Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y312/01 Summer 2024 series

Contents

Introduction	3
Paper Y312 series overview	4
Section A overview	
Question 1	5
Section B overview	12
Question 2*	12
Question 3*	13
Question 4*	

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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).

Paper Y312 series overview

Y312 is one of twenty one units for Paper 3 of the A Level examination for GCE History. This unit tests an extended period of History of at least one hundred years through an interpretation question on a named in-depth topic and through two essays.

The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation.

In Section B candidates are required to answer two essay questions from a choice of three.

Candidates who did well on this paper Candidates who did less well on this paper generally: generally: showed a clear understanding of the views of showed a limited understanding of one or both the two interpretations in relation to the of the interpretations question • did not go beyond a basic explanation of part were able to use contextual knowledge to test of the interpretation the interpretations, linking that knowledge did not link any contextual knowledge directly directly to the interpretation through evaluative to the Interpretation and therefore did not words evaluate the Interpretation were able to consider both the strengths and adopted a chronological rather than thematic limitations of both Interpretations using approach contextual knowledge · did not make links or comparisons even if covered the whole period in a balanced way events from different parts of the period were adopted a thematic approach discussed in the same paragraph made links and comparisons between aspects did not cover the whole period of the topic did not focus on the precise wording of the explained the links and comparisons question · supported their arguments with precise and • made unsupported comments about issues which were no more than assertions. relevant examples reached a supported judgement about the issue in the question.

Section A overview

There is one compulsory question in this section. This question requires candidates to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue.

Question 1

1 Evaluate the interpretations in both of the two passages.

Explain which you think is more convincing as an explanation of the reasons for the Salem witch trials. [30]

The two interpretations offered different views as to the reasons for the Salem witch trials. It is important that responses take an overview of the interpretation and consider what view it is offering about the issue in the question, rather than cherry pick a phrase and then evaluate that.

Exemplar 1 provides an example of a strong response that was focused and placed at the top of Level 6. It shows the depth of knowledge and level of evaluation expected. There were a number of candidates who simply explained the two interpretations, often using knowledge to support that explanation, but did not evaluate the passages. Evaluation requires candidates to give a value to the interpretation in each passage about the issue in the question, hence it is important to take an overview of what the view of the interpretation is.

There was much contextual knowledge that could have been used to test the views. Interpretation A focused more on the longer term causes of the witch trials, whereas Interpretation B considered the roles of individuals and more short-term causes. However, both did discuss religious and social and economic issues. In evaluating Interpretation A, candidates could have argued the view offered was valid given the impact of the Indian Wars, the issue of the Charter which threatened Puritan domination and the economic impact of the Navigation Acts. In terms of religion, Interpretation A might have been seen as valid because of the message in the sermons of Puritan preachers, while Interpretation B also stressed the role of religion, but focused on the issue of tensions caused by the church ministry. Interpretation B might have been as valid with its focus on the tensions between the Putnams and Porters, which also manifested itself in the religious struggle.

However, where Interpretation A was often challenged is that many of these issues were there before 1692 and did not lead to a witch hunt - and that they impacted much of Massachusetts, but the hunt was largely confined to Salem and Andover. In challenging Interpretation B, some responses considered whether the divide between the Putnams and Porters was reflected in the accusations and considered who was actually accused.

