

**Moderators' report**

**A LEVEL**

# **PHYSICAL EDUCATION**

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**OCR Level 3 Advanced GCE in  
Physical Education**

**H555**

For first teaching in 2016

**H555/05 Summer 2025 series**

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## 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](mailto:support@ocr.org.uk).

## General overview

It was again pleasing to see that candidates attended moderations with a positive approach and that centres were accomplished at utilising the full mark range across all six levels to make their practical assessments.

The host centres and all attending centres enabled the moderation process to run smoothly, with positive discussions held and feedback provided to centres as to reasons for marks awarded. Through these continued discussions and feedback, it was felt that centres were comfortable with the assessment process and developed their own deeper understanding of how to award candidate marks. The moderating team is very grateful to all centres, teachers and candidates for their contributions to the moderation process.

| Candidates who did well generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Candidates who did less well generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>H555/05</p> <ul style="list-style-type: none"> <li>played regularly in the activity they were being assessed in and kept a detailed log of full competitive scenarios</li> <li>were able to demonstrate a range of core and advanced skills within fully competitive situations</li> <li>produced filmed evidence that was in line with the guidance as to what was required and thus supported the mark submitted</li> <li>for activities such as Athletics and Swimming, produced a performance mark that had been authenticated and signed by an appropriate member of staff</li> <li>for Coaching provided 2 x 40 minute continuous filmed evidence as well as a detailed logbook containing all the required elements as set out in the Guide to NEA</li> <li>those assessed in Coaching were coaching the same participants throughout the sessions, smaller groups and advanced skills for the activity; as well as ensuring improvements were made to the participant's technique through continued feedback</li> <li>all evidence included was from within the two year A Level course.</li> </ul> | <p>H555/05</p> <ul style="list-style-type: none"> <li>were not able to demonstrate a range of core and advanced skills within fully competitive scenarios</li> <li>completed logbooks with training sessions rather than full competitive situations</li> <li>produced filmed evidence that did not include full competitive scenarios or was of limited duration to demonstrate their range of core and advanced skills, therefore not supporting the higher levels.</li> <li>for activities such as Athletics and Swimming did not provide a performance mark from within the two year course or which had been authenticated and signed by an appropriate member of staff</li> <li>for Coaching where candidates did not provide 2 x 40 minute continuous filmed evidence, or quality was poor and generally producing a limited logbook or omitting sections required, as set out in the Guide to NEA</li> <li>those assessed for Coaching were coaching different participants across the sessions, large groups, not incorporating advanced skills into their sessions; as well as being more of a 'Sports Leader than a Coach. Also, not providing any feedback to make any improvements on the participants' technique</li> <li>included evidence not within the two year A Level course.</li> </ul> |

## Paperwork Submission Overview

This was the first year for centres to submit their marks via the Marks Submission Form on the platform Teach Cambridge, which is the only method of providing the assessments, this appeared to ensure that centres met deadlines and completed paperwork correctly. Alongside this the Visiting Arrangement Form (VAF) was completed via Teach Cambridge, which needed to be done to enable centres to submit their marks submission forms.

Centres are reminded that all marks must be submitted by the revised deadline set in the latest version of the Guide to NEA.

Centres are reminded that any Special Considerations applications are now dealt with a team at OCR. It should be noted that this process can only be completed by centres with candidates with disabilities. We can adapt current activities for them to take part in. This must be applied for as early as possible and before the December of Year 12.

We are also aware that some centres had some issues with the Marks Submission form or uploading evidence onto Submit for Assessment and OCR are very hopeful that all glitches/issues have been rectified and the process should be a lot smoother for the next series.

## Paperwork Submission

### Positives

- On the whole the deadline for completing both the Visiting Arrangement Form and Mark Submissions Form was met.
- The majority of centres provided component marks where appropriate, i.e. Cricket.
- The majority of centres provided the correct Performance Table mark for activities such as Athletics, Cycling and Swimming.

### Areas for Improvement

- Ensuring that the Visiting Arrangement Form (VAF) is completed by 1<sup>st</sup> February, to enable you to complete your Marks Submission Form.
- Centres are to ensure all performance table marks are supported through evidence that has been authenticated either by an official present at the event or by the centre; and clearly states the candidate's name, event, date and associated time/distance. Using platforms such as Swim England and Power 10 to screen shot PBs would be advised.

It is important that all centres make note of the key dates for paperwork submission and adhere to them, as missed marks submissions is maladministration and can lead to OCR not accepting your marks.

