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Examiners' report

GCSE

DESIGN AND TECHNOLOGY

OCR Level 1/Level 2 GCSE (9-1) in Design and Technology

J310

For first teaching in 2017

J310/01 Summer 2025 series

Version 1

ocr.org.uk/designandtechnology

Contents

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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.

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Paper 1 series overview

The paper consists of Section A (55 marks) and Section B (45 marks).

The paper was generally appropriate to all levels of ability. Most candidates attempted most of the questions. The paper was accessible to all candidates. There was no evidence to suggest that candidates did not have enough time to complete the questions.

There was a wide range or responses from the cohort which spanned the full ability range. Responses were generally encouraging and demonstrated a good understanding of the technical aspects of designing, making and sustainability.

The quality of sketching and drawing on the isometric drawing question was not as good as last year. Most candidates used a ruler for the isometric drawing, but it was clear that many were not familiar with the technique.

The quality of written communication was very variable. There were five questions on the paper requiring a longer written response. Question 6 (a) was the most well answered. Question 3 (e) was not answered well by many candidates.

The mathematics questions were well answered overall. Many candidates had the relevant knowledge and understanding of the necessary calculations required. Often candidates missed crucial information which led to errors in their answers. By showing the working of calculations, some candidates were able to gain some marks for correct aspects of their work even when the final answer was incorrect.

The quality of handwriting across all papers showed a slight improvement over previous years although there were still some scripts where it was extremely difficult or impossible to make sense of some candidate responses

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• read questions carefully and made sure they were answering the question • used examples requested to illustrate points • used a ruler and sharp pencil for drawings and diagrams • showed working on mathematical questions • gave detailed answers and discussions on extended response questions.	• misinterpreted questions • gave short one-word answers • did not show their working • drew freehand diagrams and drawings.

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Section A overview

Section A consists of Questions 1 to 3 which predominantly cover core knowledge and understanding of the principles of design and technology through product analysis; demonstration of mathematical skills; core knowledge of design engineering and wider issues related to the principles of design and technology.

To do well in Section A candidates need to have a broad knowledge of the core principles across all material areas but also be able to apply deeper understanding from their in-depth areas of learning.

Question 1 (a) (i)

1 A pair of sunglasses and its case are shown below.

(a) The frame of the sunglasses is made from nylon, a thermopolymer.

(i) Give **two** reasons why a thermopolymer is a suitable material for the frame.

1 .....

.....

2 .....

.....

[2]

There was a wide variety of different responses to this question. Many candidates gave short one- or two-word answers stating properties of thermo polymers such as durable, lightweight etc but did not give a reason why this made it suitable for the sunglasses. The best responses stated a property and the reason it was suitable. e.g. lightweight so comfortable to wear.

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Question 1 (a) (ii)

(ii) The sunglasses case is made from a synthetic woven fabric.

Give **one** reason why synthetic woven fabric is a suitable choice for the case.

..... **[1]**

There was also a wide variety of different responses to this question. Many candidates gave the same answer as one given in part (a) (i). Many candidates gave reasons that did not relate to the woven synthetic fibre of the case.

Question 1 (b)

(b) The sunglasses case uses standard components such as the zip and carabiner clip.

Give **one** reason why standard components are used in products.

.....

..... **[1]**

This question was answered well by most candidates. Common correct responses related to them being readily available, cheaper than manufacturing yourself and allowing easy replacement if broken. Many candidates achieved this mark.

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Question 1 (c)

(c) A photochromic polymer is a smart material used to darken the lenses of the sunglasses in sunlight.

Identify **two** other smart or modern materials that could be used in the sunglasses and describe what they would be used for.

Smart or modern material .....

Description .....

.....

Smart or modern material .....

Description .....

.....

[4]

On this question candidates were required to identify other smart materials and describe how the material could be used in the design of the sunglasses. Many candidates gave Thermochromic polymer as their first response and stated that it could be used on the frame of the sunglasses and would change colour to depending on the temperature to show the user how hot the weather was.

A wide variety of other smart or modern materials were given as answers. Many candidates were able to identify a suitable material and described what the material does but did not relate this to the design, manufacture or use of the sunglasses.

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Question 1 (d)

(d) Describe **two** methods of testing that could be used to assess the function of the sunglasses.

1 .....

.....

.....

2 .....

.....

.....

[4]

Candidates were required to describe two methods of testing the sunglasses to assess they function correctly. User testing was a very popular answer with candidates describing how the glasses could be given to users to wear and then give feedback. Destructive testing such as dropping or putting certain forces on the sunglasses was another very popular response along with testing if the photochromic lenses change colour when exposed to light by shining light of different intensities at the glasses. Most candidates achieved well on this question.

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Question 1 (e)*

(e)* The designer of the sunglasses has been influenced by fashion and trends.

Discuss the importance of considering fashion and trends when designing products.

To support your answer refer to products that you are familiar with.

.....

.....

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.....

.....

