Qualification awaiting accreditation

CAMBRIDGE OCR

Sample assessment material

Cambridge OCR Level 3 V Level in

Digital Systems and Data

H101

Unit F019: Implementing digital systems

Version 0.1 | November 2026

ocr.org.uk/V Levels

Introduction

This is a sample assessment material (SAM). It is an example Cambridge OCR-set assignment published alongside the specification. It is designed to show the style and tasks you can expect from our set assignments.

As the qualification develops, we may update the set assignment template. To help you get the most from this SAM, we also provide two supporting resources:

- **Assessment story** – this explains the structure of the qualification and our approach to both examined and non-exam assessment.
- **Student guide to NEA assignments** – this provides a summary for your students of key points about their Cambridge OCR-set assignments, including the importance of avoiding plagiarism.

Summary of updates

Section	Change	Version	Date
N/A	First draft – Awaiting accreditation.	0.1	4th November 2026

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Cambridge OCR-set Assignment

Sample assessment material

Cambridge OCR Level 3 V Level in Digital Systems and Data

Unit F019: Implementing digital systems

Scenario Title: Summit Outdoor Centres

Valid for assessment from <month> 20XX to <month> 20XX.
For use by students beginning the qualification in <month> 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F019
- certification code H101

The regulated qualification numbers linked to this unit are:

XXX/XXX/X

Duration

About
- 15 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)

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Tasks for students and marking criteria

Unit F019: Implementing digital systems

Scenario Title: Summit Outdoor Centres

Valid for assessment from <month> 20XX to <month> 20XX.
For use by students beginning the qualification in <month> 20XX.

Scenario

Summit Outdoor Centres (SOC) operates five residential outdoor activity centres across the UK. Each activity centre provides activity holidays, educational visits and team-building events for schools and colleges.

SOC relies on digital systems to manage its operations.

SOC plans to introduce a new digital system at one of its activity centres.

The new digital system will be used by a range of users, including:

- administrative staff
- activity instructors
- the centre manager.

These users carry out different tasks and will require different levels of access to information and services.

The new digital system will be accessed from desktop computers and remotely from laptops connected to the activity centre network. Individual user accounts will be used to control access to information and services. Users will use the system to create, store, update and retrieve operational information required during their day-to-day tasks.

Administrative staff will manage bookings, participant details and centre information. Activity instructors need access to activity schedules, participant details and outdoor equipment records to support the safe delivery of activities.

The centre manager requires broader access to operational information, reporting tools and digital system administration functions.

One member of staff uses accessibility features including screen magnification and keyboard navigation. SOC would like the new digital system to support all users without creating barriers to access.

SOC has also stated that digital systems should be used efficiently wherever possible and avoid any unnecessary energy consumption.

Some of the information held by the digital system is personal and sensitive and must be protected through appropriate user accounts, permissions and access controls.

Before the new digital system can be made available to users, it must be prepared, configured, tested and documented. SOC expects the new digital system to be secure, reliable and available to users throughout the working day.

The Managing Director of SOC, who has a good level of technical knowledge, has asked you to create the new digital system. You will need to inform them of your configuration decisions

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Task 1

Plan the digital system

Topic A is assessed in this task.

The task is to:

a) Explain the client and end-user requirements for Summit Outdoor Centres' digital system.

b) Explain the configuration needs.

c) Explain the scope and focus of testing.

Your evidence **must** include:

- Written evidence.