## Filmed Evidence and Logbook Submission Overview

This was the first year that centres were asked to upload all their filmed evidence and logbooks onto the platform Submit for Assessment via My Cambridge. This proved to be a success with most centres correctly uploading evidence to meet the deadline of 15<sup>th</sup> March.

Most centres followed the guidance on filmed evidence that was issued in the previous Moderation Reports and issued via the OCR Train, where it identifies that centres should in addition to all the 'off-site' activities and Coaching evidence (logbook and filmed evidence), send filmed evidence of 'on-site' activities. Filmed evidence of on-site activities must cover at least eight candidates across at least three activities and a range of marks.

Centres are reminded that where the filmed evidence is used that it should not only meet the requirements of the individual activity as set out in the Guide to NEA, but it must show the performer in a competitive situation for a sufficient amount of time. Centres are reminded they are responsible for the production of appropriate footage.

The production and quality of candidate logbooks showed significant variances across all centres. These logs are extremely helpful to moderators when making final decisions as to the appropriate assessment of a candidate. Centres are reminded that they do not carry any direct weighting towards the assessment process; they are simply there to support the judgement. Centres are reminded that the log is there for a candidate to identify the regularity of competitive performance in their sport and show the level that they participate at. It should not be a weekly record of their training, and it must record their performances across the two years of the A Level course. For those practical activities where the main 'in-competition' season is the summer such as Athletics and Cricket then it is acceptable that a candidate records their performances from the 1<sup>st</sup> July before their entry to Year 12.

Centres are reminded that candidates need to include the formal evidence of any times or distances recorded against a performance table (Athletics, Cycling, Swimming and Triathlon), within both the filmed footage and logbooks submitted.

Centres are reminded that there is a need for centres to film all aspects of the live moderation and submit this to the board within 10 days of the moderation, along with the accompanying form. Again, the process of this was new this year for centres to upload this footage onto Submit for Assessment. This was carried out by majority of centres and although it does provide some logistical issues on the moderation day, the process is there to support centres and candidates if a review of results is requested. Centres need to continue to plan this into their moderation day going forward as it is their responsibility not the moderators'.

## Filmed Evidence and Logbook Submission

### Positives

- Most centres were well prepared to upload filmed evidence of both 'on-site' and 'off-site' practical activities by 15<sup>th</sup> March.
- The use of the platform Submit for Assessment eradicated any potential loss of work and centres were able to quickly upload any additional footage if required.
- Many centres are following good practice of filming a continuous length of game footage and supporting this with evidence of skills in isolation if they are not shown clearly and consistently within the competitive situations and/or commentary to demonstrate the core and advanced skills, with candidates being identifiable throughout.
- Many centres uploaded logbooks which were detailed and contained evidence of competitions and the level that is participated in.
- Many centres provided formal evidence of any times or distances recorded against a performance table (Athletics, Cycling, Swimming and Triathlon).

### Areas for Improvement

- Centres are reminded to upload evidence of at least 8 candidates across at least 3 activities from a range of marks for on-site activities along with all their off-site activities onto Submit for Assessment.
- Centres are reminded that evidence of participation of candidates within their activity should be a continuous process from the start of their A Level course to the end. This is to ensure that if any injury or situation occurs where they can't attend moderation the centre can still make an appropriate assessment.
- Centres are to ensure that filmed evidence shows candidates performing in a fully competitive situation and that they are clearly identifiable throughout. Appendix B in the Guide to NEA provides further guidance on filmed evidence to support centres.
- Centres must ensure that the quantity of filmed evidence for off-site/on-site activities is appropriate. Best practice for candidates whose filmed evidence is across a range of clips is to compile these into one 'video' so that the entire assessment can be made in one viewing rather than across multiple clips.
- Candidate produced filmed evidence is on the rise and here we would strongly recommend that centres check the quality and validity of this before submission to OCR. This is most prevalent in those sports that a centre itself does not offer 'in house'.
- Centres are to ensure that logbooks only contain evidence of competitions played in over the two year A Level course.
- Centres are reminded that activities with performance table marks must ensure that evidence of any times or distances recorded (Athletics, Cycling, Swimming and Triathlon) are included within both the filmed footage and logbooks submitted and has been authenticated either by an official present at the event or by the centre.

## Assessment of Practical Performance Overview

On the whole the performance aspect of the specification continues to have a positive outcome for most centres. The majority of centres had applied the assessment criteria well. Although there was still some need to amend centres marks; it is felt that through the moderation process it was made clear to all centres the reasons why any alterations would occur. While this was unexpected for some once the rationale was explained and the assessment criteria was re-visited it was felt that the assessments were accurate and fair.

