

Examiners' report

A LEVEL

HISTORY A

OCR Level 3 Advanced GCE in History A

H505

For first teaching in 2015

Y314/01 Summer 2025 series

Contents

Introduction	3
Paper Y314/01 series overview	4
Section A overview	5
Question 1	5
Section B overview	14
Question 2*	14
Question 3*	14
Question 4*	15

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 responses 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 [Teach Cambridge](#).

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 Y314/01 series overview

Y314 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 generally:	Candidates who did less well on this paper generally:
- showed a clear understanding of the views of the two passages in relation to the question - were able to use contextual knowledge to test the passages, linking that knowledge directly to the passages with evaluative words - were able to consider both the strengths and the limitations of the passages using contextual knowledge - covered the whole period in a balanced way in the essay questions - adopted a thematic approach - made links and comparisons between aspects of the topic - supported their arguments with precise and relevant examples - reached a supported judgement about the issue in the question.	- showed a limited understanding of one or both of the passages - did not go beyond a basic explanation of part of the passage - did not link any contextual knowledge directly to the passage and therefore did not evaluate the passage - adopted a chronological rather than a thematic approach in the essay questions - did not make links or comparisons even if events from different parts of the period were discussed in the same paragraph - did not cover the whole period - did not focus on the precise wording of the question - made unsupported comments about issues which were no more than assertions.

OCR support



You can find information on exam review webinars and other support events in **Training** on the horizontal menu within AS and A Level History A on [Teach Cambridge](#).

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.

Section A in Paper Y314 is focused on the responsibility of the Kaiser and his government for the First World War.

Question 1

- 1 Evaluate the interpretations in **both** of the two passages.

Explain which you think is more convincing as an explanation of the responsibility of the Kaiser and his government for the First World War. [30]

This question was well answered with most candidates having a good knowledge of Germany's role in the lead up to the outbreak of the First World War. The main arguments of both passages were understood well. Candidates could see that Passage A argues that the government did not want war but were willing to take the risk, while Passage B argues that the government, and many other groups in Germany, actively wanted war. There is no requirement to mention any other historians' views in relation to the responsibility of the Kaiser and his government.

Successful responses used detailed knowledge of the period, such as Weltpolitik and the Kaiser's desire to rival the British Navy in the longer term and then the assassination of Franz Ferdinand and the July Crisis in the shorter term. The most successful responses used their knowledge to evaluate the views in the passages, for example the fact that the Kaiser was cruising in the Baltic in July 1914 was used to support the argument in Passage A and the building of the Berlin to Baghdad railway and 'blank cheque' given to Austria in July 1914 were used to support the argument in Passage B. Stronger responses effectively used evaluative language such as 'supported by' and 'challenged by'. Less successful responses simply explained the views in the passages, and some became confused over Passage A and saw it as an argument that the Kaiser and his government both expected and wanted war in 1914. There was also a tendency to only look at the strengths of each passage or when looking at limitations only evaluated by omission by using phrases such as 'fails to mention'. There are also still a few candidates who write about the provenance of the passages when it is not relevant to this question.

Exemplar 1

1	Both passages emphasise the aggressive intentions of the Kaiser and his government. However, the two passages are contrasting in their view of the extent of the Kaiser's responsibility. Whilst Passage A suggests that the Kaiser's government, led by Bethmann-Hollweg, were simply willing to accept the risk of war as a possible but not development of the their diplomatic moves, but not necessarily aiming for war as the ultimate and only goal in itself. Other priorities such as ending Germany's encirclement were the for main consideration, an end to which there were other possible solutions. Passage B, on the other hand, suggests that the Kaiser and his government wholeheartedly aimed to for trigger war. However Taylor qualifies this by underlining that the Kaiser's government was only a single piece of the widespread nationalist, imperialist and expansionist mood of the time, undermining the idea that the Kaiser had sole responsibility. Overall, passage B is more convincing as it correctly rightly highlights the equally important role which German society played in exerting pressure on the government to pursue an aggressive and hostile foreign policy. Passage A's strengths lie in its recognition of the foreign policy considerations which led to
---	--

