

Moderators' report

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KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Health and Social Care

J835

For first teaching in 2022 | Version 1

R033-R035 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.

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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

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

Unit R033 General overview

This is the NEA mandatory unit. Candidates learnt about physical, intellectual, emotional and social (PIES) aspects of growth and development and for the first part of the assignment apply this to the research of an individual in the life stage given in the set assignment. This series focused on older adulthood (65 years and over). Candidates go on to explain how the chosen individual's growth and development is affected by three factors which for this assignment were: physical, economic and environmental.

For the second part of the assignment an interview is carried out with an individual who does not have to be in the life stage for Task 1 (they can be any age), about two life events they have experienced. Candidates explain the impacts of one of these life events on the individual physically, intellectually, emotionally, socially and financially (PIESF). From the impact of the life event the candidate chooses to focus on they identify any needs the individual might have and research is undertaken to find out what support is available to meet those needs. Candidates justify how the support will meet the individual's needs and they must also say how they have applied person-centred values when recommending the support they have justified for their individual.

Most centres used the appropriate assignment published June 2024 for submission January and June 2025. It is important that centres check the front cover of the assignment for when you can give the assignment to candidates and the series in which it can be assessed. The current live OCR-set assignment was released on the 1st June 2025 and stored on Teach Cambridge; all previous series assignments are removed.

Samples can be submitted by uploading onto Submit for Assessment (SFA) digital platform or by post. This series most centres chose to submit samples using SFA than by post.

There is some inconsistency when uploading files to SFA. Sometimes files are not organised logically or labelled incorrectly which can cause issues for the moderator. Postal samples were generally well organised being hole punched and treasury tagged before being sent to the moderator. However many centres took extra care to make sure that the samples whether; postal or digital upload were well organised which aided the moderation process.

The Unit Recording Sheets (URS) which are a mandatory requirement were used by all but a few centres. The comments were helpful to the moderation process where they indicated the rationale for the mark given by the centre. However, the level of detail of the comments varied from centre to centre. There is also the issue of clerical errors, which could lead to the incorrect grade being given to the candidate. For example where candidate numbers were omitted or did not match the correct candidate name.

Evidence provided by the majority of candidates demonstrated that centres had explained the set assignment, there was a good understanding of the requirements shown in the evidence produced. Some candidates provided limited understanding of the assignment, as was shown in their evidence.

OCR support



If you choose to use [Submit for Assessment](#) please refer to the information on how to use this service which is available on our website. You can also find information on presentation and submission of coursework in [JCQ guidance for conducting coursework](#) section 3.

Comments by Task

Task 1 – Growth and development through a life stage

For this task, the candidate is required to produce information about an individual of their choice, in the life stage of older adulthood (65 years and over). The individual could be someone the candidate knows, e.g. a relative or family friend, or somebody who is well-known. Candidates must describe the milestones of growth and development that the chosen individual has experienced during this life stage using physical, intellectual, emotional and social aspects of growth and development, also referred to as PIES. The candidate's knowledge for this task comes from Topic Area 1 (1.1) es.

For the same individual and life stage they must explain how the growth and development of the individual has been affected by two of each of the factors given in the set assignment which for this assignment were; physical, economic and environmental.

Candidates had in the main chosen family members to complete this task. There were very few that had chosen a well-known person. When a well-known person was the focus unfortunately these were often just a bibliography which did not always meet the grading criteria; The correct life stage was used but candidates did not always link their individuals development to the expected milestone, and the age at which the growth and development occurred was often omitted.

We are still seeing candidates giving predictions of what would happen later in the life stage, but fewer than in previous series. We also had a few who produced evidence leading up to the life stage which is not a requirement.

For the second part of Task 1 the candidate needs to use the same individual and life stage to explain how their growth and development has been affected by the three factors given in the set assignment, physical, economic and environmental (two of each). Many candidates had clearly signposted the factors within their evidence which aided the moderation process. A few candidates gave generic information on the factors with no links to their individual, also a few candidates produced extra evidence for factors not in the set assignment. Only the factors given in the assignment should be addressed. Candidates should not be given marks for evidence about factors not included. Most candidates produced sound or comprehensive evidence the latter showing a thorough understanding of the assessment criteria. Many candidates still relate the factors to PIES, this isn't required, and in doing so a few candidates gave more focus to the PIES than the factors.

OCR support



Refer to the assessment guidance in the specification for R033 when students are choosing their individual for Task 1. Here it says that *you must check that the person chosen is appropriate to enable students to access all the marking criteria*. Consider whether the candidates will be able to find information on milestones of growth and development to meet Topic Area 1 the specification.

