

Examiners' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Engineering Design

J822

For first teaching in 2022 | Version 1

R038 Summer 2025 series

ocr.org.uk/cambridgenationals

Contents

Introduction	4
R038 series overview	5
Section A overview	6
Question 1	6
Question 2	6
Question 3	7
Question 4	7
Question 5	7
Question 6	8
Question 7	8
Question 8	8
Question 9	9
Question 10	9
Section B overview	10
Question 11 (a) (i)	11
Question 11 (a) (ii)	12
Question 11 (a) (iii)	13
Question 11 (a) (iv)	13
Question 12 (a)	14
Question 12 (b) (i)	15
Question 12 (b) (ii)	16
Question 12 (b) (iii)	16
Question 12 (b) (iv)	16
Question 13 (a) (i)	17
Question 13 (a) (ii)	17
Question 13 (a) (iii)	18
Question 13 (a) (iv)	18
Question 13 (b)	19
Question 14 (a) (i)	19
Question 14 (a) (ii)	20
Question 14 (b) (i)	20
Question 14 (b) (ii)	21
Question 14 (c)	21
Question 15 (a) (i)	22

Question 15 (a) (ii)	23
Question 15 (b)	23
Question 16 (a)	25
Question 16 (b)	26
Question 16 (c)	27
Question 16 (d)	27

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).

R038 series overview

With each series of this relatively new Level 1/Level 2 Cambridge National in Engineering Design, we see further progression with the responses we receive and this continued with this year's cohort, as R038 becomes further embedded nationally. The candidates appeared to have had a good grounding across this endorsement for the most part.

The report below seeks to give pragmatic advice to centres that will be helpful as they prepare their next cohort for this style of examination.

Basic concept

This style of examination has an allowed time of 1 hour 15 minutes. The total mark for this paper is 70.

The marks for each question are shown in brackets [].

The question paper begins with a set of ten multiple choice questions.

The question paper is designed to have a range of questions that carry a marking tariff between 1 and 6 marks. There is one extended response question, 15(b) and this will be assessed via a levelled response.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- had a broad understanding of engineering design and had a fulsome knowledge of the specification - had a good understanding of engineering drawing conventions and principles and were able to apply these accurately - were able to interpret engineering drawings - had a good understanding of a range of modelling techniques, and the benefits to the user and manufacturer - were able to give examples to given scenarios and justify their responses - were able to give answers with a justified response to demonstrate knowledge and understanding - were able to identify manufacturing processes including those linked to CAD/CAM - were able to demonstrate knowledge of product criteria and the choice of material and form - were able to give good examples of planned obsolescence and the drawbacks to this design strategy - were able to analyse given information, such as charts and tables.	- did not appear to have a broad knowledge of engineering design or the specification more generally - found engineering drawing conventions challenging - were not able to interpret engineering drawings - found justification difficult when extending a point they have made - did not have a clear understanding of terms used within manufacturing processes, including CAD/CAM - did not give an example within their answer where required, to access the higher marks - did not always read some questions thoroughly before answering - struggled to identify and explain appropriate reasons for materials and manufacturing processes - did not understand key terms; 'manufacturing processes' and 'material form' - did not demonstrate knowledge of identifying methods and uses of primary and secondary research.

Section A overview

This section was generally well answered, with many candidates finding the range of questions to their liking and accessible.

Some candidates didn't attempt some of the questions in this section. Even if a candidate is unsure when attempting multiple choice questions, it is still advisable to have a go.

As detailed for our January series, a considerable number of the candidates who had been given extra time or special consideration typed out full answers rather than just ticking a box. This is obviously time consuming for them and we would urge centres to encourage candidates to make use of the opportunity to access multiple choice questions on the question paper as well as using the opportunity to respond via typing their answers for any other questions that they wish. It is perfectly acceptable to use both modes within their answer.

Question 1

1 Which of these would typically be made as a one-off product?

(a) Nut and bolt

(b) Prototype gear assembly

(c) Radiator

(d) Washing machine

☐☐☐☐

[1]

(b) is the correct answer and most candidates gained the mark.