Total marks for Task 1: 12 marks

Marking criteria and guidance – Task 1

Task 1a	**Explain** the client and end-user requirements [AO1.2x2, AO2.2x4]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Just:**	**One** client **and** end-user requirement with **limited** explanation.
	2	**Secure:**	**Two** client **and** end-user requirement with **limited** explanation.
Mark Band 2	**3**	**Just:**	**Two** client **and** end-user requirements with **clear** explanation.
	4	**Secure:**	**More than two** client **and** end-user requirements with **clear** explanation.
Mark Band 3	**5**	**Just:**	**Most** of the client **and** end-user requirements with **detailed** explanation.
	6	**Secure:**	**All relevant** client **and** end-user requirements with **detailed** explanation.
Assessment guidance: • Students **must** explain the client and end-user requirements identified within the scenario. • For each mark band students **must** explain the required number of client **and** end-user requirements. • Students **could** use content from Topics A1 and A2			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 1b	**Explain** the configuration needs [AO1.2x1, AO2.2 x2]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**Two** configuration needs identified with **limited** explanation.
Mark Band 2	**2**	**Secure:**	**Most** configuration needs identified with **clear** explanation.
Mark Band 3	**3**	**Secure:**	**All relevant** configuration needs identified with **detailed** explanation.
Assessment guidance: • Students **could** use content from Topics A1 and A2			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 1c	**Explain** the scope and focus of testing [AO1.3x1, AO2.2x2]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**One** aspect of the scope **and** focus of testing is included with **limited** explanation
Mark Band 2	**2**	**Secure:**	**More than one** aspect of the scope **and** focus of testing is included with **clear** explanation.
Mark Band 3	**3**	**Secure:**	**Most** aspects of the scope and focus of testing are included with **detailed** explanation.
Assessment guidance: • Students **must** consider testing requirements, scope of testing and success criteria. • For each mark band students, **must** explain the required number of aspects of the scope **and** focus of testing. • Students **could** use content from Topics A1 and A2.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 2

Prepare, configure and test the digital system

Topics B and C are assessed in this task.

The task is to:

a) Prepare the digital system ready for configuration.

b) Configure user access and connectivity settings.

c) Configure storage settings.

d) Configure security settings and controls.

e) Configure accessibility and sustainability considerations

f) Test the digital system during configuration. (**S**)

g) Compare the results of your testing against the configuration needs from Task 1 to identify, conclude on and correct any configuration issues.

h) Compare the results of your testing against the configuration needs from Task 1 to identify, conclude on and correct any system behaviour issues.

Your evidence **must** include:

- Videos and/or photos demonstrating the preparation and configuration of the digital system.
- An individualised teacher observation record (TOR) form signed by you and your teacher.
- Evidence of testing.

Total marks for Task 2: 33 marks

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Marking criteria and guidance – Task 2

Task 2: Assessment guidance:

- Students **must** provide evidence of them preparing and configuring the digital system. Students **could** use content from Topic B2. The form of evidence selected will vary, e.g. photos or videos of the preparation and configurations taking place and **must** be supported by a Teacher Observation Record (TOR).
- All videos and/or photos **must** clearly show the preparation and configuration activities being completed by the student.
- An individualised Teacher Observation Record (TOR) **must** be provided for each student as evidence of safely preparing and configuring the digital system. Students must also read and sign the TOR form. Each TOR form must describe how the student safely used tools and techniques when preparing and configuring the digital system and troubleshooting faults.
- It is important that students test their digital system **during** configuration so it can be reviewed in **Task 3**.
- Before students are provided with components to prepare and configure, they must be informed of all relevant health and safety policies and procedures. Teachers **must** intervene if there's a health and safety risk and reflect this in their assessment if the student needed additional help to work safely and independently to meet the assessment criteria in this task.
- We recommend that students use the test plan template provided. However, if students use a different template which is appropriate for the task, they must not be penalised for doing so.
- Teacher provided templates **must** not include examples or instructions.

Task 2a	**Prepare** the digital system ready for configuration [AO1.3x1, AO2.2x1, AO2.3x1]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**Two** preparation activities are completed with **limited** success.
Mark Band 2	**2**	**Secure:**	**More than two** preparation activities are completed with **clear** success.
Mark Band 3	**3**	**Secure:**	**All relevant** preparation activities are completed with **complete** success.

Assessment guidance:

- For each mark band students **must** complete the required number of preparation activities.
- Students **could** use content from Topic B1.