Exemplar 1

 	
	These two passages and seek to explain the witch trials of Sura, whele
	occussed from 1692-93 amilist great local stripe and conflict. Passage A
	sector to a stributes the trials to sextreme enxiety amidst local problems which
	a religious mindset then worked upon to see a witch-threat agood to root out.
	Passage O set argues " social and economic tensions in Salem caused the trials,
	inflored by 'religious tensions' and the relevent individuals. Overall, while
•	passage 18 makes a stee good explanation of how socion religious tensions locally
	helped trigger the trials, passage A's greater awareness of the Multiplicity
	of factors + work makes it altimately the much More convincing
	explanation.
	Indeed passage A argues those 'extreme anxiety in New England midst
	" Wals a " Epidemic illnesses", and "constitutional change" Combined to create an -thougher
	Susceptible to witch-hunting Driving the trids. It is retainly the case that extrance
	local proviews tradeal Salem, with the search King William's Wer being founded in
	Maire with the Walanti Indians, and as reguees grow this conflict posent through
	Salen working of it in the 1691-12 Winter, we can see how a highly tense of mything
	dureloped against this existential threat. Moreover, surlipox had levossound nearly Indiana,
	Synther worsening the local situation and creating a live to remove such throats by naturally
	the witches responsible: seen in the trialis execution of Mathe Covier, who had brought
	Smallpox to Andrew, as a witch. Thus the passey is highly-substantiated in brilling up it's inose of "extrame anxiety" as these local problems bue loped the
	tense fear of existential threats susceptible to extendising them by attacking the winter-
	thrut. Out this is undersined by the last such letters were chincipus in stem then
	England: the hunts were not. Even so, Answer A continues to give

that amidst such issues and 'constitutional changes' as well, this become seen
as a "general Movement of God's will excinst New England"- that would leave Men
Disceptible to a witch tiel to prove gollinss. Indeed, the Constitutional change
 rumoured (correctly) to be coming with the new 1671 chater for Mussichuse+15 of
enforced religious toleration terrified local Persons like these in Salem as it
Meant they could not build a pure theorascy. And in the Puritor vision of -11
 afflictions and pollums as representing a test by Gal-like seeing Native Americans
as bibolic agents - a live was their created in the local Community in Story
to persente limbolic oxitches once this throat grose to affilm godliness and assure His
 Javour. And while the pressure is open Joaning on Jectors litze these that
were objected in New England, it should a sorry nucrease of how religious
Jeus were inflored - all that was needed for the tricks was an accusation to light the
Sperke. Thus the possence makes a highly countring expension of the
reasons for the trials in showing how "extreme enxiety " developed susceptible to
witch-hunting locally, even if my such pers were utinvitous.
 The posseng your on to centered that there jews were publiced by the pause-
but inducements of Social Change ; addid was crucial in Solan itself in levelying
the inxies- that produced the trials. This can be seen in how the first
 person tried and executed by the trials, in June 1692, was Bridget Bish-
 op, a local instruper who allowed any making and dending Pericas licopposed of part who
symbolish social change as a woman running this. Thus the passing is very much
Substarticted in suing "Social change" as key Since that was a key rayet of the
hints. And as & Salem was riven between the recognite, more tolerant fortere and
agration, Person Persons who halped drive local justices of the peace to allow the trivis in
1.1
a day clash of interests' which love the witch trials as - climentic attempt to
projection attenditions equinot 'social change'. This highly convincing account
Agration, Perisen Pertnams who helped drive local justices of the peace to allow the trials in The first place, to win lood'> Javan for their influence to toingphy but again see on highly strong case from the passage as 'social change' builds a sense of threat and a steep clush of interests' which have the witch trials as a climatic attempt to

grown the passage lirectly related to solem isself even as the passage files to Make
that explicit connection, and thus gerther Exposits its account. Passage A ends by
stressing "civil and religious faction" climated in the witchardt trials, but here
The passage Makes as sensus eccor as it argues villages played 'accour' and
townspeper aircles. For while the initial accessations includ come from those
in Salem village- Butty Pelis and Abinoil Williams - there is so geographic
Correlation between access/account and the E-st/West Village/town livids.
This scriously undermines the passage's explanation sina its deims have one clouds
Not substinticted, were as it is certainly right to see religious Jeothar,
Sina - we have sun the Puritor Petrons supported the hunt : surgest Thomas Common
posted local JP Sohn Hothern to issue the initial warrants. This There while the
passage is wrong in its division of accessfaceased, it still afters a highly
Convircing account of how gation love the tricls.
 As such carrile insubstantiated in its livision of accuses, the passage A's
 highly-Substantiated case for how 'gration', religious issues, 'Social change', and
 local stripe combined to "lovid "extreme exists" which climeted in the tiels
 outweight this. For it office - high ownercos of the Multiplicity of
Jacters at wolle that leaves it upin contrain as it shows how them could
and love the trides.
 On the other had people 8 -ryces that Social and economic tensions'
in Solom village downtoned the triels, over the proportion Primes This teasin
Was certainly extreme, so now that the Pro-Paris rotes committee was oused in
October (691 by the opposing festion; - division only made exprese by Paris' own
limends for a higher salvey and free firewood. This leveleged - strong
tension in the Salery between the Poiris-supporting quetter, and by the Putanes
end onti- Polis are led by the Porters. This the presse is highly substantial
by seeing this dup lift as provet but again the lack of occopeaphic
, , , , , , , , , , , , , , , , , , , ,