Question 2

2 Which of these mechanical features does the drawing show?



(a) Chamfer

(b) Countersink

(c) External thread

(d) Hole

☐☐☐☐

[1]

(c) External thread is the correct answer. Many students did not understand mechanical feature in this context and incorrectly gave either (a) or (b) as their answer.

Question 3

3 Which of these is an example of an aesthetic feature?

(a) Colourful graphics

☐

(b) Large, easy to read icons

☐

(c) Soft grip handle

☐

(d) Suitable for any age range

☐

[1]

(a) is the correct answer and most candidates gained the mark.

Question 4

4 Which of these is an example of quantitative comparison?

(a) Checking if the client likes the product

☐

(b) Checking the correct number of material parts are ordered to make the product

☐

(c) Comparing the size of the product with the client's specifications

☐

(d) Comparing user testing responses on favourite product features

☐

[1]

(c) is the correct answer and many candidates gained the mark.

Question 5

5 Which of these is the correct scale for a component drawn at half the size of the component?

(a) 1:2

☐

(b) 1:50

☐

(c) 2:1

☐

(d) 50:1

☐

[1]

(a) is the correct answer and many candidates gained the mark.

Question 6

6 Which of these correctly describes ergonomic design?

- (a) A design that uses human measurements avoiding oversized parts to save materials
- (b) A design that uses human measurements to ensure the 90th percentile of the population can use the product
- (c) A design that uses human measurements to ensure the product is comfortable and easy to use
- (d) A design that uses materials to ensure a long product lifecycle

☐☐☐☐

[1]

(c) is the correct answer and many candidates gained the mark.

Question 7

7 Which of these is an **advantage** of secondary research?

- (a) Manufacturer's detailed technical design information is always available
- (b) Only the designer has access to the information used for the research
- (c) The information available is often free
- (d) The information is always up to date

☐☐☐☐

[1]

(c) is the correct answer and many candidates gained the mark.

Question 8

8 Which of these would be included in the title block of an engineering drawing?

- (a) Author's name / who the drawing is by
- (b) Capital costs
- (c) Legislation requirements
- (d) Recycling information

☐☐☐☐

[1]

(a) is the correct answer and many candidates gained the mark.

Question 9

9 Which of these tools would be used to check an internal measurement of a component accurately?

- (a) Micrometer
- (b) Steel rule
- (c) Tape measure
- (d) Vernier callipers

☐
☐
☐
☐

[1]

(d) Vernier callipers is the correct answer. Some candidates answered correctly but many candidates did get confused and cited (a) or (b).

Misconception



Many students did not understand that vernier callipers could be used to check the internal measurement of a component accurately and incorrectly gave either (a) or (b) as their answer.

Question 10

10 Which of these angles is used to draw out lines to represent depth in an oblique drawing?

- (a) 15°
- (b) 30°
- (c) 45°
- (d) 60°

☐
☐
☐
☐

[1]

(c) is the correct answer and many candidates gained the mark.

Section B overview

This section has a range of question styles that generally fall into the following categories:

- **Identify or state** a specific piece of information, image or reason for 1 mark. For these questions, candidates are required to be able to demonstrate their knowledge by identifying or recognising a given item within a diagram/image, or use direct recall to answer a question, for example the definition of a term.
- Questions 13(a)(i), 13(a)(ii), 13(a)(iii) required candidates to demonstrate knowledge and understanding by interpreting the given drawing or information in the space provided using correct drawing conventions.
- **Explain, Describe, Analyse and Discuss** questions test candidates' understanding in greater depth than identification or recall style. Understanding will be demonstrated through answering how, why, reasons for, advantages, considerations of something to/in different contexts. For example:
 - Explain or describe how something might occur or describe how a particular circumstance will be affected or impacted by a situation for 2/3 marks. Examples are often sought in these questions with a mark being awarded for an appropriate example.
 - Evaluate questions for 4 marks require candidates to consider benefits and or drawbacks of a given approach to design.
 - Analyse an approach or explain the advantages of a technical scenario for 3/4 marks.
 - Discuss: candidates would be expected to approach from more than one point of view. A higher tariff question, with up to 6 marks available and marked via the level of response given within the answer. Candidates should provide more than just a series of statements and be able to expand on these with reasoning, the impact of and or justification. Higher marks are awarded for answers that include a reasoned discussion/debate with appropriate use of terminology.

