



This session will begin at 4pm (update)

# **L3 Cambridge Advanced Nationals (AAQ)**

## **IT: Data Analytics**

## **Computing : Application Development**

Vinay Thawait | *Subject Advisor*

# Troubleshooting

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## *Are you having issues with sound?*

### **I can't hear anything. What should I do?**

The main reason for sound issues is use of an incompatible web browser. To make sure the session runs smoothly, and for the best experience, please use **Chrome** or **Firefox**

### **I can't hear anything. Can I change the volume?**

You can adjust your speaker volume in 'My Settings'. Select 'My Settings' from the Collaborate panel (to open, click on the purple arrow icon in the bottom right of the screen). Click 'Audio and Video Settings'

### **I am still having sound issues – what next?**

If you continue to have issues with sound, please log out using the **X** button located at the top right of your screen and then re-join Blackboard using the guest link provided in your joining instructions

### **Contact us**

If you have tried all the above and are still having trouble using Blackboard, please send a message via the chat window

# Notification settings

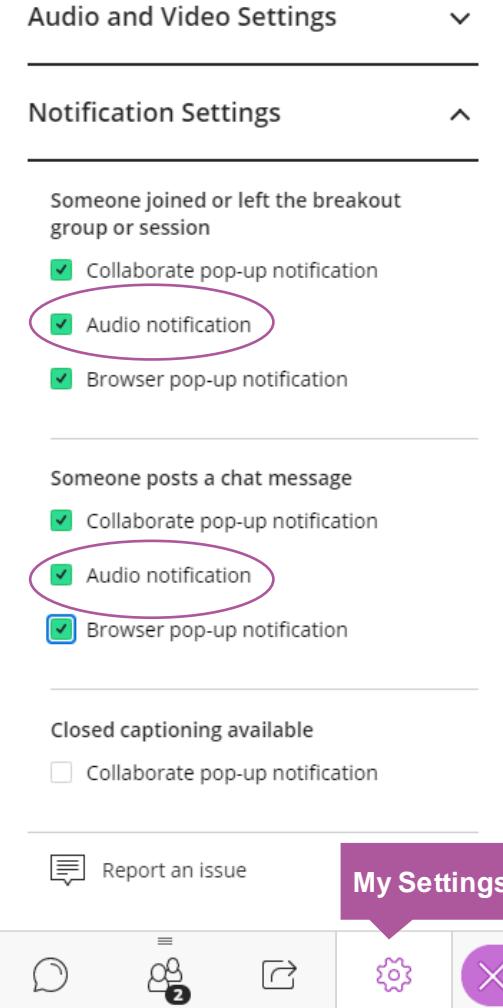
To avoid any distractions during the session, you may find it useful to mute notifications

Select 'My Settings' from the Collaborate panel

Click on 'Notification Settings'

Untick the 'Audio notification' radio buttons

You can also deactivate 'pop-up' notifications from this area



## Introduction - Subject Advisors Team

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# COMPUTING TEAM



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# Aims

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- What the new Level 3 qualification landscape looks like, including the two routes for students and their qualifications options
- What Cambridge Advanced Nationals (AAQs) are and where they fit into the new post-16 landscape
- What is a full compensation marking model
  - How it will benefit teachers and students
- What teaching content looks like
- How it will be assessed

# Policy Recap

## L3 Qualification Landscape



# The post-16 qualifications review - AAQs

- Students will have **two choices** post-16:
  - **Academic:** A-Levels and Alternative Academic Qualifications (AAQs)
  - **Technical:** T-Levels and Apprenticeships
- Students on the academic route are expected to 1X AAQ alongside 2X A-Levels.
- However, there are exceptions where:
  - A student has lower prior attainment
  - SEND students
- In these cases, a programme of study that includes 2X AAQs and 1X A-Level might be more appropriate

\* Larger AAQs are only available in subjects that do not have a T-level, e.g. Sport

# The post-16 qualifications review – Cambridge Technicals 2016

- Cambridge Technicals L3 qualifications (2016 suite) – **Final** teach in 2023/24

Level 3 Cambridge Technical in IT	Final funded new cohort	Defunded for new starts from
Level 3 Cambridge Technical (2016) Diploma in IT (720GLH)	September 2023	July 2024
Level 3 Cambridge Technical (2016) Extended Diploma in IT (1080GLH)	September 2023	July 2024

- A change to existing policies, for example, due to a change of government, this reform will be reviewed.
- Could lead to a continue of funding for current L3 IT qualifications.

<https://teach.ocr.org.uk/level-3-cambridge-technicalsin-it-defunding-reminder>

Level 3 Cambridge Technical in IT	Final funded new cohort	Defunded for new starts from
Certificate in IT (180 GLH)	September 2024	July 2025
Extended Certificate in IT(360GLH)	September 2024	July 2025
Introductory Diploma in IT(360GLH)	September 2024	July 2025
Foundation Diploma in IT (540GLH)	September 2024	July 2025

<https://teach.ocr.org.uk/level-3-cambridge-technicalsin-it-defunding-reminder>

# The post-16 qualifications review – Cambridge Technicals 2016

Larger qualifications 720GLH and 1080 GLH offer for students starting in Sept 2024

Combine 2X 360GLH Cambridge Technical L3 qualifications

Combine 2X 540GLH Cambridge Technical L3 qualifications

Level 3 Cambridge Technical Foundation Diploma in IT (540GLH)



Level 3 Cambridge Technical Foundation Diploma in Business (540GLH)

or

Level 3 Cambridge Technical Foundation Diploma in IT (540GLH)



Level 3 Cambridge Technical Foundation Diploma in Digital Media (540GLH)

<http://www.ocr.org.uk/qualifications/cambridge-technicals/ucrs/tariff-points/>

Combine 3X 360GLH Cambridge Technical qualifications

- [Level 3 Cambridge Technical Extended Certificate in IT \(360GLH\)/Introductory Diploma in IT \(360GLH\)](#)
- [Level 3 Cambridge Technical Extended Certificate in Business \(360GLH\)](#)
- [Level 3 Cambridge Technical Extended Certificate in Digital Media \(360GLH\)](#)

There are no restrictions in subject combinations and students can also take any of our Level 3 Cambridge Technicals alongside any [A-Levels](#) and the [Extended Project Qualification](#).

<https://teach.ocr.org.uk/level-3-cambridge-technicals-in-it-defunding-reminder>

## New qualifications

## Meaningful Changes



# **What is new in the Cambridge Advanced Nationals (AAQs)?**

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We have taken the opportunity to make meaningful changes that give teachers greater confidence in marking and reward students for the skills they are able to demonstrate.

**Full compensation**

**Designed with  
teachers and  
universities**

**Support and  
resources**

**2-year assignment  
life span**

**Complement A-  
Levels**

**Mixed curriculum  
suggestions**

**Clear and granular  
assessment criteria**

**Focus on the  
application of  
knowledge**

**Larger sizes where  
possible**

# Compensation at unit level assessment

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Hurdles based model

P1	M1	D1
P2	M2	D2
P3	M3	
P4		

In the hurdles-based model above, the student would fail to achieve a pass grade for the unit.