..... **[8]**

This question required candidates to discuss the importance of fashion and trends when designing products. Many candidates gave responses explaining that designing products that are in fashion or on trend will result in higher sales. Many candidates were also able to give an example of a product that has sold well or a manufacturer who produces products that follow or start trends. Apple products, energy drinks and baggy jeans were common examples. Many candidates also discussed the use of celebrity endorsements to start trends and how this can help sales. The best responses discussed aspects such as fast fashion and the environmental, social effects of this along with the ethical reasons why many people do not follow fashion or purchase clothing and items. Some candidates also discussed the retro fashion trends and the increasing popularity of buying and selling second hand clothing online.

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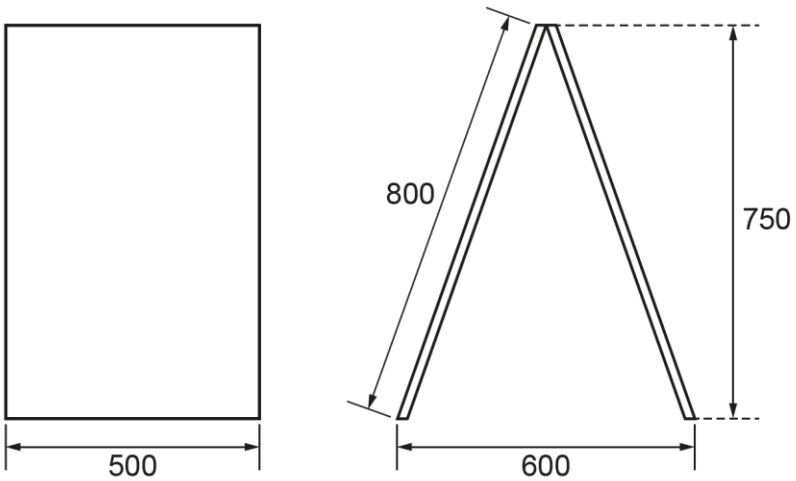
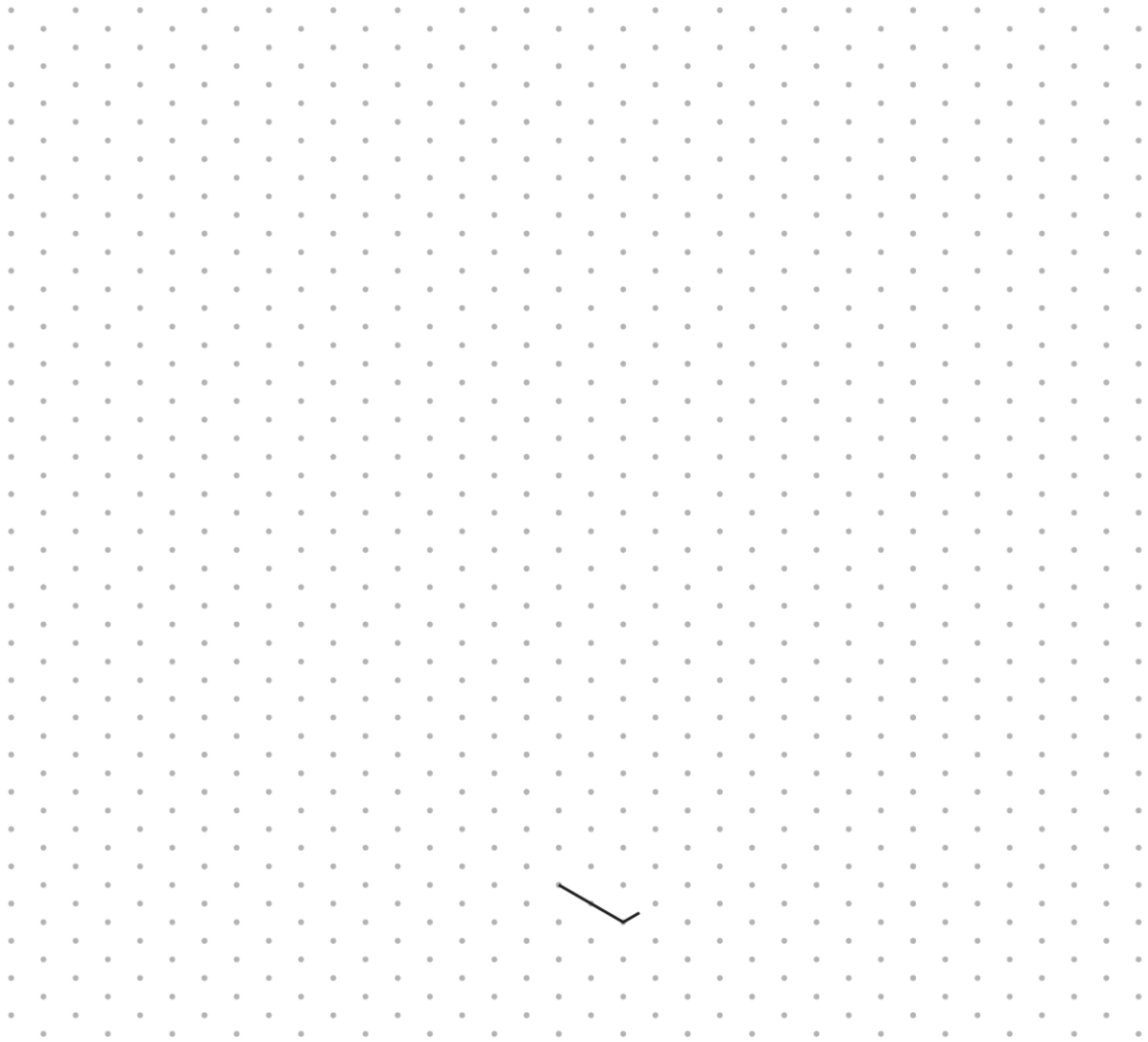
Question 2 (b)

(b) The front and side view of the display board are shown below.