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 2b	**Configure** user access and connectivity settings [AO1.3 x1, AO2.3x2, AO2.4x3]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Just:**	**One** user access **and** connectivity setting is configured with **limited** success.
	2	**Secure:**	**More than one** user access **and** connectivity setting is configured with **limited** success.
Mark Band 2	**3**	**Just:**	**More than one** user access **and** connectivity setting is configured with **partial** success.
	4	**Secure:**	**Most** of the user access **and** connectivity settings are configured with **partial** success.
Mark Band 3	**5**	**Just:**	**Most** of the user access **and** connectivity settings are configured with **complete** success.
	6	**Secure:**	**All relevant** user access **and** connectivity settings are configured with **complete** success.
Assessment guidance: • For each mark band students **must** configure the required number of access **and** connectivity settings. • Students **could** use content from Topic B3.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 2c	**Configure** storage settings [AO1.3 x1, AO2.3 x1. AO2.4x1]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**More than one** storage setting is configured with **limited** success.
Mark Band 2	**2**	**Secure:**	**Most** of the storage settings are configured with **partial** success.
Mark Band 3	**3**	**Secure:**	**All relevant** storage settings are configured with **complete** success.
Assessment guidance: • For each mark band students **must** configure the required number of storage settings. • Students **could** use content from Topic B3.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 2d	**Configure** security settings and controls [AO1.3 x1, AO2.3x2, AO2.4 x3]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Just:**	**One** security setting **and** control is configured with **limited** success.
	2	**Secure:**	**More than one** security setting **and** control is configured **limited** success.
Mark Band 2	**3**	**Just:**	**More than one** security setting **and** control is configured with **partial** success.
	4	**Secure:**	**Most** security settings **and** controls are configured with **partial** success.
Mark Band 3	**5**	**Just:**	**Most** security settings **and** controls are configured are configured with **complete** success.
	6	**Secure:**	**All relevant** security settings **and** controls are configured are configured with **complete** success.
Assessment guidance: • For each mark band students **must** configure the required number of security settings **and** controls. • Students **could** use content from Topic B3.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 2e	**Configure** accessibility and sustainability considerations [AO1.3 x1, AO2.3x1, AO2.4x1]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**One** accessibility **and** sustainability consideration is configured with **limited** success.
Mark Band 2	**2**	**Secure:**	**More than one** accessibility **and** sustainability consideration is configured with **partial** success.
Mark Band 3	**3**	**Secure:**	**Most** accessibility **and** sustainability considerations are configured are configured with **complete** success.
Assessment guidance: • For each mark band students **must** configure the required number of accessibility **and** sustainability considerations. • Students **could** use content from Topic B3.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 2f	**Test** the digital system during configuration. [AO1.3x1, AO2.3x5] (**S**)		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Just:**	**Two** tests are completed with **limited** detail.
	2	**Secure:**	**More than two** tests are completed with **limited** detail.
Mark Band 2	**3**	**Just:**	**More than two** tests are completed with **partial** detail. (**S**)
	4	**Secure:**	**Most categories** of testing are completed with **partial** detail. (**S**)
Mark Band 3	**5**	**Just:**	**Most categories** of testing are completed with **comprehensive** detail. (**S**)
	6	**Secure:**	**All categories** of testing are completed with **comprehensive** detail. (**S**)

Assessment guidance:

- The categories of testing are: functionality, performance, usability, accessibility and security-related behaviours.
- To achieve 1-3 marks students must complete the required number of tests. To achieve 4-6 marks, students' **must** include tests from the required number of categories of testing.
- Students need to draw on knowledge and understanding from across the course of study in order to achieve mark bands 2 and 3. (**S**)
- Students **could** use content from Topics C1, C5 and F015 Topic C.

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 2g	**Compare** the results of your testing against the configuration needs from Task 1 to identify, conclude on and correct any configuration issues. [AO2.5x2, AO3.2x1]	
Response level	**Mark**	**Marking Criteria**
Mark Band 1	**1**	**Secure:** **More than one** issue is identified and corrected with **limited** success.
Mark Band 2	**2**	**Secure:** **More than two** issues are identified and corrected with **partial** success.
Mark Band 3	**3**	**Secure:** **All** issues are identified and corrected with **complete** success.

Assessment guidance:

- Students **could** use content from Topic C2.

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 2h	**Compare** the results of your testing against the configuration needs from Task 1 to identify, conclude on and correct any system behaviour issues. [AO2.5x2, AO3.2x1]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**More than one** system behaviour is identified and corrected with **limited** success.
Mark Band 2	**2**	**Secure:**	**More than two** system behaviours are identified and corrected with **partial** success.
Mark Band 3	**3**	**Secure:**	**All** system behaviours are identified and corrected with **complete** success.
Assessment guidance: • Students **could** use logs, alerts, performance indicators and fault identification approaches. • Students **could** use content from Topic C2.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 3

Test, review and evaluate the digital system

Topics B and C are assessed in this task.