New Compensation based model

P1	M1	D1
P2	M2	D2
P3	M3	
P4		

Using our new compensation-based model, the same student would still achieve a result for the unit.

# Expanded unit level assessment

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An example of a 75GLH unit in our new Cambridge Advanced Nationals

Total number of criteria: **24** (12 Pass, 7 Merit, 5 Distinction)

Total required for a **Unit Pass: 10**

Total required for a **Unit Merit: 15**

Total required for a **Unit Distinction: 20**

The total required for a Pass, Merit or Distinction can come from any unit criteria (e.g., 8 pass, 2 merit and 2 distinction would result in an overall unit Pass).

\*Boundaries will be reviewed over time

# Expanded unit level example

75GLH unit (F202): 24 Criteria (12 Pass, 7 Merit, 5 Distinction)

Pass: 10 Merit: 15 Distinction: 20

Pass	Merit	Distinction
P1: Identify appropriate SMART success criteria against the purpose and user requirements.	M1: Explain the constraints for the project.	
P2: Identify the spreadsheet data model structure.	M2: Identify the formulae for the spreadsheet data model.	D1: Identify the formatting and validation for the spreadsheet data model. Include user comments and appropriate protection.
P3: Identify the HCI features for the spreadsheet.		
P4: Create a test plan to test the usability of the spreadsheet data model.	M3: Create a test plan to test the technical aspects of the spreadsheet data model.	D2: Justify the selection of tests to be used in the test plan through a test strategy.

Pass	Merit	Distinction
P5: Produce a spreadsheet data model based on the design documentation.	M4: Produce a functioning spreadsheet data model based on the design documentation.	
P6: Use formatting in the spreadsheet data model.	M5: Use linked worksheets and functions in the spreadsheet data model.	D3: Use validation, protection and data manipulation tools in the spreadsheet data model.
P7: Use simple formulae in the spreadsheet data model.		

Pass	Merit	Distinction
P8: Carry out end testing of the spreadsheet data model and record the outcomes in a test plan.		
P9: Develop outputs to be used to aid the analysis of the results of the spreadsheet model.	M6: Produce an analysis of the trends and/or patterns indicated by the outputs.	D4: Evaluate the outcomes of the analysis and make recommendations.

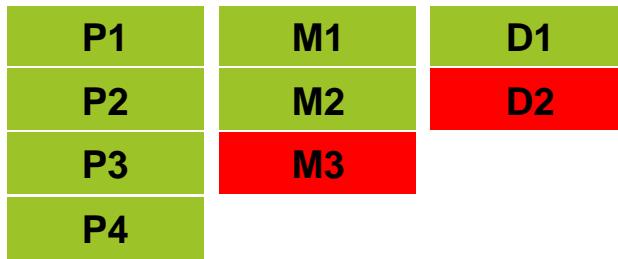
Pass	Merit	Distinction
P12: Compare the user requirement with the spreadsheet data model created.	M7: Assess the effectiveness of the HCI features in the spreadsheet data model.	D5: Evaluate the effectiveness of the spreadsheet data model and suggest improvements that could be made.

Pass	Merit	Distinction
P10: Create the required content of the technical documentation for the spreadsheet data model.		
P11: Create the required content of the user documentation for the spreadsheet data model.		

# Compensation at qualification level

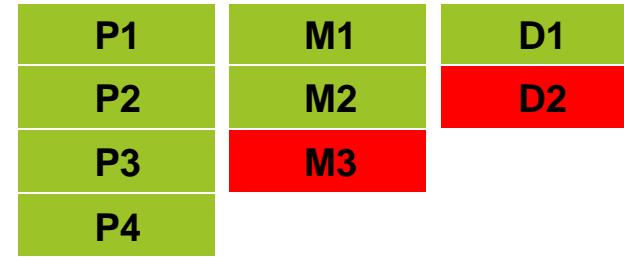
Every criterion that a student achieves will count towards their final qualification outcome.

Hurdles based model



In the hurdles-based model above, M1, M2 and D1 would not count towards the final qualification grade and the student would have achieved a Pass at unit level.

Compensation based model



Using our new compensation-based model, M1, M2 and D1 all count towards the final qualification grade, even if a student had not achieved a Merit or Distinction at unit level.

# Granular, Clear and Specific Assessment Criteria

We have in most cases made criteria much more specific and granular. This aims to support teachers in identifying the evidence required to meet each criterion and rewards students for the evidence they were able to produce.

## Traditional Vocational Qualification

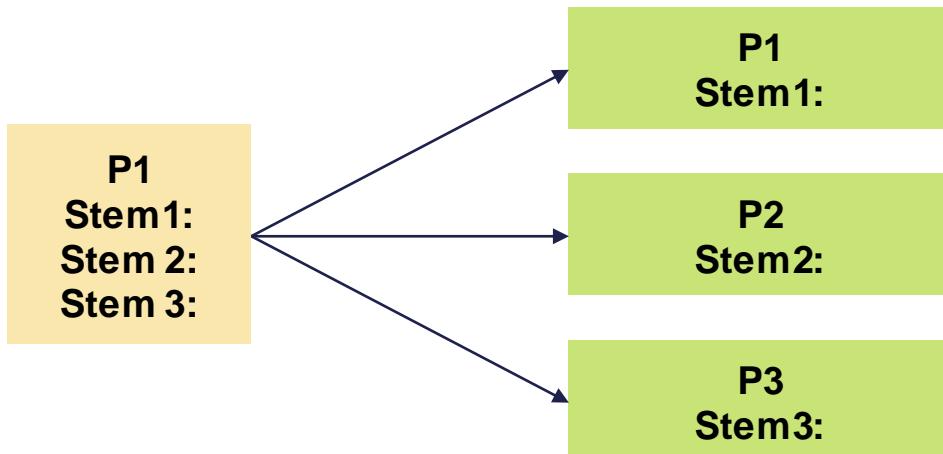
P1  
Stem1:  
Stem 2:  
Stem 3:

## Cambridge Advanced Nationals

P1  
Stem1:

P2  
Stem2:

P3  
Stem3:



It does not increase teaching and learning time, or assessment volume.