Front view Side view

Complete the isometric drawing of the display board.
The starting point has been drawn for you.
The grid points are 5 mm apart. Use the scale 1:10.



[4]

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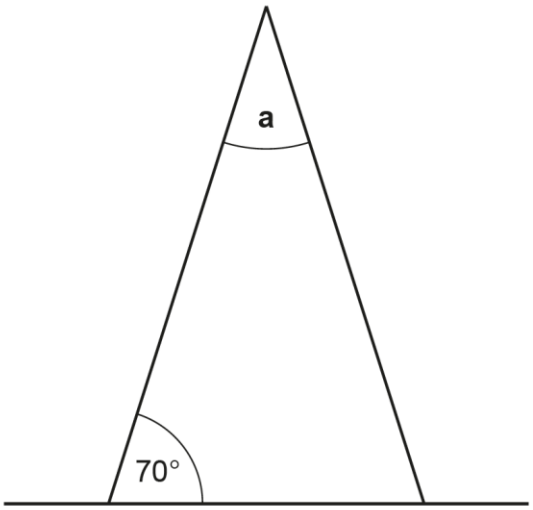
This question required candidates to demonstrate scale isometric drawing to the sizes given on the isometric grid provided. Many candidates did not find this easy and drew all or part of it incorrectly. The best responses used the grid to mark out the footprint of the display board before finding the centre line of the width and then drawing the vertical centre line and marking the position of the apex before joining this to the points on the base to construct the side view. Having completed the side view they were than able to add the 500mm width and some thickness to complete the drawing correctly.

Question 2 (c)

(c) The display board stands forming an isosceles triangle when in use.

Calculate angle **a**.



Not to scale

Angle **a** ..... ° **[2]**

Most candidates correctly answered this question. Candidates were expected to have the knowledge that the internal angles of a triangle add up to 180º. If this was the case, by subtracting 140 from 180 they were able to work out the angle a.

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Question 2 (d) (i)

(d) Information showing the quantities of different types of litter is shown below.

Litter type	Number of items	Percentage of items
Plastic	240	
Papers and cardboard	72	
Plastic packaging	120	
Glass	48	10%
Total number of items (all types)	**480**	**100%**

(i) Complete the table. **[1]**

Most candidates completed the table correctly and achieved the mark. Very few candidates showed any working.

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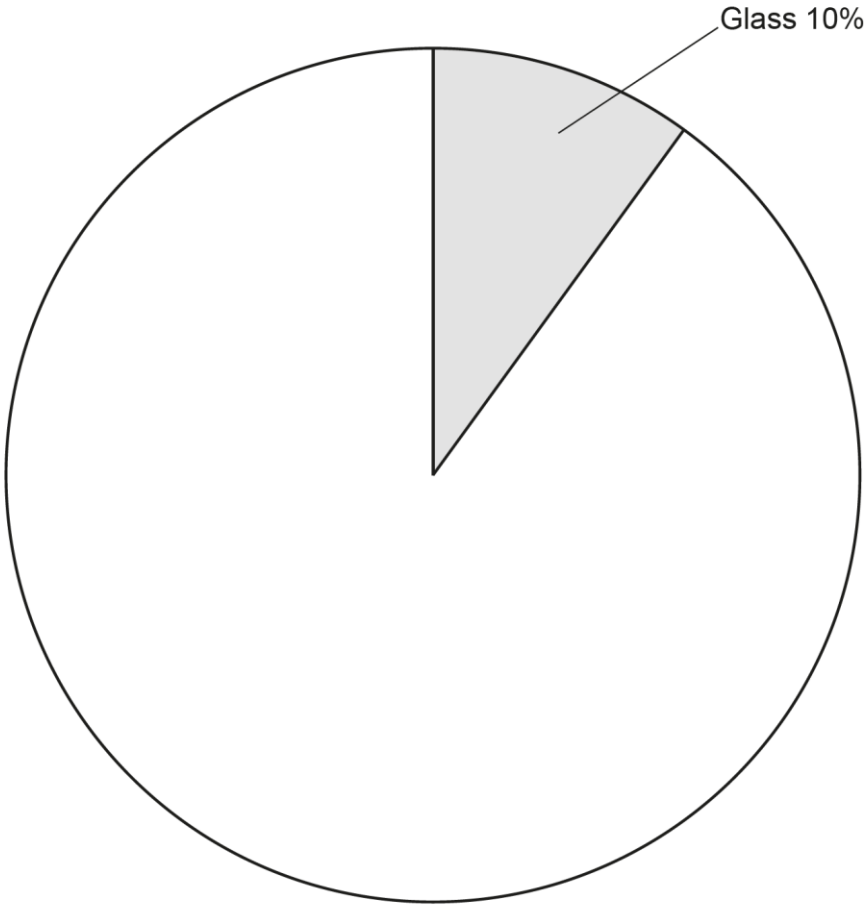
Question 2 (d) (ii)

(ii) Present the information from the table as a pie chart. Include labels.