Centres remain clear on the reasoning for the tapered of marks within each level; the top level (6) and bottom level (1) only being 4 marks wide in each case, with Levels 5 and 2 being 5 marks wide and Levels 4 and 3 being 6 marks wide each. This has certainly enabled centres to provide better differentiation between their candidates, especially in Levels 3 and 4.

Centres are encouraged to use the full range of marks within the specification and use the reference points around grade award. It is felt that the adjustments that were made have ensured that all candidate performances align to the grade award and their rationale have been fully justified.

There still continues to be positive shift in the manner in which staff are interpreting the assessment criteria, and it is clear that centres are better at the process of identifying the candidate's performance against the five subcategories (Range of Skills, Quality of Skills, Physical Attributes, Decision Making and Effective Performance) and subsequently finding the line of best fit.



## Assessment of Practical Performance

### Positives

- Centres had taken on board the advice given in the previous assessment cycles and there was evidence that most centres had a better understanding of the rigours required for each assessment level.
- Most centres had spent a great deal of time working through the assessment criteria and were working to the line of best fit.
- Many staff spent a great deal of time working through the range of acquired and developed skills listed under each individual activity and found that when assessing candidates this enabled them to place them into a level with ease.
- The desire to provide a more even spread of marks across the cohort was achieved. The accessibility of an A grade was achieved at the bottom of Level 5 which not only ensures accessibility, but it also provides recognition for our elite performers.

### Areas for Improvement

- Centres continue to appreciate the breakdown of acquired and developed skills in to 'Core' and 'Advanced' although they did not directly correlate these to the wording within the assessment criteria, which resulted in some candidates being generously assessed.
- Many centres assessed their performers too narrowly across the mark range and as such did not allow the differentiation between candidates to be achieved. Centres are encouraged to use the full mark range appropriately; by applying a careful focus on the wording in the assessment criteria.
- Some centres had inconsistent marking therefore, it is essential that a robust internal standardisation process takes place within the centre before submitting marks to OCR to minimise this.
- Candidate produced filmed evidence is on the rise and here we would strongly recommend that centres check the quality and validity of this before submission to OCR. This is most prevalent in those sports that a centre itself does not offer 'in house'.
- Some centres did not always provide supporting evidence for assessments that are directly linked to a performance table; Athletics, Cycling, Swimming and Triathlon. Centres are expected to upload a copy of the time or distance a candidate is putting forward as part of their assessment. It is felt the easiest form is a print screen of the events result sheet which identifies all the relevant details such as candidate name, event, date and time/distance recorded and is then counter-signed by a member of the centre staff to authenticate the performance.

## Assessment of Coaching Overview

For the assessment of Coaching, as with the practical, the line of best fit across the assessment criteria is required. Here there is a focus around the Planning & Organisation, Delivery, Evaluation & Reflection and the Technical Knowledge of the candidate. These categories are further expanded by identifying the candidate's performance as a coach against the six subcategories (Range & Quality, Planning & Organisation, Delivery, Technical Knowledge, Evaluation & Reflection and Coaching Plan). It is this latter six subcategories that enable the line of best fit to be established and as such a final assessment mark identified.

Many centres are now able to align their coaching marks to the assessment criteria set out in the Guide to NEA, therefore allowing accurate assessments to take place. However, some centres are still over assessing their candidates meaning their marks have been amended. The major area of concern was the lack of standardisation between the assessed level of a coach and a practical performer and the rubric infringement of not meeting the required amount of filmed evidence of 2 x 40 minute coaching videos. Some of the coaching candidates observed lead a session rather than coached, there was also significant concern over the level of technical knowledge displayed in many sessions and lack of evidence submitted. Along with the fact that some coaching candidates were not coaching the same participants over the course of the 20 sessions. It is felt that these adjustments and their rationale have been fully justified when looking at the placement of the grades identified earlier.

## Assessment of Coaching

### Positives

- Many candidates produced a log of coaching which encompassed all of the areas required.
- Most candidates coached the same participants throughout all 20 sessions.

