Qualification awaiting accreditation

CAMBRIDGE OCR

Sample assessment material

Cambridge OCR Level 2 Foundation Certificate in

Digital Systems and Data

J002

Unit R201: Investigating digital information and data

Version 0.1 | November 2026

ocr.org.uk/foundationcertificates

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	11th November 2026

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Cambridge OCR-set Assignment

Sample assessment material

Cambridge OCR Level 2 Foundation Certificate in Digital Systems and Data

Unit R201: Investigating digital information and data

Scenario Title: Click Connect Community

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 R201
- certification code J002

The regulated qualification numbers linked to this unit are:

xxx/xxxx/x

Duration

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

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Tasks for students and assessment criteria

Unit R201: Investigating digital information and data

Scenario Title: Click Connect Community

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

Scenario

The local council is launching a new initiative to improve digital access to council services and information. The new initiative is called: Click Connect Community.

One part of the initiative is to investigate how council services and information are currently being accessed digitally by local people.

The council would like to understand:

- Barriers that prevent digital access to council services and information.
- The use of digital technologies generally and how these could be used to improve digital access to council services and information.

They have asked you to complete an investigation into these issues.

They would also like to understand:

- Which council services and information local people currently access digitally.
- How local people currently access council services and information digitally.
- How aware of artificial intelligence (AI) local people are and how often they use it.

You have been provided with a dataset containing information from a survey of local people about their use of digital council services, how they access these services, and their awareness and use of artificial intelligence (AI).

You have been asked to conclude your investigation by providing evidence-based recommendations about how the local council could improve digital access to council services and information.

You **must** communicate your findings and recommendations to local council decision makers in appropriate formats.

To complete the investigation, you **must**:

- Gather information from relevant digital sources about barriers to digital access
- Gather information from relevant digital sources about how digital technologies could be used by the council
- Use the dataset provided for you in the file **LocalCouncilSurveyData.csv.**

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Task 1

Selecting and preparing information

Topics A, B and C are assessed in this task.

The task is:

Identify, select and prepare the information and data you need to meet the requirements of the scenario.

Your evidence **must** include:

- Written evidence
- The dataset you prepared and cleansed.

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

Pass	Merit	Distinction
P1: List information sources relevant to the investigation purpose. (PO2)	**M1: Compare** information from multiple relevant sources. (PO2)	**D1: Assess** the suitability of the selected information and data in supporting the investigation. (PO3) (**S**)
P2: Choose information from at least three relevant sources that help support the investigation. (PO4)		
P3: Use referencing methods to acknowledge information sources used. (PO2)		
P4: Use appropriate tools to improve the accuracy and consistency of the dataset structure. (PO4)	**M2: Use** appropriate tools to reduce data quality issues within the dataset. (PO4)	**D2: Use** appropriate techniques to prepare the dataset for interpretation. (PO4)

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	• P1 relates to Topics A1 and A3. • Students **must** provide specific sources relevant to the scenario. • Students **could** use sources from the list in Topic A3. • Students **could** make use of source suitability considerations in Topic A3 when selecting information sources.

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P2	• P2 relates to Topics A2 and A3. • Students **must** select information that is relevant to the investigation.
P3	• P3 relates to Topic A5. • Students **must** acknowledge and reference **all** sources used. • Students **could** make use of referencing methods identified in Topic A5.
P4	• P4 relates to Topics B1 and C2. • Students **must** import the dataset provided. • Students **could** use data types, structures and cell formatting tools from Topic B1. • Evidence for P4 will be the prepared and cleansed dataset.
M1	• M1 relates to Topic A4. • Students **must** use the information from the sources they chose in P2. • Students **must** compare the similarities, differences and any inconsistencies in the information from the different sources.
M2	• M2 relates to Topics B1 and B2 • Students **could** use data validation and verification tools from Topic B1. • Evidence for M2 will be the prepared and cleansed dataset.
D1	• D1 relates to Topics A1, A3, A4 and unit R200 Topics B3, B4, D1, D2, D3, D4. • Students need to draw on knowledge and understanding from across the course of study in order to achieve D1. (**S**) • Students **must** refer to their selected information and the supplied dataset.
D2	• D2 relates to Topics B1 and B2 • Students **could** use the data cleansing techniques from Topic B2. • Evidence for D2 will be the prepared and cleansed dataset.