[3]

Many candidates completed the pie chart correctly and achieved all three marks. The best responses used a ruler and set square or protractor to make sure the angles for each material were and accurate representation of the information in the table on the previous part question. Some candidates did not gain marks because they drew freehand sketches that did not accurately represent some parts of the data.

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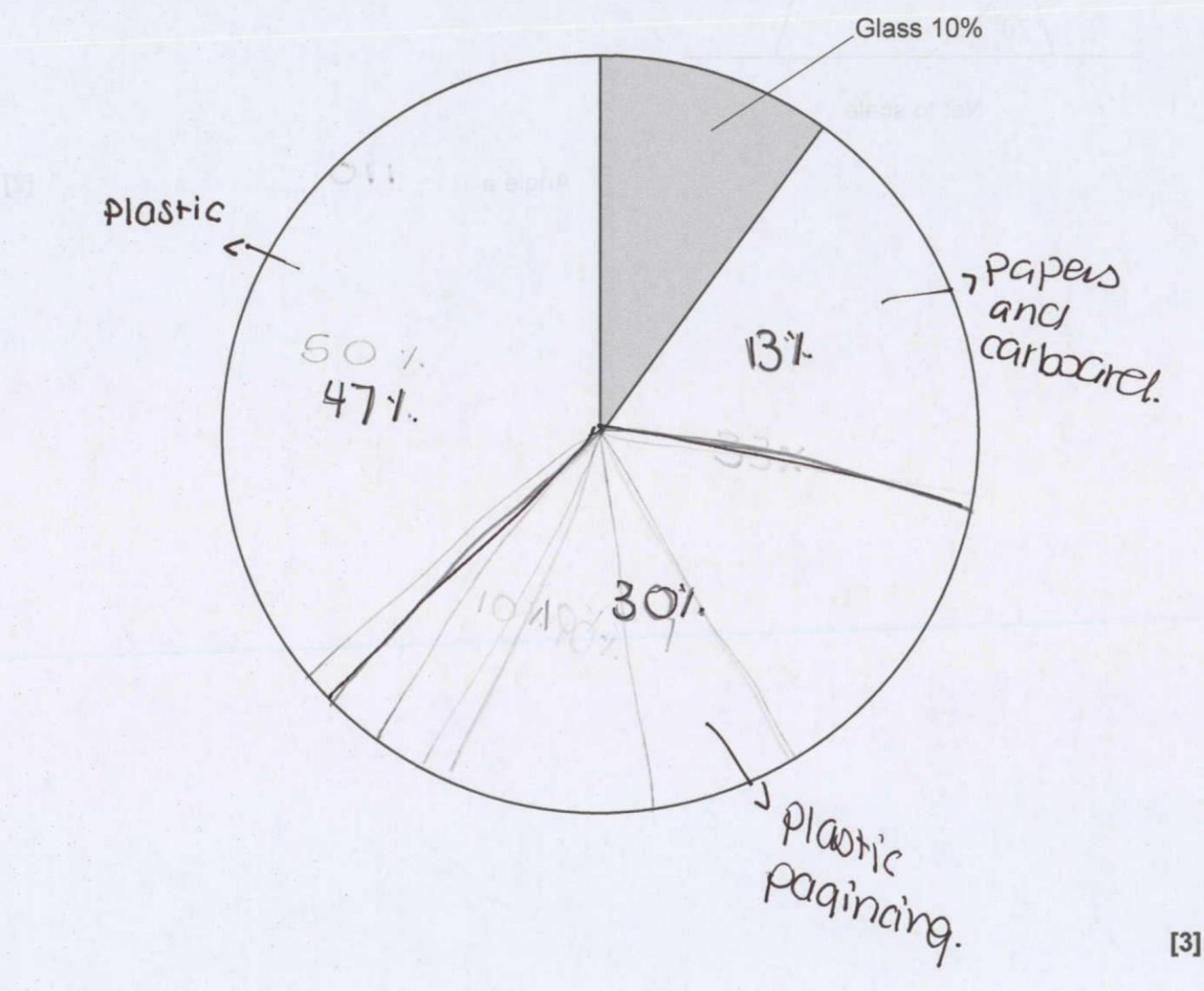
Exemplar 1



Exemplar 1 has calculated the percentage of each material incorrectly. The candidate has then tried to guess the rough positions of the pie chart sections and drawn them in freehand rather than by using a protractor and ruler.

The candidate has achieved one-mark for labelling the parts of the pie chart correctly.