# Questions



# OCR L3 Cambridge Advanced National (AAQ)

## IT: Data Analytics

## Computing: Application Development

## Structure, Unit Content and Assessment Overview



CAMBRIDGE  
ADVANCED  
NATIONALS



| Aim for higher

**OCR**  
Oxford Cambridge and RSA

**CAMBRIDGE  
ADVANCED  
NATIONALS**

**OCR**  
Oxford Cambridge and RSA

Specification DRAFT

LEVEL 3 CAMBRIDGE ADVANCED NATIONAL (AAQ) IN

**IT: DATA ANALYTICS**

Certificate H019  
Extended Certificate H119

For first teaching in 2025

Version 1.0 (September 2023) [ocr.org.uk/cambridge-advanced-nationals](http://ocr.org.uk/cambridge-advanced-nationals)

**CAMBRIDGE  
ADVANCED  
NATIONALS**

**OCR**  
Oxford Cambridge and RSA

Specification DRAFT

LEVEL 3 CAMBRIDGE ADVANCED NATIONAL (AAQ) IN

**COMPUTING:  
APPLICATION  
DEVELOPMENT**

Certificate H029  
Extended Certificate H129

For first teaching in 2025

Version 1.0 (September 2023) [ocr.org.uk/cambridge-advanced-nationals](http://ocr.org.uk/cambridge-advanced-nationals)

<https://teach.ocr.org.uk/cambridge-advanced-nationals>

**OCR L3 Cambridge Advanced National (AAQ)**

## **IT: Data Analytics**

**Structure, Unit Content and Assessment Overview**



# Computing Qualifications suite – currently available

## Yr9 / KS4

OCR Entry Level Computer Science

*Entry Level is designed as a KS4 course. However, some centres may find it a useful structure/assessment for a KS3 course.*

Use Entry Level as a potential structure/assessment for KS3

## KS4

GCSE 9-1 Computer Science

Cambridge Nationals  
- Creative iMedia  
- IT

Guide Learners towards suited pathway

## KS5

AS Level Computer Science

A Level Computer Science

Cambridge Technicals  
- IT  
- Digital Media

Challenging and engaging KS5 options

## Career

Further and Higher Education

Employment

# Computing Qualifications suite – September 2025

## Yr9 / KS4

### OCR Entry Level Computer Science

*Entry Level is designed as a KS4 course. However, some centres may find it a useful structure/assessment for a KS3 course.*

Use Entry Level as a potential structure/assessment for KS3

## KS4

### GCSE 9-1 Computer Science

### Cambridge Nationals - Creative iMedia - IT

Guide Learners towards suited pathway

## KS5

### AS Level Computer Science

### A Level Computer Science

### Cambridge advanced Nationals (AAQs) - IT: Data Analytics - Computing: Application Development

Challenging and engaging KS5 options

## Career

### Further and Higher Education

### Employment

# A mix curriculum for Computing Qualifications

## September 2025

KS5

A Level Computer  
Science

Cambridge  
Advanced National  
(AAQ) in IT: Data  
analytics

A Level Subject

KS5

A Level Computer  
Science

Cambridge  
Advanced National  
(AAQ) in Application  
development

A Level Subject

KS5

A Level Subject

Cambridge  
Advanced National  
(AAQ) IT or  
Computing

A Level Subject

KS5

A Level Computer  
Science

A Level Subject

A Level Subject

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Data Analytics (Extended Certificate) – H119 (360GLH)

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F200	Fundamentals of data analytics	TBC	75	E	M
F201	Big data and machine learning	TBC	70	E	M
F202	Spreadsheet data modelling	TBC	75	N	M
F203	Relational database design	TBC	70	N	O
F204	Data and the Internet of Everything (IoE)	TBC	70	N	O
F205	Data visualisation	TBC	70	N	O
F206	Data and digital marketing	TBC	70	N	O

### Structure and Units

- Two mandatory externally assessed units
- One mandatory NEA unit
- Two optional NEA units (from four)

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Data Analytics (Certificate) – H019 (150GLH)

### Structure and Units

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F200	Fundamentals of data analytics	TBC	75	E	M
F202	Spreadsheet data modelling	TBC	75	N	M

- One mandatory externally assessed unit
- One mandatory NEA unit

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Unit Overview - Extended Certificate H119 and Certificate H019

### F200 Fundamentals of data analytics

Assessed by exam - M

- Topic Area 1 Understanding data
- Topic Area 2 Managing data
- Topic Area 3 How data can be accessed and managed across platforms
- Topic Area 4 Legal considerations
- Topic Area 5 Job roles, skills and attributes in data analytics

Unit F200: Fundamentals of Data Analytics	
Topic Area 1: Understanding data	
Teaching content	Breadth and depth
<b>1.1 Data, information and knowledge</b> <ul style="list-style-type: none"><li><input type="checkbox"/> What data, information and knowledge are</li><li><input type="checkbox"/> Sources of data, information and knowledge</li><li><input type="checkbox"/> Interaction of data, information and knowledge</li><li><input type="checkbox"/> Data and information in society</li></ul>	To include: <ul style="list-style-type: none"><li><input type="checkbox"/> Know what data, information and knowledge are</li><li><input type="checkbox"/> The sources of data, information and knowledge</li><li><input type="checkbox"/> The links and differences between data, information, and knowledge</li><li><input type="checkbox"/> How data is converted to information</li><li><input type="checkbox"/> The benefits and limitations of the use of data and information to organisations and individuals</li><li><input type="checkbox"/> Know how data and information is used in society</li><li><input type="checkbox"/> How the use of data and information can have a positive impact on society</li><li><input type="checkbox"/> How the use of data and information can have negative consequences for society</li></ul>
<b>1.2 Big data</b> <ul style="list-style-type: none"><li><input type="checkbox"/> What big data is<ul style="list-style-type: none"><li><input type="checkbox"/> Sources</li><li><input type="checkbox"/> Formats</li></ul></li><li><input type="checkbox"/> The scope of big data<ul style="list-style-type: none"><li><input type="checkbox"/> Applications</li><li><input type="checkbox"/> Situations used</li></ul></li></ul>	To include: <ul style="list-style-type: none"><li><input type="checkbox"/> The concept of big data</li><li><input type="checkbox"/> How big data is structured</li><li><input type="checkbox"/> What big data is used for</li><li><input type="checkbox"/> The benefits and limitations of big data to organisations and individuals</li></ul> Does not include: <ul style="list-style-type: none"><li><input type="checkbox"/> The evolution of big data</li><li><input type="checkbox"/> Data preparation techniques</li><li><input type="checkbox"/> Data mining techniques</li><li><input type="checkbox"/> Big data infrastructure</li></ul>

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Unit Assessment - Extended Certificate H119 and Certificate H019

### Unit F200

OCR Level 3 Cambridge Advanced Nationals (AAQs) in IT: Data Analytics

F200 Sample paper

1. What is data?

Tick (✓) one box.

A general rule

Identity of things

Raw facts and figures

Useful items about something

[1]

2. In a chain of pizza restaurants, each restaurant uses a spreadsheet to keep track of their daily and weekly pizza sales.

This is part of the spreadsheet for one of the restaurants.

Pizza sizes	Prices	Number of pizzas sold		
		Sat	Sun	Total
Small	£9.00	40	20	60
Large	£14.00	90	10	100
Total		130	30	160

(a) Identify two different items of information the restaurant can get from this data.

1. ....

2. ....

[2]

F200 - Fundamentals of data analytics

F201 - Big data and machine learning

F202 - Spreadsheet data modelling

F203 - Relational database design

F204 - Data and the Internet of Everything (IoE)

F205 - Data visualisation

F206 - Data and digital marketing

Draft [Sample Assessment Materials](#)

### MARK SCHEME

1	
<b>Max mark</b>	1
<b>Answer</b>	Raw facts and figures (1)
<b>Guidance</b>	Correct answer only

2 (a)	
<b>Max mark</b>	2
<b>Answer</b>	Any two from: <ul style="list-style-type: none"><li>Price of any size pizza (1)</li><li>Sales of any size pizza on any day (1)</li><li>Total sales of each size pizza (1)</li><li>Total overall pizza sales per day (1)</li><li>Total overall pizza sales over three days (1)</li></ul>

<b>Guidance</b>	1 mark for each correct answer. Do not accept: <ul style="list-style-type: none"><li>Answers about knowledge (as in 2b)</li><li>Pizza sizes (i.e. repeating headings with no context)</li><li>Prices (i.e. repeating headings with no context)</li><li>Number of pizzas sold (i.e. repeating headings with no context)</li></ul>
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# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Unit Assessment - Extended Certificate H119 and Certificate H019

### Unit F200

12 A new book-publishing company currently has seven staff in total. The book-publishing company wants to reorganise its data storage system.