Question 11 (a) (i)

- 11** The image below shows a structural slotted angle. The structural slotted angle can be used for a variety of support applications.

The image of a slotted angle steel bar, nuts and bolts has been removed for third party copyright reasons.	The image of black steel shelves made from slotted angle steel bar drill holes has been removed for third party copyright reasons.
--	--

A designer is developing a design for a heavy-duty structural slotted angle similar to the one shown above.

The designer is using the design brief and specification shown below.

Design brief:

To produce corrosion resistant heavy-duty structural slotted angle in 1, 2 and 3 metre lengths.

Design specification:

Criteria	Specification requirements
Aesthetics	
Cost	Maximum £8.40/m
Customer	Industry/trade
Working environment	
Dimensions / Size	40 mm × 40 mm available in 1, 2 and 3 metre lengths
Function	
Material	
Manufacturing	Press folded and punched

- (a)
- (i) Complete the design specification table for the heavy-duty structural slotted angle by adding in the missing requirements next to each criteria.

Some requirements have been completed for you.

[4]

This was a very accessible question with many candidates gaining full marks.

Some candidates did use generic terms such as metals. Candidates need to state specific materials at this level, such as steel or aluminium, for example.

Question 11 (a) (ii)

- (ii) Draw and label a **freehand sketch** of the heavy-duty structural slotted angle to match the requirements in the design specification.

Use the space below.

[2]

This was very accessible question with many candidates gaining full marks. Many candidates produced detailed freehand sketches.

Some candidates did not label their drawing and subsequently lost a mark.

Question 11 (a) (iii)

(iii) The heavy-duty structural slotted angle is produced using a press to fold the material.

Identify **one** other manufacturing process that would be used to produce the heavy-duty structural slotted angle.

..... [1]

Many candidates found it challenging to explain one other manufacturing process that would be used to produce the heavy-duty structural slotted angle. Popular correct responses included drilling, punching and a variety of finishing techniques. Some candidates lacked understanding of the term 'manufacturing process' and incorrectly answered with a scale of manufacturer.

Question 11 (a) (iv)

(iv) Explain how material availability and form can influence the design and manufacture of the heavy-duty structural slotted angle.

.....
.....
.....
..... [3]

Many candidates found it challenging to explain how material availability and form can influence the design and manufacture of the heavy-duty slotted angle. Some candidates did equate material availability to costs and manufacturing processes. Many candidates did not understand the term 'material form'.

Question 12 (a)

12 Additive manufacturing is increasingly being used to model and manufacture finished products. 3D printing is one type of additive manufacturing.

(a) The table below shows the key stages of 3D printing.

Complete each stage of the table by adding the missing description from the list below.

One has been completed for you.

3D Printing

Computer generated design created

Post processing

Setting up the machine ready for printing

Slicing – Transforming STL file to G code

Key stages of 3D printing	
	Description of key stage
Stage 1	
Stage 2	Slicing – Transforming STL file to G code
Stage 3	
Stage 4	
Stage 5	

[3]

Many candidates found this question accessible, filling in the stages correctly from the given description list.

Some candidates left out the stages and used a range of arrows and numbers, making their explanations unclear.

Key stages of 3D printing	
	Description of key stage
Stage 1	Computer generated design created
Stage 2	<i>Slicing – Transforming STL file to G code</i>
Stage 3	Setting up the machine ready for printing
Stage 4	3D Printing
Stage 5	Post processing

Question 12 (b) (i)

(b)

- (i) Identify **one** advantage of using additive manufacturing to create a model instead of using traditional tools and machines.

.....

..... [1]

Candidates found this question accessible and displayed good understanding of the advantages of additive manufacture.

Question 12 (b) (ii)

- (ii) Describe **one** way 3D printing differs from making physical models using traditional tools and machines.

Use **one** example to support your answer.

.....

.....

.....

..... [3]

While candidates often understood the difference between 3D printing and traditional tools and machines, they didn't always give an example. On occasion candidates didn't expand on the **one** way 3D printing differs and instead, listed several differences – which is not what the question asks.

