

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

ENGINEERING

**OCR Level 2 Cambridge Technical
in Engineering**

Certificate: 05887

Diploma: 05888

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 grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades can be viewed on the Interchange claim once processed by the moderator. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

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

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

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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

General overview

Centres and allocated moderators should liaise early in the year to discuss potential visit dates and agree deadlines for candidate evidence to be completed and entered for moderation. Centres enter candidates through OCR Interchange within the set timeline requirements (at least 10 working days before planned moderation date). This enables moderators to select the required centre sample and return it to the centre, thereby allowing centres to upload or make sure the required candidates' evidence is available on the visit. Centres also should be aware of the requirements to upload all the selected candidates' evidence onto the OCR secure exchange portal at least three days before planned moderation date. OCR also set up a Teams meeting link for the virtual moderation which is automatically sent to centres once the moderation date is agreed.

OCR has produced a number of guidance documents relating to the uploading of candidate evidence and URS onto OCR secure exchange system, which centres should refer to, to make sure files and documents are uploaded correctly.

[Visiting moderation](#)

At each visit, centres are required to provide a complete Unit Recording Sheet (URS) for each candidate that clearly shows where the candidate has gained each grading criteria along with the final grade that is entered on Interchange. The URS should also include clear page referencing to show where work against the particular grading criteria has been awarded. This can be supported with suitable annotation in the candidate's portfolio. The URS should also be uploaded onto the OCR secure exchange portal before virtual moderation date if this is the option agreed by centre and visiting moderator. Alongside candidate samples and URS forms, centres should also provide documentation of internal processes, such as verification of briefs and internal standardising of units being delivered.

Assessment for learning



Centres should be aware that [Witness Statement forms](#) available on the OCR website can be used to further support/corroborate candidate evidence - noting that these cannot be used as a single source of evidence against grading criteria.

Internal Verification and Standardising

Centres are encouraged to conduct Internal Verification of assignment briefs, if they are set by centre. They should also conduct Internal Standardisation when grading candidates' evidence (OCR has produced sample documents that the centres could use). Where this has been carried out in centres it clearly demonstrated consistent and accurate assessment of candidate evidence and helped in the moderation process.

Referencing

All candidates must be encouraged to reference their work. This could be as simple as footnotes on each page showing the source material used along with numbered annotation within the work which should reference to particular grading criteria covered by candidate's evidence.

Comments on individual units

Unit 3 – Mechanical Engineering – Machine Operations

From centres that have delivered this unit, there is good supporting photographic evidence from candidates for this unit. All photographic evidence must have annotation that clearly identifies the activity and what grading criteria it relates to.

Within the Merit and Distinction grading criteria candidates still need to develop in depth explanations and evaluations of the practical activities they have carried out.

As this is a practical based unit, centres can use a Witness Statement to further corroborate candidate evidence. These should be individualised to indicate support and help given to candidates.

Unit 4 – Electrical, Electronic Engineering – Operations and Application

From centres that have entered this unit, candidates have produced photographic evidence to address the practical criteria. All photographic evidence must have annotation that clearly identifies the activity and what grading criteria it relates to. All candidates attempting Distinction criteria must present in depth evaluation of their circuit construction and functionality; photographic evidence alone will not meet criteria.

As this a practical based unit the use of a Witness Statement to enhance the evidence is useful but only as supporting evidence and should be individualised to indicate support and help given to candidates.

Unit 5 – Engineering Systems Control – Operations and Application

This unit is only presented for moderation by a few centres. The evidence from candidates was in the form of photographic evidence to demonstrate the practical activities with well annotated notes attached to photos, these were often referenced to the grading criteria. Evidence from candidates addressed the assessed criteria appropriately from centres that delivered the unit. Most centres also included a Witness Statement to provide support evidence for activities undertaken by candidates.

Unit 6 – Develop and present Engineering 2D and 3D Design Solutions

This unit is only presented by a few centres. Evidence presented by candidates showed use of CAD software and freehand drawing techniques to produce the required evidence for this unit. Candidates must provide clear annotation on all their drawings, both 2D and 3D to indicate what grading criteria their evidence refers to. Candidates used screen shoots to demonstrate the use of 3D CAD features again these must be annotated.

There is no limit on the number of 2D and 3D drawings candidates can produce but the drawings must be clearly related to the grading criteria.

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](#).

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 CPD 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.

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



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Contact the team at:

☎ 01223 553998

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



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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.