Assessment for learning



The growth and development of the individual in Task 1 should relate to the content given in Topic Area 1.1.2 PIES development across the life stage, for the older adulthood life stage (65 years or over) for this series. A suggested activity for PIES would be to place four sheets of paper around the room – each one labelled with an area of PIES. Candidates give examples on each aspect of development in relation to the life stage older adulthood. For example; emotional development and self-esteem: they may feel they have nothing to prove at this stage in their life. Happy with who they are and what they have achieved. Examples could be positive or negative.

Task 2 – Life events and sources of support for individuals

Task 2 is split into Task 2a and 2b. For Task 2a candidates are required to interview an individual who has experienced two life events and produce a report describing the two life events and information about the life stage the two life events occurred in. The focus should then be on one of the two life events, and the physical, intellectual, emotional, social and financial impacts of the event, and the needs arising from the impacts. Information about support that could meet their individuals needs to include formal, informal and charities. Then they justify their choices of support which must include how the practitioners/care givers will support and meet the individual's needs. The candidate should then include how they have applied person-centred values when recommending personalised support.

Task 2a – Impact of life events on individuals

For the first part of Task 2a candidates describe the two life events from the interview and the life stage when they occurred. The life events can be expected or unexpected they may be a result of a physical event; a relationship change or a change in life circumstances Topic Area 2.(2.1).

It is a mandatory requirement to include a signed Interview Authentication Form (IAF) and candidate interview notes. Most centres included the IAF with the sample for moderation, however candidates redacted interview notes were often omitted. Candidates should draw on their interview notes to write their report.

Most candidates were able to describe two life events, but it was noted by moderators that the life stage in which they happened was often not given. To improve this evidence when describing the life events candidates should include comprehensive background information about the person in the life stage leading up to both life events.

For the second part of Task 2a there is a focus on one of the two life events from the interview. Physical, intellectual, emotional, social and financial (PIESF) impacts on the individual at the time the life event occurred should be explained. In some instances, candidates had written about the impacts of both life events which is not required. They should be focusing on only one of the two life events.

The impacts of the live events on PIESF is being addressed accurately by most centres. There are some instances where candidates are only including four of PIESF and not explaining why one area hasn't been impacted. This forms part of the task and marking criteria. It might help candidates to highlight the task requirements and criteria to help them meet all aspects of the task. Most candidates completed the last part of Task 2a is focused on needs. As 'needs' is a plural candidates can refer to a minimum of two of the impacts of the life event. Impacts and needs were often seen together, and some candidates did not understand the difference between them and on occasion getting them the wrong way round or repeating their evidence.

Some candidates considered both life events or change the event part way through the task. It is important that your candidates understand that it is the same individual that is referred to throughout Task 2.

Misconception



There is a misconception that the individual chosen for Task 1 and Task 2 must be the same individual. The individual that is chosen for the interview in Task 2 does not have to be the same person chosen for Task 1 or in the same life stage given in the set assignment.

Task 1 and Task 2 are standalone tasks.

However, if candidates want to use the same individual they used in Task 1 to do their interview in Task 2, this is acceptable. For example, several candidates chose a member of the family for Task 1 (grandfather in older adulthood) and then used them for their interview. You should make sure that candidates are clear on the different requirements for the two tasks so that they don't muddle their responses, e.g. referring to life events in Task 1 instead of milestones (norms) of growth and development.

Misconception



There is also an additional misconception that different people can be used for Tasks 2a and 2b. It must be the same individual that is referred to throughout Task 2, for both Task 2a and Task 2b.

Task 2b – Research and recommend support to meet individual needs

Candidates researched formal, informal and charities as sources of support, as written in set assignment. Candidates who had used their research and applied it to the task, were able to meet the assessment criteria.

There was evidence of some candidates commenting on the support that the individual had received when the life event occurred, instead of recommending personalised support.

Sometimes candidates gave generic information on the sources of support and also generic information for needs instead of applying to the needs of their chosen individual.

For the second criteria for Task 2b two pieces of evidence are required. Firstly, justification of how the support they have researched, including how practitioners/care givers, will support and meet the individual's needs. Most candidates were able to justify how the support met their individual's needs but in some instances this evidence was generic and not applied.

Secondly, how the candidate applied person-centred values for the support they have recommended that will meet their individual's needs. This part of the assessment criteria is still not fully understood by centres and therefore by the candidates. The person-centred values are correct, but it should be noted they don't have to cover them all. Some candidates gave generic information of what the person-centred values were and some candidates also from how the practitioners and providers would apply them.