Misconception



Many students did not pay close enough attention to the question, which asks for **one** way that 3D printing differs from traditional tools and machines. If a question specifically seeks one way and has a mark tariff of 2 or 3 marks then further explanation or justification of the point made is required to evidence knowledge.

Question 12 (b) (iii)

- (iii) Identify **one** type of filament material that can be used for 3D printing.

..... [1]

While many candidates did correctly identify a filament material such as PLA or ABS, a sizeable minority of candidates used generic materials such as plastic or polymer which were not accepted.

Question 12 (b) (iv)

- (iv) Explain **one** reason why post processing of 3D printed parts is often necessary before the component is ready to use.

.....

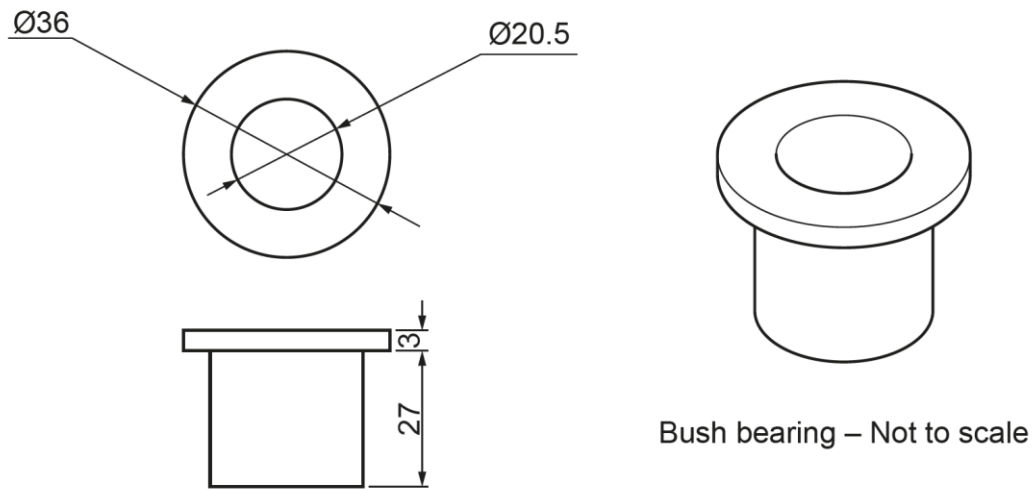
.....

..... [2]

Candidates found this question very challenging because they didn't appear to fully understand the 3D printing post process.

Question 13 (a) (i)

13 The drawing below shows a bush bearing used in a pump.



- (a)
(i) Label the isometric view. [1]

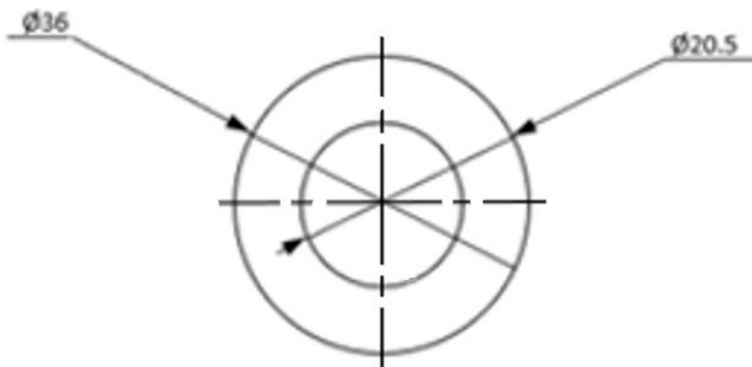
In this question there was a very mixed response from candidates with many clearly understanding which of the three views was isometric and either using an arrow or labelling the right-hand view correctly. Many candidates did not label the correct view.

Question 13 (a) (ii)

- (ii) Draw the centre line through the plan view using standard drawing conventions. [2]

Many candidates did not understand the standard drawing conventions for the centre lines.

- Centreline through the centre of the plan view, horizontally and vertically (1)
- Correct line convention (1)



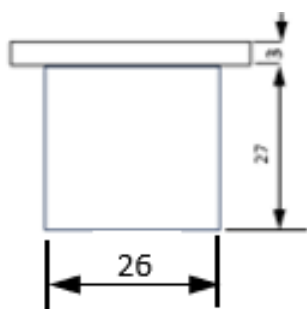
Question 13 (a) (iii)

(iii) Add a dimension of 26 mm to show the width of the front view.

