Qualification awaiting accreditation

CAMBRIDGE OCR

Sample assessment material

Cambridge OCR Level 2 Foundation Certificate in

Digital Systems and Data

J002

Unit R203: Installing digital systems

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 R203: Installing digital systems

Scenario Title: Community Digital Learning Centre (CDLC)

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 R203
- 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 R203: Installing digital systems

Scenario Title: Community Digital Learning Centre (CDLC)

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

Scenario

Community Digital Learning Centre (CDLC) is a local organisation that provides access to digital skills training and online services for members of the public.

CDLC is preparing a new digital system for use by learners and staff. Before the digital system can be used, it must be planned, configured, secured, verified and prepared for ongoing support and maintenance.

You have been asked by the centre manager to support the delivery of the digital system.

The digital system **must**:

- Allow learners and staff to access online services.
- Allow learners and staff to create and edit documents and presentations.
- Store information about learners and digital skills training activities.
- Provide different levels of access for learners and staff.
- Support secure use of the digital system.
- Support routine maintenance activities.

Available resources

CDLC has these resources available for the delivery of the digital system:

- Desktop computers
- Laptop computers
- Monitor(s)
- Network connection
- Productivity software licences
- Anti-malware software licences

The centre manager has allocated 10 hours for the work to be completed.

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Task 1
Planning the digital system delivery

Topic A is assessed in this task.

The task is:

Plan the delivery of the digital system for CDLC.

Your evidence **must** include:

- Delivery plan
- Written evidence.

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

Pass	Merit	Distinction
P1: Summarise the resources required to deliver the digital system. (PO2) (**S**)	**M1: Explain** the component compatibility requirements for the digital system. (PO2) (**S**)	**D1: Justify** the planned delivery approach for meeting the requirements of the digital system. (PO3)
P2: Create a delivery plan for the digital system. (PO4)	**M2: Plan** the sequence of activities required to support the efficient delivery of the digital system. (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, A2 and unit R200 Topics A1, A2, A4, A5 and A6. • Students **must** summarise the specific tools, hardware and software resources required to deliver the digital system in the scenario. • Students need to draw on knowledge and understanding from across the course of study in order to achieve P1. (**S**)
P2	• Students **must** include the tasks, activities and timescales required to support delivery of the digital system.
M1	• Ideally students **must** explain the component compatibility requirements of the resources from P1. If students use different resources which are appropriate to the digital system in the scenario, they **must** not be penalised. • Students need to draw on knowledge and understanding from across the course of study in order to achieve M1. (**S**)

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	• Students **could** include the component compatibility requirements from Topic A1 and unit R200 Topics A1, A2, A4, A5 and A6.
M2	• Having created a delivery plan for the digital system (P2), students **must** sequence the order of activities required to support the efficient delivery of the digital system. Where students **do not** provide sufficient evidence to achieve P2, it is still possible to achieve M2. • Students **must** consider dependencies between activities and the availability of resources.
D1	• Students **must** support judgements using evidence from their resource summary, compatibility requirements and delivery plan.

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Task 2
Connecting, configuring and verifying the digital system

Topics B and C are assessed in this task.

The task is:

Connect, install, configure and verify the digital system for CDLC correcting the faults found.

Schedule and complete routine maintenance and system checks to support continued digital system operation.

Your evidence **must** include:

- Images and/or videos which demonstrate the connection, installation and configuration of the digital system showing how the assessment criteria have been met.
- Verification records showing the results of checking the system.
- Clear records of configuration, fault resolution and maintenance activities.
- An individual Teacher Observation Record (TOR) form signed by you and your teacher.

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

Pass	Merit	Distinction
P3: Create a functional digital system by safely connecting and configuring hardware components. (PO4)		
P4: Create a functional digital system by installing and configuring software components. (PO4)		
P5: Apply authentication measures and access permissions within the digital system. (PO4)	**M3: Apply** security controls to support the protection of the digital system. (PO4)	**D2: Evaluate** the effectiveness of the secure configurations in protecting the digital system. (PO3)
P6: Test the digital system to verify the components function together as intended. (PO4)		**D3: Complete** corrective actions required following the verification of the digital system. (PO4)
P7: Summarise faults in the configured digital system. (PO2)		
P8: Complete routine maintenance **and** system checks to support continued operation of the digital system. (PO4)	**M4: Record** configuration, maintenance activities and security configurations clearly using appropriate digital tools. (PO2)	

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		D4: Evaluate the effectiveness of the configured digital system in meeting user requirements. (PO3)