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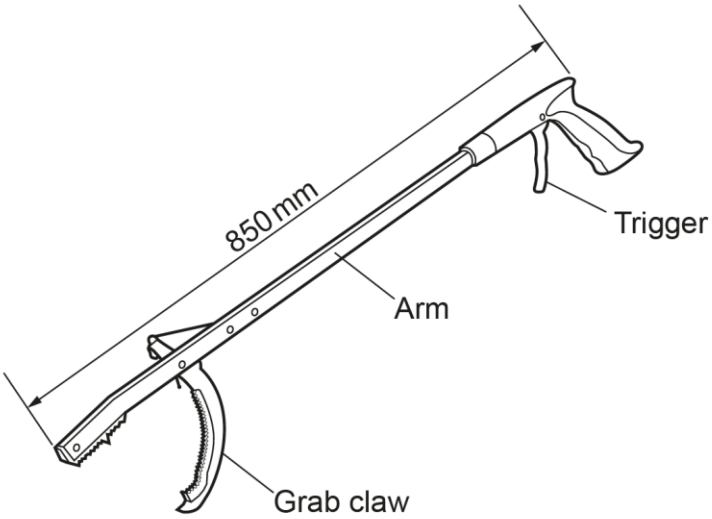
Question 2 (e) (i)

(e) A litter picker can be used to pick up rubbish. It is designed for use by adults.



The manufacturer wants to produce litter pickers that can be used by children.

(i) The length of the arm on the adult sized litter picker needs to be reduced by 250 mm.

Calculate the length of material needed to make arms for a batch of 30 child-sized litter pickers.

Give your answer in **metres**.

Length ..... m **[3]**

Many candidates stated the correct answer and gained all three marks. Some candidates stated the incorrect answer and did not gain marks. Candidates who did not state the correct answer but showed their working were able to be given marks for correctly working out some parts of the calculations.

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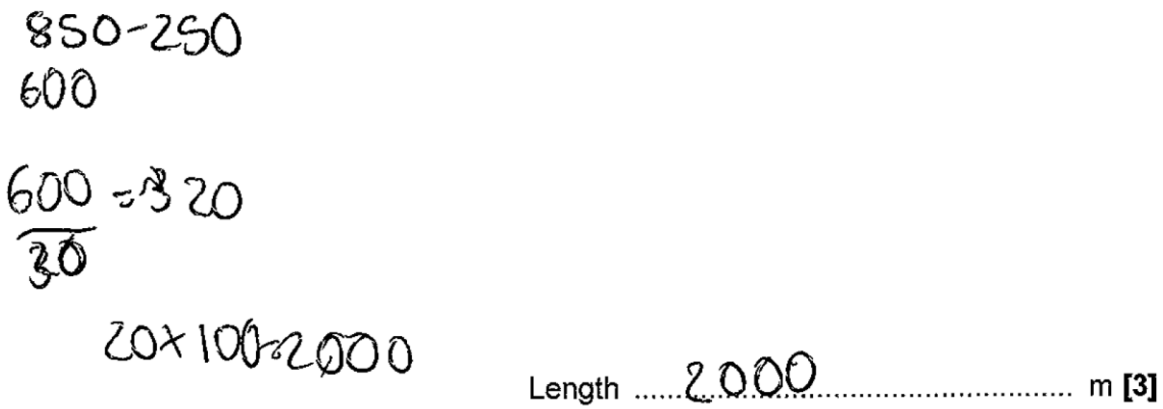
Assessment for learning

On mathematics questions worth more than one-mark, candidates are encouraged to always show the steps of their calculations as marks for aspects of their working are given even if the final answer is incorrect.

Exemplar 2



In Exemplar 2, the candidate has given a wrong answer. However, due to showing their working, the examiner can see that they have done some of the calculation correct and achieve some marks. In this case the candidate has correctly calculated the length of one litter picker by subtracting 250mm from the 850mm length. Despite doing the rest of the calculations incorrectly and getting the wrong answer they have gained some marks by showing their working.

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Question 2 (e) (ii)

(ii) The material for the arms is supplied in lengths of 3 m.

Calculate the number of 3 m lengths required to manufacture the batch of 30 child-sized litter pickers.

Number of lengths ..... **[1]**

Many candidates achieved the mark on this question by dividing the answer to part (i) by 3. Errors in part (i) were carried forward so that candidates who got the wrong answer for part (i) could still get the mark for this part of the question.

Question 2 (e) (iii)

(iii) One 3 m length of material costs the manufacturer £9.75.

Calculate the cost of buying the material needed for 30 child-sized litter pickers.

Cost £ ..... **[1]**

Many candidates got this correct and achieved the mark. Many candidates did not show their working.

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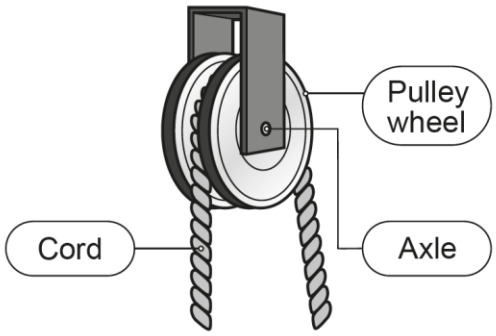
Question 2 (f)

(f) The cord in the litter picker moves through a pulley mechanism when the trigger is pulled.



Describe the function of a pulley mechanism.

.....

.....