[3]

Many candidates did not understand the standard drawing conventions for dimensioning the bush. There were four opportunities for candidates to gain 3 marks but many candidates found the question challenging.

- Arrowed dimension line touching the leader lines (1)
- Arrowhead should have solid points (1)
- Dimension centred above the line (1)
- Leader lines not touching the shape (1)



Centres should be reassured that a variety of responses were accepted during marking.

Question 13 (a) (iv)

(iv) Explain **one** reason why it would be important to create a physical model of the bush from the drawing.

.....

.....

..... [2]

Candidates found this question accessible, with popular responses including being able to test the size and proportion to see if parts fit the pump.

Question 13 (b)

(b) The drawing of the bush has been drawn using CAD.

Describe **one** way the use of CAD can benefit the design process.

.....

.....

..... [2]

Candidates found this question accessible, with common answers including the ease of editing a design and sharing of drawings across the country.

Question 14 (a) (i)

14 Planned obsolescence is where a company designs products with a deliberate plan to limit the lifespan of the product.

(a)

(i) Describe **one** way a designer could purposely build in planned obsolescence to an electrical/electronic device or household appliance.

Use **one** example to support your answer.

.....

.....

.....

..... [3]

Candidates found planned obsolescence accessible and often gained full marks for this question. The most popular answer was unsurprisingly the iPhone and the degradation of batteries or slowing of updates being very well described as customers would then potentially need to replace their device.

Question 14 (a) (ii)

(ii) Explain **one** drawback of a design strategy that uses planned obsolescence.

.....

.....

.....

..... [2]

Those candidates that understood planned obsolescence in the context of 14a(i) often also did very well with this question. Common answers included customers becoming frustrated at having to replace products such as their iPhone too often, so deciding to move to a different provider that may well be more reliable in terms of the lifespan of their product.

Question 14 (b) (i)

(b)

(i) Product disassembly is one method of analysing existing products.

Describe **one** resource you would need to disassemble a product.

.....

.....

..... [2]

This was a very accessible question, with candidates describing various tools or assembly manuals as popular responses.

Question 14 (b) (ii)

- (ii) Explain **one** reason why product disassembly may **not** be possible for some products or components.

.....

.....

..... [2]

This question was very well answered with many candidates finding it particularly accessible. Products being sealed, either by welding, moulding or glued together were very common responses. There were also many excellent explanations relating to manufactures not wishing for their products to be disassembled or the need for specialist tools.

Question 14 (c)

- (c) What does this mark mean?



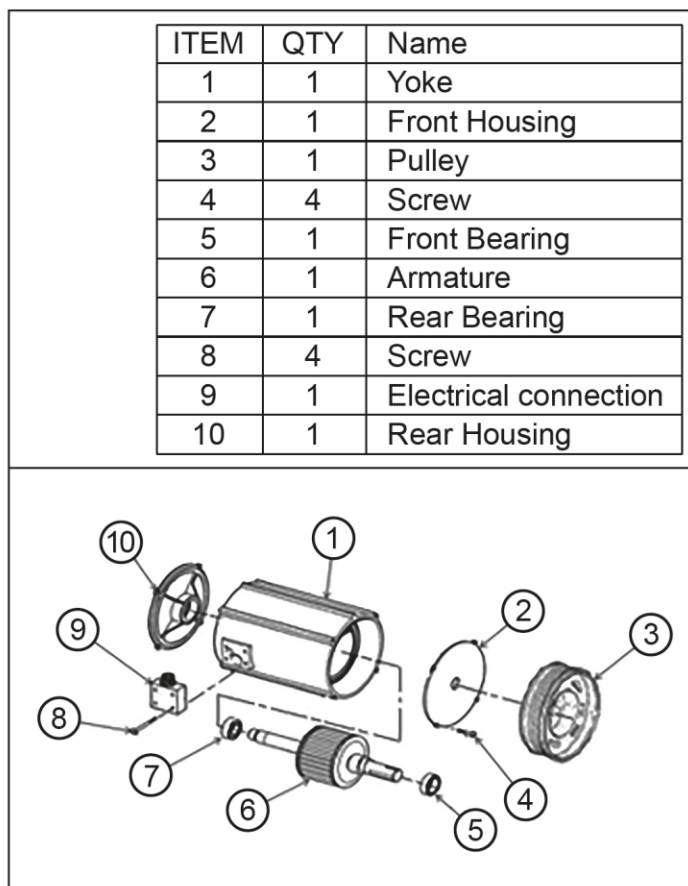
.....