Four staff work in the small main office and three work remotely from home. The company does not have dedicated IT staff. The staff mainly use word processing software, an accounts database, payroll system and an email system.

Discuss whether the book publishing company should use a Network Attached Storage (NAS) system.

In your answer you must write about:

- Any benefits for the book-publishing company
- Any limitations for the book-publishing company
- Whether you would recommend that the book-publishing company use an NAS and the reasons why.

[6]

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12	
Max mark	6
Levels of Response	<p>Level 3 (high) 5-6 marks</p> <p>A thorough discussion which shows detailed evaluation, which includes:</p> <ul style="list-style-type: none"><li>a range of points from both sides of the argument</li><li>a detailed analysis in the context of the question</li><li>a clear conclusion(s) with detailed reasons/justifications</li><li>consistent use of appropriate subject terminology.</li></ul> <p>Level 2 (mid) 3-4 marks</p> <p>An adequate discussion which shows sound evaluation, which includes:</p> <ul style="list-style-type: none"><li>some points from both sides of the argument</li><li>some analysis in the context of the question</li><li>an adequate conclusion(s) with relevant reasons/justifications</li><li>some use of appropriate subject terminology.</li></ul>

	<p>Level 1 (low) 1-2 marks</p> <p>A basic discussion which shows limited evaluation, which includes:</p> <ul style="list-style-type: none"><li>a few points from the argument</li><li>a limited analysis in the context of the question</li><li>a brief conclusion(s) with limited reasons/justifications</li><li>use of appropriate subject terminology is limited.</li></ul> <p>0 marks</p> <p>Answer is not worthy of credit.</p>
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# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Unit Overview - Extended Certificate – H119

### F201 Big data and machine learning

Assessed by exam - M

- Topic Area 1 The scope of managing big data
- Topic Area 2 The Infrastructure challenges of big data
- Topic Area 3 Big data, machine learning and artificial intelligence
- Topic Area 4 Legal and ethical issues in data management
- Topic Area 5 Environment and society

Unit F201: Big data and machine learning	
Topic Area 1: The scope of managing big data	
Teaching content	Breadth and depth
<b>1.1 The six characteristics (6Vs)</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Volume of data</li><li><input type="checkbox"/> Variety of data types</li><li><input type="checkbox"/> Velocity of streamed data</li><li><input type="checkbox"/> Value of data</li><li><input type="checkbox"/> Veracity of data</li><li><input type="checkbox"/> Variability of data inconsistencies</li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Know what each characteristic is</li><li><input type="checkbox"/> How each characteristic helps to define big data</li><li><input type="checkbox"/> The purpose of each characteristic</li><li><input type="checkbox"/> When each characteristic can be used</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Six steps for analysing big data<ul style="list-style-type: none"><li>• Data collection</li><li>• Data storing</li><li>• Data cleaning</li><li>• Data mining</li><li>• Data analysis</li><li>• Data consumption</li></ul></li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Know what is involved in each step</li><li><input type="checkbox"/> The role of each step in the process of managing big data</li><li><input type="checkbox"/> When each analysis step can be used</li></ul>
<b>1.2 The evolution of big data</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Developments<ul style="list-style-type: none"><li>• Database management systems</li><li>• Internet of Everything (IoE)</li><li>• Proliferation of devices generating digital data</li><li>• Search engines</li><li>• Web-based storage</li></ul></li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> How each development has contributed to the evolution of big data</li><li><input type="checkbox"/> The benefits and limitations of each development in relation to the evolution of big data</li></ul>
<b>1.3 How big data is captured</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Data capture methods<ul style="list-style-type: none"><li>• Digital images and videos</li><li>• GPS signals</li><li>• IoE connected devices</li><li>• Natural language</li><li>• Online surveys</li><li>• Satellites</li><li>• Sensors</li><li>• Social media sites</li><li>• Transactional records</li></ul></li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Know what big data capture is</li><li><input type="checkbox"/> Know how data capture methods are used to collect data</li><li><input type="checkbox"/> When the data capture methods can be used</li><li><input type="checkbox"/> The types of data generated by using the different data capture methods</li><li><input type="checkbox"/> The benefits and limitations of each data capture method</li></ul>

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Unit Assessment - Extended Certificate H119 and Certificate H019

### Unit F202

#### Scenario

A pop-up shop has been set up to sell healthy snack foods. The busy owner wants a spreadsheet model to analyse the outgoing expenses, sales and profits for two weeks to help to decide whether to make the shop permanent. If the shop is shown to be profitable after two weeks, the owner will make the shop permanent.

#### Requirements

The owner wants the spreadsheet model to:

- Open with an easy-to-use human computer interface (HCI) which links to the different worksheets
- Store and keep track of stock data
- Store supplier data
- Store daily sales data for a two-week period
- Calculate selling price per unit of each item
- Calculate daily profit for each item
- Calculate which items need reordering and the cost of each order
- Calculate overall profit over the two-week period
- Show the effect on business income if the profit margin is increased or decreased
- Produce a report which analyses the future profitability of the shop and makes appropriate recommendations
- Produce visual representations of:
  - income from the most and least profitable items
  - total outgoings and total income for the two-week period
  - average daily sales of each item during the two-week period
- Be protected by this password: **heathy5nacks**

#### Information

- The cost price of each item is the cost of one item in a pack
- The selling price of each item is 20% higher than the cost price
- The default profit margin is 20%
- A product must be re-ordered when the minimum stock level is reached. The number ordered should bring the product back as close to the maximum stock level as possible
- When an item is reordered, it will arrive the next day and is included in the next day's stock, i.e. if you reorder on Monday, the order will arrive on Tuesday and will need to be included in Tuesday's stock
- The current rental costs are £60 per week

These data sheets have been provided:

- Stock data
- Supplier data
- Sales data

You must use them to plan, create and test your spreadsheet.

#### Task 1

##### Planning and designing the model

Topic Areas 1 and 2 are assessed in this task.

##### The task is:

Plan the new spreadsheet model for the pop-up shop using appropriate design tools and documentation.

Prepare a test plan for your spreadsheet model.

You will need to look at the data provided to help you plan.

Your evidence **must** include:

- All your planning documentation.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Identify appropriate SMART success criteria against the purpose and user requirements.	M1: Explain the constraints for the project.	
P2: Identify the spreadsheet data model structure.	M2: Identify the formulae for the spreadsheet data model.	D1: Identify the formatting and validation for the spreadsheet data model. Include user comments and appropriate protection.
P3: Identify the HCI features for the spreadsheet.		
P4: Create a test plan to test the useability of the spreadsheet data model.	M3: Create a test plan to test the technical aspects of the spreadsheet data model.	D2: Justify the selection of tests to be used in the test plan through a test strategy.