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Task 2
Manipulating and visualising data

Topics B and C are assessed in this task.

The task is:

Use a range of techniques to manipulate and visualise the data from the dataset you prepared in **Task 1**.

Your evidence **must** include:

- Spreadsheet and/or database files
- Written evidence.

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

Pass	Merit	Distinction
P5: Use appropriate techniques to manipulate the dataset. (PO4)	**M3: Use** a range of appropriate data manipulation techniques to investigate relationships, patterns and trends within the dataset. (PO4)	**D3: Justify** the choice of techniques used to manipulate and visualise the dataset. (PO3)
P6: Create visualisations of the manipulated dataset. (PO4)	**M4: Use** a range of appropriate data formatting techniques to support accurate and effective data visualisations. (PO2)	

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
P5	• Students **could** make use of the techniques to manipulate data from Topic B3.
P6	• Students **could** make use of the graphical and/or tabular formats from Topic C1.
M3	• Students **could** make use of the techniques to manipulate data from Topic B3. • The evidence for M3 will be the spreadsheet and/or database files.

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M4	• Students **must** use visualisation tools appropriate to the data being presented. • Students **could** make use of techniques to format data from Topic C2. • The evidence for M4 will be the spreadsheet and/or database files.
D3	**There is no assessment guidance for this criterion.**

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Task 3
Developing and communicating your findings and recommendations

Topics C and D are assessed in this task.

The task is:

Develop findings and recommendations from the data manipulated and visualised in **Task 2**, supported by information gathered from other sources in **Task 1**.

Create an infographic which will communicate the findings and recommendations from your investigation to the local council decision makers.

Use search, formatting and checking functions within digital applications to review and refine your work.

Your evidence **must** include:

- Infographic
- Written evidence.

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

Pass	Merit	Distinction
P7: List the findings from the dataset. (PO2)	**M5: Summarise** the recommendations of your investigation. (PO3)	**D4: Discuss** how far the recommendations are supported by evidence from the investigation. (PO3)
P8: List findings from other sources. (PO2)		
P9: Create a draft infographic of the investigation findings. (PO4)	**M6: Summarise** how the draft infographic can be improved. (PO2)	**D5: Create** an improved infographic that effectively communicates findings and recommendations for the intended audience and purpose. (PO4)

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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
P7	• P7 relates to Topic C3. • Students **must** list any patterns, trends, anomalies, relationships or comparisons in the dataset manipulated and visualised in **Task 2**.
P8	• Students **must** list the findings from the relevant sources in **Task 1**. • P8 does **not** include findings from the dataset.
P9	• Students **must** communicate information in an appropriate format for the intended audience and purpose. • Students **could** make use of the infographics from Topic D2. • Evidence for **P9** will be the draft infographic.
M5	• Students **must** summarise recommendations based on the dataset **and** other sources.
M6	• Students **must** consider how the written and visual communication considerations from Topic D2 can be used to enhance the infographic. • Evidence for **M6** could be a written summary and/or an annotated draft infographic.
D4	• Students **must** make reasoned judgements on how well their recommendations are supported by the evidence they have collected.
D5	• Students **must** select graphical, tabular and text-based elements appropriate to the intended audience and purpose. • The evidence for **D5** will be the improved infographic.

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Command words

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.
Discuss (how/whether/etc)	Consider a range of relevant points for and/or against an argument or scenario, to make a reasoned judgement.
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 judgment or offer an opinion using evidence and reasoning.
Label	Add information to given source material
List	Provide a series of terms or points without elaboration

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Command word	Definition
Mark	Indicate specific feature or location on given source material
Measure	Establish a value using a suitable measuring instrument and/or technique.
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
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.

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