..... [1]

A variety of answers were accepted here including what the letters mean and an explanation as to the meaning of UKCA when applied to a product.

Question 15 (a) (i)

15 An assembly drawing of an electrical motor is shown below.



(a)

(i) Describe how this type of drawing could be used for secondary research.

.....

.....

..... [2]

This question received a mixed response with many candidates describing that it could help people understand how a motor functions or what parts it contains, which could influence further improvement. However, many candidates stated incorrectly that the drawing could aid research into materials that are used for each component etc.

Question 15 (a) (ii)

- (ii) Explain why this type of drawing would **not** be enough to allow a manufacturer to make the components shown.

.....

.....

..... [2]

Many candidates found this question accessible and correctly explained that there are no measurements/dimensions included, nor materials nor further details pertaining to the inner workings of different components.

Question 15 (b)

- (b) A company designs and makes drones that people fly as a hobby.

The design of the drones is continually evolving as new features are added. The drones are manufactured in batches according to the unique features for each model. Assembly is done by hand but this method is becoming too expensive and time consuming.

The company wants to speed up the assembly processes involved in making the drones.

Discuss whether changing the design would speed up the assembly process.

.....

.....

.....

.....

.....

..... [6]

Many candidates discussed both the advantages and limitations of whether changing the design would speed up the assembly process.

Where candidates approached the question with an open mind citing both advantages of change and then the limitations of change as well, they often scored high in Level 2 or more often than not into Level 3.

Advantages included making the drones in a more simplified form, reducing components or having components already partially pre-assembled with printed circuit boards already in place.

The use of small batch production with machines and the removal of screws in preference of injection moulded clips that can simply push into position were often very well explained.

There were also some very good discussions around limitations such as the potential overall costs of changing the design to be assembled by robots/machines and the initial set up.

This is a levels response question with the majority of candidates either achieving Level 1 or Level 2. Some candidates only covered one side of the discussion without highlighting that investing in large scale machinery could come with significant drawbacks and risks to the company.

Some candidates achieved Level 3, demonstrating a thorough understanding that any decision to change the design of the drones had significant implications.

Exemplar 1

- Changing the design can be expensive and the machines would have to be changed ~~to~~ to produce the new design. - Slows down assembly process.
- Changing the design means the people who assemble the product need to be retrained / retrained, taking time.
- + By moving away from manual assembly to machine assembly, it is much quicker for a machine to produce drones in batches than people.
- Changing the design ~~means~~ by making it more complicated means ^{the assembly} it will be slower if the drones will continue to be made by hand.
- + By changing assembly process to machinery, [6] more batches can be made and sold, increasing income / profit for the company.

This exemplar is a Level 3 response gaining 6 of the 6 marks available. The response demonstrates a clear and coherent understanding of the advantages of changing the design of the drone to speed up assembly as well as highlighting the challenges/limitations that could be experienced by the company and their employees.

Question 16 (a)

16 A flow chart has been produced for the design of a safety interlock for a workshop milling machine. The safety interlock is designed to put the machine in a safe mode until the safety procedures are put in place by the operator. The safety interlock will only be disengaged once the machine is safe to operate.

(a) Complete **each stage** of the flow chart for the safety interlock using stages from the list below.

Some stages have been completed for you.

Disengage interlock

Is the safety visor guard moved into place?