	Cottelmin that should exist for western Pro-Penis -consers of Gestern Anti-Rais
	"-could sectionally undermines this. For it shows the trials were not singly
	down by such stripe, since it then til Not play out as before in button also
	tergeted, showing a merhally week con from the passage. The passage
	Nonetheless goes on to argue that there 'getional strains were rooted
	in religious tension. This is indeed the, since the Putterns were more assum
	and Disported a Church in Solem Village while the Porters were more tolerant
I I	
	and supported the existing Church in Solem Town - a strong Mills. Moreover,
	one carry functs of the hunt were of elwint religiosity: Screen adams.
	mong the first accord, revelop ottended church, and Groupe Burroughs, excused
	for witchengt in Edy 1692 hopies no beging been Schen's Minister, was suspected of
	being a baptist. These contrated norms and thus hade them targets by the
	Putnom-oriental accuses - though relthe was oriental with the Porters. This While
	The pessage is convincing in angular that "religious tension" helped blive the
	Goodbard Strain this often another to independently of this live the trick
	In expuration the import leaving the passed extravely week in its ill-subst-
	entioted exertions of these social tensions directly correlating evit the trials.
	by Passege 8 goes on to some that acknowledge the separce role of religion
	since there "religious tension" helped lead to the conclusion the initial efflictions were
1 1	cased by agents of the Davil? laded, with Poris prouching in lose (671-72 of
	limbolic agents afflicting him and Solom now that the conti- Parrie races Committee contin
	led his galon, we can see how there fear and religious tensions were reflected in fine
	hinself, and so into his home. And thus when his higher Butty pros and werl
	Alignil Williams expressed offictions officers of the local Or Groups to be
	Sullingual are con as John by and this as diabolic conte as his scarces label
,	Experienced, we consending he south is as distribution work as his progress failed
	To allerties their efficients. These this fassy is strongly correlated and
	Much strongthand by its. highly convinging explanation of had religious touristic contributed to the initial effliction and the conclusions from that trying from:
	to the initial characters are the cocusins warm than the things

is a finished the state of the	i
in Jacing this limbolic throat to be commend by total as the tession s were reflected in	
Parris' own have all mind. Passage & then release this to how the the	re-i
of a moss witch-coropiracy but some seligious and secular leabers to support to	h
trials, spreading then out and living them. This can be seen in how the	
appointment of the Zerlans William Stampton as presiding judge of the trials	
led to their spool as he confirmed you assess were into loss for the	
honts, despite by then howby no public support for it. Manadile, Paris' considers.	.)
the threat cure soon exhall be couling the denien Coston Mother who least on ?	4
The threat over soon achael by leading thedraien Coston Mother, who leagt on I	
and October 1697 anothers This loves a son B com sell-	
(accelerated in Suite law individuals entitle out home the trials	
Correborded in seeing how individuals a could not have the trials	
initial the more could the exposion of the trick the actually	-
initiated them, slightly vectoring this fifty assiring point.	
A a sulle a to the sulle	icop.
As such, while passent B. does toke a highly-substantial come for her	
individuals enabled the hones and gradiques anxious hed to the girls'	
- afflictions being sulftly leapt upon - producing the viols, it's unconvincing and ill-	
Collaborated account for hord the Profonti Policis Actionalism Specifically Llove the titals	
is much less coming. Moreover the fact it livesty stokes social in	
Economic tensions on the coursel the heart without leveloping the latter of	•
fully Entestantiating the forms Minitely leaves it a fairly anamicing	
account for the reasons for the trials dispite its success clocarbore.	
lo Condude while passage B makes a strong case for individuals encling ?	
That's and religious tensions' in Perris' own have living the initial push for this	<u> </u>
it is output that by its ill-substantiated case for social tensions as key and its	
Intere to could the broads context of the Salan herres. For process of	-
After a strong ancrews for the multiplicity of factors which	
brist on extreme enciety in open to the tricks which More H	n