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Unit Assessment - Extended Certificate H119 and Certificate H019

### Unit F202

#### Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"><li>Students <b>must</b> present success criteria as SMART objectives.</li><li>The SMART objectives <b>must</b> be linked to the purpose and user requirements from the scenario.</li></ul>
M1	<ul style="list-style-type: none"><li>There is no assessment guidance for this criterion.</li></ul>
P2	<ul style="list-style-type: none"><li>There is no assessment guidance for this criterion.</li></ul>
M2	<ul style="list-style-type: none"><li>Calculations <b>must</b> be expressed as headings, not cell references.</li></ul>
D1	<ul style="list-style-type: none"><li>There is no assessment guidance for this criterion.</li></ul>
P3	<ul style="list-style-type: none"><li>There is no assessment guidance for this criterion.</li></ul>
P4	<ul style="list-style-type: none"><li>There is no assessment guidance for this criterion.</li></ul>
M3	<ul style="list-style-type: none"><li>There is no assessment guidance for this criterion.</li></ul>
D2	<ul style="list-style-type: none"><li>Students <b>must</b> write a test strategy statement, not a lengthy document.</li></ul>

#### Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

#### Task 1

##### Planning and designing the model

Topic Areas 1 and 2 are assessed in this task.

##### The task is:

Plan the new spreadsheet model for the pop-up shop using appropriate design tools and documentation.

Prepare a test plan for your spreadsheet model.

You will need to look at the data provided to help you plan.

Your evidence **must** include:

- All your planning documentation.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Identify appropriate SMART success criteria against the purpose and user requirements.	M1: Explain the constraints for the project.	
P2: Identify the spreadsheet data model structure.	M2: Identify the formulae for the spreadsheet data model.	D1: Identify the formatting and validation for the spreadsheet data model. Include user comments and appropriate protection.
P3: Identify the HCI features for the spreadsheet.		
P4: Create a test plan to test the useability of the spreadsheet data model.	M3: Create a test plan to test the technical aspects of the spreadsheet data model.	D2: Justify the selection of tests to be used in the test plan through a test strategy.

# Questions

# Assessment Overview

## IT: Data Analytics



# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Assessment Overview - Certificate H019 and Extended Certificate H119

### Extended certificate H119

- F200 Exam 1 hour 15 minutes – M (75 GLH) 60 marks
- F201 Exam 1 hour 30 minutes – M (70 GLH) 60 marks
- F202 NEA 15 GLH – M (75 GLH)
- F203 NEA 15 GLH – O (70GLH)
- F204 NEA 15 GLH – O (70GLH)
- F205 NEA 15 GLH – O (70GLH)
- F206 NEA 15 GLH – O (70GLH)

### Certificate H019

- F200 Exam 1 hour 15 minutes – M (75 GLH)
  - 60 marks
- F202 NEA 15 GLH – M (75GLH)

#### 4.1.4 Performance objectives (POs):

Each Cambridge Advanced National (AAQ) qualification has four Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject

PO1 is assessed in the externally assessed unit only.

PO4 is assessed in the NEA units only.

#### Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	<ul style="list-style-type: none"><li>• Be able to identify or recognise an item, for example on a diagram.</li><li>• Use direct recall to answer a question, for example the definition of a term.</li></ul>
Understanding	<ul style="list-style-type: none"><li>• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall.</li><li>• Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.</li></ul>

# **Cambridge Advanced National (AAQ) in IT: Data Analytics**

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## **Assessment Overview - Certificate H019 and Extended Certificate H119**

**All results from each unit are awarded on the following scale:**

- Distinction (D)
- Merit (M)
- Pass (P)

**The overall qualification grades are awarded:**

- Distinction\* (D\*)
- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

# Cambridge Advanced National (AAQ) in IT: Data Analytics

## Assessment Overview - Certificate H019 and Extended Certificate H119

Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F200	60	60	-	48	36	24
F202	24	60	-	48	36	24
Qualification Totals	84	120	108	96	72	48

Extended Certificate Qualification:

Calculating the qualification grades

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F200	60	60	-	48	36	24
F201	60	60	-	48	36	24
F202	24	60	-	48	36	24
F203	24	60	-	48	36	24
F204	24	60	-	48	36	24
F205	24	60	-	48	36	24
F206	24	60	-	48	36	24
Qualification Totals	192	300	270	240	180	120

# Cambridge Advanced National (AAQ) in IT: Data Analytics

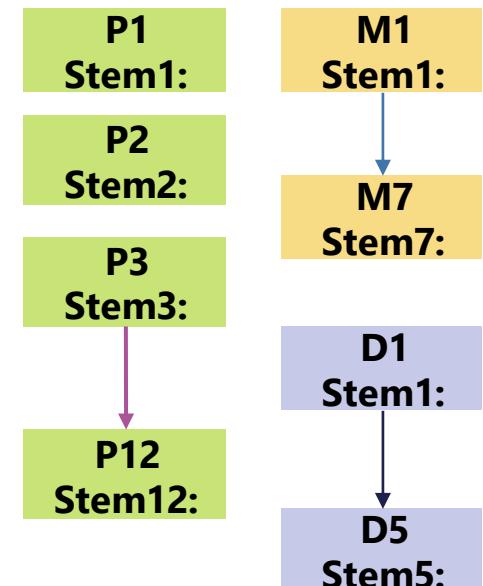
## Assessment Overview - Certificate H019 and Extended Certificate H119

The table below shows **the design thresholds** for each grade outcome for the NEA assessments in these qualifications.

Unit size (GLH)	70	75
Total number of criteria	24	24
Number of pass criteria	12	12
Number of merit criteria	7	7
Number of distinction criteria	5	5
Total number of criteria needed for a unit pass	10	10
Total number of criteria needed for a unit merit	15	15
Total number of criteria needed for a unit distinction	20	20

- Made criteria much more specific and granular
- Support teachers in identifying the evidence required to meet each criterion
- Rewards students for the evidence they were able to produce.