Yes

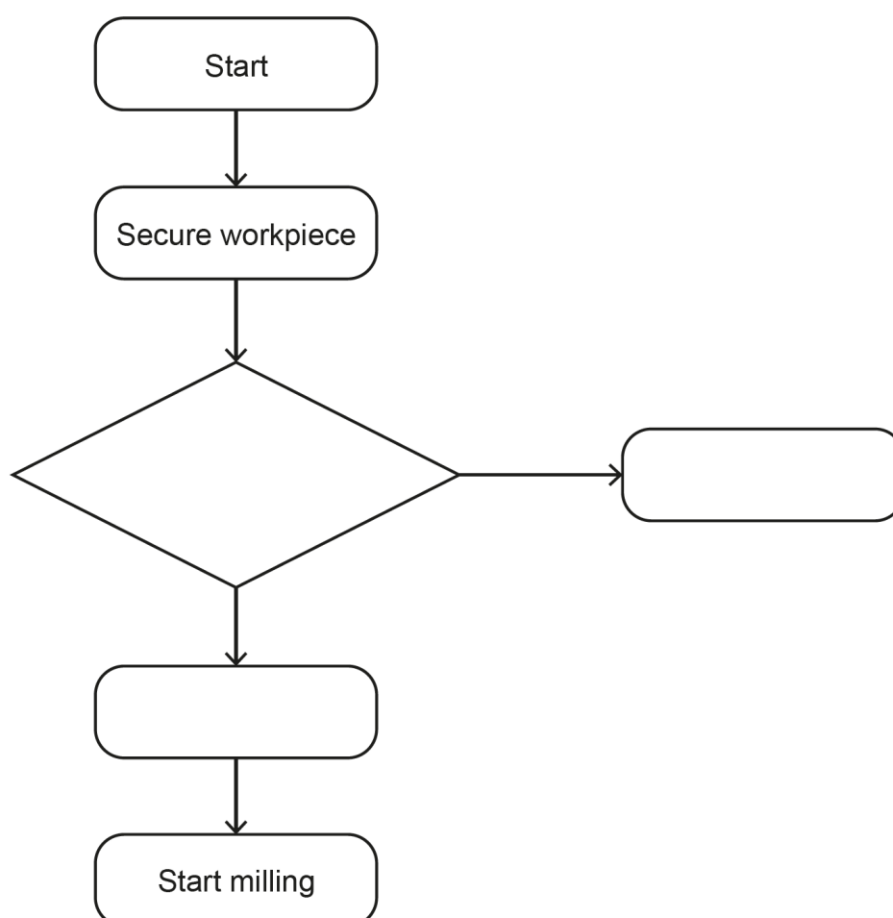
No

Start

Secure workpiece

Start milling

Move visor guard into place



[3]

Many candidates found the completion of this flow chart accessible and gained full marks. The mark scheme gave candidates the opportunity to gain marks for completing the stages from decision through both yes and no choices.

Some candidates added their own interpretations of different stages onto the flow chart which was incorrect.

Question 16 (b)

- (b) Many electrical products in the home have a standby mode which helps save energy when an electronic device is not in use. It allows the device to quickly resume its previous state when you start to use it again. In standby mode, the device remains in a low-power state, consuming a small amount of electricity. Usually, a small LED is lit to show the product is in standby mode.

Analyse how standby mode meets the principles of sustainable design.

.....

.....

.....

.....

.....

..... [4]

Candidates often scored at least 2 of the 4 marks available here. The most common answer was linking the savings of electricity with the impact on the environment and the use of fossil fuels within the principles of sustainable design.

Some candidates also correctly analysed that standby mode does still use some electricity to stay in that state, which is not then wholly in keeping with sustainable design.

Exemplar 2

LED lights waste less energy than normal lights, less energy is going to be used on standby mode meaning less energy fuel is burned meaning less CO₂ in our atmosphere. Also the light is shown when it's on standby if a resident forgets to turn the device off they have a warning that uses less energy than them leaving on a normal device.

Two clear points are analysed that address how standby mode is supportive of sustainable design.

Question 16 (c)

(c) Recycling and Rethinking the design are two approaches to sustainable design.

Identify **one** other approach to sustainable design.

..... [1]

This was a very accessible question that candidates found a great deal of success with. The most popular answer was reuse with other variations from the 6Rs also prevalent.

Question 16 (d)

(d) Explain **one** way primary research of existing products could be used to determine suitable materials for a new product.

.....
.....
..... [2]

Candidates were often able to explain how primary research of existing products could be used to determine suitable materials for a new product.

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?

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.



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.