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

Many candidates did not perform well on this question. Many candidates described the action of the pulley mechanism allowing the claw of the litter picker to open and close. Many candidates stated that a pulley converts linear motion to rotary motion or transfers rotary motion from one place to another. The best responses stated that the pulley creates a mechanical advantage or a reduction in effort and a change the direction of motion.

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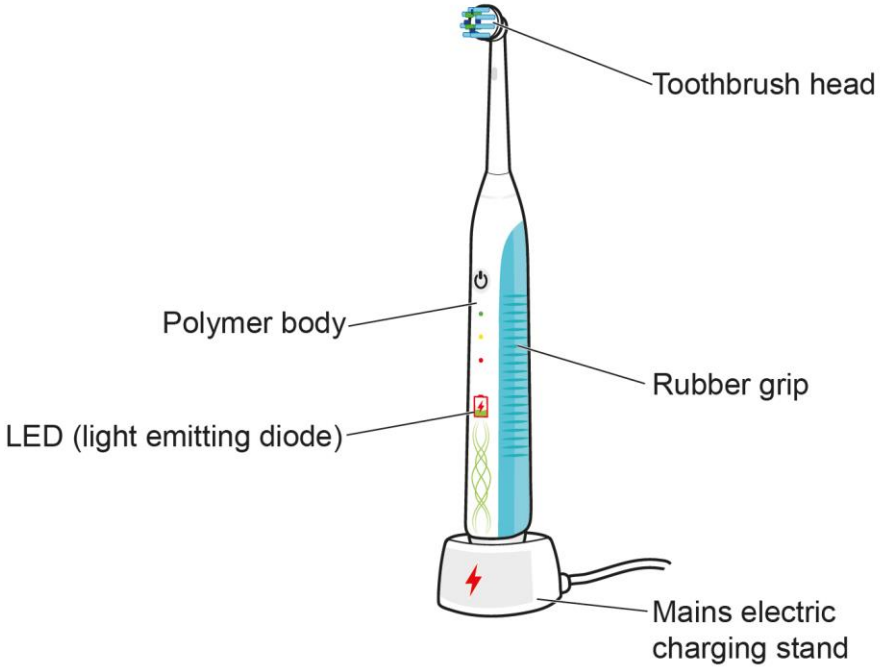
Question 3 (a)

3 An electric toothbrush is shown below.

The electric toothbrush is rechargeable and provides a back-and-forth brushing motion to clean teeth.

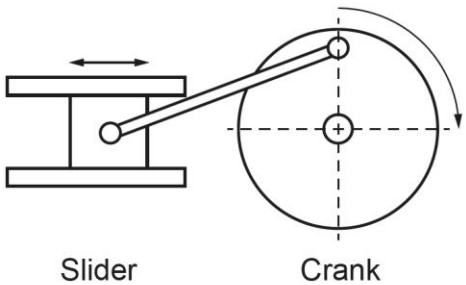


The toothbrush uses Bluetooth to link to an app to monitor brushing.

(a) The crank and slider linkage shown below is used in the toothbrush to transfer motion.

Complete the labels to show the types of motion shown.

The slider uses ..... motion.	The crank uses ..... motion.



[2]

On this question candidates had to show knowledge of the different types of motion and understanding of how a crank and slider operates. Many candidates correctly labelled the two types of motion and gained both the marks.

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Question 3 (c)

(c) The toothbrush has a replaceable head which extends the life of the toothbrush.

Explain **two** other ways the toothbrush could be improved to be more sustainable.

1 .....

.....

.....

2 .....

.....

.....

[4]

A wide variety of answers to this question were seen. Many candidates stated that an alternative recyclable material to plastic could be used for the toothbrush but did not state a suitable alternative material or stated a material that would be unsuitable. Many candidates stated that the body of the toothbrush could be recycled rather than thrown away but did not give any further details. Many candidate responses focused on the battery. Some candidates stated that a larger battery would allow the toothbrush to be used for longer. However, this would not affect the sustainability of the toothbrush so did not achieve marks. Many candidates stated that by making the toothbrush able to be dismantled by the user this would make the battery or other parts accessible to the user so they could replace these parts of the toothbrush when worn out instead of replacing the whole toothbrush which achieved both marks.

Question 3 (d) (i)

(d) Many companies are using emerging technologies such as Bluetooth and apps to improve consumer products such as the electric toothbrush.

(i) Describe **one** other example of an emerging technology that is used to improve the functionality of a specific consumer product.

.....

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

A wide variety of answers were also seen to this question. Most candidates were able to state an example of an emerging technology and gain one-mark. However, many candidates did not describe how the emerging technology improved the functionality of a product. Some candidates named smart or modern materials rather than emerging technologies and did not achieve the marks.

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Question 3 (d) (ii)

(ii) Give **two** reasons why it is important that designers and manufacturers make use of emerging technologies in products.

1 .....

.....

2 .....

.....

[2]

This question was focused on the importance of emerging technologies to manufacturers and designers of products. Many candidate responses focused on the users of the product instead and did not gain marks. The best responses described the creation of innovative and new products through 'technology push' that opened new markets and increased demand for their products.

Many candidates repeated the previous question and gave answers stating that emerging technologies improved the functionality of products and did not achieve marks.

Question 3 (e)

(e) Discuss the importance of designers considering inclusive design when designing and developing consumer products such as the electric toothbrush.