The task is to:

a) Apply routine checks to confirm the digital system is ready for use.

b) Evaluate the digital system against requirements identified in **Task 1** and conclude if the requirements have been met.

c) Explain how you have used responsible configuration practices when configuring the digital system.

d) Document and communicate your configuration decisions to the Managing Director of Summit Outdoor Centres (SOC).

Your evidence **must** include:

- Videos and/or photos applying routine checks to the digital system.
- Written evidence.

Total marks for Task 3: 21 marks

Marking criteria and guidance – Task 3

Task 3a	**Apply** routine checks to confirm the digital system is ready for use [AO1.2x1, AO2.3x2]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**One** routine check is completed with **limited** success.
Mark Band 2	**2**	**Secure:**	**More than two** routine checks are completed with **partial** success.
Mark Band 3	**3**	**Secure:**	**All relevant** routine checks are completed with **complete** success.
Assessment guidance: • Students **could** use content from Topic C4.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 3b	**Evaluate** the digital system against requirements identified in Task 1 and conclude if the requirements have been met. [AO3.2x6]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Just:**	**Two** criteria are used to create a **limited** evaluation which concludes if the requirements have been met**.**
	2	**Secure:**	**More than two** criteria are used to create a **limited** evaluation which concludes if the requirements have been met**.**
Mark Band 2	**3**	**Just:**	**More than two** criteria are used to create a **clear** evaluation which concludes if the requirements have been met**.**
	4	**Secure:**	**Most** of the relevant criteria are used to create a **clear** evaluation which concludes if the requirements have been met**.**
Mark Band 3	**5**	**Just:**	**Most** of the relevant criteria are used to create a **detailed** evaluation which concludes if the requirements have been met**.**
	6	**Secure:**	**All relevant** criteria are used to create a **detailed** evaluation which concludes if the requirements have been met**.**
Assessment guidance: • Students **could** use content from Topic C3.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

Task 3c	**Explain** how you have used responsible configuration practices when configuring the digital system. [AO1.2 x1, AO2.1 x2]		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**Two** responsible configuration practices used with **limited** explanation.
Mark Band 2	**2**	**Secure:**	**More than two** responsible configuration practices used with **clear** explanation.
Mark Band 3	**3**	**Secure:**	**Most** responsible configuration practices used with **comprehensive** explanation.
Assessment guidance: • Students **could** consider the configurations they applied to the digital system in Task 2. • Students **could** use content from Topic B3.			

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Task 3d	**Document** and communicate your configuration decisions [AO2.5x3] (**S**)		
Response level	**Mark**	**Marking Criteria**	
Mark Band 1	**1**	**Secure:**	**Two** configuration decisions are documented **and** communicated with **limited** consideration of stakeholder communication requirements.
Mark Band 2	**2**	**Secure:**	**More than two** configuration decisions are documented **and** communicated with **partial** consideration of stakeholder communication requirements. (**S**)
Mark Band 3	**3**	**Secure:**	**Most** configuration decisions are documented **and** communicated with **complete** consideration of stakeholder communication requirements. (**S**)

Assessment guidance:

- For each mark band students **must** document the required number of configuration decisions **and** communicate them appropriately to the stakeholder in the scenario.
- Students need to draw on knowledge and understanding from across the course of study in order to achieve mark bands 2 and 3. (**S**)
- Student**s could** use content from Topic Area B4 and F016 Topic D.

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

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Teacher Observation Record Form

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

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Unit number:	**F019**
Unit title:	**Implementing digital systems**
Task number:	**2**
Task title:	**Prepare, configure and test the digital system**

Student's name:	
Date the activity was completed:	

What extra evidence is attached to the form?	