Germany's involvement in, and indeed encouragement of, war in 1914. The passage highlights that the essential intentions of German government were to lend its encouragement. By indeed, this is very convincing given Germany's position at the time. Germany was isolated in an alliance with Austria and surrounded by a hostile Allied alliance, due to the Triple Entente between Britain, Russia and France in 1907. Thus, the foreign crisis was real and likely to be at the very forefront of German government considerations. Paragraph A further elaborates this point by highlighting that, in pursuing war, Bethmann-Hollweg's aims were not to unify domestic divisions by nationalistic rally, but instead to ensure that the Reichstag would support war policy. This implies that the intentions behind the war ~~was not~~ was not to unify domestic divisions as suggested by ~~the source~~ Prehler's structuralist views that *Weltpolitik*, and WWI, were conducted to assert the position of the state in a diversionary strategy. Instead, passage A suggests that ~~Bethmann-Hollweg~~ gaining Reichstag support was merely a means to an end to his diplomatic strategy. It such an interpretation has some strengths: for example, aspects of German policy leading to WWI such as *Flottenpolitik* seemed to be governed by considerations with Britain rather

than domestic goals. The ambitious naval armaments building programme was costly and contributed to the increasing Reich deficit, suggesting that it was not pursued to alleviate domestic problems. Rather, Tirpitz believed that a strong navy would force Britain to 'come' to Germany and seek an alliance. This thus supports Passage A's assertions that foreign diplomatic strategy was central to the aggressive war policy of the government. Most importantly, Passage A places interesting emphasis on the idea that war was a 'risk', implying that it was not the end-goal of the German government. This links to its previous arguments that the government was merely aiming to improve Germany's position and security, in response to international developments, rather than pushing war due to ideological reasons (as suggested by Passage B). For example, Passage A states that Germany 'was prepared to accept the risk of... involvement of Britain'. Indeed, this is very persuasive as the Schlieffen plan, conceived by the German general staff, involved an invasion of Belgium which would be likely to involve Britain who were strong supporters of Belgian independence and neutrality. Passage A's nuanced wording, calling it a 'risk', also correctly depicts that Germany ~~do~~ were not

necessarily aiming to involve Britain in the war, it played no role in its 'Middle Europe plans' unlike France or Russia. Involving Britain was simply a risk Germany was prepared to take as victory of the two-front war under Schlieffen's plan necessitated a quick invasion of France through Belgium. This supports the implications of Passage A that Germany was not aiming far, thus should not be considered wholly responsible for, ~~the war~~ the world-wide scale of the war in 1914. Passage A's ~~key~~ emphasis that 'the army believed it could still win' a war is also very convincing as during the war council of 1912 between Wilhelm and his military advisers, it was dismissed that Germany ~~should~~ was in a good military position, but ~~was~~ ~~it~~ would lose her advantage by 1917 once Russian and French army reforms had taken effect. Thus it is persuasive that the prospect of winning the war, ~~even~~ were central to considerations.

On the other hand, passage A is limited by its overall stance on German government's intention for war. Although involving Britain was a risk this did not translate to Germany's intentions towards war ~~with~~ France or Russia. Ammon's assertion that Germany ~~exploited~~ merely exploited the July crisis ~~is~~ 'pessimistically' is undermined by the early preparation for war

by 1912 which suggests a more active and enthusiastic role than suggested by the passage. Furthermore, it mainly asserts that Bethmann-Hollweg supported Weltpolitik up to 1914. In fact, in 1912 Bethmann-Hollweg tried to negotiate with Britain to reduce naval expenditure during the Haldane mission. However, he failed as Tirpitz convinced the Kaiser that the naval arms race should be continued. Thus, passage A is limited in its identification of Bethmann-Hollweg as the main driving force of aggressive foreign policy and ~~and~~ ignores evidence that the military government led by Kaiser, Bulow and Tirpitz actively lobbied war by 1912.