Misconception



There is still a misconception that in Task 2b the person-centred values are applied from the perspective of the sources of support and practitioners. To meet the requirements of the assessment candidates demonstrate that they understand the purpose of person-centred values by saying how **they** applied them when recommending support to meet the needs of the individual.

Assessment for learning



Use [ExamBuilder](#) to build topic tests on person-centred values from the legacy Cambridge National Health and Social Care specification. This will help to introduce candidates to a variety of questions relating to person-centred values to which they can apply their knowledge.

You could give each candidate a different health or social care need and get them to research the support that is available in the local area – formal/informal and charities. This could then lead to candidates making choices for the individual to make sure their care is person-centred. They can offer reasons for their decisions. This will give them information to draw on to meet the grading criteria.

Unit R034 General overview

In this unit candidates are given the opportunity to explore different types of creative and therapeutic activities that are available. They will plan and deliver their chosen planned activity. Candidates will then evaluate their own performance and discuss two therapies and their benefits to the individual or group used in Task 1 of the set assignment.

It was encouraging that all centres had used the correct set assignment which is dated for assessment in January and June 2025. As with the mandatory unit the optional units are released onto Teach Cambridge on 1st June each year and the previous assignment is removed. Both postal and digital methods of moderation were used. If you choose to submit using [SFA](#) please refer to the information on the website to make sure the correct file formats are used as some uploaded files were not well organised. However, some centres need to be congratulated on their submissions either by post or Submit for Assessment.

There was a mixture of digital and manually completed Unit Recording Sheets (URS). Comments on the URS were varied with some in greater detail than others. The majority of comments were helpful to the moderation process giving the rationale as to why the marks had been given for specific tasks. Completion of the URS sometimes had candidate numbers missing and names occasionally did not match with candidate numbers. Clerical errors still remain an issue and this could result in candidates being given the incorrect grade. When electronic URS are used still check the final addition as this can cause errors if marks changed and the URS then not updated.

There is an OCR template available for Task 1 for producing a plan for the creative activity. The template was used by many candidates; this is considered best practice. Overall, there is a good knowledge and understanding by the centre and the candidates of the set assignment and the assessment criteria.

Comments by Task

Task 1 – Plan a creative activity

The set assignment for this series (assessment January and June 2025) is focused on selecting one creative activity adolescents (11-18 years) who attend the local youth club at a local community centre. There was a wide range of activities chosen many showing originality.

Candidates need to explain the factors (a minimum of two factors required) that affected the choice of activity and an explanation of the benefits (a minimum of two benefits are also required) for the individual or group (adolescents 11-18 year olds) in terms of physical, intellectual, emotional and social (PIES). The same activity should be used throughout along with the same individual/group from the set assignment.

When explaining the factors affecting the choice of activity some still want to link the individuals/group to having a specific need for being at the youth club. However, this was not so evident compared to previous series. The explanation of the factors affecting the choice of the activity needs to focus on the set assignment adolescents (11-18 year olds) at the youth club. Signposting of the factors would give clarity to the assessment criteria.

Some candidates had mixed factors and benefits together and the evidence became muddled. Clearer signposting would help to identify the factors from the benefits. The benefits should be explained in terms of PIES; some candidates had addressed all PIES – this is not a requirement. This part of the assessment criteria is across the PIES.

Most of the candidates chose activities suitable for adolescents 11-18 year olds in the Youth Centre as given in the set assignment. It was encouraging to see the OCR template had been used, this is considered best practice as it addresses all of the assessment criteria.

Misconception



The assignment wants candidates to plan and deliver a creative activity that could be offered by the Youth Centre to the age of the group/individuals that provides something to do while engaging with others who are in the same life stage given in the set assignment (11-18 year olds). There is no need for the individual/group to have any specific need to be at the Youth Centre.

The individual/group and setting given in the scenario should be used throughout the set assignment to meet the assessment criteria. Along with the creative activity chosen.

Assessment for learning



Examples of creative activities and their benefits are given in Topic Area 2.1 of the specification.

As factors and benefits are both plurals, at least two factors and two benefits should be given.

Where there is no benefit to an aspect of PIES, this can be stated in the work.

A best fit approach is often required when more than one set of evidence is required within an assessment criteria.