To support your answer refer to products that you are familiar with.

.....

.....

.....

.....

.....

..... **[6]**

Most candidates accessed marks on this question. Most candidates showed some understanding of inclusive design and were able to describe how designing products which suited a wide range of people meant more sales. Many candidates also discussed how the study of anthropometric data allowed designers to design products that would fit the largest percentile of users through adjustability to different sizes to suit adults and children of different ages.

Higher achieving candidates showed a wider understanding of inclusive design by discussing other user groups such as the elderly, those with physical disabilities, partial sight or colour blindness and language barriers and referring to specific examples of products that meet these needs.

Many candidates focused solely on the electric toothbrush and did not give any further examples of products.

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Section B overview

Section B consists of Question 4 covering core and Questions 5 and 6 covering in-depth knowledge and understanding.

Question 4 ensures a balanced coverage of core knowledge and understanding across the paper and gives candidates a fresh opportunity to answer more accessible questions.

Questions 5 and 6 focus on a specific product. Candidates must choose one product from the insert and answer both questions in relation to this product.

The bicycle helmet (polymers) and modular seating (timbers) were the most popular choice of product chosen by a significant margin. The scooter (metals) and bicycle light were the least popular choice.

To do well in Section B candidates must have an in-depth knowledge of at least one specific material area (papers and boards, timbers, metals, polymers, fibres and fabrics, design engineering). Those with deeper understanding of more than one of these categories will have more choice in the product they can respond with but must stay with the same product for the remainder of the questions.

Question 4 (a) (i)

4 Refer to **page 8** of the Insert.

(a)
(i) **Image A** shows some travel tickets.

Explain **one** reason why card is a suitable material for travel tickets.

.....

..... **[1]**

Most candidates gave a correct answer and achieved the mark. A very common incorrect answer was 'durable' or 'more durable than paper'.

Question 4 (a) (ii)

(ii) Identify with a tick (✓) the most suitable weight for a travel ticket made from card.

Weight	Tick (✓) one only
50 gsm	
80 gsm	
220 gsm	
480 gsm	

[1]

There were only a small number of correct responses to this question. Most candidates chose 80gsm which is the weight of normal copier or printer paper.

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Question 4 (b) (i)

(b) **Image B** show a luggage trolley.

The material used for the body of the luggage trolley is aluminium alloy.

(i) What is an alloy?

..... **[1]**

Most candidates responded with a suitable answer and achieved the mark.

Question 4 (b) (ii)

(ii) Describe **two** properties of aluminium alloy that make it a suitable material for the body of a luggage trolley.

1 .....

2 .....

[2]

This question required candidates to describe two properties of aluminium and their suitability for the luggage trolley. Many candidates simply stated a property e.g. durable or lightweight but did not describe why this made it suitable for the luggage trolley.

Question 4 (b) (iii)

(iii) The luggage trolley is designed to be ergonomic.

Explain **one** ergonomic feature of the luggage trolley.

.....

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

On this question many candidates identified an ergonomic feature such as the plastic grips but did not explain how they made the trolley more ergonomic or easy to use.

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Question 4 (c) (i)

(c) **Image C** shows a wooden food container.

Wooden food containers are a popular choice for consumers.

(i) Give **one** reason why wooden food containers are popular.

.....

..... **[1]**

A wide range of different responses were received from candidates. Most candidates gave a suitable reason and achieved the mark.

Question 4 (c) (ii)

(ii) The wooden food container is made from a softwood.

Identify **two** softwoods.

1 .....

2 .....

[2]

Many candidates correctly named two softwoods. A large proportion of candidates copied information from the insert and gave birch or plywood as answers which are not softwoods and did not gain the mark.

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Question 5 (a)

5 Study and use the images and information about your chosen product given in the **Insert**.

(a) Describe **two** working properties of one of the materials used in your chosen product and how this property makes it suitable for the product.

Name of material: .....

1 .....

.....

2 .....

.....

[4]

There were some excellent responses to this question with some candidates showing clear knowledge of their chosen materials properties and characteristics. The best responses identified a working property of the material and then explained how this made it suitable for their chosen product. Many candidates stated properties of materials but did not relate these to their specific product. Other candidates stated properties that were not 'working properties' or not relevant to the product and did not gain marks.

Misconception

Many candidates did not gain marks on this question because they identified properties that were not 'working properties'. The working properties of a material relate to how easily it can be cut, shaped, moulded or formed. e.g. Hardness, machinability, malleability, etc.

Exemplar 3

Name of material: Birch plywood

1 The plywood can be bent to shape easily

2 Birch is a hardwood so it will take a while to wear

[4]

In Exemplar 3, the candidate has not actually stated the working properties of the material but has explained how the material is suitable in both parts. For the first response if the candidate had stated a working property such as flexible followed by the explanation that this meant it could be easily bent into shape they would have received both marks. On the second response if the candidate had stated that the plywood is durable and therefore would resist or 'take a while' to wear they would also have achieved both marks. Many candidates did the opposite to this and stated the property but omitted the explanation.

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Question 5 (b)

(b) Material properties are an important consideration when selecting materials for a new product.