Passage ~~B~~ B is very convincing on its emphasis placed on the mass, ~~and~~ systematic and pervasive support for war and radical nationalism throughout society. It identifies, as a separate group to the Emperor and the Chancellor, the 'Imperialdom' ~~and~~ who wanted a conservative and nationalist ~~policy~~ policy. Indeed, such an argument is supported by the more prevalence of conservative economic pressure groups who pressured the government into making further colonial African requisitions such as the Pan-German League or the Agrarian League.

women had 25,000 and 330,000 members by 1914 respectively, ~~pass~~ where such large membership is evidence of widespread support. The fact that economic pressure groups were often tied to Reichstag political parties such as the BLD to the conservatives meant that parties were under immense pressure to voice the opinions of the pressure groups, otherwise risk losing mass support. ~~For~~ This makes passage B's emphasis on Junker and agrarian pressure groups' responsibility on the pursuit of war policy very convincing. For example, the government faced widespread criticism by the Agrarian and Pan-German League when he failed to acquire compensation (significant) in the French Congo during the First Moroccan crisis. This likely influenced greatly the Kaiser's decision to send the ~~gunboat~~ Panther to Agadir in ~~1911~~ 1911, received to great public acclaim. Furthermore, passage B is strengthened by its recognition of the civil strife in 1914 - Burgfrieden - as it signified the unanimity of support for war and rightly emphasises the responsibility of all German groups in allowing war credits to pass and the war to be financed. Recognition of hopes that Germany would 'expand eastwards' provides rightful attention to the ideological reasons for war such as Mittel Europa.

Passage B is only limited by its assertions that the SPD were involved in 'throwing themselves into a struggle for German domination'. In fact, although the SPD did eventually support the war in 1914 this was only due to renewed Russian aggression. In fact, the SPD was the only group that did not wholeheartedly support war, as suggested by Passage B. Instead, they advocated pacifism up to 1914 ~~as shown~~ as shown by their mass peace rallies which had proletarian and middle class support in 1912. After 1914, they put forward anti-annexationist ~~or~~ motions and 40 SPD deputies refused to vote for war credits as early as 1915. This undermines Passage B's overall stance that war frenzy was universal in Germany. Although the SPD provided last-minute, temporary support in 1914, not only was this quickly reversed but also their reluctance before 1914 suggests that they ~~did not~~ should not assume equal responsibility for ~~the~~ WWI.

To conclude, Passage B is overall much more convincing than Passage A. Whilst Passage A makes good points about the ~~from~~ view of war as a 'risk' and simply part of a wider plan to increase Germany's security rather than an ultimate goal of conquest, this is more accurate to depict the 1870s rather than the 1900s leading up to the

		war. Whilst In the 1890s, Tirpitz had to encourage support for naval building by creating the Navy League, and he was very much in control of German policy. Thus the idea of war as 'risk' aligned with his assumptions about other world alliances and that Britain would be forced to ally with Germany if they had equal navies. However after 1900 German society played an increasing role in pressuring the government to exacerbate its national foreign policy. This is more accurately depicted by Passage B which recognised responsibility of 'all the agencies', which can be substantiated by many examples such as Pan-German demonstrations for faster naval building than envisaged by Bulow in 1912, or chauvinist criticisms of the Kaiser in the First and second Moroccan crises.
--	--	---

Exemplar 1 is a good example of a Level 6 answer. The response has a good overview of the arguments in each passage in relation to the question and then uses detailed own knowledge to evaluate the strengths and weaknesses of each passage. It did not achieve full marks as its evaluation of Passage B is less strong than Passage A.

Assessment for learning



Candidates should take an overview of each passage and explain in their own words what the main view of each historian is in relation to the question.

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* 'The Zollverein was the most important economic development in the growth of German nationalism in the period from 1789 to 1919.'

How far do you agree?

[25]

This was the most popular of the essay questions and there were some very strong answers which adopted themes such as free trade, protectionism, railways and economic nationalism. It was also effective to compare the Zollverein to other economic developments within the themes of economic, political and cultural nationalism. The key to success was to link economic developments to the growth of German nationalism and not just run through the different economic developments in the period. There were some impressive responses which linked the Zollverein to the growth of Prussian economic power before unification in 1871 as well as comparing this to the desire for economic growth and new markets which arguably drove German Weltpolitik in the later period.