 Compusators for its gailore to gotten account for the account facused 5plit. As sec
 pessege &'s greater wereness of the multiplicity of Jestin at work and
 greater overall soldentiction laws it to the Much the Much a
vinding implantion for the reasons for the Solem trials then 8.
Dinging to plantion for the reasons for the Solem trible then of

Assessment for learning



'Evaluate' means give a value to the interpretation. In simple terms, is the view valid?

Section B overview

Candidates are required to answer two questions from a choice of three. To do well on Section B candidates need to make connections and links across the whole period of their study. They should explain similarities and differences between the events they are discussing to show an awareness of continuity and change across the whole period, unless instructed otherwise. The comparisons may be made across the period within the topic or between regions, depending on the Topic. It is also important that the comparisons are explained - what is similar or different between the periods or regions.

The strongest answers will test a hypothesis and reach a supported judgement.

Question 2*

2* 'Economic causes were always more important than religious ones in the growth in persecution of witches in the sixteenth and seventeenth centuries.'

How far do you agree?

[25]

This was a popular question with most candidates able to explain the role of economic and religious issues in the hunts, but with a number drifting away from the demands of the question to consider other issues which were not relevant to the question set.

There were a number of economic issues that were discussed, and responses did explain the role they placed in the hunts, with particular reference to the mini ice age or the impact of war. Where responses were less strong was in comparing these issues across regions and therefore often just produced a response which went into Level 4 with, at best, some limited synthesis. This was also seen in the discussion of religious issues, although candidates did find it easier to compare areas of religious tension with those where there was uniformity of belief and argue that hunts were often in the regions where there were tensions, comparing Southern Germany with Spain or Italy.

There were also comparisons made about the impact of religious wars, for example the increased persecution that impacted the Thirty Years War or the English Civil War alongside the lack of persecution in France during the Wars of Religion, allowing synthesis to be demonstrated. Many argued that religion was an underlying factor throughout the period and pointed to the role of the Church in wanting to purify society or its statement on witches and the literature produced.

Question 3*

3* To what extent did the geography of the witchcraze remain the same in the sixteenth and seventeenth centuries?

[25]

This was the least popular question and one candidates found most challenging, hence Exemplar 2 which provides an example of covering both possible approaches and a high level of synthesis throughout. The issue for most candidates was that they wanted to turn this into another essay on the reasons for persecutions, rather than it being driven by the actual geography.

The strongest responses considered issues such as the movement from West to East, with many commenting on the division between east and west of the River Elbe after c1650. There were others that commented on the constant feature in the west of hunts taking place in border regions.

There was also some discussion of the contrast between Southern Europe and Central Europe, with responses commenting that for the most part hunts in the South of Europe were earlier, if they happened – although the strongest responses did note exceptions – than those in Central Europe/Germany. There were also those who discussed whether the hunts were focused on urban or rural areas throughout the period. Responses also pointed out that were certain areas that never really saw a major witchcraze, arguing that much of the North was largely exempt. If these issues were taken up then candidates found plenty of opportunity for synthesis and remained focused on the question, often able to supply very good details about the scale of the hunts, or lack of, in the regions considered.

Exemplar 2

 Answer
The groupping of the witchcrose changed a great dal over the sixtuathed
 Seventurith centurius. AS Migious tensions marel birth alexanded across
 Europe in the period, to too lil the Witcheron Jen Jolan :+ in tacker, changing
to or floor it. Morane as the endergining iles of the case speed nerow
Every the hora cross affected a this, following them to just of the
The ofter 1650. And while the geography remained consistently found on rural
prons, the fact the crows in question shifted across : Europe was the proof
 bronosous that or from steering the sens, the vitcheren's gentraphy
Armotically tolonge angel.