Task 2 – Deliver the planned creative activity

When candidates are delivering the planned activity, they are observed against the criteria specified in the assessment evidence grid; introduction to the activity, supervision and how communication skills are demonstrated. The Teacher Observation Record (TOR) is a mandatory requirement and these should be completed individually and signed by the candidate who can also add any extra comments. These should be submitted with the work for moderation. The comments on the TOR support the marks given for this assessment against the grading criteria. The candidate having seen the TOR will also be able to refer to this in their evaluation. The TOR was included by most centres detailed and individualised for each candidate; the comments supported the marks given. The TOR was not always signed by the candidate.

OCR support



Please read the guidance notes in the live assignment before the observation record is completed. The class teacher and candidate being observed are responsible for completing the observation record.

In the guidance notes it says that the form *"must give contextualised details of what the student did and how this relates to the marking criteria. Simply providing statements from the marking criteria is not acceptable"*

Command words from the marking criteria used within the comments would further support the mark given.

Task 3 – Evaluate your own performance

In this task, candidates need to evaluate how they planned and delivered the chosen creative activity. They should make use of feedback gathered from the TOR and self-reflection in their evaluation. Candidates should consider their planning, communication skills and how they encouraged participation of the chosen individual or group. There should also be suggestions for any improvements they could make, explaining what they would do differently and why.

Most evaluations seen included all the requirements of the assessment criteria but not always including feedback from the TOR. Using the TOR will help candidates to develop their evaluation. Candidates struggle to suggest improvements, strengths and weaknesses. They would benefit from opportunities to reflect on their evidence before writing their evaluation to support them to be able to write in more detail. Centres are demonstrating that they are more confident using a best fit approach when candidate evidence was across the mark band criteria.

OCR support



Please read section 6.4.1 Use of a 'best fit' approach to marking criteria in the [specification/handbook](#).

Task 4 – Therapies and their benefits

Two therapies need to be described as suitable for the same individual/group from Task 1 of the set assignment and explain how the two therapies benefit the same individual/group in relation to PIES.

It was noted that sometimes the descriptions were not always related to the individual/group from the set assignment but were often generic. Benefits were also sometimes generic and not applied to the individual or group.

The benefits should be in relation to PIES. Candidates that are producing comprehensive evidence for this part of the task are signposting the benefits clearly and then relating them to PIES.

A variety of therapies had been considered for the first part of the task. The requirement is that only two therapies are described. Some candidates had done several. The therapies for Task 4 should be different from the creative activity for Task 1. In a few instances candidates used the same therapy for Task 1 and Task 4. This is not what the assessment evidence requires.

Misconception



The two therapies should be suitable for the age group given in the set assignment, adolescents (11-18 years) attending the Youth Centre as given in the set assignment.

Assessment for learning



Topic Area one is addressed in Task 4 Therapies and their benefits (TA 1.1)

Candidates could design a leaflet/poster highlighting the key features and benefits of a range of therapies used in Health and Social Care. These examples could then be applied to the individuals/group in the set assignment.

In Task 4 candidates should not be explaining the benefits of the therapy in general, but for the individual or group in the assignment.

Unit R035 General overview

For Unit R035 candidates research one of the two public health challenges in the set assignment, For assessment January and June 2025 the choice was child dental health or heart disease/stroke. They give reasons for their choice with an understanding of why addressing the chosen public health challenge is important to a healthy society. Then candidates plan and deliver a public health campaign from the public health challenge they have chosen from Task 1 to their choice of target audience. Candidates evaluate their performance of delivery of the health promotion campaign using the information in the task and criteria from the assessment evidence grid.

All centres had used the appropriate assignment issued in June 2024 for assessment January and June 2025. methods of submission had been used postal and digital to Submit for Assessment (SFA). When SFA is used it is helpful for the folders to be clearly labelled with the candidates name/number and task(s). As in the other units there is still a significant number of clerical errors on the Unit Recording Sheet (URS) both on manual and digital versions, although the digital version gives the total if changes are made and not reloaded the mark will remain the same, this can lead to the candidate being given the incorrect grade. This also applies to other areas of the URS, some centres had candidate numbers missing or candidate names not matching candidate numbers, centres should check thoroughly all details before submitting. The comments on the URS varied in detail from centre to centre. Some centres gave very detailed comments and this helped the moderation process as it was clear why the mark had been given particularly when a best fit approach had been used, Most centres work was well organised and presented. Supporting evidence of carrying out of the public health campaign had been included by most candidates and while this is not a requirement it puts the candidates work into perspective and how much hard work had been put into the delivery of some of the public health campaigns.

Comments by Task

Task 1 – Choose your public health challenge and campaign

This task is split into Tasks 1a and 1b.

For Task 1a, candidates were required to choose one public health challenge given in the set assignment, explain why it has been chosen for the public health challenge and explain why it is important to society to address this.