### Granular criteria



**Our new L3 Cambridge Advanced National (AAQ)**

**Computing: Application Development**

**Structure, Unit Content and Assessment Overview**



# Cambridge Advanced National (AAQ) in Computing: Application Development

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## Application Development (Extended Certificate) – H129 (360GLH)

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F160	Fundamentals of application development	TBC	75	E	M
F161	Developing application software	TBC	70	E	M
F162	Designing and communicating UX/UI solutions	TBC	75	N	M
F163	Game Development	TBC	70	N	O
F164	Web Development	TBC	70	N	O
F165	Immersive technology solution development	TBC	70	N	O
F166	Software development	TBC	70	N	O

- Two mandatory externally assessed units
- One mandatory NEA unit
- Two optional NEA units (from four)

# Cambridge Advanced National (AAQ) in Computing: Application Development

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## Application Development (Certificate) – H029 (150GLH)

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F160	Fundamentals of application development	TBC	75	E	M
F162	Designing and communicating UX/UI solutions	TBC	75	N	M

- One mandatory externally assessed unit
- One mandatory NEA unit

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Unit Overview - Extended Certificate H129 and Certificate H029

### F160 Fundamentals of application development

Assessed by exam – M

- Topic Area 1 Types of software used in application design
- Topic Area 2 Software development models
- Topic Area 3 Planning application development projects
- Topic Area 4 Application design scoping
- Topic Area 5 Human computer interface and interaction
- Topic Area 6 Job roles and skills

Unit F160: Fundamentals of application development	
Topic Area 1: Types of software used in application design	
Teaching content	Breadth and depth
1.1 Programs and applications	
<input type="checkbox"/> Programs <input type="checkbox"/> Applications	To include: <input type="checkbox"/> Know what a program is <input type="checkbox"/> Know what an application is <input type="checkbox"/> Know the characteristics of a program <input type="checkbox"/> Know the characteristics of an application <input type="checkbox"/> Know the function of an application <input type="checkbox"/> The relationship between programs and applications <input type="checkbox"/> Know the different types of device that use programs/applications
1.2 Operating Systems (OS) for application software	
<input type="checkbox"/> Network <input type="checkbox"/> Open OS <input type="checkbox"/> Proprietary	To include: <input type="checkbox"/> Know the characteristics of each type of operating system used to run application software <input type="checkbox"/> The advantages and disadvantages of each type of operating system <input type="checkbox"/> Know the types of device that use each type of operating system <input type="checkbox"/> How defined client requirements affect the selection of an operating system
1.3 Application types and categories	
1.3.1 Application types	To include: <input type="checkbox"/> The purpose of each application type <input type="checkbox"/> The characteristics of each application type
<input type="checkbox"/> Communication <input type="checkbox"/> Educational <input type="checkbox"/> Entertainment <input type="checkbox"/> Games <input type="checkbox"/> Lifestyle <input type="checkbox"/> Productivity <input type="checkbox"/> Protection and utility <input type="checkbox"/> Web browsers	
1.3.2 Application software categories	To include: <input type="checkbox"/> Know the characteristics of each application software category <input type="checkbox"/> The purpose of each application software category
<input type="checkbox"/> Open <input type="checkbox"/> Closed <input type="checkbox"/> Shareware <input type="checkbox"/> Freeware <input type="checkbox"/> Embedded	

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Unit Overview - Extended Certificate – H129

### F161 Developing application software

Assessed by exam - M

- Topic Area 1 Application software considerations
- Topic Area 2 Data and flow in application software
- Topic Area 3 API and protocols
- Topic Area 4 Application software security
- Topic Area 5 Operational considerations
- Topic Area 6 Legal considerations

Topic Area 4: Application software security	
Teaching content	Breadth and depth
<p><b>4.1 Security considerations</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Threats<ul style="list-style-type: none"><li>• Botnets</li><li>• Denial of Service (DOS)/Distributed Denial of Service (DDoS)</li><li>• Hacking</li><li>• Lack of supplier support</li><li>• Malicious spam</li><li>• Malware</li><li>• Out of date<ul style="list-style-type: none"><li>◦ Software</li><li>◦ Hardware</li><li>◦ Firmware</li></ul></li></ul></li><li><input type="checkbox"/> Physical security mitigations<ul style="list-style-type: none"><li>• Biometrics</li><li>• Cable locks</li><li>• Cameras</li><li>• Locks</li><li>• RFID</li><li>• Safe</li><li>• Swipe cards</li></ul></li><li><input type="checkbox"/> Digital security mitigations<ul style="list-style-type: none"><li>• Access rights</li><li>• Anti-malware</li><li>• Back-up</li><li>• Cryptography</li><li>• Encryption<ul style="list-style-type: none"><li>◦ At rest</li><li>◦ In transit</li></ul></li><li>• Firewalls<ul style="list-style-type: none"><li>◦ Hardware</li><li>◦ Software</li></ul></li><li>• Two-Factor Authentication (2FA)</li></ul></li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Know current threats to application security</li><li><input type="checkbox"/> The risk(s) to application security posed by each current threat</li><li><input type="checkbox"/> Know current physical and digital security mitigations</li><li><input type="checkbox"/> How current physical and digital security mitigations protect application software from threats</li></ul> <p>Does not include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> The details of specific threats</li><li><input type="checkbox"/> The details of the specific workings of mitigations</li></ul>

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Unit Assessment - Extended Certificate H129

### Unit F161

OCR Level 3 Cambridge Advanced Nationals (AAQs) in Application Development

F161 Sample paper

An application is being developed to help primary school students with their maths. The application will be accessed through a website both in school and remotely.

1 (a) Explain one advantage and one disadvantage to a user of accessing an application through a website.

Advantage .....

.....

Disadvantage .....

.....

[4]

Students could use a desktop device when accessing the maths application.

(b) Identify two characteristics of desktop devices that make them suitable to access applications.

1 .....

2 .....

[2]

(c) (i) Identify one device that students could use to access the maths application at home other than a desktop device.

.....

[1]

### MARK SCHEME

1a	
Max mark	4
Answer	<p>Up to two marks each for one advantage and one disadvantage: One mark for identifying the advantage/disadvantage. One mark for saying how the advantage/disadvantage affects a user accessing an application through a website.</p> <p>Advantage e.g.:</p> <ul style="list-style-type: none"><li>• The application website can be located using a search engine (1) so users are not restricted to accessing the application on a single device (1)</li><li>• The application website can be accessed at any time on a range of devices in any location (1) so it's both convenient and accessible for users (1)</li><li>• The website address can be bookmarked (1) meaning users can go directly to the website through a shortcut (1)</li></ul> <p>Credit any other appropriate response.</p> <p>Disadvantage e.g.</p> <ul style="list-style-type: none"><li>• The website may be spoofed (1) so users may access a fake website if the web address is not checked (1)</li><li>• If the website is not search engine optimised (1) then it may not appear at the top of search results/be found by the user (1)</li><li>• If security measures are not maintained (1) a virus/example could be attached leading to a cyber-attack on users (1)</li></ul> <p>Credit any other appropriate response.</p>
Guidance	<p>Up to two marks max for explaining an advantage and two marks max for explaining a disadvantage.</p> <p>The focus of the question is generic. The answer does not have to be applied to the context but accept answers that are applied.</p>

F160 - Fundamentals of application development

F161 - Developing application software

F162 - Designing and communicating UX/UI solutions

F163 - Game development

F164 - Website development

F165 - Immersive technology solution development

F166 - Software development

Draft [Sample Assessment Materials](#)

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Unit Assessment - Extended Certificate H129

### Unit F161

The website and maths application will be stored in a private cloud. To access the private cloud, schools need to register and pay a subscription. When the subscription has been paid, schools receive a school username and auto-generated password. Each teacher and student will have their own log-in details to access the application. Students can be added or removed at any time during the subscription.

2 Explain one advantage and one disadvantage to schools of the maths application being stored in a private cloud.

Advantage .....

.....

.....

Disadvantage .....

.....

.....