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
General	• Students **must** provide clear evidence which demonstrates the connection, installation, configuration and maintenance of the digital system. • This can be in the form of images and/or videos supported by written notes. • Evidence that is generic will **not** be deemed appropriate. • An individual Teacher Observation Record (TOR) form must be provided for each student as evidence they have applied health, safety and secure equipment handling requirements (Task 2, Topic B1) when connecting and configuring hardware components. TOR forms **must** be suitably detailed for each student, to help the Cambridge OCR moderator determine if the assessment criterion has been met. You **must** follow the guidance provided in the 'guidance notes' section of the form so that the evidence captured and submitted is appropriate. Students **must** also read and sign the TOR form.
P3	• Students **must** be able to apply health, safety and secure equipment handling requirements when connecting and configuring hardware components to achieve this criterion. Staff **must** intervene if safe working practices are not being followed and where this happens this criterion cannot be achieved. • Students **must** consider the content in Topic B1 when connecting and configuring hardware components.
P4	• Students **must** ensure the configured software components support the requirements identified in the scenario. • Students **could** consider the configurations in Topic B2.
P5	• Students **must** ensure authentication measures and access permissions are appropriate for the **intended users** of the digital system identified in the scenario. • Students **could** consider the configurations in Topic B3.
P6	• Students **could** consider the system checks and verification activities in B4.

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P7	• Students **must** summarise faults they have identified through verification activities. • Students **could** consider the common faults in Topic B4.
P8	• Students **could** consider the routine maintenance and checks in Topic C2.
M3	• Students **must** ensure configuration settings are appropriate to the intended **use** of the digital system. • Students **could** consider the configurations in Topic B3.
M4	• The records **must** clearly and accurately communicate configuration, maintenance activities and security configurations to others. • Students **could** consider the content in Topic C3.
D2	• Students **must** support judgements using evidence from secure configuration activities. • Students **must** consider the content in Topic B3 when reaching conclusions.
D3	• Having verified the digital system (P6) and summarised faults (P7) students **must** complete corrective actions for D3. Where students do not provide sufficient evidence to achieve P6 and/or P7, it is still possible to achieve D3.
D4	• Students **must** support judgements using evidence from configuration, verification and maintenance activities. • Students **must** consider the content in Topic B2, B4 and C2 when reaching conclusions.

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Task 3
Reviewing and improving the digital system

Topics B and C are assessed in this task.

Following **Task 2**, CDLC has identified some **new requirements** for the digital system you configured. The digital system **must** now also support:

- Volunteers who require access to selected resources.
- Staff who need to access resources from different locations.
- Increased protection of learner and staff information.

The task is:

Consider if the current security of the digital system you configured in **Task 2** can meet these **new requirements** and any actions that can be taken to improve its security.

Justify the suitability of any actions that can be taken to improve the digital system security in a format suitable for the Centre Manager who has no technical knowledge.

Your evidence **must** include:

- Written evidence.

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

Pass	Merit	Distinction
P9: List security weaknesses and limitations of the configured digital system in relation to the **new requirements**. (PO2)	**M5: Summarise** how the **new requirements** will impact the confidentiality, integrity and availability of the data in the digital system. (PO2) (**S**)	
	M6: Summarise actions that can be taken to improve the digital system's security to meet the **new requirements**. (PO2)	**D5: Justify** the suitability of the actions for meeting the **new requirements** of the digital system for the given audience. (PO3) (**S**)

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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
General	• Students **must** provide evidence which clearly relates to the **new requirements** given in the scenario. • Evidence that is generic and does not relate to the configured digital system or the **new requirements** is not appropriate.
P9	• Students **must** identify security weaknesses and/or limitations of the configured digital system in relation to the **new requirements**.
M5	• M5 relates to Topic C1 and unit R200 Topic C1. • Students need to draw on knowledge and understanding from across the course of study in order to achieve M5. (**S**)
M6	• M6 relates to Topics B3 and C1.
D5	• M5 relates to Topic B3, C1, C3 and unit R200 Topic C. • Students need to draw on knowledge and understanding from across the course of study in order to achieve D5. (**S**) • Students **must** communicate their justification of the suitability of the actions for meeting the new requirements of the digital system, appropriate to the audience given in Task 3. • Students **must** use language, terminology and supporting information appropriate to the intended audience.

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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:	**R203**
Unit title:	**Installing digital systems**
Task number:	**2**
Task title:	**Connecting, configuring and verifying 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? P3, P4 P5, M3 and P8.
How does the activity meet the requirements of the Assessment Criterion? You **must**: 1. Describe how the student applied health, safety and secure equipment handling requirements when connecting and configuring hardware components. [P3] 2. Describe software components the student has installed and configured to create functional digital system. [P4] 3. Describe the authentication measures and access permissions the student has applied within the digital system. [P5]

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4. Describe the security controls applied to support the protection of the digital system. [M3] 5. Describe the routine maintenance activities the student has complete to support continued operation of the digital system. [P8]

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 Assessment Criteria.
- say how well the activity was completed in relation to the Assessment 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.

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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**.

The form **must not**:

- contain a simple repeat of the Assessment 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.

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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.

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Command word	Definition
List	Provide a series of terms or points without elaboration.
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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