For Task 1b, candidates were required to produce information on the health promotion campaign they propose to deliver. They should be using the public health challenge they chose in Task 1a, identifying a target audience, and looking at factors, barriers and benefits.

Task 1a – Choose a public health challenge

The assessment evidence for Task 1a is in two parts: reasons for the choice of the public health challenge and an understanding of why the public health challenge is important to a healthy society. Some candidates referred to the four areas in Topic Area 1.1 of the specification to meet this criteria. Moderators saw evidence where some candidates discussed both the public health challenges; heart disease/stroke and child dental health, while a few looked at several public health challenges. Candidates only need to select one of the two public health challenges.

Task 1b – Choose your health promotion campaign

In Task 1b candidates identified the target audience, explaining factors that could influence the health and well-being and the barriers to leading a healthy lifestyle. The target audience should be the same for both factors and barriers as they are part of the same assessment criteria. Some candidates didn't clearly identify the factors from the barriers often using the same for both. Many candidates did factors better than barriers and a best fit needed to be applied. Where seen, centres had applied a best fit appropriately.

The second part of this task requires an explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES. On occasion candidates had combined benefits with factors and barriers and the evidence became muddled and it was unclear which part of the criteria was being addressed. Although work can be presented in any format it does help if the different parts of the task are clearly signposted. For benefits of the campaign some candidates addressed all of the PIES as this was relevant to their campaigns. The criteria asks for benefits in terms of PIES; therefore all don't need to be covered if they are not relevant.

Assessment for learning



As factors, barriers are both plural, the expectation is at least two. Benefits of the campaign should be in terms of PIES which may be all or some.

Factors and barriers could be applied to the campaign, but there's no requirement to do so as this isn't included in the marking criteria, but the benefits should be related to both the chosen campaign and target audience.

Task 2 – Plan your health promotion campaign

There is a template provided in the set assignment or on Teach Cambridge that covers all the listed headings from the set assignment and the assessment criteria.

The majority of candidates used the OCR template but where candidates produced their own plan they had also used the headings given in the OCR template and the marking grid.

OCR support



The OCR template can be used for planning in Task 2. This is in the [set assignment](#) available on Teach Cambridge.

Task 3 – Deliver your health promotion campaign

Candidates should be observed in the first part of the assessment evidence introducing the campaign, demonstrating communication skills and delivery of the health promotion campaign for the second part of the assessment relating to this task. The Teacher Observation Record (TOR) is a mandatory requirement for the task, these should be completed individually for each candidate and submitted with their work for moderation. This should be signed by the teacher and the candidate with any extra comments the candidate want to include. The comments on the TOR also support the mark given for this assessment criteria. When evaluating the TOR can also be used to address the feedback for this criteria. Most centres included the TOR detailed and individualised supporting the mark given in the grading grid. However there were some TOR not signed by the candidate.

Although it isn't a requirement there were many instances where centres had included the resources that the candidates they had used/presented in their campaigns. Moderators found it was interesting to see the variety of ways the campaigns had been delivered and presented. Although this is not a requirement it was testimony to the hard work that had gone into these campaigns as there was some excellent work. A pleasure to moderate.

OCR support



Please read the guidance notes in the live assignment before the observation record is completed. The class teacher and candidate being observed are responsible for completing the observation record. In the guidance notes it says that the form must give contextualised details of what the candidate did and how this relates to the marking criteria. Simply providing statements from the marking criteria is not acceptable.

Command words from the marking criteria used within the comments would further support the mark given.

Task 4 – Evaluate your own performance

For this task, the candidate needs to evaluate how they planned and delivered the public health campaign. They should use feedback and self-reflection, considering planning, communication skills and how they encouraged participation of the chosen individual or group. There should be suggestions for improvements, stating what they would do differently and why. This continues to be the weakest task in the set assignment.

This year we saw that some candidates were more confident using self-reflection and evaluated strengths and weaknesses of their planning, communication skills and engaging individuals. However, use of feedback could be improved. Candidates are saying what was in the feedback but not using to evaluate their performance. The feedback should be the collected in the way that was included in their plan in Task 2, for example if they said they would use a questionnaire, then this is what they should use. Signposting the headings from the task or assessment criteria could help candidates to focus on the requirements of the evaluation and make sure that all areas had been addressed.

Assessment for learning



Methods of feedback given in the planning should be the same method used when collecting the feedback from the target audience.

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- 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.

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

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

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

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

Which courses are available?

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

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

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

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

How can you get support and feedback?

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

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

Tell us what you think

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

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



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