The **teacher** fills in this section:

What specific task does this activity relate to? 2a, 2b, 2c, 2d and 2e
How does the activity meet the requirements of the Marking Criterion? You **must**: 1. Describe the preparation activities the student has completed (2a) 2. Describe the user access and connectivity settings the student has configured. (2b) 3. Describe the storage settings the student has configured. (2c) 4. Describe the security settings and controls the student has configured. (2d) 5. Describe the accessibility and sustainability considerations the student has configured. (2e)

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Teacher's name:	
Teacher's signature:	
Date:	

The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐	
Use this space to make any extra comments.	
Student's signature:	
Date:	

Guidance notes

Both the teacher **and** the student are responsible for completing this form.

The **teacher must**:

- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the marking criteria.
- say how well the activity was completed in relation to the Marking Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:

- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed
- sign and date the form as evidence of agreement.

The form **must**:

- be accompanied by extra evidence, as required by the task.
- provide evidence that is **individual to the student.**

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The form **must not**:

- contain a simple repeat of the marking criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.
- be used to evidence achievement of a whole unit or task in isolation.

Sample

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Template for test table

Test number	Test type	Test description	Test data	Expected outcome	Observed outcome	Evidence of retesting	Evaluation comment

Sample

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Command words and performance indicators

Command word	Definition
Adapt	Change to make suitable for a new use or purpose.
Analyse	Break information into parts and consider relationships, patterns or characteristics to interpret meaning or suggest impacts using a logical chain of meaning.
Assess	Consider factors that apply and which are the most important or relevant.
Calculate	Work out a numerical answer using appropriate methods.
Choose	Provide an answer from appropriate options.
Complete	Finish a task by adding to given information.
Compare	Provide details about the similarities and differences between two or more items, situations or actions.
Create	Produce an output or artefact in response to a task or problem.
Describe	Give an account that includes all the relevant characteristics, qualities or events.
Draw	Produce a diagram/sketch/graph with sufficient detail to show the answer.
Evaluate	Make a judgement about value, importance or effectiveness, using evidence to support your answer.
Examine(d)	To look at or scrutinise in detail.
Explain	Give reasons for and/or causes of something; make something clear by giving information.
Interpret	Use given information to translate meaning, patterns or relationships.
Justify	Make and support a judgement or offer an opinion using evidence and reasoning.
Measure	Establish a value using a suitable measuring instrument and/or technique.
Outline	Give a short account or summary of the main points.
Plan	Consider, set out and communicate what is to be done.
Plot	Indicate specific feature or locations on given source material.
Recommend	Put forward a supported judgment.
Command word	**Definition**

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Research	Do a detailed study in order to discover (new) information or reach a (new) understanding.
Set up	Prepare a system or set of equipment for operation.
Suggest	Give possible solutions or ideas for consideration.
Summarise	To sum up or give a short account in your own words.
Use	Apply the information provided or apply prior learning of knowledge, understanding and/or skills. Put acquired skills and methods into action for a given purpose.

Sample

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Performance indicator	Definition
Basic	Covers only the main elements, with little or no explanation, detail or application.
Limited	Narrow range; only the more obvious or simplistic aspects are covered.
Simple	Uses a straightforward approach involving few elements and little complexity.
Partial/partially • **appropriate** • **complete** • **accurate**	Includes some of the required elements, but has: • important gaps or unsuitable elements • important parts are missing or unfinished • errors or unclear points.
(with/in) Some detail	Includes relevant supporting information beyond the basic points but lacks sustained breadth or depth.
Mostly • **appropriate** • **complete** • **accurate**	Generally relevant and suitable for the purpose, with: • Only minor unsuitable elements • Only minor omissions • Minor errors/unclear points which do not affect overall response.
Clear	Easy to understand and organised in a logical order.
Effective	Achieves the intended purpose through relevant selection, application or communication.
Developed	Extend and explain ideas using relevant support or examples.
Reasoned	Support conclusions or decisions with logical explanation and relevant evidence or principles.
Justified/Considered	Takes account of relevant factors, evidence or viewpoints before reaching a judgement, response or opinion.
Detailed	Substantial, specific and relevant information that explores points beyond a general outline.
Comprehensive	Broad and deep coverage of all, or nearly all, relevant aspects.
Thorough	Covers the relevant material carefully and systematically, with key points explored fully.
Appropriate	Suitable for the purpose, context or task throughout.
Complete	Includes all required elements, with no important omissions.
Accurate	Correct and precise throughout, no errors or misleading information.

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