

Model Assignment

Assessment Material

OCR Level 1/2 Cambridge National Award in Sport Science J802

OCR Level 1/2 Cambridge National Certificate in Sport Science J812

Unit R045: Sports nutrition

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R045
- certification codes Award J802/Certificate J812

The accreditation numbers associated with this unit are:

- unit reference number Y/504/3794
- qualification reference(s) Award: 600/5120/6
Certificate: 600/5121/8
- **Duration: Approximately 10 hours**

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Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in Sport Science J802

OCR Level 1/2 Cambridge National Certificate in Sport Science J812

Unit R045: Sports nutrition

Scenario for the Assignment

The local sports club which you attend is holding trials for a forthcoming tournament. You have been helping the fitness coach at the club as a volunteer because of your interest in sport science.

To ensure that the performers are at the peak of their fitness the coach has asked you to assist in evaluating their diet and nutrition. The coach then wants you to develop a suitable diet plan for a performer in preparation for the trials and hopefully the tournament.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

Task 1: Nutrients needed for a healthy, balanced lifestyle

Learning Outcome 1 is assessed in this task.

In order to advise performers about diet and nutrition you will need to have sufficient knowledge of the nutrients needed for a healthy, balanced diet. Your task is to research and present your findings on the nutrients needed for a healthy, balanced diet. You will need to include the characteristics of a balanced diet, the role of nutrients in a healthy, balanced lifestyle, what nutrients are and their food sources.

Task 2: The importance of nutrition in sport

Learning Outcome 2 is assessed in this task.

The coach would like you to give a presentation to the performers on the importance of nutrition in sport in preparation for the forthcoming trials and tournament. The presentation will draw upon the information you have gathered in Task 1 and should include information on the importance of nutrition before, during and after exercise; reasons for the varying dietary requirements of different activity types and the use of dietary supplements.

Task 3: The effects of a poor diet on sports performance

Learning Outcome 3 is assessed in this task.

The coach has noticed that recently some individuals at the club have been under-performing in training. The coach thinks that in some cases it may be due to poor diet, but that performers either do not realise what the problem is or do not want to talk to their coach about it in case it affects their selection for the tournament.

The coach has asked you to produce some resources which can be placed around the sports club which highlight the effects of poor diet on sports performance and participation. They hope that these resources will raise awareness of this as a potential issue and that performers will use them for reference.

You should demonstrate your ability to draw upon **relevant** skills/knowledge/understanding from other units you have studied.

Task 4: Develop a diet plan and evaluate its effectiveness

Learning Outcome 4 is assessed in this task.

A performer has approached the coach for advice after looking at some of the resources you produced. They are concerned that their diet may be having a negative impact on their recent performances; the coach has asked you to help them to assess and improve their diet.

Your task is to gather relevant information from the performer and develop a suitable diet plan for them to follow which ensures that they are getting all the nutrients needed to perform at their peak. After a suitable period of time you should evaluate any affects which following the diet plan may have had.

Information for Teachers

OCR Level 1/2 Cambridge National Award in Sport Science J802

OCR Level 1/2 Cambridge National Certificate in Sport Science J812

Unit R045: Sports nutrition

Guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for formal summative assessment of learners and assessment must be conducted for supervision. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately 10 hours to complete this assignment. Learners would need approximately 1 – 2 hours to complete task 1, 1 – 2 hours for task 2, 3 – 4 hours for task 3 and 3 - 4 hours for task 4. This is the recommended time but centres can decide how the time can be allocated between each part or individual task in the assessment. Centres are also permitted to spread the overall assessment time across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units*).

Permitted changes:

The model assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- a logical approach is suggested, however, centres may wish to change the order of the tasks depending on learners' individual requirements
- the assignment can be contextualised or amended to suit local needs. Whilst the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. It is anticipated that this assignment will be used by learners to evaluate the diet plan of somebody who performs in sport. However the tasks within the assignment could be conducted in a more contrived situation, with learners being provided with a range of data/information about the diet of a subject which they can assess and use to create a diet plan, rather than using a 'real' subject. Should centres choose to change the context of the scenario to a different type of sports setting or the methods used in the tasks, then it must be ensured that that learners are able to gain and apply relevant knowledge and understanding in order to access the full range of marks through the adapted assignment

Permitted changes (continued):

- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario
- the format it takes
- the type of evidence with exception of a diet plan.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.

6 Specific guidance on the task

The focus of this unit is on the *balance* required in a healthy diet and on the relationship between diet and performance. Learners need to demonstrate an ability to apply the knowledge and understanding gained in the development of a diet plan in Task 4.