[4]

2	4
Max mark	
	Up to two marks each, for one advantage and one disadvantage. One mark for identifying the advantage/disadvantage. One mark for saying how the advantage/disadvantage affects schools. Advantage e.g.: <ul style="list-style-type: none"><li>There is an increased level of security (1) so the school can be assured that the risk of data breaches is reduced and student data will not be leaked (1)</li><li>Schools know that pupil data is stored securely in line with data protection legislation. (1) This means that the school can have confidence that it is protecting the personal information of the students appropriately (1)</li><li>Greater scalability (1) so extra students can be added within the constraints of the subscription with no risk of running out of storage space for their progress (1)</li><li>Increased reliability (1) so the school can be assured of access to the website/application at any time if students/teachers are working from home (1)</li></ul> Credit any other appropriate response. Disadvantage e.g.: <ul style="list-style-type: none"><li>Remote access may be limited due to the increased security (1) meaning students/teachers may not always have access when needed as devices used may not be trusted (1)</li><li>The subscription may be more expensive than other storage options (1) meaning with limited school budgets the cost may be prohibitive (1)</li><li>The links to the private cloud/password may go into teacher spam/junk folders (1) meaning access to the cloud for students may be limited (1)</li></ul> Credit any other appropriate response.
Answer	
Guidance	Up to two marks max for explaining an advantage and two marks max for explaining a disadvantage.

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Unit Overview - Extended Certificate H129 and Certificate H029

### F162 Designing and communicating UX/UI solutions

Assessed by an NEA assignment - M

- Topic Area 1 Principles of UX and UI design
- Topic Area 2 Plan UX/UI solutions
- Topic Area 3 Design UX/UI solutions
- Topic Area 4 Communicate UX/UI solutions
- Topic Area 5 Review and improve UX/UI solutions

Topic Area 5: Review and improve UX/UI solutions	
Teaching content	Exemplification
<b>5.1 Review the fitness for purpose of UX/UI solutions</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Suitability for meeting:<ul style="list-style-type: none"><li>• Client requirements</li><li>• User requirements</li><li>• Solution requirements</li></ul></li><li><input type="checkbox"/> Application of UX/UI design principles</li></ul>	To include: <ul style="list-style-type: none"><li><input type="checkbox"/> How to assess strengths and weaknesses of UX/UI solutions</li><li><input type="checkbox"/> How to compare UX/UI solutions against requirements</li><li><input type="checkbox"/> How to assess the application of UX/UI design principles</li></ul>
<b>5.2 Improvements to UX/UI solutions</b> <ul style="list-style-type: none"><li><input type="checkbox"/> User experience</li><li><input type="checkbox"/> Use of UX/UI design principles</li><li><input type="checkbox"/> Use of principles of UX/UI design psychology</li><li><input type="checkbox"/> Use of UX/UI interface standards</li></ul>	To include: <ul style="list-style-type: none"><li><input type="checkbox"/> How to assess potential improvements to UX/UI solutions</li></ul> Does not include: <ul style="list-style-type: none"><li><input type="checkbox"/> Implementing improvements to UX/UI solutions</li></ul>
<b>5.3 Review the processes used to plan, design and communicate UX/UI solutions</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Effectiveness of processes used</li><li><input type="checkbox"/> Effectiveness of tools and techniques used</li></ul>	To include: <ul style="list-style-type: none"><li><input type="checkbox"/> How to assess the strengths and weaknesses in the processes used to plan, design and communicate UX/UI solutions</li><li><input type="checkbox"/> How to assess the effectiveness of the processes used to plan, design and communicate UX/UI solutions</li><li><input type="checkbox"/> How to assess the effectiveness of tools and techniques used to plan, design and communicate UX/UI solutions</li></ul>

# Questions

# Assessment Overview

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Assessment Overview - Certificate H029 and Extended Certificate H129

### Extended certificate H129

- F160 Exam 1 hour 15 minutes - M (75GLH) – 60 marks
- F161 Exam 1 hour 30 minutes – M (70GLH) – 60 marks
- F162 NEA 15 GLH – M (75GLH)
- F163 NEA 15 GLH – O (70GLH)
- F164 NEA 15 GLH – O (70GLH)
- F165 NEA 15 GLH – O (70GLH)
- F166 NEA 15 GLH – O (70GLH)

### Certificate H029

- F160 Exam 1 hour 15 minutes – M (75GLH)
- 60 marks
- F162 NEA 15 GLH – M (75GLH)

#### 4.1.4 Performance objectives (POs):

Each Cambridge Advanced National (AAQ) qualification has four Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject

PO1 is assessed in the externally assessed unit only.

PO4 is assessed in the NEA units only.

#### Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	<ul style="list-style-type: none"><li>• Be able to identify or recognise an item, for example on a diagram.</li><li>• Use direct recall to answer a question, for example the definition of a term.</li></ul>
Understanding	<ul style="list-style-type: none"><li>• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall.</li><li>• Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.</li></ul>

# **Cambridge Advanced National (AAQ) in Computing: Application Development**

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## **Assessment Overview - Certificate H029 and Extended Certificate H129**

**All results from each unit are awarded on the following scale:**

- Distinction (D)
- Merit (M)
- Pass (P)

**The overall qualification grades are awarded:**

- Distinction\* (D\*)
- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

# Cambridge Advanced National (AAQ) in Computing: Application Development

## Assessment Overview - Certificate H029 and Extended Certificate H129

### Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F160	60	60	-	48	36	24
F162	24	60	-	48	36	24
Qualification Totals	84	120	108	96	72	48

### Extended Certificate Qualification:

Calculating the qualification grades

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
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F161	60	60	-	48	36	24
F162	24	60	-	48	36	24
F163	24	60	-	48	36	24
F164	24	60	-	48	36	24
F165	24	60	-	48	36	24
F166	24	60	-	48	36	24
Qualification Totals	192	300	270	240	180	120

*Keeping you updated*

## Support and Next Steps



# Resources and Support

What is available now:

- Specification
- Mapping guide
- Sample Assessment Materials (SAMs)



Working now:

- Switching guide
- 'Understanding the assessment' guidance: examined and moderated
- Student guides to NEA assignment
- Curriculum planners
- Sample exemplars
- Specific CPD events



Sample Assessment Materials

- F200 - Fundamentals of data analytics
- F201 - Big data and machine learning
- F202 - Spreadsheet data modelling
- F203 - Relational database design
- F204 - Data and the Internet of Everything (IoE)
- F205 - Data visualisation
- F206 - Data and digital marketing



Sample Assessment Materials

- F160 - Fundamentals of application development
- F161 - Developing application software
- F162 - Designing and communicating UX/UI solutions
- F163 - Game development
- F164 - Website development
- F165 - Immersive technology solution development
- F166 - Software development

# Resources and Support – Teach Cambridge

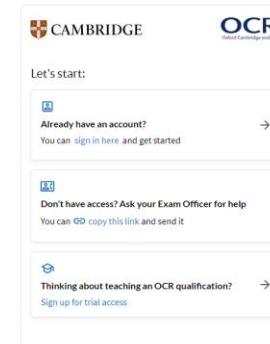
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[Teach Cambridge](#) is our secure website that provides teachers with a single point of access to support and resources provided by OCR and Cambridge University Press and Assessment.