	
	Indeed, the witchers shiped its grouppy as it goldened the growth of religious
	plivisions across Europe, as these last its ideas of a dicholé threat callities hitily
	the cross was centred on Switzerland and the Alps as with the Como liquisition
	of (500 - (See, which killed ~ loss witches over Jeans of Coca ! Willensing herry.
	By However the growth of the Refumetion 9:00 1517 and Counter- Reformation from
	1545 in Germany pushed the citcheron Northwords, as with the 1626-31 francision
	houses prosented by realises prince - Bishops to cial themselves of all other religious
	importing, hilling 4000. What this contrast illustrates is that as Teligione
	tension shifted buthwords so too led the witcherse, in two dramatically
	Altering its geography from a ititial law on Switzerland to - later
	one around German and the (ldy poron Empire CHRO). Thus are religious
	Mirisions speed like wildfire our europe so the asecheroze too lid not so
	Much sten the som as some suiasly geographically altered from the heretical
	nother of the Alps North into burning over the sixteenth century.
	Morrow w new lemminations sought to expense the witch-throat, so did their
	Mass hunts for the witherese's grouppy to lamorically was to follow this.
	Thus the establishment of the Onish bothern Church in 1500 and its
·	living - 1544 hart billing 52 there live the wiedown numbered for
	the first time, into Scandinguia Similary Prosture's feeling thronound by the
	the first time, into Scanding Similary, Puritus' fully threatened by the frospect of enforced toleration house them to support the 1891-93 Salers
	trials, bringing mass hunts to Worth Affection shores in gell. Thus we see
	tow the in these two examples how the criticism goldwel the
	growth of Teleting and new confessional stripe first Northwoods into Scardinais
	and at the end of the puid to North Arreita. In this we coul
	but acognise the south a mossive geographical change in the witchours is
	it continues to push outwoods across continues; for Jam owing the
	Saru.

L	
	However, The withcrow's grouppy's Ling shiped the by the spread of its
	under pinning learndagian ideas of lad to some stability in its gag raphy miles
	this. For the Cailvie of these iles to one visionly peretione Chrisis Mant
	the discharge never properly budged there, beyond v 130 til-15: from 1622 to 1700.
	Menulik, the popularity of Kranur's "Mallers Malejiconom" (1486) and it's warrings
	of a cheen-three in to christiation in the 1-120 led to 35% of all hors
	hopping thing Joused West of the Elle Prior to 1650. This relicitees Ca
	a love of establish as it's geography consistantly found its livits in
	the Besterment periphery of europe in Cussia, while remaining consistently govern
	in the HOE's man western sich prier to 1650 where its iles were promisent.
	Thus the by contrast shows how the spread of its intellectual ileas
	or the lock there) between its geography's firthing consistent landries
	In a resistant Chasim, and a fairly assistant law in the town Have. This
	drews a broad stability in its groupply's limits and Comes, albeit on
	undersind by how the Hat we was the law only for switherful.
	For the witchward's ileas name shifting in him wild mapad they were
	in the 1400 must wen here the gangraphy shifted. Thes while the Titer
	hunt of 1581-93 which killed loss, and ares stimulated by a local priming
	run of Krenur, core at a time of preticulty no honto overe occuring in Austra or
	Bolemin. And you By contrast the Trier hand's heatrestiveness provented many first
	trids there so while Bohanis and Acostic had spokes of trials killing costs and
	100 responsely in 1695-1920, This had none as it had already your suptid
	to the relevant ileas. This contrast perfectly elecidates has excursives
	Uninble the witchereza's geography really was since wer within the
-	Het it experience and alle E-steads photostics over time. In this we
	Con the how very much the geography changed and altered even within the
	area when the witcherese was most concernated. These wrotic and variable