Task 1: Nutrients needed for a healthy, balanced lifestyle

Learning Outcome 1 is assessed in this task

For this task learners need to do some research on the nutrients needed for a healthy, balanced diet.

The following should be included in their research:

- characteristics of a balanced diet
- what nutrients are
- the role of nutrients in a healthy, balanced diet
- food sources of nutrients.

The learners will need to present their research and this can be done in a variety of ways. The evidence for this task could be provided in the form of a written report, a brochure or a PowerPoint presentation etc.

Task 2: The importance of nutrition in sport

Learning Outcome 2 is assessed in this task

For this task learners are asked to give a presentation on the importance of nutrition in sport to the sports club's performers. The presentation should include information on:

- the importance of nutrition before, during and after exercise
- different activity types and their dietary requirements
- the use of dietary supplements – showing an understanding of the issues associated with their use

Learners might like to focus on one particular sport in detail to fit in with the scenario; however they will need to include additional information encompassing a wider range of sports in order to fulfil the marking criteria.

This task could be evidenced in the form of a PowerPoint presentation. A witness statement is needed to indicate the depth of understanding demonstrated in practical delivery of the presentation.

Task 3: The effects of a poor diet on sports performance

Learning Outcome 3 is assessed in this task

For this task learners are asked to produce some resources which highlight the effects of poor diet on sports performance.

The resources should include information on:

- a definition of malnutrition – this needs to be accurate and detailed
- the effects of over-eating on sports performance and participation
- the effects of under-eating on sports performance and participation
- the effects of dehydration on sports performance and participation.

Learners need to ensure they focus on performance and participation in sport and exercise and reference the information to clear and specific sporting examples

The evidence for this task could be provided in the form of a flyer, a poster, fact sheets or leaflets etc.

Relevant skills/knowledge/understanding from other units could be shown by linking the information in this task to LO1 and LO4 in unit R041 *Reducing the risk of sports injuries*.

Task 4: Develop a diet plan and evaluate the effectiveness

Learning Outcome 4 is assessed in this task

Learners are asked to gather relevant information from the performer and develop a suitable diet plan for them which should ensure that they are getting all the nutrients needed to perform at their peak. They are not being assessed based upon whether performance actually improves, but rather on the suitability of what they propose and their ability to evaluate its impact (if any).

The diet plan should include:

- details about the performer the diet plan is for
- clarify the aims of the diet plan
- set realistic goals which can be measured
- the time of the year e.g. what fruits and vegetables are available at that time of year

- duration of the diet plan
- suitability of diet plan – proportions of the various nutrients are appropriate
- organisation of diet plan.

After a suitable period of time the learners are asked to evaluate the effects, if any, which following the diet plan may have had.

The evaluation of the diet plan should consider:

- recording the outcomes objectively
- recording the outcomes subjectively
- improvement (if any?).

The evidence for this task could be in the form of notes/outcomes of the initial consultation or a questionnaire which establishes initial information about the performer who the plan is aimed at. A plan should be designed showing the diet suggested. Measurements/results need to be recorded which show whether the plan worked or not. This could be in the form of a table or written report with appropriate headings. A witness statement will need to be completed detailing the support given by the teacher to the learner.

Witness Statement – Task 2

LEARNER NAME	
ASSESSOR NAME	
Date	
Unit	Unit R045: Sports nutrition
LO2	Understand the importance of nutrition in sport

ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.

Ability to demonstrate an understanding of the importance of nutrition in sport						
Mark awarded	MB1		MB2		MB3	
Assessor comments						

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

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RECORD OF QUESTIONS/ANSWERS

ASSESSOR QUESTION 1
LEARNER RESPONSE 1
ASSESSOR QUESTION 2
LEARNER RESPONSE 2
ASSESSOR QUESTION 3
LEARNER RESPONSE 3

ASSESSOR SIGNATURE:		DATE:	
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LEARNER SIGNATURE:		DATE:	
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Witness Statement – Task 4

LEARNER NAME	
ASSESSOR NAME	
Date	
Unit	Unit R045: Sports nutrition
LO4	Be able to develop diet plans for performers

ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.

Ability to design and evaluate the diet plan						
Mark awarded	MB1		MB2		MB3	
Assessor comments						

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

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RECORD OF QUESTIONS/ANSWERS

ASSESSOR QUESTION 1
LEARNER RESPONSE 1
ASSESSOR QUESTION 2
LEARNER RESPONSE 2
ASSESSOR QUESTION 3
LEARNER RESPONSE 3

ASSESSOR SIGNATURE:		DATE:	
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LEARNER SIGNATURE:		DATE:	
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