### Areas for Improvement

- Many centres struggled to differentiate between the skills of a 'sports leader' and a 'coach' and this was reflected in many of the assessments viewed both live and by filmed evidence. Those candidates who focused on fault identification and the resulting correction and technical development were rewarded with higher level assessments compared to those candidates who 'managed' a group of performers through a range of drills with little, if any, individual corrective measures being put into place.
- When assessing the Coach, it would be expected that at Level 5/6 they should be delivering some of the advanced skills from their activity criteria in the Guide to NEA within their sessions and not just core skills to a very good level; this might have a knock-on effect as to the age of the group a candidate coaches. We would be expecting the candidate to use the activity criteria set out in the Guide to NEA as an illustration of the range of core and advanced skills a candidate should be delivering within their sessions.
- Throughout the moderation process we observed candidates delivering sessions to a wide range of performers. Although the ability level, age range and number of the performers a candidate coaches is not stipulated, centres are reminded that the choice/number of groups will have a direct impact on the type and level of coaching the candidate can offer. As such, we strongly advise centre staff to take a leading role in the initial group selection for the candidate. More successful candidates had fewer participants, were able to coach advanced skills off the activity criteria in the NEA guidelines and could provide individual feedback and fault correction to all participants.
- It was evident from viewing logbooks that many candidates rotated their delivery between a variety of participants over the duration of the assessment process in order to meet the requirement of 20 sessions. To ensure a sustained and developmental approach to coaching, the 20 sessions should be delivered to the same group of performers.
- The Guide to NEA clearly states that the duration of each coaching session should be minimum 2 x 40 minutes continuous footage. These filmed sessions provided must be of two sessions from their logbooks, stating clearly which session plan they correlate to. Centres are also reminded that it is a 2-year process and that a candidate might even have more than two 40 min sessions filmed across their assessment process. As a moderation team we are happy to have more than two filmed sessions submitted and if these are clearly referenced to their logbook we can choose which sessions to view for the assessment process.
- Centres should also be reminded that they should cross-reference the standard of their coach to the standard of their practical performers and make sure that they have standardised across the whole specification.

## Most common causes of centres not passing

Very few candidates do not pass the performance component of the specification; however, those that don't have often not been playing any form of sport for the duration of the course. As such, centres are reminded that encouraging your lower level practical performers to play at least recreationally on a weekly basis will make a significant difference.

## Common misconceptions

Candidates need to be in Level 6 to be awarded an A grade; this is incorrect as an A grade has been set in Level 5.

A 'highlights reel' or one individual performance (100 m) is the best way to provide filmed evidence; this is incorrect as we require both a range of skill footage as well as a continuous block of performance/competitive footage to fully understand the commonalities in performance.

A 'Park Run' or any Cross Country course can be used to assess a candidate in Cross Country; this is incorrect as there are specific course requirements that must be met, these are in line with the ESAA specifications.

A 'Personal Best' for a candidate in a performance table activity (Athletics, Cycling, Swimming and Triathlon) can be used as their mark regardless of the date it was achieved; this is incorrect as the time must be achieved within the duration of the two year A Level course. We do allow marks from 1st July preceding the start of Year 12.

The level of performance played at dictates the mark that can be given. This is incorrect, centres need to ensure that the mark given is in relation to the five sections of the assessment criteria for the activity being assessed in. The level played at can support the mark submitted.

Some activities are easier than others to access the assessment criteria; this is incorrect the level of performance is standardised across all activities.

## Avoiding potential malpractice

Malpractice is incredibly rare in the performance component of Physical Education but there are odd occasions it occurs. This can be when performance table marks are not in line available platforms, or when evidence submitted is not within the two year A Level course. It also occurs with 'off-site' activities, where significant instructor led sessions are provided as evidence as such do not meet the assessment criteria. Or this is linked to Swimming, Athletics and Coaching where centres have not met the rubric requirements as set out in the Guide to NEA.

## Helpful resources

[Teach Cambridge](#) – offers many resources and has all the links to PE forms.

Official OCR INSET – Please be aware we cannot guarantee the content of non-OCR training that is on offer.

Latest version of the Guide to NEA on [Teach Cambridge](#).

## Additional comments

The moderation team would like to express its thanks to all centres that participated in this year's moderation process; their continued professionalism and pragmatism shown within discussions at moderation days and the way in which they support their students in advance of these days highlights the range of exceptional Physical Education staff delivering the subject.

Centres are now required to film candidates throughout the two years of the assessed course to make sure adequate footage is available to allow for accurate assessments at the end of the course or to support candidates in case of an injury.

Centres are strongly encouraged to regularly review the Physical Education site on 'Teach Cambridge' for updates and attend the free "Ask the Moderator" online sessions throughout the year to clarify aspects of the assessment process.

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# Supporting you

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## 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](#).

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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.

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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).

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# Online courses

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## 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?

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.

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](mailto: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.

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