15

© OCR 2024

Contrasts in the hours there as different ragins of the 11et over attend with
Lementhopical ileas of different times shows from the chifts consume and within
the first in the cook's approplynous the sountanth contry.
the HRE in the creat's granplys over the soundarth contry.
Tues so, it could be rue areas assistantly represent the rain four
of the witchcroals geography, for this grater - whomony to prosecures mas hards.
Thus while the relevised Northern Notherlands had get executions Contr (00) and
thir lost in 1603. In anechoralt, the newly Combresis rural area was just
beginning its presentions in the 15705-1610s. Similarly in Polond - Cithania
8/1. of hunts occurred in rural crees. I its 3-4000 leaths from 1675-724
1720. This deady contrast between wherisal and mod ocens not only
thus that wood ones consistently represented the privary gragaphic lows
of the coase but equally that who areas were consistently those it strugged
to reach. As Early we see strong testerrest to the witchere 's groups
Sterling the same in this regret over the period as games oringe and
at Centuries It remains focused in rural areas.
, and the state of
But even those rural orens in which the witchcrose we goward Irometically
Shifted showing out girther - twotions in the period as ceremlisation in the
West pasted them Bast. This the rural Changes ne - Archens hunt of 1387-88 as
scopped by the Peris polerant After hilling 300, and the PP seconding costrollind
CONTROL here, in 1624 demending it review all exitational cases, enting and auturning and the
Witchoose fore essentially By contrast, Hungary Ale in the Seventur-Ho costary
remained highly beautifisedy and this is hunts only began in force in the 1690s.
Milling 800 Setwen the and 1950. What this Centrest sheets us is that
even AD the process discharge was comproteed in continuous, legal controlisation
 Jord those port was to thouselves Shift Ecoterals to verse tites
like Hungary and Polend-Cithunia which remained heavily executation.
This was within an apparent stable geography focused on weat areas, the

Witch crosses geography was people Custowerds in a transmic all rejor Shift to Man decentralistic States there over the 1600s.
 Shift to Mare departedised States there over the 1600s.
To corclude, while the witchoese's geography was consistently found a and
areas at the Has in 1500-1600, while consistently finding a bordeline against it in Assert
it demetically aftered one the period. For just as novel religious livisions
 probed it sociality Northwords from switzerland at the seat of the power
to the HRE in the ville, to Scalingia, and even to North America et ics
ends so too lit its rurel creas change for The witcherou rand from a
 More Western fours to the still deaptrolised cons cost of the cite of
 Germany of ter 1600 and over anthin the HRT its grounding was constantly
changing as it's underpioning iles were alternately econocal or rejected. As such
Us Must conclude that for from steering the sure the geography of the
 witch over dronotically or a constantly alonged over the Bixtuath and seventually
certain vs.

Question 4*

4* 'Torture was the most frequent response of the authorities to witchcraft in the sixteenth and seventeenth centuries.'

How far do you agree?

[25]

This was probably the most popular question, but unfortunately led to many weaker responses describing the methods of torture that were used rather than addressing whether it was the most frequent response.

Candidates were largely aware of areas where torture was used on a frequent basis, and this often led to an explanation as to why, but it could have been contrasted with regions where torture was not used or where it was banned, allowing some level of synthesis to appear in the responses. In responses that did this they often made reference to Spain and Italy where torture was not allowed, or England which provided an ideal opportunity to argue torture was the most frequent response where authorities had lost control. Most responses were aware as to why it was used, providing as it did a much higher confession rate. The strongest responses compared national and regional approaches and again this provided the opportunity for synthesis. Some argued that the use of torture declined everywhere over the period as attitudes to witchcraft changed through the scientific revolution, often making reference to specific writings, such as Langenfeld. Others argued it declined because of a desire from the authorities for increased proof. However, it was important that responses considered other issues, regardless as to whether they were to argue torture was the most frequent response. Responses that did this considered issues such legal developments, punishments and confessions obtained without torture. A simple description of the methods used was not rewarded highly and was most likely placed in Level 2 unless there was some explanation.

Supporting you

Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> 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 <u>forward them this link</u> 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 a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an **Interchange** account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

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.

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

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 <u>Teach Cambridge</u>. 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 available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this <u>link</u> 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 **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- · the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

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.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on **support@ocr.org.uk**

For more information visit

- ocr.org.uk/qualifications/resource-finder
- ocr.org.uk
- facebook.com/ocrexams
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.com/company/ocr
- youtube.com/ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.





Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our Expression of Interest form.

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.