Give **two** other considerations when selecting a material for a new product.

1 .....

.....

2 .....

.....

[2]

This question was well answered by most candidates. Cost of the material and the environmental impacts of using the material were the most common correct answers. Many candidates gave working properties and, in some cases, repeated their answer from part (a) and did not gain marks.

Question 5 (c)

(c) Explain **two** aspects of the design of your chosen product that ensures it has good structural integrity.

1 .....

.....

2 .....

.....

[2]

This question was not answered well by many candidates. Many candidates repeated answers from part (a) and did not gain marks. Many candidates referred to materials used in their product being strong but did not identify a design aspect that gave the product good structural integrity.

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Question 5 (d)

(d) Describe the main steps you would take to make a prototype of your chosen product in the **school workshop** that could be presented to stakeholders.

You should include: wastage, addition, forming and deforming and digital technology as appropriate.

You can use sketches and notes to support your answer. **[6]**

A wide variety of different responses were seen to this question. Many candidates responded by describing and showing (using sketches) how a full-size working prototype of their product would be made in a school workshop from the materials given in the insert. Most candidates who had chosen the travel pillow (fibres and fabrics), bicycle light (design engineering), bicycle helmet (polymers) or the children's scooter (metals) responded this way. Most candidates were able to show the main processes used including the marking out, cutting and shaping of the main materials followed by appropriate joining or assembly methods and achieved some high marks. Many candidates responded in a different way and described how a scale model of their chosen product would be made using alternative or 'modelling materials'.

A high proportion of candidates who had chosen the modular seating unit (timbers) and vinyl banner (papers and boards) responded in this way. Candidates showed and described how a scale model of the product could be made from card, paper and thin sheet plastics that could be shown to the client. Where candidates responded in this way the quality of response was not as good, and many candidates did not gain marks for not describing how the materials were formed and joined appropriately.

Many candidates focused too heavily on the design of their product on CAD and how it would be drawn and created on screen providing limited details about the actual making and assembling of the prototype other than it being 3D printed.

The best responses used a combination of sketches and notes to show how the materials would be cut, shaped and joined using appropriate tools and processes available in a school workshop to produce a prototype product.

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Question 5 (e)

(e) Study and use the images and technical information about your chosen product given on the Insert. Produce a step-by-step plan to explain the stages that would be taken if the chosen product was made **commercially**.

You must include details of:

- why the process/ processes are suitable
- details of materials, tools, moulds and components that would be used
- wasting, moulding, forming, assembly and finishing
- any digital technology used as appropriate.

You can use sketches and notes to support your answer. **[9]**

This question was not answered well by many candidates. A large proportion of candidates repeated their answer from Question 5 (d) and produced a plan of how a 'one off' product would be made in a workshop rather than manufactured commercially in larger quantities. Many candidates focused on the sourcing and extracting of raw materials and the processing of these into useable forms rather than the commercial manufacturing processes used. Some candidates focused too heavily on the design and development of their chosen product rather than the manufacture. Others included details of how the product would be packaged and transported to stores or customers after manufacture which was not relevant. Some excellent responses were seen from some candidates.

The best responses showed and described appropriate manufacturing processes for each stage of their chosen product's production including the tools, components and machinery used.

Misconception

Many students spent time on this question describing and showing how the raw materials used for their chosen product would be extracted and processed into stock forms. The commercial manufacture of products is done once the materials are already in their stock forms. The stock forms are bought by the manufacturer who then cuts, shapes and joins these to produce the final product. For questions such as this that ask for information on the manufacture of a product there is no need to describe the sourcing, extraction and processing of materials.

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Question 6 (a)*

6 Lifecycle assessments (LCA) are completed to ensure products are sustainable and minimise their environmental impact.

(a)* Complete a lifecycle assessment (LCA) of your chosen product.

Discuss all stages from raw material to disposal.

.....

.....

.....

.....

.....

..... **[8]**

There were some excellent responses to this question by a large proportion of candidates. Many candidates demonstrated a thorough knowledge and understanding of the product lifecycle and were able to give detailed descriptions of the lifecycle of their chosen product from the sourcing and extraction of materials through to the disposal.

Some candidates provided a thorough description of each stage in the products lifecycle but gave little information on the effects of the processes on the environment. Other candidates focused heavily on the sourcing, extracting and processing of materials but gave little information on the rest of the product's lifecycle once manufactured.

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Question 6 (b)

(b) Describe **two** changes that could be made to the design or manufacture of your chosen product that could reduce its environmental impact.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

Many candidate responses which did not achieve a mark related to making the product smaller to reduce the materials used.

Most candidates were able to describe at least one change to the design or manufacture of their chosen product that could reduce its environmental impact. The use of alternative materials which were more sustainable, or recyclable was the most common response. Many candidates repeated their answers given in part 3 (c) which were not always appropriate for their chosen product. Many candidate responses which did not achieve a mark related to making the product smaller to reduce the materials used.

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Question 3 (a) Source: Image - Toothbrush Stock photo ID:1162335236 © Korosi Francois-Zoltan / Shutterstock

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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.

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

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

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

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

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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.

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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

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Contact the team at:

01223 553998

ocr.org.uk

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