Less successful answers sometimes adopted a chronological approach and ran out of steam by 1871 and even some otherwise stronger responses over-focused on the earlier period, perhaps because the Zollverein was in the question. There were also a significant minority of candidates who misread the question and compared the Zollverein to political and cultural developments in the period and sometimes to the role of leaders. These could only be credited with partial focus and did not get higher than Level 3.

Question 3*

3* How important was the decline of Austria in the Unification of Germany in the period from 1789 to 1919? **[25]**

This was the least popular essay question but there were some very strong responses. These either took a thematic approach looking at the relative role of the decline of Austria within political, economic and cultural themes or compared the named factor with others such as Prussian strength, the role of leaders and nationalism across the period. These essays were able to focus on the struggle between Austria and Prussia before 1871 and also many successfully mentioned the 'blank cheque' given to Austria in 1914. Less successful answers were often imbalanced with an over-focus on the 1848 to 1866 period and some were essentially a description of how Prussia had emerged dominant by 1871. Some only focused on the decline of Austria and did not compare it to other important factors in this period such as the growth of mass nationalism.

Question 4*

4* 'Prussian ambitions undermined the aims of German nationalists in the period from 1789 to 1919.'

How far do you agree?

[25]

This was a popular question and the very best responses benefitted from defining what they understood as Prussian ambitions and the aims of German nationalists and how they both changed across the period. The best way to achieve synthesis across the period was within themes such as political, economic and mass nationalism and to stay closely focused on the question within a thematic approach. Many strong responses pointed out that the pan-German nationalism of the later period was when Prussia and the wider German nationalist interests aligned the most, whereas both the failure of the 1848 revolutions and the Wars of Unification in the 1860s arguably told a different story. Less successful responses often did not get to grips with the focus of the question and were unsure as to why there would be differences between Prussia and German nationalists in this period. Some less successful answers stopped in 1871 and many over-focused on the 1848 to 1871 period.

Exemplar 2

4		The aims of the German nationalists changed markedly throughout the period, from a liberal 'Großdeutsch' approach during the 'Wars of Liberation' to a more 'völkisch' vision by the end of the period. Nevertheless the aims of the nationalists contributions of Prussia can be effect categorized into three themes: political/military contributions; economic contributions and socio-cultural contributions. Overall, especially being due to economic and military factors, Prussia ultimately aided and did not undermine German nationalists, though it did dominate them. In the political and cultural arena it can be argued that the Prussian contribution was to all
---	--	---

undermine the nationalists, for ~~the~~ ~~was~~ three main reasons. Most importantly it was Prussian victory in the 1866 'Brüderkrieg' that ~~the~~ secured the permanent removal of Austria from German affairs, hence rendering impossible the Großdeutsch vision of ~~the~~ Germany carried by many nationalists. Secondly it was ~~Prussian~~ ^{Prussian} military Prussian militarism that led to WWI - the Kaiser was the Prussian king, Moltke the Younger was Prussian, Bethmann Hollweg was too etc. This ultimately undermined the nationalists because the Treaty of Versailles left Germany ~~extended~~ ^{extended} once more. ~~And~~ ^{And} much earlier, during the ~~1848~~ ¹⁸⁴⁸ März and 1848-49 revolutions it was often Prussian military intervention that undermined nationalists. This was seen in the 'Imperial Constitution Compromise' of ~~1848~~ ¹⁸⁴⁸ 1849, and also earlier in intervention in the 1830 German uprisings.

However overall the Prussian military ~~response~~ ^{response} and ~~political~~ ^{political} role was not undermining. It was ~~Prussian~~ ^{mainly} under Prussian leadership of Friedrich Wilhelm III that the German Länder were able to defeat Napoleon - and the Prussian military reforms that had been carried out between 1806-1813 which made this possible. Then most obviously it was Prussian leadership under Bismarck ~~that~~ ^{that} in

~~led to~~ the three wars of unification that led to the German Reich being formed. ~~One ought to hope for~~ This was largely in line with the best achievable outcome. Though some hoped for a 'Königsdeutschland', the Austrian refusal to be split from its empire as seen in their rejection of the offer from the Frankfurt Parliament in October 1848 makes clear that this was not much of a viable option.