This includes secure materials, such as set assignments, examiners' reports, and exemplars, as well as online, on-demand training and many other teaching resources such as schemes of work and curriculum plans.

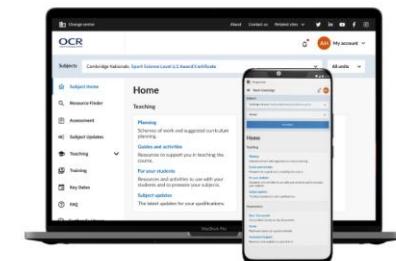
There are several benefits to support you as a teacher:

- receive targeted updates about subjects relevant to you.
- save time and effort searching for resources, training and support over multiple pages.
- the powerful search function in Teach Cambridge enables you to quickly find all the resources and training you need for your subject and save them to your own personalised homepage.
- you'll only see updates and resources, content and training relevant to your subjects.
- you can favourite the content, so resources you need regular access to are easy to find every time.



## Welcome to Teach Cambridge!

Our new personalised and secure website that provides teachers with a single point of access to all support and resources



# Resources and Support

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**Resources** – free materials to support you with delivery and assessment.

**Professional development** – discover and book our comprehensive programme – many training events are free. [Events \(ocr.org.uk\)](https://events.ocr.org.uk).

**Online training courses** – complete our online courses on demand

**Exambuilder** – login to our free test building platform and choose from a large bank of questions to build personalised tests and custom marks schemes to suit the needs of your students. [Exambuilder \(ocr.org.uk\)](https://exambuilder.ocr.org.uk).

The screenshot shows the OCR Subject home page for Cambridge Nationals: Creative iMedia Level 1/Level 2 (2021+). The page has a header with the OCR logo and 'Teach Cambridge' text. A search bar and 'My account' link are in the top right. The left sidebar has a 'Subjects' dropdown set to 'Cambridge Nationals: Creative iMedia Level 1/Level 2 (2021+)'. It includes links for 'Subject home', 'Resource Finder', 'Teaching', 'Assessment', 'Training', 'Key dates', 'FAQs', and 'Support'. The main content area has a 'Subject home' section with a message about new assignments, a 'Practice materials' section with a 'Subject home' link, and a 'Resources' section with a 'Specification (J834)' document. The 'Specification (J834)' document is dated 22 November 2022 and provides information about teaching Creative iMedia. The page has a light blue header and a white background with grey sidebar elements.

# Resources and Support

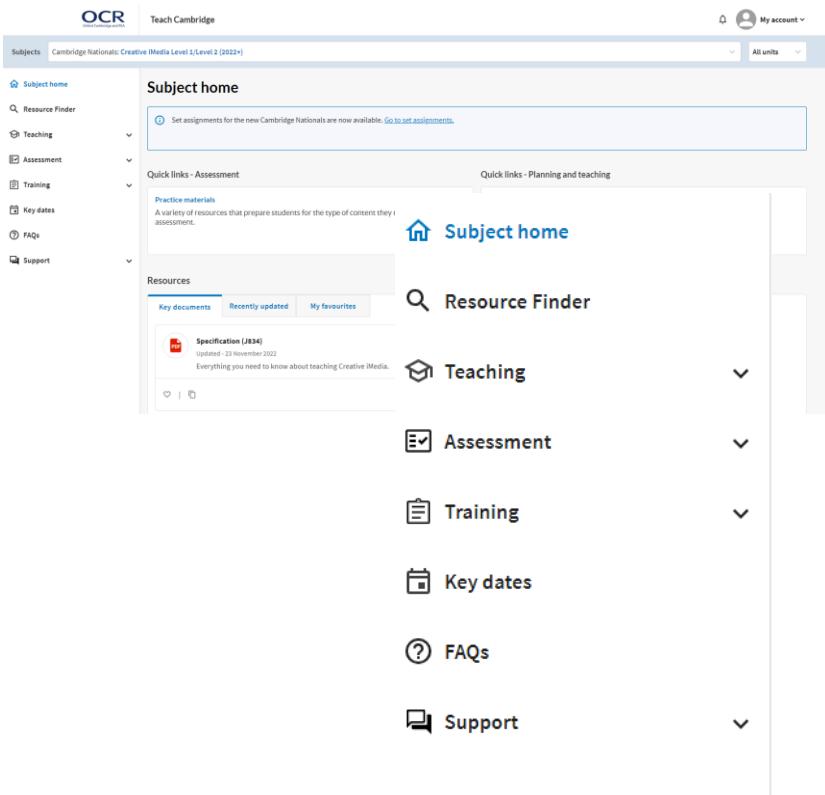
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**Active Results** – access our free online results analysis to help you review exam performance on individual candidates, cohorts, whole centre and national averages. [Active Results \(ocr.org.uk\)](https://www.ocr.org.uk).

**Endorsed Textbooks** – See the textbooks and other resources that are endorsed by OCR for this subject.

**Support** – links to newsletters, blogs and teacher network events for your qualification.

**Access to scripts** – accessed via My Cambridge, exams officers can download copies of your students' completed question papers or 'scripts' so your centre can decide whether to request a review of marking and to support teaching and learning.



The screenshot shows the OCR Teach Cambridge website for Cambridge Nationals: Creative (Media Level 1/Level 2 (2022+)). The page layout includes a header with the OCR logo and 'Teach Cambridge' text, a top navigation bar with 'My account' and 'All units' options, and a sidebar on the left with links to various resources. The main content area features a 'Subject home' section with a message about new assignments, a 'Quick links - Assessment' section, and a 'Resources' section with a 'Specification (J834)' document.

- Subject home
- Resource Finder
- Teaching
- Assessment
- Training
- Key dates
- FAQs
- Support

Subject home

Set assignments for the new Cambridge Nationals are now available. [Go to set assignments](#).

Quick links - Assessment

Practice materials

A variety of resources that prepare students for the type of content they'll assess.

Subject home

Resource Finder

Specification (J834)

Updated - 23 November 2022

Everything you need to know about teaching Creative Media.

Teaching

Assessment

Training

Key dates

FAQs

Support

## Subject Advisors Team

---

# COMPUTING TEAM



Vinay Thawait



Ceredig Cattanach-Chell



Debbie Williams



Neil Hateley



Connor Toms



@OCR\_ICT



[support@ocr.org.uk](mailto:support@ocr.org.uk)



01223 553998

# Become an assessor

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[Why become an examiner or moderator? \(ocr.org.uk\)](https://www.ocr.org.uk)

**OCR**  
Oxford Cambridge and RSA

## Next Steps

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- Sign up for our [email newsletters](#)
- Sign up for other CPD sessions - [Events – OCR](#)
- Regular visit to our dedicated [OCR Online support page](#)
- sign up for [teacher networks events](#)
- read our latest blogs - [Latest blogs and views from OCR](#)
- follow us on Twitter – [@OCR ICT](#).
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- contact the subject advisor with any questions or to arrange a follow up call/Teams meeting on by calling our support centre on 01223 553998 or emailing [support@ocr.org.uk](mailto:support@ocr.org.uk)



# Any Further Questions

