tipton
Gender	Male
Age range	20
Height	5 ft 11 inch (180 cm)
Weight	13 st 10 lbs (87 kg)
Sporting activity experience	Active – between 60 and 120 minutes a week – a young rower who competes for his local rowing club. He is trying to increase his speed to improve 2k performance. His preferred training schedule includes elements of: • Aerobic activity – continuous training (rowing) – 30 minutes. • Anaerobic activity – HIIT – Row 10 × 500 m with 1 min rest. Aim for 1 min 45 sec per 500 m effort. On the last round maximal effort. • Strength-based activity – resistance training, deadlift, weighted planks, lat pull down, squats, upright row, tricep extensions.
Aim of the nutrition plan?	To improve speed for 2k race performance and increase recovery between sessions

Comments by Task

Task 1 – Nutrients needed for a healthy, balanced nutrition plan

Nutrients needed for a balanced diet

Research nutrition

Linked to the **client** from the set assignment.

Candidates are asked to research nutrition for a balanced and healthy diet for the client in the set assignment, which in this series was Alex, a rower. Alex also has an aim to improve his speed for his 2K race and to increase his recovery between sessions.

There is information provided which could help candidates calculate their Body Mass Index score and decide whether this is a valid ranking of mass for a competitive rower.

Many candidates have been able to carry out extensive research on each nutrient, giving some great information about how this helps for a balanced diet for any person.

Misconception



Candidates have been able to research a few sources of food which contain this nutrient, although some candidates only cited one of two sources.

Those who accessed MB3 had been able to tailor their discussion on each nutrient to the usefulness to Alex and his sport rowing and provide many appropriate sources for each nutrient. These candidates had also referred to Alex's aims when discussing the appropriateness of each nutrient.

Task 2 – Applying differing dietary requirements to varying types of sporting activity

Nutrients needed for varying types of sporting activity

Linked to the **client's activity** from the set assignment.

The candidates are asked to consider the nutrition Alex needs before, during and after differing intensity activities.

Misconception



Unfortunately, many of the candidates had not referenced these specified activities, rather choosing to talk in general about any aerobic, anaerobic or strength-based activities, which meant their discussions became quite generic to any athlete rather than the needs of Alex in his rowing training.

The set assignment provides candidates with the actual activities Alex will be performing.

For example, for the aerobic activity which was a 30-minute row, many candidates had given advice for during the activity which would be more suitable to a marathon row rather than 30 minutes. This made the response inappropriate to Alex during this activity.

Candidates had often focused on the foods which are ideal for an athlete before, during and after training, but not many had discussed the foods which should be limited. All candidates divided their responses up by activity type and then by the given timings.

Those who had accessed MB3 had focused correctly on each of the activities from the set assignment and had included in their discussions the general nature of each activity type, and more specifically what the specified activity entails to determine what would be needed before, during and after the session. They had selected foods which would be ideal at each timing, and which would be detrimental to Alex in the training activity. High performing candidates had made some good reasons as to why the dietary requirements vary before, during and after the activity. They had also highlighted some comparisons as to each of the sessions to indicate why dietary requirements vary from one activity to another.

Task 3 – Developing a balanced nutrition plan for a selected sporting activity

Design a 2-week nutritional plan

Linked to the **client** from the set assignment.

Use Tasks 1 and 2

Candidates for this task should adapt an existing 2-week dietary food plan for Alex. They will need to justify the changes made and link their new plan to the relevant goals and evaluate the effectiveness of their new plan. The old plan should be included as part of their evidence from which to reference.

The plan requires research to help the candidate select suitable food sources for each meal over the 2 weeks, and fortunately, Tasks 1 and 2 have been just that. Therefore, it is recommended that candidates make heavy use of their hard work from those two tasks when mapping out their changes to the existing plan.

Most candidates have been able to develop a 2-week plan with changes made from the old plan and the second week has been further developed from the first week, as required.

Misconception



Many candidates have not written very much about why they changed each meal. Candidates have also not been very specific about how much food should appear on Alex's plate each meal, giving only a vague indication such as 'a jacket potato with butter and cheese', but no portion size.

Some candidates have made no reference to fluid intake at all. In addition, some candidates have only made brief evaluation of their plan.

Some included a fictional interview with Alex, indicating whether he had any food intolerances, for example, but this is not necessary. Candidates should focus on the information within the set assignment provided for the client.

Several candidates had not included the old plan with their response.

Those candidates who had accessed MB3 had provided an annotated 'old' plan which showed their thinking behind what changes may need to be made. They had then written confidently and comprehensively about what substitutions they might make for meals and why, linking this to Alex always.

They had created a detailed 2-week plan which indicated portion sizes and inclusion of fluids throughout each day.

They had taken note of Alex's training schedule and incorporated the three activity types into their plan. They had then used their information from Task 2 about what to eat before, during and after these training sessions. They had factored in the need for protein intake after the anaerobic and strength-based sessions and tried to allow for extra carbohydrate in the days before the aerobic session. They had evaluated the effectiveness of the plan with insight about potential substitutions for meals using different sources of nutrients, gained from Task 1. They had 'reflected upon whether the plan was appropriate for an athlete trying to improve his speed and recover between training sessions.'

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

Nutritional behaviours

Linked to the **client** from the set assignment.

Candidates have been asked to provide some information for Alex regarding nutrition and overeating, undereating and dehydration.

Many of the candidates have written in general terms about each of these, making comments about the management and issues for the average person. These include discussions, for example, about becoming obese and the health implications which obese individuals are at risk of.

Misconception



There is little application to Alex, a competitive rower. Where candidates have linked their discussions to Alex, these are usually added on sentences and talk about the negatives to Alex. Very few attempted to discuss the positive management of each of the areas.

Those who did access MB3 had been very specific about rowing and Alex throughout the task. They had sometimes referred to other sports in their examples but used them as purposeful comparisons or similarities to rowing rather than stand-alone examples.

They had referred to Alex's BMI score, his age and activity level to discuss what being overweight or underweight might look like for Alex. They had given examples of how each area may affect his short-term and long-term performance in rowing training and competitions.

They had devoted some of their response to the positive management of each area, discussing issues such as maintaining the weight distribution of the boat and overeating or undereating on particular days, or times of the day, to manipulate their diet to suit their training needs.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **three types** of online course for Cambridge Nationals.

All teachers delivering our Cambridge Nationals suite are asked to complete the course **Essentials for the NEA**, which describes how to guide and support your students. **You'll receive a certificate which you should retain.**

Following this you can also complete a subject-specific **Focus on Internal Assessment** course for your individual Cambridge Nationals qualification, covering marking and delivery of the NEA units.

We have also created subject-specific **Understanding the examined unit** courses that provide a wealth of information to support you with the delivery, assessment, and administration of the examined unit. The courses outline the assessment structure, including details on synoptic assessment, performance objectives and command words for your Cambridge Nationals qualification. Working through the course, you have an opportunity to interact with resources developed to support the exam, in particular candidate exemplars and mark scheme guidance. The final section covers details on administrative requirements, including assessment opportunities, entry rules and resits.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

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.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.