One ought not to be too teleological in one's interpretation. Though the establishment of the Reich still did ~~not~~ entrench some disunity, it was overwhelmingly in concord with Bismarck's wishes. This explains why the National Liberals ~~dropped the Reichstag~~ would support Bismarck in the ~~early~~ North German Confederation and then in the Reichstag till 1878.

Yet Prussia can be held to have split Germany economically. It prevented Austria from joining the Zollverein in the 1850s, thereby entrenching economic disunity. ~~Similarly the Prussians~~ Yet overwhelmingly Prussian economic contributions aided unity. It was with weapons, such as the breech loading rifle or Krupp Six Pounder, produced in ~~the~~ West Prussia that the Wars of Unification were able to be won. ~~Especially~~ And the Zollverein led to the increasing specialisation of

economies in the Confederation that correspondingly created interdependence. Most importantly perhaps the growth of the ^{German} Prussian railway network - from in 1871 20000 km to 60000 km in 1910 was a benefit that aided all Germany. Yet it was largely cross-subsidised by the Prussian revenue from its own railways. This is because freight shipping in West Prussia was so profitable that it was able to use some of this revenue to support developments in Saxony, Württemberg and Bavaria. This made a very substantial contribution to unification. Moreover Prussian export strength - exports rose ~~from~~ fourfold from the Ruhrgebiet to the rest of Europe - similarly cross subsidised other industries in other Länder. Overall then one can clearly observe a trend throughout the period: Prussian economic growth aiding through railways or revenue, or the Zollverein, unification as a whole. This was in no way undermining of the aims of German ~~any~~ nationalists.

Yet the perception of social and cultural unity was also of utmost importance ~~as~~ as part of the goals of nationalists, and it can be argued Prussia's role was undermining. ~~That~~ Prussian censors ~~en~~ enforced the rules of the Censur decrees of ~~the~~ 1819, and then the 6 and 10 Articles of 1837. This served to dramatically stifle unity. ~~Moreover~~ ~~that~~ Prussian

4(cont)	influence persisted that till the end of the Wilhelmine period; the and some nationalists concluded that Prussian culture was overwhelming in Germany. For instance the Prussian Kaiser Wilhelm, through building projects like the 1901 'Stagesallee', imposed on or through his views on what 'German' art ought to be, imposed a narrow Prussian perspective on cultural rationalism. Yet it can be argued that this consistent and continuous Prussian undermining was not of great importance. For instance in the Vormärz period, that despite Prussian authoritarianism, 'crypto-political organisations' like the Turnervereine managed to flourish. There were more than 300 by 1848. And the constitution of the
---------	--

German Reich made substantial allowances for particularism: cultural matters were almost always delegated to the governments and Landtage of the respective states. Finally in some instances German nationalists actually found cultural inspiration in Prussian action. For instance the Bavarian king was inspired by Prussian victory at Leipzig in 1813 to build his nationalist monument 'Vahalla'.

Overall then ^{certainly} in Prussia ~~in all three areas~~ did not undermine the aims of German nationalism. Especially in the political and military ~~area~~ area, it was Prussian leadership and might which ~~developed~~ developed the only plausible version of a nation state, a contribution lauded by nationalists. ~~The~~ In economic matters, which ~~certainly~~ aided the aims of nationalists, Prussian influence was overwhelming. Only in cultural matters and repression ~~in Prussia~~ record checked, yet this should not be valued highly: all the other most other Länder and Austria were similarly repressive.

Exemplar 2 is a good example of a Level 6 essay which establishes themes in the introduction and then has good synthesis in each of its paragraphs and reaches a substantiated judgement.

Supporting you

Teach Cambridge

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

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

Reviews of marking

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

Access to Scripts

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

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

Keep up-to-date

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

OCR Professional Development

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

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

Signed up for ExamBuilder?

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

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

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

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

Active Results

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

[Find out more](#).

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

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

Why should you use our online courses?

With these online courses you will:

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

How can you access our online courses?

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

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

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

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

Which courses are available?

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.

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

Tell us what you think

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

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



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



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



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

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

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

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



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

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

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

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

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

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

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

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

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